

**Exploring the training-needs of teachers for the implementation of Life  
Skills Education (LSE) in Lesotho: A case study of selected rural and urban  
secondary schools**

**By**

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**Submitted in partial fulfillment of the requirements for the degree of Master  
of Psychology in Education**

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**November 2021**

## DECLARATION

I, **Mamolefe Ntelo**, declare that the dissertation titled *“Exploring the training-needs of teachers for the implementation of Life Skills Education (LSE) in Lesotho: A case study of selected rural and urban secondary schools.”* submitted for the qualification of Master of Education in Psychology at the University of the Free State is my own independent work. I declare that I have duly acknowledged all materials included in this research. Moreover, I declare that this dissertation has never been submitted previously for any other degree or at any other training institute. It is an original research report meant only for this qualification.

  
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SIGNED

02-12-2021

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## ETHICS STATEMENT



### GENERAL/HUMAN RESEARCH ETHICS COMMITTEE (GHREC)

03-May-2021

Dear Mamolefe Ntelo

#### Application Approved

Research Project Title:

**Exploring teacher-training needs for the implementation of life skills Education in Lesotho: A case study of selected rural and urban secondary schools.**

Ethical Clearance number:

**UFS-HSD2021/0128/21**

We are pleased to inform you that your application for ethical clearance has been approved. Your ethical clearance is valid for twelve (12) months from the date of issue. We request that any changes that may take place during the course of your study/research project be submitted to the ethics office to ensure ethical transparency. Furthermore, you are requested to submit the final report of your study/research project to the ethics office. Should you require more time to complete this research, please apply for an extension. Thank you for submitting your proposal for ethical clearance; we wish you the best of luck and success with your research.

Yours sincerely

**Dr Adri Du Plessis**

**Chairperson: General/Human Research Ethics Committee**

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# LANGUAGE EDITING



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- Grammar check
- Sentence construction
- Spelling check
- Punctuation
- In-text referencing
- Reference checking
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  - (ii) checking for compliance with in-house style
- Document layout

As a professional editor, I pledge that the above aspects of the MS were, to the best of my knowledge, meticulously and correctly done at the time the work was sent to the student. However, I am not responsible for any corrections that were made after the editing process.

Yours faithfully,

**Kemist Shumba (PhD)**

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## **ABSTRACT**

Teachers are the most important players in the effective teaching and learning of Life Skills Education (LSE). It is, therefore, crucial to ensure that they are well prepared to facilitate the new teaching of LSE. A teacher's success largely depends on various factors, such as personal context, personal efforts, general personality, and the training acquired. These factors could be greatly improved if a teacher is provided with specialised training in the effective teaching of the LSE programme. This prompted the researcher to conduct a study on LSE teaching in Maseru and Mophale's Hoek district, using four secondary schools in both urban and rural settings. This study explored the experiences of LSE teachers and how a selected training programme could influence the effective teaching of LSE in the study area. The study adopted interpretivism as the research paradigm and phenomenology as the research design. The technique used to select the research sample is purposive sampling. There were eight Basotho LSE teachers and school principals who were randomly chosen from four schools. Structured telephonic interviews were used to collect data. The data were presented thematically. The data were analysed from the participants' perspective and contrasted with the findings from the extant literature. The study has revealed that teachers were not adequately trained to teach LSE and were in dire need of in-service courses. Therefore, it was recommended that the Ministry of Education facilitate and broaden in-service training for LSE teachers and provide clear guidelines on how to teach the contents of LSE. This study has yielded findings that can be used to enhance the teaching and learning of LSE in secondary schools. Curriculum developers would find the research useful, reflecting on the extent to which the objectives set for the subject were achieved.

**Key words:** Principal, Teacher, Implementation, Life Skills Education and Teacher training needs.

## **DEDICATION**

I would like to dedicate this study to my mother who gave me the motivation to continue studying, regardless of how hard it could be.

## **ACKNOWLEDGEMENTS**

I want to thank God for His kindness, which physically and spiritually gave me the strength to complete this programme. My special gratitude also goes to my supervisor who spared his time for psychological support and his reassurance that I will make it.

I also appreciate the encouragement and support provided by my husband when the journey got tough. Moreover, I wish to appreciate the support from my lovely sister and my precious kids, whose presence kept me going. Lastly, I would also want to appreciate the contribution made by the participants, since without their participation this study would not have been a success.

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## LIST OF ACRONYMS

CBSE	Central Board of Secondary Education
COVID 19	Coronavirus Disease of 2019.
KIE	Kenya Institute of Education
LBSE	Life-Based Sexuality Education
LSE	Life Skills Education
LCE	Lesotho College of Education
LO	Life Orientation
MoET	Ministry of Education and Training
NCDC	National Curriculum Development Center
NGO	Non - Governmental Organisation
P	Principal
SSS	Semi Structured Interviews
T	Teacher
TA	Thematic Analysis
UNICEF	United Nations Children's Fund
UNESCO	United Nation Educational, Scientific and Cultural Organization
WHO	World Health Organization

## **CHAPTER 1: INTRODUCTION AND BACKGROUND OF THE STUDY**

### **1.1 Introduction**

This chapter discussed an overview of the study and the problem statement and the research objectives and research questions. The theoretical framework is also discussed. Moreover, the chapter discusses the highlights of the previous findings from a review of extant literature. The research design and the research methodology are presented. Further, the discussion covers data gathering to discover new knowledge. Ethical issues and the value of the study were also considered.

### **1.2 Background of the study**

Many countries have introduced Life Skills Education (LSE) as an intervention strategy for imparting psychosocial knowledge to learners (UNICEF, 2012). According to the World Health Organization (WHO) (2010), LSE is a programme focused on equipping students with adaptive and positive behavioural change. In Lesotho, LSE has been changed to Life-Based Sexuality Education (LBSE) due to the loop-holes which were identified in the LSE curriculum. Such aptitudes are intended to enable individuals to deal effectively with the demands and challenges in the environment. LSE reduces the chances of social maladjustment and enhances learners' development and potential. It is worth noting that LSE plays a significant role in promoting the individual's development. According to Kumar (2017), LSE is foundational and contributes to good character and personality development. Furthermore, LSE helps to develop psychosocial, emotional, cognitive, behavioural, and resilience skills (Kumar, 2017). LSE plays an important role in strengthening individual abilities while at the same time addressing daily challenges and contributing to community development (Behrani, 2016).

Progress in the implementation of LSE has reportedly varied between developing and developed countries. Developed countries have recorded success in the implementation of LSE, while developing countries face challenges resulting from the lack of systematic implementation, evaluation, and monitoring systems (Nasheeda et al., 2019). Schools are among the most important forums to reach out to the young population (Srikala & Kishore, 2010). Therefore, a UNICEF (2012) study emphasized a holistic approach to roles of the school, the family, and the community, all of which are key to LSE implementation. Traditional teaching and learning methods have proved ineffective, thus leaving children vulnerable (UNICEF, 2012).

Teachers are an important ingredient for effective teaching and learning. Therefore, teacher-training serves to enhance the knowledge base for teachers (Awuor & Chemutai, 2015). However, Kolosoa and Makhakhane's (2010) study revealed a lack of training among teachers assigned to offer LSE classes. Lack of training may have a negative impact on teachers, including their passion for teaching LSE. Teachers' passion for any teaching subject is crucial for creating a conducive learning environment. It also inspires learners beyond the classroom environment.

Samuels (2012) observed that common support systems such as subject syllabus and teaching resources are instrumental in teacher-training. LSE should be taught through such activities as brainstorming, classroom discussions, role play and simulation, storytelling, debates, educational games, situation analyses, and case studies in classroom settings. However, such techniques have appeared problematic because most of the teachers assigned to teach LSE were found to be unfamiliar with such teaching methods (Srikala & Kishore, 2010).

The successful implementation of LSE requires resources and input from different stakeholders. These include schools, education authorities, the development of teaching manuals, and ongoing support of teaching programmes (Dinesh & Belinda, 2014). In addition, integrating LSE into the regular school curriculum

would help promote good mental health among learners. Once equipped with such skills, learners are empowered and stand high chances of gaining confidence and confronting different challenges. Subsequently, they may become fully functioning contributors to society (Prajapati & Sharma 2017). According to Shakir and Lodhi (2016), teachers are central to any effective learning, thus creating a foundation for quality education for a modern society.

Against this background, the thrust of the research is therefore to explore the in-service training needs of teachers in Lesotho in the context of LSE implementation. Kolosoa and Makhakhane (2010) found no form of training, including in-service training, provided preceding the introduction of LSE in schools. Thus, teachers have not been supported to attain appropriate skills to facilitate quality teaching and learning. The study was conducted in both rural and urban secondary schools. The geographical area is considered in order to find out if teachers in the urban schools have received LSE training as compared to the schools in the rural areas. Indeed, there is need for adult continuing education, which is geared towards improving teaching, as well as making teachers abreast of the growing demands of LSE. While on the other side, it is imperative that the Ministry of Education and Training put in place measures to improve the in-service training needs of teachers in secondary schools. Teachers have a lot to gain from undergoing training to promote academic excellence. It is therefore crucial to bear in mind that not all teachers will be immediately comfortable with teaching LSE, hence the need for proper training.

### **1.3 Problem statement**

LSE is one of the teaching subjects introduced in selected secondary schools in Lesotho. Since the researcher was one of the teachers responsible for teaching LSE, she observed that no specific training was provided to equip teachers with the requisite knowledge and skills. This triggered the researcher's interest in conducting a study to reflect on the lack of expertise among teachers. For decades, research on improving teacher training, focusing on the effective implementation

of LSE in educational psychology and inclusive education, has not been intensified. The study conducted by UNICEF (2012) identified a gap between quality standards in design and the realities of LSE implementation.

Similarly, as Kolosoa and Makhakhane (2010) reported, few graduate teachers received short-term training on LSE from higher-learning institutions. Thus, most teachers already practising in schools lack capacity due to a lack of LSE training (Kolosoa & Makhakhane, 2010). Furthermore, the researcher initially experienced some challenges in delivering LSE lessons, which were overcome with time. Given that LSE is now an examinable subject in secondary schools, it is imperative that the Ministry of Education and Training put in place measures to improve the in-service training needs of teachers. While many studies have focused on the benefits of LSE, few of them have considered teachers' competencies in effectively implementing LSE in schools. One way to overcome this problem is to provide in-service training to equip teachers with the relevant knowledge and skills to teach LSE. New approaches are therefore needed to address teacher training needs. This study explored the in-service training needs of teachers to enhance the teaching of LSE in secondary schools.

#### **1.4 Rationale of the study**

The main purpose of this study was to explore teacher training needs in the implementation of LSE in secondary schools in Maseru and Molepolole district. Moreover, the study sought to find the challenges associated with the widening gap between curriculum implementation and the world of work. According to Mokhele (2011), teachers are expected to demonstrate specific skills, apply knowledge, and possess professional qualities, which enable them to prepare learners to meet societal demands. Currently, academic life requires researchers to indicate the relevance of their study and its impact on society (Hennink et al., 2020).



This study addresses teachers' training needs and makes recommendations on the approaches needed for the effective implementation of LSE. Thus, the study directly benefits the Ministry of Education and teachers. LSE has been widely adopted in education because it has emphasized the psychosocial skills identified by UNICEF (2012) as the universal and fundamental aim of quality education (UNICEF, 2012). Such skills are being included in LSE, which means the subject becomes the responsibility of all teachers and schools. However, teachers could effectively implement LSE if they have the required knowledge and skills. The study has significant benefits in improving teachers' competence in the effective implementation of LSE.

The findings of this study could offer worthwhile information that the school principals can use to develop the effective implementation of Life skills education at secondary schools. They could also benefit the Ministry of Education and Training in its advice-giving role in providing teachers' in-service training in life skills education.

Learners shall benefit directly as teachers would be equipped with proper capabilities to teach and examine LSE. The values promoted through LSE have captured learners' interest and motivated them to learn more and apply the knowledge acquired in real-life situations. The positive impact of LSE on learners would benefit the whole society and the country at large by reducing the prevalence of high-risk behaviour.

## **1.5 Research questions**

What are the in-service training needs of teachers for the effective implementation of LSE in secondary schools in Lesotho?

### **1.5.1 Sub-research questions**

This study was guided by the following sub-research questions:

1. What are the experiences of teachers and principals in implementing LSE in secondary schools in Lesotho?
2. Which challenges are encountered by teachers and principals in the implementation of LSE in secondary schools in Lesotho?
3. What are the teaching and learning resources needed to stimulate teachers' professional skills in implementing LSE Lesotho?

### **1.6 Aim and objectives of the study**

The aim of this study is to explore the in-service needs of teachers for the effective implementation of Life Skills Education in secondary schools. The study is also guided by the following objectives:

1. To explore the experiences of teachers and principals in the implementation of LSE in secondary schools in Lesotho.
2. To identify the challenges encountered by teachers and principals in the implementation of LSE in secondary schools in Lesotho.
3. To identify the teaching and learning resources required to improve the implementation of LSE in secondary schools in Lesotho.

### **1.7 Overview of research methodology**

This study employed the interpretivist paradigm. According to Khaldi (2017), interpretivism is the approach based on the person's views of the world and their life experiences. As an aspect of the qualitative approach, the interpretivist paradigm helped the researcher to interpret the elements of the study from participants' point of view. As Khaldi (2017) observed, human behaviour is affected by several factors, most of which are subjective. Interpretivists believe in studying human behaviour and the daily lives of participants in each research context, rather than in a controlled environment.

This study adopted a case study research design. A case study is a form of enquiry which explores in depth, the multiple perspectives and uniqueness of a project, policy, institution, programme or system in a real-life context (Thomas, 2021). This approach made it possible to gather information from teachers through structured telephonic interviews. As Crowe et al. (2011) asserted, in case studies, data collection needs to be flexible enough to allow a detailed description of each individual case through discussion. Thus, case study design allowed the researcher to explore the phenomenon's key characteristics, meanings, and implications (Thomas, 2021).

Data were collected through structured telephonic interviews. Research has shown that the greatest advantage of using the telephone is saving both time and costs (Sturges & Hanrahan, 2004; Stephens, 2007 cited in Farooq & De Villiers, 2017). In this era of the COVID-19 pandemic, telephonic interviews are also safe. However, the interviewer is likely to miss the non-verbal communication of the participant. According to Trier-Bieniek (2012, cited in Farooq & De Villiers, 2017), the telephonic interview allows the researcher to interview multiple interviewees over a shorter period while at the same time gaining in-depth knowledge of participants' experiences. Therefore, the interviewer allowed participants to share their experiences freely with this method.

Interviews are suitable for answering specific types of questions (Rheams, 2018). Each interview session lasted for an approximate duration of 40-60 minutes. The data were collected using an interview guide as a data collection instrument. The researcher used a digital audio-recorder, which made it possible to transcribe at a later stage. Furthermore, field notes were taken to supplement audio-recordings. In accordance with research ethics, participants' consent to participate in the study was sought and the researcher was given permission to audio-record the interviews.

The study was conducted at four schools, two urban and two rural secondary schools. Purposive sampling technique was used to identify participants.

Purposive sampling was used to identify study participants. As Mishra (2011) defines this sampling strategy, it is a method which consists of purposive selection of items of the population to represent characteristics of the whole population. The researcher selected two LSE teachers and one principal from each school. Thematic data analysis as inspired by Braun and Clarke (2013) was employed. The research findings were analysed and presented as themes. Thematic analysis is a method for identifying themes and patterns of meaning, which respond to the research questions across the collected data (Braun & Clarke, 2013). Data collected were grouped into meaningful units to elicit different perspectives to gain insight into teachers' in-service training needs to enhance the effective implementation of LSE.

### **1.8 Teaching LSE at schools in Lesotho**

LSE was introduced in selected schools in Lesotho in order to effect behavioural change and engender the ability to become resilient to social problems. In Lesotho, LSE is referred to as Sexuality Based Education (SBE). Initially, LSE was introduced in secondary schools. However, it is now offered up to the high school. It is worth finding out if further preparations were done for it to be taught at high school level. Knowing the culture of Basotho people, the researcher sought to find out teachers and principals' attitudes towards LSE in schools. The reason is that Basotho culture makes it difficult for teachers to discuss topics on sexuality with learners. In the same way, learners are also likely not to be free to discuss such topics with teachers. Initially, Basotho reserved sexuality education for young people who were approaching marriageable age. Such education was only done in traditional initiation schools and during some outskirt activities such as collecting wood to discourage interference by the community (Khau, 2012). From this, we can draw that the family was not responsible, hence, transition from traditional schools to formal schools has left sexuality information inaccessible. LSE implementation in schools was found to be the solution towards provision of sexuality education.

The assumption at this stage is that although the subject has various benefits, its implementation was hurried. Teachers are assumed to be capable of teaching LSE through training. The training is believed to be an initiative to equip teachers with the skills needed to implement LSE in schools. To gain in-depth understanding on what needs to be improved, teachers and principals were interviewed to share their experiences. LSE requires teachers to be able to educate learners to improve their psychosocial skills. Behrani (2016) refers to psychosocial assets as the competence or a person's capability to handle the demands and challenges of everyday life. It is apparent that teachers will be able to deliver LSE properly if they have developed their own psychosocial abilities.

Considering the nature of LSE, it is apparent that teachers need to adopt a non-judgmental attitude to enable learners to be free to approach them. LSE was introduced in Lesotho in 2007 as a mode to provide preventative education on issues such as sexuality and HIV/AIDS education (Khau, 2012). Lesotho as a developing country was found to be the third uppermost in HIV prevalence around the world in 2009 (UNAIDS, 2010). The education system has therefore positioned teachers to lead the hard work to stop the spread of HIV amongst young people. Nevertheless, it has been largely recognized that teachers' own attitude towards sexuality are the key contributors towards deciding their approaches in education (Helleve et al., 2011; Khau, 2009a). Hence, there is a need to ensure that teachers and principals are adequately trained in LSE implementation.

## **1.9 Outline of the dissertation**

### **Chapter 1: Introduction and Background**

This chapter presents the definition of LSE and its importance on learners' moral development. Teacher training needs at secondary schools are also highlighted. The aim of this chapter is to establish the negative effect of lack of teacher training in LSE.

## **Chapter 2: Literature Review**

This chapter cover a review of literature from previous studies, in order to gain more insight on the in-service training needs of teachers for the effective implementation of LSE. The chapter reveal how knowledge has advanced within the field by highlighting what has already been done, what is evolving and the existing state of thinking on the topic. The chapter also discuss Urie Bronfenbrenner's ecological systems theory, which is the theoretical framework that underpinned this study.

## **Chapter 3: Research design and Methodology**

The chapter present the overall strategies which were employed to conduct this research. It describes all the steps which were followed when selecting participants during data collection, interpretation and analysis.

## **Chapter 4: Findings**

This chapter present the new knowledge discovered from the study. It is a summary of the main research findings and the responses presented are in line with the research questions.

## **Chapter 5: Conclusions, Implications and Limitations**

Research implications are solely the conclusions which the researcher drew from the research findings. Basically, it explains how the findings could positively contribute towards improvements. A closer look is done towards the limitations of the study, to avoid an irrational generalization of the findings. Conclusions were made to show the main points and the recommendations for future research.

### **1.10 Conclusion**

From this chapter, it is important to identify teacher training needs as the key contributing factor towards the successful implementation of LSE. Teachers who are not well trained cannot work towards quality provision of LSE. Khau (2012)

asserts that it is important for curriculum developers situated in the developing countries to put more effort in acknowledging what forms teachers' characters towards sexuality to detect the factors restraining the effectiveness of school-based sexuality education in order to consider them during curriculum planning. There has been a clear presentation of the steps which were followed to identify the existing gaps in teacher-training needs. The methods employed to collect data were explained, including the ethical considerations. Lastly, a layout of chapters was also presented.

## **CHAPTER 2: LITERATURE REVIEW**

### **2.1 Introduction**

This chapter presents the theoretical framework underpinning the study and the literature review. The study adopted the ecological system theory as the theoretical framework. The chapter presented a conceptualisation of LSE in secondary schools, and the in-service training needs of secondary school teachers for effective implementation of LSE. Further, focus was on the experiences of teachers and principals, teaching and learning resources required to improve the implementation of LSE and the use of appropriate teaching methods in LSE, respectively.

