

Research Paper

Syllabus issues that contribute to ineffective Geography education: An analysis of the Lesotho Grade 10 Geography syllabus

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Abstract— There is a substantial number of studies that articulate on the reasons behind ineffective educational curricula amongst secondary schools around the globe. Factors that lead to or contribute to ineffective education range from resources to learners' attitude towards the course. While these studies establish interesting findings that form the basis of empirical literature of many authors, they seem to overlook the issues within the syllabi that may contribute to ineffective education in secondary schools. This study attempted to close the gap by analyzing the Lesotho Grade 10 Geography syllabus to find issues that contribute to ineffective Geography education. This was a qualitative research that took a form of document analysis as means of collecting data. The sample comprised of the objectives, learning experiences, assessment criteria, and suggested resources, which all appear in the content section of the syllabus. The findings established that the syllabus calls for resources that cannot be accessed by every secondary school. Further, the learners do not construct and share knowledge amongst themselves because the syllabus denies them collaboration in the form of group works. The assessment suggested by the syllabus is not fully aligned to the assessment Examination Council of Lesotho. The study recommends syllabus redesign so as to map teaching and learning to the desired outcomes.

Keywords— syllabus, issues, ineffective education, Geography education, Lesotho

1. Introduction

There is a substantial number of studies that articulate on the reasons behind ineffective educational curricula amongst secondary schools around the globe. Reference [1] defines ineffective education as the educational practice that cannot produce the desired outcomes (concerning performance and knowledge) as envisioned by the educational policy and stakeholders. Although education in Lesotho improves literacy levels of Basotho, it is somehow ineffective considering the candidates' achievement levels during national examinations and their participation in societies [2], [3].

What is more, Geography education is part of the national curriculum, thus is not an exception to this uncomfortable situation. As a result, the present study attempts to explore how Geography education is affected by the guiding curriculum, which is the syllabus. What follows, then, is the review on the nature of Geography education in Lesotho, followed by the problem statement which outlines the motives behind the current research.

1.1. Current status of Geography Education in Lesotho

The introduction of the Lesotho General Certificate for Secondary Education (LGCSE) did not change the nature of

Geography in terms of placement in the school curriculum. Geography was taught as an elective course in the Cambridge Overseas School Certificate and still remains so in the last Grades (Grade 10 and 11) in LGCSE. The LGCSE Syllabus content is broken down into four sections; the first section covers Physical Geography, the second section covers Economic Geography, the third section covers aspects of Human Geography (Settlement, Population, and Migration), and the last section covers Basic Techniques and Inquiry skills.

Geography's contributions towards societal needs and national development goals are applauded by [2], [4], [5]. On the same note, both Reference [2] and Reference [5] argue that Geography is relevant in addressing national needs, especially the development of technological skills.

Despite the efforts to address the national needs, I opine that Geography education is not fully productive or effective as envisioned. I argue on this basing myself on the personal debates with other teachers and again, on the examination results published by Education Council of Lesotho (ECOL). While personal debates may remain unjustified and/or questionable, the ECOL's published results and examiner reports for the last four years prove that Geography education is not fully functional in Lesotho secondary schools.

Literature suggests that the failure rates, in Geography and other subjects, are motivated by a number of social, economic, political, and physical factors. For Reference [6], impediments to the effective Geography education in Lesotho include lack of teaching aids such as globes and maps. Further, Reference [7] found out that in cases where the school has the mentioned resources, they are shared with tourism teachers and this is problematic in situations where both Geography and Tourism teachers simultaneously need the map or a globe. This, in my opinion, means that the teaching and learning of Geography will never be a 'royal road' unless the resource issues are resolved.

In addition, Lesotho's education at large is ineffective due to poor teacher quality, poor school management, and ineffective primary education [3]. Against this backdrop, it is evident that the effectiveness of Geography education also remains strained by poor human inputs and this affects the public's view about education as a whole. Thus, Reference [2] recognise the inability of Geography education to produce learners that can participate in societal activities.

