

The Nexus between Rurality and Learners' Limited Exposure to Business Information: A Barrier to Employment of Learner-Centred pedagogies in Teaching of Business Studies in Rural Lesotho Secondary Schools

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Abstract

This study looked at how using teacher-centered approaches to teach Business Studies in Lesotho rural secondary schools is hampered by students' limited exposure to business information resulting from living and attending school in rural locations. To do this, the study used a mixed methods approach, with surveys and tests used in the quantitative method to gauge learners' familiarity with business concepts. Qualitative methods involved interviews and focus groups to delve deeper into Business Studies teachers' and learners' perceptions and experiences associated with the limited exposure of the learners. Purposive sampling technique was employed to select Business Education teachers and learners doing this subject, from which 5 teachers and 10 learners were picked. To uphold ethical considerations, informed consent of the teachers and parents was sought and confidentiality was maintained throughout the data collection process. The study used thematic analysis, which incorporated descriptive statistics techniques to analyse both quantitative data and qualitative data. In interpreting and analysing the results, the same predefined themes, were used. The study revealed that, in fact, students in rural areas have limited exposure to business information, which presents a major obstacle to efficient engagement of learner-centered pedagogies in teaching Business Studies. The study therefore recommends design and engagement of innovative approaches that leverage available resources and foster connections between schools, businesses, and communities.

Keywords: Barrier, business studies, limited learners' exposure, learner-centered approaches, rural secondary schools