

**Investigating the factors contributing to the decline of Sesotho
cultural day in the three high schools in Maseru district**

By

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A

Dissertation

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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

JC	Junior Certificate
LGCSE	Lesotho General Certificate of Secondary Education
NUL	National University of Lesotho
FOE	Faculty of Education
LASED	Language and Social Education
MOET	Ministry of Education and Training

ABSTRACT

This thesis investigated the factors that attribute to the decline of Sesotho cultural day in the three high schools in Maseru district. It investigated teachers' and learners' perceptions towards cultural day in schools, factors influencing teachers' and learners' attitudes towards cultural day in schools and the appropriate strategies for teaching Sesotho culture in schools. The study is based on cultural day which is the celebration of Moshoeshe's day commemoration as the founder of Basotho nation whereby schools celebrate in different ways. The results of the study will help teachers and learners to change their perceptions towards cultural day in schools. Parents and government will all change their attitudes towards cultural day in schools. Teachers will also teach Sesotho culture using the appropriate strategies.

The design of the study was qualitative approach/quantitative with questionnaires and a schedule of interview questions used to collect data from the three schools in Maseru using purpose sampling of nine teachers and nine from different schools. Questionnaires were distributed to nine teachers and nine learners. They were also interviewed to check the reliability of data collected.

Data collected was analysed quantitatively where tables were used to display data and interpreted. The findings of the research revealed that most teachers and learners have attitudes towards cultural day in schools. There are factors influencing their behaviour such as: poor government support, student's attitudes, lack of support from administration and colleagues, poor parental support and Western influences. The study also suggests appropriate strategies for teaching Sesotho culture as most of the teachers use lecture method. The recommendations were also made to improve cultural day in schools.

KEY WORDS:

Cultural day,

Perceptions,

Teaching strategies,

Decline.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter looks 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 terms.

1.1 Background of the study

People organize special events to celebrate what they value. It can be birthday, wedding celebration or commemoration to the death. The day is set aside by custom or law on which normal activities especially business or work are suspended and called holidays. Generally holidays are intended to allow individuals to celebrate or commemorate an event or tradition of cultural significance. Holidays are observed nationally as most countries have a fixed date but some have movable dates. Examples of countries that have national holidays from Southern Africa are Swaziland, Botswana, South Africa and Lesotho.

Swaziland celebrates reed dance as their cultural celebration. Reed dance is called umhlanga (Unwin, 2012). It is a Swazi cultural tradition that celebrates chastity and virginity; it attracts

tens of thousands of women from across the country. On the final day of the festival, the young women parade bare-breasted at the royal village. Traditionally the king is allowed to choose one of the women as his wife, but in recent years the festival has been more about preserving cultural heritage. Girls as young as eleven years are required to attend.

However, there is a growing criticism from human rights groups who claim cultural ceremonies are enforced in Swaziland by the last absolute monarchy in Africa (Roy, 2005). Families which do not send their daughters to umhlanga have to pay a fine, usually a goat or a cow. Girls in Swaziland indicated that they should not be forced to wear certain clothes. Unfortunately they are not allowed to voice their opinions.

Some parents are not comfortable about reed dance thinking that their daughters will be exploited, meet boys or go to bed on an empty stomach. But if they do not attend, they could be denied scholarships for future studies. As parents, they have to send their children in order to secure their future. (<https://en.wikipedia.org/wiki/unhlanga>).

Botswana also celebrates their Seretse Khama day. Sir Seretse Khama day is a national holiday, honoured across Botswana, as a day to remember Khama's contribution to his homeland. In celebration in Seruwe which is Botswana's capital as well as Khama's birth place, people proceed from various points to the main town centre, where musical and religious groups have gathered. Traditional dances such as 'tsutsube' are performed. Speeches and ceremonies are made at the city's honouring Khama, and a wreath is laid at his grave in the royal cemetery (Muller ,2012).

Heritage day is a South African public holiday celebrated on the 24th September. On this day South African across the spectrum are encouraged to celebrate their culture and the diversity of their belief and traditions, in the wider context of a nation that belongs to all the people (Knowles ,2011).

In KwaZulu Natal, 24th September heritage day was known as Shaka day in commemoration of the Zulu king, Shaka who was the legendary Zulu king who played an important role in

uniting disparate Zulu clans into a cohesive nation (Knowles, 2011). Each year people gather at King Shaka's grave to honour him on this day. South Africans celebrate Heritage day by remembering the cultural heritage of the many cultures that make up the population of South Africa. Various events are staged throughout the country to commemorate this. In 2005 a media campaign sought to 're-brand' the holiday as National Braai day in recognition of the South culinary tradition of holding information backyard barbecues or braai (<http://en>m..wikipedia.org/wiki>.heritage>).

Lesotho is not exception as it celebrates Moshoeshoe's day, which is conducted across all districts of the country.

Cultural day was first known as Moshoeshoe's day which was a national holiday honouring King Moshoeshoe 1, the founder of the Basotho nation. This day was celebrated on the 12th March every year. Nowadays the same celebration is no longer happening on the 12th, but was changed to 11th March (Mmotsi, 2015).

Leselinyane la Basotho dated 11th May (1999) indicated that during Moshoeshoe's day, schools used to come together especially primary schools to compete in races of different distances, traditional dances like 'ndlamo' which is characterized by an exaggerated stomping of their feet-like a high-kick with the knee bent and then stomp it on the ground and also girls dances such as 'mokhibo' and 'lipina tsa mokopu'.

Mmotsi (2015) revealed that at the beginning of February things happened in many schools as students practiced many activities. Dust was seen in playing grounds as the pupils gave what they actually had. They did it with passion, revealed their talents as they trained some Sesotho games. Each school practiced every day after school for weeks.

During that day each school was represented by a few students from each school in running races for athletics and traditional songs and dances such as mokhibo, litolobonya and mohobelo. Students and teachers were usually pleased and impressed by these games and dances because of the way they linked them. Teachers and students performed between races

and yelled in support of their school. Parents were other community members who come to watch and sell snacks and fat cakes on the side-lines (Lemmer et al, 2014). Furthermore, Mmotsi (2015) stated that during Moshoeshoe's day pupils used to eat traditional food such as "lefotho" "peach" and "bread".

Later on Moshoeshoe's day was changed to cultural day which is the same with Moshoeshoe's day. The difference is that nowadays schools celebrate the day according to their calendar. The same traditional games are played. The day is improved as the Morija festival in conjunction with the Ministry of Education has been organising cultural competitions for primary and high schools across Lesotho since 2001 (www.morija.co.co.ls). These competitions started with traditional dances but have grown over the years to include traditional instruments (lesiba, mamokhorong), drama as well as poetry and art. The races and other activities were part just for fun, but students who do well also advance to regional competitions that end with national championship and rewarded. Moreover, significant advances have been recorded in the instruments of cultural participation especially books, radios, films, records and most athletic equipment. It seems as if cultural day is declining in schools nowadays. Teachers seems not to honour Moshoeshoe's day as before. It is also seen as they lack interest in it. Kweka (1994) stated that even if the learners are eager to participate in their cultural events, they did not get assistance from their teachers. Some of the teachers expressed positive attitude while others showed negative attitude towards cultural day in schools.

