INVESTIGATING THE FACTORS THAT CONTRIBUTE TO THE STUDENTS' POOR PERFORMANCE IN SESOTHO PRAISE POEMS JUNIOR CERTIFICATE EXAMINATION IN THREE SECONDARY SCHOOLS WITHIN MASERU CENTRAL

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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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I finally thank my church, the congregation that I belong to by supporting me a lot throughout my study. They supported me spiritually when things were not good and they encouraged me not to give up. Good shepherd sisters, I still pray for you as you did for me. Lots of thanks to all who deserve them even though I did not mention their names. God knows my heart and see the inside of a man!

DEDICATION

This dissertation appears as a dedication to my family: my late parents, ntate Francis Senyokotho Leuta and mme Malebakae Adelice Leuta for bringing me up and made me the person I am now. They taught me to carry on even under difficult conditions that may come my way. My husband, Michael Suping, for his support at all costs, economically, socially and spiritually. My children; Vincent Mahao Suping and Precious Lintle Suping for their emotional support.

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LIST OF ABBREVIATIONS

J C   Junior Certificate

MOET   Ministry of Education and Training

NUL   National University of Lesotho

FOE   Faculty of Education

LASED   Language and Social Education

CAP   Curriculum Assessment Policy

ABSTRACT

This study investigated the factors that contribute to the students' poor performance in Junior Certificate Examinations in Sesotho praise poems. In three secondary schools in Maseru Central, when trying to answer the problem, the researcher investigated factors contributing to students' poor performance in Sesotho praise poems. Teachers' and students' attitudes towards Sesotho praise poems and strategies that can be employed to enhance the teaching and learning of Sesotho praise poems were also investigated. Therefore, the results of the study will help teachers and students to improve the teaching and learning of Sesotho praise poems and perform well in Examinations.

Collection of data in the three schools in Maseru Central was done through the use of questionnaires and interviews. Six teachers and fifteen students from the three schools were interviewed and given questionnaires to answer concerning the teaching and learning of Sesotho praise poems. This was done to check the reliability of data collected from the teachers. In the reviewed literature, different strategies that can be employed to teach Sesotho praise poems were discussed but most of the teachers did not apply those strategies even though they knew and understood their importance in teaching Sesotho praise poems. Nonetheless, teachers did not apply all the strategies stated in the reviewed literature. The place where the students come from seemed to be one of the factors that contributed to the students' poor performance in Sesotho praise poems because they lived in towns where they hardly see praise poems being performed.

KEY WORDS

Performance

Attitudes

Strategies

CHAPTER ONE

INTRODUCTION

1.0   Introduction

The chapter covers the background, statement of the problem, research questions, purpose of the study, significance of the study and the scope of the study.

1.1   Background

Originally, praise poems were recited and meant to be said orally. They were recited in honour of chiefs and heroes to praise them for their bravery and strength in different battles. They fought to gain praise names which reflected who they were. This is supported by Khati (in Moletsane (1985:157) who says that "traditional poetry was originally a spoken art form which is adapted to writing with the advent of missionaries and formal education." When one recites a poem, the rhythm is clearly heard. Someone who is talented in reciting poems needs to know the occasion and the purpose of reciting the poem, and then he/she does that without any problem. In poems, rhythm and sounds are important as one speaks his/her beat.

The praise poems describe one's heritage, unique qualities and emotions (Franzen, 2017). The words in the praise poems should give the audience a clear picture of the person who is praised. Therefore, praise poems or traditional poetry as defined by Khati (in Moletsane) 1985:157) as "an oral art form that basically eulogizes and attempts to recall past glories so as to satisfy human emotional desires." He further explained that poems are meant to be performed in order to achieve the impact with audience. That is, the performer has to recite while the audience joins in the mood that is displayed by the poet. This is supported by Matsela (1991) that "Sesotho praise poems are important for both ear and eyes because one listens and watches the performer." Furthermore, Ministry of Education and Training (MOET) through its educational policy and the Junior Secondary syllabus (2002) decided that Sesotho praise poems should be taught in schools. The main purpose of including Sesotho praise poems in a curriculum was to preserve Sesotho language (Matsela, 1991). Language is one of the main things that identify a person from other people of different cultures. According to Sesotho Junior Certificate (JC) syllabus (2002:1-2), "The language gives Basotho self-confidence, self-respect and other qualities. They are proud of

their language which identifies them from other nationalities." Therefore, Ministry of Education and Training makes it a point that Sesotho is taught in all the schools in Lesotho and is regarded as a core subject. The Sesotho praise poems fall under Sesotho subject and are taught to make the students develop interest in Sesotho language.

The Ministry of Education and Training introduced integrated curriculum in June 2008. It is stated in MOET's document (2009) that there is Curriculum and Assessment Policy (CAP) whereby the pedagogy has shifted more to teaching and learning methods that can develop creativity and survival skills of the learners. That is, it is a shift from teacher-dominated teaching methods to learner-centred methods. However, some teachers may stick to teacher-centred approach because they might be aware that no one evaluates teaching methods employed in poetry teaching even when learners have badly performed in poetry during examinations.

Sesotho praise poems are allocated space in Sesotho curriculum. For example, Junior Certificate syllabus stipulates that two categories of traditional poetry should be taught at JC level. These are heroic praise poems of Basotho chiefs and heroic praise poems of warriors. Even though there are other categories of traditional poetry, the present study will focus only on the two mentioned above. The praise poems of Basotho chiefs are based on facts, the actual deeds and actions of the individual concerned.Khati (in (Moletsane,1985:158) states that heroic praise poems of Basotho chiefs are made up of the names of chiefs, parents, relatives even their enemies and the events that took place during an individual reign, are also stipulated. Heroic praise poems of warriors are similar to the ones of Basotho chiefs; however, focus is on the military achievement of the warriors (Moletsane, 1985:158). In this category, expression of the warriors is on their strength, courage and loyalty that are shown through heroic deeds and commendable military achievement.

The JC examiner's reports analyses of the 2006, 2009, 2010, and 2013 show that the students did not perform well in Sesotho praise poems because they failed to provide relevant information to the questions asked. For instance, the question would require the students to name the battles that were fought by Moletsane and they would give irrelevant answers because they would write down any battle or any name that comes to their minds even if it is irrelevant to the

question.Another example is that if they are asked to give the name of TsepheToloane's father who is Leketa/Lekhooa, they would write down the name of any chief that they know, not giving the correct answer.

However, the JC examiner's reports stipulated that the performance of the students in the year 2007, 2008, 2011, 2012 and 2014 had improved. Out of a total mark of 20, most of the students got marks ranging from 17-20, and the lowest mark was 9 out of 20 This means that most students were able to respond positively to the questions asked. For example, if they were asked to give the name of Tsephe Toloane's father, they would give the correct answer as Leketa/Lekhooa.The report also showed that students find it difficult to get the correct answer if they have to use their own words in answering. They use words as they appear in praise poems which results in the loss of marks. The report also stated that students seemed to be taught figures of speech which arenot in their syllabus such as alliteration and others. As a result, they fail to give correct answers related to these figures of speech. For example, where the answer requires repetition, they would write down alliteration which is not in their syllabus. Furthermore, where they have to select a figure of speech from Sesotho praise poems, they tend to select the whole line. They fail to identify a figure of speech as the question may demand. (Examiner's report, 2013).

The nature of examination differs over the years. That is, in some years the standard of questions may be above the level of students; as a result, the students would not perform well. Some questions may require students to recall while others may be testing students' comprehension, application and synthesis skills. This simply means that within those years, students would have been tested differently in Sesotho praise poems.

1.2   Statement of the problem

Basing oneself on the evidence that was given on the examiner's report analysis, my experience as a Sesotho teacher and JC marker for many years, drawing also from other Sesotho teachers, the problem is that students' performance in Sesotho praise poems in JC examination is poor. The study on factors that contribute to the students' poor performance in Sesotho praise poems in

Junior Certificate Examinations has not been conducted. Therefore, the following questions will be addressed to solve this problem.

1.2.1. What are the factors contributing to poor students' performance in Sesotho praise poems in JC examination?

1.2.2. What are teachers' and students' attitudes towards the teaching –learning Sesotho praise poems?

1.2.3. What are the strategies that can be used by teachers to enhance the teaching- learning of Sesotho praise poems?

1.3. The purpose of the study

The purpose of the study is to investigate factors that contribute to the students' poor performance in Sesotho praise poems in three secondary schools in Maseru Central.

