

Challenges facing Education Development in Higher Education Institutions: the National University of Lesotho as a case study

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ABSTRACT

Education development in Africa is a complex and evolving field, marked by both opportunities and challenges. This paper explores the specific challenges facing higher education institutions (HEIs) in Lesotho and the prospects for future educational development. Lesotho, a small landlocked country, faces unique circumstances that both advance and hinder its educational progress. Opportunities arise from the nation's commitment to education as a key driver of socioeconomic advancement, and the potential of technology to innovate educational approaches even in remote areas. However, several challenges impede the realization of these opportunities in the higher education sector inclusive of the National University of Lesotho (NUL). The paper employs a case study design using a qualitative approach. Findings show lack of advanced technology for teaching and learning, teacher shortages and financial constraints as hindering factors to education development at NUL. The study concludes that all these factors contribute to difficulties in maintaining high educational standards at NUL. The study further concludes that Lesotho is at a critical point where strategic interventions are necessary to unlock the full potential of its education system, to foster social and economic development.

Keywords: *Education; development; technology; economy; infrastructure*

INTRODUCTION

Higher education institutions (HEIs) face numerous challenges necessitating concerted efforts to elevate education development as an ingredient for economic development. According to Scott (2008), higher education is under pressure from an interconnected set of social, demographic, economic, technological, environmental, and political forces. Internationalization has driven HEIs to integrate intercultural and international dimensions into teaching and research, aiming to produce globally competent graduates and participate in collaborative dual degree programmes. This has sparked debates about the sustainability of universities within their home countries (Msweli, 2013). Deloitte & Touche (2011) highlighted several key issues that universities must address, including access, diversity, affordability, sustainability, ICT-enabled learning, online learning, regulatory compliance, market-driven academic programmes, strategic priorities, constrained funding, infrastructure development, and attracting top talent. However, developing infrastructure for historically disadvantaged institutions and securing allocations to enhance research, teaching, and learning remain significant challenges. Singh (2015) noted that HEIs must rapidly expand to meet growing higher education needs and associated challenges. In Lesotho, HEIs have been engaged in institutional audits and programme revamps to align with global trends (Lesotho Council on Higher Education, 2014). Despite these efforts, education development is lagging far behind as HEIs face challenges such as inadequate funding, advanced technological infrastructure, and shortage of teachers, which hamper effective teaching and learning. Thus, these challenges prohibit education development from significantly contributing to the economic development of the country. This paper explores the critical educational development required to enhance teaching, learning, and research in the 21st century in the context the National University of Lesotho (NUL), in order for it to make a meaningful contribution to the economic development of the country.

BACKGROUND AND CONTEXT

Lesotho's higher education institutions (HEIs) play a crucial role in the country's socio-economic development by providing the necessary workforce and research capacity to drive innovation and economic growth. However, the sector faces numerous challenges that impact the quality and accessibility of education, while also offering opportunities for improvement and growth. This paper aims to explore the key challenges and prospects for education development, particularly in Lesotho's HEIs. One of the most significant challenges is the lack of adequate funding, which constrains institutions' ability to expand infrastructure, offer competitive salaries to attract qualified staff, and provide quality educational resources to students (Bertram & Molotsi, 2021). This results in underfunded programmes and difficulties in maintaining academic standards.

Additionally, many HEIs lack modern facilities, including insufficient libraries, laboratories, and classrooms, which hinders effective teaching and learning (Matete, 2016). The absence of up-to-date technology and equipment further limits both instruction and research, affecting the institutions' ability to produce graduates with practical and innovative skills. Despite the expansion of tertiary institutions, access to higher education remains limited, particularly for students from disadvantaged backgrounds. High tuition costs, inadequate scholarship opportunities, and geographic barriers make it difficult for many prospective students to enrol (Chere-Masopha, 2020). Lesotho also faces a significant brain drain, as highly skilled graduates often leave for better opportunities abroad, depriving the local economy of essential professionals in sectors like education, health, and technology (Mokhele, 2022).

The research output in Lesotho's HEIs is low due to insufficient funding and inadequate research infrastructure. This hampers the institutions' ability to conduct meaningful research that can influence policy and development (Matete, 2016). Furthermore, there is often a disconnect between the curriculum offered and the demands of the labour market, leading to high unemployment rates among graduates (Chere-Masopha, 2020). This mismatch limits the HEIs' contribution to economic development. The COVID-19 pandemic highlighted the digital divide in Lesotho's higher education sector, as inadequate technological infrastructure made it difficult for institutions to transition to online learning, particularly affecting students in rural areas (Bertram & Molotsi, 2021). This paper argues that unless these challenges are addressed, Lesotho's HEIs will struggle to keep pace with the demands of the 21st century.