Sesotho J.C syllabus (2002) stipulated that in order to teach cultural part, there should be cultural day in schools to provide learners with cultural knowledge, attitude and skills. Sesotho teachers seem not to understand the role of cultural day in their school, Reynolds (2009) said in many schools cultural activities have slowed down and in some cases it has actually declined. As a result, Ministry of Education and Training is struggling to find ways to bring success to cultural day in schools. Curriculum and Assessment Policy (2009) suggested that the curriculum should respond to the needs of the learners and the society as a whole and enable learners to participate in activity and be responsible in the communities. The LGCSE Sesotho syllabus also stipulated that candidates should develop personally and understand themselves and others as well as their culture. Teachers and learners seem to ignore cultural day, maybe are not well equipped with its relevance in learning.

1.2 Statement of the problem

Moshoeshoe's day was changed to cultural day by many schools. Ministry of Education and Training also tried to improve cultural day in conjunction with Morija cultural festivals so that students can also improve their cultural skills. Teachers are to teach cultural part through cultural day. Some teachers and learners seem to disrespect cultural day as stated in background. Teachers and learners seem to have attitudes towards cultural day. Maybe it is because of teachers and learners perceptions towards cultural day in schools. Therefore, this area has not been studied before to close the gap. In order to understand the problem better the study intends to investigate factors contributing to the decline of Sesotho Cultural Day in three high schools in Maseru district. Therefore, the following research questions will be addressed:

1.2.1 What are teachers' and learners' perceptions towards cultural day in schools?

1.2.2 What are the factors influencing teachers' and learners' attitudes towards cultural day schools?

1.2.3 What are the appropriate strategies for teaching Sesotho culture in schools?

1.3 Purpose of the study

The purpose of the study is to investigate the factors contributing to the decline of Sesotho cultural day in the three high schools in Maseru district.

1.4 Significance of the study

It is hopefully believed that at the completion of the study, teachers and learners will change their perceptions towards cultural day as teachers and learners will be aware of the factors influencing their perceptions towards cultural day. Lastly they will be well equipped with the appropriate strategies for teaching Sesotho culture. Students will also get better results in cultural part. Parents will also benefit from the study as they will be aware of the importance of cultural day. Ministry of Education and Training will also be aware that Sesotho teachers are not following the syllabus. In this way they will make it a point that the syllabus is followed.

1.5 Scope of the study

This study will only look at the perceptions of teachers and learners towards cultural day in learning, factors that influence teachers' and learners' perceptions towards cultural day in and the appropriate strategies for teaching Sesotho culture. The area of the study is three schools in Maseru district.

1.6 Definition of terms

The terms that are used in the study and their meaning are:

1.6.1 Perceptions: liking or disliking cultural day in schools, a tendency to engage in or avoid cultural activities, a belief that cultural day is useful or useless.

1.6.2 Cultural day: is the celebration of Moshoeshoe's day commemoration as the founder of Basotho nation whereby schools celebrate in different ways.

1.6.3 Decline; to become weaker or worse.

1.6.4 Appropriate strategies: Suitable methods of teaching Sesotho culture

1.7 Summary

This chapter looked at the background of the study, statement of the problem, the purpose of the study, the significance of the study, the scope of the study and definition of terms. The next chapter deals with literature review.

CHAPTER TWO

RELATED LITERATURE REVIEW

2.0. Introduction

This chapter is structured into the following sub-headings: Theoretical-framework, Teachers' perceptions towards cultural day in schools, learners' perceptions towards cultural day in schools, factors that influence teachers' perceptions towards cultural day, factors influencing learners' perceptions towards cultural day and appropriate strategies for teaching Sesotho culture.

2.1 Theoretical-frameworks

The theory of self-perception is used in this study. The theory is developed by psychologist Daryl Bem. According to Bem (1972), this theory asserts that people develop their attitudes by observing their own behaviour and concluding what attitude must have caused it. Thus, people develop attitudes when there is no previous attitude due to lack of experience and emotional response is ambiguous. The theory is counterintuitive in nature (Bem, 1972). This means that something does not happen in the way one would expect it to. Furthermore, the theory suggests that people induce attitude without accessing internal cognition and mood state (Bem, 1972). People show publicly their signs of unhappiness.

Moreover, Bem (1972) indicated that emotions do follow behaviours. For example, it is found that corresponding emotions such as liking, disliking, happiness, anger and others were reported following from their overt behaviours (Neale 2009). These behaviours included making different facial expressions, gazes and postures.

Similarly, Goldstein and Cialdini cited in Bem (1972) revealed that people sometimes infer their attitudes by observing the freely chosen actions of others with whom they feel a sense of merged identity-almost as if they had observed themselves performing the acts.

Bem (1972) said that attitudes are associated with beliefs and behaviours towards some object. They are not stable, and because of the communication and behaviour of other people are subject to change by social influences, as well as by the individual's motivation. Attitude may also be possible to change by activating an affective or emotional node. The researcher agrees with Bem (1972) because teachers and learners may change their attitudes towards cultural day as they will be well equipped with the importance of cultural day. Attitude may be possible to change, though affective and cognitive components tend to be connected so as to be difficult to separate (Neale, 2009).

Furthermore Bem (1972) indicated that there are three bases for attitude change: compliance: identification and internalization. These three processes represent different levels of attitude change. They are:

Compliance: Refers to a change in behaviour based on consequences such as individual's hope to gain rewards or avoid punishment from another group or person (Bem, 1972). The individual does not necessarily experience changes in beliefs or evaluation of an attitude object, but rather is influenced by social outcomes of adopting a change in behaviour. The individual is also often aware that he or she is being urged to respond in a certain way.

Identification: Explains one's change of beliefs and affect in order to similar to someone admires or likes (Bem, 1972). In this case, the individual adopts the new attitude, not due to the specific context of the attitude object but because it is associated with the desired

relationship. Often children's attitudes on race or their political party affiliations are adopted from their parents' attitudes and beliefs.

Internalization: Refers to the change in beliefs and affect when one finds the context of the attitude to be intrinsically rewarding and thus lead to actual change in beliefs or evaluations of an attitude object (Bem ,1972). The new attitude or behaviour is consistent with the individual's value system and tends to be merged with the individuals existing values and beliefs. Therefore, behaviours adopted through internalization are due to the content of the attitude object. Attitudes that are central to one's being are highly resistant to change while others that are less fixed may change with new experience or information (Bem, 1972).

This study is underpinned by this theory as it is about teachers' and learners' perceptions. Teachers and learners develop their attitudes towards cultural day by observing other people. They may like or dislike cultural day showing by facial expressions and postures. They display freely their emotions being good or bad. Teachers' and learners' perceptions may change because of experience, motivation and influence from other people.

2.2 Teachers' perceptions towards cultural day in schools

Neale (2009) defined attitudes towards cultural day as measures of like or disliking of cultural day, a tendency to engage in or avoid cultural activities; the belief that cultural day is useful or useless. Kweka (1994) and Odhiambo (2013) indicated that generally teachers have a false conception of their own role. They are ignoring the fact that they should teach and love Basotho culture. They cannot even speak their native language. Often they belittle Basotho culture. Odhimbo(2013) also demonstrated that teachers are role models, whose behaviours are easily copied by students, but many teachers did not realize how they teach, how they behave and how they interact with students. The researcher agrees with Kweka and Odhiambo as teachers teach cultural part in a way that merely requires the students to listen and read. This depicts negative perception towards Sesotho cultural part. That is, they are not allowing students to have cultural day regularly and participate in it. In a nutshell, teachers' attitudes directly affect students' attitudes. The researcher also likes Odhiambo most as he added that teachers are role models.

