

Literature Review

Analysis of the Lesotho secondary education aims for curriculum ideology(ies) integration

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Abstract: Addressing the socio-economic, political, and scientific needs of education in the 21st century has proven to be a formidable undertaking. In addition, it is anticipated that governments would offer education that not only improves subject knowledge but also conforms to the ideological concepts that guide education policy at both the elementary and secondary levels, while also meeting the requirements of the community. This study investigated the degree to which the curriculum ideologies are integrated into secondary education, specifically focusing on the aims of secondary education outlined in the Curriculum and Assessment Policy (CAP). A qualitative study of the documents was conducted. The findings revealed that all ideas are present and incorporated in all the objectives. Generally, each objective consists of three ideologies, except for aims one and three, which combine two ideas. The learner-centred ideology, which is included in all nine aims, represents the prevailing ideology. The curriculum is meticulously designed to provide students with a thorough education that prepares them for advanced academic pursuits or job prospects, both inside their own country and abroad. Basotho must actively and vigorously pursue and promote their knowledge goal.

Keywords: aims; integrated curriculum; curriculum ideologies; secondary education, curriculum and assessment policy; Lesotho

1. Introduction

In the 21st century, change has become unavoidable and education has not been unaffected by these developments (Wallace & Priestley, 2011). According to scholars, the world is currently experiencing significant social changes that are influencing curricular theory and practice (Mnguni, 2021; Moea, 2022a, b). In the last century, the rapid increase in knowledge posed a challenging task for curriculum designers in determining which content information should be included in school curricula (Harb & Taha Taha Thomure, 2020). In the same vein, Mnguni (2021) proposes that the curriculum for primary education should incorporate a range of knowledge that exposes students to various career options. However, it is important to avoid excessively focusing on a single specialisation too early, as this may restrict and narrow students' overall development. The selected content should be relevant, reliable, meaningful, achievable, and long-lasting. Against this background, it is important to remember that a curriculum reflects the political and cultural milieu of the community in which it is developed (Kasuga, 2020). Therefore, the global community is actively working to update its education system in order to satisfy the requirements of modern learning in the 21st century. South Africa and Indonesia are presently adopting updated school curricula that are influenced by several socio-scientific, political, and economic factors associated with transnational educational reform (Mnguni, 2021).

In order to do this, academics have proposed that school disciplines should adhere to an integrated curriculum approach. Within this curriculum, students are presented with subject matter pertaining to humanities, communicative arts, natural science, mathematics, social sciences, music, and art (Bustin, 2018). Matee (2019) further corroborates this perspective by elucidating that an integrated curriculum arranges learning in a manner that

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transcends the boundaries of individual subjects, amalgamating different elements of the curriculum into a coherent connection to emphasise large areas of study. It takes a comprehensive approach to learning and teaching, considering them as interconnected and mirroring the dynamic nature of the real world. In South Africa, the obligatory school science subject Natural Sciences for Senior Phase (Grade 7 to 9) was developed using an integrated curriculum paradigm (Mnguni, 2021). Similarly, Lesotho is not lagging behind in this instance as highlighted by the Ministry of Education and Training (MOET, 2009).

The secondary education system in Lesotho strives to adhere to curriculum ideologies that foster the development of critical thinking, problem-solving, and lifelong learning abilities. The curriculum is specifically crafted to offer learners a comprehensive education that equips them for advanced study or employment (MOET, 2009). The secondary school curriculum in Lesotho places significant emphasis on the cultivation of learners cognitive, social, emotional, and physical aptitudes (Moea & Mahao, 2023). The approach is founded on the concepts of inclusivity, diversity, and equity, guaranteeing that every learner, irrespective of their background or skills, has equal access to high-quality education. The curriculum additionally prioritises the cultivation of a national identity and pride, while also nurturing a feeling of community and social responsibility (MOET, 2009, 2016). Students are urged to actively participate in both local and global matters, and to have a strong feeling of empathy and compassion towards others (Moea, 2023b, c). In Lesotho secondary education, the curriculum concepts have the overarching goal of equipping students with the necessary skills and knowledge to become engaged and proactive members of society, capable of making constructive contributions on a global scale (MOET, 2009). The education system in Lesotho thus, aims to encourage learners to achieve their maximum potential and develop a lifetime passion for learning by embracing these principles.

In 2009, the Ministry of Education and Training (MOET) issued the Curriculum and Assessment Policy (CAP) for the first time since Lesotho gained independence from British colonial authority. The primary objective of the policy was to facilitate education for both personal and societal advancement (Selepe, 2016). The curriculum overhaul was prompted by the challenges presented by the HIV/AIDS epidemic and other contagious diseases, rising poverty levels, climate change, environmental degradation, and other requirements arising from globalisation (MOET, 2009). As a result, the policy was designed to serve as a fundamental document that reflects the ministry's commitment to reforming both curriculum and evaluation processes in accordance with the nation's objectives and ambitions. The adoption of an integrated approach was chosen as a reaction to the mentioned challenges in producing this new curricular innovation. The policy mandates the integration of school life with community life and learners' everyday experiences in order to enhance the relevance of the curriculum. The curriculum's objective to address and overcome the aforementioned issues is clearly demonstrated by aligning real-life challenges with academic learning (MOET, 2009). The implementation of an integrated curriculum began in Lesotho in 2013, starting with the foundation phase (grades one to three). It was then gradually extended to include grades four and five in 2014 and 2015, respectively. The new curriculum has been implemented in Lesotho. In 2019, it was implemented nationwide. When a reform is as revolutionary and grandiose as the one advocated by Lesotho's CAP, it is crucial to ascertain the ideological position of this curricular document and evaluate whether it aligns with the objectives of education at all levels in order to determine its relevance.

1.1 Statement of the problem

Meeting the socio-economic, political, and scientific requirements of education in the 21st century has proven to be a challenging task. Furthermore, governments are expected to provide education that not only enhances subject knowledge but also aligns with the ideological principles driving education policies at both primary and secondary levels, while also serving the needs of the community. In addition, they must address socio-political expectations and, in the majority of instances, incorporate liberal and democratic principles and teaching methods (Schiro, 2008). Academics like Mnguni (2018) in South Africa, and Makoa (2023) and Moea (2023) in Lesotho, have contended that a curriculum should improve students' socio-economic and scientific competitiveness within their respective nations. It is recommended that curricula should aim to incorporate novel concepts into educational practices, establish standardised material and learning outcomes (Moea, 2024), update educational content and experiences, and implement student-centred curricula, content, and teaching methods (Mnguni, 2013). There is a scarcity of literature in this field in Lesotho. Considering this, it is worth contemplating the optimal curricular philosophy that may

effectively meet the socio-economic, political, and scientific requirements of education. Hence, a curricular ideology influences all instructional and educational processes and has the potential to impact the success of curriculum change. The current research aimed to investigate the extent to which the Lesotho Curriculum and Assessment Policy incorporates curriculum ideology(ies) into the aims of secondary education in Lesotho.

