

THE READINESS OF LESOTHO HIGH SCHOOLS'
MANAGEMENT TEAMS TO IMPLEMENT *THE
CURRICULUM AND ASSESSMENT POLICY OF 2009*

by

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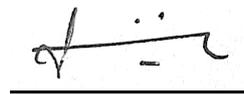
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“When God delivered Zion from the Bondage, it sounded like a dream” (Psalm 126.1). In the same spirit, the almighty God has been the pillar of my strength holding me by his hand from the beginning of this study to its completion. To the almighty God, I give glory and honour. Thank you so much that you considered me worthy of venturing into this study.

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SUMMARY

The dynamism of the contemporary life poses a constant need for many countries to adopt new education systems that empower their citizens to keep pace with the rest of the globe in various areas. To achieve this objective, many scholars, and researchers recognise the need for effective management in the education systems to support adaptation of the new educational systems.

Extreme poverty and high rate of unemployment, high rates of HIV and AIDS prevalence, as well as lack of proper skills in technical and managerial areas are among the most challenging issues affecting Lesotho. As such, to respond to these challenges, Lesotho enacted *CAP 2009* to guide the introduction and implementation of the new curriculum seen as the vehicle through which the country would respond to its challenges. Therefore, for its effective implementation, the School managers must be ready to support its implementation.

Guided by Critical Rationalism, this study focused on the readiness of the school management teams to implement *CAP 2009* in Lesotho schools. Two constructs of Rogan and Grayson (2003) theory of curriculum implementation were used. Rogan and Grayson (2003) propose that when the three constructs are well managed (although two are used in study), they can culminate in the effective implementation of a new curriculum in schools. Besides the theory, I used literature study, policy analysis and a survey, in an empirical study reinforced by mixed methodology strategy. Therefore, within the context of this study, the levels of operation of Rogan and Grayson theory of curriculum implementation constructs namely, Profile of Implementation and Capacity to support Innovation; and their sub constructs acted as standard pointers during the survey. These constructs helped to reveal the realities of the implementation of *CAP 2009* and the subsequent *IC* approach in Lesotho schools during the survey.

The survey revealed that the school management teams were moderately ready on the construct of profile of implementation, which encompasses the nature of classroom interaction, integrated curriculum and assessment. However, on the construct Capacity to support Innovation the survey revealed uncertainty coupled with some challenges manifested by the silences revealed in the policy analysis that may pose a threat to the school

management teams within their schools during the implementation of *CAP 2009*. These challenges include lack of resources, and inadequate training for the managers for them to play their roles effectively. The roles, which involve planning, leading, control and expertise.

Key words

School management team, integrated curriculum, policy implementation, curriculum implementation, Lesotho education

TABLE OF CONTENTS

Chapter 1 : Overview	1
1.1 Introduction.....	1
1.2 Rationale and statement of the problem.....	5
1.2.1 Research questions.....	6
1.2.2 Research objectives.....	6
1.3 Theoretical framework.....	7
1.4 Research design.....	8
1.4.1 Research Paradigm: Critical Rationalism.....	9
1.4.2 Research approach: Mixed Methods.....	10
1.4.3 Methods.....	11
1.5 Integrity of the research.....	17
1.5.1 Trustworthiness of the policy analysis.....	17
1.5.2 Reliability and validity of the survey.....	18
1.5.3 Validity.....	18
1.5.4 Ethical considerations.....	19
1.6 Delimitation of the Study.....	20
1.6.1 Demographic Delimitation.....	20
1.6.2 Scientific Delimitation.....	21
1.6.3 Geographical Delimitations.....	21
1.7 Significance of the study.....	22
1.8 Layout of the study.....	23
1.9 Conclusion.....	23
Chapter 2 : Theoretical perspectives.....	25
2.1 Introduction.....	25
2.2 Curriculum change internationally.....	25
2.2.1 Globalisation and the drive towards science and technology.....	26
2.2.2 Colonialism.....	27
2.2.3 Lesotho's educational reform.....	37
2.3 Integrated curriculum.....	40
2.3.1 The concept of an integrated curriculum.....	40
2.3.2 Challenges and strengths.....	41
2.3.3 Models of integrated curriculum.....	42

2.4	Curriculum implementation	48
2.4.1	Concept curriculum	48
2.4.2	Design phase.....	50
2.4.3	Dissemination phase	51
2.4.4	Implementing phase.....	51
2.4.5	Evaluation phase	53
2.5	Rogan and Grayson’s theory of curriculum implementation.....	54
2.5.1	Profile of Implementation	56
2.5.2	Capacity to support innovation	61
2.6	Managing the curriculum implementation	67
2.6.1	Management styles	67
2.6.2	Management tasks	70
2.7	Summary of the theoretical and conceptual framework.....	73
2.8	Conclusion	75
Chapter 3 : Analysis of Lesotho Documents.....		76
3.1	Introduction.....	76
3.2	Policy Analysis.....	76
3.3	Analysis of <i>CAP 2009</i>	77
3.3.1	Structure and aims of CAP 2009.....	78
3.3.2	Organisation of the Integrated Curriculum	80
3.3.3	Curriculum aspects	82
3.3.4	Implications for curriculum implementation	99
3.4	The Role of the School Management Team in Lesotho schools	103
3.4.1	Planning and decision-making.....	104
3.4.2	Ensuring good curriculum organisation	105
3.4.3	Leadership role	107
3.5	Silences in the documents.....	110
3.5.1	Involvement of the stakeholders in the development and implementation of the integrated curriculum	110
3.5.2	Provision of teaching learning materials.....	112
3.5.3	Conclusion	113
Chapter 4 : Views of the role players concerning the readiness of the SMT to implement Curriculum and Assessment Policy 2009		114
4.1	Introduction.....	114

4.2	Quantitative research.....	117
4.2.1	Data collection method: Questionnaires	117
4.2.2	Pilot Study.....	124
4.2.3	Quantitative data collection.....	124
4.2.4	Quantitative data analysis	125
4.3	Findings.....	127
4.3.1	Overview.....	127
4.3.2	Comparing the views of the Principals, the HoDs and the Teachers	130
4.3.3	Comparing views per gender.....	132
4.3.4	Comparing views of participants per age group	134
4.3.5	Comparing view of participants per qualification level	137
4.4	Discussion	140
4.5	Conclusion	142
Chapter 5 : The state of readiness of SMTs towards the successful implementation of the Curriculum and Assessment Policy of 2009 in Lesotho High Schools		143
5.1	Introduction.....	143
5.2	Overview of the study	143
5.3	State of readiness to implement CAPS 2009.....	146
5.3.1	Profile of implementation	146
5.3.2	Capacity to innovate.....	148
5.4	Recommendations.....	151
5.4.1	Training.....	151
5.4.2	Provision of resources	152
5.5	Reflection.....	152
5.5.1	My journey.....	152
5.5.2	Strengths and weaknesses	153
5.5.3	Suggestions for further research.....	154
5.6	Conclusion	154
Reference list		156
Addenda.....		185
Addendum A: Permission letter Ministry		186
Addendum B: Letter to Principal.....		187

Addendum C: Letter to the HoD	190
Addendum D: Letter to the teachers	193
Addendum E: Ethical Clearance Letter	197
Addendum F: Principal questionnaire.....	198
Addendum G: HoD questionnaire.....	204
Addendum H: Teacher questionnaire.....	209
Addendum J: Detail data.....	213
Addendum K: Declaration by Editor	223

LIST OF FIGURES

Figure 1-1: Map of Lesotho showing Leribe district	22
Figure 2-1: The figure above shows the multidisciplinary approach. Adapted from Yost (2012)	43
Figure 2-2. The figure above shows the interdisciplinary approach. Adapted from Yost (2012)	45
Figure 2-3: A transdisciplinary approach (Burns & Drake, 2004:5)	46
Figure 2-4: The diagram above shows curriculum phases. Adapted from slide player (Fao, n.d.)	49
Figure 2-5: Curriculum Implementation theory adapted from Rogan and Grayson (2003:1180- 1198)	55
Figure 2-6: Curriculum Implementation theory adapted from Rogan and Grayson (2003:1180- 1198) for my study.....	56
Figure 2-7: The figure above shows the cardinal functions of managers. Adopted from Hartzell (n.d.).....	71
Figure 2-8: Framework for my study	75
Figure 4-1: Aggregated scores on the two main constructs.....	128
Figure 4-2: Aggregated scores on the sub-constructs	129
Figure 4-3: Average responses of the different role players (n=144).....	141

LIST OF TABLES

Table 1-1: Summary of research objectives and the accompanying methods of data collection	12
Table 2-1: Comparing and contrasting the three approaches to integration (Adapted from Drake and Burns, 2004)	47
Table 2-2: Profile of implementation adapted from Rogan and Aldous (2005)	57
Table 2-3: Capacity to innovate (Rogan & Aldous, 2005)	62
Table 3-1: The five learning areas (Ministry of Education & Training, 2009, p. 21)	90
Table 3-2: The table shows the relationship between <i>CAP 2009</i> and Rogan and Grayson's constructs (2003) of curriculum implementation	101
Table 4-1: Main issues that emerged from theory, literature and policy documents	114
Table 4-2: Cronbach Alpha measure for the different questionnaires	120
Table 4-3: School sample	123
Table 4-4: Biographic data of the participants	123
Table 4-5: Comparing the views of the principals, the HoDs and the teachers with regard to items related to POI	130
Table 4-6: Comparing the views of the principals, the HoDs, and the teachers with regard to items related to CTI.....	131
Table 4-7: Comparing the views of the females to that of males with regard to items related to POI	133
Table 4-8: Comparing the views of the females and males with regard to items related to CTI	133
Table 4-9: Comparing the views of the different age groups with regard to items related to POI.....	134
Table 4-10: Comparing the views of the different age groups with regard to items related to CTI	135
Table 4-11: Comparing the views of the different age groups with regard to items related to POI	137
Table 4-12: Comparing the views of groups with different qualification levels, with respect to items related to CTI.....	138

LIST OF ACRONYMS

ACARA	Australian Curriculum, Assessment and Reporting Authority
ANOVA	Analysis of Variance
C2005	Curriculum 2005
CAP 2009	Curriculum and assessment Policy of 2009
CASS	Continuous assessment
CBE	Competence-Based Education
CNE	Christian National Education
COSC	Cambridge Overseas School Certificate
CTI	capacity to innovate
ECOL	Examination Council of Lesotho
HOD	Head of Department
IC	Integrated Curriculum
JMB	Joint Matriculation Board
LGCSE	Lesotho General Certificate of Secondary Education
MPSHS	Manual for the Principals of Secondary and High Schools
OA	Outside Agencies
OBE	Outcomes-Based Education
POI	Profile of Implementation
PRS	Poverty Reduction Strategy
RNP	Revised National Policy
SADC	South African Development Community
SMT	School Management Team
TSC	Teaching Service Commission
UDHR	Universal Declaration of Human Rights
UNCLES	University Cambridge Local Examinations Syndicate
UNESCO	United Nations Educational Scientific and Cultural Organization
USA	United States of America

CHAPTER 1: OVERVIEW

1.1 INTRODUCTION

Wallace and Priestly (2011:1) rightly argue, “[c]hange has become a mantra of modern day life, and education has not been immune to these tendencies”. The dynamism of modern life poses a constant need for many countries to keep pace with the rest of the globe in many areas. One of the areas that need change is the education systems of a number of countries, and Lesotho is not an exception in this case.

Presently, Lesotho’s greatest challenges include, among others, extreme poverty, a high rate of unemployment, high rates of HIV and AIDS (human immunodeficiency virus and acquired immunodeficiency syndrome) prevalence, as well as lack of proper skills in technical and managerial areas (Jacobs & Tlali, 2015: 82-85; Republic of Trinidad and Tobago, 2004, p. 2). The government of Lesotho realised that these challenges pose a threat for its sustainable development and, as a result, the government identified a need for a transformative system of education (Ministry of Education & Training, 2009:1). As such in its *Poverty Reduction Strategy* (PRS) of 2004/2005 - 2006/2007 under the focus area “Improve Quality and Access to Education” (section 9), the government of Lesotho committed to “improve the basic education, upgrade teacher qualifications and methods, and improve the relevance and quality of education”. Seemingly, the Lesotho government regarded an Integrated Curriculum (IC) as a problem-solving oriented education approach that could address its challenges. Concomitantly, Lesotho published the *Curriculum and Assessment Policy of 2009* (Hereafter *CAP 2009*), to guide the introduction and implementation of a new curriculum approach based on the principles of IC (Raselimo & Mahao, 2015:3).

Scholars have debated and discussed what ICs are (Drake & Burns, 2014:6). For instance, Magoma (2016:25) defines an IC as a strategy that teachers use to plan teaching that enhances learning across key learning areas. This perspective calls for more collaboration between teachers and learners in a school. Anderson (2013:1) defines it as an approach to education that integrates knowledge from different subject areas to facilitate learning. Brewer (2010:31) specifies that this approach blends or combines a subject with another

related subject area. The scholars seem to agree that in an IC, subjects are amalgamated of subjects under equal status, to form a coherent whole.

Scholars have also deliberated on the effectiveness of ICs (Thorburn, 2014:2-4). For example, Deluca, Ogden and Pero (2015:228) in their study on an IC in Canada found that the approach constructed bridges that are meaningful, showing connections in development and learning. In addition, Dambudzo (2015:12) who carried out studies on curriculum for sustainable development in Zimbabwe, found that this approach had the potential to respond to problems experienced in the environment, because the IC links teaching, learning and the environment, and challenges these (Ramalingam, Muthukrishnan, Palaian, Parasuraman & Islam, 2016:502-503; Park, 2008:308). On the other hand, scholars on IC pointed out some challenges associated with this approach. For example, Park (2008:315) while investigating on the integrated approach in Korea noted that major obstacles such as excess official duties, absence of facilities and lack of refresher courses, often hampered the actual implementation. In South Africa, critique against Curriculum 2005 (C2005), the South African version of an IC, was *inter alia* that the language in the curriculum was too complex (Reddy, 2017:157).

Regardless of its pitfalls, however, the United Nations Educational Scientific and Cultural Organization (UNESCO), of which Lesotho is a member, recommends that an IC is essential in order to maintain development in both advanced and emerging nations (Dambudzo, 2015:11). This is one of the reasons, according to Park (2008:308), why many countries have adopted an integrated approach to education. As such, UNESCO's recommendations for an IC underpinned the new curriculum development by the government of Lesotho through *CAP 2009*, which Lesotho government implemented starting in primary schools at Grades 1-7. By January 2018, Lesotho government expected all to learn through it (Ministry of Education and Training, 2012:1).

Regarding curriculum changes in Lesotho, Raselimo and Mahao (2015:1) noted that there had been numerous attempts to reform the curriculum before the Ministry of Education in Lesotho decided on the IC under study, but with little success (Raselimo & Mahao, 2015:1). Attempts to reform the curriculum started immediately after Lesotho attained its independence in 1966. However, it was only the diversification reform in 1974 that

introduced agriculture, home economics and technical subjects among the practical subjects as a way to equip learners with practical skills. Justifying the introduction of the practical subjects, Raselimo and Mahao (2015:3) report that the government of Lesotho envisioned this reform in order to realise the goals of being self-reliant through education. Another change was the core curriculum reform adopted in the early 1990's. The aim of its introduction was to increase the efficiency of education by focusing on organising the school curriculum into subjects with English, Sesotho and Mathematics elevated above other subjects (Ministry of Education, Sports and Culture, 1982). One important matter in both reforms that had not been resolved was the urgent need to localise examinations, which had been a matter of debate since 1962 (Raselimo & Mahao, 2015:3). For a long time, the Joint Matriculation Board (JMB) prepared the examinations and administered them in South Africa. However, on realising some of the weaknesses in the JMB in 1989, the Ministry of Education made a final decision to embrace the Cambridge Overseas School Certificate (COSC), administered by Cambridge University (Raselimo, 2010:28). However, the relevance of these examinations for the Lesotho context can be questioned. As such, in order to achieve its national educational development goals, the government of Lesotho, through its ministry of education replaced COSC with the *Lesotho General Certificate of Secondary Education* (LGCSE). This is a local qualification that "is being developed over a period of years in four main stages with the aim of aligning this qualification with the new curriculum (Examination Council of Lesotho, 2012:1)".

Implementing a new curriculum impacts severely on the schools, and good school management is an essential element to support this, as the managers are responsible to coordinate all the resources of the school (Rayner, 2007:49). De Wet, Monteith, and Van der Westhuizen (1981) cited by Nzimande (2005:5) explain that school managers are people occupying supervisory positions who are engaged in managerial activities notwithstanding their position in the hierarchy of the school or the nature and scales of the tasks assigned to them. According to the *Manual of the Principals of Secondary and High Schools*, the management of the school is vested in the School Management Teams (hereafter SMTs) comprising the Principal, Deputy and Heads of Departments (Ministry of Education, Lesotho, 1995:4). The responsibilities of the SMT include to direct the school (Van der Westhuizen, 2000:191), and work at a macro planning level involving the whole school (Mampuru, 2001:3). They have to coordinate the

school with other educational bodies (Bush, 2007:392), and create an environment that enables and supports teaching and learning (Gupton, 2003:53). Furthermore, SMTs have to coordinate and supervise all school activities (Ministry of Education and Training, 2006:7).

Among the most important aspects of the SMT is to manage the school curriculum (Ministry of Education and Training, 2006:7). Curriculum management requires a number of issues. These include ensuring that they solicit and manage the relevant and necessary materials (Mafora, 2013:119; Gupton, 2003:53), and drawing schemes of work showing their comprehensive knowledge relating to the realities of teaching and learning. They should also have clarity of purpose and vision (Van der Merwe, 2002:30-35). As the new curriculum follows an IC approach, Raselimo and Mahao (2015:7) argues that it specifically requires a learner-centred philosophy and methodology, and the SMT must take the lead. In addition, IC requires integration of subjects within learning areas (Ministry of Education and Training, 2012:3), which calls for sound organisation. Furthermore, the approach advocates for formative assessment with emphasis on continuous assessment (CASS), and monitoring of education progress (Ministry of Education and Training, 2012:4), as opposed to the traditional summative assessment (examinations). These roles therefore require the SMT to manage all these aspects in schools. Schools therefore require sound management systems to enable the SMT build the educational policy from the bottom up, thus enabling teachers and learners take part in shaping it. Mokgaphame (2001:7) supports this view by stating that a collective approach by all role players, supported, guided and informed by good management practice, could translate into quality education.

