Dissertation By
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National University of Lesotho

A study and investigation of performance pattern and contributory factors of COSC geography candidates in Lesotho high schools during the period 1986-1990

April, 1993

A STUDY AND INVESTIGATION OF PERFORMANCE PATTERN AND CONTRIBUTORY FACTORS OF COSC GEOGRAPHY CANDIDATES IN LESOTHO HIGH SCHOOLS DURING THE PERIOD 1986-1990

Dissertation submitted to the Faculty of Education

National University of Lesotho

In Fulfilment of the Requirements for the

Master of Education

by

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SUPERVISORS:

1. E.B. Mokhosi — B.A. (WITS), Dip.Ed. (Leeds), M.A. Ed. (Southampton), A.P.C. (London)
2. E.M. Seitlheko — B.Ssc. (UBLS), M.Sc. Ph. D. Texas Tech.).

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ROMA - LESOTHO

DECLARATION FORM:

This to certify that this dissertation is entirely a result of my efforts through the professional guidance of the supervisors whose names and signatures appear below.

CANDIDATE'S NAMES : INNOCENT SEBAA MUGISHA

CANDIDATE'S SIGNATURE:

DATE : 10/05/1993

SUPERVISORS:

NAME	SIGNATURE	DATE
1. E.B. MOKHOSI	E.B. MOKHOSI	11/05/93.
2. E.M. Seitlheko	E.M. Seitlheko	11/05/93.

ACKNOWLEDGEMENTS:

I wish to extent my sincere gratitude to both my supervisors E.B. MOKHOSI and E.M. SEITLHEKO, whose professional guidance coupled with maximum patience enabled the production of this report.

Furthermore, I sincerely thank the CODESRIA for their grant that enabled me to do carry out the research.

Nevertheless, to the Registrar of the Examination Council of Lesotho and his staff, I say "Thank you very much", for both academic and material assistance you rendered to me, which laid a foundation for the production of this report.

I am honestly indebted to Mr MPHAKA and Mr KALGAMBA who handled the computer-graphics part and produced such wonderful graphs that formed the backbone of my report, to them I say "Keep the spirit and stay healthy".

May I again take this opportunity to thank all my colleagues who were with me in the re-organized post - graduate program for their moral support, especially during some of the dark days we had to go through. Ladies and gentlemen thank you very much for the Postgraduate culture you portrayed and protected.

Lastly but not least, in a special way I sincerely pass on my greatest gratitude to Mrs Tankiso for her parental support she offered me.

ABSTRACT:

The major research problematique that prompted the researcher to embark on this study is the continuous poor performance of candidates in Lesotho in COSC geography examination. This problem is coupled with declining number of High schools offering the subject in the country per year.

A descriptive research method was adopted in the study. The study was carried out on a population of twenty-eight High schools, out of forty-four High schools that offer the subject in the country. A sample of twelve High schools was selected using a stratified random selection. A set of three questionnaires was supplemented by unstructured interview in collecting data. The collected data was analyzed using Lotus 1 2 3 and SPSS version 10 computer packages. The settyping was done using WP 5.1. The research findings were that :

(i) The attitude of both geography pupils and teachers of geography in Lesotho High schools was found to be generally negative and seem to be contributing to the poor performance of cosc geography candidates.

(ii) There is a disparity between the expectations of the internal geography examiners (teachers of geography in Lesotho) and external examiners (COSC geography examiners).

iii) In most of COSC geography classes in Lesotho the subject is

taught by qualified university graduates who are are not geography teachers by profession.

(iv) There is serious lack of geography teaching aids in almost all the Lesotho High schools and this seem to be contributing to the ineffective methods of teaching geography commonly used in Lesotho.

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TABLE OF CONTENTS

CHAPTER 1

INTRODUCTION

1.1 Introduction:

The Examination Council of Lesotho in conjunction with the Local Examinations Syndicate of University of Cambridge prepares annual reports on the COSC Examinations - December Examinations as they are commonly referred to. One form of such reports highlights the number of candidates in every High school and discloses in general terms their performance. The performance is expressed in terms of the number of candidates who have obtained: FIRST CLASS; SECOND CLASS; THIRD CLASS; GCE and FAIL. While the second form written by examiners on the work of candidates in certain papers is primarily for the information of the subject teachers concerned.

Nevertheless, the existing COSC geography examination frequently allows a degree of choice in answering questions. It is because of this magnitude of choice that makes it more likely to have candidates obtaining the same grade without necessarily having the same ability in the subject.For example, two candidates can achieve credit four (C4) in geography, but this does not mean that both candidates have scored equal marks in the examination nor do they have the same degree of ability in the subject. The fact that candidates are allowed to compensate for weakness in some areas by strength in others, makes it difficult to formulate unambiguous grading criteria. This disparity starts with the way regulations are stated in the COSC geography syllabus. For example, COSC (subject 2223) syllabus is examined in two papers

--paper 1 and paper 2, of which it is only paper 1 that examines all the sections of the syllabus and is compulsory to the geography candidates doing subject 2223, but the paper carries only a weight of 30% of the total marks of the subject. While paper 2 , whose regulations allow some degree of choice among the sections of the paper, carries 70% of the total marks of the subject. This encourages some geography teachers to concentrate on some topics of the syllabus on the expense of others, hence failing to teach the syllabus effectively.

According to the Lesotho JC and COSC Syllabi, geography is an optional subject and even the few schools that offer it, do it from a disadvantaged point of view, both financially and practically. Geography's share of the school budget is in most cases the smallest and this has serious implications in as far as teaching materials are concerned. While practically geography is given fewer periods than it deserves on the school time table. This is contrary to the role geography plays in a society. The distinct contribution of geography to the development of ideas lies in concepts associated with location of phenomena in space and with the relation between people and their environment.

1.2 BACKGROUND TO THE PROBLEM :

Lesotho is a former British Protectorate in which the French Missionaries, aided by the British government, started schools in 1870s. The syllabi that were introduced then had and still

maintain a lot of Western education influence. For example, Cambridge Overseas Schools Certificate Examinations are still set and largely marked in Cambridge, England.

Lesotho's present educational system is a broad-based pyramid narrowing to a very small apex. Recent data indicate that enrolment in the last year of Primary School; the third year of Secondary School (Form C) and the final year of High School (Form E) are 40, 7 and 2 per cent respectively, of the related first year primary school enrolments. Only a fraction of one per cent (1%) complete a University education !

Ever since the introduction of Secondary and High school syllabi, geography has been one of the subjects offered both at Secondary and High Schools although as an optional subject. The school curriculum from Form A to Form C in Lesotho classifies geography under "Group 2". Under this group, there are six subjects from which a student is supposed to take only two.

They are :
1. Development Studies;
2. Geography;
3. History;
4. Modern Languages;
5. A Practical Studies Course and
6. Religious Knowledge.

MOE/LJC Syllabus (1990)

The grouping here presents a conceptual problem as geography which is a Science / Humanity / Art subject is grouped with subjects which do not have similar qualities.Since geography is

in the group of six optional subjects from which any two subjects can be selected. The probability of it being registered for by a pupil from " Group 2 " is a sixth which is equal to 16.7 % ! For Higher Secondary (from Form D to Form E) the chances of taking geography become slimmer still. At High School level geography is in a group of 13 subjects, from which a pupil selects only two subjects. This leaves geography with a probability equal to a thirteenth or 7.6 % of being registered for by a pupil. This explains how slim are the chances for a child in Lesotho to be taught geography, because of the Subject grouping.

Another major disturbing factor is that the performance in the subject at COSC level remains poor with no follow-up to find out what the causes may be.

1.3 **STATEMENT OF THE PROBLEM :**

According to the COSC Performance Records (1986--1990) by ECOL, out of ninenty five (95) schools only forty four (44) schools offered geography up to COSC Level. The records go further to reveal that only twenty eight (28) schools have offered geography continuously during the period covered by the study and that 56.6 % of the candidates who sat for COSC geography (Subject 2223) examination failed it ! Even the 44.4% that is considered to passed is inflated by the number of candidates who obtained poor passes (pass seven and pass eight). According to the same source, candidates in the class of poor passes are the majority and it implies that the situation of poor performance

in COSC geography examination is worse than reported. Furthermore, the records reveal that during the period mentioned above, there has been a performance decline in COSC geography results of 27.4 % ! It is clearly evident that the performance of COSC candidates in geography has been declining and is likely to continue declining and yet there is no research which has been carried out in this area, so as to find out the pattern and causes of the decline in the performance.

Periodical studies in this displine would certainly help : Geography Teachers; Geography Education Tutors; COSC Geography Examiners and Lesotho Geography Panel improve on the teaching of Geography and thus improve the performance of Geography candidates at all level of education in Lesotho.

1.4 PURPOSE OF THE STUDY :

The primary objective of this study was to:
Study the performance - pattern in geography at COSC level in Lesotho High Schools for the 1986 to 1990.

This was to serve two purposes:

(i) establish the performance pattern of COSC geography candidates according to the criteria proposed by the researcher

(ii) investigate into the contributory factors to the performance in geography at COSC level in Lesotho.

(iii) come up with recommendations to improve the teaching

and learning of geography in Lesotho High schools.

1.5 SIGNIFICANCE OF THE STUDY :

The contribution of the findings of this study according to the hopes of the researcher, are expected:

1. to reveal to the ECOL , NCDC , teacher educators in Lesotho (NTTC and NUL) and High schools offering geography in Lesotho the extent to which geography is being failed or passed at COSC level;
2. to highlight factors or constraints affecting the performance in geography at COSC level ;
3. to help the geography teachers in the study to review their methods of teaching geography ;
4. to make recommendations towards possible solutions
5. to contribute to the already existing literature on the teaching of geography.
6. to suggest further areas of research.

1.6 ABBREVIATIONS :

APU	Assessment of Performance Unit
BOLESWA	Botswana , Lesotho and Swaziland
COSC	Cambridge Overseas School Certificate
ECOL	Examination Council of Lesotho
FORM A	First Year of Secondary Education in Lesotho
FORM B	Second Year of Secondary Education in Lesotho
FORM C	Third Year of Secondary Education in Lesotho
FORM D	Fourth Year of Secondary Education in Lesotho

FORM E	Fifth Year (Final) Year of Secondary Education in Lesotho
GOL	Government of Lesotho
IEA	International Project for the Evaluation of Educational Achievement
SPSS	Statistics Package for Social Scientists
WP 5.1	Word Perfect version 5.1

1.7 DEFINITIONS OF WORDS

ASSESSMENT — A process of collecting data for the purpose of : (i) specifying and verifying and (ii) making decisions about students

EVALUATION — A broad term describing the process of determining what the actual educational outcomes are and comparing them with the expected outcomes , and making judgments about the nature and desirability of any demonstrated changes.

EXPECTED OUTCOMES — The performance of COSC geography candidates which is the 2/3 of the total number of candidates.

DEVELOPMENT PLAN — This refers to Lesotho Five-Year Development Plan.

TEACHER — A person who helps in imparting knowledge to others in a teaching / learning situation.

GEOGRAPHY-TEACHER — A person who is a teacher by profession

and has geography as one of the specialities.

HIGH SCHOOLS — These are form of educational institutions which, amongst other facilities, have at least Form D.

POPULATION — A group of people which is the objective of the research about which the researcher wants to determine some characteristics.

INTRODUCTION — The first chapter of the dissertation

Introduction — The first part of each chapter that gives brief view of what the chapter is about .

SAMPLE — A sub-set of the whole population which is actually investigated by a researcher and whose characteristics will be generalised to the entire population.

SMALL SCHOOL — An educational institution with less than 300 pupils enrolled.

LARGE SCHOOL — An educational institution with 300 or more enrolled pupils.

1.8 HYPOTHESIS OF THE STUDY :

The attention of the study assumed the following eight

hypotheses:

(1) the pupils' negative attitude towards geography contributes to the poor COSC geography results.

(2) the poor socio-economic background of pupils contributes to the poor COSC geography results.

(3) the teachers' negative attitude towards geography contributes to the poor COSC geography results.

(4) poor teaching methods used in the teaching of geography in Lesotho High schools contributes to poor COSC geography results.

(5) lack of teaching aids in Lesotho High schools contributes to poor COSC geography results.

(6) poor qualifications of geography teachers in Lesotho High schools contributes to the poor COSC geography results.

(7) the apparent disparity between external examiners' expectations and High school teachers of geography in Lesotho contributes to poor COSC geography results.

(8) the failure to finish the COSC geography syllabus contributes to the poor COSC geography results.

1.9 RESEARCH OUTLINE :

Statement of the Problem

According to the COSC records from ECOL, for the period 1986-1990 twenty eight High schools have offered geography continuously. Out of the total number of candidates who sat for the COSC examination during the period covered by the study 56.6% failed and there has been a performance decline of 27.4 % and the decline is likely to continue if nothing is done about it. There has been no research carried out before this one, to investigate into the performance pattern and its contributory factors. Periodcal studies in this discipline would help in improving the teaching of geograp in Lesotho schools.

Objectives of the study

The primary objectives of the study were to: examine the performance pattern of COSC geography candidates in Lesotho High schools, investigate its contributory factors and make recommendations to improve the teaching of geography in Lesotho secondary schools.

Significance of the study

The findings from the study are to reveal to the parties concerned the extent to which geography is being failed and highlight factors causing it. The study is also hoped to create awareness among the geography teachers on the contribution of geography to education and also help them review their methods of teaching geography. Futhermore, the study is hoped to

contribute to the already existing literature on the teaching of geography in Lesotho schools and even suggest further areas of research.

Methodology

The research method used was the one that gave an accurate account of the characteristics of the situation in Lesotho High schools offering geography. It was a descriptive type of research method.

A population of twenty eight High schools which offered geography at COSC level continuously for the period 1986-1990 was used. It was from this population that a stratified random selection was applied and established a sample of twelve High schools.

Unstructured interview; questionnaires; and a survey of available relevant documents are the instruments that were used in this study.

The quantitative data / information were analysed using Lotus 123 while the qualitative data/information was largely handled using SPSS version 10 and WP 5.1.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction :

Due to the fact that the area of this study is still a virgin one, there is a shortage of related literature. However, in general terms there is more of related literature on evaluation as an element of curriculum although not necessarily in the African context.

Literature reviewed in this chapter is from the pedagogic point of view. This is done so to as avoid any confusion since the concepts evaluation and performance can and are often used in so many other contexts. The concepts "Education and Curriculum" are briefly explained according to views given by some educationists including the four elements of curriculum which are here also highlighted. Any curriculum, be it school curriculum or subject curriculum has four elements. The four elements of curriculum are: aims, content, methodology and evaluation and that the choice of one is influenced by the others because of the practical pedagogical interrelationship of the four elements.

Since performance which is an outcome of evaluation is the key concept of the study more literature is based on it. The remaining literature reviewed is related to the contributory factors of performance in geography as indicated by other authors and research findings, most especially at secondary school level (both junior and senior).

2.2 RELATED LITERATURE :

2.2.1 Definition of Education as a concept :

Defining Education as a concept may be approached and answered in terms of a specific description which is generally known as the theory of education or pedagogic. van der Stoep et al (1992: 24-25) in their publication "Didactics" argue that it is the task of the pedagogics to examine the educational situation and to describe it systematically and accountably. The same authors further their argument by saying that pedagogics consist of a radical consideration and a systematic description of education as:

(i) an activity which takes place among people;
(ii) seeking answers for questions such as: "what makes education possible ?"; "why is an activity like education meaningful ?" and "which activity of education is essential to appearance ?".

The knowledge concerning education is necessary because the formal practice of education (teaching in the school) cannot do without. The practice of education is not confined to the relationship and involvement of parents with their children but is generally the concern of adults with children in the same situations. Parents and teachers are equally involved in education, van der Stoep et al conclude (1992:25).

2.2.2 Definitions of Curriculum as a Concept:

There are perhaps as many and valid definitions of the concept curriculum as there are curriculum theorists. Neagly and Evans (1967:3) defined curriculum as :

> All the planned experiences provided by the school to assist the pupil in attaining the designated learning outcomes to the best of their abilities

Inlow (1966:7) gave a more or less similar definition but using different words:

> Curriculum is the planned composite effort of any school to guide pupil learning toward predetermined learning outcomes.

According to the Reader's Digest Great Dictionary (1984) two different meanings of curriculum are identified. These are:

(i) curriculum as all the courses of study offered by an educational-institution . In Lesotho " Educational System" this can be equated to the schools' curriculum as approved by the M.O.E.

(ii) curriculum as a particular course of study .In the Lesotho education system in which this study was carried out , this definition can be equated to subject curriculum or subject syllabus. For example, COSC geography curriculum or COSC geography syllabus. For the purposes of this study the second definition of curriculum will be adopted.

2.2.3 Definition of "Evaluation as and element of

Curriculum".

Different authors on curriculum have different definitions of "Evaluation as an Element of Curriculum". However, for this particular study, the definition given by Stenhouse (1987:112) has been adopted. He defines evaluation in the following words:

> "Evaluation is the process of conceiving, obtaining and communicating information for the guidance of educational decision making with regard to a specified programme".

2.2.4 The Value and Purposes of Evaluation in the Field of Education.

(a) Evaluation enables us to compare the actual outcomes with the expected outcomes (objectives) and to arrive at conclusions about this comparison with a view to future action. It is a vital phase because without some quantitative and qualitative comparison of actual and expected outcomes, it is apparently impossible to know whether or not objectives have been realized and if they have been, to what extent. Without some system of evaluation marks, it would be difficult to tell whether or not behaviour in the form of attitudes, values, skills and knowledge have been instilled, inhibited or altered. So evaluation through the COSC geography examination should not be used only as a sieving net, separating those who have passed from those who have failed but should also be used to evaluate the whole education system. This can be

achieved by comparing the actual outcomes with expected outcomes, as suggested by Wheeler (1967). The conclusions arrived at would be used to plan for future action.

(b) Evaluation is a multi-purpose element of any curriculum provided it is not "abused".

Cronbach (1966: 673) , distinguishes three types of purposes for which evaluation is used:

(i) COURSE IMPROVEMENT : Deciding what instructional materials and methods are satisfactorily and where change is needed;

(ii) DECISIONS ABOUT INDIVIDUALS: Identifying the needs of the pupils for the sake of planning his instruction , judging pupil merit for the purpose of selection and grouping, acquainting the pupil with his own progress and deficiencies ;

(iii) ADMINISTRATION REGULATION : Judging how good the school system is, how good individual teachers are, etc.

This study was set out to find if in Lesotho High schools the attitude of pupils towards geography has any relationship with:

(i) the high failure rate in geography;

(ii) with high rate of dropping geography at COSC level of education and

(iii) with the cancelling of geography from the school

curriculum by some school principals.

2.2.5 Pupils' Negative Attitude and Performance

Attitude refers to the way of feeling or thinking and related behavioural patterns. Elms (1976) defines attitude as the positive or negative feeling about the object in one's psychological world .

Attitudes are useful in a sense that they give a simplified and practical guide for appropriate behaviour . For example, positive attitude towards learning, school personnel, peers, oneself, subject areas and instructional methods are all important because they affect the teacher's and pupil's motivation in a teaching/learning situation and the quality of life within the school at large, Johnson (1979).

Blair, et al (1975) concur with Johnson (1979) by admitting that the kind of attitude a child has affects the school work and his learning in general and consequently the performance of the child. Blair (1975) explains that if a child has positive attitudes about teachers and the subject(s) the chances of experiencing some success are high, and through reinforcement the child will perform more effectively and achieve more nearly up to his capacity. Conversely, negative attitudes towards school work and teachers, usually signify that the child's interests are elsewhere, and that he will fight attempts to make him learn. In the study carried out by Fuzile (1985), on the attitudes of black pupils in South Africa towards Afrikaans, it was found to

be negative and contributed towards the high failure rate in the subject.

On the basis of the reviewed literature under this sub-section, it is clearly evident that different research has been carried out in different parts of the world; and most concur that the attitude of a child towards school work, the school and all that is associated with it, does influence his performance.

2.2.6 Teachers' Attitudes; Qualifications and Performance

Mouly (1982) found out that if teachers are keen about the subject they teach and sensitive to the needs of their pupils, the latter are likely to develop favourable attitude towards the the subject. Furthermore, their attitudes will tend to spread from the situation to which they are attached to related situations in even wider circles. Mouly (1982) goes on to give an explanation of how children will tend to develop negative attitudes towards both the teacher and the suject because of the teacher being punitive. This will prevent pupils from performing well and will only serve to reinforce their deslikes for the subject and the school and all it stands for, he argues.

It is most likely that negative attitude of teachers towards geography contributes to the high failure rate in the subject. To support this argument an example from Lesotho's neighbour, the Republic of Transkei is cited. A Departmental Circular No. 8 of 1981, addressed to Circuit Inspectors and Principals of schools in the Transkei stated that:

> It must be remembered that the failure rate of scholars is also attributable to teachers ..... It is not easy to draw a line between the failure of a teacher and that of a scholar himself....

In Lesotho context this may suggest that the high failure rate of geograhy candidates could to a large extent be attributed to their teachers, if teachers' attitude to the subject is negative. Low teacher qualifications may result in a negative attitude of teachers towards the subject while high qualifications may result in a positive attitude. A study carried out by Hedden and Whomsely (1983) on the failure rate of geography candidates in Birmingham found out that:

1. Most of the graduates in geography, 41% of the total sample, were teaching in only 38% of the schools and that the teachers attitudes towards geography were positve while the geography results were good;
2. That most non-graduate teachers with no specific knowledge of geography amounted to 59% and were teaching in 62% of the schools had a negative attitude towards geography. The geography results in schools were poor.