The above discussions illuminate that Lesotho's geography teachers are highly challenged by resources; therefore, they find it difficult to teach without adequate tools. Again, the barriers to an effective Geography education can be attributed to unskilled workforce and poor school management system. However, the contribution of the syllabus towards ineffective Geography education remains overlooked.

It is my view that the syllabus has direct impact over the outcomes of the school geography because it is the guiding policy for the overall teaching and learning. The present study took an in-depth analysis of the Grade 10 Geography syllabus in order to find issues that contribute to ineffective Geography education in Lesotho.

1.2. Problem statement

This research attempts to make a case for the injustices of the syllabus towards geography education in Lesotho. The study urges a need to consider policy limitations towards a successful education while rejecting the biased perceptions regarding the ineffectiveness of the education system as a whole. In addition, scholars must admit that the academic imbalances and disparities amongst secondary schools in Lesotho are created by the basis in which activities and experiences are enforced by the subject curriculum.

The current situation in Lesotho's education system is the reflection of the policies guiding the entire process. In the broader sense, a well-planned curriculum should produce the desired outcomes; if the outcomes are unpleasant then there are issues within such a curriculum which need troubleshooting. Therefore, I believe that the teaching and learning of Geography seems like a draining process rather than enhancement or impartment of high-quality education due to policy limitations that hinder for a successful education.

The case made here is that lack of resources, poor teacher quality, poor school management, and ineffective primary education cannot always be used to conceptualise on the factors that contribute to the failure rates and ineffective education. Some schools have qualified teachers and good school managements but they still remain locked in this crisis. As such, the investigation of the syllabus issues that contribute to ineffective Geography education seem necessary and inescapable. Hence the present study.

1.3. Research aim and the research question

The main objective of the study was to investigate the syllabus issues that contribute to ineffective Geography education.

The researcher attempted to answer one question:

1. In what ways does the syllabus hinder for an effective teaching and learning of Geography?

1.4. Study significance

The present study is hoped to be significant to the curriculum designers, teachers, and researchers.

Curriculum designers: The findings of this research may act as key informant to curriculum designers when designing subject curricula. Though the study interrogates the syllabus to question the practices diffused into the teaching and learning of Geography, it also acts as the awareness campaign designed for curriculum developers; to help them reflect on the policies. Consequently, they may find ways to reduce or eliminate the syllabus-based barriers towards effective Geography education.

Teachers: Teachers may use this research to plan their lessons and timetables so that learners receive the best educational experiences that can sustain them for life. Further, the findings may inform the teachers better ahead of time concerning the syllabus constraints that directly or indirectly affect their everyday practice. Knowing what barriers contribute to poor teaching and learning of Geography, teachers may be able to troubleshoot them as soon as they manifest.

Researchers: The findings of this research may help researchers with empirical literature, as well as backing up their claims with evidence or facts when arguing in this and/or related topics. Being the first and one of its kind, the study may inspire researchers to look critically at the influences of policies towards poor performance of learners.

This paper is organized as follows; firstly, Section 1 covers the background or introduction to the study, the problem statement, research aim and the research question, and the significance of the study. Secondly, Section 2 covers the empirical literature. Thirdly, Section 3 unpacks the theory underpinning the study while Section 4 incorporates the methodological approaches used for syllabus analysis. These include research approach and the paradigm, research design, data collection tools, sampling technique, data collection procedure, and data analysis. Fourthly, Section 5 covers

presentation of findings and discussions. Lastly, Section 6 covers the conclusions of the study and recommendations.

2. Related Work

There is abundance of literature on factors contributing to ineffective curricula amongst secondary schools in the world. In this section, some of the related researches on this topic are highlighted.

It is within the scope of this paper to highlight that Reference [8] conducted a study on ineffective Geography education in Western cape. The findings revealed that factors such as language barrier, learners who struggle to interpret instructions, and learners who are passive during lessons resulted into poor Geography education.