Lemmer *et al* (2014) claimed that traditionally, teachers have been primarily responsible for transmitting the values, norms and heritage of the Basotho to students. Roussouw *et al* (2010) on the other hand stated that teachers are the key to improving Sesotho education but they are not interested at all. The preparation ongoing professional development and attitude of teachers define the outcome of their teaching experience on their students. The researcher agrees that teachers may express negative attitudes to Sesotho as a subject and also to cultural day, encouraging their students to pursue higher level of education but not in Sesotho. If students have a strong belief from teachers that cultural day is not useful in their lives or future careers, they may resist spending time or effort needed to be successful at it.

The junior Sesotho syllabus (2002) stipulated that teachers should hold cultural day whereby traditional games, songs and food could also be displayed. Unfortunately, few teachers followed the syllabus. They ignored the view that cultural day should be performed to teach cultural part and students be motivated.

2.3 Learners' perceptions towards cultural day in schools

Tsuda (2003) pointed out that a number of students explained that they do not like to study Sesotho especially cultural part because it is difficult and they have never enjoyed it. They do not want Sesotho to be a compulsory subject. Students think Sesotho is unnecessary in their lives. Joseph (2003) added that given that lack of practice in cultural day, some students are likely to develop negative perceptions or misconceptions about the subject of Sesotho. As a result, such students may find it difficult to appreciate the purpose and relevance of cultural day to contemporary life.

The researcher agrees that students' difficulty in understanding and appreciating Sesotho has to do with the manner in which Sesotho is taught in schools especially cultural part. In some instances cultural part is presented to students in lecture method whereby students are required to listed and memorise the information. Teachers do not show the relevance of cultural day in students' lives.

There is also a view that studying Sesotho offers little prospect for future advancement except, perhaps in the field of teaching. Whether this is true or not, the fact remains that such a perception helps to shape students' conception of Sesotho (Joseph, 2003 and Roussouw, 2010). This would suggest that attitudes towards cultural day or Sesotho as a subject have an impact on the future study of the students. They would not realize the role of cultural day as it is used in many careers like business education, development studies and others. Tankiso (2014) illustrated that cultural events could be integrated with business and students will be eager to form their own cooperative which will be known by Basotho people, so that anytime there is a ceremony, they will be self-employed in future. The researcher did not agree with Joseph and Roussouw as Sesotho is not studied in schools only for the purpose of teaching profession, but for many purposes such as self-employed as Tankiso (2014) has said. Student may even make Sesotho attire for hiring or selling it and that can also make money in future. They can also cook traditional food for selling purpose and gain a lot of money. Arnold (1982) also indicated that children do not become aware of the social importance of their cultural day.

Furthermore, Joseph (2013) and Roussouw (2010) found that most students do not have concern about cultural day and indicated that cultural day is boring. Joseph (2003) also added that generally students agree with the motion that Sesotho subject is boring and irrelevant to everyday life. The researcher highly agrees with the authors that many students ignored Sesotho (cultural day) saying that it is a boring subject. They even expressed other negative social experiences like aggression in cultural activities. They hide away from teachers during cultural events practice. Some claim that they cannot display their bodies.

2.4 Factors influencing teachers' perceptions towards cultural day

Teachers' negative attitudes towards cultural day are caused by factors such as, poor government attitudes, students' attitudes, lack of job satisfaction and motivation and poor parental support.

2.4.1 Poor government attitude

The attitude of government towards Sesotho as a subject is nothing to write home about. Omlara and Adebukola (2015) provided some evidence that the subject lacks teaching and instructional materials such as textbooks for both teachers and learners unlike other subjects like science and mathematics; government pays little attention to provision required and necessary books needed for effective teaching of the subject. Indeed governments care less about cultural books as they are not provided at all. Even the attire for cultural day or musical instruments are not provided. All these make teaching uninteresting for teachers which in turn lack interest to teach students cultural activities as required.

2.4.2 Students attitudes

Omlara and Adebukola (2015) pointed out that students' negative attitudes towards cultural day in schools discourage teachers to teach them with all serious required manners. Students found cultural day as a boring subject and far from anything they could relate to their lives. These negative attitudes of students were not because the subject is really boring, but because of the perception and opportunity for those who specialize in the subject like those of mathematics.

2.4.3 Lack of job satisfaction and motivation

Howe and Penelope (2014) and Omlara and Adebukola (2015) stated that work place plays a crucial role in shaping teachers' attitudes towards teaching, especially school principals' behaviour and tone communication within the school premises. Omlara and Adebukola (2015) also supported this view by saying that lack of job satisfaction is one of the major factors causing poor teachers' attitude towards teaching. The researcher concurs with this view. Sesotho teachers, especially those who are teaching cultural part are undermined by not only the government, but also by their colleagues and school principals. For example, workshops and seminars are not arranged for the preparation on cultural day in schools. Teachers' efforts are not rewarded as like those of other subjects they think are more important to them than Sesotho.

2.4.4 Poor parental support

Parents are not ready to go extra miles in buying required materials needed for cultural day. Lemmer et al (2014) are of the conviction that parents are not ready because of societal disposition towards the Sesotho subject as one with little or no career opportunity than teaching it in schools. This misconception about the subject does not encourage the parents or guardians to have any interest in Sesotho as a subject. Parents do not even care to buy their children the attire for cultural day or prepare any Sesotho dish during that day. This really affects the teachers and kills teachers' morals, interest and prevents them from showing enthusiasm towards the teaching of Sesotho.

2.5 Factors influencing learners' perception towards cultural day in schools

The most important factor is the teacher. Reynolds (2009) have identified that the teachers' attitudes towards cultural day and the support they give to the students, influence their attitudes towards cultural day. Similarly, Odhiambo et al (2013) also stated that teachers are role models whose behaviours are easily copied by students. What teachers like or dislike, appreciate and how they feel about their learning could affect their students. Teachers are not providing the learners with cultural knowledge, attitudes and skills that enable them to contribute to respect and participate in society. In most cases, however children are taught by teachers who are not interested in teaching cultural events through cultural day, but use formal lecture method. If a child is to maintain his or her culture from origin, the best teacher would be a person of the same culture and who is interested.

Another factor is the background environment. Mulala (2015) found that parents' involvement and encouragement influence the child positively to like the subject. Arnold (1982) also indicated that majority of children first acquire positive attitudes toward their culture with those held by their families, but later display attitudes which reflect those of the dominant culture.

Culture is transmitted through observation. Children pay attention to the things that go around them. They modify their behaviour not just because other people tell them to, but as a result of their own observations and growing awareness of what their culture considers right or wrong (Arnold, 1982). Thus, children observe the behaviour of their parents concerning cultural events. Parents and children should participate in a common culture that is Basotho culture. They should dress in similar ways, prefer the same type of food and appreciate the same types of forms of music and traditional games.