### **2.2 Conceptualisation of LSE in secondary schools**

LSE refers to a group of psychosocial competencies and interpersonal skills. Such skills help learners to make informed decisions, communicate effectively, develop coping and self-management skills to lead a healthy and productive life (Erawan, 2010). Consequently, life skills education is found to be the most effective psychosocial intervention strategy for promoting positive social and mental health among adolescents. It plays an important role in various areas such as strengthening coping abilities, developing self-confidence, as well as learning emotional intelligence (Prajapati & Sharma, 2017). There is no doubt that LSE provides information which helps adolescents to make informed decisions. The information offered may help them to avoid risky behaviour, which might negatively affect their lives.

As Prajapati and Sharma (2017) assert, LSE has great significance and needs to be integrated into the regular school curriculum and must be provided on a daily basis. Due to recent challenges that lead to school dropout, teachers or counsellors need to provide LSE to enhance the mental health of learners. Recent studies have shown that LSE equips learners with better skills to face changing life



situations. LSE would therefore help learners become fully functioning citizens in society and grow into responsible individuals in the world.

The successful implementation of LSE is hinged on various factors, which include the design of a learning environment, presentation of course material, assessment, learners' involvement and teachers' capabilities. LSE also demands the use of teaching methods that are new to teachers. Teachers in secondary schools were never adequately trained on LSE and that compromises the quality of its implementation. According to UNICEF (2012), the success of any programme depends very much on the availability of in-service training, as well as efforts to include participatory learning methods in teacher training colleges.

The study is premised on the view that lack of teacher training is the main factor affecting the effective implementation of LSE in secondary schools in Lesotho. According to UNESCO (2012), teachers are the main drivers towards effective implementation of LSE. Thus, their training and utilization in LSE implementation requires critical consideration. As Abobo and Orondo (2014) assert, despite the introduction of LSE in schools, there are challenges which seem to affect its implementation in secondary schools. These challenges may reduce the ability of LSE to achieve its intended objective.

To better understand the nature of the problem in the study, teachers' experiences were scrutinized. Such teachers' experiences made it possible to identify gaps in the implementation of LSE. Previous studies revealed that there are differences in LSE between developing countries and developed countries. In general, developed countries conduct more systematic LSE programmes in promoting positive behaviour, with positive outcomes on the youths. In contrast to this, in most developing countries, there is lack of systematic implementation, evaluation and monitoring (Nasheeda et al., 2019).

It is therefore evident that teachers need to be well-trained for the effective implementation of LSE in Lesotho. As Akyeampong (2014) states, effective implementation of LSE needs to be accompanied by reforms in teacher education to improve their understanding of LSE facilitation. The study is focusing mainly on the lack of in-service training for teachers in secondary schools. According to Akyeampong (2014), classroom teaching and learning need to be adapted in a fundamental way in order to ensure that the youths benefit fully from the inclusion of LSE in the 21st-century secondary education curricula. Such reforms must include pedagogical practices which nurture communication, collaboration, creativity and critical thinking skills.

According to Abobo and Orondo (2014), there are two ways in which teachers could be trained. It could be offered as a pre-service and as in-service training. Pre-service training is provided to teachers before they start teaching while in-service training is provided to teachers while they are already in the field. Given teachers' vital role in curriculum implementation, they need appropriate and relevant training to be able to handle a new programme, including LSE.

### **2.2.1 Teacher-training needs for effective implementation of LSE in secondary schools**

#### **a. Teacher training needs**

This research explored the teacher training needs of secondary school teachers for the effective implementation of LSE. To gain more knowledge in understanding factors affecting teacher quality, attention is put on the relationship between teacher productivity and teacher training. That consists of formal pre-service university education, in-service, informal training and professional development (Harris & Sass, 2011). Untrained teachers are likely to use the traditional way of teaching which is centred on the teacher's exposition. Previously, teachers were there to transmit information and then expect learners to give back the information provided to them. As Thaanyane and Thabana (2019) suggest, most policies

encourage the use of learner-centred methods. These methods are encouraged because they allow learners to be actively engaged than in the teacher-centred approach.

According to Samuels (2012), it is critical to train teachers. Not only do teachers need to be trained in sexuality and HIV and AIDS-related education, but also in LSE and ways of delivering these subjects using participatory and interactive approaches. There is also need to offer ongoing support, mentoring and capacity building of teachers. This was identified as a critical component in all the LSE programmes reviewed in this chapter. As John's (2014) study revealed, more in-service training programmes are needed for teachers to properly understand and effectively implement LSE programmes.

The current government programmes for teacher education aim at producing qualified teachers and are central to ensuring the provision of quality education. Current teacher training programmes seek to produce teachers for Early Childhood Development (ECD), primary, secondary, special, vocational and technical education. The aim of teacher education programmes is to develop communication skills, professional attitudes and values that equip teachers with the knowledge and the ability to identify and develop the educational needs of the child (UNESCO, 2012).

As Abobo and Oroho (2014) state, teachers are an important resource in the teaching and learning process. Their training and utilization therefore require critical consideration. The current government programmes for teacher education aims at producing qualified teachers, and these are central to ensuring the provision of quality education.

It is recommended that adequate training can improve teachers' attitude towards LSE and raise their value of commitment. The Ministry of Education through Kenya Institute of Education (KIE) should organize annual in-service courses for teachers of LSE to update them on new developments in the curriculum and teaching methodology (Awour & Chemutai, 2015). In addition, as Awour and Chemutai (2015) state, teachers' success largely depends on their personal context, personal efforts and general personality. These characteristics can be significantly enhanced if teachers receive specialized training in methods of teaching the LSE programme.

#### **b. Pre-service training in LSE**

Well-trained teachers are viewed as experts in classroom management. Teachers need to form good relationships with learners in different ways, which include treating students with respect, as well as managing the classroom effectively. Skilled teachers enhance learning by facilitating interactive instruction and active learning as well as analyzing, questioning and facilitating class discussion (Dibapile, 2012). According to Awour and Chemutai (2015), 33% of teachers had attended in-service course on LSE whereas 67% of the teachers had not attended any in-service course. Thus, teachers had limited training on LSE. These findings militate against the exhortations of curriculum developers who advocate for the preparation of teachers in handling any curriculum. Although teachers are professionally qualified, they cannot be entrusted to handle any programme without proper training. Lack of pre-service and in-service training in LSE is the main factor affecting the effective implementation of LSE in secondary schools (Awour & Chemutai, 2015).

Abobo and Orodho (2014) maintain that the provision of in-service training for teachers is a very key factor for the successful implementation of life skills education. They argue that the training offered at colleges is not adequate to enable teachers to deliver LSE as anticipated. Lesotho introduced LSE course in teacher-training colleges and the National University in 2006, in order to enhance

the capacity of graduate teachers (Koloso & Makhakhane, 2010). The first cohort trained in delivering LSE in schools graduated in 2009. However, the content of the course was inadequate, and its duration was too short. At the teacher training college, the course was offered within the first year of enrolment. It was presented as a semester course for pre-service teacher, whereas at the university level the course was delivered to student teachers, only in a two-day workshop at the end of their final year of study.

### **C. Lack of training in LSE**

There is a dearth of literature on teachers' capacity to implement LSE effectively. However, the 2005 - 2015 Lesotho policy has revealed that there are unqualified teachers in schools. Most of the research in this field is aimed at identifying teacher-training needs in order to improve the quality of LSE education and its implementation in secondary schools in Lesotho. The Lesotho 2005 - 2015 policy has shown that 27% of teachers studied LSE at college level, while 73% of them did not study it at college level. The findings therefore illustrate that although LSE teachers were professionally qualified, the majority of them were not trained to handle the subject.

The main problem in LSE implementation is that there are few graduate teachers who received training while they were at college and in some cases, it was offered as a short course (Koloso & Makhakhane, 2010). Abobo, Mugambi and Muthui (2013) discovered that most teachers teaching life skills education had not gone through in-service training to implement the programme. Thus, their lack of training affects the teaching of LSE. Teachers need proper training because LSE covers various areas and learner needs. Adequate training could capacitate teachers with skills that will enable them to support and persuade learners and parents to understand LSE and the role it plays in the general development of adolescents.

According to Lesotho Strategic Plan (2005-2015), the shortage of qualified teachers, as well as overcrowded classrooms, is among the factors that contribute to the low quality and efficiency of education at all levels. The Strategic Plan (2005-2015) stated that the total number of teachers increased steadily in 2002. It moved from 4 139 to 8 908. However, the number of qualified teachers has not increased. In a case of LSE implementation, teachers were not fully engaged. Teachers who were already in schools did not get any form of training relating to LSE. This has a direct negative effect on the quality of LSE implementation.

According to Thaanyane and Thabana (2019), there are uncertificated teachers who are not professionally trained. This widens the gap between curriculum implementation and the world of work. Hence, any successful curriculum implementation requires professionally well-prepared teachers to satisfy its demands. In other words, schools must ensure that teachers possess sufficient pedagogical skills prior to engaging them in teaching. For LSE to be effectively implemented teachers need to acquire content knowledge in LSE through proper and frequent trainings. Well-trained teachers are in a position to transform classrooms into a place where learners can learn efficiently. Mirkamali, Thani and Asadi (2019) asset that there is a need to provide teachers with technical developments in various fields of education to help them to adjust to new learner needs by acquiring knowledge and changing their own attitudes and skills. It is also suggested that teachers should be provided with specialized training courses based on the educational needs, rich content and attractive ways for teachers to develop their teaching abilities.

## **2.2.2 Experiences of teachers and principals in the implementation of LSE in secondary schools**

### ***2.2.2.1 Positive feelings***

Positive psychology reveals that there is a relationship between positive feelings and academic performance as it focuses on the well-being of individuals and the

society. This view holds that optimism has a direct impact towards creativity and success in education for both teachers and learners (Seligman & Csikszentmihalyi, 2014). It is therefore worth noting that the positive energy that teachers possess will contribute towards successful implementation of LSE. Related literature showed that regardless of lack of adequate training in LSE, there are teachers who are comfortable and confident in their teaching of LSE at secondary level in Lesotho.

***a. Feeling comfortable with teaching LSE***

Related literature revealed that there are teachers who feel comfortable teaching LSE in secondary schools. In this context, feeling comfortable implies feeling at ease to perform a task. In relation to the study, feeling comfortable refers to the state of mind where teachers do not experience any challenges while delivering LSE while at the same time cherish and support LSE implementation fully. According to Kurtdede-Fidan and Aydogdu (2018), there are two roles which teachers agreed to display in the implementation of LSE. Teachers feel responsible to act as role models to learners by demonstrating improvement in issues such as displaying non-judgmental attitude, critical thinking and sensitivity in healthcare support. Teachers are also willing to display their professional role by improving capacities such as reading to improve their knowledge (Kurtdede-Fidan & Aydogdu, 2018).

As Dibapile (2012) asserts, effective teachers enhance learning through interactive instruction. Effective teachers increase learners' accomplishments by facilitating active learning which is likely to occur through rapport building between teachers and learners. Teachers who feel confident to teach LSE are more likely to create a warm environment that encourages learners to pose questions and participate in discussions, which leads to a constructive interaction with learners. According to Ng, Nicholas and Williams (2010), personal teaching efficacy has an impact on the growth of beliefs about being a good teacher.

Teachers' efficacy may increase teachers' confidence in LSE as they are likely to improve their knowledge to ensure that they understand LSE requirements. As

Behnani (2016) reports, taking life skills sessions improved teachers' relationship with learners. Further, teachers were stimulated by their experience of conducting life skills classes as they were amazed by learners' participation in the activities performed, which initiated towards more creative answers. It is also apparent that teachers who feel positive in LSE could be more tolerable towards learners than teachers who are feeling negative. Such teachers are likely to support learners in whatever negative behaviour they may be going through to see to it that behavioural change occurs.

#### ***2.2.2.2 Negative feelings***

Negative feelings are feelings of dissatisfaction and lack of optimism concerning situations or conditions. It is driven by the inner motivation and controlled by an individual level of interest. Regarding the study, it is essential for principals to manage their employees successfully and resourcefully by considering the contributing factors towards negative feelings in LSE implementation (Karakus, 2013). Related literature demonstrated that teachers at times experienced negative feelings such as anxiety and depression (Karakus, 2013). According to Karakus (2013), managing negative feelings towards one's work should be taken seriously to support the individuals to adopt a positive view towards work. Previous research reveals that there is little practical work that has been done to inspect how teachers handle emotional difficulties in the teaching profession as well as anxiety and frustration (Day et al., 2011, cited in Gallo, 2017).

##### ***a. uncomfortable***

According to Magnani (2005), it is a fact that some teachers may feel uncomfortable to teach some topics, such sexual orientation. One of the reasons why they feel uncomfortable is the fact that some teachers' belief that teaching sexuality may increase curiosity among learners. However, lack of adequate teacher training may be the reason why they continue to interpret sexuality



education in that way. As a result, such teachers may show little interest and support for the implementation of LSE.

Teachers' low self-esteem is seen as another problem in education. Teachers should believe in themselves for them to have a positive attitude in their instruction in class. Teachers who do not feel confident in their role are likely to experience stress at work. As Nicholas and Alan (2010) observed that teacher's beliefs are the ideas that influence how they conceptualize teaching and that self-conception is central to efficacy in teaching. Furthermore, personal beliefs can motivate teachers and have an effect on engaging learners, even those disruptive ones. In this study, teachers have expressed their varying feelings of discomfort while teaching LSE. Thus, self-efficacy plays an important role in the implementation of LSE. As Helleve et al. (2009, cited in Smith & Harrison, 2013) observed, some teachers expressed more confidence than others.

Feeling uncomfortable is not only experienced by teachers; learners too have revealed signs of being uncomfortable through their expression during LSE lessons. According to Samuels (2012), learners also look shocked and communicate discomfort when teachers engage them in certain topics. Hence, sometimes learners may not be familiar with the different approaches used in LSE, hence they may find the delivery of LSE challenging and feel uncomfortable (Samuels, 2012).

According to Tournaki (2010), teachers may be unwilling and unable to change their traditional teaching approaches. However, as Vranda (2011) explains, LSE is planned to be conducted to reinforce both culture and developmental skills. Some teachers are uncomfortable discussing specific topics with learners such as sexual reproductive health. Hence, there is a need for training for them to change their attitude towards such topics.

#### ***b. Frustration***

According to Breuer and Elson (2017), frustration is a known emotional response towards disagreement and it occurs when an individual is not supporting a certain issue or condition. Additionally, Breuer and Elson (2017) explain that there are two kinds of frustration mainly internal and external. Internal frustration is said to take place when one fails to achieve personal goals while external refers to events that surround an individual. Teachers who are not well trained are likely to be frustrated because they are not professionally fit to handle LSE. This is because LSE includes discussion of topics which many teachers are not comfortable to discuss with learners. According to Samuels (2012), other limitations may be caused by lack of training and teachers may often lack the capacity to use relevant teaching methods. This may lead to different negative feelings such as lack of confidence.

In addition, Behrani (2016) observes that some classes consist of learners with very different age ranges, which is a challenge. These age differences therefore cause frustration to teachers as it becomes difficult to educate learners in a way that can accommodate all ages. This means that there would also be limitations on the topics discussed. Having to teach topics which are not addressed within the family and broader society makes it difficult for teachers to inspire learner to participate. Culturally, young people are guided by elders and they are given no opportunity to make decisions. This makes it difficult for young people when they find themselves engaged in activities which require them to make decisions. Behrani (2016) reveals that most of the decisions about the children are taken by the elders and thus making it difficult to instill decision making skills. This limitation restricts learners from developing their personality and self-confidence. However, teachers' commitment in line with parental involvement will equip learners with problem solving and critical thinking skills.

## **2.3 Challenges encountered by teachers in implementing LSE at in secondary schools**

Introducing a new programme requires teachers to participate in a competitive situation regarding their existing knowledge, abilities and strength. It is a fact that teachers received training before they got to practice in schools. However, the training was provided for general teaching and their area of specialization. LSE as a new programme was designed specifically to meet the current psychosocial needs which have a direct negative impact on learning. Its requirements place teachers in a position where they are considered incompetent to teach LSE due to inadequate training. Related literature, therefore, demonstrated that teachers and principals encountered various challenges in implementing LSE in secondary schools (MacPhail et al. 2019). Some teachers find themselves with multiple challenges, including the following: teachers' incompetence, teachers as learners, lack of confidence by teachers, lack of interest by teachers, and inappropriate teaching methods.

### **2.3.1 Teachers' incompetence**

It is known that by nature, the field of education keeps evolving. In this regard, incompetence is the inability to perform multifaceted tasks which requires the use of professional roles such as skills and attitudes in a context. The scores represented by Mirkamali, Thani, and Asadi (2019) revealed that 96% of teachers were in the array of competent teachers while 4% of teachers were in the array of incompetent teachers. In this case, teachers who never went through formal training followed by assessments are considered as incompetent. In support of this view, MacPhail et al. (2019) emphasized that not all teachers have undertaken a teaching education qualification at either undergraduate or postgraduate level.

According to Bozkus and Tastan (2016), teachers' competence is determined based on works concerning teachers' knowledge and learned abilities. Therefore, teachers need adequate training in LSE so that they may acquire new approaches

suitable for delivering LSE. Teachers who are not adequately trained are likely to be experience frustration (Odongo & Felistas, 2015). As a result, such teachers cannot contribute towards quality teaching in accordance with the objectives of education. According to Samuels (2012), teachers who are not well trained the lack capacity to conduct well-organized lessons. They may also have trouble in becoming innovative to come up with fascinating activities relevant to the programme. In addition, Bozkus and Tastan (2016) assert that teachers need to acquire qualities in planning instruction and its delivery while adopting positive personality and ability to monitor learners' progress. The mentioned requirements demand teachers to put more effort in their own professional development. The initiative will help in learning new instructional methods and strategies, which they can be employed to guide learners in the classroom. That may include supporting students to be active and learn to gain an understanding of phenomena over memorizing.

### **2.3.2 Teachers as learners**

Learning in this context refers to involvement of teachers in the learning of specific knowledge and skills. Given that teachers were not adequately trained places them in positions where they find themselves learning in the process of teaching. Teachers must learn the LSE requirements including the content, teaching material and its methods of delivery. It is through their teaching of LSE that teachers get to explore different teaching methods and get to identify the methods which work best in LSE. They also get to realize their roles in LSE implementation. Palmer et al. (2005, cited in Pillay, 2012) assert that teachers are expected to display the content of the subject because it is the main factor towards successful teaching. However, acquiring those skills is a problem if teachers are not trained (Khulisa Management Services, 2000). This was confirmed by Rooth (2005, cited in Pillay, 2012) who found that 30% of all teachers in her national study in South Africa were not specifically trained in teaching Life Orientation (LO).

It has been debated that teacher who are fit enough to handle current issues need to adopt abilities that replicate determinants of education, worth in education and talents in education (Kuusisto et al., 2021). Thus, teachers' knowledge will improve their ability to fully support learners while empowering them to excel in their schooling.

### **2.3.3 Lack of confidence**

Teachers' confidence refers to the behavioural activity of self-assurance, which stems from the appreciation of individuals' capabilities. LSE teachers need to possess the confidence to set a good example before learners. According to Stronge, Ward and Grant (2011), teachers have a direct and powerful lifelong influence over the learners they teach. They have a direct impact on how learners learn and interact with one another and act within the broader community.

Training is the major contributing factor that contributes towards individual confidence. Considering the degree of influence the teacher possesses in learners' learning, it is important to explore all strategies which could encourage optimistic consequences in the lives of learners (Stronge, Ward & Grant, 2011). The feeling that a teacher has in his/her work may have a negative or a positive impact on his/her teaching abilities. As Samuels (2012) points out, untrained teachers lack the confidence to facilitate LSE especially certain topics including sexuality and HIV/AIDS-related education, thus restraining educational outcomes.

### **2.3.4 Teachers' lack of motivation**

Lack of motivation simply refers to the lack of determination to perform a certain task. Teaching any subject or programme requires intrinsic motivation because it is a long-term activity that leads to achieving learning goals. Prinsloo (2007) stated that some teachers are not positive about the impact of LSE in learners' lives and as a result, they put less effort. Prinsloo (2007) further stated that principals were anxious that many teachers were not serving as role models in the community.

Additionally, they revealed a negative attitude towards their work as they were often late or absent from school. As a result, learners tend to lose trust and respect for teachers. Principals also observed that teachers were characterized by laziness and lack commitment towards improving learners' progress. However, the other literature revealed that some principals indicated that it was difficult for them to support the implementation of LSE because many learners in their schools were irresponsible and lacked vision in life (Prinsloo, 2007). However, Prinsloo (2007) stated that there is lack of commitment by some principals too on the implementation of LSE in Kenya. The principals felt that there was little impact that LSE could make on the learners even if the principals provided some support for teaching the subject in their schools (Abobo & Oroho, 2014).