On the same note, Reference [9] conducted a study to find out the barriers to a successful education in Nepal. Consequently, it was found out that most of the public schools were unable to use classroom-based student assessment. It was therefore concluded that lack of classroom-based evaluation has a negative impact on Geography education.

Similarly, an investigation into ineffective Geography education was done by Reference [10]. The researchers realized that some teachers in Morongo-Tanzania were reluctant to apply active teaching. Thus, they conducted the study which investigated the challenges experienced by Geography teachers in implementing inquiry-based approach. The findings revealed that inadequate resources (books, internet access, weather instruments), inadequate Geography lessons, restricted students' access to smartphone, class overcrowding, language barriers, and uncooperating students influenced ineffective Geography education in Morongoro, Tanzania.

Another similar research was conducted by Reference [11]. Their study aimed at evaluating impediments to a successful G-TPACK Model in Turkey. The results established that insufficient technology infrastructure, teachers' incompetence with technology, students and teachers' lack of money to access GIS softwares were the major impediments to a successful integration of GIS into geography lessons.

Another study was carried out by Reference [12] to investigate barriers to unsuccessful Geography education in Mississippi site of the Bridging Divides Project. The findings revealed that Geography education was hindered by the following impediments; 1) students who memorize for a test but quickly forget concepts afterwards 2) students who seem to hate state tests and do not practice 3) teachers who only give students multiple choice tests that not challenge students to think extensively 4) students who lack global perspective; they have limited understanding of the world beyond their immediate location.

empirical literature on other subjects.

Other similar studies were done outside Geography education; some focused at ineffective education at large. For

example, Reference [13] investigated factors contributing to ineffective teaching and learning in primary schools in Zimbabwe. It was found out that lack of parental support, unqualified teachers, poor scheming and planning, and lack of varied teaching methods were the major factors that contributed towards ineffective teaching and learning in primary schools.

Furthermore, a study by Reference [14] does not go unrecognised. Reference [14] conducted a study on the challenges facing effective teaching of literature in English in Nigerian secondary schools. The research findings revealed that non-possession of prescribed texts (many students did not have the textbooks and teachers were unable deliver good quality instruction), students' low interests in reading, low proficiency in English language, lack of parents' commitment and support, lack of educational infrastructure, and lack of instructional material for teachers impacted negatively on the teaching of English literature in Nigerian secondary schools.

Moving closer home, Reference [15] investigated problems faced by Lesotho Piloting High Schools teachers in implementing the 2009 curriculum and assessment policy. Employing semi-structured interviews with the teachers, the study findings revealed that syllabus misalignment (Grade 8 syllabus do not align with the Grade 9 syllabus), lack of resources[teachers could not teach without resources), lack of internet access (teachers have to use their own money and tools to access material for the students), learners from primary level who are unable to read and write, and limited time were responsible for poor enactment of secondary school curriculum.

In line with the aforementioned empirical studies on factors contributing to ineffective teaching and learning in both primary and secondary schools, it can be concluded that major impediments range from school based to socio-economic. Even though the mentioned empirical studies provide important insights about factors contributing to ineffective education around the globe, the nature of the guiding policy (syllabi) remains overlooked. As highlighted earlier in this paper, the success of the curriculum depends (directly or indirectly) on the nature of the guiding policy. The syllabus that is well planned can allow teachers to enact it easily. On the other hand, the syllabus that is poorly planned will frustrate teachers and learners, leading to poor educational experiences. It is therefore necessary to consider how the syllabus may influence ineffective Geography education. Hence the present study.

3. Theoretical background

This paper contests the view that ineffective Geography education in Lesotho is the reflection of the guiding policy; the syllabus. With failure rates in view, the study was driven by theoretical questions about the current practices diffused into the teaching and learning of Geography in Lesotho. The main objective of the study was to investigate the syllabus issues that contribute to ineffective Geography education. Therefore, the investigation adopted the theoretical approaches of Cultural Historical Activity Theory (CHAT).