PROBLEM STATEMENT

Despite the advancements in Lesotho's education sector, numerous challenges impede the realization of opportunities for higher education institutions (HEIs), including the National University of Lesotho (NUL). One significant obstacle is the limited technological infrastructure, which is crucial for education development in the 21st century. This limitation hampers progress in teaching and learning. Additionally, teacher shortages exacerbate the struggle to maintain high educational standards. Insufficient funding further complicates these issues. This study is critical in highlighting how these challenges hinder HEIs' progress, particularly in the context of Lesotho's economic development and the globalization demands of the 21st Century.

OBJECTIVES OF THE STUDY

This research study aims to achieve the following objectives:

- Investigate the challenges that the National University of Lesotho (NUL) faces in terms of education development.
- Recommend strategies to address these challenges effectively.

METHODOLOGY

Design and approach

This study used a qualitative approach to explore the challenges and opportunities in educational development at the National University of Lesotho (NUL). The qualitative approach emphasizes gathering perceptions and insights about experiences related to a phenomenon (Creswell & Poth, 2018). The research adopted a case study approach centred on NUL, offering an in-depth examination of the phenomenon within its specific context. Case study research is widely accepted as a valuable method for examining phenomena in real-life settings (Yin, 2014; Yin, 2018).

Sampling procedure

The study population consisted of students, academic staff, and administrative staff at NUL. A sample of 50 participants was selected, comprising 20 students, 20 academic staff, and 10 administrative staff, using stratified random sampling to ensure diverse representation. The academic and administrative staff were chosen purposefully for interviews based on their roles as key stakeholders in higher education at NUL.

Data collection techniques

Data collection involved semi-structured interviews with students, academic staff, and administrative personnel to explore their perceptions on the challenges facing NUL and the prospects for educational development, with the goal of enhancing the institution's contribution to national economic growth.

Data analysis

Qualitative data from interviews were analyzed through thematic analysis, involving data coding to identify themes, which were then analyzed to provide a narrative understanding of the key challenges and prospects in education development at NUL.

Ethical considerations:

This research adhered to the following ethical standards:

Ethical clearance: In conducting the study, permission was sought from the university ethics board.

Informed Consent: All participants were fully informed about the research purpose, and written consent was obtained.

Confidentiality: Participants' identities were kept confidential, and collected data remained anonymous to protect them.

Voluntary Participation: Participants were informed of their right to withdraw from the study at any point without repercussions.

Limitations of the study

The study focused on only one institution though there are six higher learning institutions in the country. This is a limitation to this study because findings obtained cannot be generalized to other higher learning institutions. About three percent of the interviewees were unable to attend their scheduled interviews, primarily due to class commitments particularly student participants. However, this did not affect the overall outcome of the study.

CONCEPTUAL FRAMEWORK

This section discusses the key concepts used as well as relevant theories applicable in the context of this study. These concepts and theories frame the understanding of underlying definitions and interpretations applicable to this study.

Higher Learning Institutions (HEIs)

According to UNESCO (2024) higher education institutions (HEIs) are unique entities with capacity to develop skills and foster knowledge, and the potential to mobilize educational resources and provide learning opportunities for diverse populations. The United Nations (2022) also advances that:

“Higher Education Institutions (HEIs) including universities and colleges worldwide are preparing future professionals, conducting meaningful research, and engaging with the community and stakeholders to tackle local, national, regional, and global challenges. These HEIs are at the forefront of the solutions required to advance the Sustainable Development Goals, which underscores the fundamental role of education in creating healthy and inclusive societies as envisioned in the 2030 Agenda” (para. 1).

The HEIs contribute to the education development as well as the economic growth and societal transformation. These are institutions where knowledge is produced through research and teaching. This knowledge not only contributes to academic fields but also has practical applications in solving real-world challenges (Matete, 2016). There is therefore a distinct relationship between HEIs and education development and their contribution to the economic development.