Schools must prepare in advance implement a new curriculum. The *Manual for the Principals of Secondary and High Schools* of 2006 (hereafter *MPSHS 2006*) in Lesotho alludes to the importance of contextual and material support in the schools. The Ministry of Education and Training (2006:7-11), and Babaci-Wilhite (2015:23) indeed echo that curriculum changes should prioritise both contextual and material support, and point out that failure to do so are likely to produce poor results. This points once again to the crucial role for the SMT. Its readiness before the implementation of the new curriculum is therefore decisive as the accountability and responsibility of the actual implementation of the curriculum in the school rest on its shoulders. Clearly, SMTs in Lesotho have to take the lead to implement the new

curriculum. Glanz (2006:8), who asserts that SMTs must take the lead when implementing a new curriculum, supports this view.

1.2 RATIONALE AND STATEMENT OF THE PROBLEM

From this brief exposition, I concluded that the feasibility and the effectiveness to implement a new curriculum would largely hinge on the role that the SMTs are playing in schools. This study started barely a year before high schools in Lesotho were supposed to embrace a new curriculum starting with the first year of the Secondary School (Grade 8) and gradually phasing it in yearly to all classes. My understanding at the onset of this study was that the new curriculum demands the availability of physical facilities, prepared staff, and a conducive teaching and learning environment that supports a learner-centred approach, amongst other things. I thus assumed that prior to its implementation; the SMTs would have been fully knowledgeable of all aspects of the curriculum. This would have included the organisation, philosophy, language policy, assessment, and the overall integration required by *CAP 2009*. In addition, SMTs should have ensured that all resources needed for the change are available and that all stakeholders, such as parents and non-governmental organisations, are already in the loop as well, to ensure that there is a smooth transition to the new curriculum.

However, I observed that there was little evidence in the preceding years to show their readiness towards its successful implementation in Lesotho schools. Being a teacher in one of the high schools in the suburbs of Maputsoe town, I visited one of the high schools in my district, which was piloting the new curriculum. The aim for my visit was to find out how the school was implementing the new curriculum. Through observation and a brief discussion with the principal, I noted that there was little information available regarding the new curriculum even though this was a pilot school. The school lacked the resources to facilitate the implementation. Furthermore, teachers lacked the needed knowledge and skills to implement *CAP 2009* using an IC approach. Looking at other schools that were to implement the new curriculum, I was concerned that at face value, there seemed to be no evidence of readiness to implement the new curriculum. My subjective impression was that there was no immediate evidence that schools met all the requirements discussed above. This meant that if my brief observation was correct, educators throughout the country would be facing serious challenges when implementing the new curriculum.

In considering the importance of the role of SMTs to manage and lead the process of implementation, and my own limited observation about the readiness of Lesotho schools to implement the new curriculum, I pose this cardinal question:

What is the state of readiness of the SMTs towards the successful implementation of the *Curriculum and Assessment Policy of 2009* in Lesotho's high schools?

1.2.1 RESEARCH QUESTIONS

Towards answering the main question, I pursued the following secondary research questions:

1. How do theory and literature guide me to analyse the role of the SMT in the implementation of *CAP 2009*?
2. How is the role of SMT in the curriculum implementation portrayed in relevant Lesotho government documents?
3. To what extent role-players at schools perceive SMTs ready to implement the new curriculum, prior to its implementation date?
4. What insights can I gain from the study concerning the readiness of the SMTs to successfully implement *CAP 2009*?

1.2.2 RESEARCH OBJECTIVES

The objectives for this study are:

1. To review literature towards a theoretical and conceptual framework that can guide me to analyse the role of the SMTs in the implementation of the *Curriculum and Assessment Policy 2009* in Lesotho High Schools.
2. To analyse *Curriculum and Assessment Policy 2009* and simultaneously draw on the *Manual for Principals of Secondary and High Schools* to contemplate implications for SMTs in implementing the new curriculum.

3. To analyse the views of role players at schools regarding the readiness of the SMT to implement *Curriculum and Assessment Policy 2009*, prior to implementation.
4. To synthesise the insights gained from the study concerning the curriculum implementation.

1.3 THEORETICAL FRAMEWORK

According to Troudi (2010:1), a theoretical framework is an intellectual structure, which guides and informs the researcher's view of the data. Grant and Osanloo (2014:13) relate theory to the term "blueprint" for the whole research study. In addition, a theoretical framework assists as a guide on which to build and support the study, and offers the structure to define the philosophical, epistemological methodology and analytical approach. Scholars such as Grant and Osanloo (2014:18), Cooper and Schindler (2011, p. 36) and Lahore and Smith as cited in Imenda (2014:188), agree that the theoretical framework provides structure and guidance in formulating the research questions. This implies that a theoretical framework provides the lens for the investigator through which to view the phenomenon under study in a particular way.

My study relied on a post-positivist Theory of Curriculum Implementation suggested by Rogan and Grayson (2003). I consider this theory relevant and applicable for the analysis and implementation of the new curriculum in Lesotho even though the authors developed this theory for the implementation of science in South Africa. Rogan (2007), Aldous and Rogan (2009) and Rogan and Aldous (2005), used this theory on curriculum implementation in South Africa and came up with enlightening insights. I am convinced that even though their studies focused on implementing science in South African schools, their findings and recommendations are pertinent to analyse the implementation of *CAP 2009* as well as the *MPSHS 2006* in Lesotho. I also drew from this theory, supplemented by constructs from my literature study and policy analysis, to analyse the survey data.

Rogan and Grayson (2003:1186) are of the view that the effective implementation of a curriculum can be determined through three constructs. The first construct is the *profile of implementation (POI)*. This construct focuses on the classroom interaction between the

teacher and learners, the methods of teaching, and various ways of assessing the learners (Rogan & Grayson, 2003:1202). The second construct, namely the *capacity to innovate (CTI)*, focuses on the physical resources, teachers' factors, learners' factors and the school ethos and management (Rogan & Grayson, 2003:1186). The last construct is *outside agencies (OA)*, and deals with the support to implementation that emanates from the outside of the school environment. This may relate to inspections by the ministry, staff professional development, and extra external support to both teachers and learners (Rogan, 2007 :100). Each of the three constructs has subsections that I discuss in detail in Chapter 2. My study however, does not include the third construct, outside agencies, because it is not within the scope of this study, which focuses on implementation in schools.

I however, supplement the above constructs with constructs that I obtained from the literature, and based on these provide a conceptual framework at the end of Chapter 2.

1.4 RESEARCH DESIGN

In the section that follows, I discuss my research design in detail. Studies often have a separate methodology chapter. However, I opted to follow the example set by Sekese (2012) and others, who already provide comprehensive information in Chapter 1, supplemented by a methodology section in each relevant chapter of the study, providing information that applies to that chapter in a just-in-time fashion.

In this study, I align myself with the stance of Briggs (2014:15) and Kothari (2004:7) that methodology relates to a systematic method of solving the research problem. According to Kothari (2004:7), methodology generally focuses on the logic behind the various steps the researcher follows in studying the problem. As such, it involves the research strategy, methods and approach that guide the study. A particular lens informs this strategy, which in the case of my study is Critical Rationalism. I follow a mixed-method research approach, albeit not in the popular sense of using both interviews and surveys. I discuss the detail of all this in the following sections.

1.4.1 RESEARCH PARADIGM: CRITICAL RATIONALISM

A paradigm refers to a system of thinking, or a way to observe the world (Neuman, 2011:94; Le Roux, 2011, p. 10). In other words, Willis (2007:8), and Troudi (2010:1) state that a paradigm is a framework that guides the researcher during a study. This implies that a paradigm may refer to the research question, the objectives, theory and the methodology that guide this study. Guba and Lincoln (1994:107) postulate three philosophical suppositions that constitute the basic assumptions informing the development of a study, namely ontology, epistemology and methodology. While ontology relates to assumptions about the nature of reality, epistemology relates to the connection between the knower and the would be known. The former refers to what is seen as 'real' while the latter refers to the structure of knowledge about that which a person perceives to be 'real'. Methodology is concerned with the approach to a research study and subsequently informs the researcher's selection of research methods. Critical Rationalism, informed this study, which by implication influenced my ontological, epistemological and methodological assumptions.

As a Critical Rationalist, I based my study on the reading of Karl Popper's work and that of other scholars who emphasise the need to engage in critical discussion, whereby people can listen, accept and learn from mistakes and criticisms. Critical Rationalism is a philosophical research paradigm, which developed out of positivism. Unlike positivism, where the focus is on theory verification, Critical Rationalism focuses on theory falsification (Chilisa & Kawulich, 2015:7-8). Popper's Critical Rationalism begins by rejecting induction as a scientific method (Popper, 1959:260). The actual method of science, Popper maintains, is a continuous process of conjectures and refutation (Miller, 2014:1). Popper takes a sceptic stance, opposes conventionalism, and argues for general relativism in science and in human affairs. He is an advocate for, and firm defender of, an 'open society' and relentless criticiser of absolutism in all of its forms. Popper believes that an attitude of reasonableness can only prevail if we give up authoritarian attitudes towards knowledge and believe in the fallibility of reason (Ateeq, n.d.:110). This stance accepts that the observation of the researcher influences the researcher's theories, background knowledge and values (Robson, 2002:624). In addition, Thomas and Bryan (2011:3-5) state that human knowledge is based not on *a priori* assessments from objective individuals, but rather upon human conjectures. As such, human beings can never claim to have complete knowledge of everything. This means that even if I

obtained information for my study from relevant educational stakeholders, I would never have full knowledge of the situation at the schools.

Deduced from the above and in order for me to make a conclusion about the readiness of SMTs to implement the new curriculum in their schools, my prior knowledge about curriculum implementation was necessary but not comprehensive. Framed within Critical Rationalism, I focused on searching for signs that were valid and reliable in terms of readiness to implement the new curriculum, rather than to generalise my findings (Nieuwenhuis, 2007:65). The notion of human fallibility is not only one of the important views of Critical Rationalism, but it also informed my assumptions that underpin this research study. Informed by this lens, my assumption was in conformity with Perera and Sutrisna (2010: 602) who assert that reality exists but can only be imperfectly perceived “because of flawed human intellectual mechanisms and the fundamentally intractable nature of phenomena”. I consider both myself and the research subjects involved in this research as fallible. As such, I accept that I can only produce the approximate truth about the readiness of the SMTs to implement curriculum at the school level. Cognisant of a fallibilist epistemology, I agree with Mertens (2010:12) that Critical Rationalist researchers base their understanding of truth on probability, rather than certainty. As such, in order for them to understand the truth, they keep modifying their claim.

Working with the supposition that reality does not occur in a vacuum and that objectivity remains an unattainable ideal (Nieuwenhuis, 2007:65), I was conscious of the actions of people, knowing that their actions are a product of their own environments. I did not base my knowledge of curriculum implementation on inevitabilities, rather I attempted to find reliable and valid evidence of implementation as this would inform my recommendations in the appropriate chapters to the necessary bodies in charge of formulating and implementing the new curriculum in Lesotho schools.

1.4.2 RESEARCH APPROACH: MIXED METHODS

Imenda (2014:192) defines mixed methods as a study in which the researcher uses both the quantitative and qualitative research methods in the same study. In addition, Johnson and Onwuegbuzie (2004:20) state that for a study to qualify, as a mixed method design there must be an integration of the findings. They argue for example that in one study, a researcher

might conduct a qualitative phase to inform a quantitative phase, sequentially (or vice versa), or if the researcher takes qualitative and quantitative concurrently, at a minimum, the researcher must integrate the findings. It implies that the use of a mixed method places the researcher in a better position to understand the research problem, and give a more balanced conclusion about the problem under study. To support this view, Creswell, (2003:23) argues that a mixed method approach is very good especially for a researcher who loves the flexibility of qualitative research as well as the structural nature of a quantitative approach.

Although there are numerous benefits advanced for using a mixed research approach (Johnson & Onwuegbuzie, 2004:15), its idea of “completeness” motivated me. Doyle, Brady and Byrne (2009:178) argue that using a mixed methods approach to research gives a more complete and comprehensive image of the study phenomenon. As such, I used an informal qualitative approach to inform the purpose and objectives of the study, and to obtain relevant background information related to this study. I also used a qualitative approach to analyse *CAP 2009* while simultaneously drawing on the *MPSHS 2006* to contemplate implications for SMTs in implementing the new curriculum. The quantitative approach assisted me to gather data via questionnaires during the survey. These questionnaires enabled me to elicit and interpret the data relating to the role-players’ views on the readiness of the SMTs to implement the new curriculum in Lesotho. The fact that I used both qualitative and quantitative methods qualify this study as a mixed method research study. I was convinced that although I could not claim complete knowledge regarding curriculum implementation, the approach would provide me with some insights about the theory and the realities that exist in Lesotho schools regarding curriculum implementation. I will now briefly explain each of the methods that I used in the study.

1.4.3 METHODS

I used various methods to accomplish my objectives (cf. 1.2.2). Before I elaborate on the various methods, their relation to the specific objectives are summarised as follows:

Table 1-1: Summary of research objectives and the accompanying methods of data collection

Research objective	Research Method
To review literature towards a theoretical and conceptual framework that can guide me to analyse the role of SMTs in the implementation of <i>CAP 2009</i> in Lesotho high schools.	Literature study
To analyse <i>CAP 2009</i> and simultaneously draw on the <i>MPSHS 2006</i> to contemplate implications for SMTs in implementing the new curriculum.	Critical Policy Analysis
To analyse the views of role players regarding the readiness of SMTs to implement <i>CAP 2009</i> , prior to implementation.	Survey
To synthesise the insights gained from the study concerning the curriculum implementation.	Synthesis

I discuss each of the methods below.

1.4.3.1 LITERATURE STUDY

As indicated in Table 1-1, I first did a literature study. The literature study refers to an overview of what existing scholars know about a particular topic (Mouton, 2014:87). Fouché and Delport (2005:123) elucidate that the main goal of a literature study is to shed light on the identified problem. The literature study therefore enabled me to conceptualise issues that relate to curriculum implementation.

I approached the literature study by scrutinising published books, government publications, academic research journals, dissertations and reports as relevant primary sources. Naoum (2002:19) highlights the importance of primary sources because they involve original research. Creswell (2009:89) supports the use of primary sources, pointing out that they provide information about the past and present. In addition, Nieuwenhuis (2014:84) encourages the use of textbooks, newspapers and information on the internet, which often form secondary sources. As such, I scrutinised relevant primary and secondary sources for information for my study.

My literature study includes the detail and views on Rogan and Grayson's theory (2003) of curriculum implementation (cf. 2.5) which hinges on three constructs, namely *profile of implementation*, *capacity to innovate*, and *outside influence* (Rogan & Grayson, 2003:1181). I argue that the relationship between the three constructs shapes and determines the extent of the readiness of schools to implement a new curriculum. In the context of their sphere of

influence, of particular importance is the *profile of implementation* and the *capacity to innovate*, as these refer to role-players within the school as organisation. This enabled me to draw up a theoretical and conceptual framework to make sense of the role of the SMT in curriculum implementation to guide my policy analyses, to conduct my surveys and consequently to form conclusions about the state of readiness of the SMTs to implement the new curriculum in Lesotho schools.

1.4.3.2 POLICY ANALYSIS

According to the Macmillan English Dictionary for Advanced Learners (2002:1090), a policy is “a set of plans or actions a government, political party, business or other groups” decide on. It implies a decision made by a group. Defining policy analysis, Walker (2000:12) highlights the rational and systematic nature of policy choices in the public sector. By implication, policy analysis could be a technique, which governments use to evaluate the available options to implement its goals. Taylor in Jie (2016:1) states that policy analysis is the “study of what governments do, why and with what effects”, recognising that institutions “at all levels of the education system are effectively part of a public system, even if they are not formally in the public sector”. Policy analysts subsequently provide two major fields concerning policy analysis namely, *analysis of the existing policy* and *analysis for new policy*. On the same note Olssen, Codd and O’Neill (2004:72) assert that *analysis for policy* deals with specific policy recommendations and provide information to the policy makers, while *analysis of policy* scrutinises the procedures of policy design and development, and the effects of the policy on various groups of people.

Given the nature and the purpose of this study, I did an analysis of two official Lesotho policy documents, which contain government directives. I needed to understand why *CAP 2009* was developed at a particular time, what was expected, and assess the role of the SMTs to implement the new curriculum. This study therefore brings together issues of curriculum as well as school management in view of policy implementation. I subsequently examined the *CAP 2009* document and drew on the *Manual for Principal of Secondary and High Schools 2006* to contemplate implications for the SMTs in implementing the new curriculum.

I was convinced that an analysis of policy would trigger new insights to contemplate the role of SMTs in the new curriculum implementation in Lesotho high schools. Additionally, I

anticipated that through an analysis I would be able to identify the gaps, silences and possible contradictions that exist within and between the two official government documents. I assumed that the analysis of these official documents, supported by literature, would inform the survey to describe the reality of the role-players in the schools.

1.4.3.3 QUANTITATIVE SURVEY USING A CLOSED QUESTIONNAIRE

Quantitative research strives towards a formal, objective, systematic process (Burns & Grove, 2001:26), uses numerical data (Babbie, 2016:26) and allows examining relationships among variables (Creswell, 2009:4). As such, I took a quantitative survey approach in this study to establish the level of readiness of SMTs to play their roles in implementing a new curriculum in the high schools of Lesotho. Burns and Grove (2001:248) assert that a quantitative research approach helps the researcher to detect glitches in current practice with the view to improve practice outcomes. I therefore used descriptive techniques to establish the role players' views on the readiness of SMTs to implement the curriculum, and then used inferential techniques to establish relationships between their views and demographic profiles (cf. 1.4.3.3(b)), drawing from survey data.

A survey in research refers to the use of questionnaires or interviews to assess the position, opinion, beliefs or attitudes of a known population (McMillan & Schumacher, 2001:602). There are three specific techniques in survey studies. Firstly, surveys often use printed questionnaires, which, according to Babbie cited in Acharya (2010:2), contain a series of written questions or statements that participants respond to. The second approach uses verbal surveys, which consist of collecting data by asking the participants a list of questions (Abawi, 2013:11). The third approach is interview surveys, which are brief interviews and discussions with individuals about a specific topic (Beam, 2012: xv).

I deemed using a closed printed questionnaire most appropriate for my study because of its main characteristics, namely that it can take care of a relatively large number of participants, pose the questions in a standardised way, and because it is relatively easy to measure quantifiable variables linked to the conceptual framework (Maree & Pietersen, 2007, p. 55; Milne, n.d.:52). In addition, it permits a wide coverage at a minimum expense of time and money and it is useful in the situation where it is impossible, or not preferred, to personally conduct interviews (Milne, n.d.:52).

