NATIONAL UNIVERSITY OF LESOTHO

EXPLORING THE ALIGNMENT BETWEEN THE PRACTICAL ASSESSMENT OF DEVELOPMENT-STUDIES AND SELECTED SECONDARY AIMS: A MULTIPLE CASE STUDY

DISSERTATION

REFILOE MASUPHA

MASTER OF ARTS IN EDUCATION
201500554

SUPERVISED BY:

PROF. MOHAEKA RASELIMO

DECLARATION

I hereby declare that the work presented in this dissertation is my own work and where I have used the work of others, I have appropriately cited and referenced it.

Refiloe Jeanett Masupha   …………   ……….

Student number: 201500554   signature   Date

Certified by

Prof. Mohaeka Raselimo   …………   ……….

(Supervisor)   signature   Date

Certified by

Dr. Mahao   ………….   ……….

(Head of Department)   Signature   Date

ACKNOWLEDGEMENTS

Contents

Abstract

This study explored the alignment between practical assessments and the selected aims of secondary education. The aim of this research was to investigate the extent to which practical assessment in secondary education align with the desired educational goals, such as promoting critical thinking, fostering problem-solving skills, and cultivating real-world application of knowledge. Moreover, this study employed qualitative approach, where a case study was utilised to gather information from three high schools along with research designs that involved semi-structured interview and observations. Data was collected through document analysis of assessment material and interviews designed were used to collect information from nine (9) teachers. This study was underpinned by constructive alignment theory as a theoretical framework, and interpretivism paradigm was used.

The findings entailed that teachers' understand practical assessment as putting theory into practice for learners to acquire skills and be able to apply gained knowledge in life situations. Nonetheless, teachers compromise use of practical assessment in teaching of Development-studies because of lack of teaching materials and lack of knowledge and skills. However, through teachers' responses, practical assessment can be seen as a way of giving the subject a place in the Curriculum and Assessment Policy framework because of its practical nature. It is recommended that there should be education for Development-studies teachers through workshops whereby they will be equipped with knowledge and skill. Again, there should be enough teaching materials for teaching of Development-studies as well as creating enough time slots in the time-table for the subject. The research contributes to the existing literature on assessment practices by shedding light on the effectiveness and relevance of practical assessment in supporting the intended educational outcomes. Following this, the implications of the findings can inform curriculum development, instructional practices, and assessment strategies to enhance the alignment between practical assessment and the desired aims of secondary education. Ultimately, this study seeks to promote more meaningful and purposeful assessment practices that effectively contribute to learners' holistic development and preparedness for real-world challenges.

Keywords: *Development-Studies, Practical assessment, contextual factors, secondary education and constructive alignment.*

CHAPTER ONE

1.1.   Background

The socio-economic and political interaction through the process of globalization suggest that education has been influenced by globalization economy since 1990s era. On this light this, new economy necessitates a type of a learner that has acquired practical skills and values to allow them to be multi-skilled and innovative, a critical thinker, a problem solver both at school and in real life situations and lastly should be creative (Franker & Wellen, 2008). On this perspective, the innovation on educational reforms for the betterment of quality education worldwide has been imparted in relation to the learners' qualities as mentioned above.

Building on the foregoing postulations, Lesotho is also of no exception since it has been amongst the list of African countries which were alarmed about the issue of development in the years 1960s and 1970s when majority of them gained independence (Leotla, 2018). In particular, Lesotho was faced with problems such as; unemployment, increasing rates of HIV/AIDS as well as environmental degradation which were said to pose a threat to sustainable development (MoET, 2009). In this case, to prevent those problems, the best approach was to connect education with work through which learners with practical skills and values would also be produced.

It is on this perspective that, according to Ministry of Education and Training (2009) the Ministry released the policy statement for secondary education. The policy statement highlighted that, practical subjects should be included in the curriculum with the aim of enhancing the quality of education as well as preparing the learners to be able to solve societal problems; to have meaningful life as well as changing the society with uncertain employment prospects. As a result, Development-Studies as a subject was included among the list of practical subjects such as; Agriculture, Home-Economics and other technical subjects (Raselimo & Mahao, 2015).

Accordingly, Raselimo and Mahao (2015) assert that there had been a number of curriculum reforms that were attempted before, and among them, curriculum diversification reform was established in 1974. Through this reform, Development-Studies was introduced with the intention of accomplishing goals of self-reliance through education with production (Raselimo &

Mahao 2015). Additionally, Leotla (2018), affirms that the development-oriented curriculum was created with the inclusion of the following subjects; Development-Studies, Agriculture, Home-Economics as well as Woodwork. In elaboration, Mulenga (1990), clarifies that the afore mentioned subjects lie in their practical component with the potential to develop career skills among school learners. For this reason, Development-Studies is development-oriented as a practical subject and it also links practical work and theory (Leotla, 2018). Therefore, on the perspective of the mentioned point, this information strictly aligns with the policy statement.

The practical component of Development-Studies was designed to assist learners not only to learn about development but also to participate in development activities (Leotla, 2018). Thus, Ansell (2012) highlights that; Development-Studies curriculum contains practical activities. These are as follows: Firstly, food production; poultry production and vegetable growing. Secondly, school maintenance and improvement (tree planting, buildings and repairs). Thirdly, community works in the following areas; conservation, literacy as well as public health. This then reflects the importance of Development-Studies.

Moreover, Ministry of Education and Training introduced the current secondary integrated curriculum (MoET). Integrated curriculum was introduced in response to learners' activities which were aimed at; fostering a spirit of self-reliance, making learners more productive, developing problem solving and decision making skills as well as illustrating social and economic concepts (MoET, 2019).. Further, this curriculum was considered so as to also respond to the changing needs of the Lesotho Education (Moea, 2021). Thus, on this perspective, Development-Studies is intended in promoting education for sustainable development (Dambudzo, 2015).

According to Kurata, Selialia and Mokhetšengoane (2022), in 2019 the Ministry of Education and training (MoET, 2009) established Curriculum Assessment Policy (CAP, 2009). It was established with the aim of rescuing the negative impact of the Cambridge and Overseas Schools Certificate (COSC) curriculum which later in 2013 was substituted by the Lesotho General Certificate of Secondary Education (LGCSE) (Moea, 2021). As a consequence, the Curriculum Assessment Policy exit from the subject-oriented curriculum to a more learner-centred curriculum. Further, according to MoET (2009), explicitly contrasting COSC curriculum that concentrated more on learners being passive recipients of knowledge, CAP 2009 boosts learners'

empowerment with skills and knowledge to be able to solve their societal problems in life. Furthermore, MoET (2009) in its Curriculum Assessment Policy document gives learners an allowance to reflect on their daily practices to make the teaching and learning more relevant.

Following that, in consistent with Raselimo and Mahao (2015), the practical assessment policy which was introduced catered for all the learners with different abilities. As a result, more opportunities would be created for every learner to pass their final examination and follow their different career paths in different institutions. Thus, on the viewpoint of this information, the Development-Studies Grade ten syllabus identified the following assessment objectives for the subject; AO1 Knowledge with understanding, AO 2 Analysis and Evaluation and AO3 Investigation and Decision Making (MoET, 2020).

MoET (2020) maintain that from the above assessment objectives, the learners are expected to demonstrate knowledge and understanding of development terms, show awareness of development strategies and give examples of how they have applied. Further, they should be able to use their knowledge, understanding and skills along with a range of resources. They should also understand how a simple research exercise is planned and carried out. Thus, in this light, practical assessment components should be included to assess learners' understanding, critical thinking and ability to apply knowledge in real-world contexts.

It is worth noting that the Development-Studies syllabus calls for use of Practical assessment. On contrary, research shows that the Development-Studies syllabus is loaded with content hence teachers compromise some recommended constructivist approaches such as; projects, fieldwork and others (Lekhanya & Raselimo, 2022). As a result, teachers do not engage learners in practical activities to cover up the syllabus content and meet the demands to the external examiner (Lekhanya & Raselimo, 2022). In light of what has been stated, it can be concluded that Lesotho Development-Studies teachers profoundly depend on traditional methods of assessment such as written tests and examinations.

Therefore, this leaves a remaining question being, are these teachers not using the recommended constructivist approaches such as; projects and fieldwork because they lack understanding of practical assessment? In consideration of this unanswered question, it is worthy for research to be carried out regarding exploring teachers' understanding of the practical assessment and in

what ways do the teachers' understanding align with the selected aims of secondary education as stated in Curriculum and Assessment Policy 2009.

1.2. Statement of the problem

Although Development-Studies is intended to achieve goals of self-reliance as indicated by Raselimo and Mahao (2015), previous research informs that Development-Studies is not accomplishing such intended goals. It is assumed that perhaps Development-Studies teaching in schools is not consistent with the intended learning outcomes of the subject (Lekhanya & Raselimo, 2022). Further, according to Leotla (2018) Development-Studies teachers seem to use inappropriate teaching strategies and as a result, Development-Studies practical component has been declining. For instance, teachers explained that they use teaching approaches such as projects because they carry a small fraction of total marks in the final examinations (Lekhanya & Raselimo, 2022). Moreover, it has also been highlighted that, teachers claimed that their failure to teach using strategies that allow learners to acquire practical skills through active engagement is due to lack of resources (Lekhanya & Raselimo, 2022).

Building on the foregoing, with Development-Studies, within its syllabus document, there are a number of topics which would allow practical methods of teaching such as; practical projects, fieldwork and research where practical skills would be assessed. However, it appears that the Development-Studies syllabus is loaded with content hence teachers compromise some recommended constructivist approach such as; projects, fieldwork and others (Lekhanya & Raselimo, 2022). As a result, teachers do not engage learners in practical activities to cover up the syllabus content and meet the demands to the external examiner (Lekhanya & Raselimo, 2022). Thus, on the light of what has been deliberated on, it can be concluded that Lesotho Development-Studies teachers profoundly depend on traditional methods of assessment such as tests and examinations. For this reason, this kind of assessment practiced in Lesotho obliges only for administrative purposes and consequently, giving feedback on instruction and learning, is suffering (Tsilo, 2006).

Even though the studies conducted in Lesotho are limited, Tsilo (2006) researched on how assessment is done in one high school. Tsilo's (2006) study focused on finding out if that high school experienced traditional assessment or there were signs of changing into new ways of

assessment such as continuous assessment, coursework and performance assessment. It is worth noting that this study is worth doing because it will be done in different high schools with a particular focus on practical assessment. Therefore, this study pursues to explore the alignment between practical assessment in Development-Studies and the selected aims of Secondary Education and these aims according to Ministry of Education and Training (2009) are as follows: 3. Providing learners with advanced entrepreneurial, vocational and technological skills for the world of work and further studies. 7. Providing opportunities for learners to participate in activities promoting democratic principles, human rights and emerging issues in a society.

1.3. Purpose of the Study

The purpose of this study is to explore the alignment between practical assessments of Development-Studies integrated curriculum and desired curriculum goals 3 and 7 of secondary education.

1.4. Research Objectives

- To determine teachers' understanding about the practical assessment in teaching of Development-Studies.
- To investigate the frequently used practical assessment practices by teachers in teaching of Development-Studies .
- To investigate contextual factors that enable Development-Studies teachers to frequently use practical assessment.

1.5. Research Questions

Main research question

- In what ways are the practical assessment practices used in Development-Studies aligned with aims; 3 and 7 of secondary education as stated in Curriculum Assessment Policy?

Sub-questions
- What are teachers' understanding about practical assessment in Development-Studies?
- What are the frequently used practical assessment practices used by Development-Studies teachers in teaching the subject?
- What contextual factors enable Development-Studies teachers to frequently use practical assessment?

1.6. Significance of the study

This study will focus more on the practical assessment practices employed by teachers in the teaching and learning of Development-Studies in secondary level. As a result, it is hoped that this study will bring light and add an element to literature on the classroom assessment in the teaching and learning of Development-Studies. Further, it is hoped that this study will contribute knowledge in such a way that, teachers will be informed of the importance of the practical assessment practices being used in the teaching and learning of Development-Studies. Furthermore, teachers will be informed about other assessment strategies that would help enhance learners' performance in teaching and learning of Development-Studies so as to acquire practical skills as stated in the curriculum and assessment policy-2009.

CHAPTER TWO

2.0 Literature Review

This section gives a discussion on what Development-Studies is as a subject, its historical background and how important the subject is to the community. Further, practical assessment as a concept, the frequently used practical assessment techniques as well as the teachers' understanding of the practical assessment are discussed in relation to Development-Studies . Moreover, this section discusses the theory that underpins this study.

2.1 Historical background on Development-Studies

The emergence of Development-Studies according to Leotla (2018) is a debatable matter. Even though Leotla (2018) emphasises that it is a debatable matter, Harris (2005) asserts that Development-Studies emerged in political and intellectual context in the 1960s. Moreover, Sumner and Tribe (2008) affirm that in the 1950s and 1960s, Development-Studies came about because of the post-colonial period and decolonisation process. However, having mentioned that, Sumner and Tribe (2008) contradict that it is not clearly identified as to when Development-studies originated as an area of research or study.

In addition, the reason for it not being easy to identify its origin is because it has been traced both in post-colonial and colonial periods. Along similar lines, khoo (2015) maintains that Development-Studies developed around 1940s and around 1960s, it emerged as a discipline in developing countries as well as other countries which had colonial history. Further, Taylor (2017) state that Development-Studies was introduced in secondary schools in South Africa. Building on that, Rantlhoisi, (2018) reiterates that Development-Studies was made famous by the publication of Julius Nyerere in 1967, which talked about Education for Self-reliance.

According to Taylor (2017) the Education for Self-reliance became the foundation of education policy in Tanzania because of Julias Nyerere. As a result, Julias Nyerere who is a philosopher recommended that Self-Reliance activities should be included as part of the reform in the school curriculum. Further, Nasongo and Musungu (2009) stress that Nyerere as the president of Tanzania encouraged education for self-reliance with the objective of reflecting and sustaining national priorities aims and aspirations which was established on nationalist thought of education in Africa. More, Taylor (2017) affirms that Development-Studies as an innovation that was established at Swaneng Hill School in Botswana was taught in secondary schools and in higher

education in the 1960s. To clarify, Development-Studies was first named Civics and it was taught in Botswana with the aim of equipping learners with skills and be committed to take part in solving societal problems in that country (Taylor, 2017).

Following the information above, it is affirmed that all the studies which were taught in the classroom environment were then taught through practical productive work outside the classroom, that is, around the school as well as in the learners' communities and were known as 'Development Practical's (Taylor, 2017). On the perspective of the above information, I believe Development-Studies is being introduced in the school curriculum with the intention of transforming all schools' environment into productive learning areas and also teaching learners more about socialisation.

Accordingly, the subject was accepted by the University of Botswana, Swaziland and Lesotho Examination Council for the Junior Certificate examination because the syllabus was improved (Taylor, 2017). Following that, Development-Studies was then taught in secondary schools in the following countries; Lesotho, Swaziland, Zimbabwe and later Namibia as well as in other developing countries. Further, Taylor (2017) adds that, Development-Studies was adopted for Cambridge Overseas School Certificate examinations in 1991 in Namibia for it was introduced in 1990 after Namibia gained her independence.

In the same manner, Development-Studies was introduced in Lesotho as part of the curriculum diversification reform which was aimed at achieving self-reliance through education with production in 1980s era (Raselimo, 2010). Raselimo (2010) asserts that Development-studied was presented as part of the curriculum diversification reform because it has a practical component in it, which was perceived to have a potential to bridge the gap between the traditional and practical subjects. As put by Leotla (2018) many countries introduced Development-Studies with the intention of achieving self-reliance through education with production, that is, Development-Studies was made known to highlight the importance of manual work. As a result, Akoojee et al. (2005) affirm that manual work has had a long history in Lesotho because the young generation in Lesotho learned skills at the initiation school and from their elders in their different communities. On this account, having taken part in manual work, they acquired skills needed in the following; tools, spear and making hunting tools, hides and skin training as well as building and other skills relevant to agriculture (Akoojee et al., 2005).

In line with the mentioned point, Sanga (2016) highlights that in African continent, Development-Studies came about in the African tradition as "Matsema". This is because in the African tradition, people were forced to work together, everyone was a worker and they would not earn anything unless they work for it. In the 1970s and 1980s era, many African countries functioned through colonial education which was too theoretical and side-lining the practical feature that would help in preparing youth for their future to have productive careers (Leotla, 2018). According to Sanga (2016), in Nyerere's perspective, to respond to the weakness of colonial education, practical-oriented education had to be introduced so as to offer real solutions to the societal problems. Further, this kind of education would be work by everyone and the exploitation by none (Sanga, 2016).

2.2. Development-Studies

Development-Studies is a multidisciplinary field that aims to understand and improve the lives of the people in developing countries (Task Force, 2005). Additionally, it draws on a variety of disciplines, including economics, sociology, political science and anthropology, to examine issues such as poverty, inequality, and social and economic development (Molteberg and Begstrom,2000). This section will provide a brief overview of the definitions of Development-Studies and discuss the aims of teaching it.

2.2.1 What is Development-Studies?

Development-Studies is defined differently by different scholars. Mweit and van Wyk (2005) define Development-Studies is an inter-disciplinary subject for secondary school learners that includes different academic disciplines, namely; Economics, geography, History, Sociology, Political Social studies as well as Business studies. Building on that, Ministry of Education (2020) defines Development-Studies as a subject that looks at the changes in society that encourage or hamper human development. Additionally, it emphasises the interaction between economic, geographic, social and political processes.

Moreover, Task Force (2005) refers to Development-Studies as a multi and inter-disciplinary field of study that aims to understand social, economic, political, technological aspects of societal change, in developing countries. Therefore, I believe that Development-Studies can in short be defined as the knowledge and understanding of the world in which human beings live in. Further, it can be defined as an inter-disciplinary subject that also includes practical work. On the

basis of the given definitions, Development-Studies as an integrated subject is aimed at encouraging learners to take full responsibility in their learning as they are all given an opportunity to create their own understanding of development, apply critical thinking as well as using manual work in addressing development related problems (Leotla, 2018).

Development-Studies Association of Australia Development-Studies Association of Australia (2023) stresses that, Development-Studies is a multiple field of study taking development as its core concern. Molteberg and Begstrom (2000) add that, Development-Studies addresses actual societal problems and focuses on solving them. Additionally, MSA (2022) affirms that Development-Studies targets to tackle challenges that are faced by developing countries and come up with tactics to assist in alleviating poverty. Equally important, Mweti and van Wyk (2005) differentiates Development-Studies from other disciplines by highlighting that its focus is on the process and development's problems also allowing learners to part-take in the development of their communities and country as a whole.

Ministry of Education and Training (2004) state that Development-Studies is a practical subject in nature. Resultantly, learners have to be engaged in the learning process. Therefore, the teaching and learning of Development-Studies has to employ participatory approach where learners are bound to be engaged in collaborative learning such as; group-work and discussions, role-play, debate, quizzes and competitions, simulation games, mini-researches, as well as individual learning tasks (Leotla, 2018).