1.2 Literature review

1.2.1 Integrated curriculum

Mnguni (2021) defines an integrated curriculum as a curriculum that allows students to comprehensively investigate information across several subjects that are connected to specific components of their environment. Integrated curriculum is an educational approach that combines various subjects areas or disciplines into a unified and interconnected teaching and learning plan (Mnguni, 2021). The objective is to demolish traditional disciplinary boundaries and promote a more thorough comprehension of ideas by demonstrating the interconnections between concepts (Drake & Reid, 2018). An integrated curriculum does not teach subjects separately; instead, it combines them to provide students with a comprehensive and applicable education (Matee, 2019). This approach often prioritises the cultivation of skills in critical thinking, making connections across themes, and applying knowledge to real-life situations. The aim is to provide a more relevant and engaging learning environment that considers the intricacy of the world and the interdependence of all knowledge.

An integrated curriculum, as defined by Humphreys, Post, and Ellis (1981) in Mnguni (2021), refers to a thorough examination of knowledge across multiple domains that are linked to specific environmental factors. A curriculum such as this provides students with exposure to subjects encompassing the humanities, language arts, natural sciences, mathematical principles, social sciences, music, and art (Mnguni, 2021). Mnguni (2021) asserts that organising learning in an integrated curriculum surpasses the divisions between subjects and connects different curriculum components in meaningful ways, focusing on broad areas of study. This argument adds greater credibility to this approach. The approach to teaching and learning is comprehensive and integrative, mirroring the complexity of the real world.

Children can engage in holistic learning with an integrated curriculum when there are no restrictions imposed by subject boundaries. Early childhood curricula prioritise the interconnectedness of different subject areas to facilitate the acquisition of fundamental information by students (Matee, 2019). Put simply, it recognises that the curriculum for primary grades encompasses the four fundamental language skills: reading, writing, speaking, and listening, together with writing, literature, performing arts, and visual arts. In addition, the programme incorporates technology and investigative methodologies. The statement emphasises the need of maintaining strong connections with families, comprehending the unique learning styles of children, and enriching the community and cultural environment (Phosisi, 2019). By implementing integrated teaching and learning methods, children can develop positive attitudes that contribute to their academic achievement in the elementary grades. Additionally, they will be able to acquire and effectively utilise essential abilities across several topic areas (Selepe, 2016). Integration, in essence, acknowledges and reinforces the interrelationships that exist among all entities. An integrated curriculum is characterised by learning experiences that are designed to strengthen each other and knowledge that is combined across distinct subject areas. This strategy enhances the child's ability to transfer their acquired knowledge to other situations.

1.2.2 Curriculum ideology

A curriculum ideology refers to a collection of views regarding the goals of education, including what people in general, institutions of learning, and specific subjects strive to teach and the reasons behind these aims (Makoa, 2023; Schiro, 2013). Ideologies, in essence, are sets of beliefs that establish the foundational principles used to make decisions regarding practical educational issues (Mnguni, 2018, 2021). For instance, an educational philosophy centred around the goal of assisting students in achieving Christian salvation will prioritise the cultivation of reading skills in young individuals. This is because without the ability to read, the scriptures cannot be accessed, and without accessibility to the scriptures, attaining salvation becomes improbable.

Ideologies in education also shape the criteria for determining what is deemed challenging and non-problematic in the curriculum. The phrase troublesome can be interpreted in two distinct manners. Education commonly regards some principles or beliefs as axiomatic, which provides them with a high level of security and makes them less

susceptible to marginalisation. In the present day, the idea that promoting literacy is a fundamental objective of schooling is widely accepted, with very few individuals questioning its importance. Regarding this matter, the achievement of literacy poses no difficulties. On the other hand, the question of whether subjects such as the arts or courses in sex education should be a significant component of the curriculum is a separate matter. The examination of the curriculum and educational knowledge entails an examination of ideology. The curriculum is inherently biased and never impartial. It consistently mirrors or represents ideological stances. The ideologies embedded in the curriculum are developed and shaped through complex processes involving strategic compromise, agreement, and opposition (Schiro, 2013). The curriculum ideologies are implemented through both explicit and concealed methods, shaping the creation of areas and subjects of knowledge in both active and passive manners (Mnguni, 2018).

Teaching is inherently a political endeavour, and the area of curriculum studies has a rich history of engaging in discussions and arguments about different ideologies related to education. It is crucial to acknowledge both the disputed character of the curriculum and the ideological aspects that shape it when considering its role in organising and valuing knowledge (Mnguni, 2021). Curriculum ideologies are expressed through ideals, aspirations of future years, and the specific venues or shapes they take (Moea, 2023). The curriculum incorporates procedures for evaluating presumed decisions on its design, creation, and execution. These decisions are influenced by ideological assumptions regarding the curriculum's foundation in political, economic, historically significant, social, psychological, and other aspects, whether they are expressed through language or have a tangible impact. Furthermore, these curriculum choices are also relevant to the methods by which the curriculum accomplishes these goals or objectives by means of the creation of planned encounters, activities, or other types of learning opportunities.

The curriculum, in essence, is a systematic organisation of information with a specific purpose, and it inherently includes a vision of the future as a core element. It is a process that is both created and carried out in the present, typically with the intention of having future consequences and effects (Bustin, 2018). The curriculum has a crucial role in shaping both measurable and unmeasurable possibilities, as well as hypothetical ones. This is influenced by a certain perspective on learning that is influenced by ideology (Crowley, 2021). This might also involve imagining a future that is essentially a reflection of the past, or revisiting a nostalgic moment that may have been experienced by some but not others. It could also involve idealising and reminiscing over a mythical past, as exemplified by Mnguni (2013). In essence, the curriculum is likely to be a combination of various elements, both in practice and in conceptual development. It is not exclusively one of these elements, but rather a mixture of them to different extents, allowing for a wide range of possibilities and combinations.