I constructed three closed questionnaires. Denscombe, (2010:166) attributes closed questionnaires to the research instruments consisting of pre-set questions which the researcher uses to solicit data from the participants. Therefore, three sets of questionnaires were prepared one for principals¹, for heads of departments and for teachers. All questionnaires consisted of a section on biographical data, knowledge on the theory and practice of IC, perception of the SMT and general information. Participants independently ranked their degrees of agreeing or disagreeing with the statements posed on the questionnaire on a scale.

a) Sampling

Sampling refers to the process of going from the part to the whole (Ary, Jacobs & Sorenson, and 2010:148). Trachoma (2006) states that “sampling is the process of selecting units (e.g. people, organisations) from a population of interest so that by studying the sample we may fairly generalise our results back to the population from which they were chosen”. I selected the schools using a type of nonprobability sampling technique known as convenience sampling, selecting members of the target population who meet specific criteria (Dornyei, 2007:4). Etikan, Musa, and Alkassim (2016:1) are critical of this sampling technique, as it does not give all the individuals in the population the same chance of being selected, resulting in possible bias. However, Dornyei (2007:4) argues that its easy accessibility, geographical proximity, availability at any given time or the willingness of the participants to be included for the purpose of the study makes sampling ideal for small research studies. Indeed, it was convenient for me in this study. I knew the 20 schools where I was to conduct this survey, and I purposively selected some of them. I selected the participants (principals, HoDs and teachers) with a particular purpose in mind, based on my own knowledge, expertise and judgment. The teachers targeted were those who taught at the Secondary level (Form A-C), and at least one teacher had attended a workshop on an identified compulsory subject known as Life Skills. I was interested in the views of those teachers regarding this subject because

¹ In cases where the principal was not available, the deputy principal completed the questionnaire. Where I refer to principals in terms of the survey it also included such deputy principals.

the Ministry of Education only introduced this subject halfway through 2017, and implemented it as a compulsory subject in all Lesotho high schools in the same year.

In this case, a sample is a small group that a researcher observes during the study (Ary, Jacobs & Sorenson, and 2010:148). The rationale behind using purposive sampling was that members of the 20 schools I chose are representative of the larger population who met the purpose of the study. Although convenient, I purposefully sampled the principals, HoDs and teachers from different schools, but schools with similar characteristics as those not sampled, which were also earmarked to implement the new curriculum. As such, I believe the principals, HoDs and teachers from those 20 sampled schools are sufficiently representative of the whole population under this study. Still, based on the non-probability sample, I do not claim generalisations. Rather, in line with my paradigm, I claim to be closer to the approximation of the truth regarding the phenomenon of readiness to implement the policy.

b) Numerical data analysis

Neuman (2006:14) recommends that after collecting the questionnaires, a quantitative researcher should carefully record and verify the information, and transfer the data to a computer-readable format. After collecting the data, I entered all the data on MS Excel, and checked it. Neuman (2006:343) further indicates that during the data analysis phase, the researcher should provide charts, graphs and tables to give the reader a condensed picture of data. I therefore tabulated the results for different variables in the data set and aggregated the items per construct to get a descriptive overview. This process gave me a broad picture of my data and assisted me in identifying preliminary patterns (Ary, et al., 2010:105). I then employed the IBM SPSS software, which is capable of a wide variety of statistical analysis to establish relationships between the variables and the outcomes of the survey (The University of Sheffield, 2018; Greasley, 2008:13-14).

i) Descriptive statistics

I first used descriptive statistics (frequency, mean, standard deviation) mainly to give summary information about the number of participants, including gender, qualification, and work experience. According to Johnson and Christensen (2004:434), descriptive statistics are used to analyse quantitative data by describing and summarising a particular set of data. I

drew frequency tables from the demographic information to describe my sample. However, I also drew summative tables on the different variables from the Likert scale items. Because of the volume of the detail, I put these in an addendum, but summarised it using bar charts. I then used statistics to gain a deeper understanding of the different views on the constructs. Although we typically use statistics in inferential statistics, I did not use them to infer, but rather to compare towards a better understanding of the phenomena and constructs.

ii) Student's t-test and one-way Analysis of Variance (ANOVA)

Significance Testing is a type of inferential statistics in which the analysis goes beyond just describing the numbers provided by data from a sample (Mordkoff, 2016:1). Therefore, to determine the views of different sets of role players regarding the readiness of SMTs in the implementation of *CAP 2009* in Lesotho as stated in the third objective, I calculated and compared the views of different educational role players using the data. Where I compared two groups, I used the *student's t-test*, which indicates the statistical significance of the differences in means between two data sets (Mertens, 2010:406). In the case of more than two groups, I used a *one-way Analysis of Variance (ANOVA)* (Mertens, 2010: 406). By using these two statistical tests I was able to compare the differences of perception among the participants as far as implementing *CAP 2009* in schools is concerned.

1.5 INTEGRITY OF THE RESEARCH

The integrity of the research refers to the method of proposing, performing and evaluating research, with particular attention to the rules, regulations and guidance (Panigrahi, Darun, Waris & Kumar, 2017:462). This being both a qualitative and quantitative study, I adhered to issues of trustworthiness, reliability and validity, and considered ethical issues.

1.5.1 TRUSTWORTHINESS OF THE POLICY ANALYSIS

Trustworthiness relates to the way in which a qualitative researcher convinces the audience to consider his or her findings to be of importance, and that the study itself is of substance (Maree, 2007:297). Therefore, to ensure trustworthiness, I consulted reputable publications during my literature review in order to guide my policy analysis. The researcher should ensure credible research through adequate engagement with the data (Merriam, 2009:219),

consistency by leaving an audit trail (Merriam, 2009:221-223), and transferability through thick descriptions (Merriam, 2009:227). I discussed the details of particular importance to a policy analysis in Chapter 3.

1.5.2 RELIABILITY AND VALIDITY OF THE SURVEY

In quantitative research reliability and validity are of the utmost importance,

1.5.2.1 RELIABILITY

The reliability of an instrument means in the first place that if the researcher administered the same instrument to different subjects from the same or a similar population, the outcomes should be the same (Heale & Twycross, 2015:66; Maree, 2007:215). Reliability also refers to the consistency in item responses across the constructs as well as consistency in test administration (Creswell, 2009:233; Heale & Twycross, 2017:66). As I constructed my own questionnaire and used it for the first time in the course of this study, I cannot claim consistency in the sense that the instrument yielded the same results when used at different times. What is relevant is therefore the internal reliability, namely the consistency in terms of constructs, flowing from the ability of the researcher's design to test the study objectives (Bordens & Abbot, 2008:114). As such, *internal* reliability assesses the consistency of the results of the study across items within a test. In order to assess this consistency, I calculated the Cronbach Alpha coefficient, and I discussed the results in Chapter 4.

1.5.3 VALIDITY

Validity refers to the extent to which an instrument measures what it claims to measure, and for whom it is appropriate (Mertens, 2010:383), and whether one can draw meaningful and useful inferences from scores on the instrument (Cresswell & Plano Clark, 2007:235). To ensure validity, I constructed three questionnaires based on my conceptual framework, derived from my theory and the literature review as well as the policy analysis. The questionnaires specifically cover the two constructs from Rogan and Grayson (2003) that I focus on, namely *profile of implementation*, and *capacity to innovate*. This way I was certain that the questionnaires would elicit information that is relevant for this particular study. I also aligned the questionnaires with the content of the two relevant Lesotho policies, namely *CAP*

2009 and the MPSHS, 2006. I discuss the detail of the strategies to enhance specific types of validity in Chapter 4.

1.5.4 ETHICAL CONSIDERATIONS

A researcher must ethically protect the rights and welfare of the participants who take part in a study. This could include issues of physical and mental discomfort, harm, and danger (McMillan & Schumacher, 2006:16). Sikes (2004:32) warns that in doing a research study the researcher should take all possible precautions to avoid harming and doing wrong to anyone touched by the study. Bearing this in mind, I considered the following issues in this study, particularly with regard to the quantitative part of the study:

1.5.4.1 INFORMED CONSENT AND VOLUNTARY PARTICIPATION

Informed consent refers to an ethical and legal requirement for research involving human participants (Jonodia & Udupa, 2013:134). Marshall, Adebamowo, Adeyemo, Ogundiran, Vekich, Strenski, Zhou, Prewitt, Cooper & Rotimi (2006:1989) state that voluntary participation relates to the participant's exercise of free will deciding whether to participate in a research activity. It implies that the researcher must give all the information relating to the study to the potential participants, emphasising the importance of their participation. At the same time, participants should be made aware that their participation is purely voluntary. Therefore, my first step was to seek ethical clearance from the University of the Free State, allowing me to carry out my study. Thereafter I sought permission from the Lesotho Ministry of Education, through the education office in Leribe. Lastly, I asked for permission from the principals of the schools where I was to carry out my study, requesting them to allow me to talk with the Heads of Departments, and some teachers. Once I had the clearance of the school principals, and having explained the purpose of my study, I made initial contact with potential participants at the different schools. I provided them with all information pertaining to the study. I gave the participants the questionnaires, the information letters, and the forms to sign if they agreed to take part in the research. I exerted no pressure on them to take part. Once they had completed the forms, I asked for their phone numbers with the assurance that I would use those only to call them to confirm the day and time for me to collect the completed questionnaires.

1.5.4.2 PRIVACY, CONFIDENTIALITY AND ANONYMITY

For me to carry out my study, I had to assure the participants that I would respect their privacy, confidentiality and anonymity. I assured the participants that I would protect their identities and their schools by not recording their names in my study. I did not put a mark or numbers on the questionnaires that could link a particular participant to a particular questionnaire. I emphasised that they should write neither their own name nor the name of the school on the questionnaire. I gave an envelope to each of the participants in which to put their responses and then seal the envelopes. I did so to ensure that nobody else had access to the information I obtained from the participants. After data collection, I aggregated the data, making it impossible to identify any school or participant.

1.5.4.3 PARTICIPANTS' RIGHT TO DECLINE

This relates to the right of any participant to accept or refuse to take part in the research study (Mouton, 2014:243). As such, I was aware that the potential participants could either accept or refuse to take part in this study. In addition, I was aware that the potential participants were at liberty to withdraw from the participation at any point even if they had initially accepted to take part in the study. I informed the participants of these two issues. Besides the information letter I provided to them I also gave each participant, another letter and a consent form, clearly stating that they were at liberty to take part in the study or not. In addition, even if the participants initially agreed to take part in the study, they were at liberty to withdraw from participating in the study at any time.

1.6 DELIMITATION OF THE STUDY

The delimitations of a study refer to those features that arise due to the limitations in the scope of the study and to deliberate decision to include issues, and exclude others during the plan and development of the study (Marilyn & Goes, 2013:3). It refers to boundaries that the researcher sets for the study. In this section, I refer to the demographic, scientific and geographic delimitations of this study.

1.6.1 DEMOGRAPHIC DELIMITATION

The focus of this study is on the readiness of SMTs to implement *CAP 2009* in the high schools of Lesotho. My rationale for concentrating on SMTs stems from my strong conviction that

SMTs have a professional role to guide the school community in implementing among others, new programs in their schools. Haney (2014:4) attests to this fact when arguing that the SMT as a leadership body influences any changes in the school by ensuring that each school member contributes to the success of the new changes. Contextually, SMTs have a pivotal role to play when it comes to the implementation of *CAP 2009* in Lesotho high schools.

1.6.2 SCIENTIFIC DELIMITATION

According to Cochran and Mahone (2014:3), policy is an overall framework within which government takes actions to achieve public goals. Ozga (2000:2) perceives policy as a “process rather than a product”, as it involves negotiations, contestations or struggles between different groups “who may lie outside the formal machinery of policy-making”. Policy processes and curriculum processes are very similar; therefore, we can perceive curriculum implementation as a form of policy implementation. Authors such as Hartshorne (1999:5) and Putt and Springer (1989:45) attribute policy implementation to the actions of the government, aimed at securing particular outcomes, and therefore as a product. Putt and Springer (1989:44) regard policy implementation as the series of activities and decisions that transform policy statements into practice. The study of policy would therefore entail a study of policy processes, including policy-making and policy implementation.

In this study, I analyse two official government policies, namely *CAP 2009* and the *MPSHS 2006*. By means of a policy analysis, I was able to contemplate the implications for SMTs to implement *CAP 2009* in Lesotho high schools. Given the important and central role of policy analysis for the achievement of the research aim, I demarcated this study to Education Policy Studies. Still, I acknowledge that I had to draw from Curriculum Theory as well as theory on Education Management, and how these meet together within the mentioned policies.

1.6.3 GEOGRAPHICAL DELIMITATIONS

I conducted my study in the district of Leribe, in Lesotho. Leribe district is located in the northern part of Lesotho. It borders Butha-Buthe district in the north, Ficksburg (South Africa’s Free State province) in the west, Thaba Tseka district in the southeast, Mokhotlong, district in the east and Berea district in the southwest. The district has an area of 2,828 Km² with the population estimated at approximately 337,500 in the year 2016. There are two

main towns in the district, namely Maputsoe town, near Ficksburg at the South African border, and Hlotse town in the north. I conducted my study in these two towns because they were not far from where I stay. Maputsoe town is 6.9 kilometres, and Hlotse is 21 kilometre from my home. The map that follows shows the location of Leribe district in Lesotho.



Figure 1-1: Map of Lesotho showing Leribe district²

1.7 SIGNIFICANCE OF THE STUDY

By exposing the contemporary position about the readiness of the SMTs to implement *CAP 2009* in the high schools in Lesotho, I hoped that my study would be useful, firstly, to the educational policy makers in Lesotho. Considering the challenges that schools face in implementing *CAP 2009*, I was hopeful that Lesotho National Curriculum Development Centre (LNDC) would embrace some of my recommendations when dealing with curriculum

² Obtained at <https://www.google.co.za/search?q=Map+of+Lesotho+showing+Leribe+district&rlzn> on 1 May 2017

changes in future. Secondly, I believed that SMTs, who are the supervisors and supporters of teachers in the curriculum implementation process within the school, would find my recommendations useful and relevant and might stimulate their interest for further investigation into the area of curriculum implementation. Thirdly, teachers would become aware of major issues that need attention specifically when it comes to the implementation of a new curriculum in schools. As part of this study, I suggest, inter alia, various roles of SMTs that are crucial and that they themselves should be aware of when they deal with the implementation of *CAP 2009*.

1.8 LAYOUT OF THE STUDY

In order to attain the aim of this study, this study follows the format below:

Chapter 2 is the results of a literature review to obtain a theoretical framework that guided me to analyse the role of the SMT in implementing *CAP 2009* in Lesotho high schools.

Chapter 3 offers an analysis of *CAP 2009* and simultaneously draws on the *MPSHS 2006* to contemplate the implications for SMTs in implementing IC

Chapter 4 presents a survey study to establish the correlation between the views of the role players concerning the readiness of the SMT to implement *CAP 2009*.

Chapter 5 is a synthetisation of the insights gained from Rogan and Grayson's theory (2003), the literature review, the policy analysis and the survey concerning the curriculum implementation.

This study does not have a separate methodology chapter. I opted rather to include relevant issues of the methodology in the different chapters in a "just-in-time" manner.

1.9 CONCLUSION

In the preceding chapter, I provided the description and the objectives of my research study. I highlighted the main ideas, the methodology, and the integrity of the study. Furthermore, I dealt with the delimitation and significance of the study. Lastly, I presented the general arrangement of the study. In the next chapter, I will deal with the theory and literature to

guide me to analyse the role of the readiness of SMTs to implement *CAP 2009* in Lesotho high schools.

CHAPTER 2: THEORETICAL PERSPECTIVES

2.1 INTRODUCTION

In this chapter I address the second objective of this study, namely to review the literature towards a theoretical and conceptual framework that could guide me to analyse the readiness of SMTs to implement *CAP 2009* in Lesotho High Schools. McMillan and Schumacher (2006:75) state that a literature review enables the researcher to gain additional insights. The process of doing the literature review broadened my understanding of important issues when implementing a new curriculum. I arranged the chapter in the following manner: I first briefly discuss historical curriculum change internationally, regionally and locally. I then present the notion of curriculum, the theory that underpins this study, the management styles, and then explore the role of SMT in curriculum implementation. I then bring all the aspects together into a framework to further guide my study.

2.2 CURRICULUM CHANGE INTERNATIONALLY

To comprehend the changes that have taken place in Lesotho, we first need to explore international curriculum change perspectives, as changes in one country does not happen in isolation as countries are influenced by global trends (Chisholm, 2005:7a). Hongbiao, Chi-Kin and Wenlan (2014:293) mention that from the mid-1980s, the world witnessed a global educational renaissance. I believe that in implementing *CAP 2009*, Lesotho could benefit from the lessons of other countries that made changes to their curricula, often in response to global needs (e.g. McPherson & McDonnell, 2017;; Tsai & Wang , 2015:1).

In this study, I therefore consulted international and regional literature in order to understand the reasons behind curricula changes in order to contextualise the new curriculum in Lesotho. For the purpose of this study, I considered three salient reasons that seem common to all countries that have made changes. These are globalisation, the drive towards science and technology, and decolonisation.

2.2.1 GLOBALISATION AND THE DRIVE TOWARDS SCIENCE AND TECHNOLOGY

One of the reasons cited in this study for curricula change internationally is the issue of globalisation. According to Tawil (2001:8):

[g]lobalization is a multiple and independent process of cultural, technological, economic, and political change, which is impacting on the way people, defines themselves.

The driving force behind the curricula changes were the efforts for the countries to establish an education system that did not only answer to their countries' challenges but also to global challenges.

Studies carried out by Denham and Varcoe (2002), Mosothwane (2014:21a), Kirsten and Ninni (2016), and Nyland and Ng (2016), refer to changes that took place in the curricula in the UK, USA, Europe, and Asia. Globalisation was clearly a driver in this regard. Western countries were concerned with their security issues and attempted to regain the technological lead it seemed to have lost to their Soviet rival. They also realised that their national security and competitiveness were dependent on knowledge of science and mathematics. At the same time, we note that change in trade, migration patterns, military conflicts and strategic alliances in Asia strengthened their economics and political relationships among the Asian countries (Wyatt, Manefield, Carbines & Robb, 2002:3). Bybee, cited in Aldous-Mycock (2008:13) states that it was required from curriculum reformers to "replace the content of topics and information with a curriculum based on the conceptually fundamental ideas and the modes of scientific inquiry and mathematical problem solving".

It is worth noting that global curriculum changes, particularly in the USA and UK, also influenced education in Africa. However, besides globalisation and the drive towards science and technology, many African countries wished for an education to decolonise their countries. This is evident in the curriculum change of the sixties, which coincided with many African states gaining independence from colonial powers. For example, Botswana gained independence in 1966, Tanzania 1961, South Africa in 1961, and Lesotho in 1966.

2.2.2 COLONIALISM

Some studies on curricula changes in Africa (Oba & Eboh, 2011; Ofori-Attah, 2006; Chisholm, 2005a; Obanya, 1994) suggest three distinctive periods of curricula changes, namely to the pre-colonisation, colonisation and post-colonisation epochs.