Sechaba (1995) and Howe and Penelope (2014) argued that as Basotho culture was now put under greater pressure by a range of outsiders forces, Basotho adapted quickly to many of these western influences, modifying and making these their own. Howe and Penelope (2014) added that perceptions of differences are strongly influenced by media exposure through such sources as TV, movies, music, magazines and internet. This means that photos are posted on the internet showing other people's cultures not Basotho culture. The researcher agrees with Sechaba and Howe and Penelope that there are few significant advances that have been recorded in the instrument of cultural participation especially books, films and television sets. Most of the pictures are that of other cultures. This makes Basotho cultural activities in schools to slow down and in some cases to decline.

2.6 The appropriate strategies for teaching Sesotho culture in schools

There are many appropriate strategies for teaching Sesotho culture but only six will be discussed, namely; dramatization, group discussion, a guided discovery, school trips and quizzes.

2.6.1 Group discussion

Barry and King (1998) indicated that by working in groups, learners learn how to deal with disagreements to accept others who hold different views, to co-operate in order to achieve a bigger output and to work as a team. Farrant (2004) also added that group discussion helps promote thinking and decision making skills.

The researcher agrees with both authors as the major purpose of this strategy is to foster communication skills within the class. By working as a team, they learn the sense of belonging that membership of a group gives and they learn how to accept others.

2.6.2 Dramatization strategy

Brown *et al* (1997) and Barry and King (1998) said that this method is used in teaching culture and is considered useful in that it clarifies culture misunderstandings. They also claim that when drama is taught properly it is an ideal for context for exploration of cultural values, both one's own and other people. The researcher agrees with Brown *et al* and Barry and King in that drama involves learners in a role-play. It is vivid and memorable as drama mirrors reality. Learners can dramatize 'ho thethesa bohali' in stage. What they do and see cannot be forgotten.

2.6.3 A guided discovery strategy

Barry and King (1998) and Farrant (2004) considered this strategy is one of the most powerful tools that can be used when teaching Sesotho culture because it combines students' interests with the class activities. It emphasizes that learners should learn by doing. Discovery is also effective in helping the learners to develop a better understanding of ideas and concepts (*Brown et al 1997*).

The Sesotho teacher might ask learners to search in the library or internet and find information on any aspect such as "selia-lia" and its purpose. In the following class learners explain what they have found and answer any question about it.

2.6.4 Educational school trips

Brown *et al* (1997) and Farrant (2004) indicated that school trips can be great fun and highly memorable. The trips should be the focal point of a topic of work, rather than an additional extra.

The researcher agrees with Brown *et al* and Farrant in that visit to museums can be most effective learning experience for learners but they work really well when adequately prepared. Teachers and learners can visit Morija museum and see Basotho instrument and

weapons they used during war. They can also visit there to be taught and see many Basotho materials such as “sethebe and motlhotlo”.

2.6.5 The quiz strategy

Brown *et al* (1997) explained that the quiz can be used to test materials that the teacher has previously taught but it is also useful in learning new information. Quizzes are a high interest activity that helps students involved.

The researcher agrees with Brown et al that is not important whether learners got the right answer or not but predicting they will become more interested in finding it out. They can be taught about “lenyalo la Basotho” and quiz after that. The right answer can be given by the teacher.

2.6.6 Designing specific culture days

According to Lafayette (1978) and Seeiye (1992) this method is often used by teachers who attach less importance to culture or those who have to rely on supplementary materials because their textbooks lack sufficient cultural materials. This is true because if it can be carefully planned, the approach can provide students with meaningful cultural experiences. Cultural presentations should not be limited to the lecture method

2.6.7 Educational school trips

Brown *et al* (1997) indicate that visit to galleries and museums can be a most effective learning experience for learners but they only work really well when adequately prepared. The visit should be the focal point of a topic of work, rather than an additional extra. Sesotho teachers and learners can take a trip to Morija museum to learn about Sesotho materials such as ‘metlhotlo, liroto and others. They can also learn about’ lithoko tsa marena’. School trips can be great and memorable.

2.7 Summary

This chapter discussed teachers' and learners' perceptions towards cultural day, factors influencing teachers' and learners' perceptions towards cultural day and the appropriate strategies for teaching Sesotho culture in schools. The next chapter presents research methodology.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter focuses on research design, population and sampling, instrumentation, procedure for data collection, ethical consideration, reliability, validity and data analysis.

3.1 Research design

This research is qualitative in nature. The qualitative approach allows a person to focus on a single instance of a current phenomenon in its total context. Schloss and Smith (1999) indicated that a qualitative case study allows one to observe events as they unfold and to interview those who participate in these events. Typically case studies involve multiple data sources such as interviews, direct observations, questionnaires and analysis of written documents (Gall *et al* 2005). The method is used because the researcher has studied single situation in depth. Creswell (2007) adds that in qualitative method the researcher is the key

instrument of data collection. The qualitative researchers do not rely on a single data source. They collect data themselves through examining documents, observing behaviour and interviewing participants.

3.2 Population and Sampling

The population for this study were three teachers from the three high schools and three learners from each school.

3.2.1 Population

Population for this study consisted of teachers and learners of the three rural high schools in Maseru. The schools were selected because they are engaged in cultural day.

3.2.2. Sample

Three teachers were selected from each school purposively. Purposive sampling was used because it allows the researcher to select people on the basis of his or her belief that they can contribute as they know well about cultural day.

Three learners from each school were selected randomly because this technique saved the researcher's time and that sample were selected such that every individual has an equal chance of being selected as part of the sample. 18 participants were selected

3.2 Instrumentation

The researcher used interviews and questionnaires. Interviews and questionnaires helped the researcher to obtain information about teachers' and learners' perceptions towards cultural day in schools, the factors influencing their perceptions towards cultural day and the appropriate strategies for teaching Sesotho culture. The respondents were interviewed individually in order to probe certain issues that were not answered well on the questionnaire. The researcher also tape-recorded the respondents to keep records. The

researcher administered questionnaires at the beginning of data collection session in order to obtain responses about factors contributing to the decline of cultural day in schools.

3.3 Procedure for data collection

Before data collection, the researcher prepared the interview and questionnaire schedule. The researcher asked for permission from (NUL FOE LASED). Again, the researcher asked for permission from the principals of the schools and heads of department. Negotiations were made with teachers about interview and questionnaire dates.

3.4 Ethical considerations

The researcher got permission from the people she hopes to work with to involve them in her research. She made it clear from the start that they are participants and co-researchers, they are not 'subjects' that she is studying. Again she told them that they are central to her research. She also explained to them the purpose of her study. Lastly, she gave a firm undertaking that she would not reveal anything of a personal or compromising nature. She would not even reveal the respondents' names unless she has specific permission to do so.

3.5 Reliability

Reliability is the extent to which an instrument provides consistent results. It can be judged by determining the relationship between scores of the same individuals on separate administrations of the same instrument (Schloss and Smith 1999). Interviews and questionnaire were used to check the reliability of the data collected.

3.6 Validity

According to Bell (2003), validity tells us whether an item measures or describes what it is supposed to measure or describe. This means that it could produce the same or similar responses on all occasions. The researcher audio-taped the interview section to validate data. The supervisor was provided with the copies to make sure that the studies were undertaken.

3.7 Data Analysis

Data was divided according to research questions. Data was analysed through tables and percentage each question scored and subjected to interpretation. The answers found were discussed.