While some researchers may argue for the need to understand Geography curriculum through the framework of Reference [16], I argue that it cannot unravel how the output (performance and knowledge) is hindered or made possible by the actors involved in the entire educational activity. CHAT was found appropriate to inform the analysis because it helps in the understanding of the activity from multiple stand points [17]. As a tool for analysis, CHAT permitted the researcher to critically understand the current situation by looking at different components inserted in to the syllabus.

3.1. Foundations of CHAT

As a unit of analysis and informant of practice, the third generation of CHAT has seven components (**subject, object, tools, rules, community, division of labour, and the outcome**) that help us understand the activity as it occurs. First, the **subject** refers to people involved in the activity [18]. Second, the **object** can be a material or idea or vision that is acted upon [19]. Third, the **tools** refer to the social and material resources employed in the activity [17], [20], [21]. Fourth, Reference [22] describe the **rules** as the guiding principles that govern the subjects involved in the activity.

Firth, the **community** is the society in which the activity occurs [23]. In addition, the subjects in the community assume positions and distribute tasks amongst themselves. This is referred to as **division of labour** [18], [19]. Further, the **outcome** is the goal that subjects intend to achieve when engaging in the activity [18], [24]. Therefore, if the activity is looked at through these components, people may be able to understand the problem which may seem complex.

In simple terms, Reference [25] understand CHAT as the theory that is all about ‘who is doing what, why, and how’. In support of this view, I expand by conceptualising CHAT as a theoretical and methodological tool that attempts to unfold the task by establishing the connection between people involved in the task, tools they use to carry out the task, how they execute the task, guided by what principles, and for what purposes.

3.2. Points considered in CHAT for syllabus analysis

The aim of the study was to analyse Lesotho’s Grade 10 Geography syllabus to look for issues that may be linked to ineffective Geography education. The teaching and learning of geography is, in this study, understood as a process or task that is carried out to achieve a certain goal(s). Here, it was assumed that the syllabus design had taken into consideration the actors that contribute to a successful or effective Geography education.

As a result, the researcher looked at the subjects involved (teacher and learners) and their roles in lesson activities (division of labour), resources suggested by the syllabus (tools), end of level objectives (objects), collaborative work (community), and how does the teacher set scene for learning (rules). The outcome is already established in this paper; ineffective education in terms of knowledge and performance. Thus, the researcher intended to understand how the outcome

is influenced by other six components diffused into the syllabus.

The above discussions illuminate that the syllabus is complex, involving considerations of how policy translates into practice and how the outcomes reflect the inputs. Taking into consideration the principles of CHAT, the planning and implementation of the Geography curriculum would not be difficult, and ‘effective education’ would be certain. However, the ineffective Geography education in Lesotho may be linked to the problematic syllabus. Thus, the current research investigated the issues within the syllabus that contribute to ineffective Geography education. The next chapter discusses the methodological approach used to carry out the investigation.

4. Methodology

In this section, the methodological approaches employed to collect and analyse data are discussed.

4.1. Research Approach

In this study, the researcher applied qualitative research approach. Qualitative research is primarily exploratory research. According to Reference [26], qualitative research is a type of approach that collects and works with non-numerical data in order to address the research questions. This approach was applied to explore and analyse the syllabus document to find out the extent to which it hinders for effective Geography education. Importantly, qualitative research approach was found appropriate for analysing themes and meanings in words and phrases as they relate to the teaching and learning of Geography.

The researcher primarily interrogated the syllabus as the guiding policy in Geography education. The analysis was guided by questions about the injustices of the syllabus towards teaching and learning of Geography. As such, the paradigm underpinning this study is the critical paradigm.

4.2. Research Design

A research design refers to the procedures for collecting, analysing, interpreting, and reporting data in research studies [27]. In simple terms, a research design outlines how the research study will be carried out before making conclusions. The research design used for the study is case study. For Reference [28], case study is a special study of a particular situation; therefore, it can be defined further as an empirical inquiry that investigates a contemporary phenomenon within its real-life context. The case study design was used by the researcher to investigate the issues within the content section of the Grade 10 Geography Syllabus that contribute to ineffective Geography education.