1.4. The significance of the study

The study will benefit the teachers, the students, the government through the Ministry of Education and Training and the community at large. The teachers will be equipped with some strategies and techniques that will enable them to address issues related to Sesotho praise poems. They will develop the love of teaching praise poems; as a result, the students will develop the love of learning Sesotho praise poems as part of their lives because they will be motivated in the teaching and learning process.

The study will make the government aware that the Ministry of Education and Training plays a significant role in the teaching and learning of Sesotho praise poems as the Ministry is not encouraging the use of praise poems in Basotho's daily interactions. This is supported by Ntabeni (2007) that "History teachers struggle to attain good results because the government does not promote the subject enough." As History is part of culture, what affects History will inevitably affect Sesotho praise poems as they are also part of Sesotho culture.

The study will help curriculum planners to prescribe poetry texts which are appropriate to the students in terms of the language used, the age, the content which is relevant to Basotho students. In the same way, this will assist teachers to create positive attitudes towards the study of poetry.

Furthermore, Basotho as a nation will benefit by appreciating the importance of culture related subject such as Sesotho praise poems. They will be able to instil the love of culture in their children. They will encourage them to learn praise poems. Therefore, parents will play a vital role in this regard in order to motivate their children not to discourage them as observed by Ntabeni (2007) that "The parents discourage their children from culture related subjects because they regard them as valueless." Generally, the nation in its capacity will benefit from the study.

1.5. **The scope of the study**

The study looks into students' performance on Sesotho praise poems from 2006-2015. It discusses the factors contributing to students' poor performance on Sesotho praise poems. It further examines teachers' and students' attitudes towards teaching and learning of Sesotho praise poems. Again, the study investigates strategies that are used to enhance teaching and learning praise poems. However, the study does not look into how parents help to enforce their children's education as far as Sesotho praise poems are concerned because they can still perform well without their parents.

1.6. Definition of terms

These are important terms that will be used in this study. The terms will be explained within the context of this study.

1.6.1. **Attitudes:** One's opinion and feelings towards something.

1.6.2 **Strategies:** The ways in which one approaches a task**.** A plan or a way of dealing with something.

1.6.3 **Praise poems:** Oral tradition in which a person is praised and given praise names denoting what he does.

1.6.4 Performance: A clear learning outcome that students demonstrate at the end of a learning session. It can either be positive or negative.

1.7. Summary

The chapter examined the background to the study, statement of the problem, research questions, and purpose of the study, significance of the study, scope of the study and definition of the terms. The next chapter will focus on the related literature.

CHAPTER TWO

RELATED LITERATURE REVIEW

2.0. Introduction

This chapter is structured into the following subheadings: theoretical framework, what is attitude and performance, what are the factors contributing to poor students' performance in Sesotho praise poems, teachers' and students' attitudes towards teaching-learning of Sesotho praise poems and the strategies that can enhance the teaching-learning of Sesotho praise poems.

2.1. Theoretical framework

Theoretical framework is the structure that holds and supports a theory that guides the study. This is whereby it describes the theory and explains why there is a research problem that one is studying. The theory that will be employed in this study is the combination of attitude and performance. The study is influenced by Thorndike's theory of connectionism which viewed learning as the process associations or bonds defined as "the connections of a certain act with a certain situation and resultant pleasure (Thorndike, 1921).

The theory connectionism is divided into instructional design and principles of learning. According to Thorndike's theory, connectionism consists of three levels of learning namely law of readiness, law of exercise and law of effect. On one hand, law of readiness is said to account for instructional aspect of learning which is tightly coupled to the language of science of neurology (Thorndike, 1914). On another hand, law of exercise advocates thatconnectionismgoes stronger when used and grows weaker if not used. On the other hand, law of effect adds to the law of exercise in the sense that the connections are strengthened only when results are satisfying.

I agree with Thorndike because the student has to be motivated in order to learn effectively. On the one hand, it is clear that students will be familiar with the aspects that they mostly use and will become stronger in them. As a result, they will be strengthened and bring about satisfying results. This study will be based on combination of attitudes and performance. These are inseparable hence they cannot divorce each other. Performance is the end results of attitudes that

have been displayed. Theory of performance is defined by Baker (1988) as "the concepts that form framework which will explain performance and improve that performance." while attitude is the way one may respondfavourably or unfavourably to the object. Sarnoff (1970). I support this observation because I believe that learners' attitudes in learning will influence their performance.

As Thomas (1978) has indicated, attitudes are composed of three components which are; cognitive attitude, effective and conative component. Thomas explains cognitive as concerned with what a person thinks of the object, his beliefs and ideas. Effective refers to the positive and negative feelings one has about the object or a person while conative component looks into behavioural tendencies of a person towards the object. Therefore, learners' attitudes towards learning Sesotho praise poems will be important in this study. This is supported by Mouly (1960) and Ferron (1973) when they regard attitudes as "the fundamental in the over-all educative process. It is observed and addressed by Prothorough (1986) and Gajdusek (1988) that both teachers and students come to class with attitudes that may affect the teaching-learning of the subject, in this case Sesotho praise poems.

It is observed that a theory of performance specifically guides learning in the classroom. In this case, the teacher connects with the students to bring about the outcome of what is learned which is performance of the students. In the learning process, there are four important components that one should bear in mind.Piek (1984) specifies that the four components are: the pupil, the teacher, the learning material or content and the aim or objective. According to Raselimo and Mahao (in CAP, 2009), "The pedagogy must shift more towards methods that can develop creativity independence and survival skills of the learners." That marks a learner -centred approach. Learners should be responsible for their own learning processes. This is supported by Examination Council of Lesotho (ECOL) (2012) when stating that "learners are active recipients of knowledge that are expected to participate fully and take responsibility for their own learning." That is, the learners should be the ones getting more involved in the learning process. For a teacher to be effective in teaching, he/she must facilitate the learning and be the guide not transmitter of knowledge to the learners. She should be seen as the central person in facilitating assessment for learning.

There is also a component called content defined as knowledge or information that the teacher and the students have to display in a given subject. Aim and objective are important as well in teaching and learning because they are the basis for creating policy and evaluating performance. One has to bear in mind all planning and strategic activities that take place in teaching and learning environmentin order for the performance to be determined. One needs to consider all these components in order toimprove the performance of the students.

2.2. Factors contributing to the students' poor performance in Sesotho praise poems in Junior Certificate examination

This section will deal with the following sub-sections; the shortage or absence of teaching-learning materials, lack of qualified teachers, administration of the school and the nature of examination, lack of motivation in teaching and learning Sesotho praise poems, lack of poetic language and irrelevant methods of teaching poetry.

2.2.1. The shortage or absence of teaching-learning materials

Poor students' performance in Sesotho praise poems may be caused by the shortage or absence of teaching and learning materials. The teaching-learning materials enhance learning because they help the students to understand what is being taught.This is supported by McKay, (1992) and Tomlinson (2006) when they argue that "The teacher needs to be able to personalize and localize the materials and relate them in different ways to the needs, wants and learning style preferences of individual learners."The shortage of materials may hinder the progress of the teachers and the students in the sense that they would neither make their own choices nor work at their own level and pace. Therefore, unavailability of resources in schools has made it difficult to properly and fully teach the required content (Franzen, 2017).

2.2.2. Lack of qualified teachers

Unqualified teachers are considered as one of the factors contributing to the deteriorating students' performance in Junior Certificate examination. That was stated at the Policy Declaration Seminar (1988) by the Principal Secretary of the Ministry of Education and Training in Burma. This deteriorating performance of students may be accelerated by an unfounded belief

that any Mosotho teacher can teach Sesotho, without having been trained as a Sesotho teacher. Sometimes, a student who performed well in Sesotho during her schooling at high school may be given an opportunity to teach Sesotho where praise poems are part of the curriculum. In the same manner, this results in the poor performance of students in this subject.

2.2.3. Irrelevant methods of teaching poetry, administration of the school and nature of examination

Another factor for poor students' performance might be the irrelevant methods of teaching poetry. According to Setoi (1989) in an Alternative to curb the Escalating failure rate in Lesotho, there are factors such as teaching methods, administration of the school and the nature of examination. These contribute on the students' failing rate in Lesotho. When talking of the methods of teaching, most teachers use a traditional method which is regarded boring and not effective for learning whereby students are required to read and discuss the poem. The administration of school contributes in the sense that they may not support the subject like other subjects such as Science and English which are given priority in the department's budget. This is supported by Mosia (2014) that "The administration does not support its teachers or value their ideas or feedback; teachers may begin to feel that their opinions do not matter and the students' well-being is not always taken into account". The nature of examination also contributes in that sometimes the questions may be above the level of the students, with the belief that since they are asked in students' native language and culture, the students will easily understand them.

