Evaluating the alignment of the University curriculum with high school Consumer Science education: Implications for teacher preparation and effectiveness in Eswatini

Zandile Sibhekile Ndwandwe[a], Molyn Mpofu[b], Dumisa C. Mabuza[c]

[b] molynmpofu@gmail.com
[a,b,c] *University of Eswatini, Luyengo Campus, P.O. Luyengo.Manzini M205, Eswatini*

Abstract

The educational community holds unrealistic expectations for beginning teachers, expecting them to possess a perfect mastery of the subject matter from the onset. This expectation is often at odds with the reality of teacher preparation programs, which may not adequately prepare novice educators for the specific tasks they must undertake in the classroom. This study sought to evaluate the relevance of the curriculum content offered by the University of Eswatini to the high school curriculum content. To achieve this goal, a descriptive survey design was employed, utilizing semi-structured interviews and survey questionnaires with closed-ended questions. A sample of sixteen (16) Consumer Science teachers was selected using purposive sampling for the qualitative data, while ninety (90) Consumer Science teachers were selected using random sampling for the quantitative data. Interview data were analysed using a theoretical thematic analysis approach, while SPSS version 23 was employed to analyse quantitative data, utilizing means and standard deviations as descriptive statistics. The findings of the study revealed a significant disconnect between the University of Eswatini curriculum content and the high school curriculum content. As a result, high school Consumer Science teachers often lack the necessary training and skills to effectively teach high school learners. This mismatch between preparation and practice contributes to the challenges faced by beginning Consumer Science teachers at the high school level. In light of these findings, the study recommends academic restructuring within the Faculty of Consumer Sciences to enhance the preparation of prospective high school Consumer Science teachers in Eswatini. By aligning the university curriculum more closely with the high school curriculum, teacher preparation programs can better equip novice educators with the knowledge and skills they need to succeed in the classroom and meet the expectations of the educational community.

1. Introduction

Beginning teachers often embark on their professional journey with high expectations and unwavering enthusiasm, eagerly anticipating the fulfilment of their long-held aspiration to become educators. However, unlike many other professions, novice teachers are immediately entrusted with the same responsibilities and expectations as their more experienced counterparts (Farrell, 2016). Literature consistently underscores the

challenges faced by beginning teachers as they navigate the transition from pre-service education to the realities of professional practice. Kozikoglu (2019) categorizes these challenges into four main areas: instructional challenges, relational challenges, adaptation challenges, and challenges related to physical infrastructure and facilities. This pervasive expectation of equal performance between experienced and beginning teachers highlights the critical need for enhanced support during the teacher preparation stage.

Assessing obstacles encountered by newly qualified teachers, Boakye and Ampiah (2017) established several challenges including: a scarcity of teaching and learning resources, time management difficulties, perceived deficiencies in content knowledge, student comprehension issues, student indiscipline, a lack of student interest in science, and struggles with completing the integrated science syllabus. Similarly, beginning Consumer Science teachers in Eswatini face numerous hurdles in their pursuit of becoming effective educators. Msweli (2015) observed that beginning Consumer Science teachers encounter a range of problems, including incompetency in practical lessons and classroom management issues. Corroborating this, Mavuso (2017) found that beginning Consumer Science teachers require assistance in managing learners.

The lack of university programs beyond the traditional four-year bachelor's degree program limits the opportunities for integrating education and subject-matter coursework with clinical training in schools. Teacher training programs that produce quality teachers typically provide newly qualified teachers with a full academic year of pre-service training practicum in basic schools under the guidance of mentors. As the sole institution responsible for training high school Consumer Science teachers in Eswatini, the University of Eswatini bears a significant responsibility in ensuring the effectiveness of these teachers. Mupa and Chinooneka (2015) emphasize the crucial role of teachers in shaping educational outcomes, highlighting the need for teacher training programs to align with the training and preparation needs of teachers to promote successful and effective teaching practices.