Education development

Education and development are often viewed as separate concepts; however, this study regards them as deeply intertwined. Education development is defined as the process of enhancing educational systems to better serve societal and economic objectives (UNESCO, 2024). Within the context of the National University of Lesotho (NUL), this research highlights the specific challenges faced by this institution and the necessary advancements required to improve her educational offerings so as to contribute to economic development of Lesotho.

Theoretical Underpinnings on HEIs and Education Development

This section explores relevant theories: **Human Capital Theory**, **Institutional Theory**, and the **Capability Approach** as they relate to the connectedness of the HEIs and education development.

Human Capital Theory

Human Capital Theory was first coined by economists Becker (1964) and Schultz (1961). It suggests that investment in education enhances the skills and capabilities of individuals, which in turn contributes to economic growth. The higher education institutions become the key drivers in human capital development as they invest resources to set up infrastructural facilities and employ teachers to deliver education. Similarly, the individuals invest in themselves in various ways including acquisition of skills, which entails a sacrifice of current consumption with the purpose of an income gain in future (Chattopadhyay, 2012). This theory posits that HEIs are critical in producing a skilled workforce that can drive national productivity and competitiveness. The more educated and skilled the workforce, the more likely they are to contribute to economic development through increased productivity and innovation (Olaniyan & Okemakinde, 2008). This sentiment is echoed by Alfred Marshall in his *Principles of Economics* (1890/1922: p. 564) cited in

Chattopadhyay (2012: p. 15), "The most valuable of all capital is that invested in human beings". HEIs thus become key sites for human capital formation, providing training in technical, scientific, and entrepreneurial skills. This theory becomes applicable in this study to interrogate the status quo of the HEIs in Lesotho, in particular NUL, whether necessary preconditions (adequate resources, adequate infrastructure, technological advancements) hold to enhance education development through human capital development in order to contribute to economic development of the country.

Institutional Theory

Institutional Theory was developed by DiMaggio & Powell (1983) and examines how institutions, including HEIs, are shaped by and respond to social, political, and economic forces. This theory positions the HEIs within the broader ecosystems in which they exist and postulates that these institutions tend to conform to societal norms, rules, and regulations to gain legitimacy and maintain stability. In the broader context of development, education development is in the hands of governments as part of a bigger mandate the government has to fulfil. The HEIs are to fulfil the academic mission so as to have meaningful impact on societal transformation. These institutions, according to DiMaggio & Powell (1983) have to maintain balance from external pressures of stakeholders (government, society, and international organizations) while maintaining their academic mission. Nonetheless, Institutional Theory highlights how HEIs can sometimes become rigid and resistant to change due to the need to maintain conformity and legitimacy, which sometimes does not work in favour of education development. In interrogating the situation at NUL, one applies this notion in examining the ecosystem within which NUL operates, and whether this allows the institution to partake in education development, in order to have a meaningful contribution to Lesotho's economic development.

Capability Approach

The Capability Approach, developed by Amartya Sen (1999), focuses on the actual freedoms and opportunities individuals enjoy as a result of the capabilities they have which, ultimately influence their well-being. This view highlights that HEIs are very important not just in delivering knowledge, but also in expanding individuals' capabilities for their own development. This theory assumes the empowerment of individuals through education as an enabler of individual and societal transformation. Nussbaum (2000) reiterated that HEIs provide students with not only technical skills but also the ability to think critically, engage with social issues, and contribute to democratic governance. Notwithstanding, in practice many HEIs in developing countries are limited by resource constraints to fully adopt the Capability Approach. They focus on providing basic skills and employability aspects to students without realisation of broader goals such as critical thinking, social engagement, and leadership development (Matete, 2016). This framework is used in this study in assessing the position of NUL in influencing change through providing knowledge and skills to students that foster holistic development by enabling them to become active citizens who can address social and economic challenges facing the country and the world at large.

Systems Theory in Higher Education

Systems Theory highlights HEIs as part of a broader educational and social system that involves many interconnected internal and external components (such as, governance, curriculum, student engagement, and societal expectations). The theory posits that the success of these institutions depends on the efficient interaction of these components, and their effectiveness depends on how well they can integrate with these broader systems while responding to local needs and global trends (Scott, 2008). This theory suggests that the role of HEIs should be viewed within

the broader context of their mandate nationally and internationally, as guided by existing regulatory frameworks in which they operate such as the education system, government policies, and international academic standards. The theory highlights the complexity of HEIs in the educational system, where changes in one part of the system can have ripple effects on other components. This study advances that the NUL educational system may be affected by other factors as well, emanating from other external elements which form part of the system which can impact on education development within the institution. This contributes to it failing to impact positively on the overall economic development of the country.