2.2.4. Lack of motivation in teaching-learning poetry

Lack of motivation in teaching and learning poetry may be another factor on students' poor performance in poetry. If a teacher has a negative attitude towards poetry, he will also not like to teach it. This is supported by Wagana (1988) that "Concentrating on the attitudes and perceptions of teachers towards poetry reveals that teachers have negative attitudes." Therefore, teaching of poetry cannot be effective and will influence students against poetry. As stated by Duminy and Sohnge (1980), the main concern of both school and the teacher is to motivate students to learn. This should be both intrinsic and extrinsic because a change in attitudes depends upon motivation hence Protherough (1986) suggests initiation mode of teaching which encourages students' response, judgment and interpretation of texts. This may allow students to

be active in class. The teacher should try as much as possible to avoid the transmission mode of teaching whereby one experiences a learning situation that is under tight teacher control because it gives a very limited chance for students to participate. They only absorb what is said by the teacher because the emphasis is put on what should be examined.

2.2.5. Lack of competence in poetic language.

Lack of competence in poetic language may create problems for student to read and understand Sesotho praise poems. Poetic language is the use of any literary/poetic techniques that are used by poets to convey their message such as simile, metaphor, personification, to mention a few (Rohrberger et al 1968). Therefore; a poem would rely on the number of techniques to evoke emotions in a reader. If a reader lacks poetic language, he/she may end up creating negative attitude towards poetry. To avoid instilling this negativity in students, teachers should motivate and help students in acquiring the language used in poetry. Claudia (2011) supports this by claiming that "Time that students spend in learning a language has an impact on students' attitudes." In the same vein, Baker (1985) in Claudia (2011) argues that "Attitudes of students to language are related to students' attitudes to home language and cultural background." This means that the students may develop positive attitudes towards a language if it is spoken at home and may actively perform well in that language. All this translate into students' effort to practise poetic language if there is parental support.

2.3. Teachers' and students' attitudes towards poetry

The section will discuss the following points, attitudes teachers and students have regarding Sesotho praise poems, dislike and fear of poetry due to one's experience, misconception that poetry is the most difficult part of Literature and teachers' motivation towards good performance in poetry.

2.3.1. Teachers' and students' attitudes towards Sesotho praise poems

The overall attitudes that teachers and students have shown towards teaching and learning poetry may be negative. If this is the case, the performance of the students will not be good. Both Ray (1999) and Regis (2013) share the same ideas that "Both teachers and students fear poetry." They stipulate that the majority of teachers express fear of teaching poetry and have reported feelings

of inhibition as well. The researcher in this study aligns herself with this declaration since it is observed that some teachers never teach praises in their classes; they would rather resort to team-teaching even though the praises are intended to be taught by just one teacher in her own class.

2.3.2. Students' dislike for poetry stems from bad experience

According to Kennedy (1994), "Students' dislike for poetry may often stem from bad experience with poetry and teachers incompetence."That is, students develop dislike over poetry because of having been taught by teachers who are not competent in their job. The finding revealed by Kennedy is that about 86.7% of students in Burma respond negatively towards poetry lessons. The researcher relates to Kennedy's finding since students learn from their teachers. Teachers should try by all means to show competence and interest in what they are teaching, so that students could imitate them. If teachers are negative towards Sesotho praise poems, the students will do the same.

2.3.3. Poetry is the most difficult kind of Literature

Teachers and students may believe that poetry is the most difficult kind of literature hence they develop negative attitudes. Lockward (1994) and Regis (2013) argue that "Poetry is the genre most teachers seem least comfortable with; they even admit that they do not enjoy or actively read poetry." I concur with these authors because teachers complain that they have never seen teacher who taught poetry effectively meaning that they do not have role models in poetry.

2.3.4. Methods of teaching poetry.

Furthermore, it is observed that the method of teaching poetry may be the failing factor in the students' performance. It may influence the students' attitudes towards learning poetry. (https://www.researchgate.net>publication states that "The methods that are used by teachers may contribute to their performance." The traditional methods cause students' frustration due to their non-involvement nature as their approach in teaching poetry is one-sided. The point of method is also addressed in that without the interest and personal effort, students can hardly perform well in the subject. I fully agree with the authors because if students are not involved in

their learning, they easily forget and get bored by the traditional method that is employed by the teacher. This is supported by Agiro (1990) when stipulating that "teachers overemphasized the lecture method." It is clear that the students are denied the opportunity to participate in classroom activities.

2.4. The strategies that can be used to enhance teaching-learning of Sesotho praise poems.

This section will discuss the following sub-sections: educational trips, conducting research on Sesotho praise poems, dramatization of poems, guest speaker, Sesotho praise poems' competition, improvising cultural island, team- teaching approach, and summary.

2.4.1. Educational trip

The Junior Sesotho Secondary syllabus (2002) advised that educational trips should betaken so that students could see the historic places mentioned in the poems where the events took place. They should be taken to Basotho who know about the history of the Sesotho praise poems. They should also be told about the biography of a chief or a warrior who is being praised. Educational trips may assist students to enrich their knowledge of places and works of arts they have learned about in the classroom. However, such trips should be well planned around clear learning objectives so as to be beneficial to both teachers and the students.

2.4.2. Conducting research on Sesotho praise poems

It is also highly encouraged that the students may conduct a research on Sesotho praise poems that they are dealing with. Junior Sesotho Secondary syllabus (2002) and Brian and Kazuyoshi (2011) further state that the students should make research on certain points related to the praise poems. This is where they would explain what they have learned to other groups as they would be given different tasks in the class after which they could compare their findings with those of their teacher. This would help them to remember what they have learned because they would have done it by themselves.

2.4.3. Dramatization of poems.

Another highly encouraged strategy may be dramatization method. According to Khati (in Moletsane1985:168) dramatization should be practiced in schools. He suggests that an expert in traditional poetry may be invited to demonstrate and dramatize poetry to students under the guidance of the teacher. That may help the students to observe that praise poems are a living tradition that is practised in the community not something which is only taught in schools.This may enable the teacher to assign the students some verses of traditional poetry to memorize for demonstration. The students may imitate an expert who was invited in their class. Thistle (1999) even suggests that such practice may be done from the classroom level to national level

2.4.4. Guest speaker

Moreover, Brian and Kazuyoshi (2011) and Junior Sesotho Secondary Syllabus (2002) argue that guest speakers should be invited in schools to give students information and clarification on praise poems. During this time, videos and recording may be used so as to refer to at the later stage. The guest speaker may also help the students on how they could deal with praise poems for better understanding.

2.4.5. Sesotho praise poems' competition

Furthermore, the Junior Sesotho Secondary syllabus (2002) indicates that students should compete on Sesotho praise poems. They might be divided into groups, and the group that performs well may be rewarded as a form of motivation. They may also be given the opportunity to present some praise poems during cultural activities where they could be awarded money as an incentive. That may lead them to present their poems during Basotho festivals. They would definitely remember what they would have done even after a long time.

2.4.6. Improvising cultural island

The teacher may help students by putting up posters or pictures to develop mental image for what they have discussed concerning Sesotho praise poems. This is supported by Taylor and Sorenson (1961) when they argued that "Teachers should prepare cultural island in their

classrooms. Briallian and Kazuyoshi (2011) also suggested that teachers may provide information that would answer certain culture issues such as Sesotho praise poems in this case. This could be done through sources such as videos, CDs, newspapers, photographs and televisions.

2.4.7. Team-teaching approach

The strategy that can also be used may be the team-teaching approach. This is explained by Khati (in Moletsane1985:167) as "an approach whereby more than one teacher instructs the class on the same subject, each dealing with a different sub-topic." The approach mighthelp the students to get comprehensive information from different teachers. That is, important information will be delivered through this approach because as a team, teachers will supplement one another where the information is lacking. I concur with the author because if different teachers are to present on different topics, each will try to do the best to sustain the students' interests. That will be done in the form of competition among teachers and the lessons will be successful.