The reviewed literature seem to suggest that in different parts of the world, according to the research carried out there is a positive correlation among the following variables: teachers' qualifications, teachers' attittude to the subject and the

pupils' degree of performance in the subject .

2.2.7 Teaching Methods and Performance

Khubana et al (1991: 3) suggested that whenever possible, teachers should make use of a practical approach to geography. Pupils should be made to see that the subject matter they are learning has something to do with their own lives. He explains that this approach would make the world in which we live appear to pupils to be the main object of the subject geography and not something abstract or unreal.

Khubana et al (1991) go further to suggest that the use of practical work, projects, game playing and field work can help achieve this aim. However, they conclude by saying that the teacher should feel free to use any other approach which encourages pupils to participate actively .

Ballantyne (1984:16-18) also supports the idea of teachers being free to choose any approach, so long as they serve the purpose of teaching effectively. The same researcher goes further and suggests that teachers should select teaching methods, content and teaching aids that will suit the pupils stage of development. He also cited Paiget (1955:45-47) who maintains that the child is active and inquisitive, teaching methods should therefore allow pupils to be active and explore the environment in order to satisfy their curiosity.

Ballanyne (1984:21) argues that :

> A perusal of class tests, exercises and text books

used in the primary level show how common the passive approach is to learning in geography.

The same author went further and recommended that a chid should be made active, teaching aids should cater for the individual needs of pupils, visual aids, field work and concrete methods should be made use of.

Silver (1982:64) also encouraged the use of fieldtrips when teaching geography by arguing that one does not need expensive equipment like slide projector and the overhead projector, because the environment is a well-equipped geography laboratory.

Silver (1982) goes further and concurs with Ballantyne (1984) in saying that geography is a practical subject and has objects that can be seen and touched. Silver (1982) further discloses that geography allows pupils to be active, thus making teaching and learning geography much easier, stimulating the pupils' interest and making them to want to go on learning the subject. He concludes by saying that pupils can be made active by taking them out into the field.

Seethal (1984) emphasized the importance of taking pupils out to the field when teaching geography. He noticed that from 1981 to 1984 only 20% of Black candidates in the Republic of South Africa answered the question on field work. Seethal (1984)'s suggestions are that the correct way of undertaking field work is to first of all prepare the pupils for the field

trips, followed by observation and recording by pupils out in the field and lastly by interpretation of the findings.
Another alternative way is to state a problem, formulate a hypothesis by pupils and the teachers followed by a collection of data and drawing of conclusions. He went further and specified some lessons that can easily be taught without spending money but making use of enviorenment. They are lessons on landforms, stream characteristics, vegetation and rocks. The author concludes by saying that it is important to correlate what is in the text book with information gathered in the field.

From the proceeding reviewed literature, it is evident enough that almost all the reseachers cited here concur on the use of: field work, practicals, relevant teaching materials and active involvement of pupils in the teaching-learning activities.

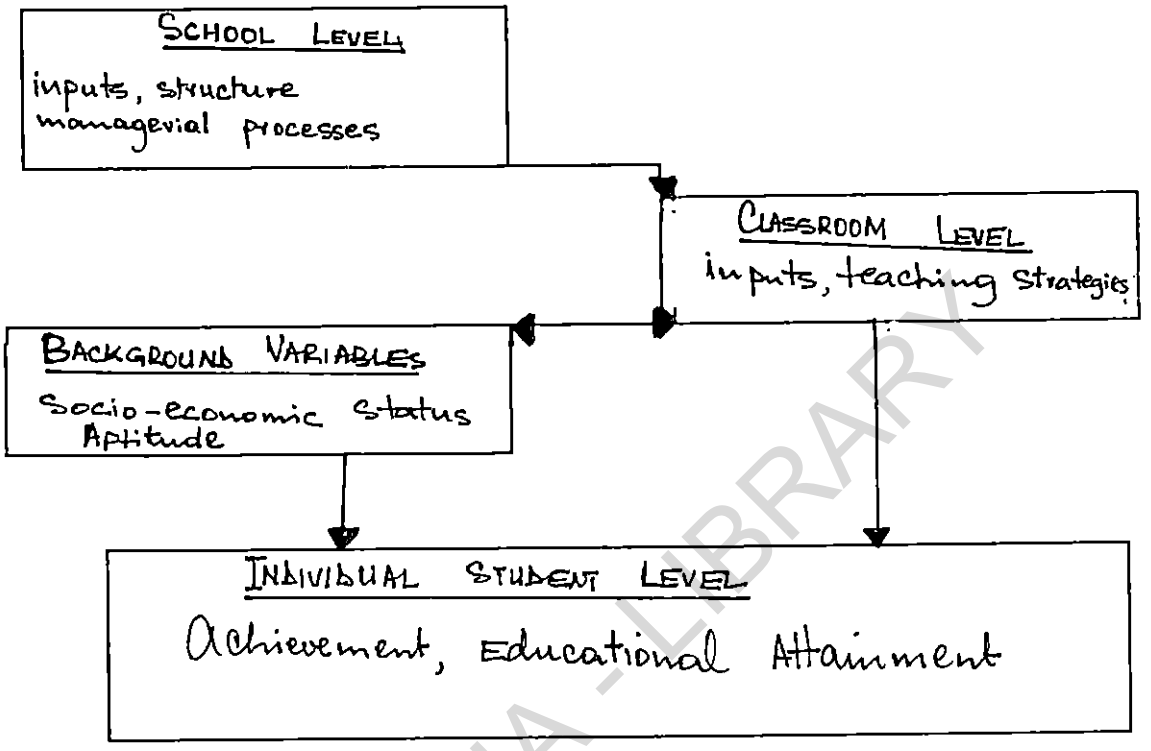
All this was highly recommended according to the reviewed literature and it was proved that they have influence on the performance of pupils .

2.2.8 School and Performance

Under this section three sub-sections are focused on, viz: school effectiveness, leadership and manegement and school size. According to the HMI (DES 1977), a school does not exist in isolation and effective schools will build up good relationships with parents and the community in general . This view is shared by Ronat (1990:16) in her investigation into the factors affecting the achievement in post-JC mathematics in Lesotho. The

model of school effectiveness below, formulated by Sheerens and Creemers (1989) is important in considering the effectiveness of a school. It considers the achievement and educational attainment at individual student level to be ininfluenced by varaibles at: school level, classroom level and even background varaibles of the student. The model further suggests that varaibles at classroom level, like class inputs and teaching strategies are influenced by socio-economic status of the student and aptitude for the subject which are all back ground variables.

Figure 1 Model of School Effectiveness



Source : Sheerens et al (1989)

(i) Background varaibles as indicated by Ronat (1990:16), socio-economic status and aptitude for the subject are important when it comes to considering the effects of background varaibles on student achievement. The second IEA study of mathematics achievement by Robitaille & Garden (1989) found that in most of the countries surveyed, children of highly skilled parents were more likely to continue studying mathematics than those of average skilled and non-or semi-skilled parents. Ronat (1990) realised that this situation is still an unpronounced factor since the education system in Lesotho is still young and the fact that a high percentage of parents of school-children are not educated to a high level. The same researcher appreciated the fact that a similar situation does seem to be emerging. Ronat (1990) goes futher to indicate that apart from building up parental and community relationships, how little can be done about these factors from school point of view. At school level, it was highlighted that there is need to look at level of management, its effeciency and how the school relates to the needs of pupils in a cultural context.

(ii) Leadership, Management and Performance :

Lesotho Education Review Report by GOL/ODA Mission gave the reasons for low achievement in COSC examinations in Lesotho in following words :

> In combination with inadequate management and lack of facilities the declining teacher quality has resulted in poor examination results ...Lesotho now has the worst COSC results in the region.... In this respect GOL has been expending more and more resources for a declining return.
>
> (GOL/ODA 1988:11)

The study by Ronat (1990) found that part of this inadequate management refers to the lack of control and cooperation between the government and the churches in the expansion of both primary and secondary education, the other part refers to the lack of careful management and planning in schools. That most principals have been appointed without training but the government has committed itself to improving this situation. It is providing in-service courses in management for both primary and secondary headteachers who are being introduced to more effective practices.

(iii) School Size and Performance :

Small and large schools both have their own advantages. Small schools are asid to have a more favourable social climate while large schools make more effecient use of plant and equipment.

Huse'n in the first IEA study of mathematic achievement found that in general :

> the best performance in mathematics by the young ..(13 years old) .. students were given in schools with enrollments exceeding 300. (Huse'n 1967: 78)

However, the second study came up with very mixed and inconclusive results and Blakemore and Cooksey (1981:81) stated that sociological studies had not found clear evidence to show that small schools had advantage over large schools. It is not clear what these researchers mean by small and large but the assumption in this study is that "small" means < 300 pupils and "large" means > 800 pupils. In Lesotho, the commitiment on paper for high schools is an enrolment of over 400 pupils. Although this commitment was made in 1984, with the aim of making schools more vaible units which would operate more effectively, this has not happened, the 1988 average school size was 263 (MOE,Nov. 1988).

It is not clear how school size would directly affect pupils,s acheivement in geography, but its indirect effect would be that a large school could probably provide more specialist teachers of geography. In a small school teachers normally have to teach atleast one other subject for which they may not be qualified. Although school size should be considered, Madaus et al (1980: 7) felt that :

> what goes on in schools is more important determinant of achievement than the physical conditions in which

scholastic activity takes place.

A great deal of "what goes on" in schools involves teachers, who are now considered in the light of their possible influence on pupils achievement in geography.

2.2.10 Self-Esteem or Self-Concept and Performance :

Coppersmith (1967:20) argues that a person comes to believe that he is a success or failure from his own actions and relative positions within his frame of reference. He furthers his argument by stating that since all capabilties and performances are viewed from such personal context, we must know for example, conditions and standards within a given classroom, groups of professionals or a family before making any conclusions about any individual feelings or worthiness.

Jones and Grieneck (1970) study examined the relationship between measure of self conception and academic achievement in a sample of 877 students at college level. The measures of self conception were the "self-concepts aptitude ability scale" while the academic achievement was measured by "Grade Point Average". The results of the study showed a positive relationship between all measures of self-perception and academic achievement.

According to the study carried out by Burns (1979), the effect of different forms of school organisation on pupil's self-concept were shown, for example, the study showed a positive correlation between the teacher's self-style and his classroom style. In the same study it was suggested that teachers must be

fully aware of the fact that self-concept and academic achievement are closely linked.

The literature reviewed in this chapter is used in the other chapters of the text, more especially those of data analysis and interpretation of the results.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 INTRODUCTION:

3.1.1 Aims:

This chapter is the design of the study and it aims at :

(i) restating the hypotheses that were tested by the study and the subsidiary ones to the researcher;

(ii) describing the subjects involved in the study in terms of their numbers; geographical location and educational status. Under this sub-topic a clear description of the population, the sample and other key informants is made;

(iii) discussing the different types of research instruments employed in the study. The discussion of the instruments is followed by a justification of their validity and reliability;

(iv) explaining the scoring procedures used in the study.

3.1.2 How to achieve the above aims:

The hypotheses stated under chapter one, which are the very hypotheses tested by the study were restated and in addition subsidiary ones were also stated. The description of the subjects of the study was given in both general and specific

terms. It was at this juncture that the researcher used a map of Lesotho to show parts of the country from which the subjects were selected and in which the study was carried out while the statistics of the subjects were tabulated so as to ease the task of comparison. This is supplemented by a clear description of the population and the sample of the study. The chapter goes further and gives a detailed discussion of the measuring instruments used. Their reliability and validity are also discussed while the data collection is elucidated. The chapter ends with an explanation of the scoring procedures and statistical packages used in data analysis in chapter 4.

3.2 HYPOTHESES :

3.2.1 The Hypothese Tested by the Study :

(i) pupils' negative attitude towards geography contributes to poor COSC geography results.

(ii) poor socio-economic back ground of pupils contributes to poor COSC geography results.

(iii) teachers' negative attitude towards geography contributes to poor COSC geography results.

(iv) poor teaching methods used in the teaching of geography in Lesotho High schools contributes to poor COSC geography results.

(v) lack of teaching aids in Lesotho High schools contributes to poor COSC geography results.

(vi) poor qualifications of geography teachers in Lesotho High

schools contributes to poor COSC geography results.

(vii) apparent disparity between examiners' expectations and the High school geography teachers in Lesotho High schools contributes to poor performance in COSC geography results.

(viii) failure to finish the COSC geography syllabus before the time of final December COSC examinations contributes to poor COSC geography.

3.2.2 The Subsdiary Hypotheses:

These are the hypotheses that were not tested by the study but which the researcher had at the back of his mind and thinks might have indirectly affected the COSC geography examination results during the period 1986 to 1990.

(i) some policy makers both at national level and at school level know little about the importance of geography hence its financial support is made very minimal and this should have indirectly contributed to the poor performance in geography at COSC examination results during the period 1986 to 1990.

(ii) the high level of brain drainage in Lesotho schools to the republic of South Africa and its homelands should have affected the performance of COSC candidates in general and geography ones in particular during the period 1986 to 1990.

3.3 The Population.

Table 3.1

Population of the study expressed in terms of Districts; Centre Numbers and the Average Pass % of candidates for the period 1986 to 1990.

DISTRICT	CENTRE NO.	AVERAGE PASS %	RANK
B.B	LS 505	31	23
B.B	LS 506	61	10
B.B	LS 603	28	25
MS	LS 508	59	12
MS	LS 522	76	5
MS	LS 537	30	24
MS	LS 538	35	22
MS	LS 548	53	14
MS	LS 563	50	16
MS	LS 567	93	1
MS	LS 595	25	28
LB	LS 512	60	11
LB	LS 524	26	26
LB	LS 555	69	7
LB	LS 564	62	9
BE	LS 507	51	15
BE	LS 509	45	19
BE	LS 530	38	21
BE	LS 559	87	2
MF	LS 502	50	16
MF	LS 519	49	17
MF	LS 553	57	13
MF	LS 557	44	20
MF	LS 570	63	8
MF	LS 573	79	4
MF	LS 577	25	27
MH	LS 544	46	18
MH	LS 571	83	3

MAP OF LESOTHO SHOWING THE TEN DISTRICTS FROM WHICH THE POPULATION AND THE SAMPLE OF THE STUDY ARE BASED.

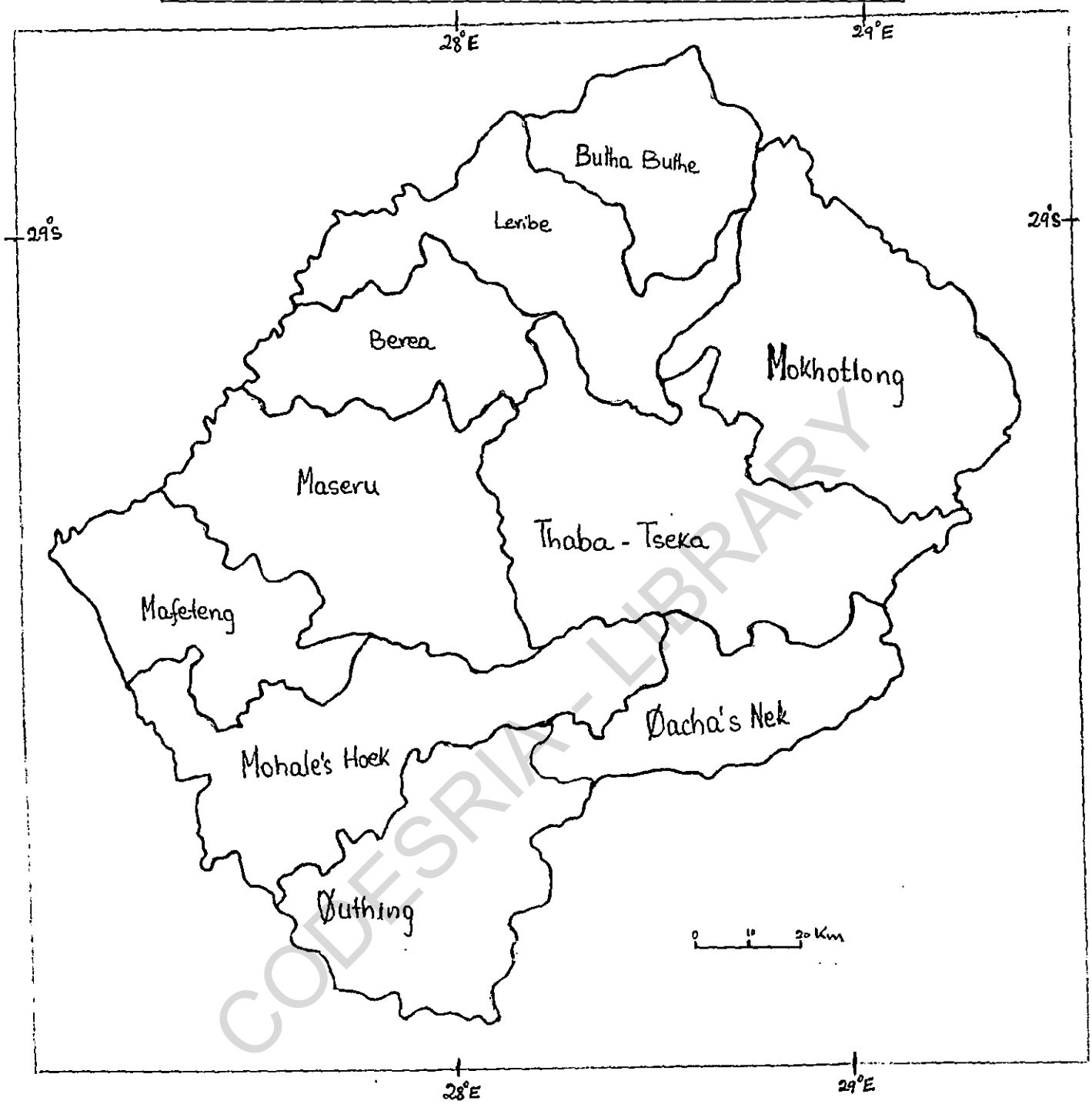


Table 3.2

Sample of the study expressed in terms of District; Centre Number and Average Pass % of Candidates for the period 1986 to 1990.

RANK	CENTRE NO.	AVERAGE PASS % CANDIDATES	DISTRICT
1.	LS 567	93	MS
2.	LS 559	87	BE
4.	LS 573	79	MF
5.	LS 522	76	MS
7.	LS 555	69	LB
11.	LS 512	60	LB
13.	LS 553	57	MF
14.	LS 548	53	MS
17.	LS 519	49	MF
19.	LS 509	45	BE
22.	LS 538	35	MS
24.	LS 537	30	MS

3.3.3 Form E Geography pupils :

By the year 1990 there were 44 High schools offering geography in Lesotho and 28 of them had offered the subject for at least a period of five years (1986 to 1990). The twenty eight high schools are shown in table 3.1. The names of the schools were withheld for confidentiality reasons. They are expressed using their official examination Code centre numbers.

The average Pass % of candidates for the period 1986 to 1990 of each of the twenty eight High schools was calculated using their

COSC examination results in geography obtained from ECOL. On the basis of the average pass % of candidates schools were ranked, starting with the one with the highest average pass percent. The schools were classified in six groups. The groups used are:

Table 3.3.

GROUP	AVERAGE PASS % OF CANDIDATES
A	80...100
B	70...79
C	60... 69
D	50... 59
E	40... 49
F	39...0

Each of the six groups was taken to correspond with a symbol used by the University of Cambridge Local Examinations indicate in grading the performance of COSC candidates , those of geography inclusive

A stratified random selection was applied to each of the six groups twice. This gave a sample of twelve High schools (herein after will be referred to as "the sample"). The sample is indicated in table 3.2. Out of the total number of pupils from the sample, 202 are the only ones whom the study was carried on. The 202 pupils had an average age of 17.8 years, the youngest of them was 16 years while the oldest was 26 years. Their sex ratio

was 1: 1.3.

3.2.4 Form E Geography Teachers:

These were teachers who were teaching geography in Form E in the sample by the time the study was carried out. They were twelve teachers in number, one teacher from each school. There were all given questionnaires and they all returned them filled. Two of these twelve geography teachers were the principals of their schools while one was a deputy principal and nine were assistant teachers. The Form E geography teachers from the sample fell in the age group of 26 to 45 years and their sex ratio is 1:4. The academic and profession qualifications are highlighted in table 4.20.

3.2.5 Geography Student-Teachers:

There are two teacher-training institutions in the country, namely NTTC and NUL. Both institutions offer geography-education courses to geography student- teachers. From the researchers' experience as a former geography student - teacher and as a once a part-time Lecturer in the Geography Education, under the Languages and Social Studies department (NUL), there is a great steady increase in the numbers of student-teachers who register for Geography Education. Contrary the number of student-teachers who register for Geography - Education at NTTC is declining. For instance, by the time the study was conducted there were only 3 geography student-teachers in the final year while in the previous year NTTC had 7 geography - education completers! The 3 plus 20 from the Geography Education Unit in NUL are the only

student-teachers on whom the questionnaire (appendix III) was administered.