Another important point to highlight is that, Leotla (2018) declares that Development-Studies as a multi-disciplinary subject encompasses of other practical subjects such as; Agriculture, Economics, Geography, History, Sociology, Political Studies, Business Studies, and anthropology. Development Studies Association of Australia (2023) supports that Development-Studies is an interdisciplinary subject that is co-constituted through other disciplines such as; International Relations, Environmental Humanities, Human Geography, Law, Gender, Decolonial and Postcolonial studies as well as other technical subjects.

Having highlighted that Development-Studies involves other various disciplines, Leotla (2018) also supports that, Development-Studies as a subject draws content from other courses and therefore giving it an opportunity to be taught world-wide. Thus, on the perspective of this

information, I believe that Development-Studies is given an opportunity to be taught in such a way that it responds and or addresses each country's needs. In addition, Development-Studies also encompasses of other practical subjects such as; Agriculture and Business-studies (Leotla, 2018). These could therefore, indicate that there could also be practical activities which can be encouraged within Development-Studies as a subject. As a consequence, Development-Studies could play a very vital role in assisting the learners to understand development in all aspects as well as taking part development activities around them.

2.2.2 What are the aims of teaching Development-Studies?

The definitions of Development-Studies as subject indicated that, Development-Studies is an integrated subject hence it aims at developing learners in all dimensions of life. Therefore, on this account, the subject Development-Studies encourages learners to fully take responsibility and participation in learning because they are allowed to construct their own understanding of the concept development. Further, according to Leotla (2018), learners are given an opportunity to apply critical thinking and using manual work in solving developmental problems. In addition to this, Botswana Ministry of Education (2002) affirms that, through learning Development-Studies, learners it is of expectation that learners also apply their practical and cognitive skills to solve developmental problems by participating in small practical activities in their communities and in their country as a whole.

Development-Studies is consisted of both theory and practice and therefore it equips learners with acquisition of knowledge and skills, value and development attitudes in all the three aspects of development namely; political, economic and social aspect (Namibia Ministry of Education, 2005). Thus, on this perspective, Sumner and Tribe (2008) express that the topics that are embedded in Development-Studies as a subject should be in line with developing issues within their country so as to deal with the developmental problems that country is faced with. I believe therefore that there should be various productive practical activities paired with theory for learners to develop different practical skills. Leotla (2018) stresses that the theory should also be converted into practice so as to help learners acquire both knowledge and practical skills. Along similar lines, Ministry of Education and Training (2004) asserts that, with Development-Studies, it is of expectation that learners should know the theory and with the knowledge from that taught

they should put it into practice and take full participation developmental activities within their communities even at school.

According to Mweti and van Wyk (2005), learners should work in smaller groups rather than in large groups. In other words, there should be constructive learning in Development-Studies, where learners will learn and work collaboratively in productive practical activities such as; group-work and discussions, role-play, debate, projects, field work, quizzes and competitions, simulation games, mini-researches, and individual learning tasks (Ministry of Education and Training, 2004). Leotla (2018) highlights an important point that, the activities like those ones are specially planned to promote the spirit of self-reliance so that learners can be productive. Having been able to develop such activities for learners in Development-Studies, the reform which stated that, Development-Studies was introduced with the intention of accomplishing goals of self-reliance through education with production (Raselimo and Mahao, 2015) will be achieved together with its aims.

2.3 Practical Components of Development-Studies

According to Ansell (2013), Development-Studies curriculum contains practical activities such as community development work in the following areas; conservation, public health and literacy. Such practical activities may include; vegetable growing, pig and poultry production (all these may be referred to as food production). Leotla (2018) further affirms that, the Development-Studies activities also contains activities such as school maintenance and improvement (repairs, buildings, tree planting). As a result, the practical component of Development-Studies designation is intended to help learners to part-take in developmental activities not to learn about Development-Studies and acquire abstract knowledge only.

Building on that, Leotla (2018) further illustrates that in the education system, the importance of practical components has been highlighted particularly in Lesotho's educational policy reforms. Seotsanyane (2003) adds that development activities such as; gardening, couture as well as road repairing emphasises more on learners' involvement in development activities. As a result, the policy is aimed at shifting from that primitive passive way of learning to participatory way of learning.

Another important point to highlight is that, the practical component of subjects mainly contributes in assisting learners to be able to produce goods for the local market, which in return increases the country development through the economic aspect because the economy of the country is increased though in a least scale (Leotla, 2018). As a result, Development studies as an integrated subject translates theory into practice and expresses itself in education with production. Therefore, Dike (2009) maintains that, vocational and technical education is intended to advance work-related skills thus equipping learners with skills that will assist them to live, learn and work as productive citizens. On this perspective, I believe Development-Studies as a practical subject is aimed at equipping learners with different skills such as; problem-solving skills, social and cooperative skills, critical thinking skills but to mention a few. Accordingly, there has to be a number of practical assessments employed in the classroom environment.

Leotla (2018) highlights that the practical component in Development-Studies is considered as an effort to relate education of life with the one offered in schools by many societies. In support of this, Dumont (2017) affirms that teaching people, that is learners, manual work gives them an opportunity to participate in the practical application of abstract knowledge and allowing them to use their hands so as to improve their skills and therefore finding and or making it easier for them to understand. Moreover, White (2014) supports that having learners being trained all practical duties will help them be useful members of the community with an education gained from the classroom. Therefore, on the basis of this information, it can be assumed that, having various practical components in Development-Studies, different concepts from the syllabus may be covered. Further, different practical components may also assist in achieving the selected aims of secondary education as prescribed by MoET (2009) in its Curriculum and Assessment Policy. Overall, having applied different practical components will help learners to acquire practical skills, as it has been indicated that Development-Studies is one of the practical subjects (Raselimo and Mahao, 2015). Overall, it has been indicated, the practical component of Development-Studies designation was intended to help learners part-take in developmental activities and acquire different skills not to learn about Development-Studies and acquire abstract knowledge only.

2.4 The Role of Development-Studies in the society

As a development-oriented subject in nature, it is of expectation that Development-Studies as a subject in secondary education should change people's lives for the better. Thus, on this perspective, a question stands, does Development studies really serve that purpose to the society in Lesotho? According to Ministry of Education Botswana (2002), Development-Studies should provide not only for the acquisition of skills needed for economic, scientific and technological advancement but also for development of cultural and national identity as well as the process fixing of attitudes and values which foster respect of oneself and for others. Therefore, basing myself on the above point, I believe that Development- studies should hang on to the all-round development of the individual.

2.5 What is Practical Assessment in Development-Studies?

Development-Studies is a multidisciplinary field that examines the social, economic and political factors that contribute to the development of societies (Task force, 2005). Ministry of Education Namibia (2007) further illustrates that, Development-Studies as a subject involves the study of theories and practices of development, including issues such as poverty, inequality, environmental degradation and conflict. As result, practical assessment is an essential component of Development-Studies as it enables learners to apply theoretical concepts to real-world situations. This section discusses practical assessment in Development-Studies as a subject and its vital role in teaching of the subject.

According to Moon (2004), practical assessment is essential in secondary education as it promotes active learning which enhances learners' understanding of theoretical concepts. Hence, active learning which refers to learning through doing (Settles, 2009), is key to practical assessment in Development-Studies. On this light, practical assessment encourages learners to apply their knowledge and skills to the real-world situations, which enhances their understanding of theoretical concepts. In addition, practical assessment allows learners to receive feedback on their performance, which helps them to identify areas of improvement.

Feedback from practical assessments is usually more specific and detailed than feedback from traditional assessments that is; continuous and summative assessment, as it focuses on the learners' performance in a specific task. Thus, this feedback is valued to learners because it helps them to identify their strengths and weaknesses and develop strategies to improve performance.

In line with this information, Tsilo (2006) supports that the practical activities makes it easy for the teacher to be able to assess the learners' performance skills.

Practical assessment in Development-Studies can take various forms, including case studies, fieldwork, as well as group projects. On this light, it would be necessary to briefly explain each form. To begin with, case studies involve learners analysing real-world scenarios and developing solutions to the identified problems based on theoretical concepts Wilson (2005). Further, fieldwork involves learners conducting research in the field and applying theoretical concepts to real-life situations (Moriarty, 2017). Furthermore, Lim and Choong (2019) expresses that group projects involve learners working together to develop solutions to real-life developmental problems.

However, practical assessment in Development-Studies also poses some challenges to both learners and teachers. One of the challenges is lack of resources for fieldwork and research because they both require resources such as funding, transportation and access to data which may be difficult to obtain in some settings. Another challenge is the ethical implications of conducting research in development settings, such as issues of power, representation and consent as well as time consuming. For example, as presented in the Development-Studies syllabus, research as one of the practical activities that would be used to assess practical skills on learners (ECoL, 2018). However, teachers only find a short cut to teach its basics only but theoretically not following the correct route to teach practically.

Another challenge in practical assessment in Development-Studies is the subjective nature of assessments. Therefore, they require teachers to assess learners' performance based on subjective principles, such as creativity, innovation, and problem-solving skills. On this perspective, this subjectivity can lead to inconsistency in grading, which may be a challenge for both learners and teachers. Practical assessment is, as a result, a very important component of Development-Studies to apply theoretical concepts to real-life situations. Further, it allows learners to demonstrate their understanding of theoretical concepts by applying them to real-world scenarios. Through practical assessment, instructors can evaluate learners' liability to think critically, analyse problems as well as developing solutions. It is worth noting that, practical assessment in Development-Studies also promotes active learning, as learners are required to engage in the learning process actively.

2.5.1 Advantages of Practical Assessment

There are several advantages to using practical assessment in teaching of Development-Studies in a classroom. According to Wiliam (2011) practical assessment can be more engaging and motivating for learners as it provides them with a chance to put learning into practice and see the real-world applications of their knowledge, which aligns well with aims Development-Studies. Further, Hattie (2008) stresses that practical assessment provides more accurate picture of learners' skills and knowledge as it allows for the assessment of a range of different skills, such as problem solving, critical thinking as well as communication skills and these are the skills emphasised by the Curriculum and Assessment Policy 2009 (MoET, 2009). Moreover, Hattie emphasises that practical assessment can be more efficient than written tests as it can provide feedback more quickly.

2.5.2 Forms of practical assessments

In the field of education, there are many different forms of practical assessment. Practical assessment is any type that involves learners demonstrating their knowledge and skills through hands-on activities rather than traditional written tests (MoET, 2009). There are different forms of practical assessment such as; fieldwork, practical project and case-studies which are frequently used in teaching of Development-Studies and all these will be discussed in this section.

2.5.2.1 Fieldwork

Fieldwork assessment involves learners undertaking research or practical work in the field, enabling them to apply theoretical concepts to practical situations (Moriarty, 2017). Building on that, field work is issues-based; this is the type of fieldwork in which learners inquire about social issues such as HIV/AIDS, crime, poverty and employment among others (James, 2018). In other words, fieldwork is not always about observing physical geographical phenomena but social issues as well.

On this perspective, according to Ministry of Education and Training (2020), the end of level objective three from grade 10 Development-syllabus states that by the end of the lesson, learners should be able to analyse social issues in relation to poverty and development can be taught both theoretically and practically. As a result, all the topics and concepts under the mentioned objective can also be conducted through fieldwork as practical assessment and achieve core

competences such as problem solving, collaborative and cooperation as well as critical skills as prescribed by MoET (2009) in its Curriculum and Assessment Policy.

Another important point to highlight is that, field work assessment provides learners with the opportunity to develop practical skills and gain real-world experience in Development-Studies. According to Oxfam (2020), fieldwork assessment can enhance learners' learning experiences and enable them to understand the challenges and complexities of development work. With the background from MOET (2019), fieldwork or filed studies are used to solidify the link between the subject matter of development-studies as well as investigation methods that it is related to. Further, with fieldwork, learners are given the opportunity to observe, experience, reflect-on and to draw conclusions (MOET 2019).

Moreover, Ministry of Education and Training (2019) affirms that, fieldwork is socially important in the sense that it provides social inclusion whereby all learners, regardless of their background are part of the action. Building on that, it appears that during fieldwork, learners engage with each other through discussions which may involve collaborative/cooperative learning. In this manner, learners become active participants which make them to be invested in their own learning (Ministry of Education and Training, 2019). Thus, Development-studies as a practical subject should include practical activities such as fieldwork so that collaborative and co-operation skills will be achieved as it has been stated in the Curriculum and Assessment Policy (2009) that such core competences highlights the capabilities that all learners should acquire as they go through the education system at different levels.

2.5.2.2 Practical Project

Taking consideration of Ministry of Education and Training (2004), Development-Studies is a learner-centred subject in nature hence learners should be involved in learning of the subject. On this light, there should be effective teaching and learning of the subject whereby teachers use participatory approaches that allow learners fully participate in activities such as: cooperative group-work and discussions, role-play, debate, quizzes and competitions, simulation games, mini-researches, and individual learning tasks.

On the account of the information above, it is believed that one of the most frequently used practical assessment practices in Development-Studies is project-based assessment. Further,

project-based assessment involves learners working on a project that requires them to apply theoretical concepts to real-world situations. According to Lim and Choong (2019), project-based assessment provides learners with the opportunity to develop critical thinking and problem-solving skills, promoting active learning and engagement in Development-Studies.

2.5.2.3 Case-studies

Case study is another frequently used practical assessment practice in Development-Studies. On this account, case study analysis involves learners analyzing a real-world case-study, applying theoretical concepts to analyse and evaluate the case-study (Bamber & Mupedziswa, 2015). Additionally, case study analysis provides learners with the opportunity to develop analytical skills and gain practical knowledge of Development-Studies. According to Wilson (2005), case study analysis can promote effective assessment practices by providing learners with the opportunity to apply theoretical concepts to real-world situations.

2.5.2.4 Simulation

The simulation assessment is another frequently used practical assessment practice in Development-Studies. It involves learners undertaking stimulated practical tasks that replicate real-world situations (Bently & Kydd, 2012). In addition, it provides learners with the opportunity to develop practical skills and knowledge application in a controlled environment. According to Cavanagh et al. (2016), simulation assessment can promote active learning and engagement in Development-Studies by enabling learners to see the relevance and applicability of theoretical concepts to practical situations.

To summarise, practical assessment is an important tool for assessing learners' learning in Development-Studies. Project-based, fieldwork, case study analysis as well as simulation assessment are the frequently used practical assessment practices in Development-Studies. In addition, these practices provide learners with the opportunity to apply theoretical concepts to real world situations, enabling them to develop critical thinking, problem-solving, analytical and practical skills as stated by MoET (2009) in its Curriculum and Assessment Policy of 2009. Thus, on this perspective, it is necessary to incorporate these practical assessment practices into the teaching and learning process to enhance learners' learning experiences in Development-Studies.

2.6 Teachers' Understanding on the role of Practical Assessment

In the opinion of Harris and Adams (2007) it is important for a teacher to have a clear understanding of the learning process. On this account, teachers' understanding of practical assessment is said to be crucial in promoting effective teaching and learning in Development-Studies. For Lim and Choong (2019), teachers' understanding of practical assessment is critical in promoting learners' learning experiences in development studies. Further, they argue that teachers who understand the purpose and methods of practical assessment can design and implement effective assessment tasks that align with learning objectives and provide feedback that enhances learners' learning experiences.

Furthermore, practical assessment has numerous benefits in promoting effective teaching and learning in Development-Studies. Firstly, it provides students with the opportunity to apply theoretical knowledge to practical situations (Cavanagh et al., 2016). In the same vein Leotla (2018) affirms that Development- Studies' teachers understand the role of practical assessment in relation to teaching of the subject as putting theory into practice with the intention of being self-reliant and be able to provide for themselves. In line support of this information, Raselimo and Mahao (2015) content that Development-Studies' primary focus is to accomplish the aim of self-reliant goals.

Besides balancing theory with practice, Leotla (2018) indicates that most teachers understood practical assessment as acquisition of variety of practical skills. This means that, learners should be taught theory then it should be converted into practice for learners to be able to acquire different practical skills. This is line with Cavanagh et al. (2016) through the emphasis that practical assessment enables learners to develop practical skills such as critical thinking and problem-solving skills. For instance, Leotla (2018) conducted a study on practical project and found that practical project is simply a way of transferring knowledge into practice with the aim of acquiring skills that can be applied in real life situations. Thus, by the end of such activity, learners develop practical skills.

Cavanagh et al. (2016) specify that practical assessment promotes active learning and engages learners in the learning process, enhancing their motivation and interest in Development-Studies. Taking for instance, engaging learners in practical activities such as practical projects as indicated in the study conducted by Leotla (2018). Moreover, it is believed that teachers

understand practical assessment as the application of knowledge gained. On this perspective, Dike (2009) asserts in his study that vocational and technical education is intended to advance work-related skills thus equipping learners with skills that will assist them to live learn and work as productive citizens. Dumont (2017) resonates that teaching people, especially learners; manual work gives them an opportunity to participate in the practical application of abstract knowledge and allowing them to use their hands so as to improve their skills and therefore finding and or making it easier for them to understand.

However, implementing practical assessment in Development-Studies can also present some challenges. Teachers may lack the necessary resources, equipment, and training to design and implement effective assessment tasks that align with learning objectives. On this account, Tsilo (2006) adds that most teachers if not all seem to be unwilling to use this assessment technique because they lack skills of how to conduct them or maybe it is due to lack of knowledge and understanding of proper assessment tools to be used.

On this light, it is very clear that teachers may also lack an understanding on these practical assessments hence they are very reluctant to employ them in their teaching and learning of different subjects and Development-Studies is no exception. Moreover, according to Tsilo (2006) the only two assessment techniques that seem to be most preferred by teachers are class exercises and assignments. Teachers use them regularly because they fully understand them and accordingly, they give all learners to do a little research on their own (Tsilo, 2006).

Assessing practical skills can be time-consuming and may require additional resources, making it difficult to implement effectively. On the same wavelength, Tsilo (2006) stresses that "More teachers appear to be hesitant to employ assessment or technique probably because they take time to plan and complete" (p: 62). Therefore, on this perspective it can be concluded that teachers often compromise recommended constructivist approach such as; projects, fieldwork and others (Lekhanya & Raselimo, 2022).

To address these challenges, several strategies can improve the implementation of practical assessment in Development-Studies. To begin with, providing teachers with adequate training on practical assessment methods can enable them to design and implement effective assessment

tasks that align with learning objectives. Secondly aligning assessment activities with the curriculum can ensure that they are relevant and meaningful to learners in Development-Studies.

In addition, according to Wilson (2005), curriculum alignment can promote effective assessment practices by ensuring that assessment tasks align with learning objectives and provide opportunities for learners to apply theoretical concepts to real-world situations. On this light, Raselimo and Mahao (2015) uphold that, there is an alignment between this new curriculum and the Lesotho's national needs and this may suggest that there might be success in the implementation of the policy. Even though there is a high possibility of success, it will only depend on the ability of the stakeholders which are involved in this curriculum's development (Selepe, 2016).