1.2.2.1 Types of curriculum ideologies

Scholar Academics/ classical humanism/ traditional

This ideology is also referred to as the Scholar academic ideology, humanist disciplinarian, and educational traditionalist (Moea, 2023). The traditional curriculum concept is based on the notion that education should prioritise the imparting of knowledge and the cultivation of fundamental abilities. This worldview places significant emphasis on the necessity of discipline, organisation, and intellectual rigour within the educational setting (Mnguni, 2021; Moea, 2022a, 2023). It generally consists of an organised and standardised curriculum that covers subjects like mathematics, science, language arts, and social studies. It also aims to familiarise students with the business culture and academic fields such as sociology, psychology, anthropology, scientific inquiry, conceptual framework, and critical thinking (Bustin, 2018). Advocates of the conventional curriculum contend that it furnishes students with a robust groundwork of knowledge and competencies that are needed for triumph in the labour market and society (Makoa, 2023). This indicates that the teacher should actively include students in profound learning in order to gain a thorough understanding of their field of study (Schiro, 2013). It primarily focuses on a well-organized curriculum, typically rooted in existing knowledge and traditional disciplines. The text emphasises the significance of fundamental disciplines, including English, Sesotho, Mathematics, Science, and Life Skills Based Sexuality Education, in the context of Lesotho.

Social Efficiency/ instrumentalism/ multicultural

The idea of the multicultural curriculum acknowledges the variety of students experiences, circumstances, and identities. This worldview places a high importance on inclusivity, cultural receptivity, and the appreciation of diverse perspectives and methods of

understanding. The multicultural curriculum typically encompasses a wide range of literature from various cultural backgrounds, as well as the study of multicultural history. It also provides students with opportunity to gain knowledge about and develop an appreciation for different cultures (Moea, 2022b). Advocates of the multicultural curriculum contend that it fosters fairness, inclusivity, and egalitarianism in the field of education. The curricular concept aims to effectively address the societal demands by equipping and developing students to become future leaders and responsible citizens of the community (Crowley, 2021). Education should provide students with the necessary skills and processes to be successful in their future careers, as well as in their personal lives and communities. It should also instil corporate values that may be passed on to the next generation (Schiro, 2013).

Learner-centred/ progressivism

In contrast, the progressive curriculum ideology prioritises student-centred learning, critical thinking, and hands-on learning. This worldview prioritises creativity, teamwork, and problem-solving abilities over the mere memorising of information and standardised testing (Schiro, 2008). The progressive curriculum frequently incorporates project-based learning, experiential activities, and avenues for students to delve into their areas of interest and inclinations (Schiro, 2013). Advocates of the progressive curriculum contend that it cultivates a strong passion for acquiring knowledge, stimulates active involvement from students, and equips them with the necessary skills to navigate the intricacies of the contemporary society (Makoa, 2023; Moea, 2022b, 2023). The emphasis on learner-centred ideology is prioritising the individual or student's needs and abilities in order to nurture their inherent capabilities (Mnguni, 2021). The objective is to cultivate distinctive cognitive, interpersonal, affective, and physiological characteristics. The individual is considered a primary provider of content for the curriculum, and their requirements are considered pertinent to the curriculum (Mnguni, 2018). Students engage with their peers, teachers, concepts, and objects to construct their own understanding within learner-centred curricula, which are designed as settings, environments, or units of study. The teacher facilitates the development of learners by encouraging them to create significance within certain situations, backgrounds, and work units (Schiro, 2013). The primary emphasis is on learner-centred education, practical experiences, and the cultivation of critical thinking abilities.

Social Reconstructionist

The social reconstructionist curricular concept aims to tackle social injustices and inequality by means of education. This worldview prioritises the instruction of students on topics such as xenophobia, and destruction of the environment (Moea, 2022a, Schiro, 2008). The social reconstructionist curriculum seeks to empower students as catalysts for societal transformation, enabling them to actively contribute to the establishment of a fair and egalitarian community (Crowley, 2021). Advocates of the social reconstructionist curriculum contend that it facilitates the cultivation of a discerning awareness and a commitment to societal obligations (Makoa, 2023). From a sociological standpoint, we suggest that society is a detrimental, self-destructive, and unwanted culture. Social Reconstructionists seek to address the existing situation by eradicating undesirable social values and cultural norms. Social reconstruction aims to achieve the highest level of fulfilment of material, religious, and cognitive desires (Schiro, 2013). Primarily, it centres on and promotes the resolution of social problems and the promotion of societal transformation through education, while also supporting the critical analysis of society conventions.

Ultimately, curriculum beliefs have a substantial impact on both the structure of the education system and the educational experiences of students. Through comprehending and rigorously analysing different ideas, teachers can make well-informed choices regarding the creation and implementation of curriculum in order to effectively cater to the requirements of all pupils. Presented below is a table outlining the ideologies as formulated and summarised by Mnguni (2013).

Table 1. Curriculum ideologies by Mnguni (2013)

Curriculum features			Scholar academic ideology	Social efficiency ideology	Student-centered ideology	Social reconstruction ideology
Aim of subject	Purpose of knowledge	of Understanding	Understanding	Doing\action	Actualizing oneself	Interpret and reconstruct society
Content knowledge	Nature of knowledge	of	Didactic statements	Capabilities for action	Personal meanings	Intelligence and a moral stance
	Source	of	Objective reality as	Normative objective	Individuals'	Individual