2.5. Summary

This chapter discussed the theoretical framework, factors contributing to students' poor performance in Sesotho praise poems in JC examination, teachers' and students' attitudes towards teaching and learning of Sesotho praise poems and the strategies that can be used to enhance such process. . The next chapter will focus on research design and methodology.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0. Introduction

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

3.1. Research design

According toPolit and Beck (2008:765) and Van Ransburg (2010:126), "Research design is the way or part of the research in which study will be conducted and displayed." Van Ransburg further explains that it gives answers to research questions. It includes specifications for enhancing the study's integrity. It influences decisions on suitable types of research, population and situations to collect data from and the type of data one needs. Research design that will be employed in this study is a qualitative case-study which enhances the study's integrity.

According to Kotha (2004), research design is "the conceptual structure within which a research is conducted." This study used qualitative case study. The approach enables the researcher to have an in- depth understanding of human behaviour and reasons that govern such behaviour (Rakotsoana, 2012:12). This was also supported by Baxter and Jack (2008) that a qualitative approach is an approach that facilitates exploration of a phenomenon within its context using a variety of data sources.Qualitative data sources may be in the form of questionnaires, interviews, documents, researcher's impressions and reactions.

It is stipulated that qualitative research approach helps researchers to understand people and the social and cultural contexts within which they live and allows humans talk as humans. As indicated by Rakotsoana (2012), the method helps the researcher to dig deeper in getting the information. Qualitative way of collecting data is essential in the sense that the research will be able to get the information from the people or events they study. Neuman (2008:126) echoes that "qualitative researchers emphasize the human factor and the intimate first-hand knowledge of the research setting; they avoid distancing themselves from people or events they study."This is saying the context in which an event exists or occurs is very important as it helps the researcher

to look into reasons why something is happening. For example, why do students perform badly in Sesotho praise poems? Qualitative approach is applicable in this case because it is flexible (Van Ransburg, 2010:126).It is non-sequential; therefore, it can be changed along the way.

3.2. Population and sample

The population and sample of this study was selected from the population of all schools teaching Sesotho in Lesotho. Three schools in Maseru central, five students and two teachers from each school were included in the sample.

3.2.1. Population

The target population of this study was teachers in three secondary schools in Maseru central. The three schools were selected randomly based on how they perform in Sesotho as a subject. One performed well. Another school performed on average while the last one did not perform well. The schools were easily accessible to the researcher in terms of cost and time.

3.2.2. Sample

The study used probability sampling or random which was an approach whereby each person (element) has an equal chance of being chosen in the sample (Gilbert, 1993:71; Van Ransburg, 2010:155). On this basis, two Sesotho teachers per school were selected in three schools because they knew more about what they experienced in teaching and learning Sesotho praise poems. These teachers were interviewed separately because the researcher wanted to get different views from different people at different places. The teachers were divided into the following categories: teachers whose schools perform well in Sesotho subject where Sesotho praise poems are part. Those teachers should also be Sesotho praise poems markers in the JC examination. Another two teachers were of the school that its performance was average. The last two teachers came from the school which performed badly in Sesotho. In addition, five students from each school were selected randomly. The researcher aimed at interviewing these students without teachers' influence. That made a total of twenty-one (21) participants.

3.3. Instrumentation

The research instruments that were used in this study were questionnaires and interviews. Teachers and students were given questionnaires to answer individually so that they would be able to give their views over teaching and learning Sesotho praise poems. Semi-structured interview which gave the researcher opportunity to probe where the participants did not understand was used. Unstructured interview was also catered for because it gave the interviewee a chance to give more information even without having been questioned. That means more information was gathered from the interviewees. The researcher intended to interview the Sesotho teachers individually in order to get different views about teaching-learning of Sesotho praise poems.

3.4. Procedure for data collection

The researcher asked for permission from the head of LASED at the National University of Lesotho to go to the field and carry out interviews. Permission was also asked from the following: the principal from the researcher's school so that she may have time to conduct interviews, the principals of the schools that she intended to collect data from to grant her permission to do so, the heads of departments from each school, the teachers that were interviewed in order to arrange and set dates for interviews which she met without fail. The dates for giving out and collecting filled questionnaires were set and met. The researcher made it a point that all the datesthat were set and agreed upon were met.

3.5. Data analysis

Data was separated into themes according to research questions. Recorded interviews were transcribed and data was interpreted using the frequency tables and percentages to highlight the findings. Then the findings and recommendations were made.

3.6. Ethical consideration

The fact that the researcher works with people who participated in the study, she had to be cautious of ethical procedures. The following principles were considered and explained.

1. Respect for persons

2. Informed consent

3. Confidentiality and privacy

The researcher considered fundamental ethical principles. These include a principle of respect for persons. The principle states that individuals are autonomous. That is, they have a right to self-determination. An individual has the right to decide whether or not to participate in the study (Brink et al., 2012:36). The researcher ensured that the participants took part voluntarily without fear of penalties or anticipating compensation.

There was also the principle of informed consent which was considered. A brief description of the purpose and procedures of the research including the expected duration of the study were addressed. The principle of confidentiality and privacy was highly observed. The researcher did not use real names of participants instead he/she used codes to maintain privacy (Pera, 2009:36, Newman, 2000:95-96).

3.7. Reliability

The term reliability means consistency of a measure. That is, the fact that one can prove that the results that are drawn from the measuring instrument should produce the same results if practised from different places in different times. According to Neuman (2000:164), "Reliability refers to dependability or consistency. It suggests that the same thing is repeated or recurs under the identical or very similar condition."For example, if the students should be given the same test in different places and time but they provide/produce similar results. That test would be considered a reliable test.Sarantakos (1998:83) also supports this by saying reliability refers to "the ability of an instrument to produce consistent results and to measure what is supposed to be measured." Therefore, a researcher should be reliable and be clear about what he/she is investigating even though it may change if need arises. The instruments that the researcher employed in this study were pre-tested in other schools to check their reliability.

3.8. Validity

Validity has to do with true measure. It refers to the bridge between a construct and the data. Neuman (2000:16) explains validity as "the match between a construct refers to how well an idea about reality 'fits' with actual reality." Validity is the extent to which a measure provides an accurate empirical representation of the concept that is measured (Motaboli, 2005:125). This idea is also argued by Sarantakos (1998) that validity is "the ability to produce findings that are in agreement with theoretical or conceptual values." Therefore, a valid measure is explained as producing true results that reflect the true situation and condition of the environment it is supposed to study.

The researcher provided questionnaires and interviews schedules to be checked by the supervisor to see that they are in line with the research questions. The researcher also used the audio-tape to validate data during interview session of which she provided copies for supervisor to make sure that the study was undertaken.

3.9. Summary

Chapter three looked into the following sections: population and sampling, instruments, ethical considerations, reliability, validity, data analysis and summary. The next chapter will be looking into data analysis and interpretation.

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION

4.0: Introduction

This chapter presents analysis of data collected through the use of questionnaires and interviews as per question. It also discusses themes that emerge from the analysis. The analysis is done through the use of tables.

4.1: Research question: What are factors contributing to the poor students' performance in Sesotho praise poems in JC examinations?

Table 4.1.1: Teachers' responses on shortage or absence of teaching-learning materials in Sesotho praise poems.

a) Teachers' responses	Reasons	No.	%
Yes	Ministry of Education and Training is not providing teaching materials like it does with other subjects.	5	83.3%
No	We improvise our own materials.	1	16.7%
	TOTAL	**6**	**100%**
b) Students' responses	**Reasons**	**No.**	**%**
Yes	We make our own learning materials.	5	33.3%
No	We are never given that chance of creating our own materials	10	66.7%
	TOTAL	**15**	**100%**

The above table shows that five teachers (83.3%) blame the Ministry of Education and Training for not providing teaching materials for praise poems like it does with other subjects. They said that shortage of teaching and learning materials is one of the factors contributing to poor students' performance in Sesotho praise poems in JC Examinations. However, only one teacher (16.7%) reported that this is not the factor because she improvises her own materials.

The table shows that on one hand, five students (33.3%) reported that they have learning materials for learning Sesotho praise poems because they make their own. On the other hand, ten students (66.7%) stated that they have never used learning materials in teaching and learning Sesotho praise poems because they are never given that chance of creating their own.

Most of the teachers seemed to regard shortage of teaching-learning materials as the factor contributing to poor students' performance in Sesotho praise poems in JC examinations. Few teachers improvise their own teaching materials. On the part of the students, few students said that they use teaching- learning materials to enhance their learning in Sesotho praise poems. Most of the students said that they do not use any teaching-learning materials for learning Sesotho praise poems.