Mavuso's (2017) study identified the partial alignment of the University of Eswatini curriculum with the high school syllabus as a contributing factor to the challenges faced by beginning Consumer Science teachers. By effectively addressing these areas of misalignment, schools can expedite the professional growth of beginning teachers, fostering their retention in the profession and ultimately enhancing student achievement. Mbajiorgu et al. (2014) cautioned against the stagnation of curricula in a dynamic society, particularly during periods of rapid social change. A curriculum that fails to adapt to evolving societal needs risks providing education that is no longer relevant or aligned with the demands of the modern world. Therefore, this study aims to determine the relevance of the University of Eswatini curriculum content to the high school curriculum content to inform academic restructuring within the Faculty of Consumer Science, particularly in the Department of Consumer Science Education and Community Development. The goal of this restructuring is to ensure that the programs offered effectively prepare Consumer Science student teachers for successful teaching careers.

1.1. Objectives of the study

The purpose of this study was to assess the relevance of the university Consumer Science education curriculum to the high school curriculum content. This evaluation aimed to inform potential academic restructuring initiatives within the Faculty of Consumer Science. The study sought to address the following specific objectives:

a.   Evaluate the relevance of the subject matter taught at the university to the practical demands of the teaching profession.

b.   Identify and critically analyse potential strategies for enhancing the Consumer Science program at the university.

2. Literature Review

Initial teacher education (ITE) plays a crucial role in fostering the expertise, skills and values that characterize high-quality educators. The effectiveness of ITE significantly impacts teacher quality and student learning outcomes. However, research has identified several challenges facing university-based teacher training programs.

Bainton, Barrett, and Tikly (2016) noted the brevity and inadequate supervision of school-based teaching practice opportunities. Naylor and Sayed (2014) identified outdated curricula, misalignment with school curriculum, limited practice-based learning opportunities, and omission of new subject areas, weaknesses in teacher educators' knowledge and expertise, and institutional management issues as prevalent challenges. Mbajiorgu et al. (2014) cautioned that static curricula in a dynamic society may fail to prepare students for the evolving needs and values of the current world. Mupa and Chinooneka (2015) highlighted irrelevant course content, inadequate infrastructure, and insufficient practice opportunities as additional challenges. They further reported that student teachers often perceive a disconnect between university courses and secondary school teaching practices, implying a lack of alignment between university ITE curricula and actual classroom demands. Mavuso (2017) attributed the challenges faced by beginning Consumer Science teachers to the partial alignment of the university curriculum with the high school syllabus.

Academic restructuring involves replacing outdated programs and courses with new ones relevant to the latest subject trends, market demands, and discipline-specific areas of specialization (Mashinini, 2019). Mupa and Chinooneka (2015) proposed removing irrelevant university content, increasing practice opportunities, and adopting student-centred teaching approaches to improve student confidence. Effective modern educational programs should share common characteristics and the overarching goal of producing better teachers. Mupa and Chinooneka (2015) emphasized that teachers are the cornerstone of education and can either hinder or facilitate learning. Therefore, teacher training programs should be designed with responsive goals and objectives that adequately prepare teachers for successful and effective teaching. Mavuso (2017) called for improvements in the University of Eswatini courses to better align with the school syllabus.

Numerous studies underscore the importance of teaching practice in the effectiveness of beginning teachers. Through student teaching, aspiring educators gain valuable experience in the classroom environment (Dias-Lacy & Guirguis, 2017). Adu-Yeboah and Yaw Kwaah (2018) identified student teaching as an opportunity for pre-service teachers to observe and interact with real learners, mentors, and the actual learning environment. Sally (2012) advocated for extending the length of student teaching and allowing student teachers to assume a full teaching load for a longer period to better prepare them for the instructional responsibilities associated with teaching. In their study, nearly all high school Consumer Science teachers expressed the need for more teaching practice during the pre-service education period. Similarly, Ergunay and Adiguzel (2020) reported that participants lamented the lack of real practice opportunities during their pre-service years. These findings highlight the need for the University of Eswatini to offer more practice-based pre-service teacher education curricula.

