

Investigating the factors that attribute to the
teachers' failure to integrate Mokhibo and Ndlamo
with business in the three Butha Buthe high
schools.

by

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A

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CERTIFICATION

This is to certify that this dissertation has been read and approved as having met the requirements of Faculty of Education, National University of Lesotho for the award of Master of Arts with Education.

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LIST OF ABBREVIATIONS

| | |
|-----------------|---|
| COSC | Cambridge Overseas School Certificate |
| MOET | Ministry of Education and Training |
| HIV/AIDS | Human Immune-deficiency Virus and Acquired Immune Deficiency Syndromes |
| NUL | National University of Lesotho |
| FOE | Faculty of Education |
| LASED | Language and Social Education |

ABSTRACT

This thesis investigated the factors that attribute to teachers' failure to integrate Mokhibo and Ndlamo with business in the three Butha Buthe high schools. In order to get the answer to this problem, the researcher investigated teachers' understanding of the concept of integrated curriculum, the learners' and the teachers' attitudes to the integration of Mokhibo and Ndlamo with business and the ways of integrating Mokhibo and Ndlamo with business in the teaching and learning situation. The research is based on integrated curriculum which focuses more on education with production; which is teaching and learning the integration of Mokhibo and Ndlamo with business for the future of the students not for passing examinations. The results of the study will help teachers improve their teaching so that learners use the knowledge of the integration of Mokhibo and Ndlamo with business to make their own living.

Observation and interview methods were used to collect data from the three schools using purposive sampling of six teachers and nine students from different schools. There were six interviewed and observed teachers while nine learners were only interviewed to check reliability of data collected from the teachers. In the reviewed literature teachers exhibited limited knowledge on integrated curriculum and only defined it without giving reasons for its practice in schools. Their reasons focused on the passing of the subject while focus should be on the future of the learner. The teachers also tried to vary methods of teaching but they could not apply all methods stated in the reviewed literature. The place where the learners come from was partly

one of the factors that contributed to the teachers' failure to integrate Mokhibo and Ndlamo with business when teaching.

KEY WORDS

Integration

Integrated curriculum

Education for self reliance

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter examines background of the study, statement of the problem, the purpose of the study, significance of the study, scope of the study and definition of concepts.

1.1 Background of the Study

During the early 19th century, formal education replaced traditional way of learning. Thobeka and Steward (1994) indicated that formal education was introduced, controlled and influenced by the Missionaries and the Basotho people were taught how to read and write in Sesotho so that they could know how to read the Bible in their own language. This was because the aim of the Missionaries was to replace aspects of traditional culture and worldview with christian thinking. Manyeli (1994) also observed that literacy and technical education were explicit educational goals of the Missionaries.

Raselimo and Mahao (2012) had stipulated that the curriculum should have changed from 1966 when Lesotho got independence from Britain. Mosisili (1981) as cited by Raselimo and Mahao (2012) said that from 1977 to 1978, Lesotho started to have many meetings to try to construct the curriculum that would meet the requirements of the young Basotho nation. Mosisili (1981) as cited by Raselimo and Mahao (2012:3) said “There were a series of 51 of such gatherings in total held in different parts of the

world". They had also reported that when the public gatherings were over, there was National Education Dialogue which was held in 1978.

Raselimo and Mahao (2012) also reported that the cabinet established an education task team to make a policy document for the development of education process in Lesotho which was composed of Basotho and foreigners. The task force presented their findings in 1982 as a policy document which was used to guide education up to the year 2000 (Raselimo and Mahao, 2012). They had also stated that after this education policy, a number of education reforms were implemented in Lesotho's education. One of them was curriculum diversification reform which focused on practical subjects. As shown by Raselimo and Mahao (2012), the purpose of this reform was to make the learners self-reliant through education with production. This reform was established in 1974. One example of the practical subjects which were implemented in 1980's was Development Studies, and up till 1993, there were no achievements which were obtained (Raselimo and Mahao, 2012).

Apart from that, there was core curriculum reform which was planned for the development of the effectiveness in operations of secondary and high school (Raselimo and Mahao, 2012). This is by reorganising the subjects into six categories mainly English, Maths and Science as the major subjects (Ministry of Education Sports and Culture, 1982). English was used as a medium of instruction because all the subjects were examined in English and the students could not proceed without passing English. Although there was some strength about this reform, it has failed to eliminate the British education because English was still considered important over other subjects (Raselimo and Mahao, 2012).

Raselimo and Mahao (2012) had written that the last reform was 'O' level localisation reform. From early 1960's, there was a need to localise 'O' level curriculum and examination, and they were attracted to South African Joint Matriculation Examination. In 1961, they decided to take Cambridge Overseas School Certificate (C.O.S.C) which was managed in Cambridge University in United Kingdom. In 1978, the issue of localisation re-emerged because they found that C.O.S.C had some problems.

The marking of the scripts was done locally in 1989 following the training of the markers through the supervision of Cambridge University. But that still was not localisation because questions were set by Cambridge. The meaning of localisation was first understood in the 1995 seminar (Raselimo and Mahao, 2012). They also wrote that the revised work was first put into reality in 1999. But in practice, the 'O' level curriculum started in 2012 which is seventeen years after it was announced in 1995.

In 2009, 43 years after independence, the Lesotho government developed and published a comprehensive and assessment policy as a strategy to integrate curriculum with assessment. The concern was about relevance of school curriculum and authenticity of public examination which did not measure desirable competences and skills (Ministry of Education, Sports and Culture, 1982). As such, the overall goal of the Ministry of Education and Training (MOET) in the new curriculum and assessment policy is to ensure access quality, equity and reliance in the education sector (MOET, 2009).

The Ministry of Education and Training introduced integrated curriculum in June 2008. This policy was developed and published when Lesotho, like many other countries, was facing economic, environmental and social problems so this curriculum was organised around real life problems and issues such as unemployment, environmental degradation and increasing rates of HIV/AIDS (MOET, 2009). The current curriculum reform was built on the theoretical concept of integration, and was organised around real life problems and issues which are of personal and social significance (Bean, 1996).

It is stated in MOET (2009) that in curriculum and assessment policy, the pedagogy has shifted more to teaching and learning methods that can develop creativity, independence and survival skills of the learners. It is a shift from teacher –dominated teaching methods to learner-centred methods. Teaching and learning is learner centred so that learners could identify, formulate and solve problems by themselves, and evaluate their work. Teaching and learning being learner centred, will facilitate the integration of Sesotho as subject with business because the learners will create their own Sesotho products and in future they will be able to create their own businesses using the knowledge they have acquired in classroom situation.

The overarching aim of integrated curriculum is to ensure the socio-economic integration of individual learners into the national economy and promote general economic development (MOET, 2009). According to MOET (2009) the goal of the integrated curriculum is to solve problems facing the Basotho people, such as the high unemployment rate, slow economic growth and widespread poverty. The notion of

curriculum integration can be traced back to the era of the Progressive Education Movement of the 1960's and 1970's, emerging out of the dissatisfaction with traditional education which emphasised disciplinary knowledge as opposed to real life problems and challenges.

The Ministry of Education and Training in Curriculum and Assessment Policy (2009) showed that Sesotho is a core and compulsory subject. Sesotho has three components, namely grammar, literature (set books) and traditional literature. Sesotho is done from class one to the tertiary level. In class one; Sesotho is used as a subject and a medium of instruction. From class four to seven, it is used as a subject and it is examined. In the higher level that is from Form A to Form E, it is used as a subject and it is also examined in traditional literature (MOET, 2009). Still, integrated curriculum has not shown how teachers should integrate Sesotho with other subjects.

Teaching and learning the integration of Mokhibo and Ndlamo with business requires the Sesotho teacher to ensure that teaching and learning is learner centred. This can be done by allowing the learners to research about the integration of Mokhibo and Ndlamo with business and after that, learners should discuss that in the classroom with the help of the teacher. Besides that, the Sesotho teacher might bring the videos or put the posters which show the integration of Mokhibo and Ndlamo with business, after which, the learners might discuss what they think the games are and how they can be integrated with business.

In demonstrating the integration of Mokhibo and Ndlamo with business, the learners could form groups and compete amongst themselves and it is at this stage that the

teacher will be awarding the learners some presents as a form of motivation. Before the teacher concludes the lesson, he or she should show how Mokhibo and Ndlamo could be done as business. To clarify it more, the Sesotho teacher might take educational trips or invite guest speakers or even organise a cultural day where the learners could observe how the two games are done and how they could be integrated with business.

With these activities, the learners will have been motivated and will be eager to do even more later in life as a result they will be able to be self-employed. After this stage, the learners should show how they think Mokhibo and Ndlamo could be used as a business with the help of the teacher. One of the things that could be mentioned is that, learners could group themselves and make co-operative societies where they could make a school of Mokhibo and Ndlamo and teach other Basotho people like the schools of computer, salons, dressing and others. At this school, more emphasis would be on integrating Mokhibo and Ndlamo with business.