3.2.6 Key Informants:

Geography Education tutors, including one of the researcher's supervisors; some High school principals ; a member of National Geography Panel; a member from NCDC, a member from the inspectorate and a member from the IMRC were used as key informants as far as the study was concerned .

3.3 **INSTRUMENTS :**

3.3.1 Document Analysis:

With permission from the registrar of the ECOL, the researcher spent two consecutive weeks analysing the files of COSC examination results for the period 1981 -1990. The primary aim of carrying out the exercise was to study the performance pattern of geography COSC candidates.

Each of these voluminous files contained names of High schools and Private centres that registered for COSC examinations in that particular year. High schools' names and their centre code numbers are written on top of each page and below would be a long list of COSC candidates' names of that particular year and all the subjects they registered for followed by the symbols they obtained in each subject. The researcher had to analyze every candidate's copy of result-slip and establish whether the candidate sat for geography or not and the symbol obtained. This was done for every candidate in every school for a period of ten

years. At the end of this exercise the researcher realized that only nine. High schools out of 44 that had ever registered for geography, offered it continuously for the ten years. This was considered by the researcher to be a very small population for purpose of this. It was because of this shortcoming that the researcher abandoned the ambition of researching on what transpired in the performance of COSC geography candidates for a period of ten years and resorted to five years (1986 -- 1990). This increased the number High schools which offered geography continuously to 28. These are the schools that were taken as the population of the study (Table 3.1).

3.3.2. Form E Geography-Pupils Questionnaire:

The questionnaire to Form E geography-pupils (Appendix I) has two sections, labelled section A and B . Section A has two sub sections, and the first one has 5 items based on general questions while the second part has 4 items based on socio-economic background of the pupil. Section B of the questionnaire has got seventeen items testing the attitude of the pupils towards geography. Section A of the questionnaire had to be answered with one word or a figure or a name. Section B of the questionnaire has structured questions and they had to be answered using the Likert scale in terms of: "strongly agree; agree; undecided; disagree and strongly disagree."

Table 3.4 Marks Assigned to each Statement Used in Section B of the Student Questionnaire:

VERBAL DESCRIPTION	POSITIVE STATEMENT	NEGATIVE STATEMENT
Strongly Agree (SA)	5	1
Agree (A)	4	2
Undecided (U)	3	3
Disagree (D)	2	4
Strongly Disagree (SD)	1	5

3.3.3 Geography-Teachers' Questionnaire:

The above measuring instrument was the most detailed among all instruments used in the study was concerned. It was based on four out of the eight hypotheses tested by the study.

The instrument was divided into four sections. Each section was meant and based on one particular hypothesis. For example:

Section I - was based on questions related to the qualifications of teachers of geography in Form E classes. There were seven items in this section of the questionnaire which required a one word response.

Section II - of the instrument had questions based on the methods used in the teaching of geography. A list of eight different approaches to the teaching of geography was given to teachers and theirs was to use the following rating scale to indicate the rate at which each of the methods is applied.

Table 3.5

Showing the Scale Used In Rating the Extent to which Teaching Methods are Used:

1	implies	NEVER USED
2	implies	HARDLY USED
3	implies	RARELY USED
4	implies	SOMETIMES USED
5	implies	ALWAYS USED

Responses to the items in section II were used in testing the hypothesis that "poor teaching methods used in the teaching of geography contributes to the poor COSC geography results" in Lesotho High Schools.

Section III - The third section of the instrument was dedicated to the identification of the teaching aids each teacher uses during his/her geography lessons. The information/data collected by this section was used in testing the hypothesis that "Lack of teaching aids in Lesotho High Schools contributes to poor COSC geography results.

Section IV - The fourth part of the questionnaire was used to collect data to be used in the testing hypothesis based on the attitudes of the teachers towards geography and the teaching of geography. This part had 21 statements. Some are written from a negative point of view while others are from a positive one. This was done so as to avoid any influence of the researcher to the respondents. The

responses to these statements were expressed in both qualitative and quantitative manner, with the help of Likert Scale.

3.3.4 Geography Student Questionnaire:

This instrument was targeted at the students who were training to be geography teachers. There were training either at NTTC or NUL. The instrument was divided into four sections. Section A was asking general questions to all student-teachers and it had eight items. Section B, was meant for those student-teachers who studied geography at secondary level. This section had nine items. Section C of the instrument was meant for those student-teachers who studied geography at a High School level. Section C had seven items. To some items, the respondent had to respond by either ticking a "yes" "No" and to others the respondents had to write their responses in few words. The final section, Section D of the instrument was also meant for all the student-teachers. The data collected by this instrument was used in testing hypothesis seven and an unstructured eight.

3.3.5 Unstructured Interview:

As mentioned in section 3.2.4, the study made use of different key informants working in different departments of MOE. It was on the basis of educational status of each individual key informant that the focus of the interview largely depended. However, the researcher had in mind the two hypothesis, (hypothesis 7 and hypothesis 8) on which all the questions of the instrumented interview were either directly or indirectly based.

3.4 RELIABILITY OF THE INSTRUMENTS :

Before the researcher embarked on the administration of the instruments mentioned under 3.3.1, 3.3.2 and 3.3.3, he had to be sure of their reliability. He had to make sure that they have a reasonably high degree of consistence in what they measure.

The researcher checked the reliability of Form E geography Questionnaire by a test - retest method. He gave the questionnaire to five pupils (boys) from a form E geography class of Christ the King High School and five girls from a form E geography class from St. Mary's High School. To the latter group the questionnaire was administered by their Geography teacher. After three weeks, the same questionnaire was given to the same group of pupils - this was on arrangement between the researcher who was teaching the boys, and the mistress who was teaching the five girls. Using the following formula the reliability of the co-efficient of the questionnaire was found to be ninety-three per cent.

The researcher was teaching Form E geography class at Christ the King High School during the time of constructing and piloting the instruments. By then the researcher had easy accessibility both to his colleagues and geography pupils from the school in which he was teaching and the nearest neighbouring school (St. Mary's High School).

When testing the reliability of the geography teachers' questionnaire, the researcher gave the questionnaire to two of

his colleagues in the same High School and two others from St. Mary's High School. The questionnaire was filled and collected. After two weeks, the same four teachers were requested to fill the same questionnaire. It was re-filled and collected. The researcher calculated the reliability co-efficient using a set of eight copies of the questionnaire. The questionnaire was found to have a reliability co-efficient of ninety-seven percent. This was high enough to qualify the instrument for application.

The reliability co-efficient of the geography student-teachers questionnaire was tested last. At a certain stage of the research, the researcher had to assist in teaching curriculum studies I and II to third and fourth year students at NUL. This made it very much possible and easy to get direct contact with geography student-teachers.

Six geography student-teachers from fourth year were requested to fill the questionnaire and hand it back to the researcher before 5.00pm of the following day. After three weeks had elapsed five of the six geography student-teachers were given the same questionnaire to re-fill and submit it on the same day. The reliability co-efficient calculated using the set of copies of the questionnaire was found to be eighty-nine percent. This was taken to be good enough to qualify the instrument.

3.5 THE PILOT STUDY:

Due to financial constraints, the researcher thought it better to carry out the pilot study at the same time testing the

reliability of the instruments. Three High Schools, all of them members of the population of the study and two of them part of the sample, were used for piloting purpose. The pilot study in High Schools was conducted during the second quarter of the academic year. This was done to allow Form E pupils an experience of at least two quarters, of the course/subject. The pilot study on geography student-teachers was conducted during the second semester of the academic year.

3.6 ADMINISTRATION OF THE QUESTIONNAIRES:

With permission from ECOL, the researcher contacted, physically, the Heads of the twelve High Schools. The purpose of the questionnaires - (appendices I and II) was explained thoroughly both to the Head of the School and Form E geography teachers in each school. The administration of Form E geography questionnaire was left to the Geography teacher to do. The researcher would collect the filled questionnaires later the same day or another day from the geography teacher.

Those High Schools which had up to twenty pupils doing geography at Form E level were each given a set of twenty copies of Form E questionnaires and one of geography teacher. The time that had been approximated to fill each of these questionnaires was 30 minutes.

The geography student-teacher questionnaire, (appendix III) from NUL, was administered by the researcher himself who had direct access to them as their lecturer. Using a simple random

selection method, a group of twenty student-teachers was selected and requested to fill the questionnaire. The filled copies of the questionnaire were collected after one hour. As already mentioned under subject 3.2.3, there were very few student-teachers majoring in geography at NTTC. Three copies of the questionnaire were administered by the geography tutor, who happened to be the same respondent found in one of the High Schools as a Form E geography teacher, during the administration of appendix II. All the questionnaires were collected the following day.

Using some computer packages, Lotus 1,2,3 and SPSS and aided by Word perfect version 5.1 for typing purposes, the data and information collected by the instruments were analyzed as discussed in chapter 4.

CHAPTER 4

DATA ANALYSIS

4.1 INTRODUCTION:

Chapter four is divided into two major sections : section A and section B. Section A deals with analysis of the data that was obtained from the analysis of COSC Results Documents. It is through the analysis of these documents that the study of the performance pattern of COSC geography candidates was made possible . Section B of the chapter deals with the analysis of primary data . The responses collected through the use of the three research instruments mentioned earlier is analyzed in this section .

4.1.1 Objectives of the Chapter:

(a) studying the performance pattern of COSC geography candidates of the twelve High schools during the five year period 1986-1990. This is done in three graphs, viz:

(i) according to the criteria used by Local Examinations Syndicate in conjunction with ECOL, that is on "passes and failures" classification basis.

(ii) according to the criteria adopted by the researcher of reporting the performance of COSC candidates in individual subject in terms of: credits; poor passes and failures. The number in each category of a particular year is expressed as a percent of the total number of geography candidates in the twelve High schools of that particular year.

iii) on individual High school basis in terms of candidates expressed in terms of: credits, poor passes and failures. Each category of candidates expressed as a percent of the total number of geography candidates in a particular High school during that particular year. Section A of chapter four has fourteen graphs which the researcher decided to make part of the text since they form the primary objective of the study.

(b) testing the eight hypotheses on which the study is based. The testing of each hypothesis is done using both the responses collected through the questionnaire and the interviews.

SECTION A:

4.2 PERFORMANCE PATTERN OF COSC GEOGRAPHY CANDIDATES OF THE PERIOD 1986-1990 IN THE TWELVE HIGH SCHOOLS IN LESOTHO.

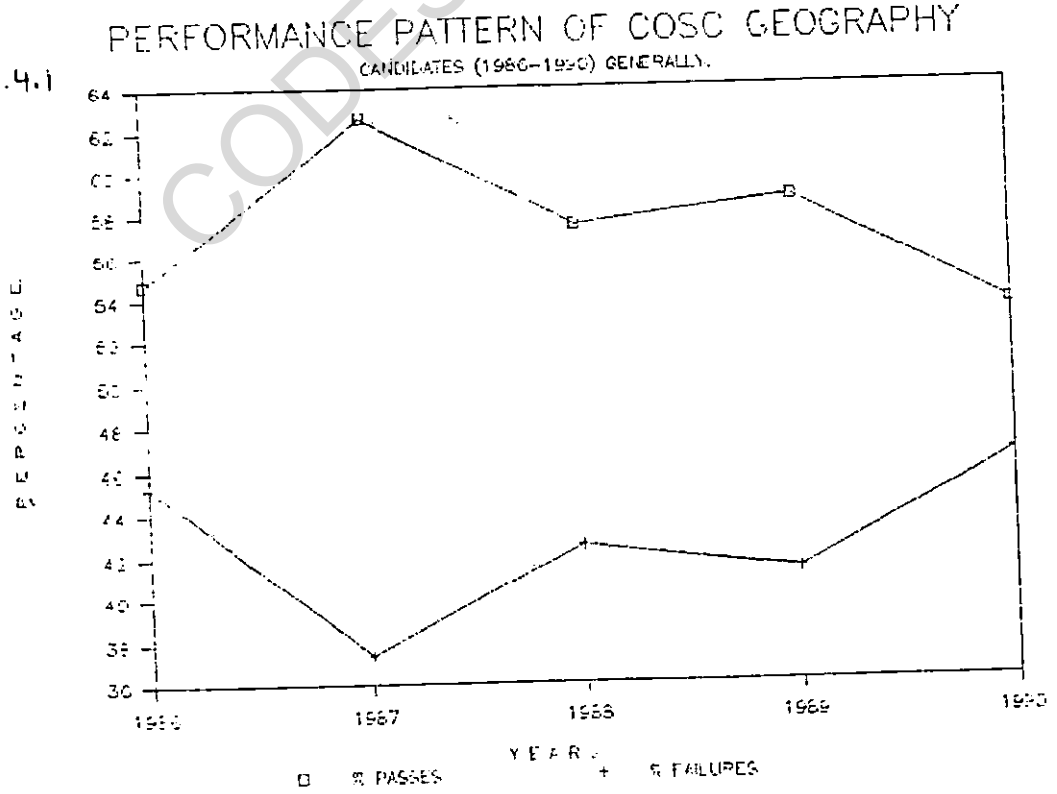
RESULT 1 (i) :

4.2.1 COSC Geography Results of the Period 1986/1990 According to the Criteria used by the Local Examinations Syndicate/ECOL.

Table 4.1

YEARS	1986	1987	1988	1989	1990
NO. CANDIDATES	457	337	419	436	387
NO. PASSES	250	211	241	256	207
% PASSES	54.7	62.6	57.5	58.7	53.5
NO. FAILURES	207	126	178	180	180
% FAILURES	45.3	37.4	42.5	41.3	46.5

Fig. 4.1



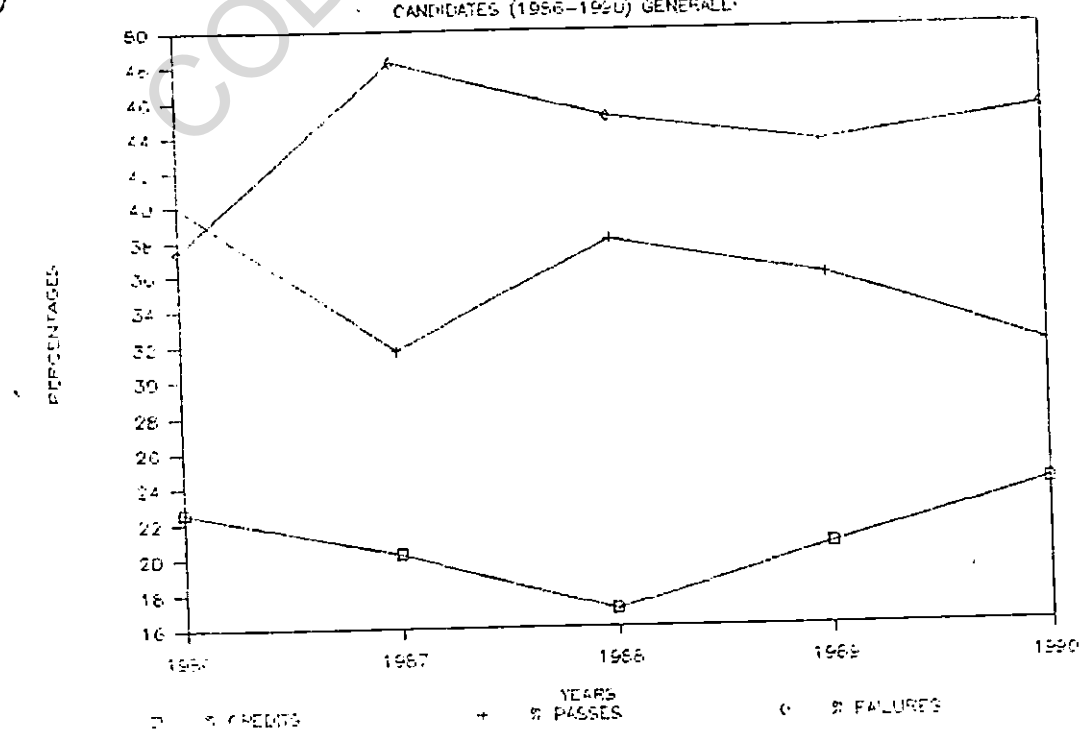
RESULT 1 (ii) :

4.2.2 COSC Geography Results of Twelve High Schools During the Period 1986-1990 in Lesotho, expressed in Terms of Credits, Poor Passes and Failures :

Table 4.2

YEARS	1986	1987	1988	1989	1990
NO. CANDIDATES	457	337	419	436	387
NO. CREDITS	70	86	72	73	89
% CREDITS	15.3	25.5	17.2	16.8	23.0
NO. POOR PASSES	180	125	169	183	118
% POOR PASSES	39.4	37.1	40.3	42.1	30.5
NO. FAILURES	207	126	178	180	180
% FAILURES	45.3	37.4	42.5	41.4	46.5

Fig. 4.2 PERFORMANCE PATTERN OF COSC GEOGRAPHY



The researcher classified the same COSC geography results of the whole sample, shown in table 4.1. into three categories: CREDITS; POOR PASSES and FAILURES. The category of credits was used to encompass the number of candidates who obtained either a distinction or a credit in geography during that particular year. The category of poor passes was used to represent the number of candidates who obtained either pass seven or pass eight. Normally ECOL/ECOL includes such candidates into the category of candidates who passed the subject in question. On the basis of the statistics in table 4.2, figure 4.2 was drawn.

RESULT 2 :

Result 2 (i)

COSC Geography Results of Centre LS 567 During the Period 1986-1990, Expressed in Terms of Credits, Poor Passes and Failures.

TABLE 4.3

YEARS	1986	1987	1988	1989	1990
NO. CANDIDATES	35	27	35	46	41
NO. CREDITS	16	19	18	14	27
% CREDITS	45.7	70.4	51.4	30.4	65.9
NO. POOR PASSES	15	8	14	17	10
% POOR PASSES	42.9	29.6	40.0	36.9	24.4
NO. FAILURES	4	0	3	0	4
% FAILURES	11.4	0	8.6	0	9.8

Fig. 4.3

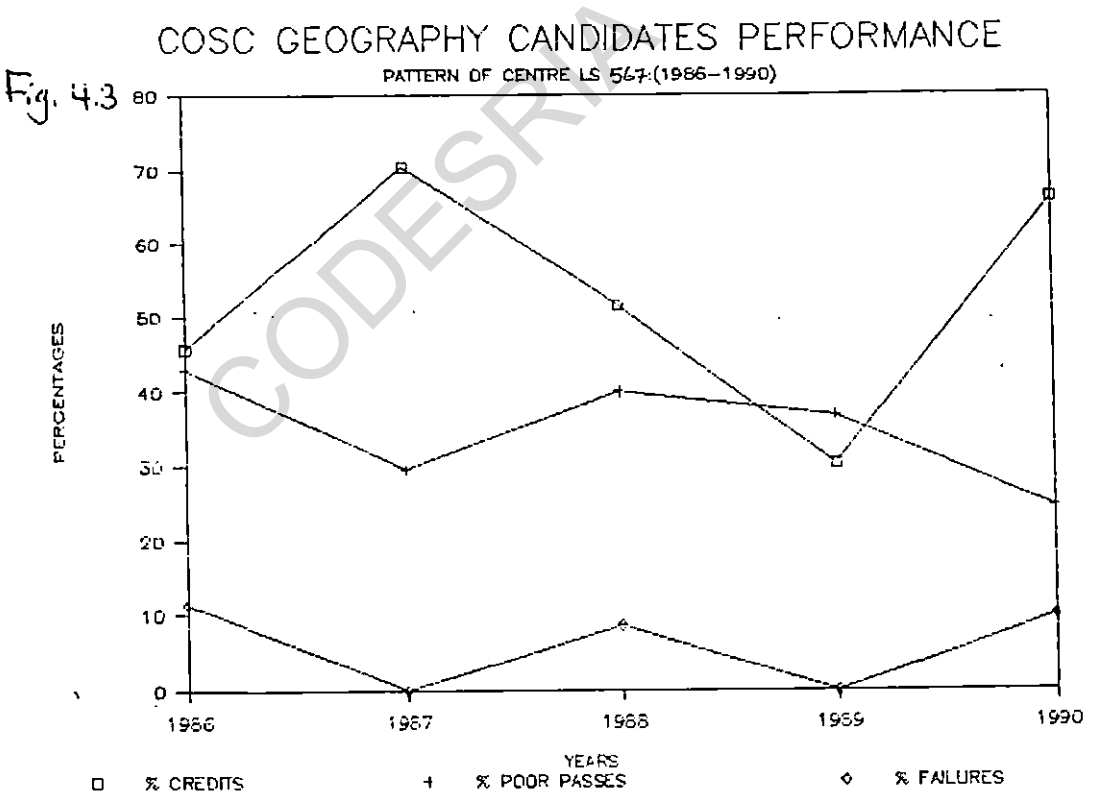


Table 4.3 pǒtrays a summary of geography results of centre LS 567 which according to the classification of COSC subject results by COSC/ECOL is in Group A. The results pǒtrayed are of the total number of geography candidates in each of the five years covered by the study. Furthermore, the number of candidates in each of the these numbers is then expressed as a percent of the total number of geography candidates during that particular year. It is on the basis of these percentages that figure 4.3 was drawn.