On the perspective of the given information, there needs to be a common understanding between curriculum developers, schools and the teachers for the educational policy to work out as a success. Lastly, providing teachers with the necessary resources, equipment, and support can enable them to design and implement effective assessment tasks that promote students' learning experiences in Development-Studies.

Moreover, with respect to the integrated curriculum, it that has been acknowledged that a learner is viewed as an active participant in a classroom environment and accordingly, there is a need to shift modes of assessment (Shepard, 2000). In relation to the mentioned point, Selepe (2016) adds that, assessment form must link with teaching nature and provide learners with an opportunity to persuade towards what instruction is aimed for. Having viewed this, it is assumed that this gives a clear explanation why Lesotho saw the need to transit in assessment. Therefore, there is a remaining question on how teachers understand the curriculum and assessment policy in terms of its prescriptions for classroom instruction and assessment in Development-Studies in Lesotho.

According to Tsilo (2006), the performance assessment which is normally used by teachers to measure the learners' capabilities and also put into practice the previous theoretical knowledge learned in the classroom seems to be not applied by many teachers. As a result, this may lead to learners not being able to acquire all the skills such as; problem solving skills, practical skills and critical skills as prescribed by MoET (2009) in its Curriculum and Assessment Policy.

In summary, teachers' understanding of practical assessment is critical in promoting effective teaching and learning in development studies. Therefore, employing practical assessment in development studies can present both benefits and challenges, requiring adequate training, resources, and support for its success. Further, strategies such as providing teachers with training, aligning assessment tasks with the curriculum, as well as providing the necessary resources and support can improve its application and promote learners' learning experiences in development studies. Thus, on this perspective, it is necessary to ensure that teachers have a clear understanding of practical assessment and are provided with the necessary support to implement it effectively in development studies.

2.7 Alignment of frequently used practical activities with aims of Secondary Education

The aim of Development-Studies as an interdisciplinary subject is to actually understand and address the difficulties of the worldwide development (Task Force, 2007). As a result, the subject has embedded a number of teaching approaches which are particularly aimed to address the aims of the subject. More importantly, teachers are encouraged to align their teaching with the aims of Development-Studies in order to achieve the aims of secondary education and improve learners' learning experiences**.**

Moreover, it is believed that the alignment of the frequently used practical activities with the aims of secondary education is essential for making sure that learners learn what they are supposed to learn. For that to be accomplished, assessment approaches, learning objectives as well as teaching methods must closely be aligned to support one another (Hwa et al., 2020). Such activities include; case-studies, projects, debates and or concept maps that can be used to assess different types of learning objectives.

According to Kim et al. (2019), to include the 21st century skills agenda into the education systems, the alignment between components of the system such as: curriculum, assessment and pedagogy is needed. This can only be accomplished if the mentioned three are coupled in order to support the learners' learning. In support of this, Zaur (2021) asserts that the major subject's components work in collaboration to ensure that learners achieve the desired learning goals. In line with the above information, to achieve the two selected aims of secondary education stated in CAP 2009 namely: Providing learners with advanced entrepreneurial, vocational and

technological skills for the world of work and further studies as well as Providing opportunities for learners to participate in activities promoting democratic principles, human rights and emerging issues in a society, there should be an alignment of teaching methods and assessment approaches.

However, if there is no alignment between, the goals, assessment and teaching methods, that can undermine both learners' motivation and learning because learners may spend time activities, assignments as well as assessments that do not lead to the targeted goals (Zaur, 2021) . Thus, to ensure that all the components align, teachers should use alignment matrix so as to ensure that everyone in the learning environment is aware of what is expected by the end of course.

2.8 Contextual factors that enable teachers to frequently use Practical Assessment

Practical assessment is a crucial aspect of teaching and learning in Development-Studies because it allows learners to apply theoretical concepts in real-world situations. Nonetheless, the effectiveness of practical assessment depends on various contextual factors that enable teachers to use it effectively in Development-Studies and these includes; teacher training, resources, curriculum alignment and community engagement.

To begin with, teacher training is a critical factor in enabling teachers to use practical assessment effectively in Development-Studies. Thus, training provides teachers with necessary knowledge and skills to design and implement practical assessment tasks that align with learning objectives and provide them with feedback that enhances learners' learning. Further, according to Adah (2019), inadequate training on practical assessment in Development-Studies can limit teachers' understanding of its value, leading to a limited implementation of it in the classroom.

Furthermore, according to Adah (2019), teacher training on assessment methods is essential in promoting effective teaching and learning in Development-Studies. In addition, Adah (2019) argues that training should focus on developing teachers' understanding of the purpose and methods of practical assessment, as well as providing them with necessary skills to design and implement effective assessment tasks that align with Development-Studies' learning objectives.

According to Newman et al. (2017) availability of resources is another critical factor that enables teachers to use practical assessment effectively in Development-Studies. In addition, the

resources such as equipment, materials, and technology enable teachers to design and implement assessment tasks that stimulate real-world development situations and enhance learners' learning experiences (Newma et al., 2017). Hence on this perspective, it can be argued that without adequate resources, teachers may be limited in their ability to design and implement practical assessment tasks effectively in Development-Studies.

Moreover, Black and Wiliam (1998) argue that resources such as technology, textbooks and equipment can enable teachers to design and implement assessment tasks that are in line with Development-Studies' learning objectives and provide opportunities for practical assessment in Development-Studies. Therefore, on this perspective, it is important to note that indeed the availability of resources is a vital factor in promotion of operative assessment practices.

Thirdly, curriculum alignment is another vital factor in enabling teachers to use practical assessment successfully in Development-Studies. Curriculum alignment ensures that assessment tasks align with learning objectives in Development-Studies and provide opportunities all learners to apply theoretical concepts to real-world development situations (Hambly & Sandhu, 2018). Therefore, on this light, it is worth noting that, without the alignment, assessment tasks in Development-Studies may not be excellently measure learners' learning outcomes leading to ineffective teaching and learning.

Another important point to highlight is that, curriculum alignment is said to be crucial in promoting effective assessment practices in Development-Studies (Hambly & Sandhu, 2018). Further, Wilson (2005) argue that alignment ensures that assessment tasks are relevant and meaningful to learners in Development-Studies hence provide opportunities for practical assessment that is in line with Development-Studies' learning objectives.

Moreover, community engagement is another fundamental factor that enables teachers to use practical assessment successfully in Development-Studies. Building on that, it is worth noting that, engaging with the community allows teachers to design and implement practical assessment activities that are relevant to the community's development needs and provide opportunities for the learners to apply theoretical concepts to real-world situations (Singh and Kaur, 2019). Therefore, on this perspective, it can be assumed that without any community engagement,

assessment tasks may not successfully measure the learners' learning outcomes and fail to address the community's developmental needs.

Furthermore, Sigh and Kaur (2019) argue that, engaging with the community allows teachers to design and implement effective assessment activities that align with the community's developmental needs and therefore provide opportunities for practical assessment that enhances learners' learning experiences in Development-Studies. In summary, practical assessment is a very fundamental aspect of teaching and learning in Development-Studies that allows learner to apply theoretical concepts to real-world developmental situations. Nonetheless, the effectiveness of practical assessment depends on various contextual factors that enable teachers to use it effectively in teaching of Development-Studies. As a result, addressing these factors can promote effective teaching and learning in Development-Studies through practical assessment.

2.9 THEORATICAL FRAMEWORK

This study is underpinned by Constructive Alignment, through the following principles: learning outcomes, teaching activities and assessment tasks should be aligned and consistent with each other and learning should be active and hands-on rather than passive as developed by Biggs (1999). The theory provides a framework for aligning learning outcomes, teaching activities and assessment tasks to promote effective teaching and learning. Thus, on this light, this section discusses how constructive alignment theory is used in exploring the alignment between practical assessment and selected aims of secondary education.

Constructive Alignment theory is a theory that inspires teachers to use teaching approaches through which learners are able to acquire skills that teachers impart through classroom participation (Brandon & Dahl, 2008). Therefore, on this perspective, it is believed that there should be a relationship among learning outcomes, assessment and learning activities that teachers employ for learners. This theory is suitable for this study because it shows a combination of a constructivism way of learning and an alignment of outcome-based teaching and learning process (Brandon and Dahl, 2008).

Moreover, Biggs (2014) stresses that "Constructive alignment is a design for teaching in which what is intended, learners should learn and how they should express their learning is clearly stated before teaching takes place" (p:5-6). Building on that, it is affirmed that the teaching is planned with the aim of engaging the learners in learning activities that optimise their chances of achieving those outcomes and assessment tasks are planned to allow clear judgment as to how well those outcomes have been attained (Biggs, 2014). Further, Tyaler (1949) maintains that learning actually occurs through active behavior of the learners. This means that, what learners do is what they learn but not what is done by the teacher.

Moreover, education aims to prepare learners for the challenges and opportunities of higher education and the workforce. On this account, practical assessment plays a vital role in achieving these aims by providing learners with the opportunity to apply theoretical knowledge to practical situations, develop problem-solving skills and enhance their understanding of real world challenges. Therefore, I believe that constructive alignment theory can be used to explore the alignment between practical assessment and the selected aims of secondary education.

On this light, it is worth noting that the first step in the process is to identify the learning outcomes that are relevant to the selected aims of secondary education. For instance, if the aim of the secondary education from CAP (2009) is to equip learners with knowledge, attitudes and skills which enable them to respond to socio-economic and technological changes, the learning outcomes may include; critical thinking, research skills and problem-solving skills.

Thus, on the perspective of this information, the next step thereafter is to design teaching activities that promote the identified learning outcomes. For example, as the learning outcomes have been identified and include critical thinking, the teaching activities that are suitable are case study analysis, debates and simulations. Hence according to Ministry of Education and Training (2009), these activities provide learners with the opportunity to apply theoretical knowledge to real world situations and develop critical thinking skills.

The last step is to design tasks that align with the identified learning outcomes and teaching activities. Additionally, assessment should measure the extent to which learners have achieved the desired learning outcomes. For example, if the learning outcome is research skills, then the assessment tasks should include the research projects or the written assignments that require learner to conduct research and analyse data. On this light, it is worth noting that constructive alignment theory can help ensure that practical assessment is aligned with selected aims of secondary education.

In summary, constructive learning theory provides a framework for exploring the alignment between practical assessment and selected aims of secondary education. By aligning learning outcomes, teaching activities, and assessment tasks, teachers can promote effective teaching and learning and prepare learners for the challenges and opportunities of higher education and workforce.

The figure below explains in detail the constructivist alignment as a theoretical framework.

Intended Learning Outcome

What can students do at the end of the course?

Teaching & Learning Activities

What learning activities will help students achieve these learning outcomes?

Assessment and Feedback

How do you know if a student has achieved these outcomes?
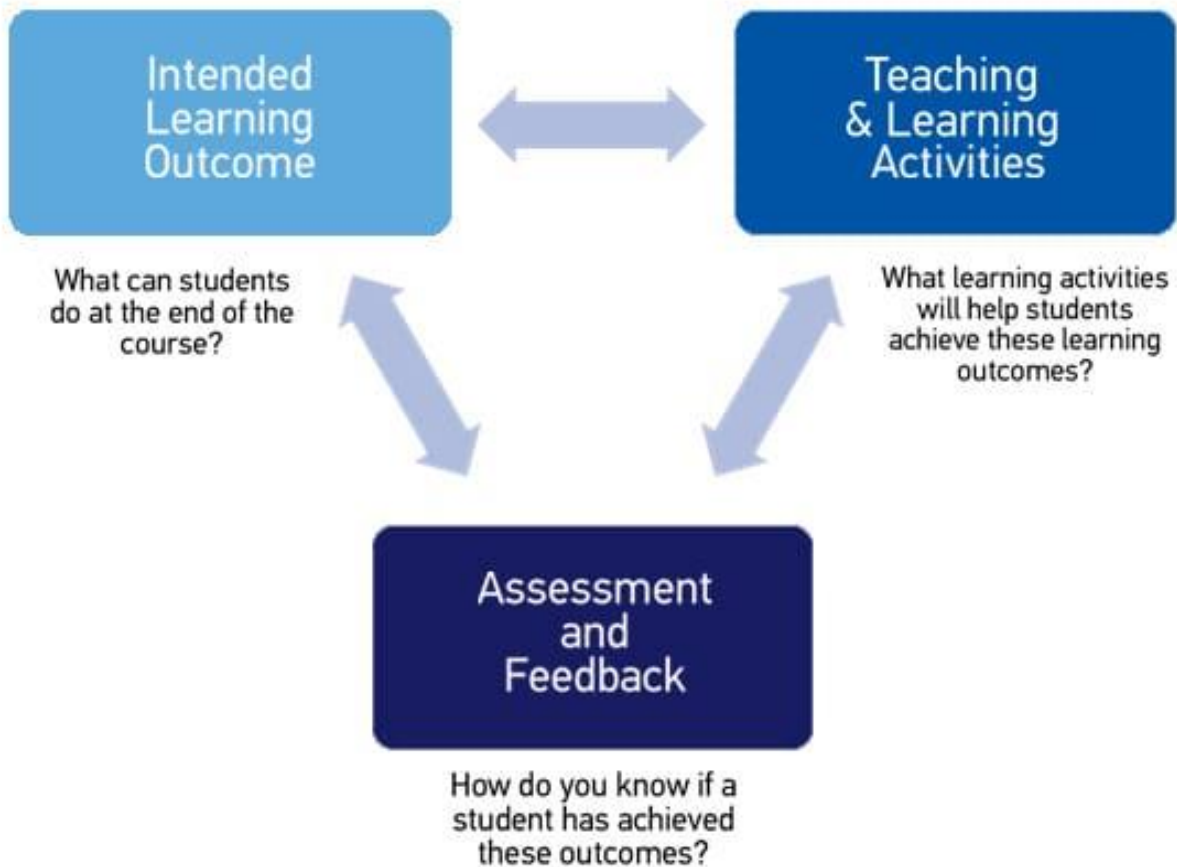
According to Biggs (1996), to develop a constructively aligned lesson unit, teachers should begin from planned skills and thereafter, they should select the most suitable education and teaching as well as assessment methods for the specified competences. Further, Biggs (1996) stresses that; there should be a relevant learning method that learners should apply so as to acquire the intended skills and the teaching activities organized by teachers to encourage learners to accept those learning methods.

Therefore, on this viewpoint, Biggs (1996) highlights that assessment influences the way learners learn, and as a result, it is very essential to properly align assessment with education and teaching activities because it is only then that a teacher will achieve the active learning process. On this account, this theory is suitable for this study because the focus of this study is a curriculum alignment study and therefore, Lesotho Development-Studies teachers' assessment practices should be more constructive in a classroom, as prescribed by the Curriculum Assessment Policy-2009.

This theory therefore enabled the researcher to analyse the alignment between Development-Studies practical assessment (constructivist way of learning) and selected aims of secondary education (intended outcome) in a way that it will show the extent to which practical assessment practices align with the selected aims of secondary education (Biggs, 2014). Therefore, constructivist alignment theory is highly relevant to this study as it focuses on the alignment between teaching and learning, and the underlying constructivist theories that inform the learning process. In particular, the theory emphasises the importance of self-directed learning, and the need for a clear alignment between instructional goals and the teaching methods used to achieve those goals. This is particularly relevant to this topic about practical assessment in Development-Studies, as it highlights the importance of ensuring that the assessment methods are aligned with the learning outcomes and objectives of the subject.

In conclusion, it is clear that constructivist alignment theory provides a useful framework for exploring alignment between practical assessment and the secondary aims. The key aspects such as meaningfulness and learner engagement align well with aims of Development-studies. By using practical assessment in a constructivist alignment framework, teachers can create a more engaging and meaningful learning experience for learners and help them develop their understanding of Development-Studies.

CHAPTER THREE

3.0 METHODOLOGY

This chapter provides a detailed explanation of the research paradigm, research design, research approach, sampling strategy, data generation tools, and data analysis techniques used in this study. Further, this chapter addresses ethical considerations and potential limitations and bias of the study, providing a transparent and rigorous account of the research process. The table below shows how the research methodology is structured.

Techniques	Purpose
Case study methodology Purpose Sampling Thematic Data Analysis Document analysis Semi-Structured Interviews Classroom Observations	Exploring the alignment between practical assessments of Development-Studies integrated curriculum and selected aims of secondary education.
Sample & context	**Paradigm and design**
Three Development-Studies teachers, from three secondary schools in Maseru.	Interpretivism paradigm Qualitative design

3.1 Research Paradigm

A paradigm can be defined as school of thought, the perspective or rather a set of beliefs that informs the interpretation of the research data (Kivunja and Bawa Kuyini, 2017). Further, International Journal of Research in Social Sciences (2019) declares that a research paradigm entails the researcher's deep thinking about what the research is about, that is, the nature of the research. It also brings about what can be known and how knowledge itself can be achieved. Building on that argument, Maree (2011) affirms that a paradigm is an arrangement of ontological, methodological and epistemological assumptions that act as a standpoint providing a

justification on the whole research and helps a researcher to employ certain methods to generate data, observation and interpretation.

Moreover, English-Caroll (2016) asserts that there are three major research paradigms namely; positivism, mixed methods referred to as pragmatism and interpretivism. Having highlighted the importance of a paradigm in a research, this study was conducted using the interpretivism paradigm. According to Publishing and the Lea (2016), interpretivism emphasises that social reality is viewed and interpreted by the individual according to the ideological positions that he or she holds. Thus, Nickerson (2022) adds that with interpretivism, knowledge is personally experienced rather than acquired from the outside. Building on that, it believes a situation can have multiple interpretations and the researcher is often part of the process and influences the knowledge.

Moreover, interpretivism argues that knowledge and truth are subjective. In short, meaning and truth is based on personal opinions and or preferences of each individual (Ryan, 2018). Therefore, in this study, interviews were employed and influence the situation, thus, more knowledge was gained in the process as the participants (teachers) expressed their individual opinions relating to the study's research questions. This means that, people's reality through their experience of that reality (Pham, 2018). Hence, on this perspective, teachers' reality was understood through their experience of teaching of Development-Studies.

3.2 Research Approach

This research study adopted a qualitative approach due to the exploratory nature of it. On this account, Elo et al. (2014) asserts that qualitative approach is extremely effective in determining the deeper meaning of experiences of human beings and in giving a rich description of the specific phenomenon being investigated in reality. Moreover, Eyis (2016) stresses that qualitative research design can be considered as concepts, meanings, definitions, symbols and a description of things. Simultaneously, Maree (2017) adds that qualitative research approach can be referred to a method (an approach) that depends more on linguist words rather than numeric data. Maree (2017) further clarifies that qualitative research approach involves non-numeric based data rather than numeric data that is more statistical.