Also, the Basotho children could also hire themselves in Basotho ceremonies such as Mohato's birthday. Besides that, learners could make their games to be more interesting and sell their videos, cassettes and CDs so that the Basotho people can buy because they still buy gospel, Jazz and house music. What would be more interesting is that the learners would saw the attire for Mokhibo and Ndlamo and start hiring or selling it to the schools, the villagers or to the tourists.

1.2 Statement of the problem

Curriculum has been changing from the early 19th century until 2008 when subjects were to be integrated. Still, the Sesotho teachers do not integrate the subject of Sesotho with business at teaching and learning stage and they do not show how Sesotho games can be turned into business later as shown in the background. Whereas the curriculum is empowering learners through the development of skills and knowledge which help learners make a living, the researcher's observation based on the background is that, Sesotho learners do not seem able to use the game of Mokhibo and Ndlamo to economically empower themselves. Probably, the Sesotho teachers do not infuse or relate business issues to Mokhibo and Ndlamo, as aspects of culture, which is the integral part of Sesotho curriculum. That is, they do not relate business issues with Mokhibo and Ndlamo as aspects of culture at classroom stage.

Maybe, the Sesotho teachers are not well equipped with appropriate learning and teaching strategies of integrating Mokhibo and Ndlamo with business, as aspects of culture, to make a living. That is, they do not incorporate business skills with Mokhibo and Ndlamo or they do not understand what integration is.

1.2.1 Research Questions

At the completion of the study, the following questions will have been answered:

1.2.1.1 Do teachers understand the concept of integrated curriculum?

1.2.1.2 What are the learners' and the teachers' attitudes to the integration of Mokhibo and Ndlamo with business?

1.2.1.3 What are the ways of integrating Mokhibo and Ndlamo with business in the teaching and learning situation?

1.3 Purpose of the study

The purpose of the study was to investigate the factors that attribute to the teachers' failure to integrate Mokhibo and Ndlamo with business in the secondary and high schools in Lesotho.

1.4 Significance of the study

It is believed that if the results of the study could be used, learners will use Mokhibo and Ndlamo to make their own living because they are the ones who are given information. Apart from that, the Sesotho teachers would have a better understanding of the concept of integration and adapt effective also know the teaching strategies for teaching aspects of culture so as to help the learners to use their knowledge of culture in a productive way to solve problems in the real life situation. Lastly, the Curriculum designers would also use the results of the study to make a follow up to check on whether Sesotho teachers are imparting this knowledge to the students.

1.5 Scope of the Study

This study only looked at how teachers understand the concept of integration, the learners' and the teachers' attitudes on the integration of Mokhibo and Ndlamo with business and the ways of integrating Mokhibo and Ndlamo with business.

1.6 Definition of the terms

The terms used in this study are defined as follows:

1.6.1 Curriculum

In this study curriculum refers to everything the education department wants us to teach our learners (Hoadly, 2009).

1.6.2 Culture/ tradition

Culture will mean the total way of life (Mabandla et al, 1985).

1.6.3 Mokhibo and Ndlamo

Traditional games played by women and men respectively.

1.6.4 Business

The activity carried out in order to make profit (Chinyani, Kanyausaru and Makore, 2006).

1.6.5 Integration

Bringing together skills from two or more disciplines in order to solve real life problems.

1.6.6 Integrated Curriculum/Interdisciplinary Curriculum

Organising curriculum around real life problems and issues (Bean, 1996) as cited in Raselimo and Mahao, (2012).

1.6.7 Learners

These are the people who are taught Mokhibo and Ndlamo.

1.6.8 Attitudes

People's opinions and their feelings.

1.6.9 Outcome

A clear learning results that students demonstrate at the end of the learning experience.

1.6.10 Production for self reliance

Making money with the knowledge one has acquired.

1.7 Summary

This chapter looked at the background of the study, statement of the Problem, the purpose of the study, significance of the study, scope of the study and definition of the terms. The next chapter focuses on the related literature review.

CHAPTER TWO

RELATED LITERATURE REVIEW

2.0 Introduction

This chapter is structured into the following sub-headings: what is integration, ways of integrating Mokhibo and Ndlamo with business in teaching and learning, integrating culture with business and the perceptions of teachers and learners on integrating traditional games with business.

2.1 What is integration?

Pearson (2010) defined integration as making things in a more effective way. On the other side, Sintoorongse (2005) saw it as a way of making teaching and learning meaningful to the learners so they could solve problems that they meet in real life .Sintoorongse (2005:25) continues to say:

“Its aims are to plan for teaching and learning by relating disciplines to a more comprehensive manner and not to teach separate subject so as to involve in direct, purposeful and meaningful learning”.

What Sintoorongse (2005) said is, in integration, a teacher has to plan in a way that different skills from different subjects are brought together in one lesson so that a

learner could use that knowledge to solve problems that he or she may encounter in future.

The researcher concurs with Sintoorongse (2005) because his definition focused on bringing different disciplines together in teaching and learning so that the learner could use that knowledge to solve problems that he or she might encounter in future. On the other hand, Pearson (2005) did not show how things should be done so that there could be effective learning.

In order to say teaching and learning has been successfully achieved, there should be a positive outcome. This is to mean that the knowledge that has been obtained by the learners has to be shown practically in their daily life. Baldwin et al (1988), Swinney (1989), Perkins (1992) and Mackenzie (1997) reported that the knowledge gained in the classroom situation has to help learners create their own jobs so that they could solve problems in their real life situation.

Apart from that, Spady (1998) in the study of Killen (2007) has stated that all the school learning should be designed to prepare learners for their life after school so that learners could apply their knowledge and skills after they have finished school. The learners have to apply the knowledge of integration of Mokhibo and Ndlamo with business so that they could be self-employed in future.

Outcome based education (OBE) also supports this idea. Beverly (1997) wrote that outcome based education is seen as a possible way to improve career paths by developing transferable skills and its aim is to prepare learners for successful

fulfilment of various roles. He continued to say, through OBE, learners could achieve high quality outcomes, given proper teaching, learning resources and time. Beverly (1997) also stated that in OBE one clearly focuses and organises everything in an educational system around what is essential for all students to be able to do successfully at the end of their learning experience. In outcome based education, teaching and learning focuses on the needs of the learners and most of the learners face a problem of unemployment. If outcome based education could be applied in teaching and learning the integration of Mokhibo and Ndlamo with business, unemployment could be reduced.

Nyerere (2000) also argued that teaching and learning should focus more on production which has four categories being adult education, lifelong learning and learning for liberation, and education with self-reliance. Therefore, the researcher focused only on education for self-reliance. As the learner will be practising what was said in the classroom about the integration of Mokhibo and Ndlamo with business, she or he has to make his or her production without being adopted in any employment sector and this is called education for self-reliance.

This policy of education for self reliance developed by Nyerere (2000) proposed changes designed to transform the education system in order to make it more relevant and appropriate in serving the needs and goals of a socialist society. Nyerere (2000) also said teachers and students should be engaged together in productive activities and production should be an integral part of the school curriculum and provide meaningful learning experiences through the integration of theory and practice.

Based on Nyerere's policy, it was therefore said that teaching and learning of integration of Mokhibo and Ndlamo with business provided to the learners should help them to be engaged in the production process so that they could be self-employed in future.

2.2 Ways of integrating Mokhibo and Ndlamo with business in teaching and learning

Harden (2000) illustrated that the teacher in one subject should be aware of what is covered in other different subjects so that the teacher could know how to integrate with other subjects. He said this could be done by circulating the handouts or the lecture notes so that a teacher may be aware of what is covered in other subjects. For instance, in teaching and learning the integration of Mokhibo and Ndlamo with business, the teacher should consult with business education teacher so that he could provide the skills of business education. This will be beneficial to the Sesotho teacher because he or she will know what is covered in other subjects and apply that in Sesotho.

The Junior Sesotho Secondary Syllabus (2002) stated that educational trips should be taken so that learners could see how some of the games and songs are performed. Learners should be taken to the Basotho people who are normally hired during the ceremonies so that they could observe how they make money. If this could be done, learners will be eager to form their own cooperative which will be known by the Basotho people, so that anytime there is ceremony, they could be informed and perform their activity to get money. In this way, they will be self-employed in future.

Learners should have the competitions about traditional games in groups (The Junior Sesotho Secondary Syllabus, 2002). In these competitions of Mokhibo and Ndlamo, the teacher should motivate the learners by giving the group which has performed well some presents and in future, they will compete even at Morija festivals and get money.

The Junior Sesotho Secondary Syllabus (2002) further indicated that Sesotho teachers should hold cultural days where traditional games and songs could also be demonstrated. Similarly, Brian and Kazuyoshi (2011) showed that learners should celebrate the festivals. In this day, one of the learners who will be performing the integration of Mokhibo and Ndlamo with business should take the videos, record the two games and sell to other learners, the teachers and to the community and get money. Later in life, learners will sell the video, CDs and the cassettes of their co-operative societies and reduce the problem of poverty.

Taylor and Sorenson (1961) suggested that teachers should prepare cultural islands in their classrooms. The teacher puts posters or pictures to help students develop a mental image. Brian and Kazuyoshi (2011) reported that teachers should provide different kinds of information that would address certain culture. They say such information sources would be the video, CDs, TV, internet, newspapers and photographs. After the teacher has put the pictures and brought the information sources, he or she should emphasise how those traditional games could be used as a source of money in their daily life.