Figure 4.3 shows, the trend of performance of geography candidates in centre LS567. On the independent axis of the graph, time in years is shown while on the dependent axis the graph shows the percentages in each of the three categories. The discussion and interpretation of these results is handled in section 5.4.1.

Result 2 (ii)

COSC Geography Results of Centre LS 559 During the Period 1986-1990, expressed in Terms of Credits ; Poor Passes and Failures

Table 4.4

YEAR	1986	1987	1988	1989	1990
NO. CANDIDATES	45	42	32	36	44
NO. CREDITS	13	21	7	9	24
% CREDITS	28.9	50	21.9	25	54.4
NO. POOR PASSES	20	18	15	15	16
% POOR PASSES	44.4	42.9	46.9	41.7	36.4
NO. FAILURES	12	3	10	1	4
% FAILURES	26.7	7.1	32.3	2.8	9.1

Fig. 4.4

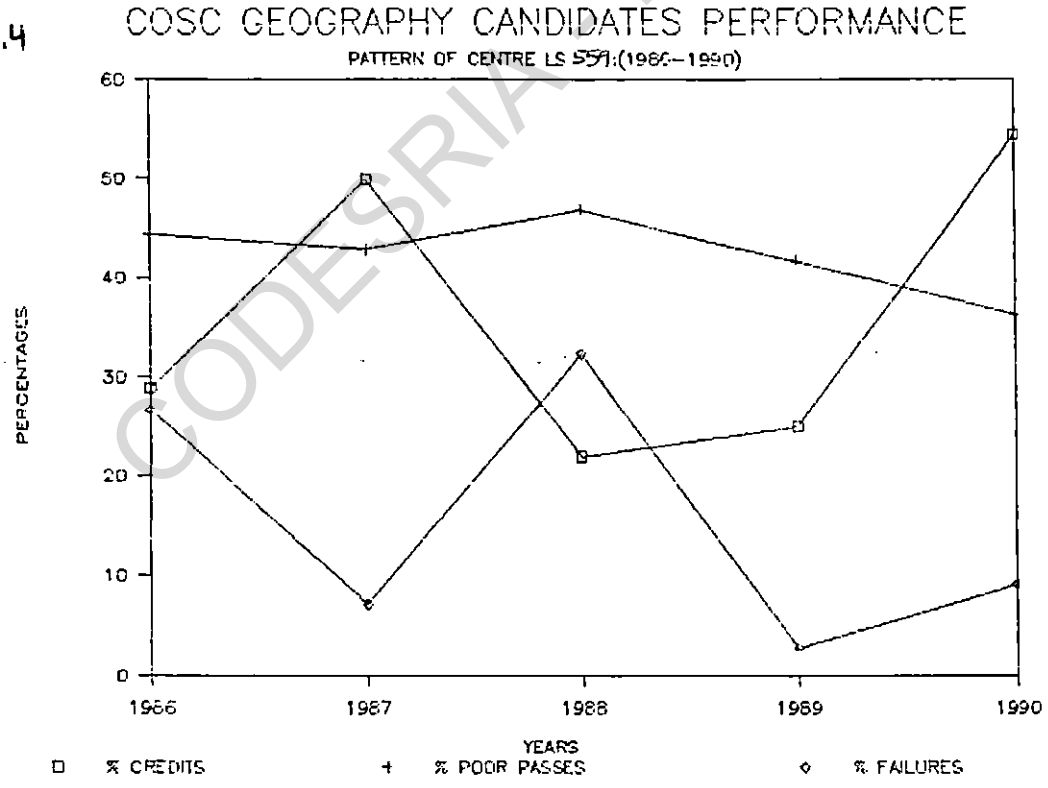


Table 4.4 shows the summary geography results of centre LS559, which is in group A. The number of candidates who sat for COSC geography in each of the five years covered by the study is reflected. The results are also expressed in terms of percentages of candidates in each of the categories: credits, poor-passes and failures. These percentages are the ones used to draw figure 4.4.

Fig. 4.4 shows the pattern of performance in COSC geography examination in centre LS 559. The figure shows clearly how the performance was in each year and in relation to other years. On average pass percent of the COSC geography results of centre LS 559, the centre is also in group A. The discussion and interpretation of the performance of centre LS 559 are in section 5.4.2

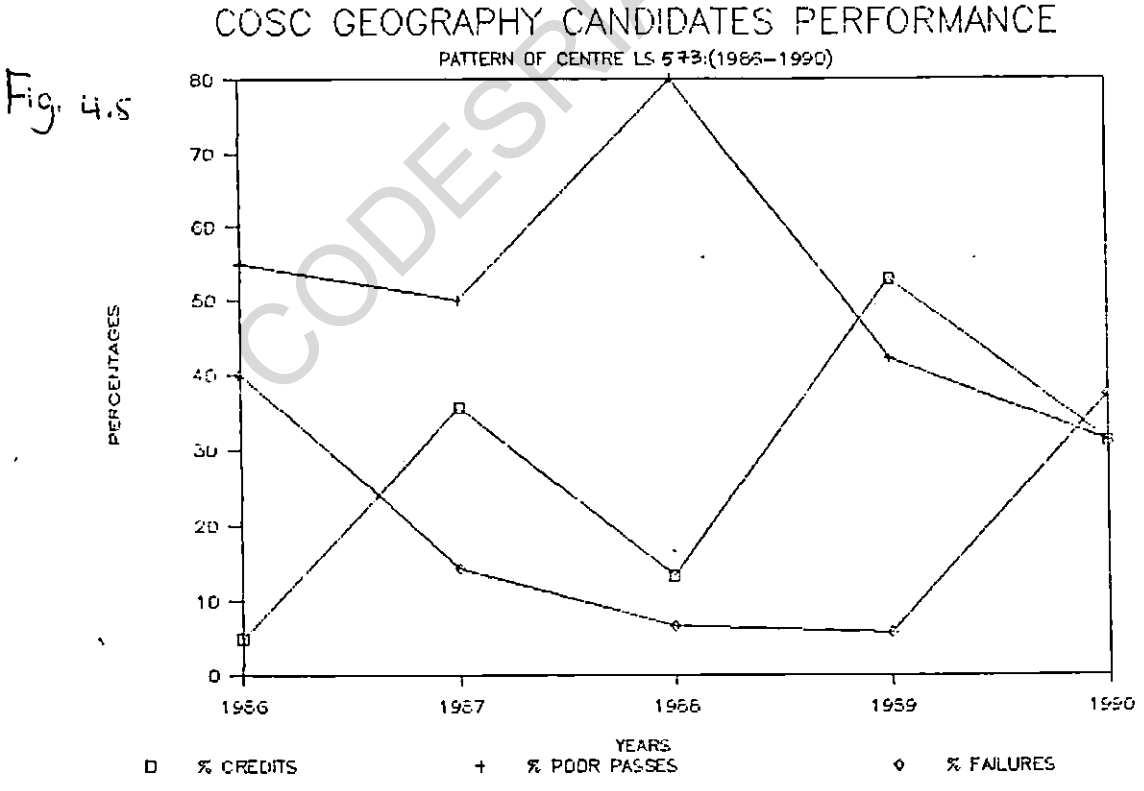
Result 2 (iii)

COSC Geography Results of Centre LS 573 During the Period 1986--1990 expressed in Terms of Credits , Poor Passes and Failures .

Table 4.5

YEARS	1986	1987	1988	1989	1990
NO. CANDIDATES	20	14	15	17	16
NO. CREDITS	1	5	2	9	5
% CREDITS	5	35.7	13.3	52.9	31.3
NO. POOR PASSES	11	7	12	7	5
% POOR PASSES	55	50	80	42.2	31.3
NO. FAILURES	8	2	1	1	6
% FAILURES	40	14.3	6.7	5.9	37.5

Fig. 4.5



The summary of the results potrayed in table 4.5 are of COSC geography candidates from centre LS 573 for a period of five years. On the basis of these results centre LS 573 falls in Group B. The performance in COSC geography examination in each of the five years is highlighted. The percentage of candidates in each of the three categories adopted in this are also reflected.

Figure 4.5 shows the performance pattern of COSC geography candidates of centre LS 573 for a period of five years. The variables used in drawing figure 4.5 were the percentages of each of the three categories. Figure 4.5 also shows the fluctuations in the performance of the centre in COSC geography.

The discussion and interpretation of the results shown in table 4.5 and figure 4.5 are in section 5.4.3.

Result 2 (iv)

COSC Geography Results of the Centre LS 522 During the Period 1986-1990 expressed in Terms of Credits , Poor Passes and Failures.

Table 4.6

Years	1986	1987	1988	1989	1990
No. Candidates	55	22	42	37	51
No. Credits	10	11	15	17	8
%. Credits	18	5	35.7	45.9	46
No. Poor Passes	27	9	21	14	20
%. Poor Passes	49.1	40.9	50	37.8	39.2
No. Failures	19	2	6	6	23
%. Failures	34.5	9.1	14.3	16.1	45.1

Fig. 4.6

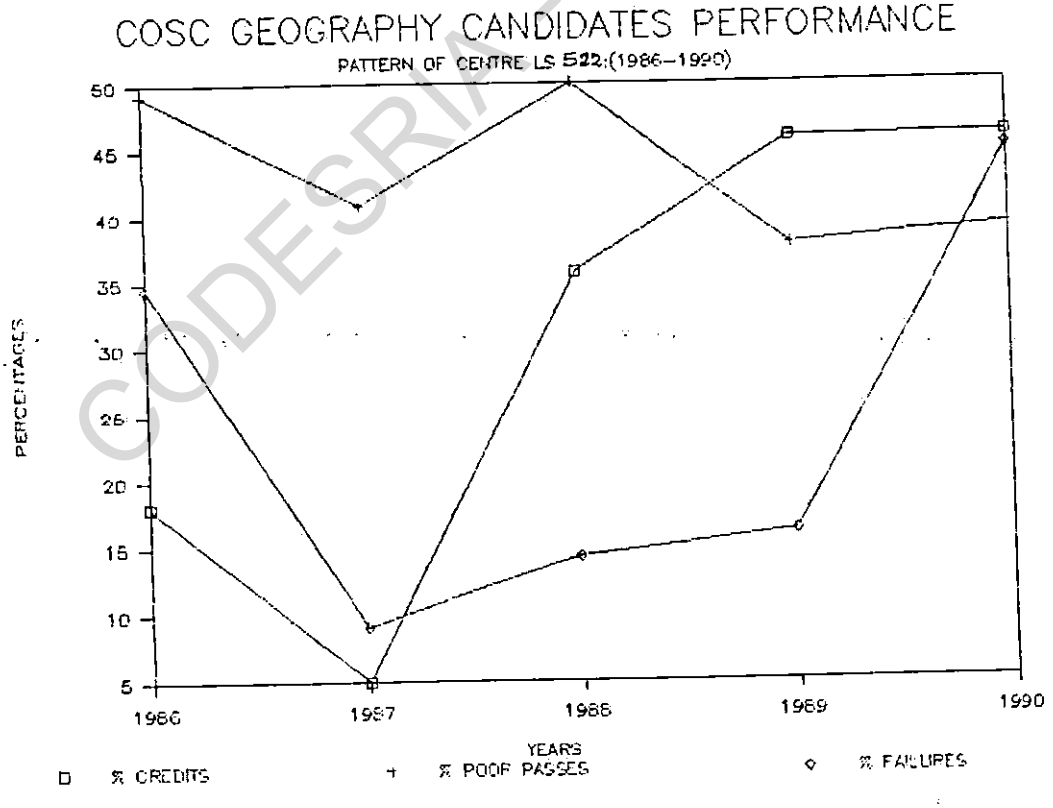


Table 4.6 shows the summary of COSC geography results of five years of centre LS 552. In addition to showing how many candidates sat for COSC geography examination in each of the five years covered by the study, the table shows how many candidates fared in which category and of what percentage they were of the total number of geography candidates of that centre in that particular year.

Figure 4.6 shows how the performance in COSC geography examination fluctuated over a period of five years. It shows the performance pattern of COSC geography candidates of centre LS 552 during a period of five years. The discussion and interpretation of the performance in COSC geography of candidates from centre LS 552 are dealt with in section 5.4.4.

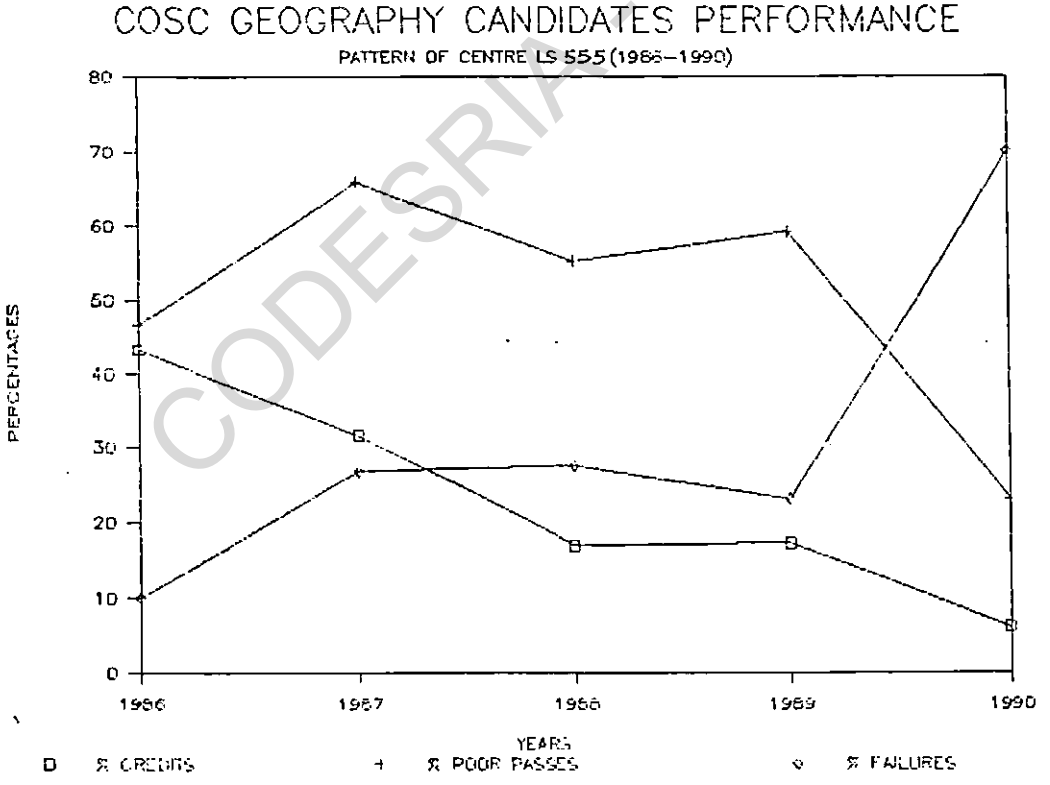
Result 2 (v)

COSC Geography Results of Centre LS 555 During the Period 1986 -1990 Expressed in Terms of Credits , Poor Passes and Failures.

Table 4.7

YEARS	1986	1987	1988	1989	1990
NO. CANDIDATES	30	41	47	52	65
NO. CREDITS	13	13	8	9	4
% CREDITS	43.3	31.7	17	17.3	6.2
NO. POOR PASSES	14	27	26	31	15
% POOR PASSES	46.7	65.9	55.3	59.2	23.1
NO. FAILURES	3	11	13	12	46
% FAILURES	10	26.8	27.6	23.1	70.1

Fig. 4.7



The summary of COSC geography results in centre LS 555 is portrayed in table 4.7. According to the classification of subject results COSC/ECOL centre LS 555 is in group C. The number of COSC geography candidates in each of the five years covered by the study is highlighted. The number of credits; poor-passes and failures obtained each year are also shown. These were later expressed as percentages for the purpose of meaningful comparison.

Figure 4.7 shows the pattern of the performance of COSC geography candidates of centre LS 555 for a period of five years. It was drawn on the basis of percentages of credits; poor-passes and failures of each year. It shows the fluctuations in each of the results shown in table 4.7 and performance pattern portrayed in figure 4.7 are dealt with in section 5.4.5

Result 2 (vi)

COSC Geography Results of Centre LS 512 During the Period 1986-1990 Expressed in Terms of Credits , Poor Passes and Failures.

Table 4.8

YEARS	1986	1987	1988	1989	1990
NO. CANDIDATES	36	26	56	43	44
NO.CREDITS	6	8	3	6	12
% CREDITS	17	30.8	5.4	13.9	27.3
NO. POOR PASSES	13	15	27	14	17
% POOR PASSES	36	5.7	48.2	30.2	38.6
NO. FAILURES	17	3	26	23	15
% FAILURES	47.2	1.2	46.4	53.5	34

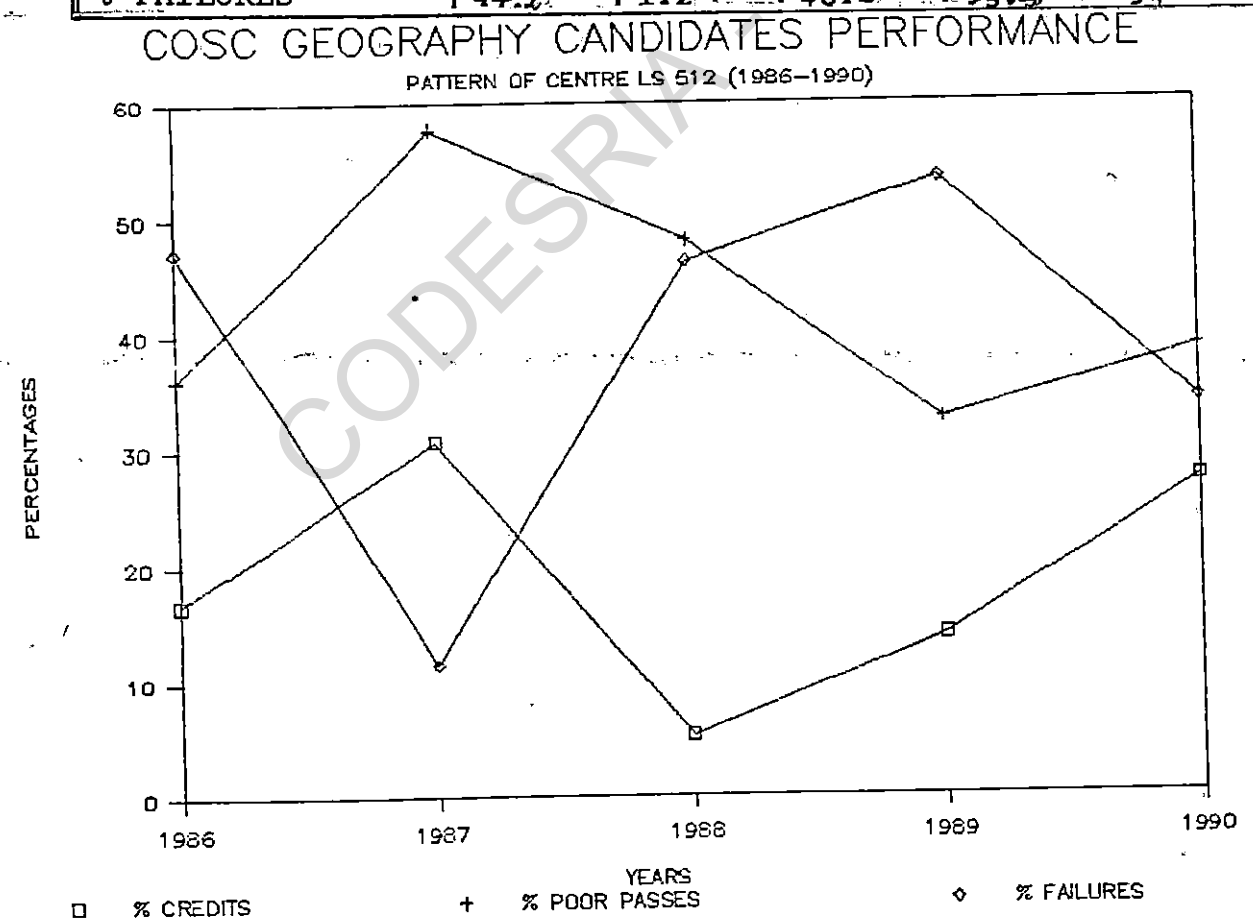


Table 4.8 shows a summary of COSC geography results of centre LS 512, which according to COSC/ECOL qualifies it to be in group C. The table shows the COSC geography results of the centre in terms of credits; poor-passes and failures. The numbers in each of the three categories is expressed as a percentage and later used in drawing the performance pattern.

Figure 4.8 shows the performance pattern of COSC geography candidates in centre LS 512. It was drawn on the basis of percentages of credits, poor-passes and failures in each of the years covered by the study. The figure portrays the fluctuations in the COSC geography results of the centre. The discussion and interpretation of table 4.8 and figure 4.8 are done in section 5.4.6.