However, Abobo and Oroho (2014) reject the principals' defense for their lack of commitment to make the life skills programme successful in their schools. Hence, the principals only have a negative attitude and they are shifting the blame on learners in their schools for the problems for which they are responsible. It is therefore apparent that successful implementation of LSE depends on teachers' attitude towards work. Effective teachers act as a source of motivation as they provide a stable and positive impact for the young people (Khan & Irshadullah, 2018). Teachers need to understand their roles to support learners and fully understand LSE and its teaching requirements.

#### **2.4 Teaching and learning resources required to improve the implementation of LSE**

Resources are all the available material used to support the provision of services. Notably, workplace resources create a productive environment that builds less stressful occurrences. Nielsen et al. (2017) support that workplace resources tend to improve both employee well-being and performance. Adequate resources empower teachers to perform to their level best as they are fully equipped to overcome arising challenges (Jimenez & Dunkl, 2017). There is enough evidence

that revealed a need to improve LSE implementation in secondary schools. This could be achieved by ensuring that teaching material such as books, syllabi, and teaching aids are available.

#### **2.4.1 Provision of books**

There is a need to provide schools with story books that would help learners to acquire broad knowledge of LSE, while at the same time improving their reading skills. Hence, such books are considered as critical educational tools which help learners to create scenarios, which in turn strengthen their critical thinking and analytical skills (Turan & Ulutas, 2016). These days, many teachers blame the government for the deficient provision of material, less education funding, inadequate teacher training, and provision of poor-quality textbooks (Mantra, 2017). According to Turan and Ulutas (2016), story books are helpful in transferring the core values, including sharing and tolerance.

Reading books inspires learners to continue with their schoolwork even in the absence of teachers. This means that books provided must be enough to accommodate every learner to read on their own. Apart from developing critical thinking, information literacy contributes towards stimulating consistent learning. Thus, improving learners' ability to give meaning to experiences (Mang, Brown & Piper, 2017). Enough books should also be provided because almost every syllabus has books recommended as part of learning.

#### **2.4.2 Provision of the syllabus**

Aliponga (2013) defines a syllabus as a full, detailed summary of objectives to be completed in the curriculum. It is used as a guide in any subject as it shows the roadmap of a subject, including the activities to be used. Additionally, it provides the expected product towards learners' development. Aliponga (2013) observes that a syllabus helps teachers monitor and keep track of learner progress about the set objectives of the curriculum. Hence, teachers achieve the objectives by

providing support, guidance and creating a conducive learning environment. In addition, a syllabus is regarded as an important tool for teachers to organize their work and consider useful teaching aids needed for each topic. Teachers, therefore, learn to use their skills and experiences to blend learning with content to make concepts understandable (Gannon, 2018).

Gannon (2018) asserts that a syllabus is a supplementary tool that does not only serve as just a worksheet. In most cases, the course syllabus is the first contact that students will have to reach learning objectives. It is considered setting a tone for the course as it clearly clarifies learners' role in the process of learning. As much as teachers are in control of the learning environment, Gannon (2018) still holds that regardless of how long teachers have been teaching, a syllabus will remain useful as it provides resources and recommendations that may enhance learning and motivation.

### **2.4.3 Provision of teaching aids**

#### ***a. Posters***

According to Setiawati et al. (2020), a poster advertisement is an idea, provision of services put up in public for accessibility of information. Posters are attractive teaching aids that capture learners' attention at all times and they are considered one of the effective teaching aids in education. They are likely to encourage discussions among learners since they are visual. That kind of engagement enables learners to pay attention to every detail presented on a poster. They may also allow learners to have debates concerning what they see depending on their individual views. According to Kumar and Shriven (2017), learners respond out of curiosity and enthusiasm whenever they are asked to define what is shown on the poster.

It is apparent that posters stimulate learning since they help learners to easily exercise their thinking abilities, thus improving their intellectual abilities. LSE is a



flexible programme to employ various methods in learning, so posters provide additional access to new knowledge. Educators consider posters as a teaching tool in learning. In this case, posters are considered a way of communication and seen to be useful devices between schools, learners, parents, and other stakeholders (Bear, 2016).

### ***b. School readiness***

School readiness in this study simply implies that the school has made arrangements and sourced necessary material to be used in LSE implementation. The schools need to be ready to accommodate the requirements of LSE. According to Kurtdede-Fidan and Aydogdu (2018), the school is responsible for providing all necessary material, including timetable arrangements, availability of teaching materials, and creating a good environment that permits teachers to use varied learning approaches. School principals are therefore responsible for supporting teachers' professional development. The school should also address teachers concerns on LSE implementation. Kurtdede-Fidan and Aydogdu (2018) assert that it has been revealed that at times teachers fail to attend planned activities because the school management does not allow them to attend planned activities. Related literature also revealed that teachers are not ready to change their attitudes of being judgmental about learners.

As Kurtdede-Fidan and Aydogdu (2018) emphasize, teachers should pose life skills qualities themselves to succeed in LSE implementation. As Kurtdede-Fidan and Aydogdu's (2018) study indicated, the biggest problem in the implementation of LSE is that teachers lack the required information in improving life skills. According to Hoa (2013), principals must ensure that their schools introduce general training strategies and supervision towards teacher self-improvement in conjunction with innovative teaching methods.

### ***c. Creation of LSE grants***

Teachers who are teaching LSE in schools have their specialized subjects they teach. This means that being appointed to teach LSE brings an additional workload for teachers. There is a need to engage qualified teachers for LSE in secondary schools. Some teachers are competent in teaching LSE if they are well-trained. However, research has shown that programmes that depend on teachers in implementing sexuality education normally get poor support from teachers at both the school and classroom levels (Smith & Harrison, 2013). Hence, teachers fail to support such topics because of discomfort. On the other hand, teachers often have limited time dedicated to other responsibilities (Ahmed et al., 2006; Mukoma et al., 2009).

#### ***d. Involving specialists in the teaching of LSE***

Yousefzadeh et al. (2011) state, LSE is considered as a mental health programme. Hence, there is a need to involve specialists in order to effectively implement LSE. Training alone cannot completely equip principals and teachers with the expertise needed in LSE teaching. Smith and Harrison (2013) observe that LSE has requirements including sexuality education and teachers' lack of ability to deliver it properly may reveal their own inadequate self-efficacy to teach sensitive topics. That may also reveal much about their personal views as followers of the communities they live in. Smith and Harrison (2013) hold that teachers who occupy this role reinforce a particular set of indigenous principles in understanding adolescents' sexual behaviour and sexuality education while at the same time positioning themselves as having a greater set of beliefs and knowledge, not because they lack information themselves. As a result, this stance restricts their effectiveness in creating a compassionate educational environment. Notably, there is a need to engage skilled people with complete abilities to monitor and observe the support offered to solve human problems without being judgmental.

#### **2.4.4 Use of appropriate teaching methods in LSE**

Research has shown that there is a need to train relevant personnel and identify suitable teaching methods for LSE. Teachers need to understand that the nature of LSE does not allow the lecturing methods. Provision of specialized courses are recommended to provide rich content and more suitable teaching methods (Mirkamali et al., 2019).

##### ***a. Learner-centred approach to teaching LSE***

According to An and Reigeluth (2011), the learner-centred model is one of the most important approaches in learning. It focuses on developing real-life skills, such as collaboration, higher-order thinking, problem-solving skills, and meets better the complex needs of the Information Age. In addition, the learner-centred model addresses the personal domain, which is often ignored in conventional schools and classrooms, resulting in increased learner motivation and learning. The learner-centred approach is practiced through the promotion of personalized and customized learning, social and emotional support, and self-regulation, collaborative and authentic learning experiences. Learner-centred teachers are expected to have high expectations for all the learners and pay close attention to the knowledge, skills, and attitudes that each learner brings to the classroom. As Dibapile (2012) observes, teachers need to use modeling, coaching and fading in LSE. Those skills enable the teacher to assist learners in completing necessary tasks through active engagement.

##### ***b. Participatory method***

Modern education has managed to purge written learning and focused more on creativity and critical thinking in different learning areas. LSE is also one of the learning areas that need learner-centered or participatory process of learning. According to Ciobanu (2018), teachers are encouraged to create a supportive classroom environment to persuade involvement as it stimulates learning and the

personal development learners. This approach has been found to be effective since it involves an experiential learning, following a constructivist approach to learning. Thus, participatory teaching methods were highly recommended. However, LSE requires teachers to design activities according to their contextual requirements. According to Behrani (2016), some teachers reported that their relationship with learners improved since they had life skills sessions. They seemed to relate harmoniously with learners and they developed a better interpersonal teacher-learner relationships.

### ***c. Brainstorming***

Brainstorming allows learners to generate ideas quickly and spontaneously and helps learners to use their imagination and think out of the box. It is also a good discussion starter because the class can creatively generate ideas. It is essential to evaluate the pros and cons of each idea or rank ideas according to certain criteria. As Elsharkawy (2019) points out, brainstorming creates a learning environment by allowing learners to generate ideas through discussion. This can help learners to discover their abilities, including problem solving skills. It enables learners to deepen their understanding of the topic and personalize their connection to it, while developing skills in listening, assertiveness and empathy.

### ***d. Role plays***

Role-plays are considered as fun activities which demand the whole class to be active through participation. They provide an excellent strategy for practicing skills and experiencing how one might handle a potential situation in real life. They increase empathy for others and their point of view and generate insight into their own feelings. As Clapper (2010) observes, role play is another form of simulation, which allows learners to get involved than being told actively. In that way, they get to have a true experience of what is being rehearsed. This interaction makes possible information processing to occur at different levels, and knowledge is easily internalized.

#### ***e. Educational games and simulations***

Games promote fun, active learning, and rich discussions as participants work hard to prove their points or earn points. They require the combined knowledge, attitudes, and skills and allow learners to test out assumptions and abilities in a relatively safe environment. As Wang et al. (2016) explain, simulation leads to effective learning because it provides standardized and repeated practice. Hence, educational games are created to impart knowledge or skills.

#### ***f. Analysis of situation and case studies***

Case studies create a platform to analyze, explore, challenge dilemmas and practice safety test solutions. They provide an opportunity to work together in groups, share ideas, discover new learnings, and giving insight and promoting creative thinking. This may change individuals' perceptions and help them in correcting certain practices. As Stake (2013) explains, qualitative understanding demands the understanding of cases. Hence, the activity should be looked into as it occurs in context or a particular situation. These approaches enable learners to understand the inside and the outside aspects of a case. This exposure allows learners to make their judgments.

#### ***g. Story-telling***

Story-telling could help students think about local problems and develop critical thinking skills, creative skills to write stories or interact to tell stories. Story-telling lends itself to draw analogies or make comparisons and help discover healthy solutions. It also enhances attention, listening skills, develops patience and endurance. As Spaulding (2011) observes, story-telling discourages teacher-centred approaches, where the teacher seems to be the winner. Instead, it encourages learner-centred approaches as learners are given a chance to be on the front line. Hence, story-telling has unique power since the listener can naturally sink the idea being shared.

### ***h. Debates***

This view places value on the need for teachers' training, which would help them provide an opportunity to address a particular issue in-depth and creatively. Health issues lend themselves well. For instance, learners can debate whether smoking should be banned in public places in a community. Debates allow learners to defend a position that may mean a lot to them. They offer a chance to practice higher thinking skills. Debates encourage creative thinking to compel participants to discuss their ideas competitively (Freeley & Steinberg, 2013). In that way, learners do not become passive in class discussions. They become wise in decision-making. Debates are helpful when the time is limited as they maximise learners' input. They allow learners to interact and know one another better, thus enhancing team building and teamwork. As Awour and Chemutai (2015) emphasize that efficiency in teaching and learning is determined by a teacher's academic and professional characteristics, as well as his experiences as a teacher. According to Thanyane and Thabana (2019), some skills are likely to become outdated with time, which directs a need for reequipping teachers whose skills have become unmarketable.

Teachers to develop the conceptual skills for designing and conducting their classroom instructions (Kirkpatrick & Zang, 2011). Teachers' training enables teachers to become effective by equipping them with skills in planning and preparing their work properly. They would possess knowledge of their teaching materials and have a clearly defined pedagogy, which would allow them to choose their instructional objectives and create consistent instruction and evaluate students as they teach (Tournaki, 2009).

According to Behrani (2016), all teachers need training on LSE because components of LSE are also integrated into the formal modes of learning, such as language textbooks, science textbooks and social science. However, integrating LSE curriculum in other subjects requires capitalizing in the professional development of teachers to enable them to adopt required skills. Such skills would

also equip teachers with capacities to assess learners, while interacting with them through informal approach and in activity mode. As Behrani (2016) further emphasizes, this approach requires teachers to design activities which suit their context to develop LSE and make it interesting for learners. Further, this approach has reinforced existing educational programmes as it involves experiential learning process, following a constructivist approach to learning. This view reinforces a need to offer pre- and in-service training in LSE for all teachers, especially in a case where every teacher is entrusted to teach LSE.

## **2.5 Theoretical framework**

### **2.5.1 Urie Bronfenbrenner's ecological systems theory**

This study is based on Urie Bronfenbrenner's ecological systems theory, which is the main theoretical framework that underpinned the study. The theory has been widely adopted in the field of Psychology. According to Vélez-Agosto et al. (2017), Bronfenbrenner's bio-ecological theory of human development is one of the most frequently recognized theoretical framework across different fields of practice in the social sciences. Monica et al. (2018) defined ecological theory as the study of human development within an environment. According to Bronfenbrenner (2012) the theory identifies systems, which classify the school environment as a mesosystem. At the centre of this structure is an interaction, which is initiated by a teacher.

### **2.5.2 Origin of ecological theory**

Bronfenbrenner's theory originates from the publication named *The Ecology of Human Development* in the 1990s (Bronfenbrenner, 2012). From the ecological systems framework, the school serves as an immediate context shaping children's learning and development. The school influences learning through instruction, relationships with teachers, peers and the school culture in general. Connections between home and the school are complex to provide united support for children's

learning. Schools and teachers are said to fulfil important secondary roles towards educational development. Therefore, there is a need for smooth interaction between the schools and the family. Schools and teachers therefore should work together to support the primary relationship and to create an environment that welcomes and nurtures families (O'Toole, 2016).

According to Linda Darling-Hammond et al. (2019), practices can create environments that support learners in all of the areas of their development. In addition, they emphasized that educators could help learners acquire transferable knowledge, skills, habits, and mindsets that support ongoing learning. Hence, previously these requirements were not included during the development of the previous system. From the perspective of ecological theory, an individual does not construct meaning in isolation, but through being part of a community of learning such as school. Teachers have proven to have a direct influence on learners' way of thinking for their forthcoming careers at different levels of schooling. Repeatedly, teachers who are highly effective contribute towards improving learners' daily lives and their long-lasting educational and career goals (Khan & Irshadullah, 2018).

According to Turan and Ulutas (2012), the LSE teacher should be regarded as one structure within many other sub-systems. Other systems include the learners, the school and the wider community. All of these systems interact and influence one another. Based upon these premises, LSE teachers and learners do not construct meaning in a vacuum, but in particular bio-ecological environments that are continually interacting (Bronfenbrenner, 1987; Donald et al., 2002). The understanding of bio-ecological systems theory and social constructivism is relevant to this study as it highlights the interaction and interdependence of LSE teachers, learners and other stakeholders in the school community.

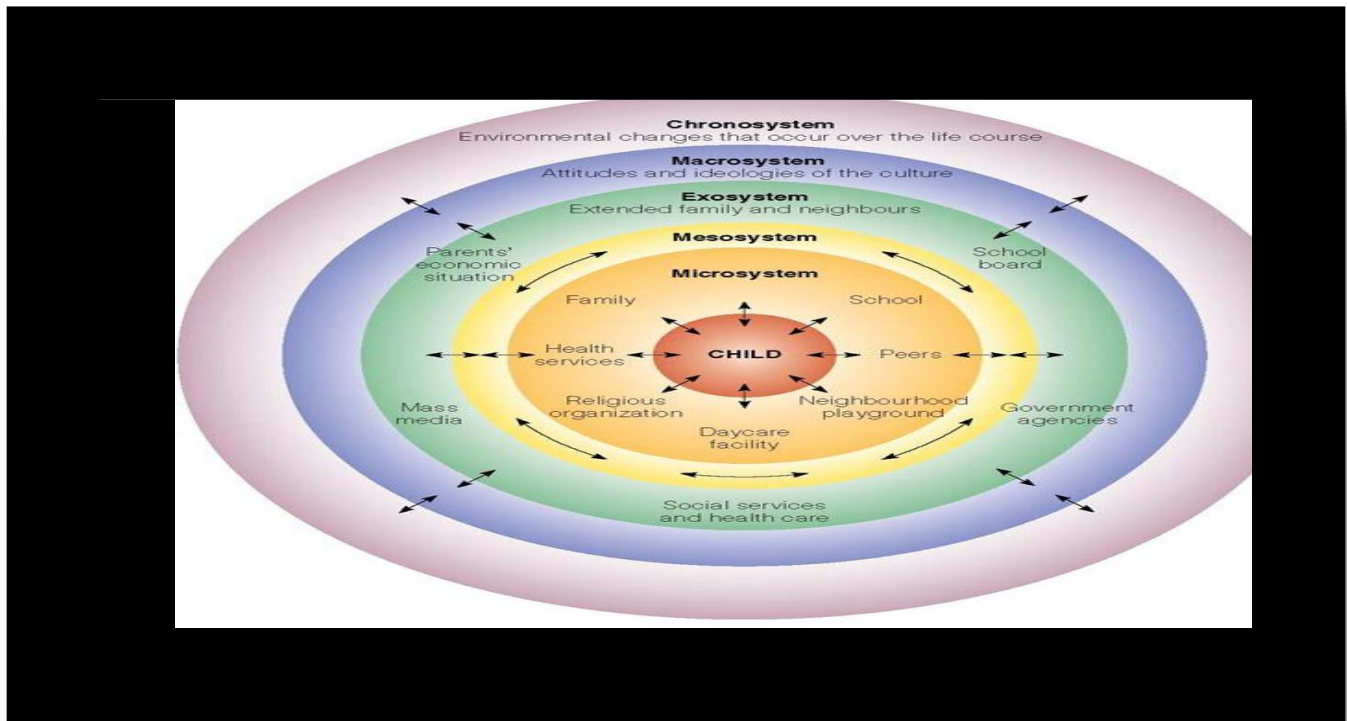
### **2.5.3 Principles of the ecological theory**

The child's ecology is recognized as the environment in which learners live. The systems identified are seen as the main contributors towards the development of



a learner. Compared to any other aspect of schooling, well-trained teachers have the greatest impact on learner achievement. According to Monica et al. (2018), the ecological environment comprises four different systems, which are microsystem, mesosystem, exosystem, macro-system and chronosystem. The ecological theory of development is shown below.

**Figure 2.1: Bronfenbrenner's Ecological Systems Theory**



**By Olivia Guy-Evans**

### ***a. Microsystem***

According to Vélez-Agosto et al. (2017), the microsystem contains relations between the individual and the immediate environment surrounding the individual, such as one's home and the school. For instance, the school consists of teachers, learning environment and instructional methods applied. The school is therefore identified as an immediate environment, which contributes directly to the development of the child (Bronfenbrenner, 2012). Thus, teachers should be in a

position to play their roles in supporting the learner, not leaving aside other structures surrounding the learner, including the family and the community. According to O'Toole (2016), parents' negative or positive beliefs towards education and learning can also be internalized by learners. Thus, the performance of a learner is likely to be influenced by the nature of family support. According to Bronfenbrenner (2012), schools and teachers need to work together to support the primary relationship and to create a learning environment that welcomes and nurtures families.

According to Monica et al. (2018), this level creates relationships that have an impact in two directions. The environment has an influence on the behaviour of a learner, while at the same time a learner could have an influence on the environment. As Monica et al. (2018) stipulate, at the centre of microsystem level lies bi-directional influences. Since they are the strongest influences, they have the greatest impact on the child. It is worth noting that interactions at outer levels have potential to impact the inner structures (Vélez-Agosto et al., 2017). Teachers are expected to provide well-designed collaborative learning opportunities that encourage learners to question, explain, and elaborate their thoughts and come up with solutions.

### ***b. Mesosystem***

The mesosystem entails the interactions between main surroundings covering an individual. According to Bronfenbrenner (2012), the mesosystem comprises the connection of communication and interaction between the different microsystems that have an impact on an individual. According to Bronfenbrenner (2012), such connections consist of home, friends, school, neighbourhood and church. It is mainly about understanding an individual within his/her culture. As Atilola (2017) observes, in recent times, the model has presented a framework for understanding and addressing the larger context of social issues affecting children like safe schools (Hong & Eamon, 2012). In relation to this study, LSE teachers are

entrusted to guide learners towards acquiring life skills. However, teachers' personality or attitude may have a positive or a negative impact on learning.