Apart from that Mats'ela (1991), the Junior Sesotho Secondary Syllabus (2002), and Brian and Kazuyoshi (2011) indicated that learners should be guided on how to perform traditional songs and games and they should also practice them so as to instil them in themselves. Mats'ela (1991) again wrote that learners should be given chance to volunteer themselves to play and they should be assisted in playing. If learners could volunteer themselves in practising the integration of Mokhibo and Ndlamo with business, they would do them even in future.

Besides that, the Junior Sesotho Secondary Syllabus (2002) and Brian and Kazuyoshi (2011) further showed that guest speakers should be invited to provide clarifications on the aspects of culture which are not perfectly performed or done. The guest speaker will also inform the learners on how he or she makes money using the two traditional games. Learners will use that information even in future to make money.

Junior Sesotho Secondary Syllabus (2002) and Brian and Kazuyoshi (2011) continued to say learners should make research on certain culture and in the following class; students should explain to their group on what they have learnt and answer any questions about it. The Sesotho teacher should ask students to also research on how traditional games are integrated with business. If that research could be well conducted, the learners will discuss their findings with their teacher. Because they will have collected information by themselves, they will not forget easily and in future, they will implement their research findings.

2.3 Integrating culture with business

Shaw (2012) stated that musicians are making small business in order to get money so that they cannot rely on corporations for sustainability. It is further stated that they make more money if they have a successful business team. The learners could also form co-operative societies where they will be making money. The Basotho learners could get money by selling the video taped music in their co-operative society.

Susan (2001) wrote that Indian youths make the toys which they play with. Similarly Aucoin (2001) reported that Indian little girls decorated and beaded cradleboards and dolls clothing, and constructed dolls mats and tiny wigwams. He continued to say, boys had small bows, slings, spears to play with and as the boys became older, they learned to make these things for themselves and use them for hunting. In the same way as the Indian youths were making these toys for playing, the Basotho children could also make the attire for the Basotho youths, learners and the whole community.

South Africa Yearbook (2012) reported that South Africa is a popular destination for business travellers who spent on average three times more than their leisure. Most people come to South Africa for cosmetic survey. With these, the tourists can come to our country to observe how the integration of Mokhibo and Ndlamo with business are done, and in that way, the Basotho learners will be earning income through that.

Mats'ela (2001) stated that games raise an economy of the country and they can make Basotho people to be rich and he said that this is seen in the ball games. He continued to say; traditional games like morabaraba, liketoana and others could be enjoyable around the world. Like Mats'ela has said, the integration of Mokhibo and Ndlamo

with business could also be used to raise the economy of the country. Like the Ball games, there could be the time for traditional games where the Basotho learners could compete as the country of Lesotho and get money even when they are not at school.

The Basotho Culture is also expressed in traditional music and dances. Nyara et al (1985) pointed that music affects the whole life of the Basotho; young and old. As the Basotho sing and dance, they enjoy themselves by celebrating different occasions. He continued to say, through dance, different values and habits like courage, determination, cooperation and proper Sesotho behaviour are taught to different generations.

The traditional dances and music could be more important if the teacher could integrate them with business in teaching and learning. This could be done by making the learners form groups and compete amongst themselves. From there, the Sesotho teacher should show the learners that in future, they could form a cooperative society where they could advertise themselves in any cultural activity.

2.4 Perceptions of teachers and learners on integrating traditional games with business.

Baker (1985) in Claudia (2011) indicated that attitude of learners to language is related to students' attitude to home language and cultural background. A learner may have positive attitude only if that language is spoken at his home and may actively perform cultural activities only if he has practised them at his home. Therefore the learner may practise the integration of Mokhibo and Ndlamo with business only if

they are practised at his home. If these games have not been practised at home, it means the learners will not use the integration of Mokhibo and Ndlamo with business to make money in future because they do not have that passion even if they were taught in class.

Mcleod (1995) reported that technology students believe that using technology is irrelevant to their lives, so even teaching and learning will not be effective. Coming to the study, the learners may also believe integration of Mokhibo and Ndlamo is irrelevant to their lives unless they are motivated. If they believe this way, the integration of Mokhibo and Ndlamo with business in teaching and learning will not be effective and in future they will not use that knowledge to empower themselves economically.

Ehala and Niglas (2006) cited in Claudia (2011) testified that students between 18 years of age living in urban areas had less positive attitudes toward the Estonian Language (minority language) than students living in the rural areas. Therefore a place where the learner stays may affect their learning of integration of Mokhibo and Ndlamo with business. If a learner stays in the urban areas where Mokhibo and Ndlamo are not integrated with business that learner may have the negative attitude towards those games and at the end this learner may not integrate Mokhibo and Ndlamo with business in future to empower themselves economically.

Claudia (2011) believed that the time that students spend in learning a language has an impact on student's attitudes. As a student learns more about a particular language, he or she develops more positive attitude (Riestra and Jonson, 1964; Garder and

Smythe, 1975 and Claudia, 2011). On the contrary, students learning towards language may be negative if they moved into higher levels (Gardner and Smyth, 1975 and Claudia, 2011). The researcher agrees with the fact that if a learner learns more about the particular subject or topic, he or she develops positive attitude towards that subject or topic. For example, in the subject of Development Studies, the topic 'production' is done from Form A up to Form C and the learners get interested in doing it because they were previously exposed to it. If the learners may study in depth, the integration of Mokhibo and Ndlamo with business in class, they will have positive attitude. This means they will integrate Mokhibo and Ndlamo with business in future to empower themselves economically in their daily life.

Mcleod (1995) again outlined that student prior experience with computers is a significant factor influencing attitudes towards technology with more experience resulting in more positive attitude. When the learners have prior knowledge about any topic in any subject, it means they will be positive about that topic and as a result there will be positive results. In integrating Mokhibo and Ndlamo with business, it means the Sesotho teacher should recognise learners' prior knowledge in teaching. If the learners have it, it means the integration of Mokhibo and Ndlamo with business will be successfully achieved.

Demetriadis (2003) indicated that although teachers express considerable interest in teaching and learning how to use technology, they need consistent support and extensive training in order to consider themselves able to integrate it into their instructional practice.

What is meant here is, although teachers show positive attitude in teaching, they need support and more training so that learning could be effective. When teaching, the Sesotho teachers may need financial support when learners take the field trips and the school should help in inviting the guest speaker. If there is no support, there is no how Sesotho can be integrated with business in classroom situation and even in future.

Mcleod (1995) pointed out that student' attitudes towards technology are indicators of their willingness to use the technology as part of their learning process in school. For teaching and learning to be successful, learners should be willing to learn. When coming to the study, learners should be willing to learn so that a teacher could be able to employ teaching strategies that could help integrate Mokhibo and Ndlamo with business. If the students have no interest to learn, they will not make money using what they have learnt.

Mill (1960) outlined that children often have negative attitudes towards certain subjects. He proved this by saying a junior boy once told his teacher that he thought he would like him if he was not an English teacher. The junior boy said what the English teacher was saying was that his attitude towards English was such that he could never like anyone associated with it and he might as well stop trying to teach him.

Some of the learners have negative attitude towards Sesotho just because they find some topics to be difficult and they end up hating the subject at all. When a student has got this attitude, it means every time one integrates traditional games with business, this will not benefit the learners because they will not attempt to grasp

anything. Even when they are through with the school, they will not do traditional games to make money.

Avramidis and Norwich (2010) have written a paper which examines teacher's attitude towards the integration of Mokhibo and Ndlamo with business and more recently, the inclusion of children with special educational needs in the mainstream needs. Their focus was to explore a host of factors that might impact upon teacher acceptance of the inclusion principle. They reported that the analysis showed evidence of positive attitude but no evidence of acceptance of a total inclusion. Teachers were found to be strongly influenced by the nature and severity of the disabling condition presented to them.

They further show that educational environment related variables, such as the availability of physics and human effort, were consistently found to be associated with attitudes to inclusion. In this study, what this means is, Sesotho teachers and their learners may show positive attitude towards the subject of Sesotho in teaching theory, but when coming to practice, they may not show interest on what was said in class. This is because teachers copy what has been done in teaching Sesotho.

2.5 Summary

In this chapter, the focus was on defining integration, how to integrate Mokhibo and Ndlamo with business in teaching and learning, integrating culture with business, the perceptions of teachers and the learners on integrating traditional games with business. The next chapter discusses research methodology.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter is structured into research design, population and sampling, instrumentation, procedure for data collection, ethical consideration, reliability, validity and data coding and analysis.

3.1 Research Design

A qualitative case study approach was used as it allows for an in-depth investigation of particular phenomenon. Baxter and Jack (2008) argued that a qualitative case study is an approach to research that facilitates exploration of a phenomenon within its context using a variety of data sources. Qualitative data sources include observations, interviews and questionnaires, documents and texts, and the researchers' impressions and reactions. This is a qualitative research study because the researcher has deeply studied a phenomenon and made generalisation out of it (Fisher, 2006).