4.3. Data collection tools

In this study, the researchers used document analysis. Document analysis is a type of qualitative research whereby documents are checked by the researcher to assess the mostly used general ideas [29]. It involves evaluating electronic and physical articles to interpret them, understand their meaning

and make conclusions based on information they provide [30]. The document of analysis is the Lesotho Grade 10 Geography syllabus as the primary data tool.

4.4. Sampling technique

Non probability sampling was employed, with purposive sampling playing a pivotal role in this study. Purposive sampling was used because it allowed the researcher to purposively select cases that have information which the researcher intended to investigate with respect to the research question. Thus, the researcher selected the content section of the syllabus, specifically the end of level objectives (n=18), learning experiences (n=151), assessment criteria, and suggested resources.

4.5. Data collection procedure

The content section of the syllabus is divided into three realms; physical geography, economic geography, human geography, economic geography, and basic techniques and inquiry skills. The researcher analysed and interpreted each theme to lay out issues that may contribute to ineffective Geography education. The results of the interpretation were written down and presented in prose.

4.6. Data analysis

Content analysis was used as the method of generating data in this study. Content analysis is used to determine the presence of certain words, realms, or concepts within a given qualitative data. Researchers can quantify and analyse the presence, meanings and relationships of such words, themes, or concepts [30], [31]. Statements from content section were studied, organised and presented in prose form in order to draw meaningful conclusions from data. Thus, the next section presents the findings and discussions.

5. Results and Discussion

The research evolved from one research question; In what ways does the syllabus hinder for an effective teaching and learning of Geography? This chapter presents the findings of the document analysis and immediately provides the discussion based on the findings.

A. Resources (tools/artefacts)

Taking a glance at Lesotho's Grade 10 Geography syllabus, there are suggested resources on every topic. To mention but a few; photographs, resource person, globes, internet, DVDs, National Geographic channel, and Media (TV, radio). It is evident that most of these resources require schools to afford electrical power and digital tools. Thus, I opine that Geography syllabus calls for the use of resources that cannot be accessed by many underprivileged schools, especially those in the rural areas.

Discussion: Quite a number of secondary schools in Lesotho are faced with the challenge of lack of resources, from textbooks to facilities [6], [32]. In addition, most schools, especially those in the rural areas, lack electricity [33]. Trying to teach Geography without access to resources can be very challenging, even for experienced and

knowledgeable teachers [34]. The consequence is that the teachers will experience problems when they have to teach content that needs to be accessed through the use of digital tools.

In order to reverse the problems created by the syllabus in terms of resources, locally available resources must also be embedded. A larger portion of schools, especially in rural areas, are surrounded by natural resources and manmade resources that can be integrated in Geography lessons as instructional or support materials. These resources can either be brought into the classrooms or can be used in their natural setting (in situ). Arguably, such resources can allow epistemological access because learners, rich or poor, have unlimited access to them and can use them to fill in the gaps left by lack of resources advocated by the syllabus.

The position taken here is not of refusal to the integration of digital tools in the teaching and learning of Geography, but rather in search of inclusiveness in terms of resources, which would be ideal for descent education for any learner, thus contribute to effective education. Therefore, a teaching that privileges epistemological access, considers the socio-economic backgrounds of different learners, and also destroys the walls of exclusivity and capitalism, would be a great approach to opening doors to an effective Geography education; which is absent in the context of Lesotho.

B. How the teacher sets scene for learners (rules)

The assessment criterion is explicitly integrated in the Grade 10 Geography syllabus. Further, it tells the teacher what to assess. This area also contributes to the uncomfortable outcomes in Geography education. The following are extracted from River Processes and Resulting Landforms; "the teacher should assess learner's ability to:

1. suggest the socio-economic and environmental importance of river landforms.
2. describe human activities in rivers and their valleys
3. explain possible causes of flooding and their management
4. Suggest possible solutions to river flooding.
5. describe river hydrographs and do experiment to show it." [35].