These theoretical frameworks discussed offer valuable insights into understanding the role of HEIs in education development. They emphasize the importance of HEIs in fostering economic growth, maintaining institutional legitimacy and stability, enhancing individual capabilities, and functioning as integral parts of broader educational systems. However, the challenges facing higher education institutions in developing countries limit the full realisation of these theoretical ideals (Bertram & Molotsi, 2021).

This study examines the contribution of NUL to the educational development of Lesotho and explores challenges and opportunities which exist for it to fully partake in the economic development of Lesotho.

LITERATURE REVIEW

The challenges and opportunities faced by Higher Educational Institutions (HEIs) are influenced by a variety of factors that shape the educational landscape. These factors influence HEIs' ability to provide quality education, adapt to change, and seize opportunities for growth and innovation. Matete (2016); Bertram & Molotsi (2021); and Mokhele (2022); and Jes Bella & Vijayashree (2024) have all highlighted some of the challenges facing HEIs to make a meaningful impact on educational development, including lack/limited technological advancements, financial constraints and shortage of teachers.

Technological infrastructure advancements

There are a myriad of challenges and opportunities that stem from the rapid pace of technological evolution, globalization, societal shifts and changing educational paradigms. Adapting to change, embracing technological advancements and prioritizing inclusivity and innovation are essential for higher educational institutions to thrive in the evolving landscape of education (Jes Bella & Vijayashree, 2024).

Technological infrastructure in Higher Education Institutions (HEIs) refers to the range of digital tools, platforms, and physical infrastructure required to support modern teaching, learning, and research. The lack of adequate technological infrastructure in HEIs affects both the quality and accessibility of education. According to Laurillard (2012), modern teaching and learning processes increasingly rely on digital tools such as Learning Management Systems (LMS), online resources, and virtual classrooms. Inadequate access to these technologies in many HEIs hinders the ability of the institutions to implement interactive, flexible, and student-centred learning methods. Furthermore, traditional teaching methods may dominate in institutions without access to appropriate technology, limiting the adoption of innovative pedagogical approaches. The relentless pace of technological innovation poses a formidable challenge to HEIs. "The traditional modes of content delivery are being redefined by digital platforms, necessitating institutions to continually update their pedagogical approaches and infrastructure" (Jes Bella & Vijayashree, 2024: p. 361).

In many developing countries students and educators face challenges such as poor Internet connectivity, a lack of personal devices, and limited institutional support for e-learning platforms. The COVID-19 era proved beyond reasonable doubt the situation in developing countries when many institutions could not proceed with face-to-face delivery; and technology for teaching and learning was far lagging behind. Dhawan (2020) noted that during the pandemic, institutions that lacked sufficient digital resources struggled with transition to online learning. This disparity between institutions with robust digital infrastructure and those without, created a divide in the quality of education delivered during the pandemic.

The inadequate technological infrastructure in HEIs also significantly affects research capabilities. Research in contemporary academia relies heavily on access to digital databases, advanced software, and collaboration platforms. Oyelaran-Oyeyinka & Adeya (2004) argued that without adequate ICT infrastructure, HEIs in Africa struggle to participate in global research networks, diminishing their contribution to knowledge production and innovation. In many cases, researchers in HEIs with inadequate technological infrastructure face delays in conducting research, challenges in accessing current academic literature, and difficulties in data analysis and dissemination. Mavhungu (2015) highlighted that institutions lacking robust digital infrastructures often produce lower research outputs and fail to engage in cross cutting-edge research that requires specialized tools and access to high-speed internet. Consequently, the technological gap inhibits their ability to compete globally in research and innovation, further perpetuating disparities between institutions in developing and developed regions. According to Harris (2015), the digital divide not only affected the ability of students and staff in under-resourced institutions to access online resources but also exacerbated existing socio-economic inequalities. Lesotho HEIs face similar challenges. Some of these challenges are beyond the institutional capability as they depend on the availability of resources.