Individuals entering the workforce should possess the necessary skills and abilities appropriate to their profession, and universities are expected to make significant contributions to this preparation. However, studies indicate that graduates often fail to meet the requirements of employers. Darling-Hammond, Wei, and Johnson (2012) outlined essential components of teacher preparation, including opportunities to learn, high-quality general education, deepening of both content and pedagogical knowledge, teaching experience, and professional development and assessment opportunities to develop specific practices. Pre-service teachers need to be equipped with the necessary skills to effectively impart knowledge to their learners. Furthermore, Ezenwnne (2015) identified limited time for practical activities and inadequate facilities for practical training as factors contributing to severe academic stress among students. Similarly, Ergunay and Adiguzel (2020), in

their study on the first year in teaching, concluded that designing more practical-based pre-service teacher education curricula might help beginning teachers feel more confident during their first years in teaching.

Darling-Hammond et al (2020) emphasised that effective educational programs should be guided by practice and performance standards, a clear understanding of the community, and strong relationships between school and university-based faculty. Several improvements for preparing graduates for the workforce have been suggested in the literature, with the most commonly discussed being the incorporation of extensive workplace experience during university education, as is common in education courses.

3. Methodology

3.1 Research design

The research employed a partially mixed-methods approach, combining both quantitative and qualitative methods to gain a comprehensive understanding of the relevance of the university curriculum content to the high school curriculum content in Consumer Science education. Data were integrated during interpretation. This mixed-methods approach allowed for triangulation, providing a more complete and context-specific understanding of the research problem. A mixed research method makes triangulation possible, thus providing a more complete and comprehensive understanding of research problem, more context specific research methods and it helps to explain findings (Cresswell, 2014).

3.2 Target population and sampling

The target population for this study was Consumer Science teachers from the Hhohho and Lubombo regions of Eswatini. A sample of 106 Consumer Science teachers was used for the study. Sixteen (16) Consumer Science teachers were selected using purposive sampling for the qualitative data and ninety (90) Consumer Science teachers were selected using random sampling for the quantitative data. Purposive sampling allowed for the selection of participants who were well-informed about the phenomenon of interest, while random sampling helped to prevent biasness in the study.

3.3 Data collection

Qualitative data on the relevance of the university curriculum content to the high school curriculum content was collected through semi-structured interviews with open-ended questions. The interviews were conducted by phone and audio-recorded, and then transcribed.

Quantitative data on the relevance of the university curriculum content to the high school curriculum content and the possible strategies that can be used to improve the Consumer Science program at the Faculty of Consumer Sciences was collected through a survey questionnaire. The questionnaire was developed from the literature review and pilot tested to ensure its reliability. The questionnaire was sent to the selected Consumer Science teachers via email.

3.4 Data analysis

Thematic coding was used to analyse the qualitative data. Thematic coding involved identifying, analysing, and describing patterns or themes across the data. Thematic analysis is a qualitative research method that delves into data to identify, analyse and describe recurring patterns or themes (Taherdoost, 2018). It is a flexible approach that can be employed in both explorative studies, where the researcher enters the analysis

with an open mind, and deductive studies, where specific patterns are sought based on existing theories or hypotheses (Mortensen, 2020). One of the key advantages of thematic analysis lies in its adaptability.

Statistical Package for Social Sciences (SPSS) Version 20.1 was used to analyse the quantitative data. Descriptive statistics, including means and standard deviations, were used to summarise the data.