Table 4.1.2: Teachers' responses on lack of qualified teachers as the factor contributing to poor students' performance in Sesotho praise poems

a)**Teachers' responses**	**Reasons**	**No.**	**%**
No	All teachers teaching Sesotho praise poems are qualified	6	100%
Yes	-	-	0%
	Total	**6**	**100%**

The table above shows that all teachers interviewed (100%) stated that unqualified teachers is not one of the factors contributing to the poor students' performance in Sesotho praise poems because teachers teaching Sesotho in schools are qualified teachers. They mentioned that such a problem happened in the past, not anymore.

This means all teachers teaching Sesotho praise poems are qualified teachers. There are no more unqualified teachers in schools; as a result, all teachers teaching Sesotho praise poems are competent in their work.

Table 4.1.3: Teachers' responses on the administration of the school and nature of examinations.

a)**Interviewed Teachers' responses**	**Reasons**	**No.**	**%**
No	Administration does not finance Sesotho teachers regarding poetry	6	100%
Yes	-	-	0%
	Total	**6**	**100%**

The above table reveals that all the teachers (100%) said that the administration of the school and the nature of the examinations are the factors contributing to poor students' performance. They claimed that their schools do not support Sesotho as a subject like other subjects in a school. For instance, they mentioned that the school administration does not finance the subject regarding Sesotho praise poems.

This means Sesotho subject inclusive of Sesotho praise poems is not supported in schools even though they are part of the curriculum.

Table 4.1.4: Teachers' responses on the lack of motivation in teaching –learning Sesotho praise poems

a)**Teachers' responses**	**Reasons**	No.	%
Yes	We are not interested in poem	5	83.3%
No	We use different approaches which are interesting	1	16.7%
	Total	**6**	**100%**

The table above shows that five teachers (83.3%) stated that teachers lack motivation towards Sesotho praise poems, therefore they regard lack of motivation as the factor that leads to poor students' performance. This is because they are not interested in Sesotho praise poems. One teacher (16.7%) said few teachers are motivated because they use different approaches in teaching Sesotho praise poems. They have positive attitudes towards teaching-learning Sesotho praise poems.

Most of teachers reported that teachers lack motivation towards Sesotho poems while few teachers are motivated towards teaching-learning Sesotho praise poems.

Table 4.1.5: Teachers' and students' responses on whether students lack poetic language

a) Teachers' responses	Reason	No.	%
Yes	They do not understand poetic language.	4	66.7%
No	They understand poetic language but some teachers do not understand poetic language.	2	33.3%
Total		6	100%
b) Students' responses	Reason	No.	%
Yes	We encounter problem to read and understand praise poems because of the language used.	10	66.7%
No	We understand the language used in poems.	5	33.3%
Total		15	100%

The above table shows that on one hand, four teachers (66.7%) indicated that students lack competence in poetic language because they find it difficult to understand the language. On the other hand, two teachers (33.3%) said that students do not lack competence in poetic language because they are able to follow Sesotho praise poems. They mentioned that, some teachers also lack competence in poetic language.

Five students (33.3%) said that they are competent in poetic language. The ten students (66.7%) said that they are not competent in poetic language because they do not understand the language.

This is saying that most teacher participants assumed that students lack competence in poetic language which results to poor students' performance in Sesotho praise poems. Few teachers reported that even some teachers also lack competence in poetic language.

On one hand, most of the student participants said that they lack competence in poetic language while on the other hand; few students claimed that they are competent in poetic language.

Table 4.1.6: Teachers' responses on the irrelevant methods of teaching Sesotho praise poems.

a)Teachers' responses	Reasons	No.	%
Lecture method	It saves time because students just listen and copy notes	5	83.3%
Different methods	Helps students with different abilities to learn	1	16.7%
	Total	**6**	**100%**

The above table shows that five teachers (83.3%) reported that most of the teachers use traditional method (lecture method) which is boring and not effective even though it is said to save time. The students just listen and copy notes. One teacher (16.7%) said some teachers use different methods which enhance learning and make it interesting since it enables students with different abilities to learn effectively.

This means most of the teachers use traditional method/ lecture method while only few teachers use different methods to make learning effective.

4.2: Research question two: What are the teachers' and students' attitudes towards teaching –learning Sesotho praise poems?

Table 4.2.1: Teachers' and students' responses on kind of attitudes they have regarding Sesotho praise poems.

a) Teachers' responses	Reasons	No.	%
Positive	Poems are interesting, we like them.	2	33.3%
Negative	They are boring, we do not like them.	4	66.7%
	Total	**6**	**100%**
b)Students' responses	**Reason**	**No.**	**%**
We do not like Sesotho praise poems	Our teachers do not explain Sesotho praise poems clearly. They are incompetent.	15	100%
	Total	**15**	**100%**

The above table shows that four teachers (66.7 %) have negative attitudes towards Sesotho praise poems because they are not interested in them while two teachers (33.3%) have positive attitudes because they are interested in Sesotho praise poems.

The table also displays that fifteen student participants (100%) are negative towards Sesotho praise poems and they do not like them. They said that their teachers do not explain the poems clearly because they are incompetent.

Generally, the findings show that most of the teachers and students have negative attitudes towards Sesotho praise poems.

Table 4.2.2: Teachers' and students' responses on why they do not like Sesotho praise poems.

a)Teachers' responses	Reasons	No.	%
We do not like Sesotho praise poem	We fear teaching them	5	83.3%
I like them but they should be reviewed for relevance	They are not relevant in our today' time.	1	16.7%
	Total	**6**	**100%S**
b)Students' responses	Reasons	No.	%
We do not like Sesotho praise poems	They are boring and irrelevant to our lives	15	100%
	-	-	0
	Total	**15**	**100%**

The table above shows that five teachers (83.3%) do not like Sesotho praise poems because they are not relevant in today's time. However, one teacher (16.7%) reported that she likes the poems but they need to be revised for relevance in today's life.

Fifteen student participants (100%) stated that they do not like Sesotho praise poems because they are boring and irrelevant in their lives.

In general, the findings show that most of the teachers and students do not like Sesotho praise poems because they are irrelevant to their lives. This is the reason why they do not perform well in them.

4.2.3: Teachers' and students' responses on poetry as the most difficult kind of Literature.

a)Teachers' responses	Reasons	No.	%
Yes	Teachers are not comfortable and do not enjoy poetry.	5	83.3%
No	One says she understands the poetic language, so she actively enjoys the genre.	1	16.7%
	Total	6	100%
b)Students' responses	Reasons	No.	%
Yes	The method used to teach us is always the same and boring.	15	100%
No		-	-
	Total	**15**	**100%**

The table above shows that five teachers (83.3%) stated that poetry is the most difficult kind of literature hence most of them are not comfortable teaching it. They mentioned that they do not enjoy poetry. One teacher (16.7%) stated that poetry is not the most difficult kind of literature because she understands the poetic language and actively enjoys the genre.

All the fifteen student participants (100%) indicated that poetry is the most difficult kind of literature because the method used to teach them is monotonous and boring. For example, they are always asked to read and discuss.

4.2.4: Teachers' responses on whether teachers award the students in teaching-learning Sesotho praise poems

a)Teachers' responses	Reasons	No.	%
We do not award the students	Complimenting them still encourages them to learn.	4	66.7%
We award the students	It encourages them to keep on doing well.	2	33.3%
	Total	**6**	**100%**

The table above shows that four teachers (66.7%) do not award students who perform well in Sesotho praise poems because complimenting them still encourages them to learn. Two teachers (33.3%) argued that they award their students for performing well in Sesotho praise poems as a way of encouraging them to keep on doing well.

The results imply that most of the teachers do not award the students in teaching-learning Sesotho praise poems. However, few teachers award students for performing well in Sesotho praise poems.

4.3: Research question three: What are the strategies that can be used to enhance teaching learning of Sesotho praise poems?

Table 4.3.1: Teachers' and students' responses on whether they take educational trips to visit some places related to Sesotho praise poems.

a)Teachers' responses	Reasons	No.	%
Yes	The syllabus states that educational trips should be taken to help students see and understand what they have learned about in class.	2	33.3%
No	Educational trips are expensive; they waste students' time because they take the whole day.	4	66.7%
	Total	**6**	**100%**
b)Students' response	**Reasons**	**No**	**%**
No	They are never given that opportunity	13	86.7%
Yes	It helps us to remember what we have seen and relate it with our learning.	2	18.3%
	Total	**15**	**100%**

The table above shows that two teachers (33.3%) support educational trips as required by the syllabus. They stated that trips help students to see and understand what they have learned in class. However, four teachers (66.7%) stated that they do not take educational trips with students because they are expensive and waste students' time as they take the whole day.