3.2 Population and Sampling

3.2.1 Population: The population was the targeted teachers of the three high schools in Butha Buthe. These three schools were selected because they are highly engaged in cultural activities, and they were found to be economic in both cost and time to the researcher.

3.2.2 Sample: Two Sesotho teachers per school were selected purposively because they know more about the integration of traditional games with business, being Mokhibo and Ndlamo. These two teachers were interviewed together because the researcher wanted them to discuss and come up with different strategies for teaching the integration of Mokhibo and Ndlamo with business and gave their views about the integration of Mokhibo and Ndlamo with business. They were also observed individually as one taught the integration of Mokhibo and Ndlamo with business.

Three learners, from the rural, semi-urban and urban area, were selected purposively because the researcher wanted to know how the place affects students' learning in involving the integration of Mokhibo and Ndlamo with business. The total sample is 15.

3.3 Instrumentation

The researcher used non-participatory observation in observing how the Sesotho teachers teach the integration of Mokhibo and Ndlamo with business (Taylor and Steel, 1996). The researcher used non participatory observation so that she could observe the teaching strategies that were applied by the Sesotho teachers in teaching and learning the integration of Mokhibo and Ndlamo with business. The researcher also used focus group to interview the Sesotho teachers per school so that different views about teaching the integration of Mokhibo and Ndlamo with business could be determined and their attitudes towards the teaching and learning of the integration of Mokhibo and Ndlamo with business could also be obtained.

Their learners were interviewed together because they were the ones who were taught the integration of Mokhibo and Ndlamo with business and they gave their views about the integration of Mokhibo and Ndlamo with business. Semi-structured interview schedule was used so that the researcher could be able to probe where the respondents did not understand.

3.4 Procedure for data collection

The researcher prepared observation and interview instruments so that the researcher could know where to focus. Again, the researcher has asked for permission from the head of the department (NUL FOE LASED). Observation and interview dates were arranged with teachers when the researcher went to the interview and observation sites. Apart from that, the researcher has observed and interviewed on agreed dates. Lastly, follow up trips were made to check whether they would still give the same data.

3.5 Ethical consideration

The researcher made the request from the three principals where she informed them about the purpose of the study. She also explained to the respondents why the research was taken and how the research would benefit them. In ensuring confidentiality, the researcher told the respondents that their names and the names of their schools would not be exposed.

3.6 Reliability

Reliability refers to the consistency of a measure. That is, the confidence that one can place on the measuring instrument to give the same numeric value when the measurement is repeated on the same object. In supporting these, Kalanda (2005), said reliability relates to the extent to which an instrument provides similar results every time it is administered to the sample at differed times. A test is considered reliable if the same results are got if they are repeated. Interview and observation methods were used in other schools besides ones under study so as to check the reliability of the data.

3.7 Validity

Validity is the strength of conclusions. Motaboli (2005:125) said, “validity is the extend to which a measure provides an accurate empirical representation of the concept that it is supports to measure”. This means that the measuring instrument actually measures what is supposed to measure. Interview and observation schedules have been checked by the supervisor to check if they are in line with the research questions. The researcher audio-taped the interview sessions to validate data. The supervisor was provided with the copies to make sure that the studies were undertaken.

3.8 Data Analysis

Data was separated into themes and it was categorised into similar characteristics. It was also organised through research questions. Apart from that, recorded interviews were transcribed. Again, data was subjected to tables and percentages and made

interpretations. Lastly, the discussions of the findings and the recommendations were made.

3.9 Summary

This chapter covered research design, population and sample, instrumentation, procedure for data collection, ethical consideration, reliability, validity and data coding and analysis. The next chapter looks at data analysis and interpretation.

CHAPTER FOUR
DATA ANALYSIS AND INTEPRETATION

4.0 Introduction

This chapter discusses the research findings resulting from analysis of data collected through use of interviews and observations. A number of themes emerge during the data analysis. Data analysis and interpretation are done through the use of tables.

4.1 Research question one: Do teachers understand the concept of integrated curriculum?

Table 4.1.1: Interviewed teachers' responses on the definition of integrated curriculum.

| Teachers' responses | No. | % |
|--|-----|------|
| Combining the two subjects together that has similar characteristics in teaching and learning. | 2 | 33.3 |
| Using skills of another subject in teaching and learning a certain subject. | 4 | 66.7 |
| Total | 6 | 100 |

Table 4.1.1 above shows that the two teachers (33.3 %) said integrated curriculum is combining two or more subjects that have similar aspects in teaching and learning while four teachers (66.7%) said it is using the skills of another subject in teaching and learning a certain subject.

Most of the teachers seem to define integrated curriculum similarly. This means most of the teachers seem to know what integrated curriculum is because they are aware that skills from other subjects are applied in teaching and learning certain subjects.

Table 4.1.2: Interviewed teachers’ responses on why integrated curriculum is practised in class.

| Teachers’ responses | No. | % |
|---|-----|------|
| Teaching and learning is done effectively because the learners already know some of the things that are to be taught. | 4 | 66.7 |
| The learners will be self employed using the skills that one has gained in the classroom level. | 2 | 33.3 |
| Total | 6 | 100 |

Table 4.1.2 shows that four teachers (66.7%) have stated that integrated curriculum is important to the learners because teaching and learning is done effectively as the learners already know some of the things that are to be taught. Two teachers (33.3%) stated that the learners will be self employed using the skills that one has gained at classroom level.

The results show that most of the teachers know the benefits of integrated curriculum only at classroom level not at the time when students are out of school.

4.2. Research question two: What are the ways of integrating Mokhibo and Ndlamo with business in teaching and learning situation?

Table 4.2.1: Interviewed and observed teachers' responses on whether teachers normally provide learners with some skills that could help them to make money using Mokhibo and Ndlamo.

| | | | |
|-----------------------------------|--|-----|-----|
| a)Interviewed teachers' responses | Reasons | No. | % |
| No | We were not aware because the syllabus does not show that we should do that. | 6 | 100 |
| Yes | – | 0 | 0 |
| | Total | 6 | 100 |
| b)Observed teachers' responses | No. | % | |
| They have not used them | 6 | 100 | |
| Total | 6 | 100 | |

Table 4.2.1 shows that during the interview session, all the teachers (100%) said when teaching and learning they do not provide learners with some skills that could help them to make money in future. The reason put forward by these teachers is that they were not aware that they should provide learners with the skills that could help them to make money in future because the syllabus does not stipulate that in teaching and learning the integration of Mokhibo and Ndlamo with business, such skills should be developed.

Coming to observation, all the teachers (100 %) do not use the skills that could help learners to make money in future when teaching and learning to integrate Mokhibo and Ndlamo with business.

The findings collected from interviews and observations seem to be the same and this implies that what the teachers said during the interview session is true because the researcher also observed the same trend during teaching. This also implies that all the teachers do not provide learners with some skills that could help them to make money using Mokhibo and Ndlamo.

Table 4.2.2: Interviewed learners' responses on whether teachers normally provide learners with some skills that could help them to make money using Mokhibo and Ndlamo.

| Learners' responses | No. | % |
|---------------------|-----|-----|
| No | 9 | 100 |
| Yes | 0 | 0 |
| Total | 9 | 100 |

According to the table above, all the learners have shown that their teachers do not provide learners with some skills that could help them to make money using Mokhibo and Ndlamo.

This table reveals that all the results obtained from observations and interviews on whether teachers do provide learners with some skills that could help them to make money using Mokhibo and Ndlamo are similar because the learners have also shown that their teachers do not provide them with some skills that could help them to make money using Mokhibo and Ndlamo.

Table 4.2.3: Interviewed teachers' responses on whether there is any subject that could be integrated with Mokhibo and Ndlamo in order to make a living.

| Teachers' responses | No. | % |
|-----------------------------|-----|-----|
| We do not think it is there | 6 | 100 |
| Total | 6 | 100 |

This table shows that six teachers (100%) do not think there is any subject that could be integrated with Mokhibo and Ndlamo in order to make a living.

The results indicate that all the teachers do not integrate any subject with Mokhibo and Ndlamo in their teaching because they think there is no subject that could be integrated with Mokhibo and Ndlamo to make a living.

Table 4.2.4: Interviewed teachers’ responses on whether they enforce business in teaching and learning the integration of Mokhibo and Ndlamo with business.

| Teachers’ responses | Reasons | No. | % |
|---------------------|---|-----|-----|
| No | The syllabus does not stipulate that we should do that. | 6 | 100 |
| Yes | – | 0 | 0 |
| | Total | 6 | 100 |

The above table shows that all the teachers (100%) do not enforce business in teaching and learning the integration of Mokhibo and Ndlamo with business because the syllabus does not show that they should enforce business in teaching and learning.

Therefore this shows that all the teachers do not enforce business in teaching and learning the integration of Mokhibo and Ndlamo with business.