4. Findings and discussion

4.1 Relevance of the University curriculum content to the high school Consumer Science curriculum content

A survey of high school Consumer Science teachers as displayed in Table 1 found that they generally agree ($\bar{x}$ = 4.08) that the university curriculum content is relevant to the high school Consumer Science syllabus. However, they also found that the university curriculum theory content is too shallow, difficult to apply, and uses more scientific words than the high school curriculum. Additionally, the teachers found that the practical lessons offered at the university do not give pre-service Consumer Science teachers enough practice and that the Food and Nutrition practical skills offered at the university are different from what is required in the Consumer Science curriculum. The teachers slightly disagreed that the Clothing and Textile practical lessons offered at the university are less detailed than they are in the high school Consumer Science curriculum.

Table 1. High school Consumer Science teachers' view on the relevance of the University of Eswatini curriculum content to the Consumer Science high school curriculum content **(n=90)**

5. Relevance of the University curriculum content to the Consumer Science high school curriculum	6. $\bar{x}$	7. SD	8. DE
9. 1. The University curriculum theory content is shallower than what is taught in high school.	10. 3.88	11. 0.58	12. SLA
13. 2. The University curriculum theory content is too difficult to be applicable to the high school curriculum.	14. 3.71	15. 0.75	16. SLA
17. 3. University curriculum theory content uses more scientific words than the high school Consumer Science curriculum.	18. 3.94	19. 0.54	20. SLA
21. 4. Practical lessons offered at the University do not give pre-service Consumer Science teachers enough practice.	22. 4.27	23. 0.65	24. SLA
25. 5. The University curriculum content offers more courses that are not taught in the high school Consumer Science syllabi.	26. 4.58	27. 0.86	28. A
29. 6. The Food and Nutrition practical skills offered at the University of Eswatini are different from what is required in the high school Consumer Science curriculum.	30. 4.16	31. 0.82	32. SLA
33. 7. The University format on completing the official books is different from the format that is required in high schools.	34. 4.69	35. 0.90	36. A
37. 8. The Clothing and Textile practical lessons offered at the University are less detailed than they are in the high school Consumer Science curriculum.	38. 3.40	39. 0.70	40. SLD
41. Overall	**42. 4.08**	**43. 0.73**	**44. SLA**

Legend:	Descriptive Equivalent
0 -1.4	Strongly Disagree (SD)
1.5 – 2.4	Disagree (D)
2.5 – 3.4	Slightly Disagree (SLD)
3.5 - 4.4	Slightly Agree (SLA)

| 4.5 – 5.4 | Agree (A) |
| 5.5 - 6 | Strongly Agree (SA) |

Qualitative data reveals the difficulties faced by Consumer Science teachers in delivering effective lessons due to a significant gap between the university curriculum and the high school Consumer Science curriculum. This finding aligns with quantitative data, where most Consumer Science teachers expressed partial agreement with the relevance of the University curriculum content to the high school Consumer Science curriculum.

4.2 University content is shallower than high school curriculum

The university Consumer Science department is responsible for training teachers to teach Consumer Science, Food and Nutrition, and Fashion and Fabrics in high schools. However, the study found that the content taught at the university is shallower than what the teachers find in the high school curriculum. This means that the teachers are not adequately prepared to teach their students, and they struggle to cover all of the material. The teachers also reported that some of the topics that they are expected to teach are not even covered in the university curriculum. *"It doesn't, most of the things that you meet at the high school you haven't learnt at the university. I think some of the things like crocheting and knitting during our time we did not do knitting and crocheting yet it is there in the high school syllabus"*, Teacher B alluded. This is causing problems for the student teachers, who are not confident when conducting lessons. The university needs to review its curriculum and make sure that it is aligned with the high school curriculum. This will help to ensure that the teachers are adequately prepared to teach their students.

The high school Consumer Science teachers observed that the university curriculum content includes courses with content that is not taught in the high school Consumer Science curriculum and that the university's format for completing official books differs from the format required in high schools. Comparing the university curriculum content and the high school content, Mupa and Chinooneka (2015) established that some student teachers perceive a disconnect between the content of some university courses and the material taught in secondary schools, rendering it inapplicable in their practical teaching experiences.