From the assessment criteria suggested by the syllabus above, there is nowhere stated that teachers should also assess learners' ability to draw landforms resulting from erosion, transportation, and deposition, yet in the exam, learners are often required to draw. Similarly, there is no assessment on drawing in topics such as plate tectonics and weathering. As such, the rules made by the syllabus contribute to poor drawing skills which manifest in examinations as reported by the examiner's report of 2021. Reference [15] found out that the misalignment between teachers' assessment and ECOL's assessment led to poor results during national examinations. As Reference [15] puts it, there seem to be no communication between National Curriculum Development Centre and ECOL. Therefore, this brings confusion to the teachers when enacting curriculum.

Discussion: From the researcher's point of view, the syllabus encourages the teaching and learning of Geography that is not aligned to the assessment methods of Examinations Council of Lesotho (ECOL). To add more, it translates students' learning to a scholar academic paradigm which sees knowledge as description and memorization of key concepts. In a nutshell, it eliminates any space of practicality and hands-on activities. Unfortunately, drawing skills are important for examinations and for careers such as painting and cartography [36].

C. Teacher and learner roles (division of labour)

Table 1. Profile of suggested learning experiences

Theme	Suggested learning experiences
Physical Geography	n=86
Economic Geography	n=29
Population, Settlement, Migration	n=25
Basic Techniques and Enquiry skills	n=11
TOTAL	151

Table 1 above shows the number of suggested learning experiences provided by the Grade 10 Geography syllabus. As illustrated in the table, Physical geography has the total of 86, a total of 29 in Economic geography, a total of 25 in Human geography, and a total of 11 in Basic Techniques and Enquiry skills. The total of suggested learning experiences in the syllabus is 151.

Looking at learning experiences, which describe what the teacher and learners do, it was found that most of the learning experiences (n=76) centre around the teacher than learners themselves. It is more of "teacher and learners do..." and "teacher do..." than "learners do..." Therefore, the teacher is the sole provider of knowledge rather than a mediator or supervisor.

Discussion: The syllabus puts the teacher in the forefront than the learners. The consequence is that geography lessons are luckily to be dominated by the teacher who is characterised by lecturing, and giving excessive notes. This finding validates the assertions of Reference [37]. In such lessons, the students are passive participants expected to listen and observe [13]. The teacher, therefore, is the sole source of knowledge.

D. Collaborative work (community)

Taking a glance at the suggested learning experiences outlined in the syllabus (n=151), it was found out that only one (n=1) learning experience encouraged group works. This means 150 learning experiences focus on learners' individual work.

Discussion: The findings imply that learners are not given an environment in which they can discuss and share knowledge amongst themselves. In other words, collaboration amongst learners is overlooked and this affects the quality of

knowledge they may possess. It is the lack of collaborative work that destroys the dream of the united community; the class. Therefore, if the community does not work together to improve or contribute to the achievement of the goal, as explained in CHAT, then the outcomes might be poor depending on the efforts individuals make to achieve such a goal.

E. Objectives (objects)

The following are the end of level objectives extracted from the syllabus;

1. explain and differentiate between the internal and external processes that shape the surface of the earth.
2. demonstrate geographic understanding of the physical processes that shape the patterns of the Earth's surface.
3. show an understanding of river processes and resulting landforms.
4. demonstrate understanding of marine processes and resulting coastal features.
5. explain and appreciate weather elements, patterns and climate of Lesotho and the SADC region.
6. describe the characteristics of climatic regions and the interrelationships between natural vegetation and climate.
7. show understanding of global warming at global, national and local levels.
8. show understanding of the different large scale agricultural systems in the SADC region.
9. Demonstrate understanding of mining activities in the SADC region.
10. show appreciation of processing and manufacturing industries in the SADC region.
11. explain processes involved in the production of power using renewable fuels and non-renewable fossil fuels with reference to Lesotho and the SADC region.
12. appreciate the importance of tourism to the economy of countries in the SADC region.
13. demonstrate understanding of the development and dynamic nature of urban settlement.
14. use charts, graphs, tables, and maps to describe the growth of population and its social, environmental and economic impacts in other SADC countries.
15. show understanding of the causes and effects of migration at a variety of scales.
16. evaluate the socio-economic impact of HIV/AIDS in the SADC region.
17. read and interpret topographic maps.
18. carry out research projects." [35].