Table 4.2.5: Interviewed teachers' and learners' responses on whether enforcing business in teaching and learning the integration of Mokhibo and Ndlamo with business would help the learners to be self-employed in future.

| a) Teachers' responses | Reasons | No. | % | b) Learners' responses | Reasons | No. | % |
|------------------------------|--|-----|-----|------------------------------|---|-----|-----|
| Yes | _Making concerts _Making the CD's and selling them _Writing the books and selling them | 6 | 100 | Yes | _Making the concerts _Being invited to the festivals or King's birthday. | 9 | 100 |
| No | _ | 0 | 0 | No | _ | 0 | 100 |
| | Total | 6 | 100 | | Total | 9 | 100 |

The results in table 4.2.5 show that all the teachers (100%) are aware that enforcing business in teaching and learning the integration of Mokhibo and Ndlamo with business would help the learners to be self-employed in future and they have given the different ways of enforcing business when doing Mokhibo and Ndlamo. All these teachers (100%) said these could be done by making the concerts, making CD's and

selling them and writing books about Mokhibo and Ndlamo and selling them to the schools.

Coming to the learners, all the learners (100%) are aware that enforcing business in teaching and learning the integration of Mokhibo and Ndlamo with business would help the learners to be self-employed in future. They have shown that they could make the concerts in future to make money and be invited to the King's birthday.

Looking at these responses for the teachers and the learners, this implies that all the teachers and the learners are aware that enforcing business in teaching and learning the integration of Mokhibo and Ndlamo with business would help the learners to be self-employed in future and they know the different ways of enforcing business.

Table 4.2.6: Interviewed and observed teachers' responses on teaching strategies that teachers use in teaching and learning the integration of Mokhibo and Ndlamo with business.

| a) Interviewed teachers' responses | Reasons | No. | % | b) Observed teachers' responses | No. | % |
|--|--|-----|------|---|-----|------|
| Game, discovery and question and answer method | Learners will bring their different views and they are relevant to the content, what is taught is explained thoroughly and learners are able remember clearly what was taught. | 4 | 66.7 | Game, discovery and question and answer | 4 | 66.7 |
| Team teaching, Research, | Teachers help one another if there is a problem. | 2 | 33.3 | Team teaching and research | 2 | 33.3 |
| | Total | 6 | 100 | | 6 | 100 |

Table 4.2.6 shows that four interviewed teachers (66.7%) use discovery method, game method and question and answer method in their teaching because learners already know about Mokhibo and Ndlamo. The learners come from different places so they bring different ideas which are relevant to the content discussed and what is taught is explained thoroughly and learners are able to remember clearly what was taught.

Lastly, two teachers (33.3%) use team teaching and research method because teachers help one another if there is a problem and learners are able to discover for themselves from their parents.

Similarly, the researcher has observed that four teachers (66.7) have used discovery, game method and question and answer method, and two teachers have used team teaching and research.

These have proved that though most of the teachers do try to use the different types of methods in teaching and learning the integration of Mokhibo and Ndlamo with business and game method, discovery method and question and answer method are commonly used by the teachers.

Table 4.2.7: Interviewed learners’ responses on teaching strategies that teachers use in teaching and learning the integration of Mokhibo and Ndlamo with business.

| Learners’ responses | No. | % |
|--|-----|------|
| Our teachers ask us how the two games are played and go outside and play. | 6 | 66.7 |
| Our teachers ask us to ask our parents on how the two games are played and then discuss the following day together with our teacher. Then practice what was said in class. | 3 | 33.3 |
| Total | 9 | 100 |

Table 4.2.7 above shows that all the learners (100 %) have shown that they practise what was said in the classroom about Mokhibo and Ndlamo. Six students (66.7 %) have added that their teachers use discovery method. Lastly, three learners (33%) have also stated that their teachers also ask them to research on how the two games are played from their parents and discuss them together with their teachers.

This implies that all the teachers use game method and most of them use discovery method. These responses for the learners do show that, all of the teachers do not apply the methods they have stated in the interview session.

Table 4.2.8: Interviewed teachers' and learners' responses on whether learners research about the integration of Mokhibo and Ndlamo with business.

| a) Teachers' responses | Reasons | No. | % | b) Learners' Responses | No. | % |
|------------------------------|---|-----|-----|------------------------------|-----|-----|
| No | It may help because the learners will not forget easily what they are taught. | 6 | 100 | No | 9 | 100 |
| Yes | – | 0 | 0 | Yes | 0 | 0 |
| | Total | 6 | 100 | Total | 9 | 100 |

Table 4.2.8 indicates that all the teachers (100 %) show that they do not research about the integration of Mokhibo and Ndlamo with business but they think it may help the learners. They have stated that this would allow promote the learners' retention capacity.

The fact that teachers do not undertake research work indicates that they also do not allow the learners to research about the integration of Mokhibo and Ndlamo with business though the teachers are aware that this method of teaching would allow

learners not to forget easily what they are taught about the integration of Mokhibo and Ndlamo with business.

Table 4.2.9: Interviewed and observed teachers' responses on whether teachers award the learners in teaching and learning the integration of Mokhibo and Ndlamo with business.

| a) Interviewed teachers' responses | Reasons | No. | % |
|------------------------------------|--------------------------------|-----|-----|
| We do not award them. | Complimenting them still works | 6 | 100 |
| | Total | 6 | 100 |
| b) Observed teachers' responses | No. | | % |
| They do not award them | 6 | | 100 |
| Total | 6 | | 100 |

The results in table 4.2.9 show that all the teachers (100 %) have not awarded the learners in teaching and leaning the integration of Mokhibo and Ndlaomo with business because they realised that complimenting them still works.

This implies that all the teachers do not award the learners in teaching and learning the integration of Mokhibo and Ndlaomo with business.

Table 4.2.10: Interviewed and observed teachers' responses on whether teachers invite the guest speaker so that he or she discusses and demonstrates to the learners about the integration of Mokhibo and Ndlamo with business.

| a) Interviewed teachers' responses | Reasons | No. | % |
|------------------------------------|--|-----|-----|
| No | The learners already know about Mokhibo and Ndlamo. | 5 | 83 |
| Yes | He showed us the importance of doing Mokhibo and Ndlamo. | 1 | 17 |
| | Total | 6 | 100 |
| b) Observed teachers' responses | No. | % | |
| No | 6 | 100 | |
| Yes | 0 | 0 | |
| Total | 6 | 100 | |

This table shows that four teachers (67 %) do not invite a guest speaker because the learners already know about the Mokhibo and Ndlamo and two teachers (33.3 %) invite a guest speaker so that he or she discusses and demonstrates to the learners about the integration of Mokhibo and Ndlamo with business.

Coming to the observation, all the teachers do not invite the speaker so that he or she discusses and demonstrates to the learners about the integration of Mokhibo and Ndlamo with business.

In relation to the interviewed and observed teachers' responses, it is indicative that all the teachers (100%) do not invite guest speakers to discuss and demonstrate to the learners about the integration of Mokhibo and Ndlamo with business. This is highly suspected that one respondent might have not responded genuinely but to impress the researcher because she said she invites the guest speaker during the interview session.

Table 4.2.11: Interviewed learners’ responses on whether teachers invite the guest speaker so that he or she discusses and demonstrates to the learners about the integration of Mokhibo and Ndlamo with business.

| Learners’ responses | No. | % |
|---------------------|-----|-----|
| No | 9 | 100 |
| Yes | 0 | 0 |
| Total | 9 | 100 |

This table shows that all the learners (100%) indicated that their teachers do not invite the guest speaker so that he or she discusses and demonstrates to the learners about the integration of Mokhibo and Ndlamo with business.

Therefore this indicates that all the teachers (100%) do not invite the guest speakers to discuss and demonstrate to the learners about the integration of Mokhibo and Ndlamo with business because they think learners already know about the two games and they find no reason to invite the guest speaker.

Table 4.2.12: Interviewed teachers' and learners' responses on whether teachers take educational trips with the learners so that they observe how other people integrate Mokhibo and Ndlamo with business.

| a) teachers' responses | Reasons | No | % | b) learners' responses | No. | % |
|------------------------------|--|----|------|---|-----|------|
| No | Learners already understand because of the methods used and they already knew the two methods. | 4 | 66.7 | No | 6 | 66.7 |
| Yes | He showed us the importance of doing Mokhibo and Ndlamo. | 2 | 33.3 | No, but we heard that last year all the students went to Quaqua while we were not yet at high school level. | 3 | 33 |
| | Total | 6 | 100 | Total | 9 | 100 |

The table above shows that four teachers (66.7 %) do not take educational trips with the learners so that they observe how other people integrate Mokhibo and Ndlamo with business. Teachers' reluctance to take educational trips is due to the fact that the learners already understand the two games because of the methods used. Two teachers (33.3 %) have showed that they have taken the field trip and the learners were shown the importance of doing Mokhibo and Ndlamo.

On the side, all the learners (100 %) have shown that their teachers have not taken any field trip. Three learners (33.3%) have also added that they once heard that their teachers took a field trip to QwaQwa when they were still at Primary school level.