Financial constraints

Financial constraints and budget limitations pose a significant obstacle to educational development in many developing countries. These limitations undermine the ability of Higher Education Institutions (HEIs) to uphold academic standards and invest in modern infrastructure (Psacharopoulos et al., 2017). Inadequate budgets in many countries impede the commitment to compulsory education, exacerbated by high public debt, poor governance, corruption, and a lack of organizational and managerial skills (World Bank, 2023). Furthermore, many developing countries grapple with governments lacking the financial resources and political will to improve school education (IMF, n.d.).

Shortage of teachers in HEIs

Another factor that impacts negatively on education development is the shortage of teachers. The shortage of qualified teachers in Higher Education Institutions (HEIs) has become a significant challenge, particularly in developing countries. This shortage not only affects the quality of education but also impairs the ability of these institutions to meet increasing enrolment demands, conduct meaningful research, and provide students with the necessary skills to compete in a globalized economy. One of the primary causes of teacher shortages in HEIs is insufficient funding. Many HEIs operate under tight budget constraints, which limit their ability to attract and retain qualified educators. The expansion of higher education systems in the face of limited financial resources has strained these institutions, leading to the underemployment of teaching staff and poor working conditions. This, in turn, discourages individuals from pursuing careers in academia, exacerbating the teacher shortage (UNESCO, 2024).

Similarly, the brain drain is also causing teacher shortage in many HEIs especially in African countries. Many highly qualified academics seek better employment opportunities abroad, where they can earn higher salaries and work in more conducive environments. This migration of skilled personnel has severely affected the capacity of these institutions to maintain an adequate number of qualified instructors, leading to vacancies that are difficult to fill (TheirWorld, 2025). This is compounded by the aging academic workforce mainly teachers. Many HEIs globally are experiencing a wave of retirements among their staff, and the recruitment of new, qualified teachers has not kept pace with the rate of those leaving the profession (Education International, 2025).

The shortage of teachers in HEIs has profound consequences for both the quality of education and institutional performance. One major impact is the increased workload for staff. Teachers in understaffed institutions are often required to take on additional responsibilities, including larger class sizes, more courses, and increased administrative duties. Shin & Cummings (2010) emphasized that this overburdening of staff reduces the time and attention they can devote to individual students and research, thereby diminishing the overall quality of education.

Another significant impact is the reduced student-to-teacher ratio, which can lead to overcrowded classrooms, limited academic support, and a lack of personalized learning experiences. In many cases, HEIs may have to rely on part-time or adjunct faculty to fill the gaps, which can compromise the quality and consistency of instruction (Boyd et al., 2006). Boyd et al. (2006) asserted that reliance on adjunct faculty is often associated with lower engagement and less institutional loyalty, further affecting the continuity of the educational experience.

Teacher shortages also negatively impact research output and innovation. Teaching staff who are overwhelmed with teaching responsibilities have little time or resources to devote to research, which is critical to advancing knowledge and contributing to national and global development. Sawyerr (2004) argued that without sufficient numbers of qualified teachers, HEIs in developing countries are unable to fulfil their research mandates, thereby limiting their contributions to global academic discourse and innovation.

FINDINGS AND DISCUSSION

NUL faces similar challenges to those faced by other developing nations including insufficient technological advancements, financial and human resources. All of this impact education development, and consequently the economic development of the country. HEIs play a crucial role in the advancement of the country by producing human capital that are resourceful in driving economic development in different sectors of the economy.

Technological advancement

Despite numerous efforts to increase the NUL technological capacity to enable the institution to catch up with the wave of globalisation in the 21st century, the respondents' views were that the institution remains crippled to advance. Findings reveal that there is lack of commitment from the university to ensure that more investment is made in advanced technology needed for teaching and learning. The study revealed that some of already existing computers are obsolete while many computer labs remain closed only because there is no staff to run such labs. Two labs full of computers have been dysfunctional since the COVID-19 pandemic, yet some students and teachers do not have their own to use. The facilities were used to support teaching and learning. A few responses reflected as follows:

Participant 3: *“The university lacks modern technology needed in teaching and learning in this fast technologically revolving world. Our ICT developments are not sufficient to support teaching and learning as is the case with other universities in the region”.*

Participant 15: *“We need more investment into technology so that we can advance. Unfortunately, this is an area that requires a lot of money which is not adequate because the university is supported by the government; this is a very little support which fails to accommodate all costs including salaries. We have to prioritize the needs and some necessary things like technology are compromised hence quality education is also at jeopardy”.*

Financial constraints

One of the findings was that lack of adequate funding at NUL exacerbated the already existing situation. The respondents were of the opinion that the institution is unable to replace an outdated infrastructure and increase educational resources such as technology used for teaching and learning, which has resulted in an inadequate learning environment. This has affected not only the students but also the staff, as they struggle to provide effective teaching with limited resources. The findings show that the financial constraints faced by the institution has led to overcrowding in some of the lecture halls because some cannot be used due to dilapidated furniture. Financial constraints impede the ability of the institution to expand its capacity to meet increasing enrolment demands. Moreover, there is inadequate support services for students. All of these negatively impact students as noted in the expressions below.