3.8 Summary

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

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION

4.0 INTRODUCTION

This chapter deals with analysis of data collected through the use of interviews and questionnaire. Data analysis and interpretations are done through the use of tables.

4.1 Research questions one: what are the teachers' and learners perception towards cultural day in school?

Table 4.1.1 Teachers responses on whether teachers are holding cultural day in their schools.

(a) Teachers responses	reasons	No.	%
No	I am not interested in it	1	11.2
Yes	But we are but interested	8	88.8
Total		9	100

Table 4.1.1 shows that during the interview session, eight teachers (88.8%) are holding cultural day in their school yet they are not interested. Only one teacher is not holding cultural day in school.

The findings from interviews and questionnaire indicated that most of the teachers hold cultural day but they do not have interest in it.

Table 4.1.2: Teachers and learners responses on whether cultural day is declining their schools.

(a) Teachers responses	Reasons	No.	%		Reasons	No	&
yes	Many teachers are not interested. Learners also hide themselves during practice lack of money for preparations	9	100		Teachers and learners are not interested. Many teachers and learners do not wear attire for cultural day	9	100
No		0	0			0	100
Total		9	100	Total		9	100

Table 4.1.2 indicates that all the teachers (100%) are aware that cultural day is declining because many teachers and learners are not interested. There is also lack of money for preparations. All the learners (100%) are also aware that cultural day is declining in their schools. They say this is because they are not interested. They do not wear cultural attire together with teachers during that day.

As reflected in the table above the finding from teachers responses and learners' responses seem to be the same. This implies that cultural day is declining because of teachers and learners negative attitudes towards cultural day.

Table 4.1.3: Teachers and learners responses on whether teachers are encouraging learners to participate in cultural day.

a) Teachers responses	Reasons	No.	%	b) Learners response	Reasons	No.	%
No	It is not important in their lives	6	66.7	No	They say Sesotho is useless for future like other subjects	9	100
Yes	To motivate them	3	33.3	Yes	-	0	0
Total		9	100	Total		9	100

The results in table 4.1.3 display that six teachers (66.7) are not encouraging learners to participate in cultural day indicating that is not important in their lives. Only three teachers (33.3%) encourage learners to participate in cultural day by motivating them. Coming to

learners, nine (100%) learners say that teachers are not encouraging them to participate in cultural days as they claim it to be useless in future careers.

By looking at these responses for the teachers and learners, this implies that all the teachers are not encouraging learners to participate in cultural day as all the learners indicated that. Few teachers who said that they encourage learners to participate in cultural day are not telling the truth. Teachers are not encouraging learners because they are also not interested in cultural day.

Table 4.1.4: learners’ responses on whether Sesotho teachers show enthusiasm in teaching Sesotho cultural part.

learners responses	Reasons	No.	%
No	They are not teaching us cultural part	9	100
Yes	-	0	0
Total		9	100

Table 4.1.4 demonstrates that nine learners (100%) show that Sesotho teachers are not showing enthusiasm in teaching Sesotho cultural part as they are not teaching it at all.

Therefore, this shows that Sesotho teachers are not teaching learners Sesotho cultural part as they are also not interested in it.

Table 4.1.5: Teachers’ and learners’ response on whether learners take Sesotho cultural part as useful in their lives.

(a) Teachers responses	Reasons	No.	%	(b) learners responses	Reasons	No.	%
no	They say Sesotho is difficult. Sesotho offers little prospect for future career	9	100%	No	Sesotho is a boring subject. we can only be teachers when studying Sesotho	7	77.8%
Yes	-	0	100	Yes	It help us to know	2	22.2%

					our culture		
Total		9	100	Total	T	9	100%

Table 4.1.5 proves that nine teachers (100%) show that learners are not taking Sesotho cultural part as important in their lives. The reasons given are that Sesotho is difficult and offers little prospect for future career. On the side of learners, seven learners (77.8%) say that Sesotho is not important as it is a boring subject and also they can only be teachers through studying Sesotho subject. Two (22.2%) learners indicate that Sesotho cultural part is important as it helps them to know their culture.

4.2 Research question two: what are the factors influencing teachers' and learners' perceptions towards cultural day in schools?

Table 4.2.1 Teachers responses on whether they get support from government when holding cultural day in their schools.

Teachers responses	Reasons	No.	%
No	Government care less about cultural day in schools	9	100
Yes	-	0	0
Total		9	100

Table 4.2.1 shows that nine teachers (100%) have shown that government is not supporting them during cultural day.

This implies that all the teachers do not get any support from the government on cultural day.

Table 4.2.2: Teachers’ responses on whether learners’ are positive towards cultural day.

Teachers responses	Reasons	No.	%
No	Cultural day is boring and useless in their lives.	7	77.8
Yes	it reminds them their culture	2	22.2
Total		9	100

Table 4.2.2 demonstrates that seven teachers (77.8%) have shown that learners are negative towards cultural day. Two teachers (22.2%) show that learners are positive towards cultural day in their schools in that cultural day remind them of their culture.

Therefore, this indicates that most of the learners are negative towards cultural day.

Table 4:2.3: Teachers responses on whether they get support from the principal and colleagues during cultural day.

Teachers responses	Reasons	No.	%
No	They do not have enough time to support Cultural day as they are also their teaching their subjects	8	88.8
Yes	principal and some teachers support us as they attend	1	11.2
Total		9	100

Table 4.2.3 displays that eight teachers (88.8) say that their principals and colleagues are not supporting them during cultural day as they do not have time for that. Only one teacher (11.2%) agrees that there is a support from the principal and colleagues

It is true that Sesotho teachers do not get any support from the administration and colleagues during cultural day.

Table 4:2.4: Teachers and learners responses on whether parents are supporting them during cultural day

(a) Teachers responses	Reasons	No.	%	(b) Learners responses	Reasons	No.	%
No	They do not have money to buy the attire for cultural day.	9	100	No	Cultural day is not important in learners lives	5	66.7
Yes	-	0	0	Yes	-	3	33.3
Total		9	100	Total		9	100

Table 4.2.5 above shows that nine teachers (100%) pointed out that parents are not supporting them in cultural day because they do not have money to buy the attire for that day.

Coming to the learners, six learners (66.7%) indicate that parents are not supporting them in cultural day as it is not important in their lives. Three learners (33.3%) also say that they get parental support during cultural day.

All in all, this reflects that parents are not giving any support during cultural day as they do not even attend it. Few learners who say there is parental support are just protecting their parents.

Table 4.2.5: Learners’ responses on whether Western cultures are influencing to slow down Basotho culture?

Learners	Reasons	No.	%
Yes	Basotho are interested in other people’s cultures than theirs	9	100
No		0	0
Total		9	100

Table 4.2.5 display that nine learners (100%) have shown that Western culture are influencing to slow down Basotho culture for they are interested in other peoples culture.

According to the learners’ responses, Basotho culture has slowed down because of the western culture influences.

Table 4.2.6: Learners’ responses on whether there are Basotho cultural movies or pictures in schools.

Learners responses	Reasons	No.	%
No	Teachers and learners are not interested in them.	9	100
Yes	-	0	0
Total		9	100

Table 4.2.6 shows that nine learners (100%) say that there are no Basotho cultural movies and pictures in their schools because teachers and learners are not interested in them.

This proves that there are no Basotho cultural movies and pictures in schools at all. Teachers and learners have negative attitudes towards Sesotho culture.