According to Babatunde et al. (2003), the stronger and more diverse the links among the microsystem, the more powerful an influence the resulting systems would be on the child's development. As Vélez-Agosto et al. (2017) explain, the child's capacity to learn is not only influenced by the competence of the teacher, but it is motivated by the excellence of the relationship between the school and home. If the relationship between the school and home is not friendly, then the child is less likely to be supported to perform school duties and that is likely to affect their performance negatively.

### ***c. Exosystem***

This level defines the bigger social system which the child does not interact with directly. The structures in this layer impact the child's development by interacting with some structures. O'Toole (2016) considered context as an important factor in learning. Parent workplace schedules or community-based family resources are examples. The child may not be directly involved at this level, but he or she does feel the positive or negative force involved with the interaction with his or her own system.

Every individual becomes functional when the environment is peaceful and supportive. According to Deci and Ryan (2020), the exosystem embraces the social structures and the major institutions of the society, such as the world of work. These social structures do not necessarily contain the developing person, but they contribute towards the immediate settings within which such a person is found. Teachers need to be trained in order for them to be able to pay attention to these kinds of factors while interacting with learners. Teachers also need to understand the effect of malfunctioning of those systems in learners' academic performance.

### ***d. Macrosystem***

This layer may be considered as the furthest layer in the child's environment. It has to do with factors which are not immediate to the child. This layer contains cultural values and norms of a certain culture, including the laws (Berk, 2000). The effects of larger principles defined by the macro-system have a cascading influence throughout the interactions of all other layers.

According to Vélez-Agosto et al. (2017), culture has the ability to define and organize microsystems. Thus, it becomes part of the essential routes towards human development. Culture is seen as an ever-changing system which include daily practices of the social communities. Behaviour in this case implies that inter-psychological functions between members of a cultural group become intra-psychological. O'Toole (2016) emphasizes that the general support and development relations available to children tend to be internalized creating the basis of self-efficacy principles.

However, as Vélez-Agosto et al. (2017) further observe, culture has been placed in the macro-system and considered to play a part in the interdependence of the systems. The gap exists as there is no clear explanation on how culture was operationalized. As much as the cultural factors are seen not to be having a direct impact on learners, indirectly they have a potential for positive or a negative impact in learning. Any dysfunction that occurs within the layer has an impact in learning. For instance, lack of teacher training in LSE has a negative influence in learning because teachers are not competent. Analyzing the composition of these ecological systems and interactions is crucial for understanding the developmental outcome of a learner. Fernando and Marikar (2017) asserts, the constructivist approach highlights that learning is informed by social and cultural factors. This emphasis raises discussions on whether teachers should consider socially constructed knowledge. On the other hand, a traditionalist might dispute that the student's social and cultural presumptions are in actual fact personal, therefore it should be left out of the classroom and that learning experience should be coherent and objective.

#### **e. Chronosystem**

This system encompasses the elements which occur at certain times. Such factors include biological changes or loss of loved ones. Aging may bring about different reactions towards environmental changes (Guy-Evans, 2020). Teachers need to be trained to understand the effects of such factors on learning. That will enable teachers to offer a supportive environment to learners who might be experiencing difficulties. The support may help learners to deal with unpleasant situations while they are still positive towards the future. Teachers are therefore expected to understand all the situations their learners' families may be undergoing, including social and economic as they form part of the various systems (Guy-Evans, 2020).

#### **2.5.4 Relevancy of the theory**

The above-mentioned systems are central to the child's educational development. In this view, teachers should strive to improve learners' academic performance, which would in turn translate to the development of non-cognitive skills. There are several reasons why the theory has been used in this study. One of the most important reasons is that the theory holds that learning does not occur in a vacuum. According to Smith (2011), learners actively participate in bi-directional interactions which take place within the environment. However, O'Toole (2016) raises an argument against treating individuals and cultural practices as separate factors. In this view, individuals and the environment are regarded as existing separately although there is a relationship which occurs in a hierarchical fashion.

Human development involves continuous, joint accommodation between an active, growing human being and the advancing factors of the immediate settings in which, a growing person lives. Learners must interact with the outside world to acquire new knowledge (Smith, 2011). Teachers, through acquired skills such as organising and planning, should be in a position to create a conducive and innovative learning environment. Smith (2011) also emphasized that strengthening human relationships within supportive environments increases the amount of

development in learning and high positive outcomes. Furthermore, the ecological systems theory holds that children's knowledge is informed by multiple factors such as cultural patterns, ideas, and the values as well as political and economic systems. On this basis, teachers need to be well trained to consider learners' cultural knowledge and link it with new knowledge. Learners are therefore considered as active in their own development through interaction.

To reinforce the development between different layers of ecological systems, the educational practice according to the theory requires teachers and parents to work cooperatively (Guy-Evans, 2020). Good relations between parents and teachers have proved to contribute positively towards the child's development. For this reason, it is instructive to explore teacher training needs to enhance the implementation of LSE. The theory chosen is particularly used as an approach towards understanding successful learning depending on the proper functioning of different systems.

## **2.6 Conclusion**

As much as teachers have gone through general teacher training, it cannot be claimed that they are competent in teaching LSE. This implies that teachers need to be trained for them to understand social issues and be equipped with skills to support learners and also be in a position to adopt new methods demanded in LSE. Odongo et al. (2015) agree that teachers are the key factors in contributing towards enhanced quality of classroom experience. At the centre of the theory lies a developing learner and all that occurs within the five ecological systems are followed to benefit the learner in the classroom (Guy-Evans, 2020). The ecological theory as a framework explained different discourses towards effective learning in general. The most important part is that the theory was used to explore the role played by teachers in learning. Understanding the impact of teachers in learning would assist in identifying the impact of lack of teachers' training in LSE implementation. All these aspects are supported. If one of those aspects are not

adequate, teachers would not be competent enough to provide quality implantation of LSE.

## **CHAPTER 3: RESEARCH DESIGN AND METHODOLOGY**

### **3.1 Introduction**

This chapter focuses on research design and methodology of the study. It describes research methods used the study to establish the criteria used for inclusion. The chapter presented the research design and the instruments used in data collection. The methods used to analyse data were also outlined, as well as ethical consideration and the conclusion or chapter summary.

### **3.2 Research approach**

Research approach refers to the method used to conduct the study. It involves a range of research questions, the theoretical framework and appropriate research methods.

#### **3.2.1 Qualitative approach**

This study adopted a qualitative approach. According to Radiker (2019), qualitative research is an umbrella term for all non-numerical and unstructured data, which are used in social sciences. As opposed to the quantitative approach which is numerical, qualitative methods focus on obtaining data through the use of open-ended questions and conversational communication (Radiker, 2019). Thus, the qualitative research approach was appropriate for this study because it was not only about what people think, but also about understanding why they think the way they do (Radiker, 2019).

Qualitative research also explores attitudes, behaviour and experiences through the use of various methods such as focus groups and one-on-one interviews

(Radiker, 2019). In this study, the qualitative approach was appropriate to help the researcher explore the nature of the problem, as well as ways in which such a problem could be solved. As Crowe et al. (2011) assert, qualitative approach makes it possible to generate an in-depth and multifaceted understanding of a complex issue through unpacking and relating it to the real-life context. This approach has been influential in a wide variety of disciplines, mainly in the social sciences. As Chawla and Sodhi (2011) observe, qualitative data is indicative and not evaluative. Thus, it should not be used for generalisation as it also covers a small sample (Chawla & Sodhi, 2011).

### **3.3 Research design**

#### **3.3.1 Case study**

This study adopted a case study design to explore teachers' experiences in the implementation of LSE in secondary schools in Lesotho. According to Thomas (2021), a case study is an in-depth search from several viewpoints of the complexity and exclusivity of certain events. Its aim is to gain more knowledge in relation to the real-life context. Its main purpose is to generate a research-based platform that may contribute towards policy development, professional practices and other civil community actions. As Thomas (2021) observes, a case study is an exploration which seeks to understand the situations contextually. One of the greatest advantages of a case study is that it creates an opportunity to understand the complexity of life by breaking it into digestible parts (Thomas, 2021). In addition, case studies scrutinize persons, events, decisions not only looking at the current situation but also trying to understand occurrences from the historical point of view (Thomas, 2021).

### **3.4 Research paradigm**

According to Kamal (2019), research paradigm is a method of seeing the world that mounts the research topic and has direct stimuli in the way in which the researcher views the study at hand. Fraser and Robinson (2004, cited in Kamal,



2019) argued that a paradigm is about established beliefs on existing problems and a set of arrangements on how such problems can be examined.

### **3.4.1 Ontological and epistemological assumptions**

As Scotland (2012) states, every paradigm depends on its own ontological and epistemological assumptions. Since all assumptions are expectations, the philosophical foundations of each paradigm can never be rationally tested. Diverse models fundamentally contain various ontological and epistemological views. They both have different assumptions of reality and knowledge, which underpin their particular research approach. The main hypothesis is that in every methodology, there are basic ontological and epistemological views.

Ontology is the view of individualised reality. Our realities are therefore considered as being mediated by our personal views. Ontology is about understanding individual perceptions within their context. Thus, ontological assumptions are concerned with what constitutes reality for an individual. In other words, researchers need to take a position regarding their perceptions of how things really are and how things really work (Scotland, 2012). Bracken (2010) states that one may agree to take differing ontological outlooks of perceiving social reality. Nevertheless, this might involve assuming the belief that the world of social interactions happens independently. It is worth noting that the educational practice encourages teachers to be sensitive to learners' own beliefs to improve their knowledge. Teachers must also be aware of their personal belief so that they may not impose it on learners' education.

Epistemological expectations put emphasis on how knowledge is created, developed and transferred (Tuli, 2010). Additionally, it considers what is already known and what additional knowledge could be discovered. There seems to be a clear basis between ontology and epistemology. According to the epistemological view, one of the roles of the teacher is to consider learners' prior knowledge so as to work towards improving the existing knowledge. In this regard, teachers are

discouraged to treat learners as empty vessels (Freire, 2018). Freire (2018) discouraged the teacher centred approach by referring to it as the banking system. Freire (2018) further criticises the banking system as he expresses that the banking concept is essentially an act that hampers the intellectual growth of learners by turning them into receptors.

### **3.4.2 Interpretivist paradigm**

This study employed an interpretivist approach to understand the nature of the phenomenon. As Scotland (2012) defines, interpretive methodology is an effort made towards understanding the phenomenon by exploring the nature of interaction among individuals, as well as their historical and cultural contexts. The interpretive research paradigm considers reality and meaning creation as socially constructed and it embraces that people make their own sense of social realities. Hence, the interpretive epistemology is one concept which is subjective and is centred on actual world incidences. Thus, interpretive researchers dispute the view that reality exists (Tuli, 2010).

In line with the qualitative research, the interpretivist approach helped the researcher to interpret the elements within the area of study. Such elements were based on the person's views of the world and their life experiences. According to Khaldi (2017), human behaviour is affected by several factors, which are subjective. Therefore, interpretivists believe in studying human behaviour as in daily lives. In this study, the model assisted in data collection on teachers' experiences in LSE. However, data collected may be considered as biased because it is based on personal views of the participants. As much as the model is flexible enough to rely on participants' understanding and thoughts, the findings could not be generalized (Scotland, 2012). In any case, actions and interactions of human beings lie at the centre of qualitative research thereby aligning their experiences with the aim of this study.

According to Khaldi (2017), most of the qualitative studies in social sciences employ interpretivist approaches to research, especially those which use interviews as suitable tools for data collection. The researcher believes that gaining the insights of teachers' experiences contributes towards identifying teachers' training needs in LSE.

### **3.5 Method of data collection**

#### **3.5.1 Telephonic semi-structured interviews**

Data were collected through telephonic semi-structured interviews. In the prevailing circumstances of the COVID-19 pandemic, many educational institutions were mobilised to adjust their teaching approaches and hold face to face interaction. Therefore, universities had to adjust to this situation by restructuring their teaching methods including online classes while at the same time continue providing quality education (Franchi, 2020; Srinivasan, 2020; Walensky & del Rio, 2020).

The COVID-19 pandemic has created varied changes in the world of data collection as telephonic interviews turned to be the safest way for data collection (Azad et al., 2021). The greatest advantage of using the telephone is saving both time and cost (Farooq & De Villiers, 2017). However, one of the disadvantages for telephonic interview would be lack of visual signals, which force both the interviewer and interviewee to communicate clearly the messages they need to understand (Farooq & De Villiers, 2017). Telephonic interviews lead to forceful listening, technology inconveniences as well as disturbances in the environment. It is apparent that to get the insight in the communication, verbal and non-verbal communication both need to be captured (Sernbo et al., 2021).

The researcher used semi-structured interviews (SSIs). The SSI is a subjective interview which explores individual experiences through the use of similar structured questions (McIntosh & Morse, 2015). As Rheams (2018) observes, structured interviews are suitable to answering specific types of questions related to individuals' biographies, experiences and opinions concerning the issue being explored. This technique constitutes of three sections including biographic details of the participants. Section A was related to gender, age, and whether the participants were teaching LSE. Section B focused on the questions related to the participants' teacher-training needs for effective implementation of LSE in secondary schools. Section C focused on teachers' experiences in the implementation of LSE and how it could be improved in secondary schools. Each interview session lasted about 20-30 minutes. To make it possible to refer to the data later, the interviews were audio-recorded. Although interviews could be so rewarding, they are time-consuming as they require a time to be transcribed (Rheams, 2018).

### **3.5. Mechanisms for selection of participants**

The mechanisms for the selection of participants involved population, sampling technique, criteria for the selection of participants and sample size of the study.

#### **3.5.1 Population**

Population in this study consisted of teachers and principals from four selected schools in Maseru and Mophale's Hoek district. The two schools are situated in the urban area, while the other two are in the rural area. According to Etikan et al. (2016), population refers to a total quantity of the cases, which are the subject of our research. In this study, LSE teachers and principals are considered as the most knowledgeable and reliable informants. Therefore, they form part of the main target groups.

### **3.5.2 Sampling technique**

#### ***a. Purposive sampling***

Sampling is the process or technique used to select a representative part of a population to determine parameters or characteristics of the whole population (Gentles et al., 2015). It is about the type of sampling frame used and the number of participants considered. In qualitative research, the type of sampling employed is determined by the methodology selected and the topic being explored.

In this study, the purposive sampling technique was used to identify participants. As Mishra (2011) defines, purposive sampling is a method which entails purposive selection of particular items of the population to symbolize characteristics of the whole population. It is considered beneficial because it provides researchers with the rationalization to make generalizations from the sample that is being studied (Rai & Thapa, 2015). There are high chances of getting people who are knowledgeable on the information required (Rai & Thapa, 2015). However, one of the disadvantages is the fact that the knowledge of population required may not always be obtainable in a case where the researcher fails to use the method accurately (Rai & Thapa, 2015).

### **3.5.3 Criteria for selection of participants**

In this study, the criteria for selection of participants were:

1. Participants should be teachers and principals from secondary schools in Maseru and Mochale's Hoek district in Lesotho.
2. They should be Basotho.
3. They should have experience in teaching LSE at secondary school level.
4. They should have experiences in overall implementation of LSE.

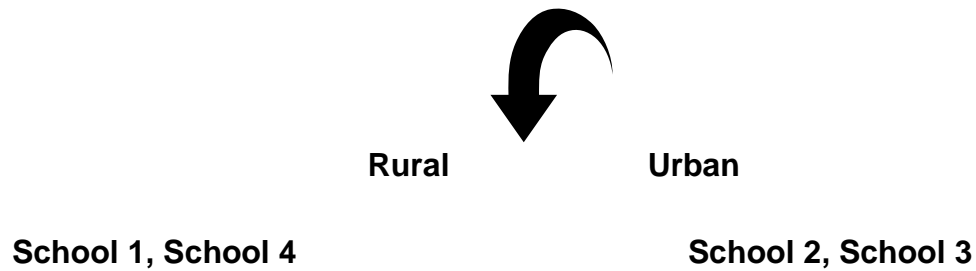
### **3.6 Procedure for data collection**

Prior to data collection, the researcher first had to acquire ethical clearance from the school. The ethical clearance was presented at the Ministry of Education and Training (MoET) to seek permission to collect data from the selected high schools in Lesotho. Upon obtaining the letter from the MoET, the researcher approached the school principals face-to-face to explain the aim of the research verbally and provided the letter from MoET. Some principals were not found but were contacted telephonically. Approval letters were obtained from schools as required and the appointment date was set to meet the principals who were not available. However, in two schools, the researcher managed to meet the principals the same day. The principals contacted the teachers and provided the researcher with their contact details.

First of all, the interviewer introduced herself and explained the study area. It was communicated that participation was voluntary and the participant had a right to withdraw at any time. When the participants agreed to participate, appointments were then set to continue with telephonic interviews with the principals and teachers. Five schools were initially approached. However, one principal who had insisted using e-mails for communication later failed to respond to the e-mails. Another school had to be found as a substitute.

Consent forms were issued to the participants to sign before interviews were conducted. It is worth noting that most of the interviews did not take place on the first appointment. They were postponed several times due to teachers' personal commitments. However, the interviews were finally conducted successfully. Before conducting an interview, the researcher would ask the participant if they could continue with the interview. In the case where the interviewee was not in a position to be interviewed, the appointment was postponed until the time when the interviewee was ready.

**Figure 2.2: Research site**



This study was conducted in four secondary schools located in the urban and rural settings in Lesotho. The respective environments are in Maseru and Mochale's Hoek districts. There were four schools involved in the study. Three of them were from Maseru, while the other one was from Mochale's Hoek.

### **School 1**

The school was situated in the rural district of Maseru, which is the capital city of Lesotho. However, it was very close to the main road and it was located on the mountainous area with a lot of trees. The school was managed by Christians since it belongs to a certain church. The school was built by the church, so they are old although they are well maintained. There was a church within the school yard. There were also play grounds, although they were not well taken care of. The school gardens also looked neglected. This was one of the best performing schools. The school accommodated only girls and it had a boarding section run by nuns. There were houses for the members of staff at the school. The school had a feeding programme for both boarders and day scholars. It comprised classes from grade 8 to 11.

### **School 2**

The school was located in Maseru, the capital city of Lesotho. However, it was located some distance away from the city. It was situated in a highly populated

place because it was near the factories. The high traffic volume was caused by factory workers and the high number of public taxis. The school was close to the road and the environment was normally noisy due to taxi hooters. It was a newly constructed school, which had other buildings as double stories. The school accommodated both boys and girls. However, it did not have a boarding facility, so most of the learners walked to the school. There were no houses for members of staff at the school. It was one of the best performing schools and it was managed by the government. There was a secretary office which was fully utilized. There was a library and sports. The school did not have a feeding scheme. The classes ranged from grade 8 to 11.

### **School 3**

The school was located in the urban area of another district named Mohale's Hoek. The school was governed by the government. The buildings were old and they were not maintained well. The school was found in the village some distance away from the road. There was no secretary office in use. It accommodated both girls and boys and there was no boarding facility for learners, but there were houses for the teachers. Many learners who lived far away from the school lived in the hostels. Most of the learners walked to school. It was one of the middle performing schools. The school had a feeding programme. It provided classes from grade 8 to 11.

### **School 4**

The school was a public school located in the capital city of Maseru. However, it was recognized as the rural area and it was very far from the main road. There was a long gravel road used to get to the school and it was in a mountainous place. The gravel road went through a dense forest and there was a river which had to be crossed before getting to the school. There were few taxis used as a public transport. Many of the learners lived in the village and walked to the school every day. Some learners who came from faraway places lived in the hostels. There were houses for the members of staff at the school. The school had play grounds and



school gardens. The school accommodated both boys and girls. The performance of the school was very low. The school had a feeding programme. It comprised classes from grade 8 to 11.

### **3.7 Sample size**

The study was conducted at four secondary schools such as school 1, 2, 3, and 4. The sample size comprised 12 participants (n=12), who were eight LSE teachers and four principals. There were two teachers and one principal from each school (School 1: n=2 teachers and n=1 principal; School 2: n=2 teachers and n=1 principal, School 3: n=2 teachers and n=1 principal, and School 4: n=2 teachers and n=1 principal). All the participants resided in both urban areas and rural areas. Participants were Basotho from Lesotho. They were teaching LSE during the study period.