Furthermore, Okeke and Van Wyk (2016) maintain that encouraging better self-understanding to rise understanding into the human condition and actions is the main objective of qualitative research approach. Thus, this study was conducted to generate complete and elaborative in-depth information from teachers, on exploring ways in which practical assessment practices enhance the teaching and learning of Development-Studies in secondary schools. Further, to determine the teachers' understanding of the Curriculum and Assessment Policy (CAP) in Lesotho in terms of its prescriptions for classroom instruction and assessment in teaching of Development-Studies. This approach was employed in this study because it allowed the interaction between both the researcher and the participants that maintained the context of the study. As a result, it was possible for the researcher to generate first-hand information or data.

3.3 Research Design

This study implemented a case study research design. According to Okeke and Van Wyk (2016), a case study can be defined as an approach that is used to generate an in-depth understanding of a complex issue in a real-life situation. Therefore, a case-study was used in this study and it presented the researcher with an opportunity to understand ideas from the participants, since the purpose of this study was; to explore the alignment between practical assessment in Development-Studies and selected aims of secondary education stated in MoET (2009). To be specific, this study employed multiple case-study.

According to Yin (2009), a multiple case study explores various real-life bounded arrangements through collecting a detailed and in-depth data from different sources of information. Building on that, Yin (2014) adds that multiple case studies are more advantageous than single case study. Thus, a researcher was able to understand the differences and similarities regarding the information because there was a broader investigation of the research questions (Yin, 2009).

As a result, it is worth noting that multiple case studies were the most appropriate because for this study, data was generated from three different secondary schools around Maseru district. In addition, the three high schools were selected because they have been doing Development-Studies for the longest time hence the subject teachers are experienced. Again, they were easily and cheaply accessible to the researcher as they are within her reach from where she stays.

3.4 Sampling Technique and Sample size

The researcher employed purposive non-probability sampling in this study. According to Etikan, et. al (2016) purposive non-probability sampling is selecting a representative of the population on the grounds of the researcher's knowledge about the population, its features and the nature of the aims of the research. Thus, this made the researcher to be able to pick a certain part of the population (Development-Studies teachers) in which the researcher was be able to determine the teachers' understanding on the use of practical assessment practices to enhance the teaching and learning of Development-Studies and to draw up conclusions.

Furthermore, Gay (2008) affirms that, purposive sampling implies that the researcher selects the sample using his experience and knowledge of the group to be the sample. As a consequence, purposive sampling was more advantageous than others because it gives assurance of quality response. Therefore, this enabled the researcher to select three schools out of ten secondary schools that offered Development-Studies in the cluster of Maseru urban.

From each of the three schools, the researcher selected three teachers to participate in the study, that is giving a total of nine teacher participants. These teachers were selected based on their teaching experiences and qualification. They had appropriate teaching qualifications and Development-Studies teaching experience ranging from seven to twenty years. Their profile details are presented in table 4.1 in the next chapter.

3.5 Methods of data generation

There are a number of data generation tools which are often used in qualitative research so as to respond to the study's research questions. According to Leedy and Omrod (2015) selecting data generation tools and or techniques depends on the nature of the study. Further, the selection of the appropriate data generation tools is very vital because they will be used to answer the research questions. Leedy and Omrod (2005) further asserts that, in qualitative research, interviews and observations are the most reliable data generation tools. As a result, this study employed document analysis, face-to-face semi-structured interviews as well as classroom observations as data generation tools.

3.5.1 Semi-structured Interviews

The method of data generation that was applied in this study was semi-structured interviews. According to Pollock (2019), semi-structured interviews can be defined as a type of an interview

in which the interviewer only asks a few questions that are prearranged and then the rest of the upcoming questions are not planned in advance. In addition, Pollock (2019) affirms that the face-to-face semi-structured interviews are legally harder to defend and they are not bias. Further, face-to-face semi-structured interviews are advantageous in such a way that, they allow the researcher to request and try to find out more clarification on participants' responses (Maree, 2017).

Furthermore, Pollock (2019) affirms that semi-structured interviews allow the researcher to not be bias when coming to comparison of participants, while they provide an opportunity to naturally sightsee topics that are applicable to that particular participant. As a result, the one-on-one semi-structured interviews were found appropriate for this study because they allowed the participants to freely source complete answers to the questions. In addition, the researcher chose semi-structured interviews because they also enable the researcher to gain participants' cooperation by establishing a relationship with them which facilitates the production of high response rates (Leedy & Ormrod, 2001).

Thus, the researcher was able to gain more information regarding the Development-Studies teachers' understanding towards practical assessment and the frequently used practical practices in teaching of the subject. The researcher interviewed the teachers through one-to-one interviews and asked them questions regarding the secondary aims. Furthermore, they were interviewed on what type of practical assessment strategies they use in the classroom for them to be able to meet the selected secondary aims from CAP 2009.

3.5.2 . Classroom Structured Observations

Classroom observations are defined as a method of data generation through which a researcher observes within a precise research field (MacDonald, 2016). Along similar lines, Zieman (2012) affirms that an observation is a way to generate data by just watching people and events in their natural setting. Further, it has been highlighted that through observations, on one hand subjects may know that they are observed (overt) and on the other hand they might not know that they are being watched (covert). As result, the observations were suitable in this study because, they allowed a researcher to directly see what people are doing rather than relying on people's willingness to provide the needed information.

Thus, on the basis of the above information, in a classroom setting, the participants were observed on what teaching strategies they used in relation to practical assessment in teaching of the subject Development-Studies, focusing on the lesson activities. Further, these observations assisted the researcher in discovering understandings and knowledge which the participants may have deliberately overlooked during interviews. In this process, the researcher was a complete observer.

3.6 Data Analysis

The data was analysed following the thematic approach. According to Nowell (2017) thematic approach can be defined as a procedure of classifying themes within qualitative data. Along similar lines, Braun and Clarke (2006) also define thematic analysis as a method used to identify, describe, analyse, report and organise themes that are found within a data set. Building on that, it has been highlighted that thematic analysis is very useful for summarising the key features for the large data because it forces the researcher to take a well-structured approach to handling data in order to assist in producing a clearer and organised final report (King, 2004).

Therefore, on this perspective, six steps of thematic analysis were adopted in this study and these includes; the researcher familiarise with data, generation of initial codes, search for themes and sort them into sub-themes, review the themes, defining and naming themes and lastly, presenting and discussing results. Therefore, on this perspective, six steps of thematic analysis were adopted in this study. Such being: the researcher familiarising themselves with data, generating initial codes, searching for themes and sorting them into sub-themes, reviewing the themes, defining and naming themes and lastly, presenting and discussing the results.

Thus, on this view, thematic analysis was a suitable research analysis for this study because this study is a qualitative study in nature and it was used to seek to understand a set of experiences, behaviors or thoughts across a data set (Braun and Clarke, 2012). As a result, the interviews and observations were analysed according to broader themes which were drawn from the research questions that surrounded the whole study.

3.7 Ethical Considerations

Ethics are defined simply as set of principles that governs the sensitivity to the people's rights, that is, the participants when conducting the study. Wiles, Coffey, Robison and Prosser (2019) say that research ethics act as the code of conduct researchers must adhere to when carrying out

research and it is essential for an individual's rights and dignity. Ethical considerations in research are therefore a set of principles that guide research designs and approaches.

In addition, according to Okeke and Van Wyk (2016), in every research work that involves people, such as this research, it is very important that the participants' rights are protected from any firm or damage that can originate from the study. Additionally, it is important that all the participants be given full information on what it is expected of them in the research so as to allow them to make very informed decisions on voluntarily participating in the study (Maree, 2017).

As a result, the permission to conduct this study in one school was first requested from the school's principal, then the Development-Studies teachers which participated in the study. Similarly, the researcher gave all the research participants an assurance that confidentiality, transparency and secrecy will be preserved during the research process (Maree, 2017). Additionally, for trustworthy, the participants were assured that the data generated from interviews and observations will only be used for academic purposes only.

CHAPTER FOUR
DATA PRESENTATION AND ANALYSIS

4.0 Introduction

This chapter presents and analyses data generated through interviews with teachers from three secondary schools in Maseru. As previously stated, the purpose is to explore the alignment between practical assessments of Development-Studies integrated curriculum and desired curriculum goals of secondary education. The data was generated through both semi-structured interviews and classroom observations which were meant to validate teachers' responses during interviews. The analysis is organised according to the following four broad themes, reflecting the research questions:

- Teachers' understanding on the role of practical assessment
- Frequently used practical assessment activities
- Contextual factors that enable and constrain teachers' use of Practical Assessment
- Alignment between frequently used practical assessments and secondary aims as stated in CAP 2009.

4.1 Biographic details of teachers

Table 1: teachers' biographic details

Teacher	Gender	Qualification	Major Subjects	Teaching Experience	Number of DS classes
SCHOOL 1					
T1	F	Masters' Degree	DS & Sesotho	20 years	2
T2	**F**	Bachelor's Degree	DS	8 years	1
T3	**F**	Bachelor's Degree	DS & English Lang.	7 years	**No** classes this year
SCHOOL 2					
T1	**M**	Masters'	DS & Geo.	18 years	6

		Degree			
T2	**M**	Masters' Degree	DS & English Literature	14 years	2
T3	**M**	PGDE	DS & English Lang.	19 years	No classes this year
SCHOOL 3					
T1	**F**	Bachelors' Degree	DS & English Lang.	12 years	1
T2	**F**	PGDE	DS &	10 years	4
T3	**F**	Bachelors' Degree	DS &	11 years	2

4.1.1 Analysis of gender of teachers

The table above demonstrates the gender of all nine participants which were interviewed from different schools. In addition, the number of females was not more than males because they were selected purposively, but because teachers were chosen randomly with regard to the number of Development-Studies teachers found in the selected schools.

4.1.2 Teachers' Qualifications

The information presented in Table 4.1 shows that the majority, four out of nine respondents have Bachelor's degree in education while two of them have Diploma in education which according to set standards of teaching the subject, these are appropriate qualifications to teach the subject at secondary level. Additionally, only three teachers hold a post-graduate degree in education. Therefore, this shows that these Development Studies teachers are qualified to teach the subject. Hence, their experience may mean that they are more skilled when it comes to the teaching of Development-Studies and the practical assessment in relation to Development-Studies.

4.1.3 Subject of specialisation

The information presented in Table 4.1 above shows that majority of teachers in the sample eight out of nine teachers have specialised in Development Studies and language-related subjects. Particularly the two languages; Sesotho, English Language and Literature in English, most of the

teachers majored in English Language. Only one teacher has a second major subjects such as Geography.

4.1.4 Teachers experience
All teachers were interviewed about their teaching experience which revealed that seven of them have more than ten years teaching experience. However, only one teacher had less than ten years of teaching experience. Thus, on this perspective, this shows that generally Development Studies teachers are well experienced and probably have a better understanding of the subject and the practical assessment in relation to the subject.

4.2 Teachers' understanding of the role of practical assessment
Teachers' understanding of the role of practical assessment is essential in promoting effective teaching and learning in Development-Studies. In addition, according to Lim and Choong (2019), teachers' understanding of practical assessment is critical in promoting learners' learning experiences in development studies. Thus, on this light, practical assessment provides learners with the opportunity to apply theoretical knowledge to practical situations, enabling them to develop critical thinking and problem-solving skills.

On this account, it was essential for the researcher to conduct interviews with Development-Studies teachers to explore their understanding of the practical assessment in relation the teaching of the subject. Therefore, the following sub-themes were identified from their responses: Putting theory into practice; acquisition of practical skills; teachers' views towards practical assessment in relation to Development-Studies; Learners' capabilities through participation in practical assessment; effects of practical assessment on the learners as well as applicability of knowledge gained.

4.2.1 Putting Theory into Practice
To find out the teachers' understanding regarding practical assessment as the first theme, the teachers were asked to fully explain practical assessment as it applies to Development-Studies. Generally, the teachers' responses revealed the idea of putting theory into practice. These were some of their responses:

Practical assessment is taking theory into practice, more like taking classroom into outside environment.

Practical assessment in relation to Development-Studies is balancing theory with practice in ensuring applicability.

Building on the issue of putting theory into practice, teachers highlighted that in regard to practical assessment, it is suggested that learners should be actively engaged in activities that will allow them to analyse and interpret real-world developmental issues and problem-solving activities outside the classroom.

4.2.2 Application of knowledge gained

One of the teachers highlighted that the vital need for all the theories and practices within Development-Studies should be applicable in real-world situations. Thus, on this perspective, this proposes that the critical goal of studying Development-Studies is to generate knowledge that can be successfully applied to address developmental issues and carry out the positive action for change. Moreover, learners are trained to engage actively in real-life issues of development activities. In elaborating on this point, a teacher explained:

Practical assessment is acquisition of learnt skills and taking them into a real- life situation.

This sub-theme circulates around bridging the gap between theory and practice in Development-Studies and it ensures that the knowledge gained by the learners in the classroom is applicable, effective as well as being applicable in all practical situations.

4.2.3 Evaluation of learners' Capabilities in practical assessment

Among the nine teachers, two teachers emphasised that use of practical assessment focuses on the evaluation of the learners' acquisition of skills and competences. Consequently, this evaluation can only be done through learners' engagement in real-life activities whereby they become active participants in those developmental activities. Thus, on this light, below are the teachers' responses:

Practical assessment is evaluating the learners' capabilities in participating in the real-world activities.

Practical assessment is taking classroom into outside environment. Acquisition of learnt skills or taught skills and taking them into a real- life situation.

The above responses from the teachers indicate that there is a comprehensive understanding of use of practical assessment in relation to the teaching of Development-Studies. Meaning, teachers have knowledge on how to design practical assessments that can successfully evaluate the learners' understanding of the subject matter and being able to apply theory into the real-world situations. As a result, teachers know the objective that learners should be engaged in practical activities so as to be equipped with practical skills for the learners to be more self-reliant.

4.2.4 Acquisition of Practical skills

It has been illustrated previously that practical assessment allows teachers to evaluate learners' practical skills and knowledge application, providing feedback to enhance their learning experiences. As a result, having analysed teachers' views on the role of practical assessment and why they employ such assessment, nine teachers put an emphasis that for practical assessment there are important practical skills that are developed by the learners at the end of course. Below is how they responded:

Practical assessment is the acquisition of learnt skills or taught skills and taking them into a real- life situation.

The above response implies that through use of practical assessment in teaching of Development-Studies, learners are able to acquire different practical skills depending on the activity they are engaged in and then apply such skills in real-life situations.

4.2.5 Teachers' views towards Practical assessment

Teachers were asked to give their views towards the use of practical assessment in teaching of Development-Studies and out of nine, the views of four teachers were positive. Among them, one teacher explained that as teachers, they regard this practical assessment positively because it solves some problems at school. Below is the teacher's response:

My colleagues regard this assessment positively for it solves some problems at school.

Form the above response, the teacher has a positive view on practical assessment in teaching of Development-Studies because the practical activities that learners are engaged in help solve problems at school. It is worth noting that, practical assessment involves practical learning and the application of gained knowledge in real-world situations thus be taken as beneficial in

teaching of the subject. Building on that, its importance is highlighted through its ability to address some certain problems in schools.

Three teachers revealed that they regard this type of assessment positively because with a mere look at the sort of learners they have at schools, having them being engaged in practical activities will help them as teachers to groom them into better individuals. Below is one of the responses:

The type of learners that we have, is the type that fails to grasp and memorise knowledge and reproduce it again but also a type that is able be hand-on in practical activities, so being taught to be reliant will help them in future.

However, the other four teachers publicised that they regard practical assessment negatively thus two teachers revealed that practical activities such as projects waste time hence their colleagues complain and have even gained a negative attitude towards it. Below are some of the teachers' responses:

Some teachers do not favour it because it is time consuming and affects other teachers' slots from the time-table.

This indicates that there are teachers who are reluctant to use practical assessment in teaching of the subject because of time consumption. They view practical assessment as time-consuming since it requires preparations, planning and practical activities which often needs more instructional time hence challenging. As a result, it is worth noting that often practical assessment may interrupt the pre-established time-tables for other teachers hence it may require adjustments to the timetable and that will affect other teachers' teaching slots.

Further, two teachers highlighted that they have even developed a negative attitude towards Development-Studies hence they do not engage much in to practical activities anymore because of lack of resources. Thus, this also leads to the poor performance to the subject. Below are their responses:

Due to lack of resources, we do not even know how to use this practical assessment because the syllabus is too clustered that we do not find time for practical activities and we have also because of that developed the negative attitude towards the subject, hence the poor performance.

Teachers have developed a negative attitude towards the whole subject and it ends up not being performed well since teachers have lost interest in teaching the subject.

This implies that the teacher has experienced challenges in obtaining relevant resources to help teach the subject. These limited resources may include; textbooks and equipment that will facilitate the practical assessment and as a result, the insufficiency of resources will limit the learners' chances of acquiring the needed skills. Further, due to the time limitations it may be difficult to cover all content within the syllabus because of the complex topics covered in Development-Studies. Accordingly, rushing into finishing up may lead to reduced in-depth discussions as well as engaging learners in needed practical activities. Further, it may lead to the poor performance of the subject because teachers would only teach learners to cover up the syllabus not necessarily helping learners to gain knowledge and acquire practical skills.

In summary, the overall responses show that teachers have both negative and positive attitude towards practical assessment it just a matter of different reasons as to why they negatively perceive it and positively perceive it as previously indicated.

4.2.6 Effects of practical assessment on the learners
The teachers were further asked how they have seen learners respond towards their engagement in practical activities. Four teachers put an emphasis that learners respond positively but with the use different words to describe that positivity. For instance, the word fascinate, being enthusiastic as well as excited. The other two only highlighted they only see how joyfully they participate in assigned practical activities that their response is positive. Below are some of the teachers' answers:

They show more enthusiasm in practical assessment as opposed to other methods of assessments

The learners are always fascinated by these practical activities in this practical subject, because a chance to get outside the classroom setting and they always get excited about learning new practical skills.

The learners engage actively and become very motivated and even develop leadership qualities.

This implies that learners show a high level of excitement and much interest when being engaged in practical assessments as compared to other assessment strategies. This means that learners being actively engaged in practical activities within Development-Studies make the process of learning relevant for learners and this leads to an increased enthusiasm and motivation towards the subject.

Moreover, four teachers further revealed that learners respond both negatively and positively towards these practical activities. In addition, they indicated that, in as much as they enjoy being engaged in such activities, they find them challenging and as a result develop a negative attitude towards them. Below is one of the responses:

They enjoy it but find it challenging. They even have a negative attitude towards it but surprisingly, they excel more in practical assessment than other form of assessments.

This entails that despite finding practical assessment challenging to the learners, they still enjoy being engaged in practical activities. However, these challenges may also be found difficult by learners and lead to frustration or even leaving them stressed because of the complex tasks assigned. Consequently, these difficulties in regard to practical assessment may again lead to learners developing a negative attitude towards this type of assessment.

Out of four, three teachers also exposed that the learners' responses differ with individuals, that those who seem to be struggling with confidence and those who often struggle academically actually have developed a negative attitude towards practical activities. Further, the "A" learners seem to be responding positively, because they strongly engage in such activities with enthusiasm. Furthermore, there are others which may be struggling when being assessed through tests but do well in practical assessment. In support of that, this is how teachers responded:

It differs with individuals, because learners who struggle have a negative attitude towards practical activities but for the brilliant learners, they fully enjoy it because they often do not struggle with any task assigned.