On the part of the students, two students (18.3%) supported educational trips because they help them to understand and remember what they have learned in class. Thirteen students (86.7%) said that they have never taken educational trips because such an opportunity has never been presented to them.

This is saying that most of the teachers and students do not engage in educational trips related to Sesotho praise poems. However, few teachers and students said that they take educational trips

and mentioned the importance of taking such trips. However, it is worth mentioning that only two students from the same school stated that they do take educational trips while three students said they have never taken a trip related to Sesotho praise poems. This implies that those students were not telling the truth; they just wanted to impress the researcher.

Table 4.3.2: Teachers' responses and students' responses on whether they conduct research before teaching-learning Sesotho praise poems.

a)Teachers' responses	Reasons	No	%
Yes	The syllabus indicates that research should be conducted.	6	100%
No	-	-	0%
Total		6	100%
b)Students' response	**Reasons**	**No**	**%**
No	Students are not given an opportunity to conduct research.	13	83.3%
Yes	They remember what they have researched because they have done it by themselves	2	16.7%
Total		**15**	**100%**

The table above shows that six teachers (100%) said that they conduct research before teaching Sesotho praise poems because the syllabus indicates that they shouldhelp them gather more information before they teach. Findings on the part of the students show that thirteen students (83.3%) do not conduct research on Sesotho praise poems because they are never given that opportunity by their teachers. However, few students (16.7%) state that they conduct research because it helps them to get some information beforehand which helps them understand during lessons.

Generally, the findings show that all teachers make research but they do not allow the students to research on Sesotho praise poems. The information from teachers and students do not tally because few students say that they conduct research while teachers say that they never allow students to do so.

Table 4.3.3: Teachers' and students' responses on whether they dramatize some parts of Sesotho praise poems

a)Teachers' responses	Reasons	No	%
No		4	66.7%
Yes	It helps students to observe that praise poems are a living tradition, not something which is taught at school only. They would not forget easily.	2	33.3%
Total		6	100%
b)Students' response	Reasons	No	%
No	They are not given a chance to dramatize.	10	83.3%
Yes	It helps us to remember what we have done.	5	33.3%
Total		**15**	**100%**

The table above shows that student participants (83.3%) do not dramatize some parts of Sesotho praise poems because they are not given a chance to dramatize. Five student participants (33.3%) said that they dramatize some parts of Sesotho praise poems because dramatization helps them to remember what they have done in class.

On the part of teachers, four teachers (66.7%) argued that they do not dramatize some parts of Sesotho praise poems. However, two teachers (33.3%) said that they dramatize some parts of Sesotho praise poems so as to let the students observe that praise poem is a living tradition which is not only taught in school. Againmost of the teachers do not give their students chance to dramatize some parts of Sesotho praise poems.

Therefore, this means most of the students are not given a chance to dramatize while most of the teachers stated that they do not dramatize. Few teachers claimed that students dramatize some parts of Sesotho praise poems.

4.3.4: Teachers' responses on whether teachers invite guest speakers so as to discuss and demonstrate to students about Sesotho praise poems

a)Teachers' responses	Reasons	No.	%
No	The school does not sponsor the activity by financing a guest speaker.	6	100%
Yes		0	0
	Total	6	100%
b) Students' responses	**Reasons**	**No.**	**%**
No	Our teachers do not invite guest speakers. We just heard that it was done long ago before we came to school.	15	100%
Yes		0	0
Total		**15**	**100%**

The table above shows that all teachers (100%) do not invite guest speakers because their schools cannot finance the guest speakers. In the same way, fifteen students (100%) said that their teachers do not invite guest speakers; they just heard that it was done long ago before they joined that school.

The results show that generally, all teachers do not invite guest speakers for students to discuss and demonstrate on Sesotho praise poems.

4.3.5: Teachers' and students' responses on whether students compete in groups when learning Sesotho praise poems

a). Teachers' responses	Reasons	No.	%
No	We are not aware that they could follow as it is a difficult kind of Literature.	4	66.7%
Yes	It helps them to work hard to achieve the best in poems.	2	33.3%
	Total	6	100%
b)Students' responses	**Reasons**	**No.**	**%**
No	We are not aware that they could compete in Sesotho praise poems.	10	66.7%
Yes	This helps us to remember some parts of the poems that we compete on.	5	33.3%
Total		**15**	**100%**

The table above shows that four teachers (66.7%) do not make students compete in groups because they are not aware that they would follow as poetry is a difficult kind of Literature. However, two teachers (33.3%) said that students in their school compete in different groups according to their streams because that helps them to work hard to achieve the best in poetry.

Ten students (66.7%) said that they do not compete in Sesotho praise poems because they are not aware that they could compete in such poems. Five students reported that they compete in groups because that helps them to remember some parts of the poems that they have competed on.

The results reflect that most of the teachers and students indicate that students do not compete on Sesotho praise poems. Few teachers' and students' responses imply that students compete on some parts of Sesotho praise poems.

Table 4.3.6: Teachers' and students' responses on whether teachers improvise teaching-learning materials

a). Teachers' responses	Reasons	No.	%
No	That will be wasting time for teaching	5	83.3%
Yes	Helps students of different abilities to learn effectively.	1	16.7%
	Total	6	100%
b) Students' responses	Reasons	No.	%
No	We are not given the opportunity; our teachers just read their notes to us.	10	66.7%
Yes	This helps us to remember what we have done even after some time.	5	33.3%
Total		**15**	**100%**

From teachers' responses it is shown that most of the teachers (83.3%), do not improvise the teaching-learning materials because they are saying that will be wasting students' time for learning. One teacher (16.7%) stated that improvising teaching-learning materials helps students with different abilities to learn effectively.

On the part of the students, data shows that ten students (66.7%) do not improvise materials because they are not given that opportunity by their teachers. Their teachers just read their notes and they (students) take notes. Five students (33.3%) reported that they improvise materials for learning Sesotho praise poems because such help them to remember what they have done even after a long time.

From the students' and teachers' responses, it is clear that most of the teachers and students do not improvise their own materials for teaching-learning. Only few teachers and few students make their own materials.

Table 4.3.7: Teachers' responses on whether teachers team-teach in their schools.

Teachers' responses	Reasons	No.	%
Yes	We help one another if there is a problem. We supplement where information is lacking.	4	66.7%
No	We need to teach our own students.	2	33.3%
Total		6	100%

The table above shows that four teachers (66.7%) practise team-teaching in their school if there is a problem. They supplement information if necessary. Two teachers (33.3%) stated that they do not team-teach in their schools when teaching Sesotho praise poems because they need to teach the classes allocated to them.

This is saying that most of the teachers interviewed do practise team-teaching while only few said that they do not work as a team.

4.4: Summary

The chapter presented data analysis and discussed themes that emerged from the data. The data analysis and interpretation were presented through the use of tables. The next chapter will present conclusions and recommendations based on the findings from previous chapter in order to support the reviewed related literature.

CHAPTER FIVE

CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

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

5.1 Discussion of the findings

This chapter relates the findings with the reviewed literature to confirm the findings that are put forward. It addresses whether teachers understood or are aware of the factors that contribute to the students' poor performance in teaching-learning Sesotho praise poems, teachers' and students' attitudes towards teaching-learning Sesotho praise poems and the strategies that can be used to enhance teaching-learning of Sesotho praise poems.

5.1.1: Research question one: What are the factors that contribute to the students' poor performance in Sesotho praise poems in JC examinations?

Based on the data collected, the findings reflect that most teachers regard shortage or absence of teaching-learning materials, irrelevant methods of teaching, administration of the school and nature of examinations, lack of competence in poetic language asfactors contributing to the students' poor performance in teaching-learning Sesotho praise poems.

In the literature review,Dunimy and Sohnge (1980), Khati (in Moletsane,1985), Wagana (1988),Lwinin(Policy Declaration Seminar by principal secretary of the Ministry of Education in Burma, 1988) and Setoi (1989)supported all the information given as factors contributing to students' poor performance in Sesotho praise poems.