### **3.8 Data analysis**

#### **3.8.1 Thematic analysis**

This study used thematic analysis (TA) to analyze the qualitative data collected. According to Braun and Clarke (2013), thematic analysis refers to a method which identifies themes and patterns of meaning across data collected, which in turn respond to the research questions. Thematic analysis is used to interpret data to detect and identify common issues generated by the participants. As Varpio (2020) asserts, the process of analyzing data includes grouping statements according to their similarities to make sense. As Javadi and Zarea (2016) state, the other step in TA included defining and refining the theme during analysis. While identifying new meaning and a list of new ideas, codes begin to be discovered.

In this study, the approach enabled the researcher to make meaningful units to seek different standpoints to gain insight into teachers' training needs for an effective implementation of LSE in Lesotho. Thematic analysis organised components towards data breakdown and allowed the use of inductive and

deductive methodologies (Alhojailan, 2012). For instance, with inductive approach the data that is collected start with a detailed content and then change to wide generalisations, which may lead to theory generation. Nonetheless, thematic analysis has its weakness, which include appearance of weak or unconvincing themes, which might occur because the interpretation was not done accurately (Javadi & Zarea, 2016).

### **3.8.2 Reliability**

According to George and Mallery (2018), reliability addresses the matter of whether the instrument used stand a chance to produce the same results while administered to the same participants in the same environment. In addition, the instrument used is considered reliable if the same results are obtained are the same regardless of who conducted the study. To ensure reliability, the researcher followed the same research questions formulated to interview all the participants. The interview questions used are in line with the research questions. The study is conducted in four schools. There are two teachers and one principal from each school. A measure is said to be highly reliable if repeated and it turns to produce similar results under consistent conditions.

### **3.8.3 Validity**

Kumar (2014) defines validity as the ability of an instrument to measure what it is designed to measure. Furthermore, validity refers to the level to which an empirical measure effectively reflects the real measuring of the concert under consideration (Kumar, 2014). In this study, the researcher formulated research questions and the objectives of the study in a way that data collected would provide information, which provides the overview of the phenomenon. Heale and Twycross (2015) enhance that it is important to consider validity and reliability of the data collection tools whenever conducting or critiquing research.

### **3.9 Trustworthiness**

According to Connelly (2016), trustworthiness of a study simply means the level of confidence in data collected, its interpretation, and methods employed to warrant the excellence of a study. In this study, the researcher ensured trustworthiness by explaining to participants that the information they shared will remain confidential and that pseudonyms will be used. The purpose of the study was also clearly explained. Trustworthiness is also seen as a voluntarily action of making a choice not to take opportunity of the participant's vulnerable position (Ozer & Zheng, 2017). Amankwaa (2016) suggests that each study should create the procedures required for a study to be well-thought-out by readers. Although trustworthiness is needed, arguments have been raised in the form of literature for further clarification (Leung, 2015).

### **3.10 Credibility**

Credibility refers to the truth of the data or the participant's views and the interpretation and representation of them by the researcher (Polit & Beck, 2012). Credibility is enhanced by the researcher describing his or her experiences as a researcher and verifying the research findings with the participants. A qualitative study is considered credible if the descriptions of human experience are immediately recognized by individuals that share the same experiences (Sandelowski, 1986, cited in Cope, 2014). To ensure credibility when reporting a qualitative study, the researcher needs to demonstrate participation to clearly define the process of data collection. In addition, Polit and Beck (2014) define credibility of the study as the act of assurance concerning the reality of the study and the findings discovered.

### **3.11 Transferability**

Houghton (2013, Cited in Cope, 2014) perceive transferability as the findings that can be applied to different settings or groups. A qualitative study is said to meet

this standard if the results make sense to individuals who were not involved yet they can easily relate to the results with their own experiences. It is possible if the researchers manage to provide sufficient information on the informants and the research context to enable the reader to weigh the findings and consider them relevant or transferable (Houghton, 2013, cited in Cope, 2014). However, it has been established that generalizing findings may not be appropriate as the study is qualitative and may be subjective. But defining all the steps taken including data analysis may give a clue concerning the issue under study. In this study, thematic analysis was followed, which made it possible to present data collected.

### **3.12 Confirmability**

Confirmability refers to the researcher's ability to demonstrate that the data represent the participants' responses and not the researcher's biases or viewpoints (Polit, 2012; cited in Cope, 2014). The researcher can demonstrate confirmability by describing how conclusions and interpretations were established and exemplifying that the findings were derived directly from the data. In reporting qualitative research, this can be exhibited by providing rich quotes from the participants that depict each emerging theme.

### **3.13 Limitations of the study**

In this study, there are limitations experienced due to different factors. Data collection was held telephonically because teachers and principals were not always available in schools due to the COVID-19 pandemic. Setting up the appointment date prolonged data collection because at times participants would still not be in the position to be interviewed on the appointed date. Although the plan was to interview 12 participants at the end of data collection there, were 11 participants who were interviewed. This is because the other participant kept on postponing to the extent that she ended up ignoring phone calls. There was also communication breakdown caused by network connections, whilst at times

participants were at home where there was disruptive noise. Failure to see non-verbal communication somehow limited the information collected. The interviewer would pick contextual data if interviews were conducted face-to-face. Some participants lacked information on certain areas because they were not directly involved in the implementation of LSE in secondary schools in Maseru and Mphahle's Hoek district in Lesotho. Using purposive sampling alone on its own was a limitation because other methods were not used.

### **3.14 Ethical considerations**

The study involved human subjects. It was conducted ethically. As Miller et al. (2012) explain, ethical consideration in research refers to the researcher's moral accountability throughout the research process. The study included the researcher's responsibility for protecting the participants' privacy, confidentiality and rights by observing a given code of conduct in the profession. As Hennink et al. (2020) observe, ethical principles include informed consent, voluntary participation, and minimization of harm, confidentiality and anonymity.

In this study, the researcher first acquired ethical clearance from the University of the Free State. The researcher submitted the ethical clearance certificate to MoET to get permission to conduct research from the schools. MoET also provided a letter, which was used in schools to conduct interviews during the data collection process. The principals first briefed the participants on the study and asked them to voluntarily participate in the study. The researcher repeated the briefing telephonically. The researcher also provided the participants with information about the study, including what the research was all about and what its aims were. The researcher gave assurance to the participants concerning confidentiality. To observe confidentiality, the researcher used pseudonyms for the names of the participants and the schools. It was explained to participants that they were free to withdraw from the research interviews, whenever they felt like. Harvard referencing style was followed both within and at the end of the text as recommended by the

Faculty of Education at the UFS. The researcher also followed the following ethical guidelines.

The researcher ensured that other authors' ideas are accurately referenced. The reason was due to the fact that failing to reference other people's ideas is considered unethical. Participants were selected in a way that no biasness could occur. They were not chosen according to their personal values. The selection was determined by the requirements needed in relation to the information needed to answer the research questions. The personal practices and values were not taken into consideration. On this note, the researcher therefore remained non-judgmental and respected participants' views.

#### **3.14.1 Informed consent**

Once participants consented to participate in the study, they were provided with consent forms through emails to sign before interviews. The consent forms included the researcher's personal information such as names, the name of the institution where the researcher is studying and the relevant faculty. It also included full information concerning the study and what the topic covers, including the purpose of the study.

#### **3.15 Conclusion**

The chapter presented techniques that were used in the study. These include all the measures such as sampling techniques, population and area of study. All these measures followed in the course of data collection were specified. Further discussion included validity, reliability and limitations of the study. The attempt was done to provide understanding of all the steps followed to collect reliable data.

## CHAPTER 4: QUALITATIVE FINDINGS

### 4.1 Introduction

This chapter presented the qualitative findings of the study. It outlined the biographic results from teachers and principals. Thematic results were discussed and were summarized. The data were presented by indicating the biographic results and responses from each participant.

### 4.2 Aim and objectives of the study

The aim of this study was to explore the in-service training needs of teachers for effective implementation of LSE in Lesotho secondary schools. The study also sought to achieve the following objectives:

- To explore the experiences of teachers and principals in the implementation of LSE in Lesotho secondary schools.
- To identify the challenges encountered by teachers and principals in the implementation of LSE in secondary schools in Lesotho.
- To identify the teaching and learning resources required to improve the implementation of LSE in secondary schools in Lesotho.

#### Table 4.1: Biographic results

The biographic results indicate that all participants were of members of the Basotho culture and they originated from Lesotho.

Participant	Sex	Age	Received LSE training	Residential areas	Highest qualification	Teaching experience in LSE	Marital status	School district
Teacher 1	Female	41	Yes	Rural	Hons PC	2 years	Married	School 1, Maseru District
Teacher 2	Female	50	Yes	Urban	BA HEE	4 years	Married	School 2, Maseru District

Principal 1	Male	52	No	Urban	Hons Ed	0	Married	School 2, Maseru District
Teacher 4	Female	22	Yes	Urban	BEd SE	<1 year	Single	School 3 Mohale's Hoek District
Teacher 5	Female	34	Yes	Urban	PGDE and BA PCC	4 years	Married	School 3, Mohale's Hoek District
Teacher 6	Female	47	Yes	Urban	BA Ed	4 years	Married	School 2, Maseru District
Teacher 7	Female	51	Yes	Rural	BA Ed & Hon SGS Ed	4 years	Married	School 4, Maseru District
Teacher 8	Female	47	No	Rural	Hons SGS Ed	4 years	Married	School 4, Maseru District
Principal 2	Female	50+	No	Rural	Bsc Ed	0	Married	School 1, Maseru District
Principal 3	Male	50+	Yes	Urban	BA Sed	0	married	School 3, Mohale's Hoek
Principal 4	Male	50+	No	Rural	BA Ed	0	married	School 4, Maseru District

- BA Ed: Bachelor of Education
- BA Ed: Bachelor in Art in Education:
- Hons SGS Ed: Honours in School Guidance & Special in Education
- PGDE: Post graduate Diploma in Education
- Bsc ED: Bachelor in Art, Science and Education
- BEd SED: Bachelor in Education, Special Education
- BA HEE: Bachelor in Human Ecology in Education
- Hons PC: Honours in Pastoral Care
- BA: Pastoral Care and Counselling
- MD: Maseru District
- MHD: Mohale's Hoek District



**Teacher 1**

The first participant was a female teacher aged 41 years old and was married. She has been deployed to teach Religious Studies, English Language and Literature. She has been teaching both subjects for 12 years now and she has experience of 2 years in LSE. She was later nominated as school pastoral counselor to provide support and counselling to learners. She had been teaching LSE as a subject at school 1 for two years. The school was located in the rural area of Maseru. Her highest qualification was Honours in Pastoral Care and Counselling. Her residential area was located in the rural area.

**Teacher 2**

The second participant was a female aged of 50+ years old and she was married. She was teaching at school 2. She taught Fashion and Textiles for 25 years. She had 4 years' experience in teaching LSE. The school was located in the urban area in Maseru District. Her highest qualification was Bachelor (BA) Human Ecology in Education. Her residential area was located in the urban area in Maseru district.

**Principal 1**

This participant (P1) was a male aged 50+ years and was married. He had 20 years teaching experience. He had never attended any LSE training and had never taught LSE too. He had spent five and a half years as a principal. His area of specialisation was Mathematics and Physics. He was a principal at School 1, which was located in the urban area in Maseru. His highest qualification was Honours in Education.

**Teacher 4**

The participant was a single female aged 22 years old. She had taught LSE for less than a year and she has attended LSE training. She was teaching at School 3, which was located in the urban area in Maseru district. Her highest qualification was Bachelor of Arts in Education.

**Teacher 5**

The participant was a female teacher aged of 34 years old and was married. She was teaching Religion and LSE; she had also attended LSE training. She had been teaching LSE for four years and her highest qualification was Post graduate Diploma in Education while her undergraduate qualification was a BA Pastoral Care and Counselling. Her residential area was located in the urban area in Mhales' Hoek district.

**Teacher 6**

The participant was a female teacher aged 47 years old. Her subject specialization was French and Special Education. She had been teaching for 5 and her experience in teaching LSE was 4 years. Her highest qualification was a Bachelor of Education degree. Her residential area was located in the rural area in Maseru district.

**Teacher 7**

The participant was a female teacher aged above 50 years. She had been teaching LSE as a subject for 5 years. Her highest qualification was a Bachelor's degree in Education. She had been teaching for 23 years at School 4. She had a BEd in History and Literature in English and an Honours in School Guidance and Counselling and Special Education. Her residential area was in the rural area in Maseru district.

**Teacher 8**

The participant was a female teacher aged 47 years old. She had been teaching for 25 years. Her area of specialization is Food and Nutrition and Fashion and Textiles. She had been teaching LSE as a subject for 5 years and her highest qualification was Honours in School Guidance and Special Education. Her residential area was located in the rural area in Maseru district.

### Principal 2

The participant (P2) was a female aged above 50 years. She has been teaching for 33 years and had been acting principal for 4 years in school 1. She specialized in Biology and Chemistry. Her highest qualification was a Bachelor of Science in Education. Her residential area was located in the rural area in Maseru district.

### Principal 3

The participant (P3) was a male aged above 50 years. He was married. He has never taught LSE as a subject. He had been a principal for 8 years. His highest qualification was BA Science and Education. His area of specialization was teaching Physics. He received training in LSE. His residential area was located in the urban area of Mofokeng district.

### Principal 4

The participant (P4) was a male aged 50+ years old and was married. As a principal, he has never had a chance to attend LSE training and neither taught LSE. He had 15 years' experience as a principal. His area of specialization was Literature in English and Geography. His highest qualification was a Bachelor in Education. His residential area was in the rural area in Maseru.

### Table 4.2: Overview of findings

The table indicates the themes and subthemes that emerged from data analysis. Direct themes are further discussed and supported by the relevant quotations

Themes	Subthemes	
1. Teacher training-needs in the implementation of LSE	1.1 Pre-service training in LSE	
	1.2 Lack of training in LSE	
2. Experiences of teachers and principals in implementing LSE	2.1 Positive feelings	a. Comfortable
		b. Confident
	2.2 Negative feelings	a. Uncomfortable
		b. Frustration
		c. Unhappiness
	3.1 Teachers' incompetency	

3. Challenges encountered due to teachers' lack of training in LSE	3.2 Teachers as learners		
	3.3 Teachers' lack of confidence		
	3.4 Teachers' lack of motivation		
	3.5 Inappropriate teaching methods		
4. Teaching and learning resources required to improve implementation of LSE	4.1 Teaching materials	Provision of books	
		Provision of syllabus	
		Provision of teaching aids	Posters
	4.2 LSE contribution towards pass mark		
	Provision of LSE qualified teachers		
	4.3 School readiness to accommodate LSE		
	4.5 Need for creation of LSE grants		
	4.6 Involving specialists		
	4.7 Using appropriate teaching methods		

#### 4.4.1 Teacher training-needs in the implementation of LSE

The research findings from in-depth interviews revealed that some LSE teachers at secondary schools in both Maseru and Mhales' Hoek districts had undergone training before teaching LSE. However, there were some teachers who were never trained in LSE implementation. It is apparent that teachers who never went for training should be provided with adequate training for them to contribute towards the provision of quality teaching in LSE. The study highlights there is a need to educate teachers to be proficient enough to reflect in their efforts while teaching in classrooms as it would help them to recognize where they need improvement. Teachers will also be able to recognize their own beliefs, which might become barriers in teaching. Kuusisto, Ubani and Nokelainen (2021) stated, teachers these days are challenged in creating inclusive learning environments and safe spaces for encountering diversity in values, religion and culture.

### ***a) Pre-service training in LSE***

Lewin (2022) refers to pre-service training of teachers as general programmes designed for trainees to support their professional and personal growth by providing them with educational content and supporting them to develop social confidence and leadership skills to equip them with responsibilities of being a teacher. The research findings from in-depth interviews revealed that some teachers have undergone training before teaching LSE in Lesotho secondary schools. Some participants mentioned that they studied relevant courses, such as Counseling and Special Education. Few of them mentioned that they had attended training in the form of workshops to gain knowledge in teaching LSE, while others revealed that they received training at the tertiary level as a short course, which was conducted in three months. This is supported by the following responses from the interview sessions:

*“Yes mam! Currently, I have not been given classes in the timetable, but I have been teaching it from last year” (Teacher 2).*

*“Yes! I studied a course in South Africa where we were studying Life Orientation; that is where I learnt LSE” (Principal 1).*

*“The kind of training I attended was in the form of workshops though they were not so serious. I was considered because I did school career guidance and counselling. But by right now I teach English Language and Literature. I also graduated in Post Graduate Certificate for Career Guidance and Special Education from Fort Hare” (Principal 1).*

*“I studied LSE as a course during fourth year at tertiary level which was offered as semester course which was about four to five months” (Teacher 4).*

Findings reveal that LSE is not considered so important that in some schools there are times when they fail to allocate its lessons on the timetable. The same approach occurs where teachers needed to be trained. The kind of training provided was not intensive enough to strengthen its implementation in schools. The duration in which it took place was also too short. From the findings, it is apparent that teachers cannot be entrusted to deliver quality education in LSE because they are not well equipped.

### ***b) Lack of training in LSE***

Training remains central to educational excellency as it enables teachers to master their instructional technology, thus enabling them to remain on top of their teaching responsibilities. According to Lynton and Pareek (2011), training refers to a model of imparting knowledge and skills to improve one's professional competency. Gareis and Grant (2014) observe that training results is more effective in mentoring behavior hence its absence is associated with ineffective mentoring. The research findings from in-depth interviews have revealed that some teachers have never been trained before teaching LSE at secondary schools in Maseru and Mhale's Hoek districts. This implies that there are teachers who are allocated to teach LSE yet they have not received any form of training in LSE. Teachers are assigned to teach LSE depending on their load of work. In this case teachers are not given any other option rather than to teach LSE, regardless of how comfortable and ready they feel. The findings thus militate against the objectives of the policy, which aims at providing quality education. The policy therefore fails to advocate for the set goals, which stress the importance of preparation of teachers in handling any curriculum.

This is supported by the following responses from the interview sessions:

*“Academically, I have not studied LSE but I have studied degree in Counselling and Education” (Teacher 5).*

*“LSE training ends at College of Education (LCE) those in schools were never trained” (Teacher 1).*

*“Untrained teachers tend to make their own decisions and learners tend to be more comfortable with us than with other teachers. Even when learners get to the staffroom on issues which concern other teachers, they prefer to talk to us alone so that we can pass their issues to concerned teachers. Therefore, there is a need for training because some teachers complain that we mislead learners” (Teacher 4).*

*“LSE implementation is very poor, that is what I can say. Teachers were not trained in LSE and it’s given to teachers who are far from it. It is not even given to people who studied any causes related to human behaviour” (Principal 1).*

Some participants mentioned that any other teacher who is not trained for a certain programme is considered as incompetent. This is supported by the following responses from the interview sessions:

*“That means if someone is not trained, he is considered not knowledgeable in that subject, so obviously he would not be comfortable” (Teacher 1).*

*“I have never taught LSE. Basing on experience in teaching, I don’t think I would have a problem. However, currently I do not attend classes frequently” (Teacher 8).*

*“I have not taught LSE, but I would be 100% comfortable to teach it since its content draws from our life experiences, so I don’t think it is a problem” (Principal 4).*

These responses have revealed that some participants have acquired teaching experiences in LSE over the years and are now comfortable with the subject. This is further supported by the following responses from the interview sessions:

*“By the time teachers started teaching LSE, they were learning along with learners because they are not trained” (Teacher 1).*

*“I am just trying to understand it along the way. I do not know how to go into details you know for any other subjects you get trained for more than 4 years. I only do it only because I am bound to” (Teacher 7).*

However, it is important to note that teachers without training need more attention and a special training for them to get used to LSE. For instance, Mathematics teachers may take a long time to understand LSE requirements than religious studies teachers because they do not have enough knowledge in understanding an individual within the learning environment and the social environment. This calls for longer trainings in LSE implementation. Although some teachers have communicated that they are comfortable teaching LSE, that does not guarantee the provision of quality teaching.

#### **4.4.2 Experiences of teachers and principals in implementing LSE**

The research findings from in-depth interviews have revealed that teachers and principals experienced positive and negative feelings in the implementation of LSE in secondary schools in Maseru and Mophale's Hoek districts in Lesotho.