It is a delusion to assume that before the coming of the colonialists, Africa was completely without knowledge of education. Mosweunyane (2013:51) argues that many African countries had their own indigenous form of education, which had its own traditional pedagogy, knowledge, skills and attitudes. This implies that even though they did not have formal schools equivalent to the schools we have today, they imparted knowledge from generation to generation, verbally sharing tacit knowledge. Sharing the same sentiments, Bwanika and Masagazi (2012:435) deduce from the substantial evidence from many documents that Africa was on a positive trend to steady development before being subjected to colonialism.

Most of the initial curriculum changes that took place in Africa were to a great extent influenced by the colonialists, whose main aim, according to Mosweunyane (2013:51) was to promote a Western way of life. To achieve this agenda, Okon (2014:192) claims that colonialists used missionaries as their agents to provide a firm basis on which to spread the Western way of life through Western education. The missionaries, however, were not without their own agenda. While fulfilling the interests of their masters, they were driven by their faith to spread Christianity. As such, they regarded Western education as a vehicle through which they could easily communicate with their converts. Msila (2007:148) argues that the missionaries educated Africans to enable them take part in missionary church activities. As a result, Christian missions of all dominations opened schools and disseminated Western education (Pawlikova-Vilhanova, 2007: 249). This is evident in the studies carried out by Christie (cited in Msila) quoting George Grey, Governor of the Cape, saying in 1855:

If we leave the natives beyond our border ignorant barbarians, they will remain a race of troublesome marauders. We should try to make them a part of ourselves, with a common faith and common interests, useful servants, consumers of our goods, contributors to our revenue. Therefore, I propose that we make unremitting efforts to raise the natives in Christianity and civilization by establishing among them missions connected with industrial schools. The native races beyond our

boundary, influenced by our missionaries, instructed in our schools, benefiting by our trade would not make wars on our frontiers (Msila, 2007:148).

The quotation above summarises the basic social-political and economic intentions of the colonialists. Western education, taught by the missionaries using Christian philosophy, was a valuable instrument used by the colonialists to push their own agendas. Since education and religion were intertwined in missionary education, they used schools to teach about God, claiming that Africans had little or no knowledge of God (Okon, 2014:95; Mosweunyane, 2013:53).

Sub-Saharan African countries such as South Africa, Botswana, Tanzania, and Lesotho, have similar traces of Western missionary education, and therefore I focus specifically on these countries, to consider if and how globalisation, the drive to science and technology, and decolonisation led to curricula changes in these regions.

2.2.2.1 SOUTH AFRICA

In South Africa, the missionaries were the pioneers of Western education that promoted the interests of the Dutch (exploiting the resources in the Cape) and British (on their imperial drive) colonial masters (Hartshorne, 1999:17). Missionary societies from the Anglican, Methodist, Church of Scotland, Roman Catholic and Lutheran churches and the Swiss Mission were already noticeably influencing education in what is now known as South Africa prior to 1900, particularly in Black communities (Hartshorne, 1999:18). Hartshorne (1999:20) reports that the interests of the British/English and the Afrikaners (descendants of different groups including Dutch, French and Germans who had moved into South Africa), were focussed on the destructive struggle between English and Afrikaner for control of the land and power. The Afrikaners felt that the British were absorbing them by alienating them from their own practices (Nasson, 2011:2). The Afrikaners subsequently established their own schools and education system, emphasising a specific language, religion, and cultural environment focused on Christian National Education (CNE) (Van Eden & Vermeulen, 2005:179). Hartshorne (1999:21) reports that this marked the separation of schools for the two white groups. It is noticeable at this point that there was little or no concern about the education of Black South Africans because the main concern for the Afrikaners and British was their power struggle. Put

in other words, Hartshorne (1999:21) states that the issues relating to the education of Black South Africans was relegated to the wings.

Almost a decade after the end of the Anglo-Boer War, the Union of South Africa was formed in 1910 as a member of the British Commonwealth. With the ascension of the National Party (NP) to power in 1948, it enacted the educational policies propounded by CNE. With CNE in support of separate development, and with its philosophical view that all people hold the same rights as Afrikaans do, the different groups, including Black South Africans, were to give an education to their children each according to their philosophy of life (Hartshorne, 1999:24). This separation policy resulted in the advancement of the so-called *Bantu Education*. According to Hartshorne (1999:25), Bantu Education was an education system that dealt with children “trained and conditioned in Bantu culture, endowed with a knowledge of a Bantu language and imbued with values, interests and behaviour patterns learned at the knee of a Bantu mother” and with children who had to find their place as adults in “Bantu society”. Education became a contested terrain among four distinct South African ethnic groups, namely the Whites, Coloured, “Asians” and Blacks, with each providing education following the ‘separate development’ implemented by the NP government, and propounded by CNE. During the years leading up to the 1990s, education in South Africa was experiencing major crises, characterised by unequal access to schools, unequal education opportunities, and inadequate human and non-human resources within the schools (Jansen, 1990:6). Botha (2002:3) adds that the majority of South Africans were marginalised and forced to live in a disenfranchised society. Given this scenario, the South African government envisioned a transformative education system to promote a more balanced citizenry.

After the coming of democracy in 1994, the *Constitution of the Republic of South Africa* (Republic of South Africa, 1996) provided the basis for curriculum transformation in South Africa. It is acknowledged that the curriculum has a crucial role to play in realising the aims of developing the full potential of learners as citizens of a democratic South Africa (Department of Education, 2002:1). The newly elected government introduced a new curriculum known as *Curriculum 2005*, based on Outcomes-Based Education (OBE) principles. Spady cited in Killen (2012:55) defined OBE in the following way:

Outcome-Based Education means clearly focusing and organizing everything in an educational system around what is essential for all learners to be able to do successfully at the end of their learning experiences.

The main reason for introducing *Curriculum 2005* based on OBE principles was that *Curriculum 2005* was viewed as a move towards changing the past education system which as mentioned earlier on, was in a crisis. According to Geysers (2000:22), the document *A policy framework for Education and Training* proposed by the ANC (1994) stipulated that:

- *All individuals should have access to lifelong education and training irrespective of race, class, gender, creed or age*
- *The pursuit of national reconstruction and development, transforming the institutions of society in the interest of all, and enabling the social, cultural, economic and political empowerment of all citizens*

The new curriculum model drew on a variety of contemporary ideas and trends in the international arena, and shaped these to fit local conditions (Botha, 2002:6). Countries such as the USA, Australia, and New Zealand had already tried the same system. The South African government probably benchmarked with those countries when it decided to adopt *Curriculum 2005 (C2005)* based on OBE principles, a transformational educational system. Its focus was on assessment and outcomes.

However, studies indicate the hasty implementation of *C2005*. Only a short time was given to study it properly before its implementation. Sineke (2004:4) argues that as a result stakeholders, especially teachers, made little input in its development, and consequently its implementation. As a result, South African teachers were presented with a new way of thinking and doing, in terms of *C2005*, as they had to approach the teaching differently, as pointed out by Tlhabane (2004:91). Coupled with that, there was also a general lack of facilities to support the proper implementation of *C2005*. Teachers became frustrated, and as a result, *C2005* had to be revised. Chisholm (2005:193b) reports that after “consultations with unions, public hearings in 2001, presentations within the main organs of government, and further refinement in the light of these public processes, the *Revised National Curriculum Statement* as the streamlined *C2005* was introduced”. The goals of RNCS were among others to create a

new democratic South Africa, and improve on the quality of life of all citizens (Department of Education, 2002:1). However, in 2012, the South African government reviewed RNCS, and this led to the introduction of the current curriculum known as *Curriculum and Assessment Policy Statements (CAPS)*. According to a statement by the minister of Basic Education, Mrs Angie Motshekga (DoE, 2010), its focus:

Was on the content that must be taught per term and required number and type of assessment tasks each term for each subject. This will ensure that all teachers and learners have a clear understanding of the topics that must be covered in each subject.

CAP can therefore be viewed as an education that attempts to provide a coherent, systematic and knowledge to the learners to satisfy the specific aims of curriculum, but moved away from the concept of an integrated curriculum.

As in other countries that have changed their curriculum with the emphasis on national and global needs, South Africa has gone through various curriculum changes to ensure that the education it provides to its citizens responds to the challenges it faces as a country, and in the global environment.

2.2.2.2 TANZANIA

Studies carried out in Tanzania indicate that before independence, the education system was also, as in the case of South Africa, very much a subject of interest to the colonial power, and supported by the missionaries (Knutsson, 2005:1). The missionaries of different dominations introduced formal education in Tanzania in the 1860s (Wandela, 2014:24). Wandela asserts that the missionaries introduced education that promoted the interests of the Tanzanian colonisers, who hailed from Germany (Wandela, 2014:25). The focus of the education provided by the missionaries was mainly to produce a work force of teachers, secretaries, and labourers in basic agricultural processing industries

However, soon after independence in 1961, the new government led by Julius Nyerere, the first Tanzanian first president, reformed the curriculum with the focus on building a new nation, abolishing the racially discriminating education system, and introducing a system of

socialism (Dianna & Ibanga 2016:117). They perceived this system as one that would abolish racial discrimination and unite the nation.

As a reaction to this perceived discriminatory education system, they introduced a new system known as “Education for self-reliance” (ESR) in Tanzania. In this system, the focus was mainly to empower learners with critical thinking skills and self-confidence (Diana & Ibanga 2016:119). This was necessary for the country to move forward on its own with little or no reliance on the outside world.

Nyerere’s determination to develop Tanzania by the Tanzanians was clear in his speech to the nation as reported by Mushi (2009:95):

Certainly, it is no use for us to wait for someone else to come and improve things for us. Who would do that? Even when colonialists governed us for 80 years, we did not have our country developed for us. We cannot allow our children to grow up in lives, which are the same as our grandparents ... what we have to do is to wake up. We have been sleeping too long and saying for too long that our evils are the ‘will of God’. Did God not give us brains to use? Did he not give us hands and arms? Did he not give us land? With these things, we can change our poverty.

The experience of Julius Nyerere as a teacher, and later an economist, must have informed his understanding of the economic development, as he saw that investment in human capital, which was readily available, was paramount, and this kind of investment would foster the liberation of the society.

In the early 1970s, the government of Tanzania made primary education universal and granted all children equal opportunities to education (Colclough, Al-Samarrai, Rose & Tembon, and 2003:121). In order to ensure that all children in Tanzania had access to formal education, the government offered free education at all levels (United Republic of Tanzania, 2000:26). This implied building more schools in order to accommodate the increased enrolment number. Driven by the spirit of socialism (common ownership) which the government embraced, the community built many schools (Ahmad, 2014:6). The presence of many schools in the country guaranteed access to free formal education to all children regardless of their social or economic status.

Tanzania soon realised, however, that the growth and development of their nation could not be attributed to traditional inputs alone (land, labour, capital), but to improvements in the knowledge and skill of the labour force and changes in technology as a response to the global needs. Tanzania's development vision 2025 expresses this realisation when it stipulates that:

Education should be treated as a strategic agent for mind-set transformation and for the creation of a well-educated nation, sufficiently equipped with the knowledge needed to competently and competitively solve the development challenges, which face the nation. In this light, the education system should be restructured and transformed qualitatively with focus on promoting creativity and problems solving (United Republic of Tanzania, 2000:19).

In order to respond to the need for an education that promoted creativity and problem solving, they therefore made a change to the education system. The aim for this change was to produce graduates who could generate knowledge, think creatively, and solve the kinds of complex social and economic problems they would face in their own society and outside.

In 2005 the government of Tanzania introduced Competence-Based Education (CBE) in secondary schools in Tanzania (Paulo & Tilya, 2014:116). According to Weimer as cited in Lukindo (2016:62), CBE is a learner-centred method, which allows autonomous self-directed learning. By using CBE, learners not only participate in what, how and when, but also construct their own learning experience (Lukindo, 2016:62). Lukindo (2016) further points out that both Weimer as well as Richards and Rodgers seem to agree that CBE is a learner-centred approach, which many developing countries have adopted, even if it is sometimes known by another name. This approach to education emphasises competence development rather than the acquisition of knowledge (Paulo & Tilya, 2014:116), the use of learner-centred activity-based pedagogy (MoEC, 2005: vii), the use of formative assessment (MoEC, 2005: vii), and the application of acquired knowledge (MoEC, 2005:1).

Tanzania's new approach is interactive, and requires teachers to assist their learners to apply what they have learnt in the classroom to real-life situations (Bader-Labarre, 2013:6; MoEC, 2005: v). As such, teaching and learning focus on the development of prescribed competence by the learners. To achieve this, Garret (2008:34) argues that teachers must use an approach that is learner-centred in which learners will spend more time making meaning, engaging in

inquiry, and in authentic activities rather than listening to or watching what the teacher as a transmitter of knowledge is saying or doing. This way, learners take responsibility of their own learning through active participation in learning.

According to McClarty and Gaertner (2015:4), CBE emphasises the use of formative assessments that could take a variety of formats. These can include objectively scored assessments, performance-based assessment and real-world observations focused on the prescribed competence. As such, the approach challenges teachers in Tanzania to assess learners, often with regard to knowledge, skills, and attitudes. Vass and Szikora (2017:16) argue that giving continuous, timely, and constructive feedback keeps the learners focused and motivated. This ultimately enhances their learning.

The last aspect of CBE is applying the knowledge that learners have acquired during the learning process. Mojab, Zaefarian and Azizi (2011:439) point out that the educational programmes in the context of CBE should be compatible with the needs of the society. This requires teachers in Tanzania to apply teaching techniques that help learners to apply the knowledge learnt at school to real-life situations. Cheng, Cheng and Tang (2010:106) support this view. During a study on teacher training, they found that teachers could improve on the quality of learners if they helped the learners to identify gaps between teaching and theory, and continually assist them to link theory and practice. Therefore, during the teaching and learning process, learners should be able to connect theory to solving various problems in real-life situation.

To conclude, Tanzania has made changes in their curriculum. Since missionary education, the country has changed its curriculum first to Education for self-reliance, and then CBE. I noted that the missionaries played a significant role in introducing Western education to Tanzania, and like many African countries, they heralded colonialism whose intention was to promote their own interests.

2.2.2.3 BOTSWANA

Regarding curriculum change in Botswana, Mosothwane (2014:36a) gives us some insight into the state of education after independence in 1966. At that stage, Botswana continued its education using the British curriculum because they viewed the British curriculum as a vehicle

to international recognition. Chepe, cited in Mosothwane (2014:36b) argued that by using the British education system, it gave an advantage to Botswana as it would give the country status internationally. This is a view that many African countries held during the colonial period (Sicherman, 1995:16). Studies show, however, that after independence Botswana realised that British curricula were not relevant to Botswana's situation. A need was identified for an education system that would respond to Botswana's challenges. According to Mosothwane (2014:36b) Botswana specifically wanted to have human resources for its science-related careers which would make it economically competitive, hence a need for educational reforms in science and mathematics curricula.

A report from the Ministry of Education (MOE) in Botswana (Ministry of Education, 2001:2) indicates that education in Botswana evolved from two major reforms that resulted from the recommendations of the National Commission on Education (NCE) (United Nations Educational, Scientific and Cultural Organization, 2007:2). The mandate of the commission was to review the education systems of Botswana. This culminated in the first policy known as the National Policy on Education of 1977, which introduced Education for Social Harmony, or Education for 'kagisano'. Kagisano is a Setswana word meaning peace (Jeremiah, 2005:10). The concept refers to education for social harmony, which advocates for an education system that leads to personal development, ultimately leading to a better society. Education for kagisano provided a policy framework for the development of education in Botswana between 1977 and 1993 (Ministry of Education and Skills Development, 2015:3).

Botswana's educational development presented the Revised National Policy (RNP) on Education in 1994 (Republic of Botswana, 2015:3). This revised policy reiterated the goals of Education for kagisano, namely that it sought to promote democracy, development, self-reliance and social justice (Ministry of Education, 2001:2). However, the RNP added the goal of access to basic education as a fundamental human right. Besides, it was in the interest of Botswana to equip learners with skills to enable them to enter into self-employment as well as create an opportunity for lifelong learning (Botswana Federation of Trade Unions, 2007:1). In this regard, the policy stated:

Besides the demands of the economy, Government considers access to basic education a fundamental human right. The education system must develop moral and social

values, cultural identity and self-esteem, good citizenship and desirable work ethics (Ministry of Education and Skills Development, 2015:24).

The recommendations of the policy guided the implementation of the provision of quality education and training. The emphasis shifted from agro-based education to that of science and mathematics.

To achieve this international status, Lea (1989:143) argues that Botswana was determined to invest in science with a particular emphasis on mathematics. Their rationale for focusing on mathematics was that the move would increase the chances of its citizens being economically competitive globally. Therefore, Botswana embarked on various reforms in mathematics at the primary, junior secondary and senior secondary levels. According to Mosothwane (2014:43b), the reforms in mathematics occurred at three historical levels, namely from Traditional to Modern Mathematics (so-called syllabus C) at all levels of education. Mosothwane (2014b) argues that at that time Modern Mathematics was in use with its emphasis on discovery as an instructional strategy. It was however realised that it could not produce the intended results (producing children with computational skills), because the Modern Mathematics contained little arithmetic that could enhance children's computational skills.

The government therefore dropped the Modern Mathematics curriculum and a second reform occurred. This reform consisted of both the traditional and modern mathematics concepts at the primary, junior and secondary school levels. During this period, the government advocated for problem-solving instructional and child-centred strategies, shifting away from discovery methods. The focus of the third reform was at all school levels was to ensure that children are capable of relating mathematics to real-life problems. In other words, the third reform stressed conceptual learning rather than rote learning, which was more characteristic in the traditional and modern reforms.

In view of the literature on educational reforms worldwide, it is evident that the issues of globalisation and colonialism were the main driving forces that propelled curriculum changes. Many countries struggled for their own identity. At the same time, in order to promote their

interests globally, some countries expanded their influence in other countries through colonialism. This implementation of educational reforms motivated by various country-specific reasons and the trends of global educational demands inspired Lesotho to make a change in its education system. In the next section, I present a discussion on Lesotho's educational reforms.

2.2.3 LESOTHO'S EDUCATIONAL REFORM

Since Lesotho's independence in 1966, it identified the need to reform its curriculum to respond to the era of post colonialism. According to Mosisili, Nketekete and Motebang cited in Raselimo and Mahao (2015:2) curricula reforms in Lesotho have existed since independence. These reforms were largely a continuation of the existing curricula, with only superficial changes instead of any fundamental changes. The curricula were characterised by continuities, rather than discontinuities (Raselimo & Mahao, 2015:2). Muzvidzwiwa and Seotsanyana (2002:1) are correct when they state that curricular changes that have taken place in Lesotho have been mainly cosmetic in nature. This implies that curricula in Lesotho has gone through various reviews, which were modified to suit the political, socio-economic and other needs of the time. I will trace these changes through the pre-colonial, colonial and post-colonial periods.