Table 4.2.7: Teacher’s responses on whether they like to teach Sesotho cultural part

Teachers responses	Reasons	No.	%
No	It is difficult and waste of time as they already know it.	7	77.8
Yes	-	2	22.2
Total		9	100

Table 4.2.7 reflects that seven teachers (77.8%) indicate that they do not like to teach Sesotho cultural part as it wastes their time as learners already know it. Only two teachers (22.2%) say that they like to teach Sesotho cultural part.

Yes, it is true that most of the teachers do not teach Sesotho cultural part claiming that learners already know it as they learn it from home.

Research question three: What are the appropriate strategies for teaching Sesotho Culture?

Table 4.3.1: Teachers and learners responses on how Sesotho cultural part is taught.

Teachers responses	Reasons	No.	%	(a) Learners responses	No	%
We use lecture method	Because it saves our time	9	100	Lecture method	9	%
Total			100	Total	9	100

Table 4.3.1 above displays that nine teachers (100%) say that they are using lecture method in teaching Sesotho culture. They indicate that lecture method saves time.

Coming to the learners, they also say that their teachers use lecture method in teaching them Sesotho culture.

This implies that all the teachers use lecture method when teaching Sesotho culture.

Table 4.3.2: Teachers and learners responses on whether discovery method is used in teaching Sesotho culture

(a) Teachers responses	Reasons	No.	%	(b)Learners responses	No	%
No	Learners are not interested in searching Sesotho but are interested in social media	6	66.7	No	6	66.7
Yes	It makes easy for them to answer questions in class. They do not forget what they have researched	3	33.3	Yes	3	33.3
Total		9	100	Total	9	100

Table 4.3.2 demonstrates that six teachers (66.7%) do not use discovery method when teaching Sesotho culture. The reason being that learners are not interested in researching Sesotho culture but are interested in other things in social media. Three teachers (33.3%) have shown that they use discovery method to help learners to answer the questions as the learners would not forget what they have researched.

Coming to the learners, six learners (66.7%) say that their teachers do not discovery method in teaching Sesotho culture while three learners (33.3%) have shown that teachers use discovery method in teaching Sesotho culture.

Therefore, this implies that most of the teachers do not use discovery method in teaching Sesotho culture.

Table 4.3.3: Teachers and learners responses on whether cultural day is used for teaching Sesotho culture

(a) Teachers responses	Reasons	No.	%	(b) learners responses	no	%
No	There is no enough time.	9	100	No	9	100
Yes	-	0	0	0	0	100
Total		9	100	Total	9	100

Table 4.3.3 shows that nine teachers (100%) do not use cultural day as one of the teaching method to teach culture. They claim that there is no enough time.

Coming to the learners, nine learners (100%) also indicate that their teachers are not using cultural day to teach culture.

The results seem to be the same. It is true that all the teachers are not using cultural day as one of the teaching method to teach Sesotho culture.

Table 4.3.4: Teachers responses on whether they allow learners to make groups in culture class.

Teachers responses	Reasons	No.	%
Yes	It helps them to learn from each other	7	77.8
No	groups cause disorder in class	2	22.2
Total		9	100

The table shows that seven teachers (77.8%) agree that they allow learners to make groups in Sesotho culture classes as it helps them to learn from each other's. Two teachers (22.2%) do not use groups in Sesotho class as groups cause disorder.

These above results mean that most of the teachers use groups to teach Sesotho culture. Few teachers are not using groups.

Table 4.3.5 Teachers' and learners' responses on whether dramatization is used when teaching cultural part.

(a) Teachers responses	Reasons	No.	%	(a) Learners responses	No.	%
No	There is not enough time	8	88.8	No	9	100
Yes	It helps them to remember events	1	22.2	Yes	0	100
Total		9	100	Total	9	100

These responses display that nine teachers (88.8%) do not use dramatization when teaching Sesotho culture. They explained that there is no enough time as they have only four Sesotho periods. Only one teacher (11.1%) agrees that she uses dramatization in teaching Sesotho culture as it reminds them of events.

Coming to the learners, all the learners (100%) say that they do not dramatize Sesotho cultural activities in class.

From the teachers and learners responses, it is clear that teachers do not use dramatization to teach Sesotho culture because there is no enough time.

Table 4.3. Teachers' and learners' responses on whether quizzes are given after culture class.

(a) Learners responses	No.	%	(b) Teachers responses	Reason	No.	%
No	9	100	No	we are not aware that it is useful	9	100
Yes	0	0	Yes		0	100
Total	9	100	Total		9	100

The table demonstrates that nine learners (100%) show that they are not given quizzes after being taught Sesotho culture.

Coming to the teachers, nine teachers (100%) show that they do not give learners quizzes after teaching Sesotho culture. The reason given is that they are not aware that quizzes are useful.

Teachers and learners responses indicated that all teachers are not aware that quizzes are important, that is why they do not give them.

Table 4.3.7: Teachers' and learners' responses on whether they take educational trips to learn about Sesotho culture.

(a) Teachers responses	Reasons	No	%	(b) Learners responses	Reasons	No	%
No	There is no money for preparations	9	100	No	teachers are not interested	9	100
Yes	-	0	0	Yes	0	0	
Total		9	100	Total		9	100

Table displays that nine teachers (100%) show that they do not take educational trips to learn about Sesotho culture as there is no money for the trips preparations.

Coming to the learners, nine learners (100%) also indicate that they do not take educational trips to learn about Sesotho culture. They say that teachers are not interested in Sesotho trips.

The results imply that all Sesotho teachers do not take educational trips as one of teaching method because they are not interested Sesotho culture.

4.4 Summary

This chapter discussed research finding resulting from amaryllis of data collected through interviews and observations. Data analysis and interpretations were done through the use of tables. The next chapter discusses conclusions and recommendations based on the findings from the previous chapter.

CHAPTER FIVE

CONCLUSION AND RECOMMENDATION

5.0 Introduction

In this chapter, the researcher presents 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 section describes the findings in relations with the reviewed literature to strengthen or refute the findings. The issues for the study were teachers' and learners' perceptions towards cultural day in schools, the factors influencing teachers' and learners' perceptions towards cultural day in schools and the appropriate strategies for teaching Sesotho culture.

5.1.1 Research question one: What are teachers' and learners' perceptions towards cultural day in schools?

From the data collected, the findings showed that most of the teachers and learners hold cultural day in schools but they are not interested in it. In this case cultural day is declining as during the practice for that day learners hide themselves and many teachers and learners do not wear cultural day attire. Teachers are not even encouraging learners to participate in cultural day as they also lack enthusiasm in teaching Sesotho as a subject. Teachers and learners took Sesotho cultural part as useless in their lives as they claimed that it offers little prospect for future career and it is a boring subject.

Coming to the reviewed literature, Kweka (1994) and Odhiambo (2013) indicated that generally teachers have a false conception of their own role. They did not realise how they teach Sesotho cultural part as they teach it in a way that merely requires the students to listen and memorise.

Tsuda (2003) and Joseph(2003) also pointed out that students explained that they do not like to study Sesotho especially cultural part because it is difficult and they have never enjoyed it. They even hide away from teachers during the practice. They even added that given a lack of practice in cultural day, some students are likely to develop negative perceptions about the subject of Sesotho. Such students may find it difficult to appreciate the purpose and relevance of cultural day to contemporary life.