	knowledge	interpreted academic disciplines	be reality as interpreted	socially personal response experience	creative to	interpretation of society's past, present and future
Instructional process	Learning viewed from	Transmitter	Transmitter	Receiver		Transmitter
	Primary function of learning	Social transmission	Social transmission	Growth		Social transmission
	Result of learning	Changed mindset	Changed behaviour	Changed mindset		Changed behaviour
	Primary actor during learning	Agent	Agent/student	Student		Agent/student
	Student readiness	Simplification of difficult topics	providing prerequisite behavioural capabilities	Stages of growth		Gestalt of prior experience
The student	Role during learning	Passive	Active	Active		Active
	Teacher focuses on	Child's mind	Child's behaviour	Child's mind		Child's behaviour
	Teachers concerned with children	As they ought to be	As they ought to be	As they are		As they ought to be
	Viewing children	In relation to standardized norms	In relation to standardized norms	As individuals		In relation to standardized norms
Teaching	Role of teacher	Transmitter	Supervisor	Facilitator		Colleague
	Standards used to measure teacher effectiveness	Accurate presentation of discipline	Efficiency of student learning	Facilitation of growth		Effective transference of the vision
	Teachers stimulate	Uniformity	Uniformity	Diversity		Uniformity
	Teachers	Directly implement curriculum	Directly implement curriculum	Adapt curriculum (according to children's needs)		Adapt curriculum to social concerns
	Media used during learning	Didactic discourse	Programmed instruction	Child-environment interaction		Group dynamics
	Intent of teaching	To advance students in a discipline	To prepare students to perform skills	To stimulate child growth		To acculturate students into educators' vision
Assessment	Purpose of evaluation to the evaluator	Rank students for a future in the discipline	Certify that students have the skills	Diagnose students' abilities to facilitate growth		Measure student progress with respect to ability
	Nature of assessment tools	Norm reinforced	Criterion reinforced	Informal subjective diagnosis		Informal subjective diagnosis
	Assessments are	Objective	Objective	Subjective		Subjective

2. Materials and Methods

This study utilised a qualitative approach, as qualitative research is a branch of social science study that involves collecting and interpreting data to get insights into social life by studying specific groups or locations (Moea, 2024). The researcher employed hermeneutics to analyse the facts from the paper. The CAP document outlines the aims of secondary education in accordance with the curricular ideals. The researcher adopted the interpretivist paradigm due to its alignment with the theoretical framework of idealism. This paradigm encompasses various approaches, including social constructivism, phenomenology, and hermeneutics.

These approaches reject the objectivist perspective that meaning exists independently of human awareness (Nickerson, 2022). In this instance, doing an inquiry in Document Analysis included evaluating the circumstances surrounding the creation of the document. This involved examining factors such as the authorship, nature, and origin of the document, as well as studying the perspective of the document's creator and the location where it was produced.

3. Results and Discussion

According to MOET (2009, p. 12), the aims of secondary education are that it aims at:

1. Building on basic education in preparing learners for higher learning, locally and outside the country. This aim carries both the Scholar Academic (SA) and Learner-centred (LC) ideologies. SA comes down to academic subjects. This means education in this ideology must induct a learner into an academic discipline; learning to think and act as a university academician (Moea, 2022b). This notion is held in aim one because it sets to prepare learners for higher education locally as well as globally and because this focuses on scholarly learning, it holds the SA notion whose focus is much on curriculum content for learning to occur and that a child is a product of his mind, therefore, a creature of intellect. Since the aim postulates local and international education of a learner, it situates itself within the premises of SA. This is because the ideology expounds that knowledge enables one to understand the world (Moea, 2023; Schiro, 2013) in the form of both content and process. Learner-centredness (LC) appears in this aim because, as Moea (2022b, 2023) and Schiro (2013) aver, LC curriculum must focus on child-centred institutions and maximise learners' expectations. Thus, for learners to learn locally and internationally, the LC idea of the ideal school that is integrated-focusing on emotions, intellect, social skills and physicality (Schiro, 2013)- is echoed, thus enabling knowledge gained through interaction of a learner with their milieu (Moea, 2023).

2. Equipping learners with knowledge, skills and attitudes which enable them to respond to socio-economic and technological challenges. The ideologies present in this aim are Social Efficiency (SE), Learner-centred (LC) and Social Reconstruction (SR). Social efficiency ideology emphasizes the importance of equipping learners with practical knowledge, skills, and attitudes that are relevant to the current socio-economic and technological challenges. This ideology focuses on preparing students to be productive members of society and to contribute positively to the economy (Mnguni, 2021). In the context of education, the application of social efficiency ideology involves designing curriculum and instructional strategies that are aligned with the needs of the society and the demands of the workforce. This includes providing students with opportunities to develop critical thinking, problem-solving, communication, and collaboration skills that are essential for success in the modern world (Moea, 2023). Furthermore, social efficiency ideology emphasizes the importance of integrating technology into the learning process to enhance students' digital literacy and prepare them for the digital age. This includes providing access to technology tools and resources, as well as teaching students how to use technology effectively for learning and productivity. Overall, the application of social efficiency ideology in Lesotho secondary education aims to empower learners with the knowledge, skills, and attitudes they need to thrive in a rapidly changing world and to make meaningful contributions to society. By focusing on practical and relevant learning experiences, educators can help students develop the competencies they need to succeed in the 21st century. The learner-centred ideology focuses on placing the learner at the centre of the educational process, taking into account their individual needs, interests, and abilities. By applying this ideology in equipping learners with knowledge, skills, and attitudes, teachers can better prepare them to respond to socio-economic and technological challenges. One way to apply learner-centred ideology is to personalize learning experiences for each student. This can involve allowing students to choose topics of interest, work at their own pace, and engage in hands-on, experiential learning activities.

By tailoring the learning experience to the individual needs of each student, educators can help them develop a deeper understanding of the material and build skills that are relevant to their future success. Another way to apply learner-centred ideology is to focus on developing critical thinking and problem-solving skills. By encouraging students to think critically about complex issues and work collaboratively to find solutions, teachers can help them develop the skills they need to navigate the challenges of a rapidly changing world. This can involve incorporating real-world problems into the curriculum, providing opportunities for students to work on projects that have a tangible impact on their communities, and

encouraging them to reflect on their own learning and growth. Additionally, educators can use technology to support learner-centred approaches to teaching and learning. By incorporating digital tools and resources into the classroom, educators can provide students with access to a wealth of information and opportunities for collaboration and communication. This can help students develop digital literacy skills and prepare them to thrive in a technology-driven society. Overall, by applying learner-centred ideology in equipping learners with knowledge, skills, and attitudes, educators can empower students to take ownership of their learning and develop the skills they need to succeed in an ever-changing world. This approach can help students become lifelong learners who are able to adapt to new challenges and opportunities as they arise as is the goal of education in Lesotho (MOET, 2009).