Participant 8: *“The university far lags behind with the necessary modern equipment for use in teaching and learning. The school has few computers which are outdated. Only a few students have their own gadgets to use during their study here and this affects their learning”.*

Participant 17: *“Insufficient funding hinder the university to modernize teaching and learning. Most lecturers still use notes from their notebooks in class to teach. Our classrooms do not have fitted modern technology that other universities have for teaching”.*

Participant 33: *“The finances are a problem because the university is unable to upgrade its deteriorating infrastructure including maintaining classrooms and labs in general. These affect students’ learning and teaching in general”.*

The responses above on how financial constraints affect education development at NUL, clearly indicate that the institution is facing serious challenges that temper with quality of teaching and learning critical for producing high calibre human capital necessary for the country’s economic development.

It was further established from participants that, there are budget limitations which restrict the capacity of the institution to engage in meaningful research and innovation. According to the participants, NUL depends on ever declining subvention from the government. There is little funding devoted for research despite research being a cornerstone of academic excellence. Participants indicated that it is through research and innovation that NUL can make a meaningful contribution to the economic development of Lesotho, by informing government policies geared towards this.

Shortage of teachers

From the study findings, it is apparent there is shortage of teachers at NUL. The participants indicated that the workforce is aging while others leave for greener pastures elsewhere. The university is constrained by the dwindling resources to replace those who are leaving and at the same time recruit new teachers. Consequent to this, there is a high student-teacher ratio at the moment. Some teachers teach up to 500 learners in a single class. The expressions below illustrate.

Participant 33: *“We teach large classes because there is shortage of teachers. Some teachers have retired and they are not replaced on time.*

Participant 20: *“Some of the problems that have to do with teaching emanate from financial constraints the university is facing”. Additional teaching staff positions cannot be created although student population is high mainly at first year level creating large classes for some teachers”.*

These responses affirm the shortage of teachers at NUL. This compromises the quality of education offered to students. Altbach & Salmi (2011) argued that strategic investments in higher education can help build sustainable teaching capacity and improve the overall quality of education.

Despite the theoretical underpinnings informing this study, which support capacity building through education, the NUL remains in an almost static position as compared to the vast developments in education happening in the 21st Century. Some of the constraints are systemic, beyond the institution, including the financial issues. The university is in a developing country where government prioritises other issues over educational development. Hence lesser and lesser financial resources allocations are made to cater for education development every year. Thus, HEIs in Lesotho, particularly those that are state institutions like NUL, are not able to advance like privately owned ones.

CONCLUSION AND RECOMMENDATIONS

Insufficient technological infrastructure and shortage of qualified teachers at NUL present a critical challenge to the education development that could significantly contribute to the country's economic development. Insufficient funding, brain drain, and an aging academic workforce contribute to teacher shortage, impacting the quality of education and research. Leveraging technology to support teaching and learning through the use of online platforms, blended learning, and virtual classrooms can alleviate some of the pressures caused by teacher shortages by enabling larger classes to be taught more efficiently. Laurillard (2012) argued that technology can be a valuable tool for scaling education, particularly in contexts where there are not enough teachers to meet student demand. Addressing these challenges faced by NUL will require increased investment and efforts to retain and support academic staff, and the use of technology to enhance teaching capacity.

The financial challenges faced by the university highlight the need for strategic planning and efficient resource allocation. NUL will need to prioritize investments in areas that will have the most significant impact on educational quality and outcomes. There is a clear need for external support, such as partnerships with private sector entities. These collaborations can help alleviate financial pressures and provide access to additional resources and expertise.

By implementing these strategies, NUL can mitigate the effects of teacher shortages and ensure that they continue to provide high-quality education and contribute to knowledge production needed for both Lesotho's economic development and the demands of the 21st Century.

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