Similarly, Mbajiorgu et al. (2014) note that a static curriculum, particularly in a rapidly changing society, may result in education that fails to prepare students for the evolving needs and values of the present and future. Furthermore, Mavuso (2017) identify the partial alignment of the University of Eswatini curriculum with the high school curriculum as one of the factors contributing to the challenges faced by beginning Consumer Science teachers at the high school level. These observations highlight the need for a more comprehensive and dynamic curriculum that effectively bridges the gap between university instruction and the practical demands of high school Consumer Science teaching.

4.3 University content too hard for high school curriculum

The university Consumer Science department is responsible for training teachers to teach Consumer Science in high schools. However, the study found that the content taught at the university is too difficult for the teachers to apply to the high school curriculum. *"…there are some loop holes that need to be addressed especially in the Fashion and Fabric part. It's very much complicated. I think as the university they need to do something about it."* Teacher C noted. This is because the university curriculum uses more scientific words than the high school curriculum. The teachers also reported that they are not adequately prepared to teach the high school curriculum because they are not taught some of the topics that they are expected to teach *"… it sometimes become challenging especially if you never did Consumer Science at high school level as a*

Consumer Science teacher'', Teacher F observed. This is causing problems for the teachers, who are struggling to cover all of the material. The university needs to review its curriculum and make sure that it is aligned with the high school curriculum and that it is applicable to the needs of the teachers. In addition to the misalignment of curriculum content with actual teaching requirements in the field, the university curriculum's theoretical content is also deemed insufficient for high school instruction. These factors contribute to the perceived difficulty in applying university curriculum content to the high school curriculum. The curriculum theory content employs scientific terminologies and processes that have limited applicability to the high school Consumer Science curriculum. This implies that teachers are dedicating time to acquiring competencies that they will not utilize in their future careers. This, as Naylor and Sayed (2014) suggest, may stem from an overreliance on an outdated curriculum.

4.4 Pre-service Consumer Science teachers don't get enough practice

The teachers who participated in the study reported that they were not adequately prepared to teach the high school Consumer Science curriculum because they were not given enough time to practice the practical skills they need to teach the subject, *"With the theory it's a little bit ok but when it comes to the practical part it's scanty, so a teacher cannot come up confident to say I can do this."* Teacher D noted. This is a problem because the high school Consumer Science curriculum is very practical in nature, and the teachers need to be able to demonstrate the skills they are teaching to their students. The university needs to review its curriculum and make sure that it is aligned with the high school curriculum and that it gives the teachers enough time to practice the practical skills they need to teach the subject.

The current structure of practical lessons at the university poses a significant challenge for pre-service Consumer Science teachers. The provided practical experiences in Food and Nutrition diverge from those mandated by the Consumer Science curriculum. This concern is particularly critical given the inherent skill-oriented nature of Consumer Science, necessitating a curriculum that adequately equips teachers with the ability to translate knowledge into practical application. These findings align with research conducted by Bainton, Barrett, and Tikly (2016) on improving secondary teacher quality in Sub-Saharan Africa. Their study highlighted the inadequacy of existing school-based teaching practice opportunities, citing their short duration and insufficient supervision.

Further substantiating these observations, Naylor and Sayed (2014) identified a multitude of problematic elements within the current system, including outdated curricula, misalignment between teacher education courses and the school curriculum, limited practice-based learning opportunities during teacher education, omission of newer curriculum subjects such as peace building, and weaknesses in the knowledge and expertise of teacher educators and institutional management of initial teacher education institutions. The converging evidence from these studies underscores the necessity for comprehensive reform within the university Consumer Science teacher training program.