2.2.3.1 PRE-COLONIAL PERIOD

In Lesotho, prior to the advancement of colonialism, education was mainly informal (Ministry of Education, Sports and Culture, 1982:1). This implies that there were no organised schools where teaching and learning took place as we have them today. Like many other African countries, Lesotho education was an integral part of the local Sesotho culture. Therefore, the elders transferred it via the oral tradition (Omolelwa, 2007:594). As such parents, elders, and traditional doctors acted as transmitters of knowledge to the young. Their focus was to produce a complete individual who would positively contribute to the community and be able to function effectively (Okoro, 2010:143).

2.2.3.2 COLONIAL PERIOD

The Macmillan English Dictionary (2002:267) defines colonial period as a system or period in which one country rules another. As such, it relates to the period of European influence on

Lesotho as a nation. Gosh cited by Muzvidziwa and Seotsanyana (2002:2) state that during this period the missionaries played an important role as the forerunners in the provision of the colonial education system in Lesotho. Similar to other African countries, the missionary education by large promoted the interests of the European colonial masters in Lesotho. Isaac (2015:156) points out that through the missionaries, the colonialists introduced their European cultural values through which they emphasised the importance of adapting new Biblical names, the use of European clothing, and eating and living habits. In addition, besides literacy and the study of the Bible, the missionaries introduced the spiritual values and teachings of the church, including religious observances and participation in the Christian community. Therefore, Western education played an important role, not only promoting the interests of the colonialists, but also by giving a head start to education. This prepared the citizens for national development.

Some studies on missionary education in Lesotho (Mekenye, 2012:83; Mosisidi, 1981:8; Muzvidziwa & Seotsanyana, 2002: n) however, argue that the missionary education system did not necessarily promote the betterment of the citizens of Lesotho. For example, Mosisidi (1981:8) contends that this system was grossly lacking in the development of certain skills and attitudes consonant with the needs and obligations of the Basotho. This implies that although the missionaries provided education, this education did not actually empower the Basotho for self-reliance. Instead, it prepared them to work in government and churches where employment opportunities were limited. Hirschmann (1987:455) reports that there were limited employment opportunities in the government administration and in churches there were opportunities for teachers and catechists. This led to the neglect of other development areas.

The requirements for government and church employment were knowledge of English and Arithmetic (Muzvidziwa & Seotsanyana, 2002: n). As such, this education system put much emphasis on those two subjects at the expense of other subjects. This justifies the view that during the colonial period, examinations strongly emphasised these skills [English and Arithmetic] and neglected the development of technical and commercial skills (Ministry of Education, Sports and Culture, 1982:3). Early education presented by the missionaries nevertheless became the standard form of education in Lesotho.

2.2.3.3 POST-COLONIAL EDUCATIONAL SYSTEM

After the colonial era, churches continued to provide and support education in Lesotho. The post-independent governments had aspirations of establishing education as an instrument for development, and in an attempt to achieve this; the government made some efforts to change the curriculum. These were however faced with many challenges, including deficiencies in ideas, and limited experts to fulfil the aspirations of the government. The government of Lesotho made efforts to switch from a colonial to a post-independence education system based on the human capital theory. According to Rharade (1997:164), this theory views education as a productive investment at the level of both the individual and society as a whole. As such during this period, Lesotho's education focused on the quantity and attitudes towards work. This education system, however, produced little change in the sphere of education.

2.2.3.4 CONTEXT OF THE NEW CURRICULUM

In 1995, the Lesotho government through the National Curriculum Development Centre (NCDC), embarked on a reform to localise both the curriculum and examinations. This need for the localisation, according to the registrar of the Examination Council of Lesotho (ECOL), Litsabako Ntoi (as reported in the local newspaper -Sunday Express, 2013, November, 11), was to ensure that schools offered a curriculum to the learners that responded to the local and international challenges faced by Lesotho at the time. The change also ensured a shift to localise the examinations, moving them away from the international examinations prepared and marked in Britain through the University Cambridge Local Examinations Syndicate (UCLES). The literature (Course Hero, 2017: IX) indicates that before Lesotho moved to UCLES, it had been a member of the curriculum and examination system of the Joint Matriculation Board (JMB) of South Africa. In 1961, Lesotho opted out of the JMB to join UCLES. However, reports from ECOL indicate that due to increased costs of getting the examinations from Britain, and a desire for localised examinations, Lesotho started a process to prepare a new curriculum and to set, and mark, the examinations locally (Examination Council of Lesotho, 2012:1). Therefore, since 2015, ECOL started to prepare some of the examinations locally. However, it is worthwhile to note that the University of Cambridge still sets and marks some examinations such as Economics. The expectation is that this process will continue until the national Ministry of Education and Training (MoET), through ECOL, will print and mark all examinations locally. This effort to localise examination was in preparation of the new IC.

2.3 INTEGRATED CURRICULUM

I explored the concept of IC by means of literature to get a comprehensive conceptual understanding of it, in order to contemplate the readiness of Lesotho's SMTs to implement it in their high schools.

Although the MoET presents IC as a new concept (Ministry of Education and Training, 2015:1), it is worth noting that the concept is only new in the context of Lesotho, because this notion of integration actually quite old. Literature suggests that this concept can be traced back to the education movements of the 1960s and 1970s, when many scholars globally advocated for its use (Drake & Burns, 2014:11). Raselimo and Mahao (2015:2) notes that the idea of IC came as a response to the dissatisfying traditional examinations that emphasised disciplinary knowledge, instead of problems and challenges of real life. Dewey, s cited in Raselimo and Mahao (2015:2), views schools as democratic spheres, where individuals could be empowered to deal with practical life challenges effectively. Therefore, IC is a transformative approach to education.

2.3.1 *THE CONCEPT OF AN INTEGRATED CURRICULUM*

According to Anderson (2013:1), IC is an approach to education that ignores subject matter lines of delineation, thus allowing education to bring together the separate pieces of a curriculum into a coherent whole that facilitates meaningful associations across the subject content. When looked at in this sense, it implies the amalgamation of subjects as equals. However, Little in Kahvec and Atalay (2015:95) defines it in terms of giftedness of learners, saying that it refers to gifted and talented learners who are capable of integrating interdisciplinary concepts, advanced content, and critical reasoning. Defined this way then the word excludes those learners that could be classified as ungifted, so this is not an all-inclusive definition.

Another view is that it is a bridge across content areas and its intention more closely reflects real-world understanding, where subject matter is interactive and emphasises the relationships between bodies of knowledge, rather than treated as discreet (Thomas, Kinzer & Mulloy, 2012:449). This implies that the integrated approach views learning as based on the

connection of the subjects as opposed to the traditional isolated subjects. The MoET presents this curriculum as:

A curriculum that draws together knowledge, skills, attitudes and values from within or across subject areas to develop a more powerful understanding of key ideas (Ministry of Education and Training, 2012:1).

From the various definitions given above, IC then refers to an educational system, which offers a broad education that links within and across subjects. This definition suggests that a strong set of guidelines are necessary for the teachers to guide them on how to stimulate their learners' interest and curiosity. The learners must link the knowledge and skills developed in one subject to learn in another, and to relate their learning to real-life situations. From the definitions given above, I conclude that IC focuses on the central idea that a curriculum will address a combination of subjects, emphasising project work that will utilise resources beyond textbooks, develop relationships among concepts, and utilise thematic units as organising principles.

2.3.2 CHALLENGES AND STRENGTHS

This approach to curriculum has faced some criticisms, though mainly for its demand for a complete new paradigmatic approach to teaching. This approach requires teachers to not only prepare thoroughly, but also to learn about other disciplines with which they have to integrate their teaching. In my view, teachers would therefore need to adopt and to adapt to the new approach to teaching because as Anderson (2013:6) observes, due to their educational training, teachers have come to view themselves as sources of knowledge and believe that it is their duty to share this knowledge with learners. Based on Anderson's view of the role of teachers, I conclude that we can view the new approach as reducing the teacher's role as a director to a negotiator with the learners.

In spite of the challenges posed by this approach, it has many benefits that outweigh the hitches pointed out. Among the benefits is improved teaching quality, as teamwork among the teachers and learners is cultivated (Anderson, 2013:7). This is possible because it requires negotiation in planning, decision-making, and the assessment processes. These negotiations also include the learners (Fraser, 2000:25). The inclusion of learners in the decision-making

process empowers and encourages them to own their learning, and this improves the teaching and learning environment in the school. Liesz and Porter (2015:52) point out that IC allows learners to develop a broader, more in-depth understanding of academic material. They are brought to a level of understanding that allows them to readily apply knowledge acquired to real-world situations. They also attribute meaningful connections between subject areas, which in turn increase both the relevance and the retention of important topics. Finally, it helps the learners to develop other skills and professional competences beyond rote memorisation or learning facts.

Other studies focused on student outcomes found that by using this approach, learners were able to ask meaningful question related to a complex problem, consult different sources of knowledge, and compare and contrast in order to find the solution to the problem (Anderson, 2013:7). The approach also helped to “shift the focus from learners being passive recipients of information to being active learners” (Killen, 2012:190). As such, learners feel free to participate in the learning process and this motivates them. Magoma (2016:29) agrees that when learners are highly motivated they learn better because IC relates to their needs, problems, concerns, interests, and aspirations. Expounding on the concept of IC, Drake and Burns (2004:2) explain that IC as an approach to learning can be planned either around multidisciplinary, interdisciplinary or transdisciplinary teaching. I deemed it necessary to explore the three approaches in order to establish how *CAP 2009* links to these approaches.

2.3.3 MODELS OF INTEGRATED CURRICULUM

There are various models to approach IC. As noted in preceding section, Drake and Burns (2004:2) point out that IC is a learning system that can be approached via various models. In this section, this study focuses on three such models. They are multidisciplinary, interdisciplinary and transdisciplinary and the following section will focus on how the three link with each other.

2.3.3.1 MULTIDISCIPLINARY APPROACH

According to the Macmillan English Dictionary (2002:932), a multidisciplinary approach involves several different subjects of study or areas of professional activity. The approach focuses mainly on the individual subjects as shown in the figure below. In this case, there is

an approach to a united theme of a subject from the perspective of several subjects, thus gaining in clarity and facilitating comprehension (Draghcesu, Gorghiu, Gorghiu & Petrescu, 2013:91). To expand on this notion, Adeyami (2010:11) states that a multidisciplinary approach implies “using relevant ideas from many other subjects in order to do justice to the topic or problem at hand”. This means that teachers plan curricula around the theme but each teacher looks at this theme from the perspective of their different subjects.

It follows that teachers must have knowledge of this comprehensive and coordinated method that requires them to plan together in order to teach different subjects and diverse perspectives.

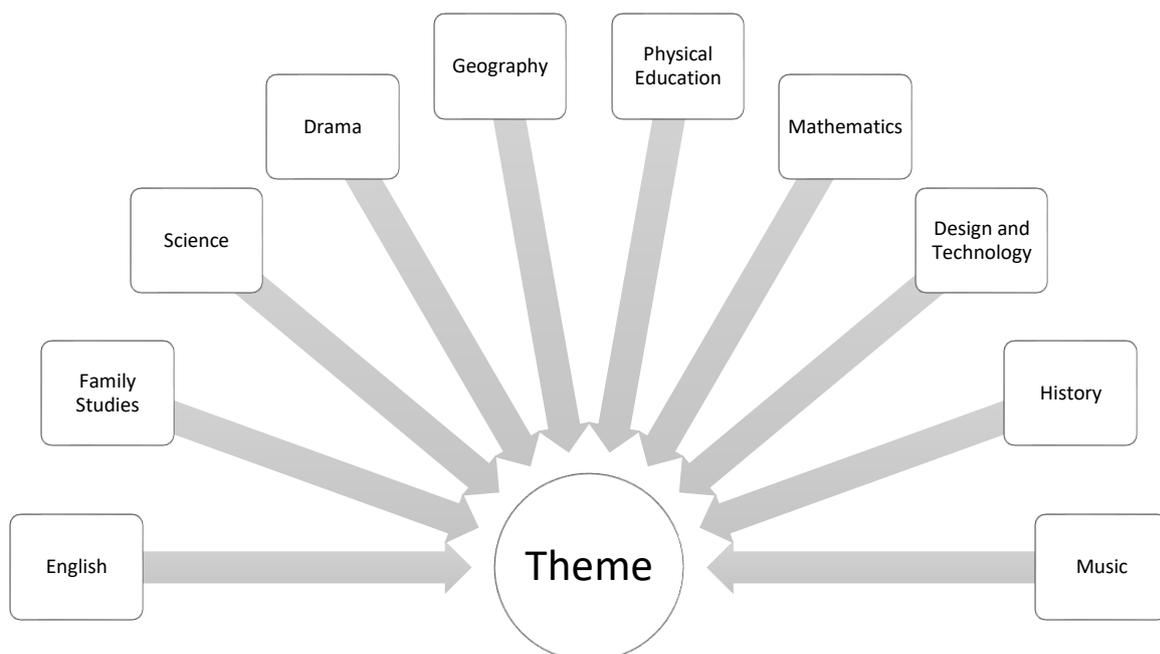


Figure 2-1: The figure above shows the multidisciplinary approach. Adapted from Yost (2012)

From the figure above, each teacher, for example a teacher of Geography, plans the curriculum around the common theme (in the centre), but looking at that theme from the perspective of Geography. Teachers from other subjects then also present their lessons from their own disciplines but focusing on the same theme.

2.3.3.2 INTERDISCIPLINARY APPROACH

Newell and Green, as cited in Haynes (2002:17) and in Harden (2000:555), define this approach as an inquiry that critically draws upon two or more disciplines that lead to amalgamation of subject insights. According to Jones (2009:76), the interdisciplinary approach allows learners to view different perspectives, work in groups and make the synthesising of subjects the ultimate goal. As such, teamwork among the teachers is very necessary. Klein, cited in Haynes (2002:16), however emphasises that there are some of problems associated with team teaching such as that time is limited for collaborative work, there is a lack of training in-group dynamics, roles overlap, and funding is inadequate. Jones (2009:76) argues that if the approach is used well, it expands the learners' understanding and achievement in all disciplines, and enhances communication skills. In support of this view, Palmer (2010:182) asserts that the approach leads to personal growth because of its nature of learning due to its emphasis on the collaborative nature of learning. This emphasises the fact that learners learn to tolerate each other, and in the process, they learn to be independent. Therefore, teachers who apply this approach should realise its effectiveness to teaching and learning but teachers also should be very cautious of the challenges pointed out earlier on (lack of time, training, overlapping roles and lack of funds) that are associated with team teaching.

In order to use this approach, teachers of different subjects develop the theme first, and then they consult two closely related subjects in order to find common concepts (Deneme & Ada, 2012:886). Teachers of different subjects meet to plan and establish a common theme prior to teaching. Therefore, learners use the overlapping skills to explore commonalities within the theme as shown in the following figure.

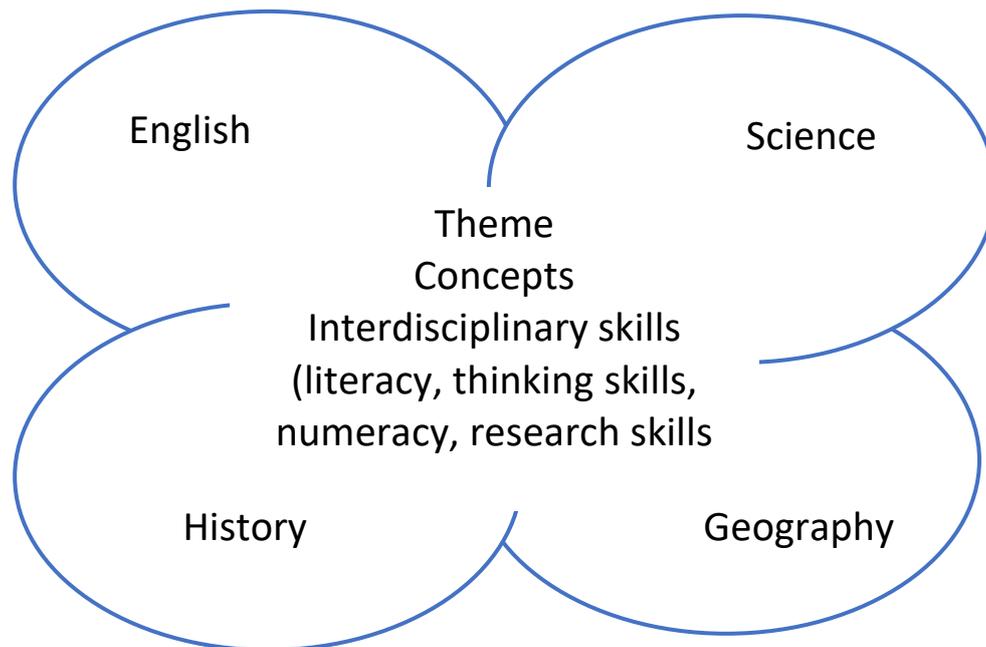


Figure 2-2. The figure above shows the interdisciplinary approach. Adapted from Yost (2012)

2.3.3.3 TRANSDISCIPLINARY APPROACH

The transdisciplinary approach has several meanings. According to McGregor (2014, p. 1) it refers to that which is *across the* disciplines, *between* the disciplines, and *beyond* and *outside* all disciplines. It criss-crosses or moves from side to side across all possible disciplines. This implies that the approach focuses on understanding the present world in all its dimensions. That is why Maninova and McGrath (2004:4) refer to it as the approach that reflects a worldview that is not confined to the classroom walls but rather goes across all areas of human activities.

Another view is that the transdisciplinary approach is a comprehensive framework that goes beyond a mere combination of existing disciplinary approaches in an interdisciplinary way to create new frameworks and a new all-encompassing synthesis (Canter & Brumar, 2011:637). This means that the transdisciplinary approach is between the multidisciplinary and interdisciplinary approaches. In both multidisciplinary and interdisciplinary approaches, the source of the content comes from subjects that build a theme. On the contrary, Burns and Drake (2004:5) state that with the transdisciplinary approach, knowledge is more than working with a theme. Its main goal is to enable learners to develop a holistic understanding

of the world. The approach provides the learners with tools to not only understand reality, but also to solve problems and theorise about the changes made around them (Ertas, 2000:5).