Result 2 (vii)

COSC Geography Results of Centre 553

During the Period 1986--1990 expressed

in Terms of Credits , Poor Passes and

Failures

Table 4.9

YEARS	1986	1987	1988	1989	1990
NO. CANDIDATES	16	28	40	21	12
NO. CREDITS	1	2	10	5	4
% CREDITS	6.3	7.2	25	23.8	33.3
NO. POOR PASSES	12	15	16	14	4
% POOR PASSES	75	53.6	40	66.7	33.3
NO. FAILURES	3	11	14	2	4
% FAILURES	18.8	39.3	35	9.5	33

Fig 4.9

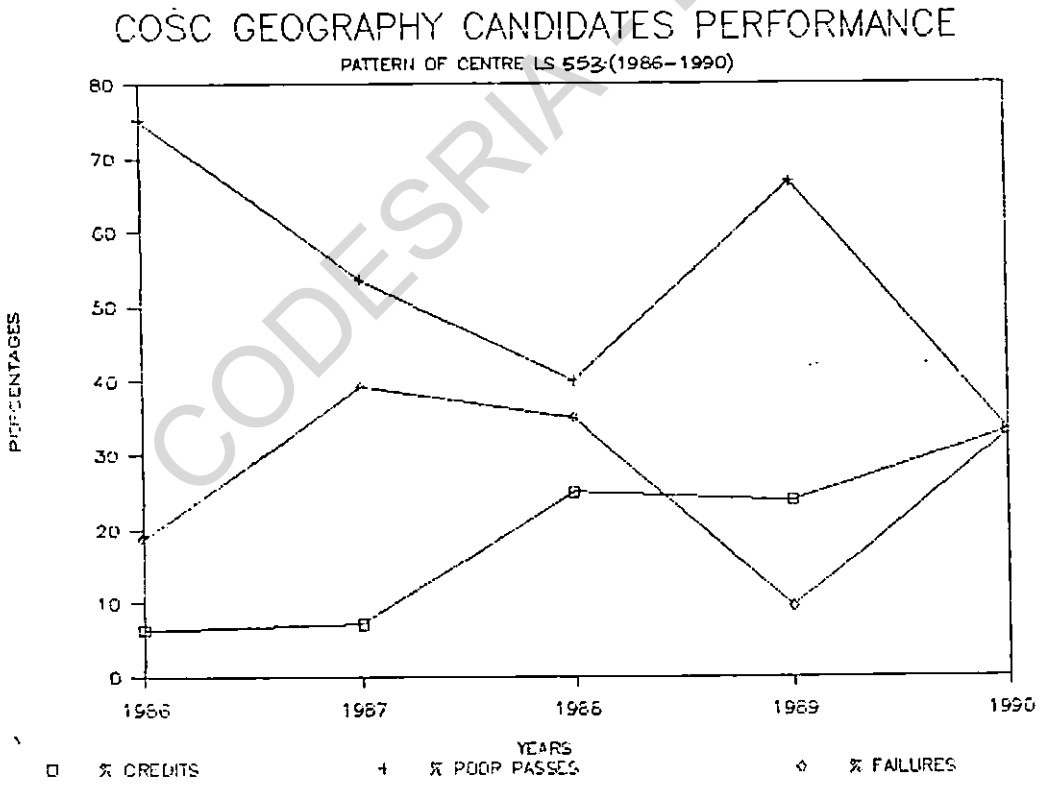


Table 4.9 shows a summary of COSC geography results of centre LS 553. According to the classification of subject results, the COSC/ECOL, centre LS 553 falls in Group D. Table 4.9 portrays the COSC geography results in terms of credits, poor-passes and failures. The table goes further and expresses the results in terms of percentages of credits, poor-passes and failures. It was on the basis of these percentage that figure 4.9 was drawn.

Figure 4.9 shows the pattern of performance in COSC geography by candidates in centre LS 553. It shows the fluctuations that took place during a period of five years, in the results of COSC geography. The discussion and interpretation of table 4.9 and figure 4.9 are dealt with in section 5.4.7

Result (viii)

COSC Geography Results of Centre LS 548 During the Period 1986--1990 expressed in Terms of Credits, Poor Passes and Failures

Table 4.10

YEARS	1986	1987	1988	1989	1990
NO. CANDIDATES	26	11	13	29	11
NO. CREDITS	6	2	2	2	1
% CREDITS	23.1	18.2	15.4	6.9	9.1
NO. POOR PASSES	8	4	6	15	3
% POOR PASSES	30.8	15.4	46.2	51.7	27.2
NO. FAILURES	122	5	5	12	7
% FAILURES	46.2	45.5	38.5	41.4	63.6

Fig. 4.10

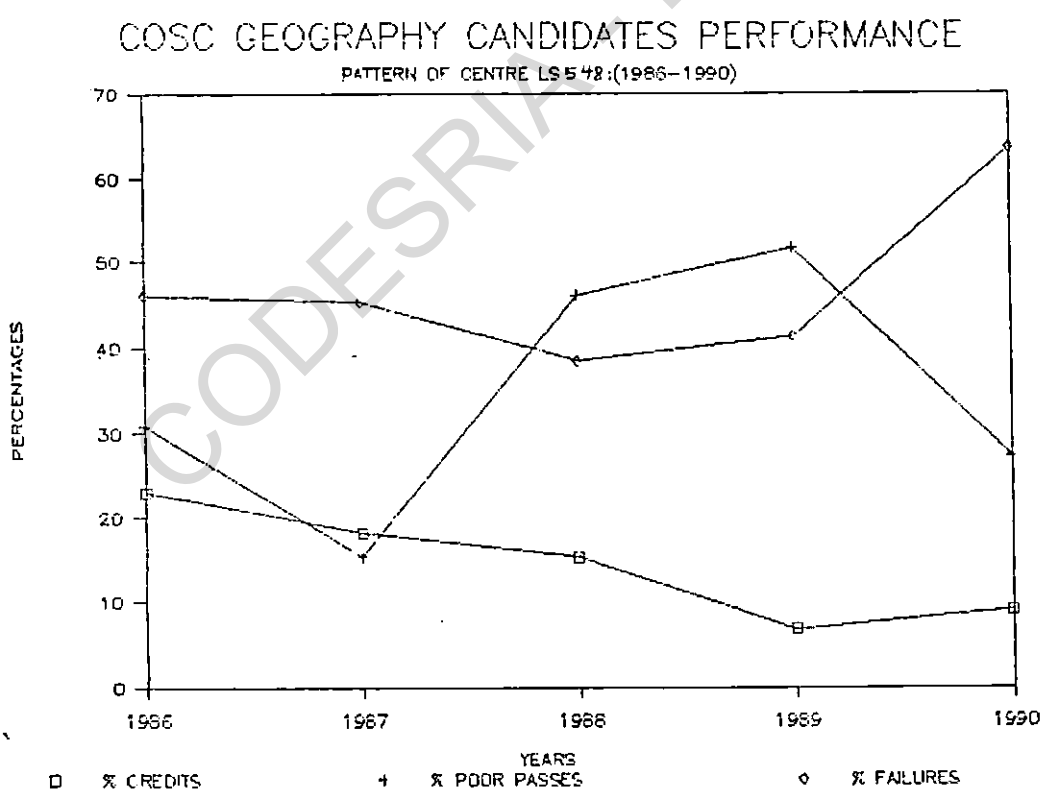


Table 4.10 shows the COSC geography results of centre LS 548. The results are expressed in terms of credits; poor-passes and failures. According to the classification of subject results by COSC/ECOL centre LS 548 falls in Group D. The table goes further and expresses the results in percentages of credits, poor-passes and failures. It was on the basis of these percentages that Figure 4.10 was drawn.

Figure 4.10 shows the performance pattern of COSC geography candidates of centre LS548 during a period of five years. The graph shows how the performance fluctuated during the period. The interpretation and discussion of the results shown in table 4.10 and figure 4.10 are in section 5.4.8.

Result 2 (ix)

COSC Geography Results of Centre LS 519 During the Period 1986-1990 expressed in Terms of Credits, Poor Passes and Failures

Table 4.11

YEARS	1986	1987	1988	1989	1990
NO. CANDIDATES	4	2	14	46	1
NO. CREDITS	0	0	1	1	1
% CREDITS	0	0	7.1	2.2	100
NO. POOR PASSES	1	2	0	5	0
% POOR PASSES	25	100	7.1	10.9	0
NO. FAILURES	3	0	13	40	0
% FAILURES	75	0	92.9	87	0

Fig 4.11

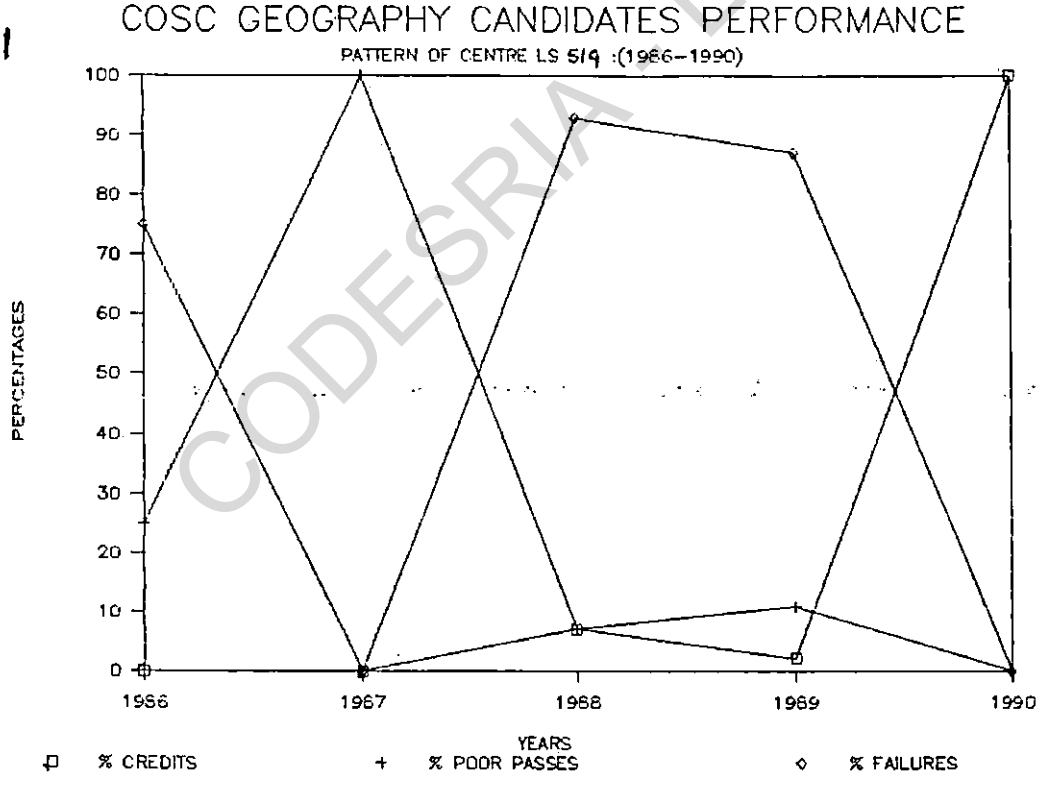


Table 4.11 shows a summary of COSC geography results of centre LS 519. According to the classification of subject results by COSC/ECOL LS 519 falls in Group E. This is as far as Geography performance is concerned. The results in table 4.11 are expressed in terms of numbers of credits, poor-passes and failures. Furthermore, the table shows the percentages of credits; percentages of poor-passes and percentages of failures. It was on the basis of these percentages of five year period that figure 4.11 was drawn.

Figure 4.11 shows the performance pattern of COSC geography candidates from centre LS 519. The figure potrays the pattern in terms of percentages of credits, poor-passes and failures. furthermore, the figure shows the fluctuations that took place in the results of COSC geography in the centre LS519.

The interpretation and discussion of the results potrayed in table 4.11 and the performance pattern in figure 4.11 are in section 5.4.9.

Result 2 (x)

COSC Geography Results of the Centre LS 509 During the Period 1986-1990 expressed in Terms of Credits, Poor Passes and Failures.

Table 4.12

YEARS	1986	1987	1988	1989	1990
NO. CANDIDATES	6	15	39	35	31
NO. CREDITS	3	0	3	0	2
% CREDITS	50	0	33.3	0	6.5
NO. POOR PASSES	2	5	9	3	0
% POOR PASSES	33.3	33.3	23.1	8.6	0
NO. FAILURES	1	10	27	32	19
% FAILURES	16.7	66.7	69.2	91.4	61.3

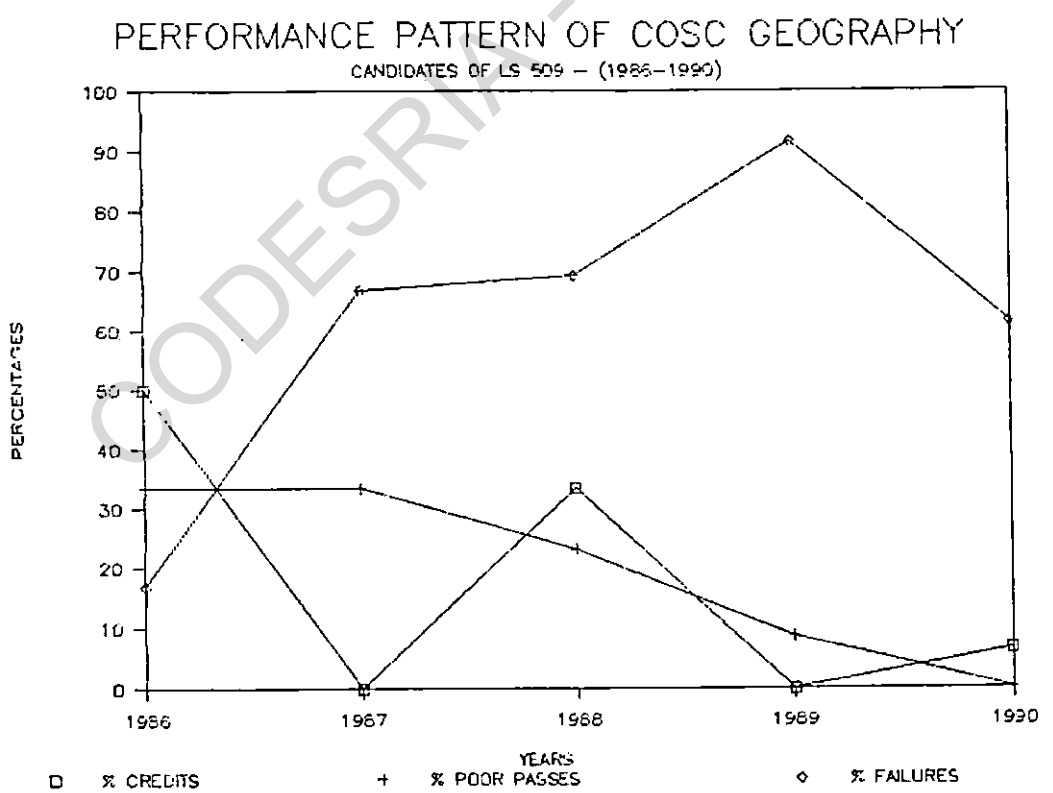


Table 4.12 shows a summary of COSC geography results, of centre LS 509 expressed in numbers of credits; poor-passes and failures. According to the classification of subject results by COSC/ECOL, centre LS 509 falls in group E as far as the performance in COSC geography examination is concerned. The table goes further and expresses the results in percentages of credits, poor-passes and failures for a period of five years. It was on the basis of these percentages that Figure 4.12 was drawn.

Figure 4.12 shows the performance pattern of COSC geography candidates of centre LS 509. The performance pattern in figure 4.12 is expressed in percentages of: credits, poor-passes and failures on annual basis for the period covered by the study. The figure also portrays the fluctuations in the performance of COSC geography candidates of the centre LS 509. The interpretation and discussion of the results shown in table 4.12 and the performance pattern portrayed in figure 4.12 are dealt with in section 5.4.10.

Result 2 (xi)

COSC Geography Results of Centre LS 538 During the Period 1986--1990 expressed in Terms of Credits , Poor Passes and Failures .

Table 4.13

YEARS	1986	1987	1988	1989	1990
NO. CANDIDATES	100	64	51	60	53
NO. CREDITS	1	2	3	1	1
% CREDITS	1	3	5.9	1.7	1.9
NO. POOR PASSES	12	20	13	14	11
% POOR PASSES	1	31.3	25.5	23.3	20.8
NO. FAILURES	87	54	35	45	41
% FAILURES	87	84.4	68.6	75	77.4

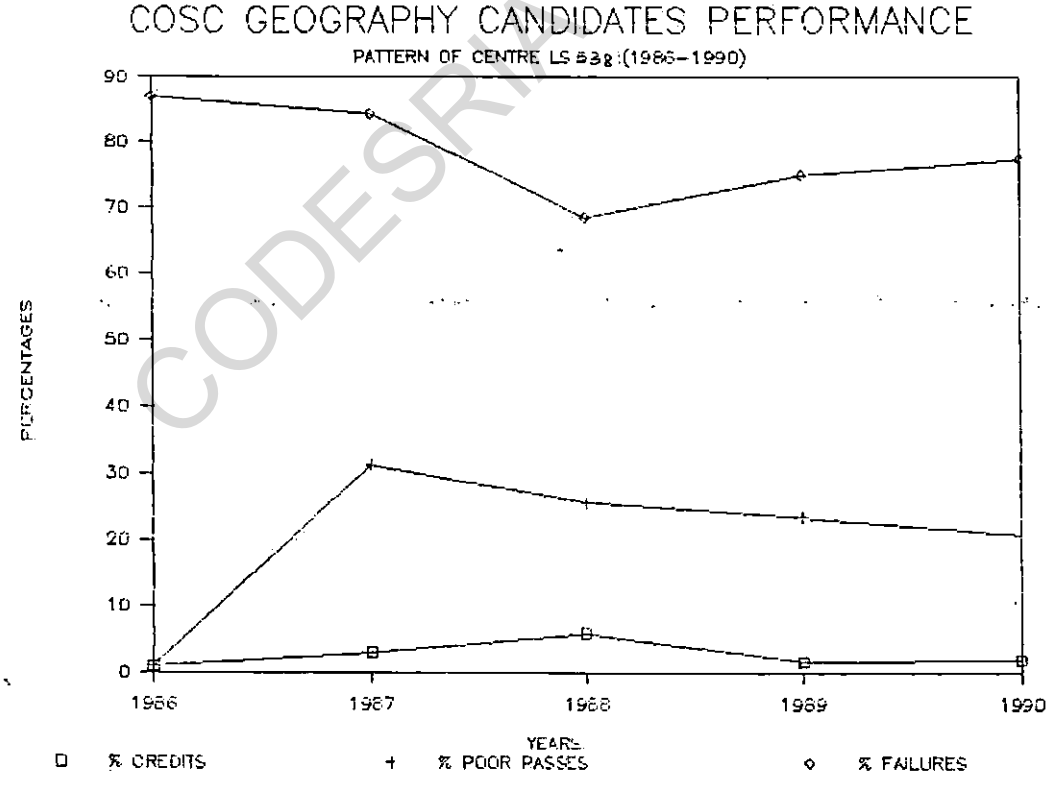


Table 4.13 shows the summary of COSC geography results of centre LS 538. According to the classification of subject results, the performance of centre LS538 puts the centre in the last group F. This is as far as the results of COSC geography are concerned. The results shown in table 4.13 are expressed in terms of: credits; poor-passes and failures. Furthermore, the table shows the percentages of credits, poor-passes and failures. It was on the basis of these percentages that figure 4.13 was drawn.

Figure 4.13 portrays the performance pattern COSC geography candidates of centre LS 538 during the period 1986-1990. The fluctuations in the performance are reflected and the low level of performance in each of the five years is also indicated.

A full interpretation and discussion of COSC geography results of candidates from centre LS 538 are in section 5.4.11.

Result 2 (xii)

COSC Geography Results of Centre LS 537

During the Period 1986--1990 expressed

Terms of Credits ,Poor Passes and Failures.