According to the interviewed teachers' and learners' responses, all the teachers do not take educational trips so that the learners observe how other people integrate Mokhibo and Ndlamo with business but few teachers sometimes take field trips when they are teaching about the integration of Mokhibo and Ndlamo with business. The reason being that learners already understand Mokhibo and Ndlamo

Table 4.2.13: Interviewed and observed teachers' responses on whether learners compete in groups so as to emphasize the integration of Mokhibo and Ndlamo with business.

| | | | |
|---------------------------------|---|------|------|
| a) | Reasons | No. | % |
| Interviewed teachers' responses | | | |
| No | We were not aware that it could be integrated | 4 | 66.7 |
| Yes | | 2 | 33.3 |
| | Total | 6 | 100 |
| b) Observed teachers' responses | No. | % | |
| No | 4 | 66.7 | |
| Yes | 2 | 33.3 | |
| Total | 6 | 100 | |

The table above shows that four teachers (66.7%) who were interviewed have shown that they do not make learners compete in groups because they were not aware that learners would be motivated. Lastly two teachers (33.3%) said that in their schools

learners compete in different steams so as to promote conceptual understanding of the integration of Mokhibo and Ndlamo with business.

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Coming to observation, four teachers (66.7%) did not engage learners in group competitions whereas two (33.3%) of these teachers did.

From the observation and interview responses, it is implied that most of the teachers do not make learners to compete in groups so as to emphasize the integration Mokhibo and Ndlamo with business.

Table 4.2.14: Interviewed learners' responses on whether learners compete in groups so as to emphasize the integration of Mokhibo and Ndlamo with business.

| Learners' responses | No. | % |
|---------------------|-----|------|
| No | 6 | 66.7 |
| Yes | 3 | 33.3 |
| Total | 9 | 100 |

This table shows that six learners (66.7%) show that they do not compete in groups so as to emphasise the integration of Mokhibo and Ndlamo with business teaching and learning. Three learners (33.3%) have shown that they compete in different streams.

The results of observed teachers' responses and interviewed teachers' and learners' responses imply that most of the teachers do not advocate group competitions so as to emphasize the integration Mokhibo and Ndlamo with business. The teachers gave true information.

Table 4.2.15: Interviewed and observed teachers’ responses on whether teachers put pictures and bring the videos that demonstrate the integration of other traditional games with business.

| a) Interviewed teachers’ responses | Reasons | No | % |
|------------------------------------|--|-----|-----|
| No | -They observed that from their parents | 6 | 100 |
| Yes | – | 0 | 0 |
| | Total | 6 | 100 |
| b) Observed teachers’ responses | Reasons | No. | % |
| No | – | 6 | 100 |
| Yes | – | 0 | 0 |
| 9 | Total | 6 | 100 |

From the interviewed and observed teachers’ responses it is clear that all the teachers (100 %) do not put pictures and bring the videos that demonstrate the integration of other traditional games with business because they have observed their parents when performing the two games. The researcher has also observed that all the teachers do

not put pictures and videos that demonstrate the integration of the other traditional games with business.

From the observed and interviewed teachers' responses, it can be explained that the entire teachers do not put pictures and bring the videos that demonstrate the integration of other traditional games with business just because they were not aware that it could be beneficial.

Table 4.2.16: Interviewed and observed teachers’ responses on whether teachers hold cultural day.

| a) Interviewed teachers’ responses | Reasons | No. | % |
|------------------------------------|---|-----|-----|
| Yes | <p>_We have not done integration but only shown how the Mokhibo and Ndlamo are played.</p> <p>_The teachers and the students pay 2 Maloti for that day and we have bought ‘lithethana’.</p> | 6 | 100 |
| No | – | 0 | 0 |
| | Total | 6 | 100 |
| b) Observed teachers’ responses | No. | % | |
| They have not hold cultural day | 6 | 100 | |
| Yes | 0 | 0 | |
| Total | 6 | 100 | |

This table shows that all the teachers (100%) hold cultural days regularly but some only play Mokhibo and Ndlamo without integrating it with business. Some teachers have shown that they hold cultural day and the emphasis of the integration of Mokhibo and Ndlamo with business is done by paying two Maloti for buying the attire “Lithethana”. This is done by the teachers and the learners.

Coming to the observation of teachers, all the teachers have not held a cultural day.

This indicates that most of the teachers do not always hold cultural day and the emphasis of the integration of Mokhibo and Ndlamo with busuness is not done by all the teachers.

Table 4.2.17: Interviewed learners’ responses on whether there are any cultural activities (Mokhibo and Ndlamo) practiced in their village.

| Learners’ responses | Reasons | No. | % |
|---------------------------------|--|-----|-----|
| They are cultural activities | They teach us traditional games and enjoy themselves | 9 | 100 |
| They are no cultural activities | _ | 0 | 0 |
| | Total | 9 | 100 |

This shows that all the learners (100) have shown that there are cultural activities done in their villages and all the learners (100 %) are aware that they are doing the right thing in doing that. They have shown that those people enjoy themselves; they teach them cultural activities and teach them traditional games.

This means all the learners are aware that practising Mokhibo and Ndlamo could be beneficial to their lives in future and therefore they are also positive with regard to the two games.

4.3 Research question three: The teachers’ and learners’ attitudes to the integration of Mokhibo and Ndlamo with business.

Table 4.3.1: Interviewed teachers’ responses on whether they get any support from the administration in teaching and learning the integration of Mokhibo and Ndlamo with business

| Teachers’ responses | Responses | No. | % |
|---------------------|--|-----|-----|
| Yes | -It has bought the attire for Mokhibo -It pays transport for the guest speakers -It buys sorghum meal for making ‘Motoho’ for cultural day | 6 | 100 |
| No | – | 0 | 0 |
| | Total | 6 | 100 |

These responses show that the administration supports all teachers (100%) in teaching and learning the integration of Mokhibo and Ndlamo with business. The administration supports the teachers by buying the attire for Mokhibo, paying transport for the guest speakers and buying sorghum meal for making “motoho” for cultural day.

This all means that the administration does support the teachers in teaching and learning the integration of Mokhibo and Ndlamo with business.

Table 4.3.2: Interviewed teachers' responses on whether integrating Mokhibo and Ndlamo with business could be beneficial to the learners

| Teachers' responses | Responses | No. | % |
|---------------------|--|-----|-----|
| Yes | -By showing the learners how money could be raised using Mokhibo and Ndlamo. -By emphasising competition in class so that in future they compete to get money | 6 | 100 |
| No | – | 0 | 0 |
| | Total | 6 | 100 |

This shows that 100 % of the teachers in all three schools think that integrating Mokhibo and Ndlamo with business could be beneficial to the learners. They said this could be done by emphasizing business in teaching and learning and by competing in class so that in future they compete to get money.

This implies that all the teachers are aware that integrating Mokhibo and Ndlamo with business could be beneficial to the learners and this could be done by emphasising business.

Table 4.3.3: Interviewed teachers' and learners' responses on whether it is important that the learners be taught the integration of Mokhibo and Ndlamo with business in Form B and C.

| a) Teachers' responses | Response | No. | % | c) Learners' responses | Reasons | No. | % |
|------------------------|-----------------------------------|-----|-----|------------------------|----------------------------|-----|------|
| Yes | Learners would not forget easily. | 6 | 100 | Yes | We will not forget easily. | 6 | 66.7 |
| No | – | 0 | 0 | No | They will get bored. | 3 | 33.3 |
| | Total | 6 | 100 | | Total | 9 | 100 |

The table above shows that in all the teachers (100 %) have shown that it is important that the learners be taught the integration of Mokhibo and Ndlamo with business in Form B and C. They have given the different reasons why it should be done in Form B and C. Six teachers (100%) have shown that learners would not forget what has been taught easily.

Coming to the learners, three learners (33.3%) said it is not important because we already know the two games so we will get bored. Six learners (66.7%) said it is important because they will not forget easily.

This shows that it is important that the learners be taught the integration of Mokhibo and Ndlamo with business in Form B and C since learners will not forget easily.

Table 4.3.4: Interviewed learners’ responses on whether it is important to be taught the integration of Mokhibo and Ndlamo with business.

| Learners’ responses | Reasons | No. | % |
|---------------------|--|-----|------|
| Yes | We could be able to apply that in future and make money. | 4 | 66.7 |
| No | People are now used to modern dances. | 2 | 33.3 |
| | Total | 6 | 100 |

This shows that six learners (66.7%) are aware that it is important to be taught the integration of Mokhibo and Ndlamo with business and they have stated that in future they could apply what they have taught and make money. On the other hand, three learners (33.3%) have stated that now people are used to modern dances and there will be no people who are watching them in playing those games, therefore they cannot see the importance of being taught the integration of Mokhibo and Ndlamo with business.

Therefore this implies that, most of the learners especially from rural areas are aware of the importance of the integration of Mokhibo and Ndlamo with business as those games are going to help them in future.

Table 4.3.5: Observed teachers' responses on their willingness to integrate Mokhibo and Ndlamo with business (positive or negative) in teaching and learning.

| Observed teachers' responses | Reasons | No. | % |
|------------------------------|--|-----|------|
| Negative | Bored | 2 | 33.3 |
| Positive | Teachers able to motivate learners and the classes were lively | 4 | 66.7 |
| | Total | 6 | 100 |

This shows that two teachers (33.3 %) have shown the negative attitude because they were bored and tired. Four teachers (66.7%) were active in practising the two games with the learners because their class was lively and they were able to motivate the learners.