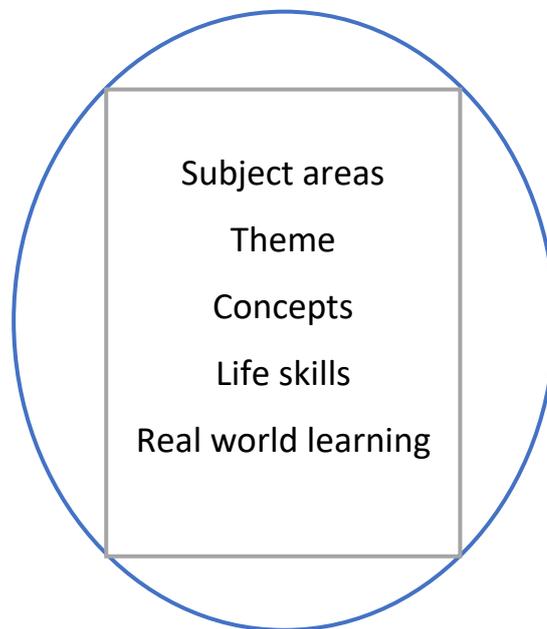


Figure 2-3: A transdisciplinary approach (Burns & Drake, 2004:5)

This approach can be used in learning to solve problems. A problem is identified in the school and the learning is developed in such a manner that it will answer that problem. This way, learners are engaged in developing deep understanding and applying ideas to real-world situations (Killen, 2012:245). The other way of using this approach is more liberal where the learners themselves decide on what they want to learn based on their needs and interests. The main role of the teacher in this case becomes more of creating a conducive environment for the learners (Moate & Cox, 2015:382). By so doing, learners feel safe and trust is developed.

The educational reformers of the 21st century noted the need for this approach as ideal for the century because it addresses the needs of the 21st century learner. Studies by Hargreaves and Fullan and Hargreaves and Shirley, cited in Savage and Drake (2016:1), show that this approach to learning is significant since it enables the learners to acquire the skills and worldview necessary to negotiate a complex global world.

However, this approach poses challenges to teachers because it requires a lot of time to prepare. On the same note, Killen (2012:252) argues that the development of appropriate activities take time to develop as they must to be carefully structured to produce specific learning outcomes. Many teachers are already teaching classes back-to-back and thus have limited time to collaborate with their colleagues or to reflect on how best to meet the demands of the approach.

2.3.3.4 HOW THE THREE APPROACHES CONNECT WITH EACH OTHER

There is a relationship between the three approaches. The three approaches point to the fact that teachers who actually implement integrated approaches should be those teachers who have knowledge and capacity to teach in the most effective ways. Such teachers use the most effective planning strategies, and apply the most appropriate pedagogies when delivering content in the classroom.

Although there are some noticeable differences in the degree and intent of integration, the three approaches share many similarities, but the emphasis on planning and accountability makes these two features the most noticeable. These approaches demand planning all lessons around a common theme, and the need for accountability.

The following table shows the similarities and differences between the three approaches.

Table 2-1: Comparing and contrasting the three approaches to integration (Adapted from Drake and Burns, 2004)

	Multidisciplinary	Interdisciplinary	Transdisciplinary
Organizing Centre	Standard of the disciplines organized around theme	Interdisciplinary skills and concepts embedded in disciplinary standards	-Real-life context -Student questions
Conception of knowledge	The best way to gain knowledge is learning through the disciplines. A right answer One truth	Disciplines connected by common concepts and skills Knowledge is considered to be socially constructed Many right answers	All knowledge interconnected and interdependent Many right answers Knowledge is considered to be indeterminate and ambiguous

	Multidisciplinary	Interdisciplinary	Transdisciplinary
Role of discipline	The Procedures for acquiring knowledge are of great importance. Teaching is more concerned with distinct skills and concepts of discipline	It stresses interdisciplinary skills and concepts	If disciplines are desired, it identifies them but the emphasis is on real-life context
Role of teacher	Facilitator Specialist	Facilitator Specialist/generalist	Is a co-planner as well as a co-learner Is considered a specialist
Assessment	Discipline-based	It stresses Interdisciplinary/skills concepts	Stresses interdisciplinary Skills and concepts

The above table show the relationship between the three approaches. The relationship in these approaches are in terms of organisation, conception of knowledge, the role of discipline, the role of the teacher and the focus of assessment, which is common to all the three.

2.4 CURRICULUM IMPLEMENTATION

Egan (2003:10) presents two views of what curriculum implementation is. One view is that it involves all learning experiences. This implies a process of acquiring knowledge through our experiences. Graham-Jolly (2003:3) asserts this view but relates it to the formal school system, with all its academic programmes reflected on the school's timetable. Secondly, it is a blueprint for achieving restricted objectives within the school setting. Marsh (1997:156) stresses that curriculum starts with a plan and only becomes a reality when teachers implement it with learners in the classroom. This implies learning that takes place following set objectives. Therefore, it relates to translating the set curriculum objectives into practice.

2.4.1 CONCEPT CURRICULUM

There are several denotations of the term curriculum (Stabback, 2016:8; Offorma, 2015:77; Su, 2012:153). The indecisive nature of the term is due to various perceptions of stakeholders such as teachers, administrators, researchers, evaluators and learners, each with their own agenda of importance in the educational discourse. Those differences make it difficult to agree on a definition of the term. This inconsistency in the definition of the term points to the complexity of the concept.

In an attempt to define the word, Jadhav and Patankar (2013:2) state that curriculum is a word derived from the Latin word 'currere' which means 'run', and it signifies a runway or a course which runs to reach the goal. This definition highlights the fact that curriculum is goal-oriented. As stated earlier, there are several definitions for the term curriculum, but an analysis of different views presented by different authors point to the fact that curriculum is a plan of action that fosters learning in or outside the school setting. According to the *Australian Curriculum, Assessment and Reporting Authority (ACARA)*, designing a curriculum is a process that goes through four phases. These are the design phase, development or dissemination phase, implementation phase, and evaluation phase (Australian Curriculum, 2012:6). Each of the phases inter-links to the other phase in terms of their process.

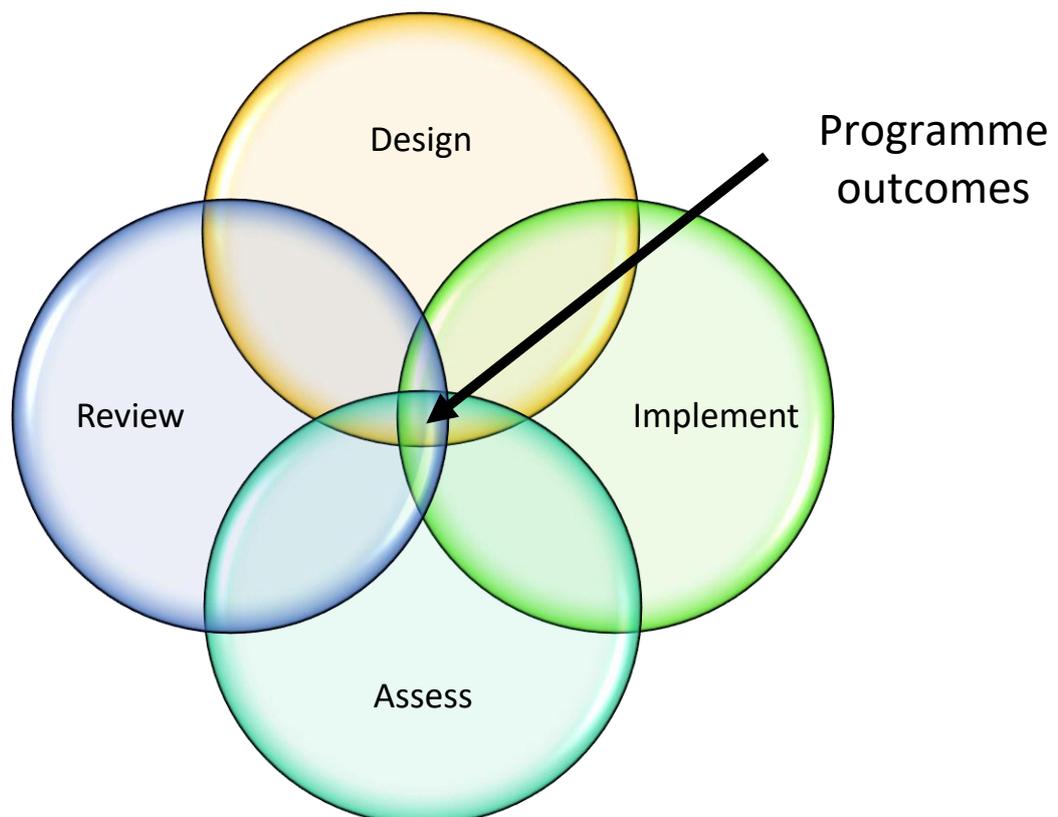


Figure 2-4: The diagram above shows curriculum phases. Adapted from slide player (Fao, n.d.)

2.4.2 DESIGN PHASE

This is the initial phase of curriculum development in which curriculum developers make the proposals for innovation, and strategise for the change. Carl (2009:63) cautions that this phase requires re-planning and a complete evaluation of the existing curriculum. This implies that designing a new curriculum comes because a problem has been identified with the existing curriculum. Olayiwola (n, p.4) supports this view by stating that a problem must be identified before a new curriculum can be designed. As such, the intentions of the new curriculum should respond to the emerging needs of the country. In this regard, the pressures that arise from the country's needs should motivate change in a curriculum and this will require aligning the education with those needs of a country.

In order to develop a meaningful curriculum to respond to the needs of the country, the design phase is very important. This phase provides a framework indicating values and priorities of the country. According to Giles cited in Ornstein and Hankins (1998:233), the objectives of the curriculum, methods and organisation, subject matter, and evaluation will be provided through the framework

This phase also focuses on issues that have to do with basic decisions about who should be involved in making the decisions that pertain to the new curriculum (Adentwi, 2005:54). There are some key dimensions that must be included in designing a new curriculum as these impact on the **what** and **how** of education. Teachers answer these questions in the practical sense. This is because teachers are mediators between the curriculum and the learners, and they possess knowledge of the needs of learners (Sahebrao & Patankar, 2013:4). As such, design dimensions affect teachers' planning, implementation and evaluation of suitable learning experiences for their learners in the classroom.

School managers and their staff should be involved in the decision-making process right from the onset. Involvement of school managers and teachers is likely to limit unforeseen problems that could probably arise if they are only involved at the implementation phase. This involvement of the school managers and staff is very important (Fischer, Miller & Sidney, 2007:80). This is because teachers know the needs of their schools and they are the ones responsible for the final implementation of the curriculum.

2.4.3 DISSEMINATION PHASE

Rogers in Carl (1995:143) regards dissemination as “a process of communication, which takes place via certain channels for a period between members of the social system”. This phase involves preparing the curriculum utilisers by providing them with information, views and concepts in order to make them aware of the planned curriculum. Carl (2002:44) regards this phase as an “umbrella and continuing process in which structure and systematic planning methods figure strongly from design to evaluation”. At this phase, all educational stakeholders need to have the information and be involved with a view of taking the best decisions and thus ensuring optimal development (Carl, 1995:49). This involvement of all the educational stakeholders ensures that all members are in congruence at this stage, and therefore the chances are higher of them supporting the changes.

For effective curriculum change, Ornstein and Hunkins (1998:298) argue that it is important that people recognise the need for curriculum change. This is important because when people recognise that they need a change, they are likely to support those who engineer this change. Alsubaie (2016:106) points out that during the process of change, people’s opinions and ideas need to be included in the curriculum development. This is important in any change. In fact, Ornstein and Hunkins (1998:300) assert, “a curriculum leader who accepts that people are key to successful curriculum activity and implementation is cognizant of the barriers that people place between themselves and change efforts”. Therefore, people charged with curriculum matters must understand that people react differently to change. As such, those responsible for the curriculum change have the responsibility to encourage and motivate people to be receptive to change; otherwise, people may become a barrier in the process of change.

2.4.4 IMPLEMENTING PHASE

This phase is very important for this study because the study is about the implementation phase. Fullan and Pomfret in Marsh (2004:65) define the term “implementation” as “actual use” of curriculum/syllabus or anything in practice. Another view is that it is a plan in the first place, and turns into reality only when teachers implement it to learners and the class in a real world (Marsh, 2004:65-75). Afandideh in Ogar and Awhen (2015:145) also affirm this view of the concept “curriculum implementation” stating that it is the actual engagement of learners with planned learning opportunities. Teachers are very important at this phase since they are

ones to implement the curriculum at the classroom level. Sahebrao and Patankar (2013:7) support this view stating that teachers are very important at this phase because they understand the psychology of the learners, the teaching methods, and strategies to achieve certain curriculum objectives. Hence, by engaging teachers in the matters of curriculum, the curriculum developers may draw from the teachers' knowledge and experiences that they have in their schools.

However, Asebiomo cited in Ogar and Awhen (2015:146) notes that the curriculum implementation phase is the most crucial and sometimes the most difficult phase of the curriculum development process. The fact that the final destination of any curriculum is a terrain that must involve the learners, teachers, administrators and the community, makes it imperative that all these stakeholders are involved at this phase. As such, the role of the SMT to link all the education stakeholders must feature strongly during this phase. Olibie (2014:41) supports this view arguing that effective implementation requires among other things the involvement of the school principal (SMT). My main interest in this study rests on this phase, where the role of the SMT features the most prominently.

At the implementation phase, we put the plans of the curriculum designers into action at school level. Bubb (2004:192) strongly argues that curriculum implementers need clear implementation plans to assist them to understand the essence of the required curriculum practice. Ultimately, clear plans assist to identify ways to solve problems related to the implementation. At this level school administrators, teacher, learners, and parents, need to be involved direct or indirectly. Good planning is vital at this phase. Coleman, Graham-Jolly and Middlewood (2003:85) concur that implementation plans have certain qualities, which will affect the implementation process. In support of this view, Fullan (2001:71-75) asserts that with good implementation plans, the implementers will be clear on the implementation, reasons for implementation, clarity on various roles, and the needed resources. This illuminates the need for thorough planning before the actual implementation of the curriculum.

Coleman, et al (2003:85) further attest that suitable curriculum implementation plans need to be very specific in terms of the responsibilities and duties of all those members involved in the implementation. Glatthorn, Borsches and Whitehead (2006:268-275) agree with Colman, et

al (2003), but also emphasise that the process should be managed in a “sequential and integrated way”.

In this regard, Coleman *et al* (2003:54) conclude that curriculum plans should include all role-players within or outside school. In addition, curriculum plans should be clear about the roles of all those involved at the implementation phase. My view is that such engagement may prevent unnecessary misunderstandings and subsequent conflicts that are likely to come up during the implementation phase. This is because good plans that support implementation will clarify the position, responsibilities and functions of the school community, as well as clarity on the various roles of other stakeholders such as parents. In a nutshell, good curriculum implementation plans need to match with the realities of the individual schools.

2.4.5 EVALUATION PHASE

After assessing the existing curriculum, a phase of re-planning needs to take place. In the context of the new curriculum in Lesotho, the argument for the new curriculum among others was that the previous curriculum and assessment system had outlived their relevance and no longer corresponded to the needs of the learners. Furthermore, the previous system obliged teachers to focus on a small number of subjects, which were examined, to the neglect of other areas. The focus was on “teaching to examinations” rather than on actual needs of the learners (Ministry of Education and Training, 2006:2). Hence, the justification for the introduction of the new curriculum to respond to those urgent needs among others.

Mampuru (2001:195) states that when evaluating a curriculum, the process may take two forms. The first is formative evaluation, which may provide feedback during the process of developing the curriculum. The second is summative evaluation, which according to Mampuru (2001) answers questions about the impact of the curriculum change.

However, regardless of the form of evaluation, the main aim of evaluation is to ascertain whether the curriculum responds to the needs of the nation. The role of the SMT then becomes very crucial, as the success of curriculum implementation is dependent on its ability to steer the whole school community toward the successful implementation. Earley and Bubb (2004:192) argue that the appropriate management of these plans are crucial to the successful implementation of a curriculum’s theoretical framework.

2.5 ROGAN AND GRAYSON'S THEORY OF CURRICULUM IMPLEMENTATION

The coherence of my study depends on how well I position myself in a particular theoretical framework. Phakisi (2008:17) defines a theoretical framework as “an explanation of a certain set of observed phenomena in terms of a system of constructs and laws that relate these constructs to each other”. I adopted Rogan and Grayson’s theory (2003) of curriculum implementation for this study. Rogan and Grayson (2003) argue that we can determine the success of the implementation of a new curriculum using three constructs. They point out that we can employ each of those three constructs to unpack the fundamental characteristics and determine the degree to which the new curriculum is successfully implemented. This theory can be relevant and applicable in implementing curriculum in developing countries such as Lesotho. Rogan and Aldous (2005) have already applied it in some countries considered as developing countries, including South Africa and Botswana. Both of these countries have poorly as well as well-resourced schools (cf. Altinyelken, 2010; Aldous & Rogan, 2009; Rogan, 2007). Above all this theory is relevant and applicable because it takes consideration of all aspects of the school context. In my view, the knowledge I may acquire from this theoretical framework would assistance me to understand curriculum changes, and their implementation in the context of Lesotho.