##### **4.4.2.1 Positive feelings**

In this study, positive feeling means the confidence one has on his abilities. Teachers' emotions play a significant role in their teaching practice. There is a connection between teachers' emotions, identities, their well-being as well as their performance in class (Day et al., 2011 cited in Gallo, 2017). This study showed that regardless of lack of adequate training in LSE, there are teachers who are comfortable and confident in teaching LSE in secondary schools in Lesotho. Such teachers hold that it is their responsibility to provide learners with information so that they may reduce risky behaviour. Teachers felt that they needed to create a



good learning environment in classrooms to build relationships with learners so that they may feel free to open up concerning their psychosocial needs and challenges.

**a. Comfortable**

The research findings from in-depth interviews revealed that most participants felt content with teaching LSE in secondary schools in Maseru and Mophale's Hoek district. Most participants intimated that they did not have any problems in teaching LSE. Below are responses on how participants responded during interview sessions:

*“(Laughing) I can say I am comfortable because I have seen that I do not have a problem with communicating anything with learners. I have never found myself in a situation where I cannot say certain things to learners”* (Teacher 2).

*“I was considered because I did school career guidance and counselling. But by right I teach English Language and Literature”* (Principal 1).

*“I am comfortable depending on, which classes I am. For those learners in high school, I am freer while those in low classes, I am not. Due to our culture, I have limitations. I feel like I will be putting them in a level where they have not reached and that is likely to destroy their minds somehow”* (Principal 1).

*“You know I feel comfortable but there are times one will see learners for instance, those in Grade 8 and 9; the time one tries to discuss certain issues in detail, one would see them shocked as if a teacher likes discussing silly things. The source is not LSE itself. One would see their different reactions due to different cultures and their societies”* (Teacher 6).

Most teachers who had undergone training expressed their comfort in teaching LSE although they mentioned that their comfort is determined by the classes which they would be teaching. Teachers find LSE much easier on the lower levels as compared to the higher classes. Findings reveal that there are teachers who were allocated to teach LSE because they have studied relevant courses. Learners too are sometimes seen to be in shock during LSE lessons because they are not used to listening to elders sharing certain information with young people. Learners' responses to some topics may create difficulties in opening up for further discussion.

#### ***b. Confident***

Teachers expressed their strong belief that they felt capable to deliver LSE in classrooms. However, most participants were of the opinion that teachers who have undergone LSE training have a high chance of becoming stress-free in teaching LSE. Teachers hold that they cannot deny the fact that training equips teachers with appropriate skills suitable in LSE implementation. This is supported by the following responses from the interview sessions:

*"I think teachers who have done it in schools such as College of Education (LCE) are more comfortable"* (Teacher 1).

*"That means if someone is not trained, he is considered not knowledgeable in that subject, so obviously he would not be comfortable"* (Teacher 1).

From these findings, it is clear that as much as teachers may feel confident, they are still considered as being less knowledgeable if they did not undergo training.

#### ***4.4.2.2 Negative feelings***

In this study, negative feelings refer to miserable and sad emotions. Such emotions are likely to take away ones' confidence since one lack interest in performing certain tasks. The research findings from in-depth interviews have revealed that lack of training in LSE has contributed negatively on teachers' attitudes in LSE

implementation. Some teachers experienced negative feelings such as feeling uncomfortable, frustration and unhappiness when teaching the LSE in Lesotho secondary schools. Apparently, learners are likely to inherit the negative attitude from teachers as they interact with them in a classroom. In this case, teachers need to be supported with more education on LSE until they understand that they need to change their negative attitude.

**a. Uncomfortable**

Feeling uncomfortable in this study means an individual is not feeling satisfied to perform certain things. Teachers have revealed that they do not feel relaxed when they teach certain topics in LSE. Some participants expressed that having to teach LSE without proper training in LSE makes them very uncomfortable. Teachers expressed that some topics, which are included in LSE also make them uncomfortable due to their personalities and cultural beliefs. This is how participants responded from the interview sessions:

*“Because of our culture, there are those issues I cannot discuss with students. Even the kind of learners we have today, they are one type which is very loose; they lose respect very quickly that is one thing that I would not like to teach LSE”* (Principal 3).

*“There are certain topics where the content itself makes you uncomfortable as you cannot say things as they are”* (Teacher 4).

*“I am not very comfortable. Considering the nature of LSE content, there are those topics, which I feel like they are irritating to learners so I normally divide them into groups according to their ages”* (Teacher 5).

Findings indicate that there are barriers in teaching LSE that may be caused by certain social factors such as culture. Such factors may affect teachers themselves and also how learners respond to certain topics such as sexual orientation topics.

### **b. Frustration**

In this study, teachers have shared that they feel stressed up because they do not consider themselves as being the right candidates to teach LSE. They hold different reasons to rationalize why they do not feel positive towards their involvement in LSE. One of the reasons is the fact that LSE creates overload on their since they already have their own specialized subjects to teach. Thus, the study revealed that teachers experience feeling irritated when teaching LSE in secondary schools in Lesotho. Some participants have suggested that additional qualified teachers should be employed to relieve them from the frustrating circumstances. This is supported by the following responses from the interview sessions:

*“You understand that having to teach a subject as though it is a burden is not a good experience” (Principal 2).*

*“By right, I am an English teacher full time. I already have a lot of work load for English so I am given LSE as additional that is why it is given to anyone. Otherwise, if there was a specialised teacher, he would manage with little support here. So, it is not like that there is no one assigned for the subject” (Principal 1).*

*“No! I don’t know how to go into details, you know; for any other subjects you get trained for more than 4 years. I only do it only because I am bound to” (Teacher 7).*

*“If you are not trained, you are going to digress; therefore, you are not going to reach the objectives. My main challenge is to teach something you don’t know. This thing should be taught by people who like it. They need to engage people who have specialised in LSE. We will continue to teach it because we do not have any other option. They need to provide us with all those materials that is required such as human right material. I*

*wish we could have them. Every topic requires its teaching aids” (Teacher 7).*

The study shows that lack of training may cause emotional stress to teachers because they are not psychologically ready to teach subjects, which are outside their area of specialization. Indeed, it is a fact that they have gone through proper training for them to measure in their fields. It would therefore be beneficial to offer them a well-designed programme for them to acquire necessary skills in LSE implementation. However, there is also a need to consider teachers’ willingness to teach LSE because even if they go through proper training, they may not be effective if they are not willing to teach LSE.

### **c. *Unhappiness***

Some teachers who were assigned to teach LSE have expressed that they feel unsatisfied. They expressed that they have their areas of specialization so they find LSE as additional burden because they have other subjects to teach. As a result, teachers find themselves under pressure to accommodate LSE. Some participants intimated that they were not happy to teach LSE because it was not by choice, it was imposed on them. This shows that some teachers may end up not performing well because they are miserable. This is supported by the following responses from the interview sessions:

*“They need to hire specialists. My point is that they should engage people who chose to specialize on it and went through training for it because they loved it. It should not be imposed on people because everyone chooses his field of specialty. But it hurts because it is now being imposed on us. Everyone has a right to choose what to teach either at college or at the university. I hope you understand” (Teacher 7).*

*“You understand that having to teach a subject as though it’s a burden is not a good experience. So now we just allocate a teacher looking at his*

*load and it is not a good thing. No matter whether they are ready or not they are still trying” (Principal 2).*

*“Teachers perceive LSE as someone’s job description that is what I have identified” (Principal 4).*

The study reveals that LSE like any other area of study needs to be treated as such. Some teachers declared that there is a need to engage teachers who have studied relevant causes to teach LSE. This means there are possibilities that regardless of whether teachers are trained or not there are some teachers who would still consider LSE as separate from their area of specialization. Such teachers will not feel responsible to teach LSE.

#### **4.4.3 Challenges encountered due to teachers’ lack of LSE training**

It is apparent that lack of training creates some complications in teaching and learning processes. The research findings from in-depth interviews revealed that teachers encountered various challenges in the implementation of LSE in Lesotho secondary schools. This was gathered when teachers stated that they feel troubled when they must teach LSE. Their reasons for this state of feeling varied from one teacher to another. These include teachers’ incompetence, teachers finding themselves as learners, teachers’ lack of confidence, teachers’ lack of interest and inappropriate teaching methods. It is worth noting that LSE demands different approaches from the ones which were previously used. Thus, teachers should be trained to acquire appropriate teaching methods in LSE. Given the sensitive nature of topics on sexuality education and HIV and AIDS, some topics contained in LSE can be viewed as difficult to deliver.

#### **4.4.3.1 Teachers' incompetency**

In relation to the study, teacher incompetency means teachers lack adequate skills to perform properly. The research findings from in-depth interviews revealed that teachers who were chosen randomly to teach LSE lacked the requisite skills to teach LSE. Teachers who were never trained are therefore considered as unskilled because they have not gone through training to capacitate them with suitable skills. Untrained teachers are likely to fail in delivering quality LSE because they have not acquired appropriate skills, which enable them to handle LSE. This is how participants responded during interview sessions:

*“At my school for instance, we are only three the other one is a secretary. She is just called to assist when she is not busy. So even their impact on learners makes no difference you see learners considering LSE as one subject, which relieves them during a hard day and not that they see it as important. They think it's used to push a day and don't see its importance”* (Principal 1).

*“That particular teacher does not go all out to reach what learners' needs to achieve according to the objectives because the teacher is also gaining confidence while teaching. The untrained teacher is a challenge himself”* (Principal 2).

*“The biggest problem would be that of approach because there are sensitive issues discussed in LSE. If the approach is wrong that is one thing that could be dangerous to learners. The setting of our classes also needs trained teachers since we have overcrowded classes”* (Principal 3).

#### **4.4.3.2 Teachers as learners**

In this study, teacher learning is used to define teachers' active process of familiarizing himself with suitable teaching methods. The research findings from in-depth interviews revealed that lack of training positions LSE teachers in a learning situation because they were not trained in LSE. Untrained teachers are

bound to improve their knowledge by themselves or seek support from teachers and principals who were trained. This is supported by the following responses from the interview sessions.

*“As I have said a teacher who was not trained is also learning and that puts a lot of pressure on teachers” (Teacher 1).*

*“You find teachers avoiding it because they do not want to face a new challenge. That challenge being the fact that he is going to learn together with learners whereas if there were enough preparations it was going to be a relief for teachers who would do the work properly” (Teacher 1).*

*“Untrained teachers won’t be able to plan and follow a syllabus as he doesn’t know it, meaning he will teach whatever he likes. That person will be teaching what is beyond the syllabus” (Principal 1).*

*“If you are not trained, you are going to digress; therefore, you are not going to achieve the objectives. My main challenge is to teach something I don’t know” (Teacher 7).*

*“The untrained teacher will not be creative enough; he will only rely on a book and he may fail to use teaching aids” (Principal 2).*

The study reveals that some teachers avoid LSE because it requires them to create time to learn the new requirements for LSE. It is clear that teachers would have individualized reasons why they fail to create time to familiarize themselves with LSE content. However, knowing that in the context of Lesotho in most cases classrooms are overcrowded, this may be another factor why teachers fail to give themselves time to learn LSE. The study shows that lack of training compromises the quality of LSE implementation because teachers are not well equipped.



#### **4.4.3.3 Teachers' lack of confidence**

In this study, lack of confidence refers to the state of mind where an individual does not feel courageous enough to perform certain tasks. In this case teachers they are not well equipped with skills to deliver LSE in secondary schools. Most participants intimated that lack of relevant LSE training affects their self-confidence. Thus, teachers maintain that provision of training will improve their self-assurance as they will be well equipped with the relevant information. This is supported by the following responses from the interview sessions:

*"The challenge is that other teachers who teach other subjects like English have a problem because they think they are not competent enough to teach LSE" (Teacher 2).*

*"If LSE is taught by someone who is not a teacher, obviously he does not have good qualities of a teacher" (Principal 1).*

*"Yes, just like I have said. You did not train me therefore it's very easy to consider me as incompetent. Even if you are capable at first you tend to believe that you are incapable and that attitude is transferable to learners. As a result, learners may lose interest" (Principal 4).*

*"If you give LSE to any teacher without training, he tends to believe that he doesn't know, he is not sure about what he has to do. That state of not knowing will first torture you as a teacher and we consider ourselves incompetent to teach LSE" (Principal 4).*

The study reveals that anyone who is not properly trained can never be regarded as competent. Training seems to be the only approach that gives teachers the assurance that they are well knowledgeable. That state of mind therefore would improve their creativity whereas untrained teachers tend to have little confidence in themselves, thus affecting their creativity negatively.

#### **4.4.3.4 Lack of motivation**

Motivation in this study is used to refer to all the processes which influence one to act in certain ways. The research findings from in-depth interviews revealed that teachers who are assigned to teach LSE have their specialized subjects to teach. As a result, they show little interest in LSE implementation because they do not feel like it is their responsibility to teach LSE. This is supported by the following responses from the interview sessions:

*“In the same way even teachers who have their own subjects which they specialized with, show little interest in LSE. When it comes to LSE, he does not prepare anything he just looks at topics he is comfortable with or which he can easily discuss” (Principal 1).*

*“Hey! Talking of myself specifically I do not have challenges but people who have challenges are the learners because they are being oppressed, they are allocated to be taught by teachers who do not like LSE. They hate it so they do not make enough effort to master it” (Teacher 4).*

*“Okay! Yes! The fact that they do not like it, so they do not accept it at all. They do not find it important. Since they lack interest, they are not familiar with its content. Some of them do not attend its classes when they have to” (Teacher 5).*

*“Teachers who are not trained are likely to develop a negative attitude towards it. Even in a case where it is not being taught, they ignore it because they know it might be allocated to them once they mention it to the principal that it is not being taught” (Teacher 6).*

The study shows that the success of LSE implementation relies on teachers and principals' attitude. There are chances that some teachers are likely to be resistant towards LSE implementation. This view goes back to the suggestion made earlier, that teachers should not be forced to attend LSE training to prepare them for

teaching LSE. There should be a light training offered to other teachers, which is only aimed at sensitizing them about LSE.

#### **4.4.3.5 Usage of Inappropriate teaching methods**

In this study, inappropriate teaching methods simply means improper methods of instruction while facilitating new knowledge for students. The research findings from in-depth interviews revealed that teachers who have not been trained in LSE implementation are forced to use the traditional teaching methods. Such methods are teacher-centred. Training teachers will therefore help them to shift to learner-centered approach while teaching LSE. This is supported by the following responses from the interview sessions:

*“There is a need for all teachers to be trained and made aware because I see them using old strategies. They don’t take learners’ views into consideration. They tend to make their own decisions without listening to learners’ side of story. As a result, students tend to be more comfortable with us than with other teachers” (Teacher 4).*

*They must be trained because the approach required is a bit different from other subjects. Yes! That is why I think they need to be trained in LSE, as I have mentioned that they need to be trained in making lessons and how they have to present it because it is different from the common way of teaching” (Teacher 2).*

*“Yes! Like any other subject being taught, teachers have to be familiar with LSE content, be familiar with methods of assessing achievement of objectives, meaning they have to be familiar with LSE objectives. Again, they should be familiar with its importance and teaching methodologies. It is important that all those are covered so that one could be prepared before the class starts. That is all I see” (Teacher 8).*

*“Teachers need to be trained so that they may clearly understand that LSE is not mostly based on the book, thus enriching their thinking. They need to be helped to be creative enough to engage learner in the practical activities. They should also be assisted with approaches that will help them to reach out to every learner” (Principal 3).*

The study indicates that it is only through training that teachers will be in a position to carry out LSE requirements adequately. LSE rejects the traditional way of teaching, which is teacher centred. Therefore, it encourages most of the participation to be focused on learners through the use of learner-centred approaches. The new approaches needed support the main idea of the study which focuses on adequate teacher training.

#### **4.5 Teaching and learning resources required to improve implementation of LSE**

The research findings from in-depth interviews revealed that there is need to work towards improving LSE implementation in secondary schools in Lesotho. That could be achieved by ensuring that teaching materials, such as books, TV sets, syllabus and teaching aids are available.

##### **4.5.1 Provision of Books**

Books are written published material compiled together. They are normally a way of providing information on specified issues. It has been found that teachers and learners need books to read to acquire more knowledge. Stronge, Ward and Grant (2011) observed, effective primary teachers occupied learners in various reading and writing tasks during the day. The study revealed that there is a need for provision of life-oriented books to expose learners to different social problems, thus improving their problem-solving skills and creativity. Their ability to read would also improve their analytical thinking. This is supported by the following responses from the interview sessions:

*“We need to be provided with different life story books and TV sets so that we can discuss something that is visual. It should not be something they just listen to” (Principal 1).*

*“We lack resources because we only have one work book and a learners’ guide, which were provided when it was first introduced. Learners do not have any material that they can refer to” (Teacher 6).*

The study reveals that lack of reading material makes it impossible for students to learn on their own. This requires more effort from teachers while teaching LSE because students rely only on the information provided in classrooms. Limited resources also limit the scope of education acquired because there is no exposure to different learning materials.

#### **4.5.2 Provision of syllabus**

In this study, a syllabus is a tool used to guide teachers on the topics to be taught including all the activities to be engaged to reach the set goals. Some participants revealed that there is a need for teachers to be provided with the syllabus for them to follow LSE content. Teachers mentioned that they only had a syllabus for the secondary level. As for the high school teaching, they are expected to continue with the one used at secondary level. It is clear that having to teach without the appropriate syllabus may be challenging for teachers. One participant shared the following;

*“First thing is that they should give us is a syllabus so that when we continue, we may know how deep we should go. They should also supply us with material for instance in some topics we need books about human rights and now we are forced to research online ourselves and that cost us because the school does not supply us with reading material. Provision of data would also make our work easier” (Principal 4).*

The study indicates that there is no progress in the implementation of LSE if there is no syllabus for LSE at high school level. Expecting teachers to follow the way they want at high school level without a syllabus may be a huge compromise on the quality of LSE implementation. That means teachers who are not creative enough may fail to teach LSE at the high school level. That may also be harmful to learners considering the sensitivity of LSE since it includes individual personal challenges.

#### **4.5.3 Provision of teaching aids**

##### ***a. Posters***

For the purpose of this study, posters refer to printed pictures which consist of a certain message. Posters are considered as one of the teaching tools which are found useful to pass necessary messages to learners for them to access information all the time. The research findings from in-depth interviews revealed that teaching aids also serve as additional learning materials. They stimulate learning since learners can easily relate with what they see visually. One participant shared the following:

*“Some resources such as posters relevant to LSE, especially those which are big enough to be placed in classrooms so that learners may see certain relevant information that will keep updating them” (Teacher 8).*

However, one participant was of the view that teachers must be creative enough to make use of available materials. They shared the following:

*“The topics themselves guide us towards resources we need and most of the time they require available materials. From what I have seen, LSE requires more interaction through different ways including playing games. So, at times we make such requirement ourselves. For instance, using cards with any kind of material, we assign them to bring such materials from home. You know, we try to be creative as much as we can” (Teacher 2).*

The study suggests that there is a need for additional material including visual material to be posted around classrooms for learners to access information easily. Such posters can play important role as they would act as a reminder on behavioural change. Visual information is also likely to remain memorable for a longer time than read information.

#### **4.5.4 Ongoing supervision**

In this study, ongoing supervision means periodic visits meant to provide continuous skill training services to teachers. The ongoing support would make it possible for teachers to continue learning more on LSE thus working towards improvement where necessary. The research findings from in-depth interviews have revealed that since LSE is a new programme, implementers need ongoing supervision and support. This would make it easy to address arising issues and provide necessary assistance. This is supported by the following responses from the interview sessions:

*“(Laughing) I wonder which one they are genuinely. I do not know which one it could be except that point which I have mentioned that if a teacher feels uncomfortable somewhere, there should be a platform where he or she can seek help from the other teachers, because we have not started at the same time. Some of us were already ahead. In that way they can offer support to other teachers so that they may deal with their own challenges” (Teacher 2).*

*“I cannot go into details but I want to believe those responsible should not only provide material resources, but they should also avail themselves to support effective implementation of LSE” (Participant 9).*

The study reveals that there is a need to have the support system for life skills teachers. To some teachers the support they have to offer during LSE may be

challenging to an extent that they may experience stress. Therefore, it would be crucial if they would have a platform to seek psychological help if need be. As much as the study created a platform for teachers to share their experiences, teachers' feelings were not fully explored and that may be a limitation to the study

#### **4.5.5 LSE contribution towards pass mark**

In relation to the study, a pass mark is a given percentage set for learners to pass. The research findings from in-depth interviews revealed that the remaining challenge concerning LSE is the fact that it does not contribute towards the pass mark of a student. This is supported by the following responses from the interview sessions:

*“The other thing that could improve LSE is to make it examinable and contribute towards learners’ pass mark. I think it is discouraging for everyone, even if they would like to put all their efforts on it now, that it does not contribute towards the final pass mark” (Teacher 2).*

*“The first problem is that teachers are already overloaded; subjects are also allocated according to their subject specialization’s. So, in our school, we already have many subjects. Trying to fit LSE was difficult looking at the fact that the school starts at 0800hours and ends at 1600hours. All these hours the learners have certain subjects to be done. To fit it in between, we were forced to reduce lessons for other subjects per week” (Teacher 8).*

*“Training forms part of preparation for any programme. Teachers need to be prepared and helped to see its importance, so considering that it does not contribute to their pass mark that is another thing that makes teachers hate the subject. They see it as something that is going to waste learners’ time, when we need that time to be used for subjects that will improve their pass mark” (Principal 1).*



It has been identified that most teachers and principals find it difficult and discouraging to allocate time and effort for LSE yet it does not have any positive effect on learners' results. We must admit that due to the learning intellectual differences, the LSE pass mark would make a huge difference on the total pass mark of the low performing learners. It is therefore important to consider the results of LSE in the pass mark of learner's performance. Examining LSE would not only contribute positively to learners' success but would also motivate teachers to put more effort while teaching LSE in schools.