This denotes that on one hand learners' attitude towards practical assessment in Development-Studies differ depending on learners' abilities. Thus, on this light, it worth noting that, learners

who mostly struggle with assigned tasks tend to develop a negative attitude towards practical assessments because they often find the given activities very challenging hence end up leading to lack of enjoyment. On the other hand, learners who are considered brilliant, that naturally perform well in their academic given tasks, enjoy practical assessments more hence approach these practical activities with confidence and find them enjoyable.

4.3 The frequently used practical assessments
Practical assessment is a vital tool for assessing learners' learning in Development-Studies and it enables teachers to evaluate learners' practical skills and knowledge application, providing feedback to enhance their learning experiences. Therefore, in this section the analysis focuses on the frequently used practical assessment practices in Development-Studies.

The teachers were asked to list practical assessments that they regularly use in teaching of Development-Studies. Their responses revealed that many teachers do employ practical activities such as; class presentations, role-plays, projects, fieldtrips, research, debates in class and case studies. Table 1 below shows frequency of practical activities or methods used by teachers.

Table 2: Practical Activities commonly used

Practical activity	Number of teachers
Presentations	9
Role-plays	1
Debates	2
Projects	3
Fieldtrips	4
Case study	3
Research	2
Development-Studies fair	1

The table 2 above presents a list of practical assessments that teachers commonly use in teaching of Development-Studies depending on the topic taught. For example, Presentations, case-study, practical projects, Development-Studies air, role-plays, debates, research and field trips. These practical activities align with practical assessment to the extent that they provide learners with

opportunities to apply the knowledge gained and skills acquired from the classroom, in the real-world situations and portray their understanding and abilities.

4.3.1 Classroom Presentations

From the table above, as indicated by the results presented, the classroom presentations take the highest rank as the regularly used practical assessment in teaching of Development-Studies. On this account, the overall responses of teachers using presentations in teaching certain topics in Development-Studies reflected more on helping learners to have a voice, build their confidence; boost their self-esteem as well as teaching them to be able to express themselves fully. Below are some of their responses:

I use classroom presentations to help build the learners' self-esteem and expression

I use presentations for learners to be able to express themselves.

Further, one teacher indicated that, presentations help these learners to improve their research skills, because mostly, what is being presented (the topic) would not have been taught yet, but about to be introduced. This is what they said:

With presentations, learners are able to discover and state things according to their own understanding without having to reproduce what they have been told. So, through this, they gain communication and presentation skills.

This indicates that, with presentations learners can show their communication skills, critical thinking and being able to put information in an organised way and present it well.

4.3.2 Fieldtrips

Moreover, four teachers also indicated that they use field trips; because they want learners to witness what has been preached in the four walls of the class in real life. As a result, they will be able to understand concepts within the syllabus that needs to be attended in person. Thus, below are some of the responses given to why the use field trips as a form of practical activity:

…I use field trips to help learners to see what we talk about in the classroom in real life. For instance, suppose we talk about silt traps to control soil erosion, if a learner has not seen that in their life, it is hard for them to relate as I mention such things in class, so I better take them out

in the open space maybe on the slopes so that they can see those silt traps that are built with stones.

From the above statement, it is in short entailed that fieldtrip help assess knowledge application in practical settings because what is taught in the classroom can be seen in reality.

4.3.3 Projects

Moving on, three out of nine teachers highlighted that they use projects as a form of assessment, but they use them with other practical activities with regard to the topic being taught. These are some of their responses:

Small projects and field trips work well for me as a teacher to assess the learners' capabilities.

It could be the role-play, debates in class, field trip or even the projects. I think these are the practical activities that i have used in teaching of Development-Studies.

Among that three, one teacher mentioned topics such as *recycling waste and road rehabilitation* as practical activity. However, those are project based hence they had been categorised under projects. The reason for using projects was said to be contributing towards enhancing the practicality of the subject by addressing development issues. Therefore, this was his responses:

I engage these learners in practical activities such as case-studies, presentations, recycling waste and road rehabilitation.

… For instance, working on recycling waste is solving the issue of land pollution and through this, learners engage in this practical activity and by the end of the day, the learners are able to solve problems and come up with solutions therefore problem-solving skills are equipped.

The responses above imply that projects help assess learners' planning skills, their creativity, working in collaboration and problem-solving skills as well as being able to manage tasks.

4.3.4 Case-study

Furthermore, three out of nine teachers revealed that they use case studies. The majority of those three teachers' responses showed that using case-studies as a form of assessment is very important because, the knowledge learners have gained after being taught, they can use in real life situations to solve problems. This is what they said:

Case study helps learners to apply what they have learned in the classroom to real life situations.

From the above response, it is understood that Case-studies assist learners to critically think, and apply knowledge gained to practical situations.

4.3.5 Debates

Building on the use of practical activities, one teacher emphasized that, they use classroom debates in their classroom. From their response, they revealed that debates are very essential for they assist learners to be able to develop their argument skills, critical thinking from that early age so that they can come up with ideas that are sound. Therefore, this is what they said:

...I use debates because DS is subject that deals with political, economic and social aspect of a learner. Now, if we talk of politics for instance, we talk of the future leaders, we talk of matters that concern the country's economy so we to engage these learners in debates so that they can they have to think and act like the future leaders and develop their argument skills.

Overall, debates help assess the learners' critical thinking, being able to gather information as evidence, convincing skills and an ability to build well-reasoned arguments.

Out of a total of nine teachers interviewed, one teacher illustrated that they use Development-Studies fair, as a practical activity. Consequently, this plays a vital role in promotion for the love of the subject among the learners hence it is believed that through this practical activity, the performance of the learners in relation to Development-Studies will be improved at a higher rate. Thus, below is the response of that teacher:

Development-Studies fair is used to promote the love of the subject among the learners. I often make it a norm to hold at least two DS fairs in our school, and compete with learners from other classes.

Lastly, out of nine teachers, one teacher revealed that role-plays as one of practical activities work well for the learners in their classroom. They highlighted the importance of role play in teaching of Development-Studies. On this light, they revealed that through use of role plays, learners become in a position to understand whatever is being discussed during the lesson in relation to the topic being taught. Thus, when role play is done, those that are not familiar with

the language can understand from actions that are done and see what is meant by certain terms and it comes easier for them to stick in their minds. Below is the teacher's response:

...In Role plays learners are also becoming in a position to understand whatever is being discussed. For instance, suppose we talk of abusive father in a family, they are playing and showing others what actually happens in such a family. Even those who find it difficult to understand the topic see what is meant by certain terms and it comes easier for them to stick in their minds.

In short, it is indicated that role-plays help assess the learners' ability to apply theory into practical scenarios, solving problems as well as making their own decisions.

Further, over a total of nine teachers, two teachers employ research as a practical activity while the remaining just teach it in a form of theory to just give learners its basics ignoring the fact that it should be taught practically. One of the two teachers explained that, the reason for using research is because the aim is to help learners acquire problem-solving skills as well as decision making skills. Below is how they responded:

I use research and presentation to enhance learners' understanding, decision making and analysing skills.

Therefore, on the perspective of the above information, all these practical activities allow learners to showcase their skills, develop competences that will be relevant in their future careers as well as being able to apply the knowledge they have gained in the classroom.

4.3 Monitoring of skills developed

At this juncture, having viewed teachers' different responses on the practical activities they use for their learners to be able to assess practical skills, the teachers were asked to explain how they monitor the development of practical skills among the learners after being engaged in such practical activities. All the teachers seemed not to know how they monitor development of practical skills. Some of their responses were:

I do not know how the whole monitoring of the development of practical skills is done. If I try to answer, I might as well give you the wrong information

The teacher implies that they lack knowledge or there is a limited understanding regarding the whole process of monitoring the development of practical skills. Therefore, this shows that they might not be familiar with the criteria that are used to evaluate the progress on development of practical skills that are related to Development-Studies.

On contrary, out of nine teachers, two tried answering the question after they brainstormed the question with the researcher and they came up with the following performance indicators or key competences which were identified to help monitor if practical skills have been developed: proficiency in task execution, problem-solving and decision making, collaboration and team work, communication and presentation, ethical and professional conduct as well as adaptability and resilience. In line with the mentioned performance indicators, teachers reflected back on the practical activities they said they used and tried to match them with performance indicators and therefore came up the responses below:

Within projects, collaboration and team work are performance indicators that are involved to monitor development of practical skills among the learners.

...Again, problem-solving and decision making are also involved because mostly, projects are based more on problem-solving and the learners need to find a problem and works towards solving that problem. By the end of the activity, problems solving skills would have been acquired by the learners. Through team work, if the work has been done well, it will be seen as valid if learners do the work as required.

In relation to the above responses, what has been revealed here is that, if the given task is done well and it is successful, it is through learners working together to see that they complete the project and once it is completed, that will be taken as valid.

Further, another teacher showed that through presentations, when learners have been given a concept on which to present on, they identify points in which they will present on and through this, they gain critical skills. Again, if they do complete the presentations with confidence, and have expressed themselves well, they would have gained communication skills. On the basis of the above information, this is what the teacher said:

...Through presentations, they gain good communication skills and critical skills because they have to put down the points and explain them in a way that everyone listening to their presentations will understand everything being presented. So, if they do that well, they would have revealed that practical skills have been developed.

From the responses quoted in this section, it has been gathered that not all teachers are able to assess the effectiveness of the practical activity employed in teaching of different topics in Development-Studies. They normally use them and do not make a follow up on the success of the activity employed to assess the learners on gaining knowledge and acquiring different skills.

4.4 Alignment of frequently used practical assessments with secondary aims stated in CAP 2009.

There is an expectation in the DS LGCSE syllabus that every teacher teaching Development-Studies should understand the aims of the subject. Additionally, teachers should familiarize themselves with aims of secondary education as stated in Curriculum and Assessment Policy 2009 to know the goal they are working towards achieving. This is necessary because, having familiarized themselves with those aims and understanding them, will enable to plan their lessons in a way that, the activities and methods of teaching designed for teaching of the subject aligns with the secondary education aims stated in CAP. Hence, teachers were asked how the commonly used practical assessments support the two aims of secondary education, particularly the following aims which are relevant to DS:

- Providing learners with advanced entrepreneurial, vocational and technological skills for the world of work and further studies.
- Providing opportunities for learners to participate in activities promoting democratic principles, human rights and emerging issues in a society.

The data generated from interviews with the teachers is analysed under the themes in the next sections.

4.4.1 Teachers' understanding of the aims of Development-Studies

In light of the above information, teachers were asked about their understanding of the aims of Development-Studies. Out of a total of nine teachers, four teachers revealed that they understand the subject, Development-Studies to be relevant because it addresses today's world of work as

well as to conscience the youth about the development progress. Below are some of teachers' responses:

I understand the aims of Development-Studies to be raising awareness and promoting understanding among young individuals regarding the challenges and goals related to development in their communities.

This implies that the teacher identifies the main purpose the subject Development-Studies being to raise awareness, promote understanding as well as empowering learners to actively part take in practical activities aimed at addressing the development challenges and pursuing the goals that connected to development in their societies.

Further, another respondent expressed a view that:

The aims of Development-Studies are relevant because they address today's world of work

Basically, to equip learners with problem, analysis, collaborative skills etc.

This indicates that the aims of Development-Studies are relevant because they equip learners with important practical skills which may include; critical thinking, problem-solving, as well as communication skills. Further, they equip learners with opportunities for careers that are more focused on development and other related fields.

4.4.2 Alignment of teaching methods with aims of DS

The aim of Development- studies as an interdisciplinary subject is to actually understand and address the difficulties of the worldwide development (Task Force, 2007). As a result, the subject has embedded a number of teaching approaches which are particularly aimed to address the aims of the subject. More importantly, teachers are encouraged to align their teaching with the aims of Development-Studies in order to achieve the aims of the subject and improve learners' learning experiences.

On this standpoint, the teachers were asked to explain how the aims of Development-Studies inform their teaching and their teachings align with those aims. Even though the teachers' responses varied in a way they put words but they lead to a similar answer. Thus, out of nine teachers, eight teachers said that their teaching methods are in line with the aims of

Development-Studies so that the goals of the subject should be achievable. Below is how one of the teachers responded:

Looking at the aims of the subject, they are learner-centered hence the teaching methods should be those that allow learners to be full participants in the classroom.

This implies that aims of the subject direct them into using teaching methods that force them to put aside imparting knowledge to passive learners but to rely on building a teaching environment where all learners are actively involved in their learning. As a result, they should use teaching methods that allow learners to be active participants so as to acquire critical and problem-solving skills such as question and answer, discovery as well as discussion method of teaching. Further, those teaching methods should also promote the collaborative learning where learners interact and share ideas and engage more with the subject matter. In further explaining how the aims influence their choice of the teaching methods, another teacher said:

Aims of DS guide me to do my appropriate assignment, and teaching methods that I use in class should help me, help learners achieve targeted aims of the subject.

...For instance, looking at the aim which states that "To give candidates the analytical skills which they need for understanding development." To achieve this targeted aim, as I teacher I have to design teaching methods and activities that will allow learners to analyse situations, such as giving them case-studies to work on.

From these responses, it would seem that the teachers understand the significance of aligning the teaching methods with the desired goals of the subject hence teaching methods should be chosen in way that the intended objectives can be accomplished. Having highlighted this, it is implied that the teaching in Development-Studies teaching methods should be selected wisely and on the basis of their effectiveness in helping the learners as well as accomplishing the desired outcomes of the subject. On this account, it is also important to note that, the teaching methods should allow learners to interact, engage and enable learner to be active participants so as to develop necessary skills and knowledge that are related to Development-Studies. Consequently, this also means the assignments that are given to learners should be appropriately designed hence there should be an alignment of the aims, teaching methods as well as assessment. In support of this, one teacher said:

To produce learners that are very explorative and who are able to interrogate issues and problem-solvers

This indicates that the teacher's perspective is that the aims of the Development-Studies directs the teachers into producing learners that are highly curious, open-minded and explorative when it comes to issues of development. Further, it suggests that the aims of the subject drives into producing learners who are also able to critically examine and question issues and challenges that are related to develop, and be able to put an analysis on such problems, and assess them and come up with innovative solutions to those problems.

However, in as much as the majority of the teachers seemed to have an idea of the alignment between, aims of the subject, assessment approaches and methods of teaching to be used, there is one teacher that seemed to not have any idea on that alignment. This could be because she seemed not to be interested in use of practical assessment in teaching of Development-Studies and also that maybe she did not have an understanding of the whole idea of prescribed aims of the subject. Below is the response of the teacher:

I think these aims need to change and cater for practical assessment because they call for theoretical teaching and assessment

This implies that the teacher believes that the aims of Development-Studies are not as practical as they are said to be hence calls for a change in aims of the subject to allow them as teachers to employ teaching methods that prioritise practical application and skills rather than basing their focus on teaching theory. Yes, the teacher sees the need for a balanced strategy that involves practical learning that will prepare learners to be able to work on solving developmental challenges in the world they live in.

4.4.3 Teachers' understanding of the relationship between the frequently used practical assessments and aims of secondary education

Having highlighted on the common practical assessments that teachers design for learners in the teaching of Development-Studies and how they promote development of practical skills among the learners, teachers were then asked to explain how the practical assessments they use support the aims of secondary education in Lesotho.

The focus here was to look at the practical assessments which teachers normally design for learners and how they support the aims of secondary education as stated in CAP 2009. Thus, teachers were asked to list the activities that they design for the learners, which they think promote development of practical skills and are in line with aims of secondary education as stated in CAP 2009. Table 2 below presents those activities:

Table 3: Practical Activities designed for learners

Activity design	Number of teachers
Group work discussions	3
Presentations	7
Debates	2
Learner-centered activities	1

4.4.3.1 Group discussions

From the table above, three teachers claimed that they design group discussions in order to develop practical skills among the learners. These teachers were further asked to explain how these group discussions promote the development of practical skills among the learners. Their overall responses revealed that group discussions help working in collaboration and team work. Learners also learn from each other and become more interactive. Below are some of their responses:

I design group discussions because from them, learners become more interactive and they learn from each other.

They help learners to participate in constructive activities because from group work, they learn from one another therefore there is collaborative and cooperation learning.

The above responses imply that through group discussions, learners actively participate in making meaning together because they exchange ideas, opinions, ask questions that challenge them. Through this process, they collectively find a deeper understanding of topic being taught hence gaps are filled since they learn from each other. So, all the mentioned activities reflect practical activities and this implies that learners will acquire different practical skills.

4.4.3.2 Debates

Two teachers revealed that they normally design debates for learners. In this view debates shape learners into good critical thinkers and build their argument skills as envisaged in Curriculum and Assessment Policy-2009. Below are the teachers' responses:

I design debates because they help learners to be more engaged and it is more learner-centered because they are the ones that do the work more than I the teacher do, what I do is to be a facilitator.

They help learners argue, in a way that if Development-Studies learners are said to be critical thinkers, with this activity they are able to assess a situation and give their own conclusion.

These responses entail that through preparation of debates, learners must gather relevant information on their own, then assess its reliability and sort it into logical arguments. Thus, on this perspective, research abilities are developed and they are vital for practical situations that needs decision-making and informed decisions. Further, debates promote learners that think critically, assess evidence and be able to identify advantages and disadvantages within the arguments. On this account, promotion of skills has been effective hence the skills can be used in real world situations by learners in their future life.

Moreover, one teacher revealed that debates also support the aim that advocates for education to value active participation, promotes critical thinking and an informed participation in democratic processes not leaving out promoting respect for human rights and taking responsibility in emerging issues. Debates therefore aid learners to be able to voice their rights when they are being violated and also be able to argue on emerge in their societies and come up with solutions to work on the issues. Below in a teacher's response:

Debates support the second aim because they help the learners be engaged in activities that inform them about their rights and be able to voice it out whenever they are being violated.

This entails that learners are able to develop critical skills with being engaged in debates. On this view, learners can be able to think critically about their different points of view hence learn to assess and analyse the advantages and disadvantages of each and this enhances their ability to develop an understanding in difficult issues related to rights.

4.4.3.3 Classroom presentation

Looking at the data presented in table 2 above, classroom presentations rank highest of the on the list of learning activities that the teachers believe support the aims of secondary education. These were mentioned by seven teachers, out of nine who explained that that they design presentations because such activities help learners be able to find relevant information on their own which then help them to develop research skills. Further, the teachers were of the view that class presentations help learners develop communication skills and boost their self-esteem and confidence. They also put forward that presentations help learners develop critical thinking skills because learners identify points and present them in way that they want. They also develop presentation skills through which they are able to give voice, opinions and gain confidence. Below are some to the teachers' responses on how they view presentations:

Presentations help learners develop critical skills because they identify points and present them according to how they understand them.

They help learners develop presentation skills, they are able to give voice to their opinions and gain confidence.