Possible strategies to improve the Consumer Science program

4.5. Eliminating courses that are irrelevant to Consumer Science

Consumer Science teachers indicated that they are not well trained to teach high school Consumer Science because the university Consumer Science curriculum offers more Agricultural courses which are irrelevant to the teaching of Consumer Science. Teachers unanimously suggested that, *"The University of Eswatini eliminates the agricultural courses that offered and substitute them with Consumer Science related courses."* Mavuso (2017) and Mupa and Chinooneka (2015) identified disconnect between university curricula and

actual high school teaching requirements. Both studies suggest that universities should revise their curricula to align with the practical needs of high school teachers. Mashinini (2019) further supports this notion, advocating for academic restructuring to introduce new, and relevant courses while phasing out outdated ones. In line with these findings, the Consumer Science teachers in this study urged the university to remove courses like Botany, Zoology, and Microbiology from their curriculum, as these are not directly applicable to high school Consumer Science teaching.

4.6 Introducing bridging courses for student enrolled without Consumer Science background

Teachers proposed that the university introduces a bridging course to assist the Consumer Science student teachers who are enrolled without Consumer Science background. One teacher echoed that, *"the university need to offer additional courses sort of extra lesson classes per se compared to those who did Consumer Science in high school because it happens that in the university timetable there are gaps, so they can fit those slot for those students who are admitted without Consumer Science background for them to cover and be at the same pace with the other*. In agreement with Lewis (2018), who emphasized the significance of acknowledging teacher trainees' prior learning experiences and tailoring the curriculum to adult learners' needs, it is crucial for teacher education programs to focus on imparting the knowledge, skills, and competencies essential for the initial stages of professional development rather than burdening students with extraneous content. Similarly, Kombo and Chiwamba (2016) asserted that teachers play a pivotal role in education, influencing both the facilitation and hindrance of learning. Therefore, to ensure teacher effectiveness, teacher training programs should be designed to reflect goals and objectives that align with the training and preparation needs of teachers to impart knowledge effectively and successfully.

4.7 Extending the teaching practice duration to a year

With regards to teaching practice, teachers advocated for the increase in duration to a year in order to give Consumer Science student teachers more teaching time. One teacher alluded to the fact that, *"The university need to allow the Consumer Science student teachers to conduct their teaching practice in two different schools to gain experience of teaching in different environments and working with different teachers."* Another teacher also concurred that, "*The teaching practice period should be more than the coursework period because teaching is the main purpose of the programme."* The need for longer teaching practice durations in teacher training programs is not unique to the university. Studies from various countries have highlighted the importance of extending the duration of student teaching to better prepare pre-service teachers for the rigors of the classroom. Sally (2012), Gavish and Friedman, (2010) and Adu-Yeboah and Yaw Kwaah (2018) all advocate for extended student teaching experiences, emphasizing the value of hands-on training in real-world learning environments. These studies underscore the need for teacher training programs to provide pre-service teachers with ample opportunities to practice their teaching skills and gain confidence in their ability to effectively manage the instructional responsibilities associated with teaching.

4.8 Allowing Consumer Science student teachers to do more of the practical

The study established that teachers are of the idea that the university needs to train student teachers more on the practical both on Food and Nutrition and Fashion and Fabric. One teacher indicated that, *"The University needs to train pre-service Consumer Science teachers more on the Fashion and Fabric practical skills especially the pattern drafting and sewing skills."* High school Consumer Science teachers emphasised the need for the university to provide more practical training opportunities for pre-service Consumer Science

teachers to adequately prepare them for the teaching profession. This concern aligns with research from other countries, including Ezenwnne's (2015) study on academic stress among Home Economics students, which identified limited practical experience as a contributing factor to stress. Additionally, Darling-Hammond et al (2020) reported that employers often perceive graduates as lacking essential practical skills, advocating for more hands-on training. Echoing these findings, Darling-Hammond, Wei and Johnson (2012) outlined key components of effective teacher preparation, including opportunities for practical experience, high-quality general education, and professional development.