Table 4.14

YEARS	1986	1987	1988	1989	1990
NO. CANDIDATES	40	39	35	23	18
NO. CREDITS	0	0	0	1	1
% CREDITS	0	0	0	43	5.6
NO. POOR PASSES	2	3	10	12	6
% POOR PASSES	5	7.7	28.6	52.2	33.3
NO. FAILURES	38	36	25	6	11
% FAILURES	95	92.3	71.4	26.1	61.1

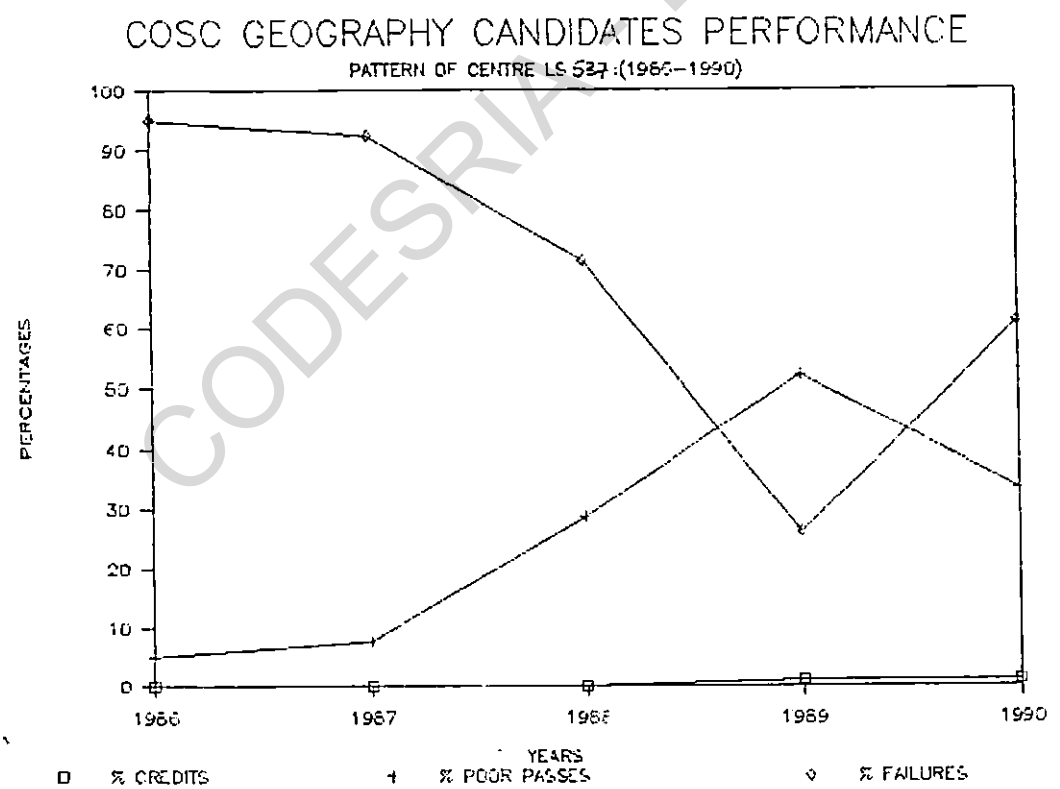


Table 4.14 shows the COSC geography results of centre LS537. The centre falls in Group F, according to the classification of subject results by the COSC/ECOL. This grouping is as far as geography results are concerned. The results in table 4.14 are expressed in terms of credits, poor-passes and failures. In addition to the number to showing how many candidates fall in which group in any of the five years, their percentage in relation to the total number of geography candidates in the centre is also indicated. These percentages were used to draw figure 4.14.

Figure 4.14 shows the pattern in the performance of COSC geography candidates of centre LS537. It reflects, in terms of percentages, the fluctuations that took place in the COSC geography results of five years. The interpretation and discussion of the performance indicated in both table 4.14 are held in section 5.4.12.

SECTION B:

4.3 TESTING THE HYPOTHESES:

Testing the hypotheses listed in chapter three, was the final objective of chapter four and was done in this section B. Each hypothesis was tested at a time and the numbering of the hypotheses used in this chapter is similar to the one used in the proceeding chapters and was maintained throughout the text for the sake of easy reference.

The testing of the hypotheses was done on the basis of both the computed scores and the verbal responses to the interview the researcher had with some key informants. In some cases the computed scores concurred with verbal responses while in others there was a big of disparity.

HYPOTHESIS 1 : PUPILS' NEGATIVE ATTITUDE TOWARDS GEOGRAPHY CONTRIBUTES TO POOR COSC GEOGRAPHY EXAMINATION RESULTS IN LESOTHO.

To test the above hypothesis , the mean score was computed and a "t" test done

RESULT 3:

TABLE 4.15 PUPILS' MEAN ATTITUDE SCORE ,STD , T and P

VARIABLE	N	MEAN	STD	T	P
Mvar. 1	202	3.5	0.47	9.4	.0001

The scores in table 4.15 are a result of computations done to the responses to the items asked in section (ii) of appendix I. The computed mean attitude score was 3.5. This was positive and significantly above the neutral score of 3.0 (T=9.4 and P< 0.0001). On the basis of the computed scores the null hypothesis was accepted. This means that pupils in Lesotho High schools have a negative attitude towards geography and it is likely to be contributing to the poor COSC geography examination results. Furthermore, considering some of the

responses from recorded interviews, five out of seven informants (71.4%) agreed on this phase:

> ... the attitude of pupils in Lesotho towards geography is generally negative is continuing to decline....

It was on the basis of both the computed scores in table 4.15 and the verbal information about this hypothesis , that hypothesis 1 was tested. The interpretation and discussion of these statistics are under section 5.5.

HYPOTHESIS 2. POOR SOCIO-ECONOMIC BACKGROUND OF PUPILS CONTRIBUTES TO POOR EXAMINATION RESULTS IN LESOTHO.

RESULT 4

TABLE 4.16 T-TEST SHOWING THE DIFFERENCE BETWEEN THE OBTAINED MEAN AND THE NEUTRAL SCORE

VARIABLE	N	MEAN	STD	T	P
M VAR. 1	202	3.5	0.37	-18.63	0.0001

To test hypothesis 2, the responses to the items in part II of section A of the appendix I were coded and used in computing the statistics in table 4.16. A Mean score of positive 3.5 was computed and it is significantly above the neutral score of 3.0 ($T= -18.63$; $P<0.0001$).

Thus the null hypothesis that

"poor socio-economic Background of pupils contributes to poor COSC geography examination results in Lesotho"

was accepted.

The interpretation of the above finding is discussed under section 5.6.

HYPOTHESIS 3: TEACHERS NEGATIVE ATTITUDE TOWARDS GEOGRAPHY CONTRIBUTES TO POOR COSC GEOGRAPHY EXAMINATION RESULTS IN LESOTHO

RESULT 5

TABLE 4.17 Geography Teachers' Attitude Score ; STD ; T and P

VARIABLE	N	MEAN	STD	T	P
MVAR.	12	4.3	0.33	8.65	0.0001

Teachers' responses to thirteen statements from part II of appendix II were quantified and used in computing the Mean score of the twelve teachers of geography. The scores in table 4.17 show a Mean score of 4.3 and a t-value of 8.65 ($P < 0.0001$). A Mean score of 4.3 is positive and significantly above a neutral score of 3 ($T = 8.65$, $P=0.0001$). Thus the null hypothesis that "Teachers' negative attitude towards geography contributes to poor COSC geography examination results in Lesotho" was accepted. The interpretation and discussion of these findings are dealt with in section 5.7.

HYPOTHESIS 4 : INEFFECTIVE TEACHING METHODS USED IN THE TEACHING OF GEOGRAPHY CONTRIBUTE TO THE POOR COSC GEOGRAPHY EXAMINATION RESULTS IN LESOTHO.

To test the above hypothesis the responses to the items in part III of appendix II were considered. The number of occurrences of each of the nine teaching methods that were given to teachers were counted. The frequencies obtained were used to compute the

frequency percentages. The higher the frequency percentage the greater the degree of popularity of that particular teaching method and vice-versa.

Table 4.18 below shows teachers' degrees of popularity for different teaching methods . The teachers' degrees of popularity are expressed both in numerical rating and frequency percentage.

RESULT 6

TABLE 4.18

The degrees of Popularity of Different Teaching Methods As Indicated By Twelve COSC Geography Teachers From Twelve High Schools In Lesotho -1992

TEACHING METHOD	NUMERICAL RATING	FREQUENCY PERCENT
1. chalk and talk	9	80 %
2. question & answer	5	42 %
3. text books	6	50 %
4. practicals	2	16.6 %
5. fieldwork	1	8.3 %
6. assignments	4	33.3 %
7. groups activities	1	8.3 %
8. discovery	1	8.3 %
9. bulletin & charts	1	8.3 %
10. film strips	0	0 %

Table 4.18 shows that 80% of the teachers use chalk-and-talk method in their teaching. The second popular method used in class is the use of text-book followed by question and answer method 10% and 42% respectively: The use of methods that activity involves the pupils are neglected. Teaching methods like discovery, group activities, field-work each has a

popularity degree of 8.3%. This is very low and yet they are highly recommended in the teaching of geography. Film strips which should bring reality of some phenomena into the classroom are not used at all. Thus the frequency percentages are that the hypothesis in table 4.18 was accepted. The interpretation of these statistics is handled in sub section 5.7 of the report.

HYPOTHESIS 5: LACK OF TEACHING MATERIALS IN LESOTHO SCHOOLS CONTRIBUTES TO POOR COSC GEOGRAPHY EXAMINATION RESULTS :

RESULT 7

TABLE 4.19 : Frequency Distribution Of Geography Teaching Materials Among Twelve High Schools In Lesotho

TEACHING EQUIPMENT	FREQ	PERC	FREQ	PERC
1. Aerial Photographs	11	92	1	8
2. Topographical Maps	10	83	2	17
3. Maps	12	100	-	0
4. Globes	10	83	2	17
5. Training Tables	-	0	12	100
6. A sand table	-	0	12	100
7. Specimens	3	25	9	75
8. Wall charts	12	100	-	0
9. Model making material	-	0	12	100
10. Overhead projector	-	0	12	100
11. Filmstrips	1	8	11	92
12. Slide projectors	2	17	10	83
13.Meteorological Instruments	7	58	5	42
14. Pictures	11	92	1	8
15. Books	12	100	-	0
16. Stream and Wave Tanks	-	0	12	100
17. Camera	1	8	11	92
18. Radio	2	17	10	83
19. Television Set	2	17	10	83
20. Video Tapes	2	17	10	83
21. Flip Charts	-	0	-	100

Table 4.19 reveals that almost all schools possess books

(100,0%), globes (100 0%), and wall charts (100,0%). Some resources like sand tables (0%), overhead projectors (0%), flip charts, stream and wave tanks (0%); Television set (17%); Cameras (8%) are not available in most schools. These statistics confirm the scarcity of teaching materials in Lesotho Schools, this accepting the hypothesis that "Lack of geography Teaching Materials among Lesotho High Schools contributes to poor COSC geography Examination results". The interpretation of this finding are dealt with in section 5.8 of this text and discussion.

For the purpose of testing hypothesis 5, the researcher counted the number of occurrences against each of the twenty-one teaching materials that were listed for the teachers (see appendix II, part III). The counts were then expressed in percentages.

HYPOTHESIS 6 : LOW QUALIFICATIONS OF GEOGRAPHY TEACHERS IN IN LESOTHO HIGH COSC SCHOOLS CONTRIBUTES TO POOR COSC GEOGRAPHY EXAMINATION RESULTS

RESULT 8

TABLE 4.20 : Qualifications Of The Twelve Teachers Who Were Teaching Geography At COSC Level Twelve High_ Schools In Lesotho In 1992 .

DISTRICT	CENTRE NO.	ACADEMIC *	PROFESSIONAL*	HIGH SCH. GEOGRAPHY EXPERIENCE
MASERU	LS 567	BA Ed	Geog./Dev. Studies	8 yrs
MASERU	LS 522	BA Ed	Geog./Hist	3 yrs
MASERU	LS 548	BA Ed	Geog./Hist	5 yrs
MASERU	LS 538	B. Ed	Geog./Ses.	4 yrs
MASERU	LS 537	BA Ed	Geog./Eng.	2 yrs
MAFETENG	LS 573	BA Ed	Geog./Dev Studies	6 yrs
MAFETENG	LS 553	B. Ed	Geog./Ses.	5 yrs
MAFETENG	LS 519	BA Ed	Geog./Dev. Studies	2 yrs
BEREA	LS 559	B. Ed	Geog./Hist	1 yr
BEREA	LS 509	B. Ed	Geog./Ses	2 yrs
LERIBE	LS 555	BA . Ed	Geog./Eng.	3 yr
LERIBE	LS 512	BA Ed	Geog./Acc.	6 yrs

Note: * represents Qualifications

Responses to the seven items asked in appendix II, part I were used to draw up table 4.20. It shows both the academic and professional qualifications of the twelve teachers who were teaching geography at COSC level in the twelve High schools in

which the study was carried out. Furthermore, the experience of teaching geography at COSC level and the district in which each school is found are indicated .

HYPOTHESIS 7: APPARENT DISPARITY BETWEEN EXTERNAL EXAMINERS' EXPECTATIONS AND THE HIGH SCHOOL TEACHERS OF GEOGRAPHY IN HIGH SCHOOLS OF LESOTHO CONTRIBUTES TO POOR PERFORMANCE IN COSC GEOGRAPHY RESULTS:

RESULT 9:

Table 4.21 The views of internal examiners about external examiners reflected in COSC geography examination papers:

Views	NO DISPARITY	LITTLE DISPARITY	UNDECIDED	GREAT DISPARITY
questions examined from each topic	9 (1%)	2 (16%)	1 (0%)	0 (0%)
marks allocated per topic	11 (91%)	1 (8%)	0 (0%)	0 (0%)
language uses in asking questions	10 (83%)	2 (16%)	0 (0%)	0 (0%)
time allocated per paper	10 (83%)	1 (8%)	1 (8%)	0 (0%)

Table 4.21 shows a summary of the views expressed by the teachers of geography from High schools, during the short unstructured interview, the researcher had with each one of them. The views were related to hypothesis 7 and they did not support the it. On the basis of the statistics shown in table 4.21, there is no disparity between external and internal examiners' expectations and therefore it is not one of the contributory to the poor performance of COSC geography candidates in Lesotho.

The interpretation and discussion of Result 9 are handled in section 5.9.

HYPOTHESIS 8: FAILURE TO COMPLETE SECONDARY SCHOOL GEOGRAPHY SYLLABI (JC & COSC GEOGRAPHY SYLLABAI) BEFORE THE TIME OF FINAL DECEMBER EXAMINATIONS CONTRIBUTES TO POOR COSC GEOGRAPHY RESULTS

Table: 4:22

	NO	HAD NO IDEA OF WHAT WAS SUPPOSED TO BE COVERED	DID NOT DO GEOGRAPHY AT J.C. LEVEL
COMPLETED JC GEOGRAPHY SYLLABUS	10	4	2
COMPLETED COSC GEOGRAPHY SYLLABUS	13	3	3

Table 4.22 was drawn on the basis of responses to the items in sections C and D of appendix III. The items in the two sections were seeking for information related to the hypothesis 8. The number of respondents to appendix (III) in which this hypothesis 7 related questions were asked were twenty-three as opposed to forty which was initially targeted.

CHAPTER 5

INTERPRETATION AND DISCUSSION OF RESULTS

5.1 INTRODUCTION:

Chapter Five is about the interpretation and discussion of the findings of the study. This chapter is a continuation of chapter four in a sense that all the interpretations and discussions carried out in this chapter are based on the findings of data analysis carried out in the previous chapter - chapter Four. Chapter Five is divided into four major sections, A, B, C and D.

5.2. AIMS OF THE CHAPTER:

5.2.1 Section A of Chapter Five is aimed at interpreting and discussing the performance of COSC geography candidates from twelve High Schools in Lesotho. This section is subdivided into two sub sections, (i) and (ii) viz.

(i) the discussion of the annual average performance of the COSC geography candidates according to the criteria used by COSC/ECOL examiners (see section 4.2.1).

(ii) the discussion of the annual average performance of COSC geography candidates according to the results classification approach adopted by the researcher (see section 4.2.2).

5.2.2 Section B of this chapter is about the interpretation and discussion of the performance of the High Schools in which the study was conducted. The performance of every two High Schools in the same group are handled at a time. All the twelve High Schools grouped in six groups are considered. Among other issues considered there are the number of geography candidates; the percent of credits the percent of poor passes and the percent of failures during each of the five years.

5.2.3 Section C: It is in this section that the interpretation and discussion of the findings on each of the eight hypotheses was done. Each finding is interpreted and discussed individually and the numbers applied to them (findings) are similar to the ones used in the previous chapter.

5.2.4 Section D: This is the final section of chapter Five and it gives a summary of all the interpretations and discussions held in the chapter. This was done in preparation for drawing conclusions and making recommendations on each one of them in the next chapter.

5.3. INTERPRETATION AND DISCUSSION OF THE FINDINGS OF THE STUDY.

5.3.1 According to the findings portrayed in table 4.2.1 which were used un drawing figure 2, a number of issues were raised.

SECTION A:

Two thousand and thirty six (2,036) candidates from the twelve High Schools in Lesotho sat for COSC geography examinations during a period of five years (1986-1990). On average 407 candidates sat for the examination each year. The same statistics show that the highest number of geography candidates registered per year during the period was 457 in 1986, while the lowest was 337 in the following year (1987)

5.1 (i) Interpretation and Discussion of the annual average performance of COSC geography candidates according to the criteria used by COSC/ECOL examiners

Out of the total number of candidates who sat for COSC geography examination during the five year period 1,165 candidates were regarded to have passed. By COSC/ECOL this meant that only 871 candidates failed the examination! On the same basis, the best performance was 62.2 percent in the year 1987 while the worst was 53.3 percent in 1990, and the average pass percent during the period was 57.4 percent. The greatest decline in the performance, 7.0 percent was experienced during the period 1986-

1987 while the greatest improvement in the performance 5.1 percent, was during the period 1987-1988. The interpretation of the statistics reflected both by table 4.2 and Figure 2 is that in any of the five years covered by the study more than a half of the total number of geography candidates did pass the subject.

The statistics can also be interpreted as to represent a good trend or good performance pattern during the five year period, without high fluctuations in the annual results. Again this would be on the basis of COSC/ECOL presentation of results where candidates with poor passes are included in the category of those regarded to have passed the subject. However, deeper interpretation of the same results showed a different picture. The "good" standards portrayed are not necessarily as good as they appeared in table 4.2 and Figure 2. This would all depend on how the term "pass" as used by the COSC/ECOL is interpreted. The statistics shown in table 4.1 are of two categories only "Pass" and "Fail" categories. A closer look at the COSC results, those of COSC geography subject 2223 in particular, showed that even those candidates, 775 (see table 4.2) who obtained poor passes were classified in the category of those who passed, (see table 4.1). This inflated the number of candidates who actually passed by 66.5 percent (see table 4.2).

Results 2: **Interpretation and Discussion of the annual average performance of COBC, geography candidates during the period 1986-1990, according to the results classification of "credits, poor passes and failures" adopted by the researcher in this study**

As far as the statistics of candidates who sat for COSC geography examination within the five year period in the twelve High Schools are concerned, the statistics in table 4.2 and figure 3 are similar to those used in Result 1 table 4.1 and figure 2. However, the number of passes are different. The difference is due to the fact that in both tables the category of "passes" is defined differently. In table 4.2 the category of passes is used to encompass D1, D2, C3, C4, C5 and C6 only while P7 and P8 are categorised separately as "Poor passes" unlike the way they are categorised in table 4.1 and Figure 2.

The COSC geography results portrayed in table 4.1 and 4.2 show an equal number 2,036 of geography candidates in a period of five years covered by the study. However, table 4.2 shows a different picture of the performance of COSC geography candidates from the one shown on table 4.1 in different ways. According to the former, candidates considered to have passed COSC geography examination during the period are the ones that obtained atleast a credit six (C6) and almost a distinction one (D1) in the subject. Their results in this study have been classified as "credits as indicated in table 4.2.

Out of 2.036 geography candidates, it was only 390 who are worth considering to have passed the subject. These are the candidates who obtained atleast a credit six in COSC geography examination. On basis of the statistics shown in table 4.2 the highest number of credits was obtained 1990 but the best performance was 25.5% in 1987. The least number of credits obtained was 72 in 1988 but

the highest performance was 15.3 percent pass in 1986. In terms of percent of the credits obtained annually the figures fluctuated between 15% and 26%. The category of poor passes which is the category that inflated the statistics in table 4.1 catered for more than 30% of the total candidates of geography in each of the five years. The pattern of performance as portrayed in Figure 3 shows that the level of credits obtained as being almost a half of the poor passes obtained and a third of failures in each of the five years. The figure goes further to show a sharp decline in geography results between 1987 and 1988 of 83%. This meant an increase of 169 candidates to the category of either poor passes or failures or both in a period of one year. The greatest improvement in performance of COSC geography candidates in the twelve High Schools was between 1986 and 1987. As shown in Figure 3 there was an increase in the category of credits of 10.2% accompanied by an improvement of 23% in the category of poor passes and another improvement in the category of failures of 7.9%. This was the last time COSC geography candidates have shown an improvement of this magnitude. The period after this one of improvement was characterised by a decline in performance. For example, the percent of candidates with credits fall by 8.3%; the category of poor passes increased in percent by 3.2%, which is a sign of decline in performance and there was also an increase in percent in the category of failures of 5.1%, this too is an indication of a decline in performance. The following period (1988-1989) too experienced a decline in performance of COSC geography candidates. Both table 4.2 and Figure 3 show that during this period a slight improvement (1.1%)

was realised in the category of failures. The other categories of poor passes and credits had a decline in standards of 1.8% and 0.4% respectively. The final year covered by the period covered by the study (1989-90) had some improvement of 16% and 0.6% in the category of credits and poor passes respectively. However, this was in conjunction with an increase in the category of failures of 5.1%. This increase in failures would otherwise not be considered to be high but it is an increase in a category that already has high numbers, hence it cannot be ignored.

Generally, the performance pattern portrayed in figure 3 is of a poor performance. It can be regarded to be poor because of the low standards results and lack predicability in the COSC geography. The fluctuations between the results of every two consecutive years of third year in the sequence would almost be impossible. For the sake of understanding the problem more, the performance of each of the twelve High Schools was studied. The interpretation and discussion of each one of them is treated in the following section.

Category of failures of 5.1%, this too is an indication of a decline in performance. The following period (1988-1989) too experienced a decline in performance of COSC geography candidates. Both table 4.2 and Figure 3 show that during this period a slight improvement (1.1%) was experienced in the category of failures and the other categories of poor passes and credits had a decline in standards of 1.8% and 0.4% respectively. The final year covered by the study (1989-1990) had some

improvement in two categories of credits and poor passes, 16% and 11.6% respectively. However, this was in conjunction with an increase in failures of 5.1%. This increase in failures would otherwise not be considered to be high but it is an increase on a category that already has high numbers, hence it cannot be ignored.