Social reconstruction ideology focuses on creating a more just and equitable society through education. In the context of equipping learners with knowledge, skills, and attitudes to respond to socio-economic and technological challenges, this ideology can be applied by emphasizing critical thinking and problem-solving skills: Social reconstruction ideology encourages learners to critically analyse and question the status quo, including the socio-economic and technological challenges they face. By developing critical thinking skills, Basotho learners can better understand these challenges and come up with innovative solutions. As well, SR aligns with aim 2 because it promotes collaboration and teamwork: Social reconstruction ideology emphasizes the importance of working together to create positive change in society (Schiro, 2008, 2013; Makoa, 2023; Mnguni, 2018, 2021). By promoting collaboration and teamwork in the classroom, learners can develop the skills needed to work effectively with others to address socio-economic and technological challenges. By fostering empathy and understanding, social reconstruction ideology emphasizes the importance of empathy and understanding towards others, especially those who are marginalized or disadvantaged. By fostering empathy and understanding in learners, they can develop a greater awareness of the socio-economic and technological challenges faced by different groups in society. By encouraging active citizenship, social reconstruction ideology promotes the idea that individuals have a responsibility to actively participate in creating a more just and equitable society. By additionally encouraging learners to become active citizens, they can develop the knowledge, skills, and attitudes needed to address socio-economic and technological challenges in their communities. Overall, the application of social reconstruction ideology in education can help equip learners with the knowledge, skills, and attitudes needed to respond to socio-economic and technological challenges in a meaningful and impactful way as necessitated by 2009 CAP (MOET, 2009). By fostering critical thinking, collaboration, empathy, and active citizenship, educators can empower learners to become agents of positive change in their communities and beyond.

3. Providing learners with advanced entrepreneurial, vocational and technological skills for the world of work and further studies. In this aim, there is Scholar Academic (SA) and learner-centred ideologies. Scholars who align with the SA ideology of providing learners with advanced entrepreneurial, vocational, and technological skills for the world of work and further studies recognize the importance of preparing students for success in a rapidly changing and competitive global economy. They understand that traditional academic knowledge is no longer sufficient for students to thrive in the modern workforce, and that practical skills and real-world experience are essential for success (Mnguni, 2021). These scholars believe in the value of integrating entrepreneurship, vocational training, and technology education into the curriculum to equip students with the skills they need to succeed in a variety of career paths. They advocate for hands-on learning experiences, internships, and mentorship opportunities to help students develop practical skills and gain valuable work experience (Bustin, 2018; Schiro, 2013). Furthermore, scholars who support SA ideology understand the importance of staying current with industry trends and technological advancements in order to provide students with the most relevant and up-to-date education possible (Mnguni, 2013). They are committed to fostering a culture of innovation and creativity in the classroom, and encourage students to think critically, problem-solve, and adapt to new challenges. By and large, scholars who align with this academic ideology are dedicated to preparing students for the demands of the modern workforce and ensuring that they have the skills and knowledge necessary to succeed in their chosen career paths. By providing learners with advanced entrepreneurial, vocational, and technological skills, education in Lesotho is helping to shape the future of education and empower students to achieve their full potential.

A learner-centred approach focuses on the individual needs and interests of each

student, allowing them to take ownership of their learning and develop skills that are relevant and applicable to their future careers (Mnguni, 2013; Schiro, 2013). By incorporating advanced entrepreneurial, vocational, and technological skills into the curriculum, educators can ensure that students are equipped with the knowledge and abilities they need to thrive in a rapidly changing job market. Entrepreneurial skills such as creativity, problem-solving, and risk-taking are essential for Basotho students to succeed in the competitive world of business. By fostering an entrepreneurial mindset, educators can help students develop the confidence and resilience needed to navigate the challenges of the workplace and pursue their own ventures. Vocational skills, on the other hand, are practical skills that are directly related to a specific trade or profession. By providing a Mosotho child with hands-on training and real-world experience in their chosen field, educators can help them develop the technical expertise and industry knowledge needed to excel in their careers. Technological skills are also essential in today's digital age, as technology continues to play a crucial role in almost every industry. By teaching students how to use and leverage technology effectively, educators can help them stay ahead of the curve and adapt to the ever-evolving demands of the modern workplace. Overall, by aligning learner-centred ideology with the development of advanced entrepreneurial, vocational, and technological skills, Lesotho secondary education system can empower students to succeed in the world of work and further studies, setting them up for a lifetime of success and fulfilment.

4. Providing suitable opportunities for environmental exploration to promote socio-economic development. In this aim, SE, LC and SR are featured. There is a strong alignment between the social efficiency ideology and providing suitable opportunities for environmental exploration to promote socio-economic development. Social efficiency ideology emphasizes the importance of maximizing the overall well-being and productivity of society through efficient resource allocation and decision-making (Moea, 2023). By providing opportunities for environmental exploration, individuals can gain a deeper understanding of the natural world and its resources, leading to more sustainable and efficient use of these resources. Environmental exploration can also lead to the development of new technologies and innovations that can drive economic growth and create new job opportunities. By investing in environmental exploration and education, societies can foster a culture of innovation and entrepreneurship that can lead to long-term socio-economic development. Furthermore, promoting environmental exploration can also have positive social impacts, such as improving mental health and well-being, fostering a sense of community and connection to nature, and promoting environmental stewardship and conservation efforts (UNESCO, n.d.). Generally, providing suitable opportunities for environmental exploration aligns with the social efficiency ideology by promoting sustainable development, economic growth, and overall societal well-being. An education system that provides suitable opportunities for environmental exploration can help promote socio-economic development by fostering innovation, resource efficiency, and social well-being, all of which are key components of the social efficiency ideology.

As well, in order to promote socio-economic development through environmental exploration, it is essential to align with a learner-centred ideology. This means placing the learner at the centre of the educational experience and tailoring opportunities for environmental exploration to meet their individual needs and interests. By adopting a learner-centred approach, educators can create a more engaging and meaningful learning experience for students. This can involve providing hands-on opportunities for students to explore and interact with their environment, allowing them to develop a deeper understanding of the natural world and its potential for economic development (Mnguni, 2018). Furthermore, a learner-centred approach can help to foster a sense of ownership and responsibility among students for their own learning and the environment. By empowering students to take an active role in their education and environmental exploration, they are more likely to develop the skills and knowledge needed to contribute to socio-economic development in their communities. Overall, by aligning with a learner-centred ideology and providing suitable opportunities for environmental exploration, educators can help to promote socio-economic development by fostering a deeper understanding of the environment and its potential for economic growth.