4.9 Aligning the university curriculum content with the high school syllabi

During interviews teachers recommended that the university should look at the high school syllabus and include its subject content matter to the university curriculum which they teach student teachers. One teacher commented that, *"The University need to remove those Agricultural courses that are not matching with high school Consumer Science syllabi and put more courses that are relevant to high school Consumer Science curriculum."* This misalignment between university and high school curricula is not unique to the university. Studies from other countries have also raised concerns about university curricula failing to adequately prepare graduates for the demands of secondary education. Allen et al., (2021) attribute this to a lack of responsiveness to competency-based curricula and the needs of diverse learners. Similarly, Darling-Hammond et al (2020) advocate for closer alignment between university education and workplace expectations to ensure a smoother transition for graduates and minimize the need for additional training. This suggests that the university should forge stronger partnerships with high schools offering Consumer Science to ensure a seamless transition for graduates and enhance their preparedness for the teaching profession. Allen et al., (2021) emphasizes on practice-based education, community understanding, and strong school-university relationships further supports this notion.

4.10 Beginning Consumer Science specialization courses during the first academic year

There was a consensus from the teachers that the university should introduce more of the Textile and Food and Nutrition practical courses. A teacher suggested that, *"The university need to stop starting with the Agricultural courses during the first year in order to allow pre-service Consumer Science teachers to start Consumer Science specialization courses during the first academic year because there those student teachers who are enrolled without Consumer Science background."* This suggests that the university need to eliminate all the courses that are not relevant to the teaching of Consumer Science and introduce pre-service Consumer Science teachers on Clothing and Textile and Nutrition topics. Even though early specialisation may be problematic as Kovačević (2022) observes Lewis (2018) opined that taking specialisation courses at the university it provides less field-specific skills. More precisely, the key concern is that relative lack of in-depth disciplinary knowledge in the bachelor stage negatively influences the teachers' effectiveness at the field of work.

5. Conclusion

The study concluded that, while high school Consumer Science teachers generally agree that the university's curriculum content is relevant, there are areas where it falls short. Specifically, the university's curriculum was found to be shallower than the high school curriculum. The university curriculum also uses more scientific words than that of the high schools and does not provide enough practical experience for pre-

service Consumer Science teachers. These findings suggest that the university Consumer Science curriculum does not align with the needs of high school Consumer Science curriculum.

6. Recommendations

The university needs to review its curriculum and make sure that it is aligned with the high school curriculum. Also, there is a need to give the teachers enough time to practice the practical skills they need to teach the subject. This practice includes extending the teaching practice duration to a year. Lastly, the university should eliminate Botany, Zoology and Microbiology from the Consumer Science curriculum.

Acknowledgements

References

Adu-Yeboah, C. & Kwaah, C. Y. (2018). *Preparing teacher trainees for field experience: Lessons from the on-campus practical experience in colleges of education in Ghana.* Sage Open, 8 (4), 2158244018807619.

Allen, K. A., Slaten, C. D., Arslan, G., Roffey, S., Craig, H., & Vella-Brodrick, D. A. (2021). *School belonging: The importance of student and teacher relationships. In The Palgrave handbook of positive education* (pp. 525-550). Cham: Springer International Publishing.

Bainton, B., Barrett, A. M. & Tikly, L. (2016). Improving secondary teacher quality in Sub-Saharan Africa: Bristol Working Papers in Education Series. Retrieved from www.bristol.ac.uk/education/research/publications on 02/07/2020 at 07:30pm.

Boakye, C. & Ampiah, J. G. (2017). *Challenges and solutions: The experiences of newly qualified science teachers.* Sage Open, 7(2), 21-37.

Bryman, A & Bell, E. (2014). *Research methodology: Business and Management Contexts.* Oxford University Press: Oxford.

Creswell, J. W. (2014). *Research design: A qualitative, quantitative, and mixed method approaches (4th edition).* SAGE Publications. The United States of America.