These responses imply that presentations are essential in helping learners acquire practical skills because they promote learners that think critically, assess evidence and be able to identify points and present them according to their own understanding but in a logical manner.

Out of nine teachers, seven teachers revealed that presentations as one of the activities designed for learners' support aim two according to Ministry of Education and Training (2009) which advocates for "education to value active participation, promotes critical thinking and an informed participation in democratic processes not leaving out promoting respect for human rights and taking responsibility in emerging issues" (P: 10). Thus, on this perspective, teachers exposed that presentations assist learners to be able to discuss issues that affect them. Further, they are allowed to raise their opinions in different discussions with their peers. Furthermore, they can be able to have their voices heard and set boundaries whenever they are being violated. In affirming the value of class presentations, a teacher said:

Yes, presentations support aim 2, they help these learners participate in essay writings, even when they arrive at tertiary levels, NGOs, DS forums, they are able to discuss issues that affect them and be able to express themselves.

This indicates that the activities designed support aim two which advocates for "education to value active participation, promotes critical thinking and an informed participation in democratic processes not leaving out promoting respect for human rights and taking responsibility in emerging issues". Through use of presentations, learners actively participate in essay writing, they are engaged in Development-Studies forums and enable them to be able to speak about relevant emerging issues of development hence honoring their presentation skills and enhancing their own personal development.

Among the five teachers, two responded in more or less the similar way and it was just a matter of wording in their responses. They exposed that those presentations help learners to part-take in developmental activities such as campaigns in their villages where they work towards solving emerging issues of development. Below is their response:

Aim 2 from the onset trains learners to be able to participate in villages and join group campaigns that deal with issues of development and voice their opinions freely.

This implies that presentations train learners to be active participants in their village campaigns that focus on solving issues of development. Therefore, on this perspective the excellent communication and expression of opinions, learners freely take part within these established campaigns and be able to address the raised development challenges and have a voice in changing their villages and or communities. Having acquired critical, problem-solving skills as well as communication skills this is evidence that these activities do support the aims of secondary education.

One teacher exposed that they use learner-centered activities and did not elaborate and give examples of such activities. The teacher further explained that these learner-centered activities promote development of practical skills in a way that they connect theory with practice. Below is the response of the teacher:

I use learner-centered activities that involve active participation and problem-solving.

...I use them by connecting theory and fulfilling through practice, being hands-on.

In as much as the learner-centered activities were not listed but at least the teacher was able to show an understanding that by the end of those learner-centered activities, learners ought to have developed skills.

Among the teachers, one teacher answered the question relating to activities they design for learners to acquire skills in a very complex way and did not give in detail the examples of topics and activities that align with the intention of giving a positive outcome. The response only highlighted that, learners are engaged in activities around the schools which address issues of gender and both girls and boys participate in such activities. Below is the response of the teachers that is in line with the above interpretation:

Boys and girls are being sensitized about gender issues and they treat one another fairly and they set boundaries and their voices are heard.

This indicates that the activities that learners are engaged in relation to topics that are gender-based should educate and sensitise learners in both genders. Thus, these topics should include; discussions that are related to gender issues, discrimination and the significance of giving each other respect regardless of the gender. On this account, such topics will foster an understanding and promote fair treatment and provide learners with gender-equal environment.

Another important point to highlight is that, only two teachers among the nine were able to explain how the teaching activities they design for learners support aim one which calls for learners being taught providing learners with advanced entrepreneurial, vocational and technological skills for the world of work and further studies. With the responses they provided, they implied that teaching activities that they design for learners do align with that secondary aim. This was illustrated in the given response that they provided that learners should be taught in such a way that they are prepared for world of work and be self-reliant. Below are some of their responses:

Practical assessment supports the aims of acquisition of practical skills so that learners can be self-reliant particularly when providing them with entrepreneurial skills.

...for example, projects, if we manufactured any product out of papers and sold them, we would have achieved the objective of acquiring entrepreneurial skills.

This implies that learners being actively involved in practical projects help them develop skills such as entrepreneurial skills which they can help in future for them to be self-reliant and be able to make a living for themselves.

Further, the teacher also made another example whereby learners would acquire vocational skills through practical projects they are engaged in. Below is the teacher's response:

Bana ba loha likatiba (learners can crochet hats) and can also produce pottery materials and sell them.

This implies that learners can be able to produce pottery materials and stitch hats which they can be able to sell to earn income and be able to provide for themselves. This also takes us back to acquisition of entrepreneurial skills after they have created their own products then selling them to earn money in return for a living.

However, it is not all the skills that are listed under that second secondary aim mentioned above that are promoted. Due to lack of resources, the teacher's response indicated that technological skills are not easily achievable. Below is the teacher's response:

As for technological skills, I doubt it because we do not have technology and a close example is lack of resources at school and the aim is not fully met because the government has to see that it meets the school halfway with needed equipment.

This indicates that lack of technological equipment that is needed for technological projects leads to the secondary aim not being fully met hence learners do not acquire technological skills. Thus, this says, activities that may be designed may not be able to be put in to practice because of lack resources. Therefore, on this perspective, learners may not be able to develop technological skills.

However, among all the teachers, one teacher did not answer the question because of lack of understanding and the researcher's assumption is that, the teacher is not familiar with the aims of

secondary education and lacks knowledge on how there should be an alignment between aims, activities and assessment in teaching if Development-Studies.

4.5 Contextual factors that constrain effective use of Practical Assessment

Practical assessment is a crucial aspect of teaching and learning in Development-Studies because it allows learners to apply theoretical concepts in real-world situations. Nonetheless, the effectiveness of practical assessment depends on various contextual factors that enable or constrain teachers from using it effectively in Development-Studies. From the analysis of the data, the following contextual factors emerged as impediments to the use of practical assessment: lack of skills among teachers, lack of resources, unstable status of Development-Studies and limited time slot in the school time-table.

4.5.1 Lack of skills among teachers

Two teachers exposed that they lack skills hence they avoid using practical assessment. The teacher further indicated that, for them as teachers they would need to be given adequate training so that they can be able to effectively be use practical assessment in teaching of the subject. This what the teachers said:

I often avoid practical assessment because I believe I need more training to be able to apply it effectively. So, if given a proper training, I will confidently use it in teaching of the subject.

I frequently avoid using practical assessment because I think I need more guidance to use it properly. Following which I will be confident to use it in teaching of DS.

This response suggests that some teachers do not employ practical assessment in teaching of Development-Studies because are not well skilled. As a result, they avoid using it because they think they need proper training on how they should effectively use it.

4.5.2 Lack of Resources

Teachers were asked to describe the resources that are available to them to facilitate the use of practical assessment in teaching of Development-Studies. Majority of the teachers' revealed that there no resources at all. They indicated that they only have text books to teach and they are even limited. Below are some of their responses:

For me as a teacher, there is a textbook but for learners there are no textbooks and equipment for technological use such as projectors.

Further, five teachers said that they have the internet to use but then again, it is not all the time they use it because it requires them to spend a lot of money on buying data. Below are some of their concerns:

I rely more on the internet though not always because it consumes data and this means buying a lot of data all the time, I need to use it hence it is very expensive.

I sometimes use the internet and go to the computer lab to do research on what I want to teach but sometimes I rely on my phone which needs me to have a lot of airtime.

The responses indicates that teachers depend on the internet as a source of information and this implies that they take the internet as important in the teaching of Development-Studies since it fills the gap where there is lack of resources to be used in the classroom for the teaching of the subject. However, because of it needs a lot of data to be used, they find it very expensive hence they do not use it regularly.

Furthermore, another teacher explained that, back in the days, they would normally ask learners to bring materials such as sag backs from home to carry out a project. Below is the teachers' response:

There is lack of resources, but back in the days teachers would normally ask learners to bring resources from home to use them at school.

This response suggests that there is currently shortage or lack of teaching materials in schools and as such, this may hinder the teaching and the learning of Development-Studies and limit the range of activities available to learners. Thus, as a consequence, teachers through this situation would ask learners to bring resources from their homes to supplement the practical activities.

However, among all the teachers, there is one teacher that exposed that the resources are there to help him teach, because the environment itself is a resource. Below is the teacher's response:

For me, the environment itself is a resource. Again, teaching aids such as maps, books, photographic material and the computers for the internet.

From the response above, this response highlights that in teaching of Development-Studies, the environment is as seen as a relevant resource because it carries real-world examples that can be used in teaching of the subject. These examples are as follows; case-studies which can be studied and be analysed. Further, through it, the learner can be at an advantage of gaining practical experiences that go beyond theory and textbooks. Furthermore, the environment highlights the significance of understanding environmental challenges such as climate change, land degradation, pollution but to mention a few in development situation. Thus, on this perspective, learners can discover ways in which they can promote reasonable development practices to work towards working on the environment challenges.

The overall responses from teachers indicate that there is indeed lack of resources for Development-Studies to be taught practically as it is supposed to be. Thus, on this light, this might affect the use of practical assessment, because it is clear that it is only a number of teachers actually put an effort to help learners be engaged in practical activities as supposed due to lack of needed resources.

4.5.3 Unstable status of DS
Among the teachers who revealed that Development-Studies as a subject is not taken as relevant and chances are that they it might be phased out, one teacher put an emphasis that one reason is that it poses a threat to the status quo hence they might fully phase it out of the education system. Below is response of the teacher:

Development-Studies is losing value and apart from that, there seem to be no sufficient resources for it taught in way that it was fully supposed to. Again, it poses a threat to the status quo because it speaks truth to the authority and as such those in power feel threatened hence, they might as well try to fully phase it out of the education system totally.

This indicates that, it is not always the case of changes regarding the curriculum priorities that the subjects may be phased out of the system but also if such subject threatens the government because it speaks truth to the authority then it can be demolished and it may sometimes be a situation which teachers have no power over.

Building on the previous sub-theme, four teachers highlighted that Development-Studies as a subject is losing its relevance and this entails that it is no longer taken or seen as valuable enough for the present educational landscape. Thus, below are some of their responses:

Day by day the subject is losing value and because of this, many schools seem to be phasing it out.

Development-Studies is losing value and apart from that, there seem to be no sufficient resources for it taught in way that it was fully supposed to. Again, it poses a threat to the status quo hence they might as well try to fully phase it out of the education system for mere fact of enlightening people on matters that affect them. So, because of the subject losing value, as a teacher I become demotivated to teach the subject hence I even avoid use of practical assessment.

This response implies that, the relevance of subject Development-Studies is fading and this could be because of factors such as; evolving curriculum standards. Again, because the subject speaks truth to the authority, it becomes a threat to the government hence policy-makers may have considered other subjects are more relevant in current context hence decided to phase it out. Having noticed how irrelevant Development-Studies has become, teachers end up being demotivated to each the subject and avoid use of practical assessment.

Two teachers exposed that one of the reasons that drives Development-Studies as a subject into to losing value is lack of resources. They further clarified that allocation of resources is made to other subjects which seemed to be given more attention and taken as more valuable. Therefore, this says Development-Studies is slowly being replaced by other subjects which are said to be more relevant in current context. On this account, below are the teachers' responses:

The context is normally theoretical and if I were to apply practical assessment, resources were going to be a number one barrier.

Development-Studies is losing value and apart from that, there seem to be no sufficient resources for it taught in way that it was fully supposed to.

This response gives teachers' perceptions on the reasons behind weakening importance of Development-Studies and why it is no longer seen as a valuable subject. It highlights that the allocation of resources is fewer towards Development-Studies as compared to other subjects and

this gives an assumption that the decision of not being given enough resources may be on the belief that, it does not provide learners with appropriate knowledge that is considered vital for the learners' career prospects.

4.5.4 Limited time slot in school time-table

Moreover, some teachers said that time slot in a school time-table is also a barrier in the use of practical assessment not also leaving out the poor performance of the learners when being engaged in practical activities that learners are expected to fully participate in. The teachers highlighted research as one of the practical assessments through which use of practical assessment can be portrayed. This is what they said;

...I have encountered challenges through the use of practical assessment. Through the use of practical projects, participation was poor, only learners understand DS to be taught in the classroom only and others were dodgy. Again, in research, the learners were not familiar with the research layout. Also, the time frame was an obstacle and it was expensive too.

From the above response, it has been indicated that teachers encounter several challenges in regard to use of practical assessment. Further, they revealed that learners even though it is not all of them, are too lazy to participate in designed practical activities. This is because; they might not follow what is being done in the whole process or because of other unmentioned reasons. Again, they indicated that some practical activities which are commonly used are not taught practically as they are supposed to but they are taught theoretically just to cover up the syllabus content and hindering learners to practically experience that activity.

In summary, on the basis of the previous information above, teachers have experienced challenges in obtaining relevant resources to help teach the subject. These limited resources included; textbooks and equipment that facilitated the practical activities and as a result, the insufficiency of resources limited the learners' chances of acquiring the needed skills. Further, due to the time limitations it is sometimes difficult to cover all content within the syllabus because of the complex topics covered in Development-Studies. Accordingly, rushing into finishing up may lead to reduced in-depth discussions as well as engaging learners in needed practical activities.

4.6 Analysis on observation served as supplements on interviews

Having gone through the interview transcriptions, observations were needed in order to validate the information generated from the interviews as evidence that whatever the teachers revealed was what they did in classroom teaching of Development-Studies. Thus, the main focus of the observations was on the frequently used practical assessments as one of the research questions.

The observations only occurred in one school in which three lessons were observed and these lessons were taught by three teachers. Therefore, the elements of practical assessment that were observed in every lesson of Development-Studies in the classroom were as follows: introduction on the lesson; resources used for teaching and learning; learners' participation in lessons activities, teaching methods used; skills involved as well as practical assessments used.

On the basis of the above information, from the three observations that took place, in the first lesson on the topic on Migration in Grade 10, after the teaching process, there were presentations as a form of assessment to see if learners gained knowledge or not. Through them, the learners presented and they performed differently. In addition, some seemed to have gained knowledge from what they were taught because they presented confidently and in a good way hence, they were able to express themselves. However, some learners were not able to express themselves well.

Moreover, on the second lesson of the second observation, indeed the teacher used presentations in teaching of data collection tools. The lesson was in grade 10 but the teacher used a grade 11 learner as a resource and gave a presentation on qualitative data collection tools particularly on interviews. The learner explained what an interview is, the types of interviews, advantages and disadvantages while her peers were paying attention to what was being presented on. The presenter seemed confident while presenting and was very clear on what she was presenting on. This again was in line with the teacher's response towards the frequently used practical assessments in teaching of Development-Studies because during the interview, indeed the teacher mentioned that she often used presentations as one of the practical assessments in her lessons.

The third lesson was on poverty as the topic in grade 10. The learners were given a classwork in which they were instructed to work in groups. Further, they had to work around identifying the

signs of poverty from the two given villages in a scenario. On this account, the learners were given the villages they were very familiar with and so they worked in collaboration to identify those. Furthermore, they had to find solutions to a village which appeared to have high poverty rate. Thus, on this perspective, this was a case-study where they needed to apply the knowledge they gained to solve the problem. As a result, what teachers said while being interviewed about the commonly used assessment was in line with what was observed in the classroom.

Moreover, having observed the learners' participation in all the lessons observed, learners were engaged in participatory learning because teachers used question and answer method of teaching. Again, learners were also given an opportunity to construct knowledge through social interaction through use of discussion method done in groups except in one classroom whereby it was a whole classroom observation. The learners were also asked open and closed questions. After the learners' response, teachers used the "why" question for them to be able to elaborate more on their explanation. Further, they were asked "how" questions which were also used as a follow up on the previously asked questions so as to guide them into answering correctly.

Furthermore, teachers used words like "elaborate more on that…" additionally, in as much as the discussions were not done in groups only, learners were able to learn from each other because they were able to correct each other and even add up more information that their peers have left out while answering. Henceforth, teachers employed collaborative learning in the classroom because discussion method of teaching was also used and aimed at fostering learners with learning from their peers.

On this perspective, it is worth noting that for all classroom observations, for all the topics taught, starting with the first lesson on data generating tools, there were no enough textbooks except that the teacher was innovative enough to add resources of her own. The teachers used a Grade 11 learner who participated in Development-Studies fair as a resource and she presented on those qualitative generation tools. Further, on the second lesson and second classroom observation, the topic was on poverty.

Furthermore, through the researcher's observation, there no enough textbooks also and there were no any other additional materials that would help learners on case-study activity. Furthermore, on the last observation, in the last lesson, on the topic of migration, the researcher

only saw a few textbooks, apart from that, what the researcher observed was that, the learners were instructed to do research on their own as an assignment and in the researcher's assumption, they used technology at home not at school.

4.7 Summary of the chapter

In summary, teachers seemed to understand the role of practical assessment in teaching of Development-Studies with regard to the practical assessments they commonly use in teaching of the subjects. Moreover, they seemed to know the aims of the subject because they were able to reason that through use of different practical assessments, the outcome at the end of course should be development of different practical skills. On top of that, the observations validated the teachers' responses and indeed they use practical assessments such as: presentations and case-study as observed in three lessons. However, they find it very challenging to employ practical assessment in teaching of Development-Studies because of lack of resources, materials and technology hence this may lead to difficulty of using practical assessment more in teaching of the subject. The next chapter discusses the study findings and draws conclusions thereafter.

CHAPTER FIVE
DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This study is aimed at exploring the alignment between the practical assessment of Development-Studies and selected aims of secondary education as stated in MoET (2009) in its document, Curriculum and Assessment Policy of 2009. Chapter Four presented data from the interviews with nine participants, being teachers from three high schools in Maseru and three observations from one school. This chapter discusses the findings which were revealed from the data presented and analysed from Chapter Four. The findings are discussed against the literature reviewed in Chapter Two. In addition, the chapter further draws conclusions and makes recommendations for use of practical assessment in Development Studies. The discussion of the findings is organised according to the following four broad themes reflecting the research questions:

- Teachers' understanding of practical assessment
- Frequently used practical assessment activities
- Contextual factors that enable and constrain teachers' use of Practical Assessment
- Alignment between frequently used practical assessments and secondary aims as stated in CAP 2009.

5.2 Teachers' understanding of the role of practical assessment

Development-Studies is a practical subject in nature thus on this perspective, learners have to be engaged in the learning process (Ministry of Education and Training, 2004). Mweti and van Wyk (2005) add that the primary focus of Development-Studies is on the process and development's problems also allowing learners to part-take in the development of their communities and country as a whole. Thus, practical assessment is an essential component of Development-Studies, which enables learners to apply theoretical concepts to real-world situations (Moon, 2004).

 According to Ministry of Education and Training (2009), it has been indicated that the new curriculum and assessment policy objective is to prepare learners for the world of work as well as not restraining the objective to prepare them for further education. As a result, being engaged

in practical activities learners will be equipped with practical skills to assist them solve development issues as well as accomplishing the self-reliance goals (Leotla, 2018).