Social reconstruction ideology emphasizes the need for social change and transformation to address systemic inequalities and injustices. Providing suitable opportunities for environmental exploration can promote socio-economic development by creating new avenues for education, employment, and community engagement. By integrating environmental exploration into social reconstruction efforts, individuals and communities can

gain a deeper understanding of the interconnectedness between social, economic, and environmental issues. This can lead to the development of innovative solutions that address multiple challenges simultaneously, such as creating green jobs, promoting sustainable development practices, and fostering community resilience. Furthermore, environmental exploration can provide individuals with valuable skills and knowledge that can enhance their socio-economic opportunities. For example, participating in outdoor education programs can help individuals develop leadership, teamwork, and problem-solving skills, while also fostering a sense of environmental stewardship and responsibility. Therefore, aligning social reconstruction ideology with providing suitable opportunities for environmental exploration can help promote socio-economic development by empowering individuals and communities to actively engage in creating a more sustainable and equitable future.

5. Providing students with moral and religious education for the development of socially and culturally acceptable character, promoting the spirit of cooperation and service to others. This aim features SE, LC and SR. The alignment between social efficiency ideology and providing students with moral and religious education lies in the shared goal of developing individuals who contribute positively to society. Social efficiency ideology emphasizes the importance of preparing students for their roles as productive members of society, while moral and religious education focuses on instilling values such as compassion, empathy, and service to others (Kurata, Mokhets'engoane & Selialia, 2022). By integrating moral and religious education into the curriculum, schools can help students develop a strong sense of ethics and morality, which in turn can lead to the development of a socially and culturally acceptable character. This can promote the spirit of cooperation and service to others, as students learn to prioritize the well-being of their community and work towards common goals. Thus, the alignment between social efficiency ideology and moral and religious education can help create a school environment that fosters a sense of responsibility, empathy, and respect for others, ultimately leading to the development of individuals who are not only academically successful but also socially conscious and compassionate members of society.

Learner-centred ideology emphasizes the importance of tailoring education to the individual needs and interests of students, allowing them to take ownership of their learning and develop critical thinking skills (Moea, 2022b, 2023). This approach also values the holistic development of students, including their moral and ethical growth. Providing students with moral and religious education can complement this learner-centred approach by helping students develop a strong sense of values and ethics. By incorporating teachings from various religious and moral traditions, students can learn about the importance of compassion, empathy, and service to others. This can help them develop a socially and culturally acceptable character, as they learn to respect and appreciate the diversity of beliefs and values in their community as necessitated by CAP (MOET, 2009). Promoting the spirit of cooperation and service to others is a key aspect of both learner-centred ideology and moral and religious education. By encouraging students to work together towards common goals and to serve their community, schools can foster a sense of empathy and social responsibility (Moea & Mahao, 2023). This can help Basotho students develop a strong sense of citizenship and contribute positively to their communities. Overall, there is a strong alignment between learner-centred ideology and providing students with moral and religious education for the development of a socially and culturally acceptable character. By combining these approaches, Lesotho schools can help students develop the skills, values, and attitudes needed to become compassionate, ethical, and responsible members of society.

Social reconstruction ideology emphasizes the importance of creating a more just and equitable society through education. This ideology recognizes the role of education in shaping individuals' values, beliefs, and behaviours, and advocates for a curriculum that promotes social responsibility, critical thinking, and active citizenship (UK Essays, 2018). Providing students with moral and religious education can align with social reconstruction ideology by instilling in them a strong sense of ethics, empathy, and compassion for others. Moral and religious education can help students develop a sense of right and wrong, and encourage them to act in ways that benefit the greater good of society. Promoting the spirit of cooperation and service to others is also in line with social reconstruction ideology, as it emphasizes the importance of working together to create positive change in society. By encouraging students to collaborate with their peers, engage in community service, and contribute to the well-being of others, educators can help foster a sense of social responsibility and a commitment to making the world a better place (Moea, 2022b). Overall, aligning social reconstruction ideology with providing students with moral and religious education can help cultivate socially

and culturally acceptable character traits, such as empathy, compassion, and a commitment to social justice. By promoting the spirit of cooperation and service to others, educators can help empower students to become active and engaged members of their communities, working towards a more just and equitable society for all.

6. Promoting advanced skills in literacy and numeracy for effective communication in all areas of life. This aim encapsulates SA, SE and LC ideologies. Scholars who align with the academic ideology of promoting advanced skills in literacy and numeracy prioritize the development of critical thinking, problem-solving, and communication skills, skills entailed in the syllabi of different subjects in Lesotho (Moea, 2023). A system of education entrenched in this ideology advocates that a strong foundation in literacy and numeracy is essential for success in all areas of life, including academic, professional, and personal endeavours (Mnguni, 2018). Therefore, it advocates for a curriculum that emphasizes the importance of reading, writing, and mathematical reasoning, as well as the ability to analyse and interpret information effectively (Schiro, 2008, 2013). SA believes that advanced literacy and numeracy skills are key to fostering clear and effective communication, which is essential for navigating complex social, political, and economic landscapes and this is reflected in this aim. Furthermore, scholars who align with this ideology recognize the importance of promoting lifelong learning and continuous improvement in literacy and numeracy skills as required by CAP (MOET, 2009). They believe that individuals who possess advanced skills in these areas are better equipped to adapt to changing circumstances, think critically about complex issues, and make informed decisions in their personal and professional lives. Overall, the education system that aligns with the academic ideology of promoting advanced skills in literacy and numeracy are committed to empowering individuals to become effective communicators and critical thinkers who can thrive in an increasingly complex and interconnected world.

The social efficiency ideology emphasizes the importance of preparing individuals for their roles in society and the workforce. In promoting advanced skills in literacy and numeracy, this ideology aligns with the goal of equipping individuals with the necessary tools for effective communication in all areas of life. Advanced literacy skills enable individuals to comprehend and analyse complex texts, communicate effectively in written and verbal forms, and think critically about information presented to them. Similarly, advanced numeracy skills allow individuals to interpret and analyse numerical data, make informed decisions based on quantitative information, and solve problems using mathematical reasoning. By promoting advanced skills in literacy and numeracy, the social efficiency ideology aims to empower individuals to navigate the complexities of modern society, engage in meaningful dialogue with others, and contribute effectively to their communities and workplaces. Ultimately, this alignment supports the overarching goal of preparing individuals to be productive and successful members of society.