In relation to the data presented, it seems most of the teachers show positive attitude towards the integration of Mokhibo and Ndlamo with business.

Table 4.3.6: Observed teachers on whether teachers enjoy teaching and learning the integration on Mokhibo and Ndlamo with business.

| Observed teachers' responses | Reasons | No. | % |
|------------------------------|---|-----|------|
| No | -Because they are bored. -they are tired | 4 | 66.7 |
| Yes | They are active | 2 | 33.3 |
| | Total | 6 | 100 |

This shows that four teachers (66.7%) do not enjoy teaching and learning the integration on Mokhibo and Ndlamo with business because they were bored and tired. On the other hand, two teachers (33.3 %) enjoyed teaching and learning because they were active.

Therefore this indicates that most of the teachers do not enjoy teaching and learning the integration on Mokhibo and Ndlamo with business.

4.4 Summary

This chapter discussed the research findings resulting from analysis of data collected through use of interviews and observations. Data analysis and interpretation were done through the use of tables. The next chapter presents conclusions and recommendations based on the findings from the previous chapter in an attempt to support or refute the reviewed related literature.

CHAPTER FIVE

CONCLUSION AND RECOMMENDATION

5.0 Introduction

This chapter looks at the discussion of the findings, highlights of the surprise findings, value of the study, area (s) for further study, conclusions and recommendations.

5.1 Discussion of the findings

This chapter relates the findings with the reviewed literature to confirm or refute the findings. It showed whether teachers understand definition of integrated curriculum, the ways of integrating Mokhibo and Ndlamo with business in teaching and learning and, teachers' and students' attitude in teaching and learning the integration of Mokhibo and Ndlamo with business.

5.1.1 Research question one: Do teachers understand the concept of integrated curriculum?

According to the data collected, the finding that the researcher has was that most of the teachers have got little knowledge about integrated curriculum. This was because most of the teachers defined integrated curriculum as using skills acquired from one subject in teaching and learning another subject and they had further shown that integrated curriculum is practised so that teaching and learning could be done effectively in class because the learners already know some of the things that are to be taught.

In reviewed literature, Sintoorongse (2005) defined integrated curriculum as bringing different disciplines together in teaching and learning so that the learner could use that knowledge to solve problems that he or she may encounter in future.

Again Baldwin et al (1988), Swinney (1989), Perkins (1992) and Mackenzie (1997) have stated that the knowledge gained in the classroom situation has to help learners create their own jobs so that they could solve problems in their real life situation. Similarly Nyerere (2000) has written that teaching and learning provided to the learners should help them be engaged in the production process.

Data collected from the respondents and the literature was seen to differ a little. They show similarity when they define integrated curriculum but differ when they show importance of integrated curriculum. With this, the researcher concurs with the reviewed literature because the outcome that is obtained in the classroom situation should benefit the learner in future to make money. Therefore the research question is partly answered.

5.1.2 Research question two: What are the ways of integrating Mokhibo and Ndlamo with business in teaching and learning situation?

When coming to the ways of integrating Mokhibo and Ndlamo with business, it was noted that most of the teachers apply game method, discovery method, question and answer method and hold cultural day as a method of teaching and learning the integration of Mokhibo and Ndlamo with business.

The literature has also suggested more methods of teaching and learning the integration of Mokhibo and Ndlamo with business. The methods of teaching as raised by the respondents partly agree with methods proposed in the literature. For an example, Mats'ela (1991) and Junior Sesotho Secondary Syllabus (2000) say teachers should guide learners on how to play Mokhibo and Ndlamo. Also Junior Sesotho Secondary Syllabus (2000) and Brain and Kazuyoshi (2011) emphasized that teachers should celebrate cultural day and celebrate festivals.

The Junior Sesotho Secondary Syllabus (2000) again suggests that the teachers should have educational trips. On the other hand, Taylor and Sorenson (1961) stated that teachers should put posters and bring videos about Mokhibo and Ndlamo. Lastly, Mats'ela (1991), the Junior Sesotho Secondary Syllabus (2000) and Brain and Kazuyoshi (2011) have further shown that teachers should invite guest speakers and make research on a certain culture.

Both the respondents and the literature had suggested different strategies of teaching and learning the integration of Mokhibo and Ndlamo with business. The respondents had suggested four methods and only two are the same with the ones for the literature. The literature has suggested seven methods of teaching and learning the integration of Mokhibo and Ndlamo with business. Therefore these are partly not the same and the researchers' feeling is in line with the literature. This is because the literature has suggested more methods which will make the learner learns positively and the integration of Mokhibo and Ndlamo will stick to their minds. The finding from the respondents may not assist the learner to integrate Mokhibo and Ndlamo with

business just because he or she is not exposed to different methods which facilitate the integration. With these teaching strategies, the research question is partly answered.

The results from the interviewed teachers' and learners' responses reveal that enforcing business in teaching and leaning the integration of Mokhibo and Ndlamo with business would help the learners to be self employed in future. This could be done by making CD's and selling them and writing books and selling them. Mat'sela (1991) has stated that playing morabaraba as a game like Mokhibo and Ndlamo raises the economy of the country.

On the side of the literature, Shaw (2012) states that musicians are making small business in order to get money so that they cannot rely on corporations for sustainability. It is further stated that they make more money if they have a successful business team. This information gathered from Mats'ela (1991), shaw (2012), the learners' and the teachers' responses is not the same. The researcher concurs with the respondents because they have shown how Mokhibo and Ndlamo could make money in future. This research question is partly answered.

5.1.3 Research question three: What are teachers' and learners' attitudes' on teaching and learning the integration of Mokhibo and Ndlamo with business?

From the teachers' and the learners' responses, the researcher has observed that all the learners from rural areas have positive attitude towards the integration of Mokhibo and Ndlamo with business because the two games are practised in their villages. Learners from urban areas have negative attitude towards Mokhibo and Ndlamo

because they are used to modern dances so they dislike the integration of Mokhibo and Ndlamo with business in classroom situation.

The researcher had also noted that if the learners could be taught the integration of Mokhibo and Ndlamo with business from Form A to C, learners would have positive attitude since learners would not forget easily about what they are taught as they would be doing these games for three years, not one year.

Claudia (2011) believes that as the student learns more about a particular language, he or she develops a positive attitude. Again Baker (1985) in Claudia (2011) has written that attitude of learners to language is related to students' attitude to home language and cultural background. Both the respondents' answers and the literature are the same and the research question is satisfactorily answered.

5.2 Highlights of the surprise findings

The researcher was highly surprised to recognize that some of the teachers provide false responses in their teaching profession. They said to the researcher that they normally take field trips and invite the guest speaker but only to find that they applied those methods during the past year because the learners said their teachers had not done that but they heard that the school once took a field trip, from their sisters.

Again it was surprising to realise that teachers know what integrated curriculum is, but they do not know the importance of integrated curriculum yet it is part of their curriculum. As a result teachers do not apply the skills which would also help learners

in future because teachers are aware that the outcome for teaching and learning should be seen in class and not in future.

What was surprising again was to recognise that integrating Mokhibo and Ndlamo with business makes an effective class because learners would have studied the same concepts in another class.

The researcher also realized that a place (rural and urban) could also affect the teaching and learning of the students as it was found that learners from rural areas have positive attitude towards Mokhibo and Ndlamo because they practice traditional games in their villages while learners from urban areas have negative attitude because they are used to modern dances.

It was also surprising to find out that some of the teachers are bored in teaching and learning the integration of Mokhibo and Ndlamo with business yet Sesotho Education is their carrier. As a result integration would not be achieved.

5.3 Value of the Study

If this study would be studied the teachers would be aware that they do not know much about integrated curriculum and they would read further in this study for the benefit of the learners.

The teachers would further recognize that, though teachers tried to vary the methods of teaching in teaching and learning traditional games (Mokhibo and Ndlamo); they

would be aware that there are other methods which could help to improve their teaching so that integrated curriculum could be achieved.

Apart from that, the teachers would also realize that unwillingness to teach and learn the integration of Mokhibo and Ndlamo with business affects learners' performance so they will try by all means to be positive so that positive results could be obtained.

The curriculum designers would also be aware that integrated curriculum is not yet practised in schools; therefore they would make a follow up to make sure that what is stated in the curriculum is done.

5.4 Areas for further Study

It would be of great importance if one could carry out a study on the importance of integrated curriculum.

5.5 Conclusions

The researcher had found that most of the teachers had little knowledge about integrated curriculum because they do not know the importance of integrating Mokhibo and Ndlamo with business in teaching and learning. This meant they know what integrated curriculum is but they do not know its importance in teaching and learning of the integration of Mokhibo and Mdlamo with business. With these it meant the teachers do not understand what integrated curriculum is.

The teachers also tried to vary different methods of teaching though they have not applied all the teaching strategies justified by the literature. The fact that they have

not applied all the teaching strategies suggested by the literature, this makes them not to integrate Mokhibo and Ndlamo with business.