#### **4.5.6 Provision of LSE qualified teachers**

In this study, qualified teachers refer to teachers who have undergone training and acquired specialized academic qualification in a specific study area. Most participants have supported the idea that the standard for quality education can only be achieved through provision of well-trained teachers. This is supported by the following responses from the interview sessions:

*"You cannot in any way support a teacher without a training. So training is the most important requirement" (Teacher 1).*

*"For LSE to be recognized and for learners to take it seriously. I believe there is a need for the government to engage qualified teachers, more especially because there are people in the country who can teach LSE. They don't take qualified teachers for now at my school; they just take untrained teachers" (Principal 1).*

*"LSE in schools was never catered for. For instance, the first thing is that there are no specific teachers for it, hence it is allocated to all teachers" (Principal 2).*

*"Apart from that, there are no qualified teachers, they would also have created grants if they were prepared. The fact that teachers are allocated*

*looking at their load also shows that the government was not prepared, they just imposed the programme” (Participant 11).*

The study reveals that LSE demands advanced teaching approaches since it is more on topics, which include practical and sensitive issues. Therefore, such issues require a fully trained teachers to be in a position to handle sensitive issues with care while at the same time offering good support to help learners to overcome their challenges. This kind of demands concerning LSE shows that it needs teachers who are empathetic. Thus, it is not a good idea to claim that all teachers can teach LSE.

#### **4.5.7 School readiness to accommodate LSE**

The research findings from in-depth interviews revealed that for any newly implemented programme to be successful in schools, proper arrangements need to be put in place. In this case, principals as the overseers of the schools need to be approached first and fully engaged. The support and the attitude offered by principals is very influential on teachers. Hence, it is important to ensure that principals have a positive influence on teachers. This means the negative attitude of principals has potential to influence teachers’ efforts negatively, thus passing it on to the learners. Some teachers were of the view that the Ministry of Education was prepared but the schools were the ones which were not prepared. This is supported by the following responses from the interview sessions:

*“I think the ministry was prepared but the schools themselves were not. The other thing I have observed is that due to the current situation, learners need LSE more than any other subject but one would see that schools fails to accept it because one could see that the ministry and people responsible for it schools are fighting. That is why LSE is offered in schools. Schools were against it” (Teacher 6).*

*“Teachers do not support it. LSE can be taught by any teacher provided he is trained and is prepared to teach it” (Principal 3).*

*“LSE in schools was never catered for. For instance, the first thing is that there are no specific teachers for it, hence it is allocated to all teachers” (Principal 2).*

*“They need to be trained because I have heard from the way they speak in the staffroom about learners in general that they are not familiar with LSE, hence why they are so judgmental. The same problems we are trying to address they also seem to contribute towards such problems. As I have mentioned, instead of listening to learners when they have made a mistake, they choose to punish them. Our teachers still hold on to the old educational system where they believe things should only happen their way” (Teacher 4).*

*“Teachers need to be trained so that they may fully support LSE implementation in schools” (Teacher 5).*

*“They need to be trained so that they can change their negative attitude towards LSE. You can also learn from their attitude that they lack LSE themselves. LSE is important for everyone so teachers need it like yesterday” (Teacher 6).*

The study reveals that lack of LSE teachers in schools might be seen as a signal for lack of preparedness in the implementation. The study confirms that there is a need for all teachers to be trained in LSE for them to understand its importance. However, there is valid evidence that LSE does not only require a trained teacher but it also requires a personality that is accommodating at all times. Hence, the area of specialization is important as it may be seen as the guide towards teachers' interest as individuals.

#### 4.5.8 Need for creation of LSE grants

A grant in this study means creation of job opportunities for certain programmes or subjects. The research findings from in-depth interviews revealed that another approach that could improve LSE implementation in secondary schools is to recognise it as a specialised programme that is taught by specialised teachers. This is supported by the following responses from the interview sessions:

*“I think the first thing that needs to be improved is to create grants for LSE teachers. And it should also be clear about its plan because being told on a short notice that it’s going to be examined was not a good thing. I want to believe it’s not good even to those students”* (Principal 2).

*“There is a need for additional teachers, grants and also buildings. The current set up should be improved because it does not allow grouping”* (Principal 2).

*“The other thing is that LSE has a lot of content but it is allocated minimum time”* (Teacher 1).

*“The time allocated is also limited and it requires someone who is well trained in order to plan properly. And looking at the 80 minutes allocated, you understand that it is limited”* (Principal 1).

Relying on teachers who already have their specialised subjects adds more work and they end up considering LSE as a burden. Obviously, such teachers are likely to attend LSE classes when they are free. It cannot be denied that assigning teachers with LSE on top of the subjects they are already teaching is indeed overwhelming them. For this reason, it is important to engage specialised teachers in LSE who would be able to create individualized approach in a case where students have problems. Otherwise, there is reason to provide LSE while responsible teachers fail to guide and support students with special needs.

#### **4.5.9 Involving specialists**

Specialists in this study refer to highly skilled personnel in a specific area of study. Some participants interviewed intimated that trainings should be provided by specialists because they are more knowledgeable. This is supported by the following responses from the interview sessions:

*“Strategies would be to invite outsiders or experts. There are those experts that can be invited to come and address LSE. The other thing would be team work where teachers may exchange lessons. It could be within the same school or within neighboring schools”* (Principal 3).

*“I want to believe that at one point in time we might need a guest speaker”* (Principal 2).

The study shows that engaging specialists to train and support teachers and principals would empower them to put more effort in improving LSE implementation. The emphasis made by teachers to involve experts reveal that currently they are being trained and supervised by inspectors who may also not be so knowledgeable in LSE.

#### **4.5.10 Using of appropriate teaching methods**

Appropriate teaching methods in this study refers to suitable teaching methods needed to reach the objectives of a programme. The research findings from in-depth interviews revealed that teachers who are not trained find themselves in a position where they teach learners using old methods. This is supported by the following responses from the interview sessions:

*“Training is the most important requirement. Teachers should be trained to allow them to use appropriate teaching methods. You cannot in any way support a teacher without training”* (Principal 1).

*“Teachers are struggling a lot so the only thing that could help is if teachers can go through training or the ministry should employ teachers who have specialised in LSE” (Teacher 4).*

It is obvious that teachers who are not trained in LSE may fail to adopt suitable teaching methods. The study also reveals that it might not be so easy for other teachers to adjust to the new demands of LSE. Thus, the need to engage qualified teachers remains important to improve LSE implementation effectively.

#### **4.6 Conclusion**

The research findings from in-depth interviews revealed that LSE implementation may never be successful without training. There is a need to provide proper training because some principals and teachers are still not well acquainted with LSE requirements. Inadequate knowledge, which some principals and teachers have may affect the implementation of LSE negatively. Although training has been provided, research has revealed that most teachers were never trained, while those who were trained still felt they did not get proper training. Principals were all trained that means that they are in a position to conduct step down trainings for teachers. However, Mirkamali et al. (2019) asserts that a cautious consideration should be taken while engaging and training school principals as he further stipulates that it is imperative to engage individuals with high-level skills to be responsible in the provision of trainings.

## **CHAPTER 5: DISCUSSION, RECOMMENDATIONS, SUMMARY OF FINDINGS**

### **5.1 Introduction**

This chapter presented the discussion of findings, conclusions and recommendations in a summary form. The findings from participant interviews are discussed in line with the existing literature related to the research questions. Lastly, the reflection of the study is presented and a conclusion is drawn.

### **5.2 Discussion of the findings**

**RESEARCH QUESTION 1: What are the teacher-training needs for the effective implementation of LSE in secondary schools in Lesotho?**

#### **5.2.1 Teacher-training needs for the implementation of LSE**

##### **a) Pre-service training in LSE**

The research findings revealed that teacher-training could still be an essential element for teachers who have undergone training before the implementation of LSE in secondary schools. According to Mavuru and Pila (2021), many researchers regard pre-service teacher training as the foundation in education. In this study, it has been found that although there were some trainings in the form of workshops, they were too short. Teachers are expected to be knowledgeable in various areas such as circumstantial knowledge, curriculum knowledge, learners' development and pedagogical content. Thus, teachers do not feel confident that they are trained well. Fennelly and Luxton (2011) indicated that there are very few teachers involved who felt confident enough to begin teaching subjects such as English. Lack of confidence may have a direct negative impact on LSE implementation. Such may include compromised quality while delivering it, and or lack of support in its implementation.

Teachers must be provided with consistent training opportunities to enable them to perform to their maximum. This concurs with the findings from related literature. As Simona's (2015) study reveals that the main reasons for supporting life skills development places teacher involvement at (50%) while materials and financial support are at (27%) and support for management at (23%). Failing to equip teachers with the necessary skills calls' attention towards MoET to revisit the entire implementation of the programme. Behrani (2016) affirms that responsible bodies are expected to provide training to teachers following the guidelines proposed by Central Board of Secondary Education (CBSE) on teaching learning and assessment practices of the Life Skills Education programmes. The study further reveals that the kind of workshops provided were not comprehensive enough to equip teachers with all the skills necessary for the effective implementation of LSE. However, there are few teachers who mentioned that they studied relevant courses during their tertiary training, which indeed has a positive influence in LSE implementation. It is worth noting that the study included teachers who have experience in teaching LSE. This might be a limitation since teachers who are not teaching LSE were not included.

#### **b) Lack of training in LSE**

The research findings have revealed that there is still a huge gap in teacher-training needs. The provision of training for principals and teachers could be an important factor for teachers who remain untrained in the implementation of LSE in secondary schools. For teachers to master any subject they need to undergo relevant training. According to Behrani (2016), improving teachers' capacity to deliver quality education remains a priority for all programmes including LSE. Andrinigrum et al. (2019) mentions that quality education could be achieved by teachers who complete their tasks of planning to acquire knowledge and practical skills. It is apparent that teachers who are not well trained lack capacity to plan effectively. Above all, untrained teachers may even reveal incompetence while delivering LSE in classrooms.



It has been found from the study that some teachers are being assigned to teach LSE yet they have never attended any training nor have they studied any relevant course at the tertiary level. From these findings, it could be assumed that teachers who are not trained cannot be trusted to handle learners' social issues properly. This was raised by other participants who were concerned that untrained teachers fail to listen to learners so much that learners end up avoiding to consult them when they have social issues. Teachers who are unapproachable are a downfall within the school as that affects the expected relationship, which must be supportive to enhance learning. Most teachers emphasized that a teacher is considered incompetent if he is not trained in a specific field.

This concurs with the findings from related literature as research conducted by Makindi and Gikuhi (2015) in Kenya reveals that there was no proper orientation in 2008, after issuing the LSE syllabus. Most participants admitted that their first encounter in LSE was very challenging as they were also learning too. However, with time they get to understand LSE and how it should be delivered. Behrani (2016) emphasizes that teachers need to be trained to improve their understanding of the support they need to equip children in LSE programmes.

### **5.2.2 Positive feelings in implementing LSE**

The research findings have revealed that some participants felt at ease while teaching LSE. From what most participants said, teachers do not have any challenges. Teachers see all LSE topics as being doable. Teachers also hold that they are very optimistic that LSE makes a huge challenge in learners' lives.

#### ***a. Comfortable***

Some participants indicated that they felt comfortable teaching LSE. For them, there were no topics discussed which make them uneasy to open up for discussion. Teachers' confidence is an important ingredient since learners look up

to them for guidance and consider them as role models. Their support empowers learners to work hard. However, learners are the ones who sometimes appear uncomfortable in class depending on the topics discussed. Some participants mentioned that at times learners look at them as individuals who like to discuss mischievous topics.

Most participants who felt comfortable were those who have studied relevant courses from the tertiary level. Conversely, Biology teachers appeared more comfortable educating learners about these topics. Some teachers find it easy to include lessons on other related topics in LSE, such as sexually transmitted infections into their classes. Quite a lot of Biology teachers noted that they were impressed by learners' willingness to participate in learning the curriculum related to human reproduction (Smith & Harrison, 2013).

The research findings reveal that training principals and teachers in LSE is the only way to ensure that teachers become comfortable and competent in teaching LSE. From this standpoint, the teachers' personality can be considered as one of the determining factors in feeling comfortable in LSE. On this basis, we understand that teachers would remain incompetent in teaching LSE as long as they are not properly trained.

This concurs with the findings from related literature. Behrani (2016) states that some teachers were motivated by the feedback they got from learners after their practice in conducting LSE. Teachers were amazed by the relationship which was built with learners as they began to be creative and were actively involved.

#### ***b. Confident***

The research findings also reveal that some teachers felt confident while teaching LSE. The contributing factors towards their confidence may differ amongst individual teachers. Teachers' confidence in the classroom comes from the training

they got in preparation for a subject or programme. The study has revealed that general teacher training provided at tertiary level is the contributing factor towards teachers' confidence in teaching LSE. However, this research suggests that additional and relevant training in LSE remains to be at the centre of the study.

This concurs with the findings from related literature. According to Putri et al. (2019), teachers must be knowledgeable and confident because they are the source of learners' inspiration. Since learning problems are found to be the core problems of learners, teachers must be in the position to give instructions on how to progress in learning (Putri et al., 2019). Mavuru and Pila (2021) emphasize on the importance for teachers to be fully prepared and confident for significant teaching to occur in the classrooms. To improve teacher confidence in teaching LSE, it is also important for teacher training institutions to recognise the challenges which confront teachers in the classroom while they address sexuality education. The recommendation is that training programmes should be tailor-made to meet the specific needs of teachers depending on the context (Khau, 2012). Confident teachers are valuable as they are likely to transfer that positive energy to learners. That may help them to motivate learners, which in turn may improve their performance drastically. It is evident that every new programme requires continuous support in order to identify and address emanating gaps.

### **5.2.3 Negative feelings**

The research findings reveal that the participants experienced negative feelings while teaching LSE in secondary schools in Lesotho. Their feeling of negativity stemmed from the fact that they saw LSE as one programme which should not be provided within the school because it consumes the time which could have been allocated to examinable subjects.

#### ***a. Uncomfortable***

The research findings reveal that there were participants who felt uncomfortable while teaching LSE. Some participants highlighted that they felt uncomfortable

because of the topics which were included in the LSE curriculum. The feeling is influenced by various factors such as one's own culture and religion, which consider sexuality topics as a taboo. This concurs with the findings from related literature. Research has shown that it is normal for teachers to have some degree of discomfort while teaching sexuality education due to clashes between the content of sexuality education and their own individual sociocultural norms including religious beliefs (De Haas & Hutter, 2019).

In this study, more emphasis has been put on training to provide teachers with more knowledge and understanding. It is only when teachers are well-informed that they would be able to overcome their fears. This study assumes that teachers are likely to become comfortable if they have been given enough training and deeper understanding in LSE. This concurs with the findings from related literature. Research has shown that teacher education could also change cultural beliefs and help teachers to accept a new learner-centred approach, thus help teachers to consider culture as dynamic and interactive (De Haas & Hutter, 2019). This would enable teachers to give learners a chance to discuss issues with each other. Hence, there is a shift from autocratic teaching style to learner-centred approaches, which seem to be very difficult for teachers to adjust to (De Haas & Hutter, 2019).

There are participants who specified that regardless of whether they were trained or not they do not feel comfortable to discuss certain issues with learners. Participants hold that every teacher should be given a chance to teach a subject that s/he is comfortable to teach, hence the reason why there is specialization in academic training. Such factors may become barriers as some necessary education can be withheld by teachers. For instance, in Christian schools, learners cannot be provided with education concerning condom use since the emphasis is on abstinence.

This concurs with the findings from related literature. Research has shown that teachers might have a feeling that offering sexual education to learners might give

them a wrong impression that they are sexually active, thus they are ready to experiment (De Haas & Hutter, 2019). This means that withholding information which concerns learners may still put them at risk of experiencing problems, such as unplanned pregnancy.

### ***b. Frustration***

The research findings show that LSE brings about new challenges to teachers and it demands teachers' effort to prepare themselves. As a result, some teachers avoid showing any support in the implementation of LSE. However, there are those who are willing to master LSE although they have expressed the challenge they face while they must go into details during LSE lessons. Other participants revealed that without training they find themselves digressing not knowing exactly what they were presenting. A teacher who is expected to teach a subject or a programme, which he has never been trained on is likely to experience frustration. This concurs with the findings from related literature. De Haas and Hutter (2019) conducted a study which suggested that teachers can feel disputed about the kind of discussions on which learners may need explanation.

There are various reasons why teachers may experience frustration. It is understandable that if the source of frustration is not addressed, the quality of education will be affected negatively. Tsybulsky and Oz (2019) state that student teachers experienced frustration during lessons. The sense of frustration for student teachers was connected to the gap between their hopes and their real experiences. It could be drawn from this point of view that there is a need to create a supportive environment for both new teachers and old teachers. That could be provided in different ways including training or provision of counselling.

**RESEARCH QUESTION 2: Are there any challenges encountered by teachers and principals in the implementation of LSE in secondary schools in Lesotho?**

**5.2.4 LSE training in secondary schools in Lesotho**

The research findings showed that teachers and principals are faced with many challenges in the implementation of LSE in secondary schools. Such challenges include feeling incompetent, teachers as learners, teachers' lack of confidence, lack of motivation and the use of inappropriate teaching methods.

***a. Teachers' incompetence***

The research findings revealed that teachers who are not trained lack professional competency. Some participants have revealed that untrained teachers are considered as unknowledgeable. Lack of training in LSE contributes towards incompetent teachers because they have not acquired necessary skills related to LSE implementation. Teachers need to be competent enough to offer support to learners by creating scenarios that would help learners to engage in critical thinking in order to exercise problem solving (Putri et al., 2019).

The study attempted to address the negative impact of the lack of teachers' training in LSE. This concurs with the findings from related literature. Professional teachers are responsible for showing skilled expertise in providing clear educational instructions through teaching, guiding, offering psychological support and assessing students (Putri et al., 2019).

A new approach is consequently needed to improve teachers training in LSE in secondary schools. Most teachers concur that untrained teachers cannot reflect on their teaching practices because they do not know the right way of teaching LSE. That makes it difficult for them to improve where necessary. That is also likely to affect learners negatively as they may lose interest in the programme.

### ***b. Teachers as learners***

The research findings have revealed that some LSE teachers find themselves learning while they are teaching. Thus, teachers should be knowledgeable before they teach learners. However, failing to train teachers in LSE has placed teachers in a position where they become learners in the process of teaching learners. Teachers who can at least cope in teaching LSE without training are those who give themselves a task to learn and research on the LSE programme prior to teaching. This allows them to acquire more knowledge, thus giving them confidence to teach LSE in secondary schools. Therefore, teachers who are not willing to allocate their time to learn about LSE are likely to reveal negativity and resistance in LSE implementation.

This concurs with the findings from related literature. According to Dockett et al. (2010), unlike what used to be the norm in old days where delivery of education was teacher-centred, teachers are currently seen as learners because they must ensure that the environment is conducive for learning. The study reveals that some teachers do not take LSE seriously to an extent that they do not bother to prepare for their lessons while some teachers are seen as being selective and choose to teach topics which they are comfortable with.

In this study, leaning for teachers is meant to show that teachers were not well trained. As Putri et al. (2019) stress that teachers need to keep on learning because their role requires them to become innovative. Teachers are therefore expected to translate their previous experiences productively in order to come with new ideas that would enable learners to deal with their own problems.

### ***c. Teachers' lack of confidence***

The research findings revealed that lack of training contributes towards lack of confidence. A teacher who perceives himself as unknowledgeable has high chances of displaying lack of confidence in teaching LSE. The training provided to teachers raised their self-assurance and allows them to use their teaching abilities.