A learner-centred ideology emphasises personalised learning experiences that cater to the unique strengths and weaknesses of each student. When it comes to promoting advanced skills in literacy and numeracy for effective communication, a learner-centred ideology is particularly beneficially applicable. By tailoring instruction to the specific needs of each student, educators can help learners develop a strong foundation in reading, writing, and math that will serve them well in all areas of life. By providing opportunities for students to engage in meaningful, real-world tasks that require advanced literacy and numeracy skills, educators can help learners see the relevance and importance of these skills in their everyday lives. This can help motivate students to put in the effort and practice needed to master these essential skills. Additionally, a learner-centred approach encourages students to take ownership of their learning and develop a growth mindset, believing that they can improve their skills through effort and perseverance. This can help students build confidence in their abilities and develop a lifelong love of learning. Overall, aligning a learner-centred ideology with promoting advanced skills in literacy and numeracy helps students develop the communication skills they need to succeed in school, work, and beyond. By focusing on the individual needs and interests of each learner, educators can help Basotho students reach their full potential and become effective communicators in all areas of life.

7. Providing opportunities for learners to participate in activities promoting democratic principles, human rights and emerging issues in a society. This aim covers SE, LC and SR. The social efficiency ideology aligns with providing opportunities for learners to participate in activities promoting democratic principles, human rights, and emerging issues in society by emphasizing the importance of preparing students to be productive members of society. This ideology focuses on equipping students with the skills and knowledge needed to contribute to the workforce and society as a whole. By providing opportunities for learners

to engage in activities promoting democratic principles, human rights, and emerging issues in society, educators can help students develop a deeper understanding of the world around them and become informed and engaged citizens. This can include participating in debates, discussions, and projects that address current social and political issues, as well as opportunities to engage with diverse perspectives and viewpoints. Additionally, by promoting democratic principles and human rights in the classroom, educators can help students develop a sense of social responsibility and empathy towards others. This can help foster a more inclusive and equitable society, where individuals are empowered to advocate for social justice and equality. Overall, aligning the social efficiency ideology with providing opportunities for learners to participate in activities promoting democratic principles, human rights, and emerging issues in society can help prepare students to be active and engaged citizens who are equipped to address the challenges and opportunities of the modern world.

A learner-centred ideology aligns with providing opportunities for learners to participate in activities promoting democratic principles, human rights, and emerging issues in society by placing the learner at the centre of their own education. This means that learners are actively engaged in their own learning process, making decisions about what they want to learn and how they want to learn it. By providing opportunities for learners to participate in activities promoting democratic principles, human rights, and emerging issues in society, educators can empower students to become informed and engaged citizens. This can be done through activities such as debates, discussions, and projects that encourage critical thinking, collaboration, and civic engagement. By incorporating these principles into the curriculum, educators can help students develop a deeper understanding of the world around them and their role in shaping it. This type of education can help students become more active and responsible members of society, capable of advocating for social justice, equality, and human rights. Overall, a learner-centred approach to education that promotes democratic principles, human rights, and emerging issues in society can help students develop the knowledge, skills, and attitudes needed to become informed and engaged citizens who are able to contribute positively to their communities and the world at large.

The social reconstruction ideology aligns well with providing opportunities for learners to participate in activities promoting democratic principles, human rights, and emerging issues in society. This ideology emphasizes the importance of addressing social injustices and working towards creating a more equitable and just society. By engaging learners in activities that promote democratic principles, human rights, and awareness of emerging issues, educators can help students develop a deeper understanding of the complexities of society and empower them to become active and informed citizens. Through participation in activities such as debates, discussions, community service projects, and advocacy campaigns, learners can learn about the importance of democratic principles such as equality, justice, and freedom of speech. They can also gain a better understanding of human rights issues and the importance of standing up for the rights of marginalized and oppressed groups. By engaging with emerging issues in society, students can develop critical thinking skills and learn how to analyse and respond to complex social problems. Overall, providing opportunities for learners to participate in activities promoting democratic principles, human rights, and emerging issues in society can help them develop a sense of social responsibility and a commitment to creating positive change in their communities and beyond. It can also help them develop the skills and knowledge needed to actively engage in the democratic process and work towards building a more just and equitable society for all.

8. Promoting scientific and technological skills in responding to socio-economic challenges. SE, SR and LC are embedded in this aim. A learner-centred ideology aligns well with promoting scientific and technological skills in responding to socio-economic challenges. This is because learner-centred approaches prioritize the needs and interests of individual learners, allowing them to actively engage with and take ownership of their learning. By fostering a curiosity-driven and self-directed approach to learning, learners are more likely to develop the critical thinking, problem-solving, and innovation skills necessary to address complex socio-economic challenges. Furthermore, promoting scientific and technological skills through a learner-centred approach can help learners develop a deeper understanding of the world around them and the ways in which science and technology can be used to address real-world problems. By encouraging learners to explore and experiment with scientific concepts and technological tools in a hands-on and experiential way, they are more likely to develop the skills and confidence needed to apply their knowledge in practical and meaningful ways. Overall, a learner-centred ideology can help to empower individuals to become active agents of change in responding to socio-economic challenges by equipping

them with the scientific and technological skills needed to innovate, problem-solve, and create positive impact in their communities and beyond.

The social efficiency ideology emphasizes the importance of maximizing the efficiency and productivity of society as a whole. In promoting scientific and technological skills in responding to socio-economic challenges, this ideology aligns with the belief that investing in education and training in these fields can lead to more effective solutions to complex problems. By prioritizing the development of scientific and technological skills, individuals are better equipped to innovate and create solutions that can address pressing socio-economic challenges such as poverty, inequality, and environmental degradation. This can lead to increased productivity, economic growth, and overall societal well-being. Furthermore, promoting scientific and technological skills can also help individuals adapt to a rapidly changing global economy, where industries are increasingly reliant on advanced technologies and innovation. By fostering a workforce with strong scientific and technological skills, societies can better position themselves to compete in the global marketplace and create new opportunities for economic growth. Overall, aligning the social efficiency ideology with promoting scientific and technological skills can lead to more effective and sustainable solutions to socio-economic challenges, ultimately benefiting society as a whole.

Social reconstruction ideology aligns with promoting scientific and technological skills in responding to socio-economic challenges by emphasizing the importance of education and innovation in addressing societal issues. This ideology recognizes the role of science and technology in driving economic growth, improving living standards, and solving complex problems. By promoting scientific and technological skills, social reconstruction ideology aims to empower individuals and communities to adapt to changing economic landscapes, create new opportunities for growth and development, and address pressing social issues such as poverty, inequality, and environmental degradation. This ideology emphasizes the need for investment in education, research, and infrastructure to build a knowledge-based economy and foster innovation and entrepreneurship. Overall, social reconstruction ideology sees scientific and technological skills as essential tools for building a more equitable and sustainable society, where individuals have the knowledge and resources to address socio-economic challenges effectively and create a better future for themselves and their communities.