Generally, the performance pattern portrayed in Figure 3 is of a poor performance. It can be regarded to be poor because of the low standards in the results in COSC geography examinations and unpredictability in the performance. The fluctuations between every two years results are so much that it is difficult to predict what the COSC geography the following would be on the basis of the previous results.

SECTION B - RESULT 2

Interpretation and Discussion of the performance of the High Schools on Basis of their average COSC geography results

GROUP A SCHOOLS - LS 567 AND LS 559

Out of a total number of 561 geography candidates who sat for COSC geography examination during the period 1986-1990, 250 candidates were from centre LS 567 while 313 were from centre LS 559. These two centres were both classified in Group A. This implies that then average annual performance in COSC geography has been 80% and above. It should be remembered that is according to the classification of subject results by COSC and ECOL as explained in chapter three.

However according to the approach of classifying subject results adopted in this study, tables 4.3 and 4.4 show that the percentages of candidates who passed COSC geography examination over the five-year period to be as follows.

Table 5.1

Summarised levels of passing of centres in Group A (1986-1990)

CENTRE	YEARS					AVERAGE
	1986	1987	1988	1989	1990	
LS 567	45.7	70.4	51.4	30.4	65.9	52.9
LS 559	28.9	50	21.9	25	54.5	36.1

The summarized statistics in table 5 (i) reflect a much lower percent of passes than reported by COSC/ECOL during the period covered by the study. The same statistics imply that :

(i) from centre LS 567, 132 out of 250 geography candidates passed COSC geography examination;

(ii) from centre LS 559, 113 out of 313 COSC geography candidates passed the COSC geography examination;

iii) On average basis, in every 50 COSC geography candidates each year, Centres LS 567 and LS 559 get 25 and 18 candidates, respectively, passing the COSC geography examination.

Furthermore, reference to figures 4.3 and 4.4, which portray the performance patterns of the two centre under discussion, indicate clearly a reasonable amount of irregularity in each centres'

performance. For example the study of the performance of centre LS 567, which according to both result classification criteria, still ranks 1, shows a decline in the results of 19% and 21% during the years 1987/1988 and 1988/1989, respectively, although there was an improvement in the results during the year 1990 of 35.5%. All this shows that much as the centre is performing relatively better than any other centre in the country, its performance in geography is not steady. The explanation given by the Head of Geography Department from this centre was that the high turnover of teachers during early mid 1980's might have been the most contributory factor to the fluctuations in the results of COSC geography.

A similar scrutiny on the COSC geography results of the second centre in Group A, shows a different picture from that of its counterpart. Table 5.1 shows that it was only during two years 1987 and 1990 that atleast 50% of the COSC geography candidates of a given year did pass the subject examination. The implication of this is that in all other three years more than 50% of the total number of COSC geography fail.

The element of irregularity or lack of consistence in the results is also evident in the performance pattern of Centre LS 559. As indicated both by table 5.1 and Figure 4.4 there was an improvement of 21.1% the COSC geography results between the years 1986 and 1987. This good improvement was followed by a decline of a greater magnitude (28.1%). Such fluctuation in the results is common to almost all other centre as is shown by their

performance patterns.

The Form E geography teacher from the centre, LS 599 gave an explanation of such dramatic fluctuation as being a compound of more than two factors. She suspected that it might have been due to:

(i) serious scarcity of teaching materials (geography teaching materials).
(ii) little time is given on the time table for the subject (Geography) unlike other subject like mathematics or any other science subject and;
iii) Some ineffective methods used in the teaching of the subject.

The same respondent concluded by saying that geography as a school subject is not taken seriously".

However, in both centres most of those candidates who fails to obtain credits fell in the category of poor-pass. This in an implication that in relation terms, there teaching of geography is average, though there is room for more improvement.

GROUP B SCHOOLS - LS 573 AND LS 552

There was a total of 189 candidates in centre LS 573 and LS 552 during the period 1986-1990. Both centres were classified as Group B schools on the basis of their COSC geography results and average pass percent in geography of 79% and 76%. This was according to COSC/ECOL classification.

On the basis of classification of results adopted in this study, the level of passing was as summarized in the table below.

Table 5.2

Summarized levels in passing of centres in groups (1986-1990

CENTRE	YEARS					AVERAGE
	1986	1987	1988	1989	1990	
LS 573	5	35.7	13.3	52.9	31.3	27.6%
LS 552	18	5	35.7	45.9	46	30.7%

The statistics in table 5.2 show that the average level of passing in centres LS 573 and LS 553 are 27.6% and 30.7% respectively but not 79% and 76% as reported by COSC/ECOL records (1986/1990). The disparity was caused by including the number of candidates who obtained either Pass seven (P7) and Pass Eight (P8) in the category of those candidates who passed the subject.

The implications of the above Statistics are as follows:

(i) that from Centre LS 573, where 82 candidates sat for COSC geography examination during a period of five years, 27.6% of every year's total number of COSC candidates did pass. This interpretation can be furthered to mean that in each of the years covered by the study 72.4% of COSC geography candidates of the centre during the year in question failed the examination. These candidates might have obtained poor passes or failures.

(ii) that the results of centre LS 552 are better than those of centre LS 573 according to the classification adopted by the study. The explanation of this difference in levels of passing is that Centre LS 573 were high inflated by candidates with poor passed regarded by COSC/ECOL as having passed. Alternatively it can be explained that Centre LS 552 have a lower percent of poor passes than Centre LS 573.

As indicated both by figures 4.5 and 4.6 the levels of passing in both Centres had fluctuations.

Figure 4.5 shows a low level of percentages of credits ranging from 5% (1986) to 52.9% (1989). The figure goes further to reflect an oscillating type of pattern of performance. Throughout the period covered by the study, every year in which there was an improvement was followed by a decline in performance the following year.

Figure 4.6, shows a slightly different pattern of performance. It shows a decline of 13% (1986-1987) but thereafter the performance has been improving through the improvement is gradual.

GROUP C SCHOOLS - LS 555 AND LS 512

The two Centres LS 555 and LS 512 had 440 COSC geography candidates during the period 1986 - 1990. According to the performance of these candidates in geography the two centres were classified as Group C schools. The pass percentages were

calculated to be 69% and 60% according to COSC/ECOL.

A reference to tables 4.7 and 4.8 shows the exact performance of the two centre is different. According to the classification of subject results adopted in this study, the two centres show the following levels of performance.

Table 5.3

Summarized levels of passing of centres in Group C (1986-1990)

CENTRE	YEARS					AVERAGE
	1986	1987	1988	1989	1990	
LS 555	43.3%	31.7%	17%	17.3%	6.2%	23.1%
LS 512	17.2%	30.8%	5.4%	13.6%	27.3%	18.86%

Table 5.3 portrays the summarised version of the levels of passing COSC geography examination by candidates in the two Centres (LS 555 and LS 512) during the period 1986 - 1990. It is clearly evident from the statistics in table 5.3, which were from tables 4.7 and 4.8 for the purposes of interpretation that:

(i) the level of passing COSC geography in any of the two Centre is very low 28.1% and 18.1%;

(ii) the Centre 555's results in COSC geography examination have been falling/declining for the whole period covered by the study. During the period in question the level of passing the subject fell from 43.3% to 6.2%;

iii) the performance of Centre LS 512 has been fluctuating with the limits of 30.8% (1987) and 5.4% (1988).

According to the responses from the COSC geography teachers from these two Centres, the obvious conclusion was that geography is taught using the traditional method - lecture method, where by the teachers with help of texts books is the source of all the information. Nothing like practicals or activities that would involve the pupils in search of information. In addition the responses from the two Centre show that teaching aids are not available hence teachers resorting to "chalk and talk" method of teaching.

However, the seriousness of the poor performance in COSC geography is not reported the way it is. This is due to giving a report that encompasses candidates with poor passes into the category of those regarded to have passed. Thus having statistics like 69% and 60% as indicated as the level of passing COSC geography in these two Centres, earlier.

GROUP D SCHOOLS - LS 553 AND LS 548

Centre LS 553 and Centre LS 548 are both in Group D according to the classification of subject results by COSC/ECOL (1986-1990). Their levels of passing COSC geography were found to be 57% and 53% respectively. This is on average basis of five years. The two centre had 207 candidates of COSC geography during the period, Centre 553 had 117 while Centre LS 548 had 90 candidates. On average basis these statistics would mean that (57 x 202) candidates from the Centre LS 553 passed while (53 x 90) candidates from LS 548 also did pass.

However, according to the statistics summarized in table 5.4 a different picture of the performance in COSC geography examination by candidates from the two Centre is different.

Table 5.4

Summarised level of passing in Group D (1986-1990)

CENTRE	YEARS					AVERAGE
	1986	1987	1988	1989	1990	
LS 553	6.3	7.2	25	23.8	33.3	19.1%
LS 548	23.1	18.2	15.4	6.9	9.1	14.5%

Table 5.4 shows the summarized statistics of levels of passing COSC geography examination of the two Centres LS 553 and LS 548 during the five year period covered by the study. The table shows the average levels of passing COSC geography to be 19.1% and 14.5% for Centres LS 553 and LS 548 respectively.

On the basis of the statistics shown in table 5.4 the following interpretation can be made:

(i) that although the performance of Centre LS 553 is still very low, it has been improving every year during the period covered by the study. However, the improvement which the statistics in table 5.4 seem to suggest was terminated at the end of 1990 by the Centre abolishing the subject from the school syllabus. The explanation the researcher got from the school authorities were that: geography had proved to be too difficult for their

candidates and that the subject itself is very demanding in terms of teaching materials yet the school has a tight budget.

(ii) that the performance of Centre LS 548 in COSC geography examination has been deteriorating during the five year period from 23.1% to 6.9%, although it improved slightly to 9.1% in 1990. The impression got from the responses from the centre highly suggest that the high turnover of teachers might have led to poor performance in the subject and selection of COSC students is not based on merit. This implies that even those pupils with poor background of geography are allowed to register for geography at COSC level. Surprisingly this Centre LS 548 on relative terms has basic teaching materials.

Furthermore, from the responses of the informal interview the researcher had with the COSC geography from this Centre, it was clear that the schools policy as far as admission into both Form A and Form D is not based on merit, discrimination and it has long term affect on the school's performance at all levels.

GROUP E SCHOOLS - LS 519 AND LS 509

These two Centres LS 519 and LS 509 were classified in Group E according to COSC/ECOL records of 1986-1990. This means that their level of passing COSC geography, on average was in the range of 40% - 49%. There were a total of 199 geography candidates in the two centres during the period covered by the study, 67 from LS 519 and 132 from LS 509.

On the basis of the classification of subject results adopted in this study, the passing levels of the two centres were as summarised in table 5.5 below.

Table 5.5

Summarised levels of passing in Group E (1986-1990)

CENTRE	YEARS					AVERAGE
	1986	1987	1988	1989	1990	
LS 519	0%	0%	7.1%	2.2%	100%	21.9%
LS 509	50%	0%	33.3%	0%	65%	18.0%

Much as the statistics shown in table 5.5 are to be considered as the levels of passing COSC geography in the Centres LS 519 and LS 509, there are some crucial factors to be highlighted. These factors have had great influence on the final calculated average passing levels and were not experienced in other centres. They are

(i) high passing levels, like 100% (1990) in centre LS 5519 which would easily be interpreted as having had very good results during that particular year. However, the reality being that in the particular year the number of COSC geography candidates in the centre had fallen to only one candidate! This only one candidate passed the examination with a credit. So through simple arithmetic the level of passing was 100%. The effect of such high level of passing was that it inflated the average level of passing of the whole period to 21.9%. A level which is even high than

those of Group D centres.

(ii) the statistics in table 5.5 are unrealistic in a sense that the numbers of candidate for COSC geography on annual basis have been fluctuating so high that their effect on the average level of passing during the five year period is a biased one. This is clearly reflected on graphs showing the performance patterns of the two centre figures ____ and ___.

GROUP F SCHOOLS - LS 537 AND LS 538

Centres in Group F have an average passing level percent less that 40%. On the basis of the COSC geography results of the period 1986-1990, the average passing levels were 30% and 35% for the centres LS 537 and LS 538 respectively. The two centres had 483 COSC geography candidates. LS 537 had 155 candidates while LS 538 had 328 - the latter centre had the greatest number of COSC geography candidates in all the High Schools covered by the study.

However, with reference to tables 4.13 and 4.14, the passing levels of the two centres under discussion were not as high as reported by COSC/ECOL records 1986-1990. A summarised version of the levels of passing COSC geography is indicated in table 5.6.

Table 5.6 Summarised levels of passing of centres in Group E (1986-1990)

CENTRE	YEARS					AVERAGE
	1986	1987	1988	1989	1990	
LS 537	0%	0%	0%	4.3%	5.6%	2.8%
LS 538	1%	3%	5.9%	1.7%	1.9%	3.9%

The statistics shown in table 5.6 were derived from tables 4.13 and 4.14. They (statistics in table 5.6) reflect the level of passing COSC geography examination during the period 1986 - 1990. On the basis of the statistics written against Centre LS 537 the following interpretations can be made:

(i) during some years, 1986, 1987 and 1988 no single candidate passed COSC geography examination from the centre.

(ii) Only 4.3% in 1989 and 5.6% of the candidates did pass the COSC geography examination.

While on the basis of the statistics written against Centre LS 538 the following interpretations could be made:

(i) in each of the five years covered by the study, there was a very small percentage of candidates that passed the COSC examination.

Although the percentages of passing are very low due to the of the Centre the number of candidates involved are very high (see table 4.14).

On basis of responses from the geography teachers from the two

centres in Group F, the poor performance is not only in COSC geography but even in other subjects both at COSC and JC levels. The explanation given was that because of the selection which is not on merit into Form A, or from JC examination into Form D, results in a great many students who are extremely weak. Further more, a reference to the responses in Form C questionnaires shows that pupils from the two centres have already developed negative attitude to geography and this is also likely to end up in poor performance.

SECTION C

Hypothesis 1: Pupil's Negative Attitudes towards Geography contributes to poor COSC geography Examination Results in Lesotho

5.5 Result 3

On the basis of the scores computed about cants on relevant items in Section (ii) of appendix 1, the computed man attitudes score was 3.5. This score is significantly above the neutral score of 3 ($T = 9.4$ and $P<0001$). This was a sign of acceptance of the mill hypothesis that "Pupils Negative attitude towards geography contribute to poor COSC geography examination results in Lesotho". When the responses relevant to this hypothesis were counted, it was found that 60% of the pupils strongly agreed with the hypothesis. This means that the majority of the respondents supported hypothesis which was supported by the t- test results.

This findings (Result 3) concurs with the findings of Clain (1975). He found out that at all levels of schooling and among all social groups there are numerous individuals whose attitude

towards education in general or toward a certain subject matter in particular are hostile. Such situation practically shows that pupils will learn little. The negative attitudes are reflected in diverse ways. The following are a few examples of the origins and results of negative attitude towards earning:-

- Studies if underachievers in school have revealed a sizeable number whose have situations of family relationship are unsettled and where concealed hostility exists towards one or both parents. There seems to be unconscious motivation to "get even" with parents by doing poorly in school, Blain (1975:77).
- Some teachers unwittingly embarrass, ridicule or hurt a child to the extent that the child is alienated from the subject matter being taught.
- Some negative attitudes arise from the group in which the child is a member. The culturally deprived child may result the anti-intellectual attitudes of his community. For example, the popular pupil in school may find his popularity jeopardized unless he adopts.

Yamomota (1969) investigated pupils attitude toward geography history language, science and maths. The findings of Yamomota's study were that boys like science while girls liked language and both liked maths. He found social studies to be not so popular with both sexes. Yamomota (1969) emphasised the fact that learning and performance in a subject depends on whether one liked it or not. Willingness to go on studying the subject and

also do well in the subject depends on ones attitude towards the highest.

In Lesotho contact, reasons why pupils have a negative attitudes towards learning of geography could be attributed to more than one reason. The fact that geography as a subject is largely taught in all being a traditions manner of conflicting pupil in the classroom. For example that does not motivate pupils to appreciate it and realise its role in their lives. This foes further to make pupils link that geography is too abstract and to difficult to learn and ultimately resulting in ineffective learning and poor performance in the examinations. For example, geography as a subject National Curriculum is still largely being taught in a traditional manner. Pupils are confined inside the four walls of a classroom, in almost all cases without using any teaching aids, this does not motivate pupils to appreciate the subject and they (pupils) do not realise the role of geography in their live. The knowledge about the interrelationships between the environment and the pupils is a far fetched phenomena to pupils and to most geography teachers too. This situation goes further to consider geography as a too abstract and difficult subject to learn. Ultimately it results in ineffective teaching/learning situations and poor performance in the examinations, COSC examinations inclusive.

Hypothesis 2: Poor Socio-Economic Background of Pupils Contributes to Poor Examination Results in Lesotho

5.5 Result 4 Poor Socio-economic background contributes to poor COSC geography examination Results in Lesotho

The score in Table 4.16, show a mean score of 3.5 on the positive and also the difference between the obtained mean and the neutral score to be statistically significant (t = - 18.63 and P = 0.0001). This means the socio-economic background of geography students contribute to high failure rate among COSC geography pupils. 75% of the pupils came from poor background where 65% of the parents earned less than M350 per month and 20% were unemployed and the reset earned more than M350 per month. This result supports the results of the "t-" test that poor-socio-economic background contribute to high failure rate among COSC geography candidates in Lesotho.

This findings concurs with the findings of Ballantyne (1983) who found that poor pupil achievement was adversely affected by less formal education of parents, unemployment of parents and large families. This can be explained in the Lesotho context as follows: Poor socio-economic background.

Hypothesis 3: Teacher's Negative Attitudes towards Geography contributes to poor COSC Geography Examination Results in Lesotho

5.6 Result 5

When the responses to the relevant questionnaire items were counted it was found that 85% of the teachers strongly agreed with the hypothesis whereas 5% disagreed and the rest 10% of the teachers remained neutral. This means that the majority of the respondents supported the hypothesis which was supported by the "t-" - test results (see Result 5). Thus the hypothesis was

accepted.

This finding concurs with the Mouly (1982) who found that if teachers are keen about the subject they teach and sensitive to the needs of their pupils. the latter are likely to develop favourable attitudes towards the subject. One of the reasons why even the attitude of pupils toward geography was found to be negative. The same findings also concurs with the finding of Cowely (1984). He conducted a research study of the problems encountered by geography teachers of Bophuthatswana in which he showed that almost all the teachers never taught geography out of their own interest. In Lesotho context this study found that teachers of geography felt that the syllabus was too long and overcrowded. In all the twelve Schools in which the study was conducted, there was no 'specialisation' on the side of teachers. Teachers are forced by the Schools policy to teach other subjects together with geography attitude is divided. Further geography needs concentration both from teachers and the candidates. they teach it for the sake of teaching and if they do not have interest in geography it is highly impossible that they can make students to have an interest in the subject.

Furthermore, most teachers (9/12%) Lesotho schools are discouraged by school authorities who refuse to provide means (financial and logistical) for undertaking educational exercusions so as to understand the environment.

Hypothesis 4: Ineffective Teaching Methods Used in the Teaching of Geography Contribute to the Poor COSC

5.7 Result 6

On the basis of the calculated frequency percentages in Table 4.18, the hypothesis "Ineffective Teaching Methods used in the Teaching of Geography Contributes to the Poor COSC Geography Examination Results in Lesotho". This means that geography is not being taught the way it is supposed to be taught. For example, according to the computed frequency percentages showing the degree of popularity of different teaching methods, lecture method (chalk and talk) method seemed to be the most popular with COSC teachers of geography in Lesotho High Schools. This situation might be dictated by circumstances in the schools but still the fact remains chalk and talk method; question and answer method and use of Text Book methods alone can not bring about effective teaching - learning activity in geography lessons more especially at secondary school level. The effect of using such teaching methods in isolating from other pupil - centred methods which activity involve the pupil into the discovery process, in most cases, ends in making pupil think that geography is too abstract and far from being real thus pupils resort to rote learning and do not appreciate the subject. This often results even in poor performance in COSC geography examinations.

This finding concurs with the findings of Seethal (1984). He emphasized the importance of taking pupils out to the field when teaching geography.

The findings of this study also concurs with Khubana (1991:100)

whose emphasis is not to confine pupils in the four walls of a classroom. They gave reason of geography being concerned with human beings, their environment and the phenomena of the earth. So they suggest that an outdoor approach should regularly be used by geography teachers to give pupils an opportunity to learn first hand from life itself.

Hypothesis 5: Lack of Teaching Materials in Lesotho Schools contributes to Poor COSC Geography Examination Results

5.8 Results 7

As indicated in table 4.19, it was found that globes and chalkboards are found in all schools where as some other resources like overhead projectors, sholes, filmstrips, cameras and video tapes are not available in all schools. This is true to all the High Schools irrespective of their proprietors. The implication here is that most teachers of geography do not have access to such basic teaching aids later on optimum ones. The likely outcome of this appalling situation is that most teachers resort to ineffective teaching methods as realised in table 4.18 and discussed in section 5.7.