Discussion: From the 18 objectives above, it can be observed that majority of them are scholar academic as they encourage describing and explaining of concepts. More importantly, they focus on learners' cognitive domain by emphasising understanding of concepts. This, according to the researcher, forces the teachers to focus on developing cognitive aspects, leaving other domains such as psychomotor skills behind.

Consequently, Geography education will continue to produce students who are not able to participate in the societal activities as Reference [2] reported.

5.1 General discussion

To investigate how the syllabus affects the teaching and learning of Geography in Lesotho, the study made an attempt to reflect critically on the learning experiences suggested by the syllabus, assessment practices, suggested instructional resources, and the ideological foundations suited into the end of level objectives. In the broader sense, the researcher seeks to unpack ways in which the syllabus hinders for an effective Geography education by employing the analytical lenses of CHAT.

As shown in the findings, the instructional resources (tools/artefacts) inserted into the curriculum have potential to affect the teaching and learning practice thus contribute to the poor outcome. These findings are similar to the research findings of Reference [10] and Reference [11]. Again, Reference [15] also highlighted that Lesotho's secondary teachers encountered lack of resources, thus could not teach effectively without relevant resources.

As envisioned by CHAT, when tools are available and used efficiently, the desired outcome can be achieved but if the tools are absent then the goal can be missed [18]. Even though the suggested resources (tools) seem appropriate, they are not at every school's disposal, therefore absence of the mentioned resources can frustrate teachers when trying to enact the Geography curriculum.

Further, the study found out that assessment criteria designed for the teachers (rules) imposes drawbacks to the effective Geography education. Using the component of CHAT; rules, it can be argued that the teachers are bound to assess learners based on areas emphasised by the syllabus, which are to a certain degree misaligned to the assessment criteria of ECOL. Other ways in which the syllabus hinders for an effective Geography education include the learning experiences that centre on the teacher rather than learners, lack of collaboration amongst learners, and majority of objectives that promote the scholar academic ideology.

6. Conclusion and Future Scope

Based on the presented findings, I am in agreement with CHAT's view that an activity must incorporate divisions of labour (horizontally or vertically), tools to carry out the task, as well as considering the community or atmosphere in which the activity is taking place [18], [19]. Therefore, I conclude that the syllabus does not make possible the desired outcome (effective Geography education in terms of knowledge and performance) due to its failure in promoting collaborative work amongst learners (united community), being too ambitious in terms of instructional resources (tools), and promoting scholar academic ideology which denies learners social justice (promotes capitalistic divisions of labour).

To do away with the logic of capitalism or status quo in the teaching and learning of Geography, pedagogical routines promoted by the Grade 10 Geography syllabus must be changed to suite learners' needs and goals. The analysis of the syllabus established that issues lay deep in the tools, rules, divisions of labour, and collaborative work. Thus, it depends on the teacher's understanding and willingness to break these painful realities by demanding accessible tools, ideal divisions of labour, collaborative work amongst learners, and rules that ensure complete education that suites formal assessments and societal practices.

As a result, I recommend curriculum developers to consider the autonomy of learners and their teachers, thus engage in a curriculum reform to challenge the current practices which hinder for the achievement of the desired goal (effective Geography education). Further research can be done to investigate how Geography teachers are coping amidst these ills imposed by the syllabus.

Data Availability

none.

Conflict of Interest

This study was carried out without financial support from any organization or individual and does not fulfill anyone's interest except those stated in significance of study. On that note, the researcher claims that there is no conflict of interest.

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Authors' Contributions

The study was carried out by the researcher alone. As such, all the responsibilities that come with the research were taken by the researcher. The writing and editing of this paper were done and completed by the researcher.

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