9. Promoting psycho-social skills to deal with personal and social developmental challenges. SE, SR and LC are reflected in this aim. The social efficiency ideology emphasizes the importance of maximizing productivity and efficiency in society. In promoting psychosocial skills to deal with personal and social developmental challenges, this ideology aligns with the belief that individuals need to be equipped with the necessary skills to navigate and succeed in a competitive and fast-paced world. By promoting psychosocial skills such as emotional intelligence, communication, problem-solving, and resilience, individuals are better able to cope with personal and social challenges, adapt to changing circumstances, and thrive in various social settings. These skills not only help individuals to manage their own emotions and relationships effectively but also enable them to contribute positively to their communities and society as a whole. Furthermore, by investing in the development of psychosocial skills, society can benefit from a more skilled and adaptable workforce, stronger social cohesion, and reduced rates of mental health issues and social problems. Overall, aligning the social efficiency ideology with promoting psychosocial skills can lead to a more productive, resilient, and harmonious society.

Learner-centred ideology emphasizes the importance of tailoring education to meet the individual needs and interests of students. This approach recognizes that students come from diverse backgrounds and have unique strengths and challenges. Promoting psychosocial skills, such as emotional intelligence, resilience, and communication, aligns well with a learner-centred approach. These skills are essential for students to navigate personal and social developmental challenges, such as building relationships, managing stress, and making responsible decisions. By focusing on developing these skills, educators can help students build the confidence and self-awareness needed to succeed in school and beyond. In a learner-centred classroom, teachers can incorporate activities and discussions that promote the development of psychosocial skills. For example, they can facilitate group projects that require collaboration and communication, provide opportunities for students to reflect on their emotions and reactions, and offer support and guidance for students facing difficult situations. By integrating the promotion of psychosocial skills into a learner-centred approach, educators can create a supportive and empowering learning environment that equips students with the tools they need to thrive academically and personally. This alignment

can help students develop the resilience and self-efficacy to overcome challenges and achieve their full potential.

Social reconstruction ideology aligns with promoting psychosocial skills to deal with personal and social developmental challenges by emphasizing the importance of addressing systemic issues that contribute to these challenges. This ideology recognizes that individuals are shaped by their social environment and that societal structures and norms can impact their mental health and well-being. By promoting psychosocial skills, social reconstruction ideology aims to empower individuals to navigate and overcome personal and social challenges. This includes developing skills such as emotional intelligence, communication, problem-solving, and resilience, which are essential for coping with stress, building relationships, and adapting to change. Additionally, social reconstruction ideology advocates for creating supportive and inclusive environments that foster the development of these skills. This may involve implementing policies and programs that promote mental health and well-being, addressing social inequalities and injustices, and promoting a sense of community and belonging. Overall, by promoting psychosocial skills, social reconstruction ideology seeks to empower individuals to address personal and social developmental challenges, ultimately contributing to a more equitable and just society.

4. Conclusions

This study examined the extent to which the curriculum ideologies are incorporated into secondary education, with a specific focus on the aims of secondary education as described in the Curriculum and Assessment Policy (CAP). The data indicate that all ideologies are both represented and integrated in all the aims. Typically, each aim incorporates three ideologies, except for aims one and three, which integrate two ideologies. The dominant ideology in these aims is the LC, which is present in all nine aims. The discovery aligns with the research conducted by Kurata, Mokhets'engoane, and Selialia (2020), which suggests that CAP prioritises the learner by utilising teaching methods that place students at the core of the learning process. This approach is known as learner-centred teaching approaches (Raselimo & Mahao, 2015). According to Moea (2023) and Mokhets'engoane and Pallai (2021) in Kurata, Mokhets'engoane and Selialia (2022), these democratic teaching approaches have the advantage of fostering the development of 21st century skills. This statement from the scholars mentioned above appears to support Schiro's (2008) assertion that the goal of education in the 21st century should not be to just provide learners with information, but rather to equip them to address the current demands of society. LC is succeeded by SE, which is present in seven aims. SE is closely followed by SR, which is present in six aims. Trailing behind is SA, which is explicitly mentioned in three aims. According to the results, it is crucial that secondary education in Lesotho incorporates both individual and social development. Despite being the least reflected ideology, SA demonstrates a commendable endeavour to promote integration and establish a flexible system that aims to encompass a wide range of subjects rather than being limited to a certain area.

The previous statement indicates that the secondary education system in Lesotho strives to and appears to be in accordance with curriculum ideals that advocate for critical thinking, problem-solving (Moea, 2023), and the development of lifelong learning abilities. The curriculum is specifically crafted to offer students a comprehensive education that equips them for advanced studies or employment opportunities both domestically and internationally. The curriculum in Lesotho's secondary school places significant emphasis on the development of pupils' cognitive, social, emotional, and physical abilities. The educational approach is grounded in the ideals of inclusivity, diversity, and equity, guaranteeing that every student, irrespective of their background or ability, has equal access to high-quality education (MOET, 2009, 2016). The curriculum additionally emphasises the cultivation of a collective consciousness of national identity and patriotism, while also nurturing a sense of solidarity and commitment to the welfare of society. Students are urged to actively participate in local and global matters, and to cultivate a sense of empathy and comprehension towards others. In Lesotho secondary education, the curriculum concepts have the overarching goal of equipping students with the necessary skills and knowledge to become proactive and involved members of society, capable of making constructive contributions on a global scale. The secondary education system in Lesotho aims to encourage students to achieve their maximum potential and develop a lifetime passion for learning by embracing these principles. According to Maqutu (2021), an African curriculum prioritises the needs and interests of African children. In other words, the Basotho people should be the main focus of the curriculum of

Lesotho. This curriculum must validate and support the identity, existence, and principles of the Basotho people. By implementing this programme, Lesotho will be empowered. The economic performance of a nation is directly influenced by the quality and productivity of its population. Hence, it is imperative for Basotho to aggressively pursue and promote their knowledge agenda. Apparently, the secondary education aims and the incorporation of the curriculum ideologies are working towards that objective. The crucial question is whether the teaching methodology employed by teachers is in accordance with this. This serves as a stimulus for additional investigation.

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