Thus, the knowledge teachers acquire becomes easily transferred to learners through interaction. In the same way, lack of training places teachers in a situation where they find themselves desperate to do the right thing yet they do not believe in themselves. Such teachers are likely to experience personal fear and develop negativity towards the success of LSE implementation. As a result, they stand a high chance to transfer that negativity to learners who may in turn lose interest in LSE. Quigley (2016) perceives that being a confident teacher does not necessarily mean there are challenging issues. It simply refers to the ability to own a credence that we have the supremacy to support our learners to acquire knowledge and overcome learning obstacles. As Anderson and Putman (2020) asserts, less confident teachers need to be assisted with professional development broken into small chunks of practice and be given an opportunity to practice more often.

However, the way teachers respond in challenging of experience differs from teacher to teacher. Some teachers may work towards improving themselves while other teachers may not improve themselves and rather choose to avoid teaching LSE. The study revealed that some teachers found it necessary to give themselves time to learn the LSE curriculum. That has brought a positive contribution since they improved their teaching abilities in LSE. Any other subject whether it is new or not requires teachers' effort to improve his knowledge to update himself with the recent information. Quigley (2016) points out that teaching on its own is an act of confidence and he emphasizes lack of confidence in teachers as a professional problem which needs to be addressed urgently. Thus, a confident teacher through interaction manages to instill optimism in learners. In contrast, a teacher who lacks confidence displays minimal characteristics of a good teacher and demotivates learners by creating a negative environment. According to Quigley (2016), the commitment which teachers possess and the support that may be provided would contribute towards their professional growth. In that way he believes it is possible for them to reach the heights of an expert teacher.



#### ***d. Lack of teachers' motivation***

The research findings demonstrated that LSE is assigned even to people who are not teachers. In this study, it has been found that it is common in schools that the high workload has led to engaging individuals who might be useful to assist in teaching. It is apparent that assigning anyone who has never undergone any teaching training may lead to multiple challenges including lack of motivation. Aina (2016) observed that graduate teachers who are not trained seem to create more problems than the ones intended to be solved in classrooms. Thus, learners become victims in the process as teachers fail to provide them with the quality education they are entrusted to provide. This concurs with the findings from related literature which reveals that teachers have a vital role and responsibility to provide excellent education and guidance to learners (Andriningrum et al., 2019). Thus, some teachers who are not trained show a negative attitude towards LSE to an extent that it has been discovered that they never volunteer to teach LSE even when they are aware that it is not being taught.

Training all teachers then remains a huge mission to be completed to avoid putting teachers in stressful situations. Lack of training may be perceived as the main factor that has also contributed towards lack of motivation for teachers. However, this study has revealed that some teachers do not make any effort to improve their teaching skills in LSE, including preparing for LSE lessons.

#### ***e. Inappropriate teaching methods***

The research findings revealed that untrained teachers use old teaching methods in teaching LSE, whilst the subject requires more interactive approaches. Teachers who are not trained in LSE are likely to practice inappropriate teaching strategies in LSE. Some participants have intimated those teachers who are not trained in LSE are bound to use old teaching methods because they are not well-equipped with relevant methods in LSE. Moreover, LSE requires a teacher to play multiple

roles of being a teacher, a friend and a counsellor. Teachers are encouraged to be innovative enough to create activities that would attract learners' participation. It is from the interaction between learners and teachers that teachers would be in a position to identify learning gaps. Trained LSE teachers would be able to support learners who are experiencing learning problems and any other social issues.

The study has further revealed that teachers who are not trained lack abilities to become creative while teaching LSE. Such teachers may fail to understand the concept of LSE, which is mainly about reaching to learners as individuals. This concurs with the findings from related literature. As Behrani (2016) states, teachers need to be trained to adopt the new informal approach based on activity method. Activities are merely suggestive and a resourceful teacher can definitely think of many more activities to encourage particular life skill experiences.

### **RESEARCH QUESTION 3: What are teaching and learning resources required to improve the implementation of LSE in Secondary schools in Lesotho?**

#### **5.2.5 Teaching and learning resources needed in improving the implementation of the LSE**

The research findings revealed that there are teaching and learning needs in improving the implementation of the LSE in secondary schools in Lesotho.

##### ***5.2.5.1 Provision of books***

The research findings revealed that there are no books available for LSE implementation in schools. Hence, some schools have one learners' guide, which teachers need to share amongst themselves. Learning material such as story books are needed for the learners to have more exposure into the social problems for them to exercise problem-solving skills. This concurs with the findings from related literature. According to Aliponga (2013), reading makes a lasting positive difference to learners during their time at school and in their lives in general. As

Aliponga (2013) observes, reading material usually allow learners to acquire a fair understanding of what they are reading without outside help, and thus contributing towards gaining new knowledge.

#### ***5.2.5.2 Provision of syllabus***

The research findings demonstrated that teachers use syllabus as one of the teaching materials needed. Syllabus is used as a guide in order to get clear description of the components of a subject to achieve the objectives. According to Gannon (2018), a syllabus is a direction of a subject which specifies clearly the essential components to be covered. A syllabus contains basic course information, the goals of a course, materials needed and assessment methods. This concurs with the findings from related literature. According to Yousefzadeh et al. (2011), the curriculum or syllabus contains all experiences, studies, discussions, group and personal activities and other extra discovery activities that learners need to perform in the direction of education. In this research, the syllabus was only available in the lower classes and not available in the upper classes. The study revealed that teachers face a challenge when they must teach LSE at the high school level because they must be creative enough to continue using the study guide from the secondary level.

#### ***5.2.5.3 Provision of teaching aids***

The research findings showed that there is a need to use various teaching aids such as posters. The purpose is to create an environment that enables learners to become creative while interacting physically and socially.

### **a. Posters**

The research findings showed that posters would be helpful as they would provide learners with virtual learning. They are an effective way to attract the attention of learners, as well as sustain their curiosity in the subject. Posters can persuade learners to learn a specific topic by focusing on a certain idea or process. Having pictures for learners to discuss promotes peer tutoring and support.

### **5.2.6 School readiness**

The research findings revealed that the schools were also not ready to support implementation of LSE. Effective LSE implementation requires support from the school management in general. The management of the school need to ensure that all teachers participate fully towards successful implementation of LSE. According to Hoa (2013), teachers are the central people who govern accomplishment of education in schools. It is highly recommended that teachers must develop their individual professional capacity together with specialised knowledge. Other than lack of capacity among teachers in schools, Kolosoa and Makhakhane (2010) observed that the programme is faced with challenges deriving from schools and institutions not conforming with the usual anticipated educational practices. Such practices include failing to introduce some kind of assessment and evaluation measures for LSE at the end of Primary School Leaving Certificate and Junior Certificate. As a result, there is a possibility of a decrease of status and recognition of life skills implementation in schools.

### **5.2.7 Creation of LSE grants**

The research findings have revealed that there is a need for creation of LSE grants. It has been found that teachers who are currently teaching LSE were engaged to teach different subjects. Such teachers were hired to teach certain specific subjects which they have been trained for. This concurs with the findings from related literature as Smith and Harrison (2013) mentioned that teachers are much overloaded and they need additional teachers in schools.

### **5.2.8 Involving specialists**

The research findings revealed that there is a need to engage specialists for more support in LSE implementation. One teacher emphasized that rather than allocating ordinary inspectors, there is a need to engage experts in the field of LSE. This concurs with the findings from related literature. According to Kurtdede-Fidan and Aydogdu (2018), teachers themselves lack life skills. As a result, they do not have essential information and skills necessary to improve the life skills of learners.

### **5.2.9 The use of inappropriate teaching methods in LSE**

The research findings revealed that most teachers are not using appropriate teaching methods required in LSE. Due to lack of training, teachers find themselves using teacher-centred methods. As Samuels (2012) observes, teachers may be unwilling and unable to change their traditional approaches to teaching. Teachers may fail to understand that LSE need to be conducted in an informal way which is based on activities. Hence, there is a need to ensure that teachers are properly trained in using suitable teaching methods to achieve the objectives of LSE. This concurs with the findings from related literature. As Kurtdede-Fidan and Aydogdu's (2018) study emphasized that teaching methods are significant to the attainment of life skills such as team work and collective discussions. Teachers are supposed to encourage learners to work together and engage in peer education, thus, practicing good communication skills. Scholars put more emphasis on team-work because it trains learners to participate in constructive discussions, unlike in teacher-centred approaches where the teachers treat students as empty (Kurtdede-Fidan & Aydogdu, 2018).

## **5.3 Recommendations**

### ***a. Ongoing training and support***

This research study recommends that there is a need to provide ongoing support to improve more knowledge. It could be provided in the form of short-course

training and audio-visual aids. As Hoa (2013) observes, there is a need to construct situations which meet new demands of teachers' professional improvement. Principals and coordinators are expected to conduct step-down training. However, this was not happening in secondary schools in Lesotho. They need to be assisted in conducting step-down training to help other teachers acquire more information on LSE. Gareis and Grant (2014) observed that provision of support may be in a form of mentorship.

However, Trubowitz (2004 cited in Gareis & Grant, 2014) observed that mentoring in a profession relies on elements such as the mentor's own depth of knowledge, skills, experiences in the profession and the mentor's ability to recognise accurately the potential in a mentee. Support will enable trainers to support mentee to achieve his full potential.

#### ***b. Changing of teachers' attitudes***

This research recommends that teachers need to be trained and supported to change their personal attitude towards LSE and learners. The implication is that a teacher must be in a position to transfer and demonstrate the same range of effective life skills as learners are intended to learn (UNESCO, 2012). This can only be achieved through facilitation of teacher development programmes to enhance their teaching competencies.

#### ***c. Additional resources***

This research recommends that there is need for the government to provide the basic resources such as the syllabus for all classes, posters and story-books. The research findings have revealed that each school has one book as a guiding material which teachers share among themselves. One of the principals mentioned that they have one tablet, which is used by the whole school for the learners to acquire information on LSE requirements.

There is a need to have resources which accommodate learners with special needs because the education system has adopted inclusive education. According to Jaya et al. (2018), the use of broadcasting should be designed in a way that fits the characteristics of children with special needs. Indeed, there is need for special devices. For schools which are overcrowded, there is need for increasing classrooms. Samuels (2012) observes that the physical environment is found to be a challenge in classrooms, especially in developing countries with a high prevalence of HIV.

#### ***d. Family involvement***

This research recommends the need to involve the family in the implementation of LSE. The main reason is that learners are not likely to practise whatever that is not supported by the family. Teachers often raise their concern that parents' practices mostly are in conflict with the values of the schools (Smith & Harrison, 2013). However, further research is recommended to include the perspectives of other stakeholders such as parents and school administrations. As Reigeluth (2011) states, one of the challenges is that learners and parents often perceive school learning as irrelevant to their personal and real-life needs.

#### ***e. LSE contributing to the pass mark***

The research findings have revealed that although LSE is being examined it does not contribute towards a pass mark of students. This has been found to be one of the reasons why teachers do not take LSE seriously because they consider it as a waste of time. According to Kurtdede-Fidan and Aydogdu (2018), teachers have pointed out that the education system on its own is problematic because its main focus is in the examinations. However, Smith and Harrison (2013) mentioned that where LSE has fully occurred there is a reasonably successful increase in both knowledge about HIV/AIDS and reported continuous condom use. There is a need to review LSE to weigh its possibility of being included to contribute to the final pass mark.

#### ***f. Provision of training in appropriate teaching methods***

This research recommends that teachers must be trained in the necessary teaching methods in LSE for them to be able to shift from the formal education to informal education. As Makindi and Gikuhi (2018) assert, given the traditional approach to teaching and learning in many developing countries, the training provided to teachers has been tough for individual teachers to develop and practice. This has been influenced by dominant teacher centred approaches. UNICEF (2012) noted that it should be clearly communicated with teachers that the key factor in LSE implementation is innovation in the curriculum.

Teachers need to be provided with ongoing training for them to remain functional. In the case of LSE implementation, teachers need to be trained in a well-designed programme that will not only inform them on the importance of LSE but it must focus on the proper teaching methods. Abebe and Woldehanna (2013) propose in-service teacher training as another significant approach towards improving teacher quality. Mostly, it seeks to develop teachers' skills and attitudes through various teacher development such as distance learning.

#### ***g. Ongoing class supervision***

This research recommends that there is need for provision of ongoing supervision made by school principals and inspectors. Supervision of classroom teaching and learning allows principals to conduct assessments to identify if teachers require improvement in their LSE professional competencies. The study conducted by Colognesi, Nieuwenhoven and Beausaert (2020) showed that assigning school principals to the role of mentors is regularly practiced as an instrument to offer ongoing support and control within the school.



#### ***h. Qualified LSE teachers***

The government needs to engage specialized qualified teachers for LSE. Allocating any teacher according to their work load has a negative effect as most teachers are not satisfied to teach LSE. It can also be suggested that there is a need to consider proper training for teachers. Given this, there is an urgent need to provide quality training and ongoing support to life skills teachers and instructors (Behnani, 2016).

#### **5.4 Reflection on the study**

The study has shown that there are many factors which contributes towards effective implementation of LSE. At the centre of those factors lies teacher-training needs. However, there are some teachers who made effort to exercise LSE on their own while most of them were assigned to teach LSE. There seems to be a link between making an initiative and being instructed to perform an activity. The research findings showed that LSE teachers who had interest in teaching LSE were more positive towards the success in LSE implementation, while those who were assigned without interest intimated distress and negativity towards LSE implementation. However, the researcher holds that untrained teachers cannot be regarded as competent in teaching LSE.

LSE is one programme which captures learners' attention because it provides information on topics which are not discussed within the families or the community at large. In most cases, learners participate when the environment is relaxed and friendly. Thus, the informal teaching methods required need teachers who are friendly and creative enough to build an interesting learning environment. One of the important characteristics needed in being creative includes ones' personality and age. The implication here is that there are teachers with more serious personalities and are not easily approachable. The age also has a contribution to determining the chances of ones' ability to interact with learners. There are high chances that teachers who are older are not likely to be creative enough to great interesting scenarios for learners. The same goes with teachers with serious

personalities, learners are not likely to be free to approach them and they are also not likely to participate as expected.

## **5.5 Conclusion**

In this study, there are various aspects which were identified as underpinning the LSE implementation in secondary schools in Lesotho. The main focus has been on understanding the kind of preparations which were developed and also an exploration of teachers' and principals' views. The research findings revealed that preparations were not enough, including provision of training for teachers and principals. As Behrani (2016) suggested, there is need to include proper regulations to strengthen the programmes such as teacher preparedness. In view of these challenges, the government needs to address teachers' needs concerning availability of resources. However, teachers must also work on their own attitude to allow themselves to understand LSE and its importance in learners' social and psychological well-being. Above all, teachers need to understand their role in ensuring a healthy environment for learners. The information gathered contributed constructively towards the recommendations made. The information collected could also be used towards generating more knowledge which could be useful to policy development and other community action-based initiatives.

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## **APPENDICES**

### **Appendix A: Letter to conduct research**

P. O. Box 20

Mazenod 160

10 - 02 - 2021

The Ministry of Education

Maseru 100

Lesotho

Dear sir/Madam

#### **RE: APPLICATION TO CONDUCT RESEARCH AT HIGH SCHOOLS**

The letter serves as an application to conduct research at selected high schools in Maseru and Mophale's Hoek. I am a female student at the University of Free State and I am pursuing Master in Psychology of Education. The research will be conducted in two schools in the urban area while there will also be two schools in the rural areas.

Yours Faithfully

Mamolefe Ntelo (student number: 2015220342).

## **Appendix B: Interview questions**

### **A. Biographic information**

I am a Mosotho female aged 34yrs. I am currently pursuing Masters in Psychology of education offered by the University of Free State. My highest qualification is Honours in Psychology Education. I reside in Maseru Lesotho. Currently, I am working as a professional counselor for a non-governmental organization called BAYLOR. Previously I worked as a voluntary school counselor and a teacher at Thetsane high school. I am also a part time external consultant at the Institute of Development and Management (IDM).

### **B. Interview questions for Life skills teachers and the principals**

1. Do you teach LSE?
  - If so, how comfortable are you?
  - If you are not teaching LSE, would you be comfortable teaching LSE?
  - Did you undergo any training for LSE?
2. What are your overall experiences in the implementation of LSE at secondary schools?
  - Do you think there was preparedness for LSE in terms of teacher training secondary schools?
  - Is there anything that needs to be improved for the implementation of LSE?
    - What else would you recommend to improve LSE implementation?
3. Are there any challenges posed by lack of teacher's lack of relevant training in secondary school?
  - What are the teaching and learning resources needed to stimulate teachers' professional skills in LSE implementation?
4. Why do you think teachers need to be trained in LSE implementation?
  - For teachers who were already in schools, how can they be trained on LSE?
5. Which strategies do you think would improve effective implementation of LSE?

-What are additional resources which may be needed to improve the successful implementation of LSE?

## Appendix C: Approval letters to conduct data

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

22 February 2021

The Principal  
\_\_\_\_\_ School  
Maseru 100

Dear Sir/Madam

**RE: RESEARCH**

**"Exploring Teacher-Training needs for the implementation of Lifeskills  
Education in Lesotho - A case study of selected Rural and Urban  
Secondary Schools."**

'Mamolefe Ntelo' is a student who is conducting a research on the above stated topic. She therefore wishes to carry out a research at your School.

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

Thanking you in advance for your usual support.

Yours Faithfully

*Lylian Malefe*  
f **LYLIAN MALEFE (MRS)**  
DISTRICT EDUCATION MANAGER - MASERU

**MASERU DISTRICT  
EDUCATION OFFICE**

2021 -02- 22

P.O. BOX 47 - MASERU 100 - LESOTHO  
TEL: 2232 2755

MANONYANE H.S

P.O. Box 65

Roma 180



TO THE UNIVERSITY  
UFS

Approval for data collection

The letter serves as an approval for Mamolefe  
Ntsele to collect data at our school.

Yours faithfully  
Salemane Sekese



## St. Mary's High School



☎ 125 Roma 180

☎ 22 340209

23 February 2021

Dear Ms Ntelo

### **PERMISION TO CONDUCT RESEARCH AT ST. MARY'S HIGH SCHOOL**

You are hereby informed that your request to conduct part of your study at St. Mary's High School has been granted.

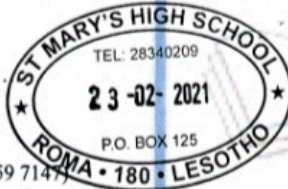
Therefore, you can proceed with collection of data as you requested.

Yours sincerely

*Mamoshe Mohlerepe*

**Mamoshe Mohlerepe**

Acting Principal (contacts +266 5859 7147)





# LIKUENA HIGH SCHOOL

P.O. Box 612, Mphahle's Hoek 800, Lesotho.

Tel: 28780295

Fax: 22780667

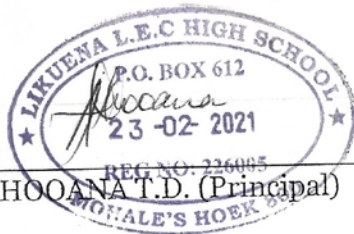
23/02/2021

University of Free State

REF: 'Mamolefe Ntelo

This serves to certify that the above mentioned person has been given permission to collect data from the already mentioned school in order to further her studies.

Yours faithfully



LEKHOOANA T.D. (Principal)

58990580



# Thetsane High School

P.O. Box 1949  
Maseru 100  
Reg. No. 204-007

Tel: (+266) 2232 1614  
Fax: (+266) 2231 0653

23 February 2021

Dear Ms Ntelo

## PERMISSION TO CONDUCT RESEARCH AT THETSANE HIGH SCHOOL

You are hereby informed that your request to conduct part of your study at Thetsane High School has been granted.

Therefore you can proceed with collection of data as you requested.

Yours sincerely,

**Tšoanelo Seboka**

Principal (Contacts: +266-58780628)



Location:

Thetsane West

Proprietor:

Lesotho  
Government

Motto:

"Through God  
I'll find the  
way and serve"

Curriculum:

Junior  
Certificate

English  
French  
Sesotho  
Mathematics  
Science  
Bus. Education  
Dev. Studies  
plus  
Home Economics  
or  
Basic Handicrafts

LGCSE

Eng. Lang  
Sesotho  
Physics  
Chemistry  
Accounting

Plus:

Lit in English  
and  
Food & Nutrition  
or  
Business Studies  
and Geography  
or  
Lit. in English and  
Biology

optional: