



Introduction

- ✓ Gender disparity in participation and performance in science subjects in Lesotho schools still persists (Khanyane et al., 2017). This study's focus is not only on issues of institutional access but also on knowledge access in science education equity (Heyback & Pickup, 2017)
- ✓ Introduction of the Curriculum and Assessment Policy of 2009 (in 2017 in secondary schools and of Lesotho Basic Education Curriculum Policy of 2021
- ✓ Lesotho's colonial history and current geopolitical standing means its policies, including education policies are influenced by external forces

Navigating school science: A study of pressures on women teachers and their pedagogical choices in Lesotho secondary schools

Philosophical Underpinnings

- ✓ **Interpretivist epistemology** (Creswell, 2013), "realities can be seen through many different views" (Creswell & Poth, 2024, p. 22)
- ✓ Epistemological position that the individual or group's knowledge is subjective, context-dependent (Creswell & Poth, 2024) and constructed from "meanings people bring to situations and behaviour" (Punch, 2013, p. 17)
- ✓ **Feminist** (Creswell, 2013) theoretical framework within Interpretivist epistemology

Research Questions

1. What pressures do women science teachers face working within educational policy and school context structures?
2. How do they negotiate/navigate these pressures?
 - a. What pedagogical choices do they make
 - b. What non pedagogical choices do they make
3. What influences the pedagogical and non-pedagogical choices they make?

Method

Research Design

Big Q Qualitative (Braun & Clarke, 2023) research design

Participants

2 Districts
9 Public secondary schools
15 women science teachers

Data Collection

- 4 Semi-structured interviews
- 2 Lesson observations per week for 3 weeks
- Artefacts

Data Analysis

Hybrid analysis (Braun & Clarke, 2021) using: Reflexive thematic analysis and Narrative thematic analysis

Situated Knowledges (Haraway, 1988)

"Knowledge that is embedded in, and thus affected by, the concrete historical, cultural, linguistic, and value context of the knowing person" (APA, 2018).
Following the argument of situated knowledges, the argument here is that the domain of knowledge that is school science is impacted by the social identity and location of the knower.

Reflexive Thematic Analysis

- **Purpose:** Analyse entirety of the data and develop patterns and themes across participants and data sources
- **Shortfall:** Couldn't reveal nuances associated with each individual participant's data
- **Process:** Used Nvivo to analyse interviews, lesson observation notes and artefacts from 15 participants resulting in themes (Braun & Clarke, 2021).

Analysis approach intergration

- ✓ Review and comparison of analysis results (themes versus sub-stories) from the two analytical approaches.
- ✓ Integration of analysis results in writing up process based on the similarities and differences found in the above step

Theoretical Framework

African Intersectionalities (Yacob-Haliso, 2025)

Intersecting frameworks of oppression that are both historic and ongoing faced by women science teachers in Lesotho. Influenced by the concept of intersectionalities from Black feminist thought and meant to include colonial/coloniality oppressions.

Nego-Feminism (Nnaemeka, 2004)

"[African feminism] knows when, where and how to detonate patriarchal landmines; it also knows when, where, and how to go around patriarchal landmines" (Nnaemeka 2004, p. 378) as it is guided by shared principles of negotiation and balance within various African cultures.

Narrative Thematic Analysis

- **Purpose:** Capture nuance in the participants' interviews especially in relation to context, science knowledge access and situated knowledges
- **Shortfall:** Couldn't develop patterns across participants
- **Process:** Analysed using printed interviews and highlighters, all 4 interviews from 4 participants following Grbich, 2013's Sociocultural narrative analysis process resulting in sub-stories (Riessman, 2008)

References



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