Darling-Hammond, L., Wei R. and Johnson, C. (2012). *Teacher preparation and teacher learning Handbook of Education Policy Research.* Sykes, Schneider, Plank & Ford Eds. (Abingdon: Routledge)

Darling-Hammond, L., Flook, L., Cook-Harvey, C., Barron, B., & Osher, D. (2020). Implications for e ducational practice of the science of learning and development. *Applied developmental science*, 24(2), 97-140.

Dias-Lacy & Guirguis (2017). Challenges for new teachers and ways of coping with them. *Journal of Education and learning,* 6 (3), 265. Canadian Centre of Science and Education. Doi: 10.5539/jel.v6n3.

Ergunay, O., & Adiguzel, O. C. (2020). The first year in teaching: Challenges in beginning teachers' visions and their challenges. Qualitative Research in Education, 8(3), 276-314. Retrieved on 18/09/2021 from http://dx.doi.org/10.17583/qre.2019.4016. 14:10 p.m.

Ezenwnne, D. N. (2015). Academic stress among Home Economics students in higher education. A case of College of Education in Nigeria IORS. *Journal of Research & Method in Education* e-ISSN: 2320-7388, P-ISSN: 2320-737X 5, (6) Ver. II, 4958.

Farrell, T. S. C. (2016). Surviving the transition shock in the first year of teaching through reflective practice. Brock University, Canada. Retrieved on 09/09/2021 on www.elsevier.com/locate/system14:00p.m.

Gavish, B., & Friedman, I.A. (2010). Novice teachers' experience of teaching: a dynamic aspect of burnout. *Social Psychology of Education,* 13: 141-167

Kozikoglu, I. (2017). A content analysis concerning the studies on challenges faced by novice teachers. *Cypriot Journal of Educational Science,* 12(2), 91-106.

Kovačević, M. (2022). The effect of a general versus narrow undergraduate curriculum on graduate specialization: The case of a Dutch liberal arts college. *The Curriculum Journal,* 33(4), 618-635.

Lewis, P. (2018). *Globalizing the liberal arts: Twenty-first-century education. In N. W. Gleason (Ed.), Higher education in the era of the Fourth Industrial Revolution* (pp. 15–38). Springer Singapore. https://doi.org/10.1007/978-981-13-0194-0_2

Mashinini, V. (2019). Restructuring at the National University of Lesotho: Prospects and challenges. *International Journal of Education and Research*, 7(9): 67-80.

Mavuso, T. (2017). Challenges faced by new Consumer Science teachers in high school level in the Manzini region. Unpublished B. Sc. Research Project Report, University of Eswatini, Luyengo.

Mbajiorgu, C.A., Oguttu, J., Maake, S., Heeralal, P.J.H., Ngoepe, M.G., Masafu, M.M., et al. (2014). Factors that impact on the teaching and learning Agriculture Science in FET schools in Mpumalanga, South Africa: A case of Mandlethu FET School. *International Journal of Human Ecology*, 45, 137-145.

Mortensen, D. (2020). How to do a Thematic Analysis of User Interviews. Retrieved on 14/11/2020 from https://www. Interaction-design.org.

Msweli, N. (2015). Competences of Consumer Science teachers' practical skills as perceived by the Consumer Science teachers in the Hhohho and Manzini region. Unpublished B.Sc. Research Project report, University of Eswatini, Luyengo

Mupa, P., & Chinooneka, T. I. (2015). Factors Contributing to Ineffective Teaching and Learning in Primary Schools: Why Are Schools in Decadence? *Journal of education and practice*, 6(19), 125-132.

Naylor, R. and Sayed, Y. (2014). *Teacher quality: Evidence review*. Canberra, Department of Foreign Affairs and Trade.

Sally, E. A. (2012). Problems Encountered by Beginning Family and Consumer Sciences Teachers. *Journal of Family and Consumer Sciences Education*, 30(2):34.

Taherdoost H. (2018) Sampling Methods in Research Methodology; How to Choose a Sampling Technique for Research. *SSRN Electronic Journal*, 5, (2):18-27.