In the opinion of Harris and Adams (2007) it is important for a teacher to have a clear understanding of the learning process. In trying to find out how teachers understand practical assessment in relation to teaching of Development-Studies a variety of understandings emerged. The findings of this study indicate that practical assessment in relation to Development-Studies is understood as putting theory into practice so that, learners can be self-reliant and be able to provide for themselves. In line with these findings, Raselimo and Mahao (2015) contend that Development-Studies aims at accomplishing the self-reliance goals.

Further, the findings of this study revealed that practical assessment in Development-Studies is understood as engaging learners in practical activities, enabling them to balance theory with practice. Considering the findings of this study, it can be deduced that learners put knowledge into practice and through that process; they acquire different practical skills that they can use to solve problems in real-life situations. In support of this, Leotla (2018) stresses that the theory should also be converted into practice so as to help learners acquire both knowledge and practical skills.

Besides putting theory into practice, the findings of this study revealed that teachers understand practical assessment as a way of transferring knowledge into practice with the aim of acquiring skills that can be applied in real life situations. Leotla (2018) conducted a study on practical project and also found that practical project is simply a way of transferring knowledge into practice with the aim of acquiring skills that can be applied in real life situations. Correspondingly, Kulkarni et al. (2018), observed that the nature of the syllabus is learning by doing and through that, learners are trained and equipped with a variety of skills. To this end, the findings of the current study revealed that practical skills could be used by learners to sustain their life. More importantly, as an advantage, having acquired multiple skills would leave learners jacked with all skills and later they will be able to decide on which one to be a master of.

Further to this, the present study reveals that teachers understand practical assessment as the application of knowledge gained. Thus, the findings complement what Dike's (2009) assertion that vocational and technical education is intended to advance work-related skills thus equipping

learners with skills that will assist them to live, learn and work as productive citizens. Further, the findings resonate with Dumont (2017) that teaching people, especially learners, manual work gives them an opportunity to participate in the practical application of abstract knowledge and allowing them to use their hands so as to improve their skills and therefore finding and or making it easier for them to understand.

Building on the idea of knowledge application, White (2014) informs that having learners being trained all practical duties helps them be useful members of the community with an education gained from the classroom. Accordingly, the findings from this study reveal that teachers are aware that if learners have acquired skills at that young age, it says even if they drop out of the school, at least they learned to be self-reliant, they will not have to depend on other people unnecessarily. Given this, it could be argued that learners being engaged fully in practical activities will help them accomplish the goal of self-reliance as prescribed aim for Development-Studies (Raselimo & Mahao, 2015).

In addition, the Ministry of Education and Training (2009) recommends that learners should have an ability to apply the knowledge gained, skills acquired as well as demonstrating values and attitudes to address the existing and new situations. Correspondingly, the findings of this study expose that, practical assessment involves practical learning and the application of gained knowledge in real-world situations thus taken as beneficial in teaching of the subject. Further, the findings corroborate Biggs' (1999) constructivist alignment theory that there should be a relevant learning method that should be applied so that learners can acquire the intended practical skills which they will be able to use in real-life situations.

However, findings of this study show that in as much as majority of the teachers find practical assessment important and view it positively, there are those who view it in a negative way and they confessed that they lack skills hence they have gained a negative attitude towards it. In the same view, Tsilo (2006) revealed that most teachers if not all, seem to be unwilling to use practical assessment technique because they lack skills of how to conduct them or maybe it due to lack of knowledge and understanding of proper assessment tools to be used. By highlighting this, it means that these teachers do not engage learners in practical assessments and as a result, they are not teaching in line with the policy expectation.

4.2 The frequently used practical assessments

It has been highlighted earlier that practical assessment is a vital tool for assessing learners' learning in Development-Studies. Therefore, in this section the discussion of the findings on the frequently used practical assessment practices in Development-Studies will be presented.

Taking consideration of Ministry of Education and Training (2004), Development-Studies is a learner-centred subject in nature, which requires learners to be actively involved in teaching and learning process. On this light, there should be effective teaching and learning of the subject whereby teachers use participatory approaches that allow learners fully participate in activities such as: cooperative group-work and discussions, role-play, debate, quizzes and competitions, simulation games, mini-researches, and individual learning tasks (Ministry of Education and Training, 2004). In concurrence, the findings of this study revealed that many teachers do employ practical activities such as: classroom presentations, role-plays, projects, fieldtrips, research, debates in class, and case studies in their lessons. It is just the matter of preferences with regard to the topic being taught in Development-Studies, for instance, in practical project, topics such as prevention of soil erosion by building of silt traps, key whole gardening and sag gardening as a form of subsistence farming.

In this view, it essential to note that, the teachers employ these practical activities because they align with practical assessment to the extent that they provide learners with opportunities to apply the knowledge gained and skills acquired from the classroom, in the real-world situations and portray their understanding and abilities. In accord of this information, Raselimo and Mahao (2015) affirm that the aim of Development-Studies to accomplish the self-reliance goals. This means that, learners should be engaged in activities that foster spirit of self-reliance and make them more productive.

Therefore, on the perspective of this information, the findings of this study also revealed that all these practical activities allow learners to acquire skills and showcase them, develop competences that will be relevant in their future careers as well as being able to apply the knowledge they have gained from the classroom to their communities. Thus, in support of this information, Ministry of Education and Training (2009) aims at providing education that allows learners to participate actively and be responsible in their communities.

The findings of this study exposed that having viewed teachers' different responses on the practical activities they use for their learners to be able to assess practical skills, the teachers were asked to give a justification on how they monitor the development of practical skills among the learners after being engaged in such practical activities. The following performance indicators which were identified to help monitor if practical skills have been developed; proficiency in task execution, problem-solving and decision making, collaboration and team work, communication and presentation, ethical and professional conduct as well as adaptability and resilience.

Thus, the current study reveals that, it has been gathered that in general teachers are not able to assess the effectiveness of the practical activities employed in teaching of different topics in Development-Studies. They normally use them and do not make a follow up on the success of the activity employed and assess how they likely promote acquisition of practical skills. Thus, there is a remaining question on how the teachers know if learners have acquired skills through the use of practical activities.

However, there are a few teachers who seemed to have a little light on how they assess the development of skills as developed and take them as valid. They emphasised more collaboration and team work which resembles with Mweti and van Wyk, (2005) that learners should be engaged in small groups not in larger class group and promote team spirit and share the work among themselves to make it easier. For instance, learners being engaged as a group in activities such as practical projects activities including building of silt traps to prevent soil erosion; which promotes the spirit of corroboration. More significantly, when the task is completed, the teacher is able to come to the conclusion that learners have not only been equipped with practical skills but communication skills and team work.

4.3 Alignment of frequently used practical activities with aims of Secondary Education

The aim of Development- studies as an interdisciplinary subject is to actually understand and address the difficulties of the worldwide development (Task Force, 2007). As a result, the subject has embedded a number of teaching approaches which are particularly aimed to address the aims of the subject. More importantly, teachers are encouraged to align their teaching with the aims of Development-Studies in order to achieve the aims of secondary education and

improve learners' learning experiences. This is in line with the constructivist alignment theory that there should be a framework for aligning learning outcomes, teaching activities and assessment tasks to promote effective teaching and learning (Biggs, 1999).

In view of Ministry of Education and Training (2009), teaching should shift from didactic teaching to participatory, activity-centered and interactive methodologies. As a result, teachers should use teaching methods that allow learners to be active participants so as to acquire critical and problem-solving skills. The findings from this study revealed that the aims of Development-Studies, as understood by the teachers who participated in this study direct teachers into using teaching methods that encourage learners to be actively involved in the teaching and learning activities, rather than being mere recipients of processed knowledge.

The above information corroborates with Development-Studies syllabus' objective that by the end of Junior Secondary Development Studies Examinations, learners should know the content (theory) and then participate in development projects of their choices which is stated in curriculum and assessment policy (MOET, 2004). This implies that if teachers use practical activities such as practical projects more frequently, the aim of secondary education which according to Ministry of Education and Training (2009) state, "Providing learners with advanced entrepreneurial, vocational and technological skills for the world of work and further studies" will be achieved as well as the aim of the subject to accomplish the self-reliance goals will be attained (Raselimo & Mahao, 2015).

Moreover, in the view of Mweti and van Wyk (2005), learners should be engaged in small groups not in larger class group. Consistent of this argument, the findings of this study revealed that classroom presentations, debates, group discussions are the commonly used practical activities designed for learners through they will acquire practical skills. This implies that learners are engaged in small groups whereby they share the assigned tasks equally thus promoting team-work and sharing of ideas to make work easier (Leotla, 2018). Again, if learners are engaged in practical activities such as debates, they will acquire skills that will help them build constructive arguments on emerging issues in the society. This entails that, if debates are frequently used in teaching of Development-Studies, the aim of secondary education which asserted by Ministry Education and Training (2009) states, "Providing opportunities for learners

to participate in activities promoting democratic principles, human rights and emerging issues in a society" will be accomplished.

However, the findings of this study show that the majority of teachers seemed to know the aims of secondary education but they could not relate those aims to the practical activities they frequently use. The teachers generally could not relate practical activities with the aims such as "Providing learners with advanced entrepreneurial, vocational and technological skills for the world of work and further studies" as stated by Ministry of Education and Training (2009) to assist learners acquire vocational skills as prescribed by CAP 2009. This implies that, this is against the national policy which states that, there should be development of modes of assessment which ensure well-organised and effective development of personal and social, practical, and vocational skills of learners (Ministry of Education and Training, 2009).

5.4 Contextual factors that enable or constrain DS teachers' use of Practical Assessment

The effectiveness of practical assessment depends on various contextual factors that enable or constrain teachers to use it effectively in Development-Studies. In the context of this study, analysis of the data shows that there are more constraining factors than enabling factors. These include; lack of skills among teachers, lack of resources, unstable status of Development-Studies and limited time. However, the effectiveness of practical assessment depends on various contextual factors that enable teachers to use it effectively in Development-Studies and these includes; teacher training, resources, curriculum alignment and community engagement (Adah, 2019).

According to Adah (2019), teacher training should focus on developing teachers' understanding of the purpose and methods of practical assessment, as well as providing them with necessary skills to design and implement effective assessment tasks that align with Development-Studies' learning objectives. In a study conducted in Lesotho, Tsilo (2006) found out that, most teachers if not all seem to be unwilling to use practical assessment technique because they lack skills of how to conduct it and also due to lack of knowledge and understanding of proper assessment tools to be used. Similarly, the findings of this study show that some teachers do not employ

practical assessment in teaching of Development-Studies because they are not well skilled in that area.

These findings are also similar to those of Leotla (2018) who found out those Development-Studies teachers in Lesotho, generally take projects for granted because they do not have satisfactory practical skills from home and possibly at high schools, they never had a chance to do them or they did them at a minimal rate. Additionally, along similar lines the findings of this study match that of Katsande (2014) who reported that inspection of schools indicated that some teachers lack practical skills hence made it difficult for them to impart skills to the learners therefore resulting in a negative impact towards teachers and the subject as well.

Moreover, in the view of Newman et al. (2017), availability of resources is another critical factor that enables teachers to use practical assessment effectively in Development-Studies. In addition, the resources such as equipment, materials, and technology enable teachers to design and implement assessment tasks that stimulate real-world development situations and enhance learners' learning experiences (Newman et al., 2017). Hence, without adequate resources, teachers may be limited in their ability to design and implement practical assessment tasks effectively in Development-Studies.

Moreover, according to Black and William (1998) resources such as technology, textbooks and equipment can enable teachers to design and implement assessment tasks that are in line with Development-Studies' learning objectives and provide opportunities for practical assessment in Development-Studies. Nevertheless, the findings of this study reveal that majority of the teachers explained that there are no resources, textbooks and technological equipment at all to help them teach the subject. Further, teachers indicated that the current shortage or lack of teaching materials in schools may hinder the teaching and the learning of Development-Studies and limit the range of activities available to learners. Thus, as a consequence, teachers through this situation would ask learners to bring resources from their homes to supplement the practical activities.

Conversely, some teachers highlighted that in the teaching of Development-Studies, the environment is seen as a relevant resource because it carries real-world examples that can be used in teaching of the subject. These examples include; case-studies which can be studied and

be analysed. Thus, through the use of such activities, learners would have developed analytical skills as one of the practical skills. In support of this, Biggs (1999) advocate that for a teacher to create well constructively aligned lessons there should be a relevant learning method that learners should apply so as to acquire the intended practical skills.

Moving on, the findings of this study indicate that the allocation of resources towards Development-Studies is limited as compared to other subjects. This gives an assumption that the decision of not being given enough resources may be on the belief that, it does not provide learners with appropriate knowledge that is considered vital for the learners' career prospects hence it is losing value. These findings are similar to that of Leotla (2018) which entail that teachers are not pleased with the practical part in the syllabus of the subject that it is not explicit and this advocated that teachers are no longer comfortable with the current syllabus of Development-Studies.

Moreover, according to Taylor (2017), it has been acknowledged that the influence of teaching and learning of Development-Studies is greatly on the policy makers because to a certain extent they have select what should be contained in the subject depending on their political agenda. Consistent with this, the findings from this study reveal that one of the reasons Development-Studies is losing value is because it is a threat to the status quo hence the intention by some school principals to phase it out of the curriculum. This, therefore, entails that if the two parties fail to coordinate then the importance of the practical component of Development-Studies will be compromised.

According to Majoni (2017), the time allocation given to the subject and the day it is supposed to be taught have an influence on the effective teaching and learning of the subject. Similarly, the findings from this study show that time slot on the time-table is also a barrier in the use of practical assessment as indicated by teachers. This echoes the findings by Leotla (2018) that one of the challenges faced by teachers to do the projects is lack of time because they are only allocated five slots in a week therefore, they sometimes have to carry out projects in awkward times.

Moreover, in the view of Leotla (2018), it has been highlighted that, exposing learners only to academic areas for intellectual development is not advocated for, but learners should also be

exposed to an environment where they will be able to hands-on activities and develop approaches towards manual labour. In contrast, the findings of this study show that teachers explained that practical assessments require a lot of time. Hence, some topics which require practical activities are not taught practically as they are supposed to, but they are taught theoretically just to cover up the syllabus content. This entails that, few lessons allocated for the subject which are designed for theory instead of manual work, limit learners to fully understand the combination of theory and practice (Leotla, 2018). This is not in line with the constructivist alignment theory, which advocates that, learners should be actively engaged in activities that allow them to acquire skills (Biggs,1999).

5.5 Recommendations

On the basis of the findings of this study, the researcher would like to make a number of recommendations:

- There should be distribution of teaching materials in schools for teaching Development-Studies.
- Teachers should be granted a right to information, there should be workshops that offer training which guides them on how to use practical assessment in teaching of Development-Studies in a more appropriate manner.
- Development-Studies should be given enough time slots in the school time-table.
- There should be teacher education for teachers in Development-Studies whereby teachers will be equipped with skills and knowledge to teach the subject appropriately.

5.6 Future Study

There are remaining studies which can be researched on apart from this study which may include:

- Further research regarding practical assessment by Development-Studies scholars in the country should be put into consideration since there is no sufficient information regarding the DS practical assessment in Lesotho.
- Exploring innovative pedagogical approaches that can enhance the alignment between assessments and secondary goals such as case-studies is worth investigating.
- There is need to investigate the role of technology in enhancing the alignment between practical assessments and secondary aims in Development-Studies.

5.7 Conclusion

This study was aimed at exploring the alignment between practical assessment of Development-Studies and selected aims of secondary education as stated in CAP-2009. Based on the findings of the study, conclusions can therefore be drawn that, teachers seemed to understand the role of practical assessment in teaching of Development-Studies with regard to the practical assessments they commonly use in teaching of the subjects. Moreover, they seemed to know the aims of the subject because they were able to reason that through use of different practical assessments, the outcome at the end of course should be development of different practical skills. Nonetheless,

they find it very challenging to employ practical assessment in teaching of Development-Studies because of lack of resources, materials and technology hence this may lead to difficulty of using practical assessment more in teaching of the subject. Thus, practical assessment of Development-Studies is compromised by teachers because some portray little interest because of lack of knowledge and skills about practical assessment. Therefore, practical assessment is used as one of the elements of the subject hence is used occasionally and sometimes is not used at all. However, through teachers' responses, practical assessment can be seen as a way of giving the subject a place in the Curriculum and Assessment Policy framework because of its practical nature.

5.8 Limitation of the study

This study had a few limitations. One of which is time constraints; the researcher was not able to visit all three schools for observations. They were only done in one school and the researcher could not attend the other two remaining schools because of the June examinations preparations. Again, it was not easy to collect data from all the teachers in all three secondary schools. This was due to limited time; since teachers were preparing for June examinations. As a result, many of them complaint that they did not have time. Further, generalising the findings of this study to other schools other than the one studied may be difficult, because case studies lack the attribute of being generalisable beyond the studied entities (Yin, 2009).

REFERENCES

Adah, S. (2019). The Importance of Teacher Training on Assessment Methods. *Journal of Education and Practice*, 10(3), 28-33.

Ahadu, E. (2019). Assessment Practices in the Center for Regional and Local Development-Studies, College of Development-Studies in Addis. *Journal of Education and Practice,* 30(1), 1-10.

Akpan, I. V., Igwe, A. U., Mpamah, B. I. & Okoro, O. C. (2020). Social Constructivism: Implications on teaching and learning. *British Journal of Education*, 8(8), 49-56.

Amua-Sekyi, E. T. (2016). Assessment Student Learning and Classroom Practice: A Review. *Journal of Education and Practice*, 7(2).

Bamber, P., & Mupedziswa, R. (20215). The Use of case studies as a tool for teaching and assessment in Development-Studies. *Journal of International Development*, 27(4), 480-496.

Beane, J, A., (1995). Curriculum   Integration and disciplines of knowledge. The Phil Delta Kappan International, 76, 616-622.

Beane, J. A., (1997). Curriculum integration: designing the core of democratic education. New York: Teachers College Press.

Bently, C. & Kydd, J. (2012). Using Simulations and role-play in teaching development Economics. *Journal of Economic Education*, 43(3), 281-293

Botswana Ministry of Education (2002). Botswana Senior Secondary Assessment Syllabus for Development Studies: Syllabus code: 0586. Republic of Botswana.

Black, P. & Wiliam, D. (1998). Assessment and classroom learning. Assessment in Education:

Policy & Practice, 5(1), 7-14.

Braun,V. & Clarke, V. (2006). Using Thematic Analysis in Psychology. *Qualitative Research*

in Psychology, 3(2), 77-101.

Cavanagh, M., Dickson, C., Conchie, S., & Stevens, M. (2016). An integrative review of

Simulation in pre-registration nursing assessment. *Nurse Education Today*, 44, 139-149.

Chisholm, L., & Leyendecker, R. (2008). Curriculum reform in post-1990s sub- Saharan Africa.

International Journal of Educational Development, 28(2), 195- 205.