The following diagram illustrates the theory of Rogan and Grayson (2003) of curriculum implementation:

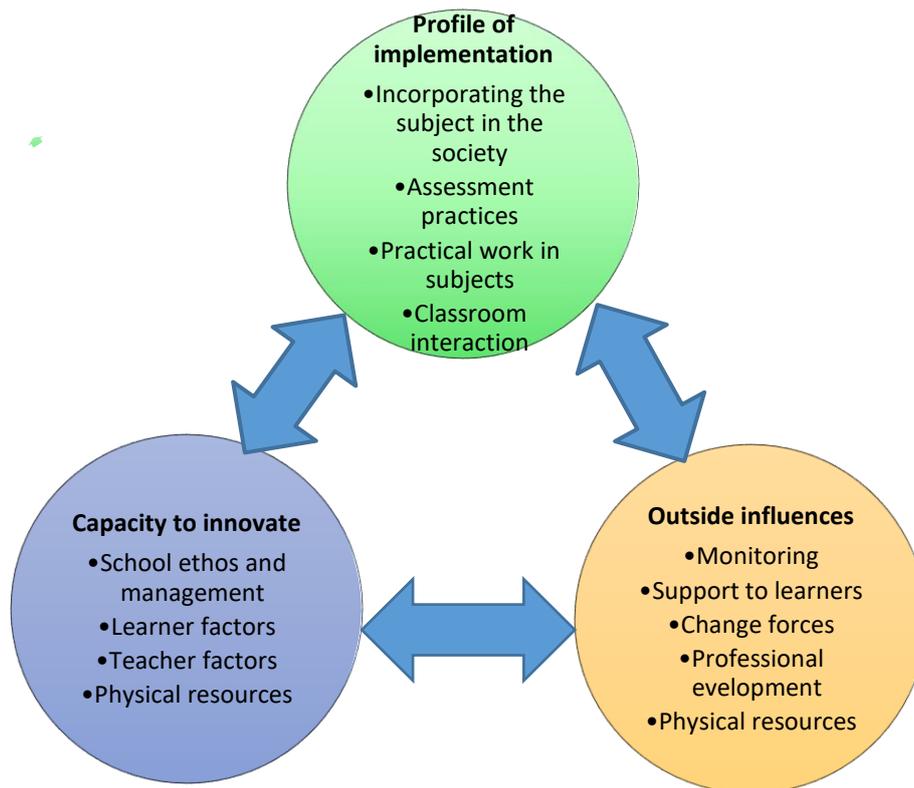


Figure 2-5: Curriculum Implementation theory adapted from Rogan and Grayson (2003:1180-1198)

In the context of my study, and the insight gained through my literature study (cf. 2.3), I argue that both practical work in subjects, and incorporating these subject in society, links with the Integrated Curriculum. I therefore adjust their framework for my own purposes. Furthermore, as I am focusing on the readiness within the school, I exclude the outside influences for this study (also see suggestions for further research in the last chapter)

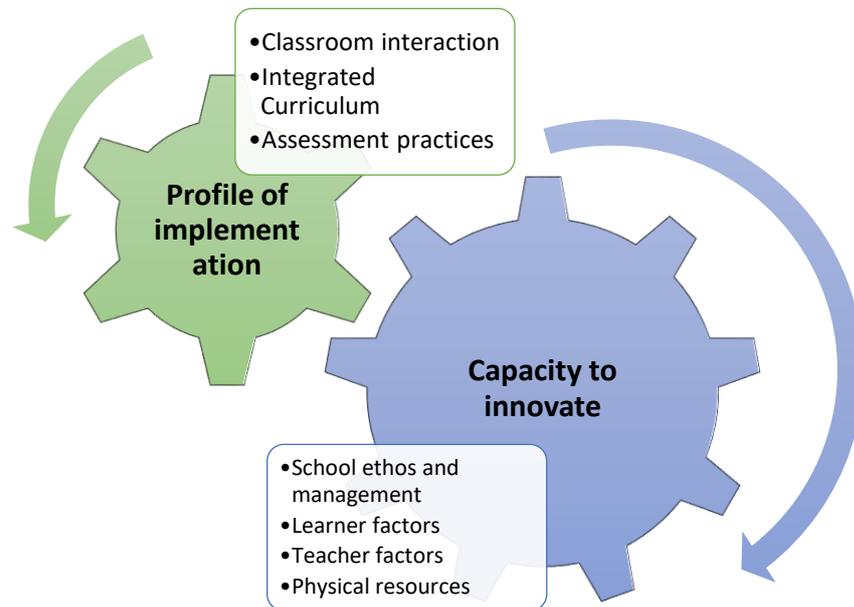


Figure 2-6: Curriculum Implementation theory adapted from Rogan and Grayson (2003:1180-1198) for my study

Each of the above elements of the theory will now briefly be discussed.

2.5.1 PROFILE OF IMPLEMENTATION

This Profile of Implementation (hereafter POI) relates to the understanding and expression of the degree to which the ideas of a proposed curriculum are implemented (Rogan & Grayson, 2003:1181; Rogan, 2007:99). This construct allows identifying the strengths, and making progress by through those strengths. In addition, this profile recognises the fact that at the school level, there are various ways of implementing the curriculum. Rogan and Grayson (2003:1176) state that under this profile, it is assumed that at least people have some vague ideas of what constitutes “good practice” and the general understanding of what quality teaching and learning in a school is. As such, the profile acknowledges differences in schools’ strengths, and that schools progress in differently given the fact that this profile is not linear or remedial in nature.

Under the POI, construct Altinyelken (2010:66), Hattingh, Aldous and Rogan (2009:66), and Rogan and Grayson (2003:1183) project four sub-constructs, which are the indicators of the extent for curriculum implementation:

- (a) Nature of classroom interaction
- (b) Use and nature of practical work in subjects
- (c) Assessment practices
- (d) Incorporation subject in society

Each of the sub-constructs consist of four levels, where, according to Altinyelken (2010:66), the highest level depicts the highest degree of learner-centred learning experiences (cf. Table 2-2). Rogan and Grayson (2003:1182) point out that with minor changes, these sub-constructs could apply to any learning area since they are generic.

Table 2-2: Profile of implementation adapted from Rogan and Aldous (2005)

Level	Classroom interaction	Integrated curriculum	Curriculum and society	Assessment
1	The teacher presents the lesson logically; the teacher has a well-prepared lesson plan, and gives learners adequate notes. The teacher consults textbooks, and engages the learners with questions that keep the learners attentive, an engaged in the classroom situation.	The teacher is active in the classroom The teacher uses the classroom to demonstrate to the learners in order to develop the concepts. Teacher links the content of the subject with other subjects Uses local examples to demonstrate a point.	Teacher explains and uses examples from everyday life to illustrate scientific concepts. Learners are free to ask questions about the subject in the context of everyday life.	The teacher gives written tests that cover the topic sufficiently. Most of the questions require recalling Some promote higher order thinking The teacher marks the tests and gives the feedback on
2	Besides the textbooks, the teacher uses some other additional resources to prepare and present the lesson. The teachers ensure that learners are engaged in the class and keep asking questions that lead to	Teacher demonstrates to learners in order to promote some limited form of investigation The learners are involved in planning for their lessons Learners perform demonstrations during the class and	The teacher centers the lesson on a particular issue that the local community faces. Teacher supports the learners to explore the elucidations of phenomena by different cultural groups.	The teacher gives written tests that include at least 50% of the questions that require comprehension, application, and analysis. The tests also have some questions based on practical work.

	<p>motivate the learners to think deeply.</p> <p>Learners have additional sources from which they get information.</p> <p>Learners are capable of compiling own notes, and they are actively engaged in-group work.</p>	<p>they participate in closed practical work.</p>		
3	<p>Teacher helps the learners to build on the prior knowledge they have about the new knowledge.</p> <p>Teacher uses learning activities that are relevant, based on problem solving technics and generally promote learning</p>	<p>The teacher helps to design practical work that encourages learner discovery of information. Learners perform “guided discovery” type</p> <p>The learners engage in practical work in small groups, and the hands-on activities.</p>	<p>The learners are actively engaged in investigating the problem that is within their own environment. For instance, learners are keen about career prospects that the subject may provide.</p>	<p>The teacher provides written tests that include seen or unseen questions that promoted “guided discovery” type activities. The teacher makes constructive conclusions about the learner. The teacher provides assessments based on more than written tests. The teacher also provides some other assessments, which may include reports on activities undertaken.</p>
4	<p>The teacher’s role in the class is that of a facilitator</p> <p>Teacher assists learners to consider different theories that explain the same phenomena.</p> <p>Learners are responsible for their own learning</p> <p>Learners take part in the planning and assessment of their own learning.</p> <p>Learners are capable of taking long term and local community based projects</p>	<p>Learners are capable of designing and doing their own “open” investigations.</p> <p>Learners can reflect on the new knowledge and strive to make improvements.</p> <p>Learners are capable of interpreting data in support of competing explanations.</p>	<p>Learners are actively engaged in projects that are within their local community in which they apply the knowledge acquired from the school.</p>	<p>In the final assessment, the teacher bases his or her conclusion about a learner on performance, on open investigations and community-based projects</p> <p>Learners are able to create their own portfolios to represent their work.</p> <p>Learners can explore the long-term effects of community projects.</p>

Level 1 reflects a classroom interaction where the teacher is dominant in the classroom activities. At this level, a teacher prepares and draws examples from textbooks as these form the main source of information. The teacher prefers the question and answer techniques during the class, and gives written tests that require both recall, and higher order thinking (Rogan & Grayson, 2003:1183). At this level, learners take on a more passive role in the class, waiting for the information that comes from the teacher.

Level 2 allows the teacher to use other sources to supplement information from the textbook. The lessons relate to a particular problem or issue that the local community is facing. The teacher encourages in-depth thinking through the questions he or she constructs. He or she provides written tests that cover at least 50% of comprehension, application and analysis (Rogan & Grayson, 2003:1183).

Level 3 allows the teacher to engage learner and challenges them to use prior knowledge to connect with new concepts (Rogan & Grayson, 2003:1184). Learners are inquisitive about the career opportunities that a subject may provide. The teacher provides assignments that may comprise learners giving reports on the activities they undertook, besides tests that include seen or unseen “guided discovery” type questions (Rogan & Grayson, 2003:1184).

Level 4 depicts a teacher who takes on a facilitative role in the class (Rogan & Grayson, 2003:1185). Learners have a sense of “owning” their own learning, and they are therefore keenly involved in the learning. They take on long-term projects within their subjects that relate to a specific problem in the community, and try to find a solution. When assessing the learners, the teacher integrates some questions that relate to the community project. The teacher encourages the learners present their best work in portfolios (Rogan & Grayson, 2003:1184). Within the construct of POI, Rogan and Grayson (2003) place sub-constructs of classroom interaction and assessment, which I discussed in the next discussion.

2.5.1.1 NATURE OF CLASSROOM INTERACTION (TEACHER-LEARNER INTERACTION)

This sub-construct acknowledges the important role of the relationship between the teacher and the learners. Bobis and Goud (2000:49) found that it is imperative that teachers are knowledgeable and understand the components of the new curriculum well in order to improve the understanding of their learners. McMillan cited in Veloo, Krishnasamy, and Md-

Ali (2015:193) indicates that teachers who had sufficient knowledge on the curriculum were able to use effective approaches, techniques and strategies to improve their learners' competencies. As such, the knowledge that the SMTs have about the aims, pedagogy, and assessment of learners, is crucial since they have to guide the teachers when it comes to curriculum implementation. This shift in the way of delivering content requires teachers to work together through the integration of their subjects (Altinyelken, 2010:66; Rogan & Grayson, 2003:1183). By so doing, learning throughout the curriculum is holistic.

2.5.1.2 INTEGRATED CURRICULUM

This sub-construct relates to teachers working as a team towards learners' achievements. Teachers plan their teaching together to enable learners to see the connection and relevance between subjects. It allows for exploration of the subject by learners as they are able to gather process and refine information, and are able to connect it with the various topics from various subjects.

The approach has been criticised by Taylor (cited in Grant & Paige, 2007:31), who states that it trivialises one or other learning area. This implies that the approach integrates one or other subjects within a broader subject topic. Loepf (n.d:21) argues that some researchers in the field of education found that an IC could translate into better intellectual curiosity, enhanced attitude to education, improved problem-solving skills and higher achievements in school. Although critics of integration argue that IC wears away the disciplinary nature of knowledge, they maintain that the disciplines can only be meaningful if they enable learners to scrutinise and make sense of the problems that face them. As a result, Beane (1995:617) defends IC by arguing that the disciplines of knowledge can be a useful resource used within a learning area, so that the disciplinary knowledge becomes useful in addressing the learners' daily life challenges. It is worth noting that Beane (1995) and Kysilka (1998) cited in Nikolarazi and Mavropoulou (2005:3) caution that IC should be about deeper meaning making as opposed to merely placing similar concepts together in the curriculum.

2.5.1.3 ASSESSMENT

This approach requires assessments that move away from the traditional, which usually includes multiple choice tests, true-false statements, fill in the gaps and matching exercises (Nasab, 2015:170). However, the new approach differs. As an example, Bhattacharjee

(2015:6) points out that the approach requires teachers to use open-ended complex problems in activities that create opportunities for learners to show how they construct their own knowledge, and solve various real-world problems. This indicates that the new approach poses new challenges to teachers. Some studies carried out on this approach to education indicate that there are challenges that work against its proper implementation, and for this reason they saw a need to realign the of values, practices and outcomes in schools. Among them is the lack of skills among teachers to construct and administer appropriate assessment tasks, negative attitudes towards Continuous Assessment (hereafter CASS,) and poor record keeping (Ferns, 2014:181-183). Alignment of the above means further work for teachers, greater demand on their time, and more responsibility, which teachers may not embrace. Similar to their counterparts in other countries, as noted by Nakabugo and Sieborger (2000:288), many teachers in Lesotho are accustomed to approaches to learning and assessment that place a strong emphasis on the accumulation of isolated facts and skills.

2.5.1.4 CONCLUSION

POI shows the complexity of the school system. This means that in implementing the new curriculum, school leaders should be aware of those complexities and find ways and means to deal with them. I contend that the knowledge of SMTs about the new curriculum impacts on the school overall. Nonetheless, their way of managing the school plays an integral role in the life of the school. Therefore, SMTs should be ready to lead in a manner that enables teachers, learners and parents to feel that they are essential in the process of curriculum change. Smith (2016:65-66) argues that school administrators (SMTs) must have an understanding of leadership styles, and how they can function together to create an integrated leadership model that facilitates the direction of the school towards common goals and a well-directed vision. As such, the SMT should possess thorough knowledge about the new curriculum; apply appropriate management styles that will allow the improvement of teachers' knowledge of the new curriculum in order to facilitate its effective implementation.

2.5.2 CAPACITY TO SUPPORT INNOVATION

This construct attempts to recognise and shed light on the factors that support or hampers the implementation of new ideas in a school (Rogan & Grayson, 2003:1186; Rogan, 2007:99). The construct focuses on the school's ability to handle implementation of the curriculum.

SMTs must have the ability, knowledge and capacity to guide teacher, and learners so that they can accept the new curriculum. According to Rogan and Grayson (2003:1187) the possible indicators of the capacity to implement (Hereafter CTI) are:

- (a) Physical resources,
- (b) Teacher factors,
- (c) Learner factors,
- (d) School ethos and management

All of the above dimensions are crucial in the implementation of the curriculum. The following table illustrates the dynamics of the construct capacity to innovate and its four sub-constructs. A discussion on each of the sub-constructs will follow thereafter.

Table 2-3: Capacity to innovate (Rogan & Aldous, 2005)

Level	Physical resources	Teacher factors	Learner factors	School ethos and management
1	<p>The school has some buildings, which are used as classrooms</p> <p>The school has an office, even though it is in poor condition.</p> <p>The school has toilets but the toilets are not enough for the schools' population</p> <p>There are textbooks but not enough for the learners in the school therefore, learners share the textbooks available</p>	<p>The teacher is under-qualified for position he or she is holding</p>	<p>Learners are proficient enough in the language of instruction.</p>	<p>Management: There is evidence of timetables and class lists. The school feels the presence of the principal at least half the time, and at times, the HoDs hold meetings with the staff.</p> <p>Ethos: School functions i.e. teaching and learning occur most of the time, albeit erratically.</p> <p>School is secure and does not allow access by unauthorized persons.</p>
2	<p>The school possesses some adequate basic buildings, which are fairly in good condition.</p> <p>The school has electricity, in some rooms.</p> <p>There are textbooks for all learners in the school</p> <p>The school has some extra buildings for the laboratories, computer rooms.</p>	<p>Teacher at least has minimum qualifications for the position.</p> <p>Teacher is motivated and diligent. He or she enjoys his/her work.</p> <p>Teacher participates in professional development activities.</p>	<p>Learners are proficient enough in language of instruction.</p> <p>Learners attend school regularly</p> <p>Learners have enough food at home</p> <p>The learners have enough time at home to attend to their school work</p>	<p>Management: Teacher attends school/class regularly.</p> <p>Principal is present at school most of the time and is in regular contact with staff.</p> <p>The school properly implements the school timetable. The school organizes extramural activities in such a way that they rarely interfere with scheduled classes.</p> <p>The school holds teachers/learners</p>

Level	Physical resources	Teacher factors	Learner factors	School ethos and management
		Teacher has good relationship with learners.		accountable for their deviant behavior. Ethos: The management and teachers, and to a limited extend the learners, share the responsibility of making the school function well. A school governing body is in existence. Schools function all the time i.e. teaching and learning always takes place as scheduled.
3	The school has good buildings, with enough classrooms and a computer laboratory. There is running water. There are textbooks for all learners and teachers in the school. The school has sufficient science apparatus. The school premise is fenced, and the grounds are well kept.	Teacher qualified for the position and has a sound understanding of subject matter. Teacher is an active participant in staff development activities. Conscientious attendance of class by teacher. Teacher makes an extra effort to improve teaching.	Learners are proficient enough in the language of instruction. There is a quiet place for the learners to study. Learners have families that support their learning. Parents give their learners enough money to buy textbooks and other related scholastic materials	Management: The Principal takes strong leadership role, and is present in the school most of time. Teachers and learners are actively involved in the management of the school affairs. Ethos: the whole school community is committed to seeing progress in their school. Parents are actively involved in the life of the school, and are giving general support to their school.
4	The school has very good buildings. The school is also equipped with one or more laboratories and has at least a library, which sufficient for the learners' resource Centre. The school has adequate teaching/learning materials besides the textbooks. The school has one or more computer laboratories, equipped with functioning computers, scanners, and copying facilities.	Teacher is over-qualified for the position and has an excellent knowledge of content matter. Teacher has an extraordinary commitment to teaching. Teacher shows willingness to change, improve and collaborate, and has a vision. Teacher shows local and national leadership in professional development activities.	Learners are excellent in the language of instruction. The learners are responsible for their own learning. The learners are enthusiastic about new ways of learning	Ethos: All school members share in the vision of the school. There is planning, support, and follow up on the changes. The school supports collaboration of all school role players. Management: The school has a vision, and all school role players take part in the vision The school leadership allows all school role players to participate in the life of the school.

Rogan and Aldous (2005:318) claim that each of these sub-constructs consists of the following four levels:

Level 1 reflects a school with poor resources - some basic classrooms, and at least one office, even though the office is a poor condition, with few textbooks for both teachers and learners. Many teachers are unqualified and poor at administration.

Level 2 shows a school, which has the basic ability to handle a new curriculum. The schools have adequate basic buildings, which are in good condition. Electricity is available, and there are some books for all teachers and learners. The administration is better in comparison to the administration at level one.

Level 3 describes a situation where there are good buildings, with enough classrooms. Books are available for all learners and teachers. Teachers have the required qualifications for the positions they hold, and have thorough knowledge of their subject matter. The administration is well organised, the principal's role is well defined, and the school members feel the presence of the principal during school hours.

Level 4 depicts an excellently resourced school, which has adequate teaching and learning resources. The teachers are over-qualified for the positions they hold, and have excellent knowledge of the content matter. Administratively, the school members share the vision of the school, there is planning for, supporting and monitoring of the changes.