Data collected from the respondents and the literature reviewed was seen to be the same. Therefore, the research question is strongly answered.

5.1.2 Research question two: What are the factors influencing teachers' and learners' perceptions towards cultural day in schools?

In this question, it is noted from the respondents that they are not interested in cultural day because there is lack of support from the administration as principals always said that there is no money for cultural day. Other teachers also do not support as they claimed that they are busy with their teaching subjects. Parents also do not support as they do not even attend cultural day in schools. Lastly, government also cares less about cultural day in schools.

Moreover, on the other side of the data collected, it is noted that cultural day is declining because it is highly influenced by western cultures. Teachers and learners are interested in other people's cultures than theirs. They even put western cultures' pictures in their schools instead of putting theirs.

Coming to the reviewed literature, Omlara and Adebukola (2015) supported the view that government pays little attention to provision of required materials for cultural day such as the attire and musical instruments. All these make teaching uninteresting for teachers which in turn lack interest to teach cultural activities as required.

Omlara and Adebukola (2015) and Lemmer et al (2014) indicated that lack of job satisfaction is one of the major factors causing poor teachers' attitude towards teaching. Sesotho teachers are undermined by not only the government but also by their colleagues and school principals concerning cultural day. They further said that parents are not ready to support cultural day because of societal disposition towards the Sesotho subject as one with little or no career opportunity than teaching in schools. They do not care to buy their children the attire for cultural day or even to attend.

Reynolds (2009) also added that the most factors are the teacher. Teachers' attitudes towards cultural day and the support they give to the students influence students' attitudes towards cultural day. As they depict negative attitudes towards Sesotho culture also affects their students.

Data collected from the respondents and reviewed literature is the same. This reveals that question two is highly answered.

5.1.3 Research question three: What are the appropriate strategies for teaching Sesotho culture in schools?

From the data collected, the researcher realised that most teachers use lecture method to teach cultural part as they believe that it saves time.

When coming to the literature, many appropriate teaching strategies were suggested for teaching Sesotho culture. The strategies are; dramatization, group discussion, a guided discovery, school trips, quiz and cultural day (Farrant 2014).

Sesotho J.C syllabus (2002) stipulated that in order to teach cultural part, there should be cultural day in schools to provide learners with cultural knowledge, attitude and skills. Brown et al (1997) and Farrant (2004) also suggested that Sesotho culture should be taught in taking school trips so that there can be great fun and highly memorable.

Brown et al (1997) and Barry and King (1998) suggested that teachers should use dramatization in teaching Sesotho culture as the method is useful in that it clarifies culture misunderstandings. Barry and King (1998) also goes on to say that a guided discovery strategy is also the most powerful tools as it combined students' interests with the class activities. Learners are learning by doing.

Furthermore, Brown et al (1997) explained that teachers should use quiz to test the materials that the teacher has previously taught but it is also useful in learning new information.

Both the respondents and the literature reviewed are different. The researcher goes for literature because they suggested the appropriate methods for teaching learners to do things for themselves and highly involved in teaching. Lecture method that most teachers used is not involving learners and they feel bored. The research question is partly answered.

5.2 Highlight of the surprise findings

The researcher was highly surprised to realise that Sesotho teachers hold cultural day but there were few teachers who attended.

It was also suprising to realise that some of Sesotho teachers teach Sesotho but they lack interest in teaching Sesotho.

Again the researcher was surprised to be aware that most of the teachers are not teaching cultural part because they believe that learners already know it as they are Basotho.

The researcher was also highly surprised to realise that Sesotho teachers use lecture method when teaching Sesotho culture but when interviewed they gave many methods they claimed they use just as to protect themselves.

5.3 Value of the study

The study was important in that it gave an understanding about the teachers' and learners' perceptions towards cultural day in schools. If it would be read well, the teachers would develop positive attitude towards cultural day. The study contributed to the growth of cultural day in schools.

Teachers and learners would be aware of the factors that influence their attitudes towards cultural day. Therefore they would help each other to change their attitudes. Parents and other teachers would also be aware that they should support Sesotho teachers during cultural day so that learners would be well equipped with cultural knowledge and skills.

Again the government would also be aware that it is not important to stay away from the schools during cultural day so as to motivate teachers and learners.

Lastly, teachers would be aware that there is a need to teach cultural part as the study provided them with the appropriate teaching strategies for Sesotho culture.

5.4 Areas for further study

It would be of great importance if one could carry out a study on the appropriate teaching strategies for Sesotho culture in schools.

5.5 Conclusions

Results of this study have revealed that a high number of teachers are familiar with cultural day and they hold it in their schools, however they are not interested. Cultural day is declining because of teachers' and learners' attitudes towards it.

For teachers and learners to be able to engage in cultural day, there is a need for them to get support from other people and government. The researcher assumed that some teachers were not engaging in cultural day because schools do not put adequate emphasis in cultural day.

The researcher also realised that all the teachers teach Sesotho culture through the use of lecture method because they are not aware that there are appropriate strategies for teaching Sesotho culture, however, they claimed that there is lack of materials to be used. The researcher concluded that Sesotho teachers are lazy to use other methods than lecture methods.

5.6 Recommendation

As stated in this study, cultural day is declining in schools. It appeared that teachers and learners are not interested in it. The researcher would therefore like to recommend that government especially through the Ministry of Education consider emphasizing the practice of cultural day in schools each year.

The researcher would like to recommend that the management of the schools should take initiative in supporting Sesotho teachers with materials to be used in cultural day. This would help teachers to find alternative ways of improving cultural day in schools.

It is stipulated in J.C Sesotho syllabus (2002), that Sesotho cultural day should be used as one of the methods of teaching Sesotho culture but teachers are not following this. Therefore, the researcher would like to recommend that Sesotho teachers should read the syllabus well and follow it.

The researcher would like to recommend that Sesotho teachers should teach cultural part and use the appropriate strategies so that the learners would be interested in Sesotho subject and be aware of the importance of the subject.

Lastly, the researcher would like to recommend that parents should take part in cultural day by buying their children the attire necessary for cultural day. They should even attend to motivate their children.

5.7 Summary

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

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APPENDICES

APPENDIX A1

INTERVIEW SCHEDULE FOR THE TEACHERS

The interview is designed to investigate factors attributing to the decline of cultural day in the three high schools in Maseru district.

Question one: what are teachers' and learners' perceptions towards cultural day in school?

- (a) Do you hold cultural day in your school? If yes, how do you feel about it? If no, why?
- (b) Is cultural day improving or declining in your school?if yes-, why?
- (c) Do you encourage your students to take part in cultural day? If yes, how? If no, why?
- (d) Do your students see Sesotho, especially cultural part as useful in their lives? If no, why?

Question two: what are the factors influencing teachers' and learners' perceptions towards cultural day at school?

- a) Do you get support from government when holding cultural day or teaching cultural part? If yes, how? If no, why?
- b) What are your students' attitudes towards cultural day? If positive, how? If negative, why?
- c) Do you get any support from your principal and colleagues? If yes, how? If no, why?
- d) Do parents support cultural day at school? If yes, how? If no, why?
- e) Are you interested in teaching Sesotho? If no, why?

Question three: what are the appropriate strategies for teaching culture?