This study's findings concurs with Cowely's study (1989) who found that less than half of Bophuthatswana teachers have the necessary teaching equipment. According to Cowley (1989) little practical work and fieldwork was conducted by teachers.

The findings may be explained in the Lesotho context as follows: Most Schools in Lesotho do not have adequate and proper

facilities and equipment for geography teaching. Thus teachers find it impossible to employ efficient teaching methods. Therefore, high failure rate in COSC geography examinations is to some extent one to this solution of lack of teaching materials.

5.8 Result 8: Low Qualifications of Teachers of Geography in Lesotho High COSC School Contributes to Poor COSC Geography Examination Results

The information summarized in table 4.20 show that all the twelve teachers who were teaching geography in the sample at the time of the study were all university graduates . This information rejected hypothesis 6 and it means that teachers of geography at COSC level are not necessarily poorly qualified. However, further analysis of the same information show that 50% of the teachers in the sample were qualified geography teachers, their had graduated in other subjects. Therefore. the issue is not professional qualifications but of academic qualifications.

5.9 Result 9: Apparent Disparity Between External Examiners' expectations and the High School Geography Teachers in Lesotho High Schools contributes to Poor Performance in COSC Geography Results.

On the basis of the statistics shown in table 4.21 the null hypothesis was rejected. This means that the COSC geography examinations are up to the expectations of the internal examiners. Some interviewees highlighted the some constraint as

the english language used in the examination. The interviewees went further to explain that internal examiners at times resort to using sesotho (local language) in explaining some concepts. It is likely that the pupils do understand the concepts explained in their mother-tongue but there is no assurance that such candidates are able to answer questions based on the same concepts when asked in english. Therefore, there seems to be a disparity between the internal and external examiners' expectations as far as the ability of candidates to use english are concerned.

6.0 Result 10 : Failure to Complete Secondary School Geography Syllabi (JC & COSC) before the time of Final December Examinations Contributes to Poor COSC Geography Results.

Considering the statistics in table 4.22, almost 50% of the candidates both JC and COSC write final examination before completing the geography syllabus. The statistics also reveal that a higher percentage of candidates at COSC than at JC write geography examinations before completing geography syllabus. This might be due to the wideness of the COSC geography syllabus or difference in the teaching methods at the two levels or any other reason. Establishing the exact reason for it was beyond this study.

Furthermore,the statistics in table 4.22 show that some candidates reach the stage the of writing the final December COSC

examinations before knowing what the geography syllabus exactly entails. The implication of this is that some teachers do not make their candidates aware of geography syllabus . This further suggests that the searching of information is solely done by the teacher making the pupils recipients. Such approach of teaching geography is in most cases ineffective.

CHAPTER 6

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS:

6.1 INTRODUCTION:

In this chapter, an attempt is made to give a summary of the study, conclusions and to make recommendations based on the findings of the study. The chapter is presented under the sub-headings:

1. Summary and Conclusions,
2. Recommendations and
3. Further areas for research.

6.2 SUMMARY AND CONCLUSIONS:

The primary task of this study was to study and investigate the COSC geography performance pattern and the contributory factors in High schools in Lesotho during the period 1986-1990.

The main argument emphasized in most chapters of this report is that the performance in COSC geography examination in Lesotho High schools is poor and that there are many contributory factors to it, viz: negative attitude of pupils towards geography; poor socio-economic background of pupils; lack of teaching materials in most schools; disparity between the expectations of internal examiners and external examiners; failure to complete COSC geography syllabus by the time of examinations; low qualifications of geography teachers; use of poor teaching methods; negative teachers attitude towards geography.

These arguments were emphasized in details in chapter two, where the literature reviewed suggested that some parts of the world similar arguments were raised and the research findings confirmed them.

Source of Data

Data for this study were derived from : ECOL; Form E geography pupils, COSC geography teachers; geography student-teachers and other key informants. These other key informants included: geography-methods lecturer; some policy makers from the Inspectorate and NCDC.

The data collected was analyzed in chapter 4 and the results were presented and evaluated in chapter 5 in order to determine the contributory factors to the performance in Lesotho High schools.

RESULT 1:

The findings in Result 1 expressed as Result 1(i) and Result 1(ii) in tables 4.1 and 4.2 show that the COSC geography results of the period 1986-1990 in Lesotho High schools have been worse than reported by the COSC/ECOL. Furthermore, the same findings show that when subject results are expressed in three categories: "credits"; "poor passes" and "failures", the degree of precision increases.

The findings of result 1 therefore seem to have met the primary objective of the study which was to examine the performance pattern of COSC geography candidates and investigate the contributory factors to it.

RESULT 2:

The findings of Result 2 are expressed in twelve sub-divisions from Result 2(i) to Result 2(xii). The findings are shown in table: 5.1 to 5.6. The findings of Result 2 show the following :

(i) that on the basis of the method of classification of subject results adopted in the study, there is only one centre LS 567, whose geography results show atleast a 50% pass annually on average . All other centres have average pass percent less than 50%.

(ii) that the performance pattern of each of the schools in which the study was conducted is irregular. The general conclusion being that the performance in COSC geography examination is 83% of the sample , is unreliable, poor and declining .

The findings of Result 2 among the other things show that grouping centres together on average performance basis has some over-generalization. A reference to the annual results of the sample a disparity between the results of the same centre during different years. This is a sign of lack of consistence in subject performance. So it is better to consider the COSC geography results of each centre individually. This will help to make a critical analysis of the situation otherwise the good performance of some centres do overshadow the poor performance of others when reporting of the results is done in general terms. Furthermore, the findings in tables 5.1 to 5.6 show that there is a disparity between the performance of "Group A" schools and

those in the other five Groups. During some of the years covered by the study, some centres did not have any of their COSC geography candidates pass. In some centres this poor performance was shown for three consecutive years (see table 5.6).

The findings in Result 2 therefore seem to have achieved one of the objective of the study of establishing the performance pattern of the sample according to the criteria of percentages of "credits"; "poor passes"; and "failures", which is the criteria adopted by the researcher in this study.

RESULT 3 TO RESULT 10 :

The findings in these results are all related as far as having influence on the COSC geography results in Lesotho are concerned. The summary and conclusion on each of these results is handled at a time.

RESULT 3 :

The findings in Result 3, expressed in table 4.15 show that pupils' attitude towards geography is negative. This factor seems to be contributing to the poor COSC geography results. Furthermore, considering the findings in Result 3, one would conclude that among other reasons that contribute to the pupils developing a poor attitude towards geography is the bad reputation about geography results in Lesotho High schools. On the basis of the findings in this Result 3, it is clearly evident that there are little chances of having effective teaching-learning activities in geography lessons in those schools where

the pupils have a negative attitude towards the subject and thus the poor performance is likely to continue for sometime in future if nothing is done to improve the situation.

RESULT 4 :

The findings of the study on the socio-economic background of COSC geography candidates as one of the variables influencing their performance are in table 4.16 (Result 4). The findings in the result show that 95% of the parents of COSC geography candidates earn less than M.250 ($ 79.36) per month. Furthermore, the findings show that less than 60% of the parents know how to read and write. The implications drawn from these findings are that :

(i) most pupils do not have strong socio-economic backgrounds their educational requirements. This means that most pupils do not have some of the basic school requirements, like school uniform, mathematical instruments, recommended text books and many others. This has got an effect, directly or indirectly to educational performance of a pupil.

(ii) few pupils receive educational guidance and motivation from their families . This too is a crucial factor to the performance of a pupil in school.

iii) since almost all the schools in Lesotho are day-schools the feeding of pupils is largely left to the parents. however, because of the little income some families not in position

to afford the basic three meals a day. Lunch is one of the meals most of the pupils do without.

In general terms, it seems that the socio-economic background of pupils in Lesotho is poor and seems to have negative effects on the performance of the in COSC geography examinations. This situation is likely to continue as some pupils parents are currently being re-trenched from the mines in South African mines.

RESULT 5:

The findings in Result 5 are in table 4.17. The same findings show that the teacher's attitude towards geography contributes to poor COSC geography examination results in Lesotho. Furthermore, it is clearly indicated that within the sample 50% of the teachers who were teaching geography had not been trained to as geography teachers. They were teaching geography because they were told to do so by the school authorities and in most cases without having interest in the subject. This has far reaching effects including the influence of pupils attitude on the subject. It might be that the negative attitude towards geography is one of such effects. Ultimately the effect(s) negatively influence the performance of candidates in COSC geography examinations.

RESULT 6:

The findings of Result 6 are in table 4.18. The same findings show that the most popular methods of teaching geography in the

sample are those which are teacher centred. This implies that the participation of the pupils in the teaching -learning processes in neglected. In such circumstances pupils are not given a chance to understand and appreciate the subject but resort to rote learning. Other likely effects of not involving pupils in teaching-learning activities in the High schools seem to have been making geography appear to be a boring and difficult subject to pass.

RESULT 7:

The findings of Result 7 are in table 4.19. They show that the basic teaching materials are not available in most of the schools. These are the materials that could otherwise have brought reality to the classroom, hence reducing the abstractness levelled to geography by pupils. The findings of Result 6 coupled with those of Result 7, confirm that the methods used in the teaching of geography in Lesotho High schools in general are ineffective and seem to be contributing to the poor performance in COSC geography examinations.

RESULT 8:

The findings of Result 8 are in table 4.20. According to the findings of the study on this result, all the teachers of geography at COSC level in the whole sample were University graduates. The findings rejected the hypothesis that "low qualifications of teachers of geography in Lesotho results". However, the same findings show that as much as all the teachers in question were university graduates, only 50% of them had been

trained and graduated as geography teachers. This goes further to explain why in most schools geography is taught like History or Development Studies. Most teachers handling geography in schools at COSC level are either History teachers or Development Studies teachers or both. The findings of the study suggest that schools in Lesotho still need qualified geography teachers.

RESULT 9:

The findings of the Result 9 are shown in table 4.21. They show that there is little significant disparity between the internal examiners and external expectations. The result findings go further to indicate that teachers' use of the COSC geography syllabus; past examination question papers do not create any room for major disparity between the expectations of the two parties involved. However, the disparity in examiners' expectations seem to be in the ability to understand english language used in asking COSC geography questions and not understanding the geography concepts. Certainly this is, to a large extent, a major constraint since the medium of communication used in COSC examination is english, yet some of the internal examiners use the local language, sesotho, as mode of instruction. Therefore, pupils seem to understand the geography concepts but find it difficult to elaborate on them in english, as required in the final COSC examinations.

RESULT 10:

The findings of the study in Result 10 are in table 4.22. The findings show that a high percentage of candidates both at JC and

COSC write the final examination before completing the geography syllabi,(see table 4.20). Furthermore, the findings in result 10 show that almost an equal percentage of candidates write the final examinations both of JC and COSC not having an idea of what the topics, according to the geography syllabus, are expected to be covered. Nevertheless, the failure to make candidates aware of the contents of the syllabus early enough, misguides the candidates' reading. Most of the time students are likely to read irrelevant topics to the syllabus. Therefore, it seems there is no adequate guided reading on the side of the pupils. Thus some topics appear strange to pupils when met for the time during the examinations.

A summation of the findings from the Results: 3 to 10 therefore seem to have met the second objective of the study of investigating and establishing the contributory factors to the performance in geography at COSC level in Lesotho.

Lastly, some of the findings seem to attest to the findings and views of other researchers as indicated in chapter two. For example, the findings in Result 3 that pupils negative attitude towards geography has effect on their performance in the COSC examination were similar to Blair et al (1975) views. According to their view the kind of attitude a child has affects the school work and his learning in general and consequently the performance of the child. The findings on teachers' attitudes and their effect on the performance of pupils' concur with Mouly (1982), whose findings that if teachers are keen about the subject they

teach and sensitive to the needs of their pupils, the latter are likely to develop favourable attitude towards the subject. From the literature reviewed in earlier chapters especially two and five, the performance of pupils is a product of so many factors. The study has established some of those factors that need urgent attention in Lesotho education system, hence the following recommendations:

6.3 RECOMMENDATIONS:

Based on the findings of the study with a consideration of the education system in which they are to be applied, the following recommendations are made:

(1) teachers should be offered guidance in form of in-service training or Zone- based weekly discussions or both during which teachers would be enlightened on how to tackle topics in the JC and COSC geography syllabi.

(2) after realising the benefits of the recommendation in 1, geography should be made compulsory atleast to all pupils doing JC level in Lesotho.

(3) teacher-training institutions should insist on having done and passed geography either JC or COSC or both registering as a geography student teacher.

(4) fieldwork component should be reflected clearer in both JC and COSC geography syllabi. Geography-curriculum educationist should write and distribute to geography teachers guidelines on the use of fieldwork in the teaching of geography.

(5) the geography department and geography-education unit in

the department of LASED at NUL should work closer in training the future secondary school geography teachers. More courses related to topics covered in the JC and COSC geography syllabi should be compulsory to all geography student-teachers. This could ensure that student-teachers are equipped with both the skills and the content relevant to the effective teaching geography at secondary level.

(6) ECOL and NCDC should make clear the expected outcomes of a candidate who has done COSC geography syllabus. This should be standardized not fluctuating with the performance of candidates from year to year.

(7) ECOL in conjunction with NCDC should have a policy of evaluating the performance of each school on individual subject basis. The task is not expected to be difficult since both councils have access to computers.

6.4 FURTHER AREAS FOR RESEARCH:

This study tried to study performance pattern and investigate contributory factors to it in COSC geography in Lesotho High schools during the period 1986-1990. There is need, however to further research to be done. For example:

1. A study could be done to find out how the performance in COSC since this study was carried out.
2. A study could be done to find the comparison in performance of COSC candidates in different subjects in a given period.
3. An action-research could be carried out to find the effectiveness of the suggested recommendations.

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APPENDIX I

THE NATIONAL UNIVERSITY OF LESOTHO

FACULTY OF EDUCATION

LANGUAGES AND SOCIAL EDUCATION

A QUESTIONNAIRE TO FORM E GEOGRAPHY

PUPILS IN LESOTHO HIGH SCHOOLS

February 1992

Dear Pupil

The aim of this questionnaire is to find out the attitudes of pupils towards geography as one of the optional subjects offered to some High schools in Lesotho. Furthermore, the responses of the pupils to the questions asked in this questionnaire will help in identifying some of the major factors contributing to the poor performance geography at COSC LEVEL.

There are no wrong or right answers. Please jot down what you feel about various comments that are made.

All your responses will be treated confidentially.

Thank you.

Yours faithfully

Innocent Sebaa Mugisha
(Researcher .....Curriculum Studies in Geography)

FORM E GEOGRAPHY PUPILS' QUESTIONNAIRE

SECTION A: GENERAL

PART I:

1. (a) Age .....

   (b) District in which you were born.....

   (c) Sex.....

2. (a) Name of primary attended and its district

   .....

   (b) Name of the High School attended and its district

   .....

3. Please list all the subject other geography which are presently studying.

   .....

   .....

   .....

   .....

   .....

   .....

   .....

PART II:

Please complete the following statements in the places provided:

1. **What is your mother's educational qualifications?.....**
2. **What is your father's qualifications? .....**
3. **What is your father's occupation?.....**
4. **What is your mother's occupation?.....**

SECTION B: PUPIL'S ATTITUDES

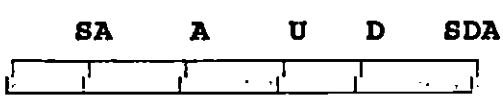
Please use the rating scale in particular the Likert scale

		Positive	Negative
SA...	.implies strongly Agree....	5.....	1
A...	.implies Agree.....	4.....	2
U...	.implies Undecided.....	3.....	3
D...	.implies Disagree.....	2.....	4
DA....	.implies strongly Disagree.	1.....	5

For example:

Statement

1. **I enjoy learning Geography**



In the above example, the response shown by the position of letter X is that the respondent disagrees to the statement given.

Statement	SA	A	U	D	SDA
1. I like geography					
2. I like to learn geography					
3. I like geography more than any other subject.					
4. Geography will be useful to me after I leave school.					
5. Geography lessons are interesting.					
6. Geography lessons are boring.					
7. Geography is too difficult for me.					
8. Learning geography is a waste of time.					
9. I do want to continue studying geography.					
10. There are many jobs that need a person with geography knowledge.					
11. I like geography now more than I did the previous year.					
12. I think there more important subject to learn than geography.					
13. I understand most of the things in geography lessons.					
14. My parents help me with my school work.					
15. My parents show no interest in what I do in geography.					
16. My parents do not want me					

to learn geography again.

17. My parents provide me with money to buy books, uniforms and pay the tuition fee.

APPENDIX II

A QUESTIONNAIRE TO GEOGRAPHY STUDENT-TEACHERS FROM THE NATIONAL TEACHERS' TRAINING COLLEGE AND THE NATIONAL UNIVERSITY OF LESOTHO....THIRD YEAR AND FOURTH YEAR STUDENT-TEACHERS RESPECTIVELY.....1991/1992

NOTE:Please answer the following questions by filling the spaces provided against each question or by putting a tick in the box against the most relevant alternative.

SECTION A: GENERAL

1.Age .....

2.Sex.....

3.Programme being followed.....

4.Your second teaching subject to Geography....

5.The level of education at which you started studying Geography

(a) Standard level [ ]

(b)Secondary level [ ]

(c)Tertiary level [ ]

6.Is there any time when you were still at school and you happened not to be doing Geography?

(a)Yes [ ]

(b)No [ ]

7. If the answer to the question 6 is yes, please specify at what level it was and give reasons why you happened not to do it by then.

LEVEL: .....

REASONS:.....

.....

8. (A) If you did Geography at lower school levels (Secondary and High School Levels), did you enjoy the Geography lessons?

(a) Yes

(b) No

(B)Please give two reasons for your answer in A 8 above.

(I).....

.....

(II).....

.....

SECTION B:

NOTE:THIS SECTION IS FOR THOSE STUDENT-TEACHERS WHO STUDIED GEOGRAPHY AT SECONDARY LEVEL.

---

1. When you were doing Geography at Secondary level, did your Geography teacher tell you which topics you were supposed to study in Geography (Topics in Lesotho Junior Certificate Geography Syllabus)?

(a) Yes [ ]

(b) No [ ]

2. If the answer to B 1 is YES, had you completed the Geography syllabus by the time you wrote JC Examinations?

(a) Yes [ ]

(b) No [ ]

3. Please give two reasons you think make some Geography teachers not complete the Geography syllabus.

(i) .....

.....

(ii) .....

.....

4. (i) Did you know why you were being taught Geography at JC Level?

(a)Yes [ ]

(b)No [ ]

(ii) If the answer to B 4 (i) is YES, please, use the space below to indicate why you thought you were being taught Geography.

.....

.....

.....

.....

5. Please, give two suggestions that JC Geography Teachers should do so as to complete the JC Geography Syllabus before pupils sit for JC Examinations.

6. According to your school time -table how many periods were allocated for Geography per week?

(a) 2

(b) 3

(c) 4

(d)any other, please specify.....

7.How many of these were used for field work per month?

(a) 10

(b) 15

(c) 20

(d) any other, please specify .....

SECTION C:

NOTE:THIS SECTION IS FOR STUDENT-TEACHERS WHO STUDIED GEOGRAPHY AT HIGH SCHOOL LEVEL

1.Was Geography a compulsory subject to Form D and E pupils in the High school you attended?

(a) Yes [ ]

(b) No [ ]

2.If the answer to C 1 is NO, give two reasons why you decided to register for Geography at COSC LEVEL.

(i).....

.....

(ii).....

.....

3. When you were doing Geography at COSC did your Geography

teacher tell you what topics you were supposed to cover (the COSC Geography Syllabus)?

(a) Yes [ ]

(b) No [ ]

4. If the answer to C 3 is YES, had you completed the Geography syllabus by the time you wrote the COSC Examinations?

(a) Yes [ ]

(b) No [ ]

5.If the answer to C 4 is NO, please give two reasons that you think that made the Geography teacher not complete the COSC Syllabus.

(i).....

.....

.....

.....

(ii).....

.....

.....

.....

.....

.....

SECTION D:

THIS SECTION IS FOR ALL STUDENT - TEACHERS

1.Why did you choose to register for education? Please give two reasons.

(a).....

.....

(b).....

.....

2. Do you think Geography should be taught at JC and COSC levels in Lesotho?

(a) Yes

(b) No

3. Please give two reasons for your answer in D 2.

(i).....

.....

(ii).....

.....

Should Geography be made a compulsory subject at JC and COSC level?

(i) Yes

(ii) No

5. Please give two reasons for your answer in D 4.

(i).....

.....

(ii).....

.....

6. Do you think the Geography curriculum offered at JC level in Lesotho lays a foundation for the Geography syllabus offered at COSC?

(a) not at all

(b) partially

(c) fully

7.Please give two reasons why most schools in Lesotho do not offer Geography.

(i).....

.....

(ii).....

.....

8. Between Development Studies and Geography which one is popular in Lesotho schools?

(a) Development Studies

(b) Geography

9. Do you think there is any need to offer Development Studies and Geography at the time in the same school?

(a) yes

(b) no

10.Please give two reasons for your answer in D 9.

(i).....

.....

.....

(ii).....

.....

.....

THANK YOU FOR ANSWERING THE ABOVE QUESTIONS

Innocent Sebaa MUGISHA

INNOCENT SEBAA MUGISHA