Dumont, R. (2017). School versus manual work: On the tensions between the initial discourse
and vocational education in France. *Educational Philosophy and Theory* 49(5), 511-527

Elo, S. Kääriäinen, M., Kyngäs, H. & Varpio, L. (2014). Qualitative Content Analysis: a focus
on trustworthiness. SAGE, 29(9), 1292-1307

English-Caroll, L. A. (2016). Research paradigms: Meaning,use and choice. *Educational Researcher,* 45(2), 100-108.

Finalyson, C., Gregory, M., Ludtke, C., Meoli, C., & Ryan, M. (2017). Cultivating Geographical

Thinking: A Framework for Student-Led Research on Food Waste. *Journal of Geography in Higher Education* 41(1), 108-124

80-93.

Gay, L. R. (2008). *Educational Competencies for analysis & application(3rd ed.).* New Jersey:
Lawrence Erlbaum.

Gipps, C. & Stobart, G. (1993). *Assessment: a teachers' guide to the issues*. Hodder &

Stoughton.

Hambly, K. and Sandhu, M. (2018). Curriculum Alignment and student achievement. *Journal of*

Education and Learning, 7(2), 67-75.

Harris, D. N., & Adams, S. J. (2007). Understanding the Level and Causes of Teacher Turnover:

A comparison with other professions: *Teacher College Record*, Columbia University.
109(3), 504-535

Hattie, J. (2008). Visible Learning: *A Synthesis of over 800 M-Analyses Relating to Achievement.* Routledge.

Hoadley, U. (2013). *Curriculum: Organising knowledge for the classroom*. Oxford

      University Press.

Homewood, S., Hughes, D., Jones, C., O'Neill, T., Sinclair, J., & Wien, F. (2011). Research Enhanced Learning and Teaching: A handbook for academics. London: Kogan.

      http://collection.infocollections.org/ukedu/en/d/Jh184e/3.2.html 2017-07-07

Hwa, Y., Kaffenberger, M. & Solberstein,J. (2020). Aligning Levels of Instuction with Goals

      and the needs of Students (ALIGNS): Varied Approaches, Common Principles. *Journal of Curriculum and Instruction,* 13(4), 10-23.

IIker Etikan, N., Kurt, A., & Baykasoglu, H. (2016). Comparison of Convenience and Purposive Sampling. A literature review *American Journal of Theoritical and Applied Statistics, 5(1), 1-4*

Kim, H., Care, E., Vista, A and Kate, A. (2019). Education systems need alignment for teaching and learning 21st century skills. Focus on assessment. *Journal of the Association for Educational Assessment-Europe,* 17(2), 67-78.

James, P. (2018). *Fluoride and Caring for Children's Teeth*: Clinical Fieldwork Protocol. Phoenix AZ: Hubble Books

Job, D. (1999). *New Directions in Geographical Fieldwork*. Cambridge University Press.

Kabir, S. M. S. (2016). *Basic Guidelines for Research: An Introductory Approach for All*

      Disciplines. Book Zone Publication.

Katsande, T. E. (2006). *Health, Social Care and Education* [PhD. Thesis]. Anglia Ruskin University. United Kingdom.

Kent, M., Gilbertson, D., & Hunt, C. (1997). Fieldwork in Geography teaching: a critical review

      of literature and approaches. *Journal of Geography in Higher Education*, 21, 313-332.

King, N. (2004). Using templates in the thematic analysis of text. In Cassell, C., Symon, G.

(Eds.), *Essential guide qualitative methods in organizational research* (pp.257-270).

Sage.

Kivunj, C. & Bawa Kayini, A. (2017). Understanding Research Paradigms in Educational

Contexts. *Internal Journal of Higher Education*, 6(5), 25-39.

Kouicem, K. (2020). Constructivist Theories of Piaget and Vygosky: Implications for

Pedagogical Practices. *International Journal of Research and Innovation in Social Science.*13(3), 1-7.

Kurata, L., Selialia, M., & Mokhetšengoane, J., S. (2022). Teachers' Experiences in Piloting the Integrated Curriculum in Lesotho: Constraints and Prospects. *Canadian Journal of Educational and Social Studies*, 2(6), 49-60

Lambert, D. & Lines, D. (2000). *Understanding assessment*: assessment, purposes, perceptions,

practice. Redge Falmer.

Lekhanya, N. D. & Raselimo, M. G. (2022). *Exploring Alignment between DS teachers' pedagogical practices and work-related competencies in selected high schools of Lesotho.* National University of Lesotho.

Leotla, M. (2018). An Investigation on the Factors contributing to the Deteriorating Status of

Practical Component of Development Studies at Lesotho JC secondary schools

[Unpublished Master's thesis]. National University of Lesotho.

Lesaoana, M. (2018). *Teachers' perspectives of a transformative history curriculum in Lesotho*

high schools. [Doctoral thesis]. University of Free State.

Lim, J. & Choong, Y. Y. (2019). Project-based assessment: An authentic assessment approach

for 21st century skills. *Educational Research for Policy and Practice*, 18(1), 1-16.

Maree, K. (2017). *First Steps in research*. Van Schaik Publishers.

Ministry of Education Botswana (2002). Botswana Senior Secondary Assessment Syllabus for Development Studies: Syllabus code: 0586. Republic of Botswana.

Ministry of Education Namibia (2007). National Curriculum statement for environmental education. Windhoek, Namibia: Ministry of Education.

Mngomezulu, J. P. (2004). Secondary School Teachers' Perspective of Development Studies as school subject in Swaziland University of South Africa: UNISA.

Moea, K. S. (2022). Problems faced by Lesotho piloting high school teachers in implementing the 2009 curriculum and assessment policy. *Merit Research Journal of Education and Review*, 10(4), 069-073.

Majoni, C. (2017). Curriculum Overload and its Impact on Teachers Effectiveness in Primary Schools. *European Journal of Education Studies*, 3(3), 22-30.

Ministry of Education and Training (2009). *Curriculum and Assessment Policy: Education for individual and social development.* Maseru.

Moon, J.A. (2004). *A handbook of reflective and experiential learning*: Theory and practice. London: Routledge.

Mordini, H. (2003). Poject Method In Educational Practice. Educational Horizons, 81(3),12-19.

Moriaty, P. (2017). Developing practical fieldwork program for Development-Studies . *Journal of Geography in Higher Education*, 41(2), 238-255.

Molteberg, E. & Begstrom, C. (2000). Our Common Discourse: Diversity and paradigm in development studies. Nordic Working Paper Number 20. As: Nordic Association of Development Research (NAD).

Mulenga, F. (1990). Pupils' Participation in Education with Production Activities and their Occupational Aspirations in Selected Secondary Schools on the Copper belt. Dissertation submitted to the University of Zambia.

Mweti, I. & van Wyk, H. (2005). Introduction: NSSC Development studies guide: Windhoek, Namibia: Macmillan Namibia.

Newman, W. L. (2014). *Social Research Methods. Qualitative and Quantitative Approaches* (7th ed.). Pearson Education.

Newman, D., Griggin, P., & Cole, M. (2017). Technology, Textbooks, and assessment in development: Toward an integrated model. *Distance Education*, 38(1), 85-100.

Nowell, L. S. (2017). Thematic Analysis: Striving to Meet the Trustworthiness Criteria- SAGE Journals.

Okeke, C. & Van Wyk, M. (2016) *Educational Research: An African Approach.* Oxford University Press.

Oxfam. (2020). Fieldwork assessment; A guide for teachers and learners. Oxfam

Pollock, T. (2019). The Difference between Structured and Semi-structured Interviews. In M. Sutton, M. Bizumic & S. Levitas (Eds.),*The SAGE handbook of qualitative research methods in psychology* (2nd ed., pp.17-81). London, UK: SAGE Publications.

Preston, L. (2016) Field 'Work' Vs 'Feel' Trip. Approaches to Out-of- Class Experiences in Geography Education. In K. Mills, B. Smith, & E. Trappel (Eds.), *Learning in place: interrogating 'fields' and 'fieldwork' in geograpgy education* (pp.16-29).Deakin University.

Raselimo, M. G. & Mahao, M. (2015). The Lesotho curriculum and assessment policy: Opportunities threats. *South African Journal of Education*, 35, 1-12.

Sanga, I. (2016) Education for self-reliance: Nyerere's Policy Recommendations in the context of Tanzania. *African Research Journal of Education and Social Sciences*, Vol. 3, 2016.

Sedumeli, T, D. (2016). Practical Work Activities as a Method of Assessing Learning in Chemistry Teaching [unpublished master's thesis]. Tshwane University of Technology.

Selepe, C. (2016). *Curriculum Reform in Lesotho: Teachers 'conceptions and challenges.* [Master's Dissertation] University of the Witwatersrand, Johannesburg.

Shepard, L. A. (2000). The role of assessment in a learning culture. *Educational Researcher 29*, (7), 4-14.

Settle, B. (2009). Active Learning literature survey. University of Wisconsin- Madison, Department of Computer Sciences. Madison,WI. https://www.cs.wisc.edu/~settle/papers/ active-learning-survey-long.pdf.

Tabulwa, R. T. (2009). Education reform in Botswana: reflections on policy contradictions and

Paradoxes. *Comparative Education*, 45, 87-107.

Task force: Opschoor, H., Foster, J., Jolly, R. And Monks, J. (2005). Development Studies, Accreditation and EADI: A Vision Paper presented at the EADI General Conference (Bonn 21-23 September 2005). Available at: https://www.eadi.org/wp-content/uploads/ filebase/documents/EADI%20vision%.

Taylor, D. (2017). Development Studies in secondary schools in Southern Africa. Available at: programme.exordo.com> presentation.

Tsilo, M, C. (2006). *An Investigation of Teachers' Assessment Practices at Zenon High School*

in Lesotho.[Master's Dissertation] University of KwaZulu-Natal.

Vygotsky, L. (1978). *Mind in society: the development of higher psychological process*.

Harvard University Press.

White, G. (2014). *Education*. White Estate Ellen G.: White Publications.

Wiles, R. Robison, A. and Prosser, J.(2012). 'Ethical regulation and visual methods: Making visual researching impossible or developing good practice?' *Sociological research Online,* 17(1), 8-9.

Wiliam, D. (2011). *Embedded Formative Assessment*. Bloomington IN: Solution Tree Pre.

Wilson, M. (2005). Assessment as alignment: Promoting educational validity and quality.

Assessment in Education: Principles, Policy & practice, 12(3), 281-297.

Wilson, G. (2005). Case study as a method of assessment in developing countries: Improving

   student learning in economics, business and related disciplines. *International Journal of*

   Management Education, 4(3), 39-47.

Yin, R. K. (2009). *Case study research: Design and methods* (4th Ed.). Sage.

Yin, R. K. (2014). *Case study research: Design and methods* (5th Ed.). Sage

Zaur, J. (2021). *Aligning Goals, Objectives and Standards in Lesson Plans*. [Master's Dissertation] University of Arizona Global Campus.

APPENDICES

Appendix one: Interview schedule

Interviewer:

Participant:

School:

Date:

<u>Introduction</u>

I am Refiloe Masupha from University of Lesotho, a Master's student in the department of Education. I am working on the study which its purpose is to **explore the alignment between practical assessment of Development-Studies integrated curriculum and selected aims of secondary education**. Please be aware that this research is conducted for academic purposes, as such, I will keep your response to every question confidential and under no circumstances will your identity be included in the report.

The reason I am conducting this study is because, in the teaching and learning processes, learners are the primary and most important people. As teachers, it is important to understand how you view practical assessment in Development-Studies and how you feel about Practical assessment in teaching and learning of Development-Studies in the classroom and how those views affect your willingness to make an active classroom. To understand more of what you are going to participate in, I would like to explain practical assessment. Practical assessment refers to the evaluation and measurement of practical skills, competencies and application of knowledge in real-world or hands-on contexts. It focuses on assessing a person's ability to apply what they have learned to practical situations, rather than solely relying on theoretical knowledge.

Therefore, you are welcome to elaborate on what you know about practical assessment in response to the following questions:

Biographic Details:

Gender of the respondent's:

Highest qualification:

Teachers' experience

a) When did you complete your training?

b) How long have you been teaching Development-Studies?

c) How many classes do you teach Development-Studies?

Teachers' understanding about practical assessment

a) What do you understand by assessment as it applies to Development-Studies?

b) What is your understanding of practical assessment in relation to teaching/learning of DS?

c) Please explain how you normally conduct assessment in DS.

d) Are there any challenges that have you encountered when using practical assessment? If so, please mention them.

e) In your view, is practical assessment important in teaching of Development-Studies? If so, please explain how.

Frequently Used Practical Assessment Practices

a) List all practical activities that you use in teaching of Development-Studies .

b) For each practical activity you have mentioned, state reasons why you use it.

c) Please explain performance indicators that include in these practical assessments to monitor development of practical skills among the learners.

d) In what ways does it give you valid and reliable information regarding practical skills that your learners have acquired?

Contextual Factors that Enable DS Teachers to Frequently Use Practical Assessment

a) How would you describe the current educational context in which you teach Development-Studies ?

b) Could you describe the resources that are available to you as a teacher to facilitate the use of practical assessment in Development-Studies ?

c) What are the views and attitudes of your colleagues and school administration towards practical assessment in Development-Studies ?

d) In your experience, how do learners respond to practical assessment in Development-Studies ? Do you observe any differences in their engagement, motivation or understanding compared to other assessment methods?

Do they enjoy such assessments?

How frequently used practical practices align with secondary aims stated in CAP 2009

a) What do you understand to be the aims of Development-Studies ?

b) How do the aims of Development-Studies inform you teaching of Development-Studies ?

c) How is your teaching aligned with those aims?

d) What kind of activities do you usually design for learners in your lessons?

e) In what ways do you think these activities promote development of practical skills among the learners?

f) In what ways do you think the practical assessments that you frequently use support aims of secondary education in Lesotho? Particularly the following aims;

- Providing learners with advanced entrepreneurial, vocational and technological skills for the world of work and further studies.
- Providing opportunities for learners to participate in activities promoting democratic principles, human rights and emerging issues in a society.

Closing questions

Is there anything we have not talked about that you would love to share with me?

Do you have any questions for me?

Thank you for your time in responding to my interview questions.

Appendix two: Observation schedule

School :

Date:

Lesson topic: **Time:**

Grade:

Elements of practical assessment to be observed, in every lesson of Development-Studies in the classroom.

Components	Comments
Introduction Lesson begins with the pre assumed knowledge and a new knowledge about the topic being in Development-Studies .	
Resources used for teaching and learning ▪ What are the materials used for teaching? ▪ How are they used in teaching of DS? ▪ Are they enough?	
Learners' participation ▪ How is knowledge transmitted? ▪ Are learners engaged in the participatory learning? ▪ Are learners allowed an opportunity to construct knowledge through collaborative learning?	
Structuring of learning ▪ Are learners asked closed or open questions? ▪ Does the teacher help learners with follow up question when they fail to answer the previous asked question? ▪ Does a teacher allow learners to be engaged in constructivism way of learning?	
Teaching method ▪ What teaching methods does the teacher apply? (**project-based learning, case studies , experiential learning, simulations, group work and collaborative learning, practical assignments**)	
Skills involved	

▪ Are learners gaining problems solving skills from given practical activities? ▪ Are the given practical activities allowing learners to gain critical skills?	
Assessment ▪ What types of assessment are used in teaching of DS?	

Appendix three: Letter of Introduction

THE NATIONAL UNIVERSITY OF LESOTHO

Telephone: +266 22340601
           +266 52213632
           +266 52213639
Fax   : +266 22340000
Website: http://www.nul.ls

P.O. Roma 180

Lesotho

Southern Africa

FACULTY OF EDUCATION

16th May 2023

The Principal
St. James High School
Maseru

Dear Principal

A letter of introduction to undertake research

This letter serves to introduce **Refuoe Masupha** – a Masters student in the Faculty of Education at the National University of Lesotho (NUL). She is undertaking research on *"Exploring alignment between DS practical assessment and desired goals of secondary education."* The study requires her to interview the relevant participants and possibly observe lessons at St. James High School. Other data collection methods may also be used as the study dictates. Kindly accord the student the necessary assistance to enable her to conduct this study which has the potential to generate useful data and information in the field of education.

Your cooperation and assistance are most highly appreciated.

Sincerely,

_____
Mahao Mahao, PhD
Head - Department of Language and Social Education
Faculty of Education, National University of Lesotho

THE NATIONAL UNIVERSITY OF LESOTHO

Telephone: +266 22340601
         +266 52213632
         +266 52213639
Fax   : +266 22340000
Website: http://www.nul.ls

P.O. Roma 180

Lesotho

Southern Africa

FACULTY OF EDUCATION

16th May 2023

The Principal
Qoaling High School
Maseru

Dear Principal

A letter of introduction to undertake research

This letter serves to introduce **Refuoe Masupha** – a Masters student in the Faculty of Education at the National University of Lesotho (NUL). She is undertaking research on *"Exploring alignment between DS practical assessment and desired goals of secondary education."* The study requires her to interview the relevant participants and possibly observe lessons at Qoaling High School. Other data collection methods may also be used as the study dictates. Kindly accord the student the necessary assistance to enable her to conduct this study which has the potential to generate useful data and information in the field of education.

Your cooperation and assistance are most highly appreciated.

Sincerely,

_____

Mahao Mahao, PhD
Head - Department of Language and Social Education
Faculty of Education, National University of Lesotho

THE NATIONAL UNIVERSITY OF LESOTHO

Telephone: **+266 22340601**
+266 52213632
+266 52213639
Fax : **+266 22340000**
Website: http://www.nul.ls

P.O. Roma 180

Lesotho

Southern Africa

FACULTY OF EDUCATION

16th May 2023

The Principal
Maseru Day High School
Maseru

Dear Principal

A letter of introduction to undertake research

This letter serves to introduce **Refuoe Masupha** – a Masters student in the Faculty of Education at the National University of Lesotho (NUL). She is undertaking research on *"Exploring alignment between DS practical assessment and desired goals of secondary education."* The study requires her to interview the relevant participants and possibly observe lessons at Maseru Day High School. Other data collection methods may also be used as the study dictates. Kindly accord the student the necessary assistance to enable her to conduct this study which has the potential to generate useful data and information in the field of education.

Your cooperation and assistance are most highly appreciated.

Sincerely,

_____
Mahao Mahao, PhD
Head - Department of Language and Social Education
Faculty of Education, National University of Lesotho

tional University of Lesotho

0601

P.O. Roma 180
Lesotho
Africa

lgmatee78@gmail.com/ lg.matee@nul.ls

Extension number: 3761

Faculty of Education

18th September 2023

Dear Sir/Madam,

Re: Certification of Language Editing

This is to certify that **Refiloe Masupha's** Master of Arts in Education thesis entitled "**EXPLORING THE ALIGNMENT BETWEEN THE PRACTICAL ASSESSMENT OF DEVELOPMENT-STUDIES AND SELECTED SECONDARY AIMS: A MULTIPLE CASE STUDY**" has been language edited by Lihotetso Matee, an English Language Education lecturer in the Department of Language and Social Education, Faculty of Education, National University of Lesotho.

Thank you.

Lihotetso Matee
(Department of Language and Social Education)