Data collected from teachers and students as well as the reviewed literature was the same because most of the teachers claimed that the students' poor performance in teaching-learning Sesotho praise poems was caused by the factors that were discussed in the literature. Five factors were discussed in literature review and most of the teachers agreed with at least four factors.

They negated one factor of lack of qualified teachers because they said all teachers are qualified Sesotho teachers. Therefore, the first research question which talks about factors contributing to students' poor performance in Sesotho praise poems is answered.

5.1.2: Research question two: What are teachers' and students' attitudes towards teaching-learning Sesotho praise poems?

It was suggested that teachers' and students' attitudes are factors that influence the way Sesotho praise poems are perceived. These factors are the following: the kind of attitudes they have regarding Sesotho praise poems, whether they like Sesotho praise poems or not, praise poems being the most difficult kind of literature and awarding students.

 Baker (1985) in Claudia (2011) stated that "attitude of the students to language is related to students' attitude to home language and cultural background." That is, if a language is spoken at home, the student from that home may actively perform well in that language. Therefore, students may practise and understand poetic language if it is spoken or practised at their homes.

The literature review correlate with the information given by teachers and students in that Gardener, (1985), Lockward (1994), Kennedy (1994), Ray (1999) and Claudia (2011) regard the information raised in the literature as the factors contributing to students' poor performance in Sesotho praise poems.

The researcher agrees with the attitudes that were discussed in the reviewed literature because the student learns more about particular subject if he or she develops positive attitudes towards that subject. For example, teachers who introduced poetic language and teaching Sesotho praise poems from Form A up to Form C have motivated their students in learning Sesotho praise poems, unlike students who are forced to learn the poems when examinations are approaching.

The literature discussed mentioned four attitudes teachers and students have towards teaching learning Sesotho praise poems. The research question two which asks about the kinds of attitudes teachers and students have towards Sesotho praise poems is answered. Both teachers' and students' responses merge on the attitudes displayed in teaching-learning Sesotho praise poems.

5.1.3: Research question three: What are the strategies that can be used to enhance teaching-learning of Sesotho praise poems in JC Examinations?

When dealing with the strategies that can be used to enhance teaching-learning Sesotho praise poems, it was observed that most of the teachers applied question and answer method in teaching-learning Sesotho praise poems.

The literature suggested different strategies of teaching-learning Sesotho praise poems of which teachers knew about their importance in learning but they do not apply them in their teaching-learning process. The literature highlighted seven methods of teaching-learning Sesotho praise poems but only two were applied by teachers.For instance, teachers conducted a research and invited a guest speaker for them to give more information and clarification on Sesotho praise poems.

Taylor and Sorenson (1961), Khati (in Moletsane, 1985), Junior Sesotho Secondary Syllabus (2002) and Briallian and Kazuyoshi (2011) suggested the strategies that teachers and students could employ when teaching-learning Sesotho praise poems in their classrooms. The researcher aligns herself with the strategies that were discussed in the literature because they had answered the research questions on the strategies that could be used to enhance teaching-learning of Sesotho praise poems. Such strategies could help the students to remember what they have learned. The research question on strategies used to teach and learn Sesotho praise poems is answered because teachers and students are aware of the different strategies and their importance in teaching-learning even though they do not apply them.

5.2: Highlights of the surprise findings

It was surprising to realize that teachers know different strategies that could be employed to enhance teaching – learning of Sesotho praise poems and yet they do not apply them. They even know the importance of such strategies.

The researchers also realized that some of the teachers are bored by Sesotho praise poems; as a result, they fail to motivate students in teaching and learning Sesotho praise poems. They lack the skills of delivering the message to the students because they are not competent in poetic

language. They even claim that praise poems should be taught by elderly teachers not young teachers.

It was also surprising to learn that some teachers do not take their time to teach Sesotho praise poems. They just give notes to students without allowing them chance to practise the poems.

Furthermore, it was surprising that some teachers are not true to their professional ethics because they claimed that they took educational trips with students, but one learned that the information they provided did not tally with the students' information. The students said that they have never taken educational trips or heard about former students taking such trips to anywhere.

It was also surprising to learn that students who are doing history in their schools perform well in Sesotho praise poems.

It was surprising again that those teachers are aware that unwillingness to teach Sesotho praise poems affect students' performance in Sesotho because they will lose marks allocated for Sesotho praise poems. This means that they need to try by all means to be positive so that they may influence and motivate the students in learning Sesotho praise poems.

It was also surprising that some teachers do not consult Sesotho syllabus to check some strategies that could be applied in teaching Sesotho praise poems. They just rely on handout that they receive from Sesotho teachers' Association workshops.

5.3: Value of the study

With availability of this study, the teachers would be aware that they should be positive towards teaching Sesotho praise poems so that their students would also be interested in learning the poems.

The teachers would also recognize that different methods of teaching-learning Sesotho praise poems should be employed to help students learn in different ways as they are different individuals.

The school administrator would be aware that they are bound to support Sesotho praise poems like other subjects so as to encourage Sesotho teachers.

The curriculum designers would also be aware that most of the teachers do not apply different methods of teaching Sesotho praise poems, so they would follow up teaching-learning practices to make sure that what is suggested is put into practice at schools.

The Sesotho Association will conduct the workshops to train teachers on how to help students with Sesotho praise poems so that they would be interesting like other subjects.

5.4: Areas for further study

It would be of great importance if research could be carried out on how teachers as facilitators should implement strategies that can enhance teaching and learning of Sesotho praise poems.

5.5: Conclusion

The researcher found out that most of the teachers know about the factors that contribute to the students' poor performance in teaching-learning Sesotho praise poems. They are also familiar with different strategies that could be employed in teaching Sesotho praise poems but they do not apply them to enforce students' learning. Most of the teachers know the importance of using those different strategies and how they would benefit the students in their learning.

The researcher also found that the attitudes that teachers have towards Sesotho praise poems play a critical role in students' learning in that they are influenced by their teachers' negativity in poems.

In addition, the language used in praise poems is far different from the language used in every day communication as a result the students have hard time trying to understand the language, hence they get bored in the process.

5.6: Recommendations

Curriculum designers should hold workshops for Sesotho teachers so as to help them with strategies that will help them to teach Sesotho praise poems effectively.

Curriculum designers should visit schools to observe how teachers teach Sesotho praise poems and offer guidance if needed.

Teachers and administration of the schools should meet regularly to discuss the importance of teaching-learning Sesotho praise poems. They should enforce the teaching-learning of poetry. Again, administration of the school should finance all activities related to Sesotho praise poems.

5.7: Summary

This chapter has looked into discussion of the findings, highlights of the surprise findings, value of the study, areas for future research, conclusions and recommendations.

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APPENDICES

APPENDIX A1

QUESTIONNAIRE FOR TEACHERS

The questionnaire is designed to investigate the factors that contribute to the students' poor performance in Sesotho praise poems in Junior Certificate Examination in three Maseru Central Secondary Schools.

BACKGROUND INFORMATION

Gender: MALE _____   FEMALE _____

AGE _____ years

Subject teacher _____

Experience _____

Tick the correct statement in each box

1. **Teacher's and students' responses factors contributing to the students' poor performance in Sesotho praise poems in J.C Examinations.**

Statements	Strongly agree	Agree	Undecided	Strongly disagree	Disagree
(a) There is a shortage or absence of teaching-learning materials in Sesotho praise poems.					
(b) There is lack of qualified teachers teaching Sesotho praise poems in schools.					
(c) Administration of the school and nature of Examinations are contributing factors to students' poor performance					
(d) There is lack of motivation in teaching-learning Sesotho praise poems.					
(e) Students lack poetic language.					

(f) Teachers use irrelevant methods of teaching Sesotho praise poems.					

Thank you for your participation.

2. Kinds of attitudes that teachers and students have towards Sesotho praise poems.

Statement	Strongly agree	Agree	Undecided	Strongly disagree	Disagree
(a) Teachers have positive attitudes towards Sesotho praise poems.					
(b) Students have positive attitudes towards Sesotho praise poems.					
(c) Teachers and students so not like Sesotho praise poems.					
(d) Teachers and students regard Sesotho praise poems as the most difficult kind of literature.					
(e) Teachers award students when they have performed well in Sesotho praise poems.					

Thank you for your participation.

3. **Different strategies that can be used to enhance teaching-learning of Sesotho praise poem**s.