If the learners could learn the integration of Mokhibo and Ndlamo with business from Form A to C, they could have positive attitude because they would have studied it in many years as a result that would stick to their minds. The attitude is also contributed by the place where the learner stays. That is, if the learner stays in rural areas, he or she would be more involved to the traditional activities (Mokhibo and Ndlamo) but if the learner stays in urban areas, he or she would be bored because he is used to modern dances.

5.6 Recommendation

It is recommended that the curriculum designers should hold the workshops about the practice and the benefits of integrated curriculum in teaching and learning. This will help the teachers to have a clear mind of what happens in integrated curriculum; therefore integrated curriculum will be effective.

They should also make sure that they put the benefits of integrated curriculum and the teaching strategies in the syllabus so that they could be reminded by it every time they teach and they will always involve integration in teaching and learning every subject.

Following these, the curriculum designers should visit the schools and observe the application of integrated curriculum to make sure that it is fully attended to, for the survival of the learners in future. If these could be done, curriculum designers will be

aware of where teachers are weak about integrated curriculum and help them to improve.

The principal together with the teachers should bring the students together at the beginning of each year and show them the importance of being active in teaching and learning the integrated curriculum. This will help them to be active every time they are taught so that positive results could be obtained. This will again help learners to be aware of integrated curriculum in teaching and learning and if it may happen that a teacher has not applied, a learner will humbly ask how the subject being taught will help him or her in future.

The teachers should also not teach Mokhibo and Ndlamo like our grandparents by not including business in teaching and learning but they should follow integrated curriculum. Teachers should remember that students learn better when they discover for themselves so teachers should let the students find out the integration of Mokhibo and Ndlamo with business for themselves.

5.7 Summary

This chapter has looked into discussion of the findings, highlights of the surprise findings, value of the study, area (s) for further study and conclusions and recommendations.

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APPENDICES

APPENDIX A¹

INTERVIEW SCHEDULE FOR THE TEACHERS

The interview is designed to investigate the factors that attribute to the teachers failure to integrate Mokhibo and Ndlamo with business in the three Butha Buthe high schools.

Question one: Do the teachers understand the concept of integrated curriculum?

- a) What is integrated curriculum?
- b) How is integrated curriculum beneficial to the learners?
- c) Do you normally provide learners with some skills that could help them to make money using Mokhibo and Ndlamo? If yes, how and if no, why?
- d) Is there any subject which could be integrated with Mokhibo and Ndlamo in order to make a living? If it is there, have you applied that subject to the integration of Mokhibo and Ndlamo?
- e) Do you enforce business in teaching and learning the integration of Mokhibo and Ndlamo with business? If yes, how? If no, why?
- f) Don't you think enforcing business in teaching and learning the integration of Mokhibo and Ndlamo with business would help the learners to be self employed in future? If yes, how? If no, why?

Question two: What are the ways of integrating Mokhibo and Ndlamo with business in teaching and learning situation?

- a) Which teaching strategies do you use in teaching and learning the integration of Mokhibo and Ndlamo with business? Why do you prefer those ones?

- b) Do the learners research about the integration of Mokhibo and Ndlamo with business? If yes, how will it help in integrating Mokhibo and Ndlamo with business? If no, don't you think it may be the way of making learners to be aware of how other people integrate other traditional games with business?

- c) Do you award the learners in teaching and learning the integration of Mokhibo and Ndlamo with business? If yes, how? If no, why?

- d) Do you invite the guest speaker so that he or she discusses and demonstrates to the learners about the integration of Mokhibo and Ndlamo with business? If yes, how does he integrate Mokhibo and Ndlamo with business? If no, why?

- e) Do you take the educational trips with the learners so that the learners observe how other people integrate Mokhibo and Ndlamo with business? If no, why? If yes, how do they integrate Mokhibo and Ndlamo with business?

- f) Do your learners compete in groups so as to emphasise the integration of Mokhibo and Ndlamo with business? If, no why?

- g) Do you put pictures and bring the videos that demonstrate the integration of other traditional games with business? If no, why?

- h) Do you think if you could hold cultural day, the emphasis of the integration of Mokhibo and Ndlamo with business could be done. If yes, how? If no, why?

- i) Do you make learners practice the integration of Mokhibo and Ndlamo with business after you have taught practice in classroom?

Question three: What are the learners and the teachers' attitudes to the integration of Mokhibo and Ndlamo with business?

- a) Do you get any support from the administration in teaching and learning the integration of Mokhibo and Ndlamo with business? If yes, how? If no, why?

- b) Do you think integrating Mokhibo and Ndlamo with business could be beneficial to the students? If yes, how? If no, why?

- c) Don't you think it is important that the learners be taught the integration of Mokhibo and Ndlamo with business in Form B and C? If yes or no, why?

APPENDIX A²

INTEVIEW SCHEDULE FOR THE LEARNERS

Question one: Do the teachers understand the concept of integrated curriculum?

- a) Are there any skills from other subject which your teacher uses in teaching and learning the integration of Mokhibo and Ndlamo with business?

- b) Are your teachers showing you how you can make business (money) using the integration of Mokhibo and Ndlamo with business? If yes, how?

- c) Do you think if your teachers could enforce business in teaching and learning the integration of Mokhibo and Ndlamo with business that could help you to be self-employed in future? If yes, how or if no, why?

Question two: What are the ways of integrating Mokhibo and Ndlamo with business in teaching and learning situation?

- a) How are you taught the integration of Mokhibo and Ndlamo with business?
- b) Other than discussing the integration of Mokhibo and Ndlamo with business in class and practicing outside, what else does your teacher do to make sure that you understand?
- c) Do your teachers allow you to research about the integration of Mokhibo and Ndlamo with business?
- d) Do your teachers invite the guest speaker so that he or she discusses and demonstrates to you about the integration of Mokhibo and Ndlamo with business? If yes, how does he integrate Mokhibo and Ndlamo with business?
- e) Do you take the educational trips with your teachers so that you observe how other people integrate Mokhibo and Ndlamo with business? If yes, how do they integrate Mokhibo and Ndlamo with business?
- f) Do your teachers allow you to compete in groups so as to emphasise the integration of Mokhibo and Ndlamo with business? If yes, how?
- g) Are there any cultural activities (Mokhibo and Ndlamo) practised in your village? If yes, how do you benefit from them?

Question three: What are the learners and the teachers' attitudes to the integration of Mokhibo and Ndlamo with business?

- a) Are there any cultural activities (Mokhibo and Ndlamo) practised in your village? Don't you think they are doing the right thing? If yes, why? If no, why?
- b) Like you are doing Mokhibo and Ndlamo now, how do you think you can make money using these games?
- c) Do you think it is important to be taught the integration of Mokhibo and Ndlamo with business? If yes, why or if no, why?
- d) Don't you think it is important that you be introduced with the integration of Mokhibo and Ndlamo with business in Form B and C? If yes, why? If no why?

APPENDIX B
OBSERVATION SCHEDULE

The observation is designed to investigate the factors that attribute to the teachers failure to integrate Mokhibo and Ndlamo with business in the three Botha Bothe high schools.

Question one: Do the teachers understand the concept of integrated curriculum?

- a) Check whether the teachers have used the skills that could help learners to integrate Mokhibo and Ndlamo with business.

- b) Check whether the teachers have integrated Mokhibo and Ndlamo with the other subject in order to make a living.

- c) Check whether the teachers have enforced business in teaching and learning the integration of Mokhibo and Ndlamo to make a living.

Question two: What are the ways of integrating Mokhibo and Ndlamo with business in teaching and learning situation?

- a) Check whether the teacher has applied all the teaching strategies that she or he said he uses in teaching and learning the integration of Mokhibo and Ndlamo with business.
- b) Check whether the teachers make learners to research about the integration of other traditional games with business and explain to one another so that a teacher just makes more clarification.
- c) Check whether the teachers make students to practice Mokhibo and Ndlamo by integrating them with business after doing theory in class? If yes, how? If no, what do they do?
- d) Check whether the teacher invites guest speakers so that he discusses and demonstrates the integration of Mokhibo and Ndlamo with business. If yes, how does he integrate them with business?
- e) Check whether a teacher takes the educational drips with the learners so that the learners observe how other people integrate Mokhibo and Ndlamo with business. If yes, how do other people integrate Mokhibo and Ndlamo with Business?

- f) Check whether the teacher makes learners to compete in groups so as to emphasise the integration of Mokhibo and Ndlamo.

- g) Check whether the teacher puts pictures that demonstrate the integration of other traditional games with business.

- h) Check whether the teacher brings the videos that show integration of other traditional games with business.

- i) Check whether the teacher holds cultural day where the integration of mokhibo and Ndlamo with business is practised.

Question three: What are the learners and the teachers' attitudes to the integration of Mokhibo and Ndlamo with business?

- a) Teachers' willingness to integrate Mokhibo and Ndlamo with business (positive or negative) in teaching and learning.

- b) The teacher enjoys teaching and learning the integration on Mokhibo and Ndlamo with business.