- (a) Which teaching strategies do you use in teaching culture? Why do you prefer those ones?
- (b) Do the learners research about cultural events? If yes, how will it help them?
- (c) Do you design specific cultural days as one of teaching approach?
- (d) Do you allow your learners to make groups and discuss some of cultural activities?
- (e) Do your learners dramatize cultural events? If yes, why do you consider it useful?
- (f) Do you give your learners quizzes after teaching? If yes, how is it useful?
- (g)) Do you take educational trips to learn about Sesotho culture? If yes, how is it benefiting you? If no, why?

APPENDIX A2

INTERVIEW SCHEDULE FOR THE LEARNERS

Question one: what are the teacher's' and learners' perceptions towards cultural day in school?

- a) Do your teachers allow you to participate in cultural day? If no, why? If yes, how?
- b) Do you see cultural day as improving or declining? If declining, how?
- c) Are your teachers encouraging you to study Sesotho for future advancement?
- d) Do you take Sesotho subject as important in your live? If yes, how? If no, why?
- e) Do your teachers show enthusiasm in teaching cultural part? If yes, how? If no, why?

Question two: what are the factors influencing teachers' and learners' perceptions towards cultural day in school?

- a) Do your teachers give you support in cultural day? If yes, how? If no, why?
- b) Are your teachers providing you with cultural knowledge and skills? If yes, how? If no, why?
- c) Do your parents encourage you to participate in cultural days? If yes, how? If no, why?
- d) Are Western cultures influencing to slow down your culture? If yes, how?
- e) Do your school have Basotho cultural activities movies or pictures? If no, why?

Question three: what are the appropriate strategies for teaching culture?

- (a) How are you taught culture?
- (b) Do your teachers design specific cultural days?
- (c) Do your teachers allow you to research about cultural part?
- (d) Do your teachers allow you to dramatize cultural activities in class? If yes, is it helpful?
- (e) Do your teachers give you some quiz after teaching you culture?
- (f) Do your teachers give you the right answers after quizzes? If yes, how?

(g) Do you take educational trips to learn about Sesotho culture? If yes, how is it benefiting you? If no, why?

APPENDIX B

QUESTIONNAIRE SCHEDULE

Questionnaire is designed to investigate the factors that attribute to the decline of cultural day in the three high schools in Maseru district.

Appendix B¹

Questionnaires schedule for Teachers

Background information

Gender: Male _____ Female _____

Age : _____ years

Subject teacher _____

Experience _____

Tick one box only for each statement

The teachers' and learners' perceptions towards cultural day in schools.

Statements	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
(a) Teachers are holding cultural day in their schools.					
(b) Cultural day is declining in schools because of lack of interest in teachers and learners.					
(c) Teachers are encouraging learners to participate in cultural day.					
(d) Sesotho teachers show enthusiasm in teaching Sesotho cultural part.					
(e) Learners take Sesotho cultural part as useful in their lives.					

1. The factors that are influencing teachers' and learners' perceptions towards cultural day in schools.

Tick one box only for each statement.

Statement	Strongly agree	Agree	Disagree	Strongly disagree
(a) Government supports Sesotho teachers during cultural day in schools.				
(b) Learners are positive towards cultural day.				
(c) Administration and other teachers support Sesotho teachers during cultural day.				
(d) Parents are also giving support towards cultural day in schools.				
(e) Western cultures are influencing to slow down Basotho culture.				
(f) There are Basotho cultural movies and pictures in schools.				
(g) Sesotho teachers like to teach Sesotho cultural part.				

Thank you for your thoughts, time and effort you have put into completing this questionnaire

2. The appropriate strategies for teaching Sesotho culture.

Tick one box only for each statement.

Statement	Strongly agree	Agree	Disagree	Strongly disagree
(a) Sesotho teachers use appropriate methods when teaching Sesotho cultural part.				
(b) Sesotho teachers use discovery method when teaching Sesotho culture.				
(c) Cultural day is hold to teach Sesotho cultural part.				
(d) Teachers allow learners to make groups in cultural class.				
(e) Dramatization method is used when teaching cultural part.				
(f) Sesotho teachers give learners quizzes after teaching.				
(g) Teachers and learners take educational trips to learn about Sesotho culture.				

Appendix B²

QUESTIONNAIRE SCHEDULE FOR THE LEARNERS

A. Background information

Gender: Male _____ Female _____

Age : _____ years

Class _____

Tick one box only for each statement

B. Teachers' and learners' perceptions towards cultural day in schools.

Statement	Yes	No	Do not know
(a) Teachers allow us to participate in cultural day.			
(b) Cultural day is declining in many schools.			
(c) I am interested in studying Sesotho cultural part.			
(d) Teachers are encouraging students to study Sesotho for future advancement.			
(e) Sesotho is important in learners' lives.			
(f) Sesotho teachers show enthusiasm in teaching Sesotho cultural part.			

C. The factors influencing teachers' and learners' perceptions towards cultural day at school.

Tick one box only for each statement.

Statement	Strongly agree	Agree	Disagree	Strongly disagree
(a) Sesotho teachers give us support in cultural day.				

(b) Sesotho teachers provide students with cultural knowledge and skills.				
(c) Parents encourage me to participate in cultural day.				
(d) Basotho culture is declining because of Western influences.				
(e) There are Basotho movies and pictures in my school.				

D. The appropriate strategies for teaching Sesotho culture.

Tick one box only for each statement.

Statement	Yes	No	Not sure
(a) Teachers design specific cultural days for teaching Sesotho culture.			
(b) Teachers allow you to research about cultural part.			
(c) Teachers allow you to dramatize some Sesotho cultural activities in class.			
(d) Teachers give you quiz after teaching you Sesotho culture.			
(e) Your school takes educational trips to learn about Sesotho culture.			

Thank you for your thought, time and effort you have put into completing this questionnaire.

RESEARCH DESIGN

Research question	Summary of key ideas from literature	Data collection	Data analysis
1. What are teachers' and learners' perceptions towards cultural day in schools?	<ul style="list-style-type: none"> • Teachers' perceptions towards cultural day in schools • Learners' perceptions towards cultural day in schools. 	<ul style="list-style-type: none"> • Interview and questionnaire 	<ul style="list-style-type: none"> • Through tables and percentages and make interpretations.
2. What are the factors influencing teachers' and learners' attitudes towards cultural day in schools?	<p>Factors influencing teachers' perceptions towards cultural day;</p> <ul style="list-style-type: none"> • Poor government attitude. • Students' attitudes. • Lack of job satisfaction and motivation. • Poor parental support. <p>Factors influencing learners' perceptions towards cultural day in schools;</p> <ul style="list-style-type: none"> • Teachers' attitudes. • Background environment. • Pressure from outsiders forces. 	<ul style="list-style-type: none"> • Interview and questionnaire 	<ul style="list-style-type: none"> • Use of tables and percentages and make interpretations

<p>3. What are the appropriate strategies for teaching Sesotho culture in schools?</p>	<ul style="list-style-type: none"> • A demonstration strategy. • Group discussion. • A guided discovery. • Quiz. • Educational school trip. • Designing a specific day for teaching Sesotho culture. 	<ul style="list-style-type: none"> • Interview and questionnaire 	<ul style="list-style-type: none"> • Use of tables and percentages and make interpretations
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