Statement	Strongly agree	Agree	Undecided	Strongly disagree	Disagree
(a) Teachers and students take an educational trip to visit some places related to Sesotho praise poems.					
(b) Teachers and students conduct a research before teaching-learning Sesotho praise poems.					
(c) Students dramatize some parts of Sesotho praise poems.					
(d) Teachers invite guest speaker for students to discuss and demonstrate Sesotho praise poems.					
(e) Students compete in groups when learning Sesotho praise poems.					
(f) Teachers and students improvise teaching-learning materials for Sesotho praise poems.					
(g) Teachers practice team-teaching in their schools.					

Thank you for your participation.

APPENDIX A2

QUESTIONNAIRES FOR STUDENTS

QUESTIONNAIRE FOR STUDENTS

The questionnaire is designed for students to investigate the factors that contribute to the students' poor performance in Sesotho praise poems in Junior Certificate Examination in three Maseru Central Secondary Schools.

BACKGROUND INFORMATION

Gender: MALE_____   FEMALE _____

Age: _____ years

Subject: _____

Tick the correct statement in each box

1. Students' responses on factors that contribute to the students' poor performance in Sesotho praise poems in Junior Certificate Examinations.

Statement	Strongly agree	Agree	Undecided	Strongly disagree	Disagree
(a) There is a shortage or absence of learning materials					
(b) There is lack of qualified teachers teaching Sesotho praise poems.					
(c) Administration of the school and the nature of Examinations are contributing factors to students' poor performance.					
(d) There is lack of motivation in learning Sesotho praise poems.					
(e) Students lack poetic language.					
(f) Teachers use irrelevant methods of teaching Sesotho praise poems.					

Thank you for your participation.

2. Kinds of attitudes that students have towards Sesotho praise poems.

Statement	Strongly agree	Agree	Undecided	Strongly disagree	Disagree
(a) Students have positive attitudes towards Sesotho praise poems.					
(b) Students do not like Sesotho praise poems.					
(c) Students regard Sesotho praise poems as the most difficult kind of literature.					
(d) Students are awarded when they have performed well in Sesotho praise poems.					

Thank you for your participation.

3. Different strategies that can be used to enhance the learning of Sesotho praise poems.

Statement	Strongly agree	Agree	Undecided	Strongly disagree	Disagree
(a) Students take an educational trip to visit some places related to Sesotho praise poems.					
(b) Students conduct a research before learning Sesotho praise poems.					
(c) Students dramatize some parts of Sesotho praise poems.					
(d) Teachers invite guest speaker so as to discuss and demonstrate Sesotho praise poems for students.					
(e) Students compete in groups when learning Sesotho praise poems.					
(f) Teachers practice team-teaching in your school.					
(g) Students improvise learning for Sesotho praise poems.					

Thank you for your participation.

APPENDIX B

INTERVIEWS SCHEDULE

The interview is designed to investigate the factors that contribute to the students' poor performance in Sesotho praise poems in Junior Certificate Examinations in three Maseru Central Secondary schools.

INTERVIEW FOR TEACHERS

1. **What are the factors contributing to the students' poor performance in Sesotho praise poems?**

    (a) Do you have teaching-learning materials for teaching Sesotho praise poems? If yes, how does it help in teaching, if not, why?

    (b) Do your students understand a poetic language? If yes, how does that help them in learning? If no, why?

    (c) Which methods do you mostly use to enhance teaching and learning Sesotho praise poems? Why do you prefer the method you have mentioned?

    (d) Do you award students who perform well in Sesotho praise poems? If yes, how? If no, why?

    (e) Do you get any support from the administration of the school in teaching and learning Sesotho praise poems, if yes, how? If no, why?

    (f) Do you have unqualified teachers teaching Sesotho praise poems?

2. What are teachers' attitudes towards teaching-learning of Sesotho praise poems?

(a)   What kind of attitudes do you have towards Sesotho praise poems?

(b)   Do you like Sesotho praise poems? If yes, how does help in teaching? If no why?

(c)   Do your students like Sesotho praise poems? If yes, how does that help them in learning? If no, why?

(d)   Is poetry the most difficult kind of literature? If yes, how is that so? If no, why?

(e)   Do you award students who perform well in Sesotho praise poems? If yes, how does it help in learning? If no, why?

3. What are the strategies that can be used to enhance teaching and learning of Sesotho praise poems?

    (a)   Do you take an educational trip with students to visit some places related to Sesotho praise poems? If yes, how does that help in learning? If no, why?

    (b)   Do you allow your students to conduct a research before learning Sesotho praise poems? If yes, how does it help in learning? If no, why?

    (c)   Do you invite a guest speaker to discuss and demonstrate to the students about Sesotho praise poems? If yes, how does it help? If no, why?

    (d)   Do your students compete in groups when learning Sesotho praise poems? If yes, how does it help in learning? If no, why?

    (e)   Do you improvise some cultural island in your classroom for learning Sesotho praise poems? If yes, how does it help? If no, why?

    (f)   Do your students dramatize some parts of Sesotho praise poems? If yes, how does it help? If no, why?

    (g)   Do you team-teach in your school when teaching Sesotho praise poems? If yes, how does it help? If no, why not?

INTERVIEWS FOR STUDENTS

1. **What are the factors contributing to the students' poor performance in Sesotho praise poems?**

   (a) Do you have learning materials for learning Sesotho praise poems? If yes how does it help in learning? If no, why?

   (b) Do you understand poetic language? If yes, how does that help in learning? If no, why?

   (c) Which method does your teacher mostly use in teaching Sesotho praise poems? Why?

   (d) Do you get any support from the administration of the school concerning Sesotho praise poems, if yes, how are you supported? If no, why?

   (e) Are your teachers' qualified Sesotho teachers?

2. What are students' attitudes towards learning Sesotho praise poems?

(a) What kind of attitudes do you have towards Sesotho praise poems?

(b) Do you like Sesotho praise poems? If yes how does it help in learning? If no, why?

(c) Is poetry the most difficult kind of literature? If yes, how does it affect your learning? If no, why?

(d) Do your teachers award you when you have performed well in Sesotho praise poems? If yes how does that help in learning? If no, why?

3. What are the strategies that can be used to enhance teaching and learning of Sesotho praise poems?

(a) Do you take an educational trip to visit some places related to Sesotho praise poems? If yes, how does that help in learning? If no, why?

(b) Does your teacher allow you to conduct a research before learning Sesotho praise poems? If yes, how does it help in learning? If no, why?

(c) Does your teacher invite a guest speaker to discuss and demonstrate to the students about Sesotho praise poems? If yes, how does it help? If no, why?

(d) Do you compete in groups when learning Sesotho praise poems? If yes, how does it help in learning? If no, why?

(e) Do you improvise learning materials for learning Sesotho praise poems? If yes, how does it help? If no, why?

(f) Do your students dramatize some parts of Sesotho praise poems? If yes, how does it help? If no, why?

(g) Do you teachers practice team-teaching in your school? If yes, how does it help in learning? If no, why not?

RESEARCH DESIGN

Research questions	Summary of the key ideas from literature	Data collection	Data analysis. How will one analyze data on this question?
1. What are the factors contributing to students' poor performance in Sesotho praise poems in Junior certificate Examination?	• The shortage or absence of teaching and learning materials. • Lack of qualified teachers. • Administration and nature of examinations. • Lack of motivation in teaching and learning Sesotho praise poems. • Lack of poetic language. • Irrelevant methods of teaching Sesotho praise poems.	Questionnaires and interviews.	Use of frequency tables, percentages and interpretations.
2. What are the teachers' and students' attitudes towards teaching and learning Sesotho praise poems?	• Kinds of attitudes teachers and students have towards Sesotho praise poems. • Both teachers and students do not like Sesotho praise poems. • Poetry the most difficult kind of Literature. • Teachers award students who perform well in Sesotho praise poems.	Questionnaires and interviews	Use of tables, percentages and interpretations.

3. What are the strategies that can be used to enhance teaching and learning of Sesotho praise poems?	• Educational trips should be taken to visit some places related to Sesotho praise poems. • Conduct a research before teaching and learning Sesotho praise poems. • Dramatize some parts of Sesotho praise poems. • Guest speakers should be invited to discuss and demonstrate to the students about Sesotho praise poems. • Students should compete in groups when learning Sesotho praise poems. • Teachers and students improvise teaching and learning materials. • Teachers should practice team-teaching in their schools.	Questionnaires and interviews.	Use of tables, percentages and interpretation