2.5.2.1 PHYSICAL FACTORS

The availability or unavailability of resources is very critical in a school. The physical factors can either be human resources, which relate to the availability of teachers in a school, or the non-human resources, which may be the classrooms, laboratories, libraries, staffrooms and offices with electricity. Other resources may be indirectly involved with teaching, but may negatively affect the implementation of a new curriculum if they are not available. These resources may include toilets, secure premises, water, and well-kept grounds. A lack of both human and non-human resources encroaches greatly on the performance of teachers, which in turn have a strong bearing on averting the focus of the learners away from learning. Rogan and Aldous (2005:319) and Rogan and Grayson (2003:1189) are of the view that teachers need

to have adequate classrooms, textbooks, running water and reliable electricity to aid their effectiveness. On the same note, Chaudhary (2015:985) argues that no meaningful teaching and learning can take place without sufficient resource materials. As such, the Ministry of Education must provide schools with adequate resource materials including textbooks, teaching aids and stationery to enable teachers and learners to adequately play their expected roles in the curriculum implementation process.

2.5.2.2 TEACHER FACTORS

This sub-construct concerns itself with the availability of teachers who are qualified, motivated and competent, who accept innovations, and are committed to teaching. Rogan and Grayson (2003:1189) suggest that the ideal situation is where teachers are well qualified to teach the required level, have excellent mastery of content, are committed to their work and are positive about professional development. As such, we cannot overlook the role that teachers play in implementing the curriculum at the classroom level. Alsubaie (2016:106) argues that teachers' knowledge, experience and competencies are vital to any curriculum implementation. In addition, they are the ones responsible for introducing the curriculum at the classroom level.

2.5.2.3 LEARNER FACTORS

Rogan and Grayson (2003:1186) mention learner factors because of their important role. Learners are a crucial element in curriculum implementation. Alsubaie (2016:985) argues that the type of learners that a teacher has in class influences his or her selection of the learning experience. This implies that the learners' background and ability can determine their achievement in the classroom. Their enthusiasm and level of preparedness, enforced by the family, are crucial for effective learning to take place. It is important to note that this factor largely requires the participation of the parents because initial learning starts with the family. Walberg, as cited by Lekhetho (2013:386) suggests that when parents are involved in their children's learning, children tend to achieve higher academic scores regardless of their socio-economic status, ethnic background or parents' educational level. The teacher's role then becomes one of enforcing the learning already acquired at home. The school then creates an environment conducive to learning. If the school environment is poor, it will act as a negative reinforcing factor for the learners, resulting in loss of interest in school, which might lead to

unacceptable behaviour such as absenteeism and not doing assignments. A good learning environment will stimulate the learners' learning abilities, encouraging them to own their own learning (Rogan & Grayson, 2003:1189).

2.5.2.4 SCHOOL ETHOS AND MANAGEMENT

This construct refers to the school's administrative body. In Lesotho, a school's administrative body comprises of the principal/deputy and the heads of departments, who together form the School Management Team (SMT) (Ministry of Education and Training, 2006:6). Lekhetho (2013:388) argues that this team plays a critical role when it comes to managing change. Arguably, this body largely sets the tone for the teaching and learning in the school. As such, the SMT must be familiar with leadership styles and should utilise a style that helps them to function as a team that involves other stakeholders such as teachers and learners. By so doing, the SMT will create an integrated leadership model that respects the culture, values and vision of the school. Certainly, for the SMT to achieve the aims and objectives of the school, it must consider the important role of teachers in implementing the programs of the school. Fullan (2001:117) stresses the importance of the teacher as a central change agent, as the one who is primarily responsible for the successful implementation of a new curriculum. Rogan and Grayson (2003:1172-1195) also point out that "...the quality of teacher and learner support, and in general, the ability of the SMT to support the implementation process through proper planning and subsequent management of the implementation, affects its successful implementation". Both Fullan (2001) and Rogan and Grayson (2003) agree that the SMT must vigorously involve both teachers and learners in the life of the school. In other words, the school should be functional with both teachers and learners having a say in the decisions of the school. In fact Rogan (2007:106) and Rogan and Grayson (2003:1190) are of the opinion that the whole school community should have a common shared vision.

In the section above, I have discussed the theoretical framework of implementation proposed by Rogan and Grayson (2003). I discussed the theory's constructs, particularly the POI and CTI that I deemed relevant for this study. By studying the literature, I found that SMTs have a great role to play in the successful implementation and acceptance of a new curriculum. I argue, however, that successful implementation of a new curriculum will largely be accelerated by the calibre of the SMT and its management style(s). Different principals may use different

management styles to foster successful curriculum implementation in a school, but the goal may be the same. In the subsequent section, this study examines different management styles that can be used to manage schools.

2.6 MANAGING THE CURRICULUM IMPLEMENTATION

Successful implementation of a new curriculum at school level is to a great extent dependant on the management style adopted by the school. School managers are the ones to give direction for any new programs in the school. They must therefore prudently utilise all the resources at their disposal for the successful implementation of the new curriculum Sigilai and Bett (2013: 375) argue that one of the main tasks of the school management is to provide and deliver an effective and appropriate curriculum using all the human, material and financial resources available. The next section therefore focuses on management styles. It is my conviction that the management style employed by a school will greatly influence its implementation of any changes at the school.

2.6.1 MANAGEMENT STYLES

For the purpose of my study, it is important that I explain some management styles that might be utilised by schools. I am of the opinion that the kind of management style a principal uses has a direct influence on the whole functioning of the school. Among the management styles discussed in this study are the democratic, autocratic, laissez-faire, transactional and contingency management styles.

2.6.1.1 DEMOCRATIC STYLE

This management styles comes from the scientific model advocated by Fredrick Taylor in the early 1920s and started the era of modern management (Koumpararoulis & Vlachopoulioti, 2012: 420). This style is interchangeable with distributed leadership (Spillane, 2005:143). It is characterised by teamwork and the decentralisation of tasks such as planning, organisation and control. The SMT works in equal partnership for the mutual benefit of the learning organisation (Andrews & Lewis, 2000:2). Principals who use this style believe in working with other people for the common good. In a school setting, such principals need to involve the staff, learners and parents when it comes to making major decisions (Ministry of Education and Training, 2006:15). Although this process leads to delayed decision-making (Fraser,

2000:26), it motivates the teachers and learners as they become more involved in the goals of the school.

2.6.1.2 AUTOCRATIC STYLE

This is a management style also referred to as authoritarian management. This management style is characterised by individual control over all decisions and little input from group members (Bush, 2006:6; Collins, 2001:68; Humes, 2000:41). The SMT creates a system of token collaboration, which attempts to share responsibility by providing teachers with options rather than equal participation in the process of decision-making (Camillus, 2008:100). Principals who subscribe to this style of management make decisions alone. They prefer to assign duties to staff members without any consultation. In other words, they find it easy to make decisions (Wildy & Loudon, 2000:180). A principal who leans towards this management style may issue directives that subordinates must carry out without question, and in a manner, the principal has prescribed (Ministry of Education and Training, 2006:14). Although Smyth (2001:10) criticises this management style for demotivating the staff, principals who use this style provide a degree of certainty for teachers and learners. The staff and learners may feel safe because they do not have to be involved in solving school problems. In utilising this style, school managers need to have a thorough knowledge of the culture and vision of the school and be able to pass this knowledge and positive climate to the teaching staff (Bratton, Grint & Nelson, 2005:147; Humes, 2000:37). This implies that the principal should have great self-confidence, a clear vision and the political skills to get things done.

2.6.1.3 TRANSACTIONAL STYLE

This style seeks a compromise between stressing organisational demands or goals, and individual needs (Ministry of Education and Training, 2006:15). This implies that the principal, who uses this management style, sticks to the rules and procedures aimed at achieving the school goals. At the same time, such a principal is sensitive to the needs of individual school members. Nell (2015:3) contends that the application of this style influences others through the process of trade-offs. Principals can ascribe to this transactional management to manage schools since it relies on trade and negotiations between themselves, the teachers and the learners. Teachers and learners could be compensated with rewards such as certificates and

trophies for their accomplishments. This motivates both teachers and learners, and encourages them to work harder in order to improve teaching and learning.

2.6.1.4 LAISSEZ-FAIRE STYLE

This refers to a management style in which there are no rules and regulations (Ministry of Education and Training, 2006:14). As such, the principal allows everyone to do as he or she pleases. This style may work in a school environment where teachers and learners are responsible enough and are able to account for their actions and deeds.

2.6.1.5 CONTINGENCY STYLE

This management style is based on the theory that management effectiveness is dependent upon the interplay between the application of management behaviours and specific situations. It implies that the principal's management should change depending on the circumstances. The effectiveness of this management style is dependent on being able to diagnose and adapt to the dynamics of ever-changing situations in the school. The effective principal using this management style clarifies the means or paths by which subordinates can achieve both a high performance and job satisfaction (Ministry of Education and Training, 2006:16). As such, the principal should be a good communicator so that he or she clearly articulates the philosophy and the objectives of the school in order to win the support of the staff.

2.6.1.6 CONCLUSION

The quality of the management style adopted for a school makes a significant difference to school and student outcomes. In this section, I have discussed different management styles that schools can employ. Among the management styles discussed are the democratic, autocratic, laissez-faire, transactional and contingency styles. The choice of management style used in the school depends on the needs, uniqueness and context of the school. In the next section, I discuss the functions of the SMT, since it seems to play certain roles for the proper functionality of the school.

2.6.2 MANAGEMENT TASKS

After discussing the management styles (democratic, autocratic, laissez-faire, transactional and contingency), it is clear that regardless of the approach that SMTs use, it is important that the managers, especially the principals, have skills to manage the school curriculum, which is their foremost responsibility (Shahadan & Oliver, 2016:1786). Therefore, in the light of the new curriculum in Lesotho, and through the lens of Rogan and Grayson (2003), SMTs need to be well equipped with skills that will enable them to manage the school environment, school physical resources, teachers, staff support and the learners (cf. 2.5.1 & 2.5.2), through effective management style(s) that support the implementation of the new curriculum in their schools.

It is worth to also note that regardless of the management approach, all management approaches serve the following four cardinal functions: planning, organising, leading, and controlling the school (Hartzell, n.d.). The four tasks are interrelated. They do not always flow in a linear, systematic fashion where there is passing of responsibility from one activity to the next. Instead, the members do their activities in the best way possible as indicated in the following diagram.

The diagram shows the relation between the main functions of management.



Figure 2-7: The figure above shows the cardinal functions of managers. Adopted from Hartzell (n.d.)

2.6.2.1 PLANNING AND DECISION MAKING

Planning means defining performance goals and determining what actions and resources the organisation needs to achieve those goals (Ufartiene, 2014: 177). Decision-making on the other hand is envisioning the future of the organisation and planning how to get there. In other words, once the organisation makes plans, they must also consider how to implement those plans. In the school context, and in view of implementing the new curriculum, Rogan and Grayson (2003) propose that schools consider factors that may hinder or support such implementation. They cite factors such as teachers, learners and school management factors (cf 2.5.1 & 2.5.2). Accordingly, these factors need serious consideration when planning and consequently making decisions about the implementation of the new curriculum. As such, planning requires the SMT to outline exactly what a school should do for its success. It should

clearly outline the roles of various school members, keeping in mind the nature of the school, the learners, and the resources that are available in the school. Therefore, planning is a very important aspect in a school. Literature indicates that productive schools are ones where innovation and development are encouraged (Ferrara, 2007:18; Polka, 2007:12). As such, school-planning activities should focus on attaining goals outlining how to perform the tasks in the school, and indicating the time frame to perform those tasks.

2.6.2.2 ORGANIZING

According to Certo (2000:212) organisation is the process of establishing orderly uses for all resources within management. Antic and Sekulic (2005:238) who state that the objectives, ways and means for achieving objectives, determining possible alternatives and selecting the best way for achieving the set objectives, must also be put in perspective further expand on this function. This implies creating some mechanisms where each individual contributes to the success of the school. This means that the SMT must inspire the staff and learners to work together for the smooth running and implementation of the new curriculum. Cascio and Arguinis (2008:133) argue that the school management should be devoted to the acquiring, training, and appraisal of employees. This implies selection and training of suitable individuals for specific job functions, and charging them with the associated responsibilities. The Manual for Principals of Secondary and High Schools acknowledges this function, and emphasises that a principal who does not develop his/her staff is an obstacle for the future of the school (Ministry of Education and Training, 2006:16).

2.6.2.3 LEADING

Leading refers to the ongoing process of the roles played by the manager. It involves comparison of planned and achieved results, and reacting to possible deviations and taking corrective actions (Antic & Sekulic, 2005:238). Good SMTs should explore recruitment, induction, teacher appraisal, motivation, delegation and training procedures for the efficiency and effectiveness of the school (Ministry of Education and Training, 2006:16-17). Given the leading role of the SMT, we can assume that SMTs are knowledgeable and must generate enthusiasm and inspire the rest of the school to achieve the school's goals. They must clearly communicate these goals to the rest of the teachers, support staff and the learners, and build commitment among them to the common goals of the school. By the virtue of their position,

they can use their influence to reward and punish in order to make the rest of the school support the new vision and goals of the school.

2.6.2.4 CONTROLLING

This refers to the process of monitoring the school activities, measuring performance, and comparing results and objectives. SMTs need to check the activities of the school to establish whether it is its set goals. This may involve control of both human and non-human resources, and monitoring the teaching and learning process. Where there is a need to make some corrections, the SMT must take the necessary steps to ensure the smooth implementation of all the programmes in the school.

2.6.2.5 CONCLUSION

It is important that SMTs understand their functions, and as school managers influence the whole school in implementing new programs such as the new curriculum. Regardless of the differences in the capacity of the school, in this study I have found that all school managers play the vital role of planning, organising, leading and controlling the school. It is imperative, therefore, that school managers play these roles prudently for the success of the implementation of new programs in their schools.

2.7 SUMMARY OF THE THEORETICAL AND CONCEPTUAL FRAMEWORK

In conceptualising the theoretical and conceptual framework for the curriculum implementation embedded within Critical Rationalism, I scrutinised the aspects that I considered important for curriculum implementation.

To achieve this I used two constructs proposed by Rogan and Grayson (2003) in their theory of curriculum implementation. I carefully scrutinised those constructs, namely POI and CTI, and their sub-constructs that can be employed by schools to reveal the fundamental features that determine the extent to which schools can realise the ideas of a curriculum in and within the school context. The constructs of POI and CTI are related and complementary, and should therefore be considered because of their relevance in implementing the curriculum. POI for example, points to important features such harmonious relationship between teachers and learners, teachers employing good teaching methods such as child-centred methods, good

assessment practices and relating the subjects learnt in school to real-life situations. On the other hand, CTI advocates the availability of both human and non-human resources. Also included here are teacher factors such as, motivation and the competence of teachers. In addition, the construct focuses on learner factors, which include, among others, home-based motivation, enthusiasm and preparedness, and good school management practices. These include proper planning, teachers' involvement, and support for the teachers and learners. Bearing in mind the ethos and management practices of the school, it becomes evident that observing harmony in the constructs proposed by Rogan and Grayson will ultimately lead to a positive influence on the proper implementation of the new curriculum at school level. I also presented some main concepts that are worth considering when implementing the new curriculum. Among these are the concept of curriculum itself, the IC, and its varied models. It is crucial to understand these concepts, since choosing the right model of implementation will contribute to its harmonious implementation. In addition, when considering curriculum implementation, we cannot ignore the role of the management. As such, I considered the functions of the SMT and explored various management styles that can be employed by school managers. These can lead to a conducive environment, and ultimately, successful implementation. With the above in mind, I mapped out the theoretical and conceptual framework for curriculum implementation in the context of my study. This can be seen in the diagram below.

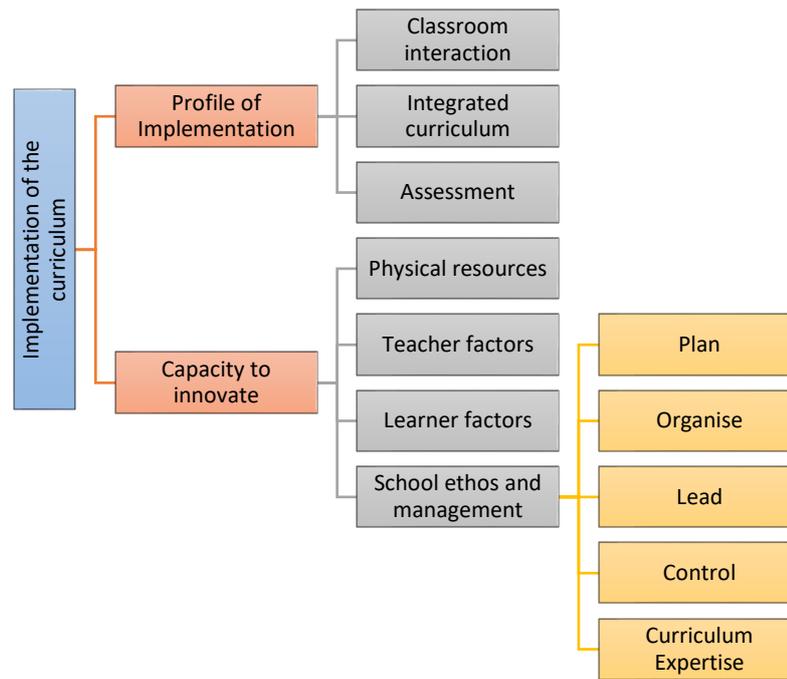


Figure 2-8: Framework for my study

2.8 CONCLUSION

In this chapter, I reviewed literature towards a theoretical and conceptual framework that guided me to analyse the role of the SMT in the implementation of Curriculum and Assessment Policy 2009 in Lesotho high schools. I started by conceptualising curriculum change internationally and regionally. By region, I attempted to trace the historical origin of African education with particular emphasis on South Africa, Tanzania, Botswana and finally Lesotho. Overall, there is a substantial similarity in the curricula of many African countries and the four SADC countries discussed in this chapter present those similarities. One main similarity is that Western countries, through missionaries as their agents, influenced the education system of these countries. I also explored the theoretical framework that underpins this study. Furthermore, I discussed different management styles, and the functions of the SMT. Lastly, I summarised all the concepts in my study in order to construct a theoretical and conceptual framework in the form of a diagram. In the next chapter, I undertake a policy analysis in which I analyse *CAP 2009* and draw on the *MPSHS 2006* to contemplate implications for the SMT in implementing *CAP 2009* in high schools in Lesotho.

CHAPTER 3: ANALYSIS OF LESOTHO DOCUMENTS

3.1 INTRODUCTION

In Chapter 2, I reviewed literature towards a theoretical and conceptual framework to guide this study. In this chapter, I undertake a critical policy analysis of *CAP 2009* in order to contemplate its implications for the role of SMTs in implementing the new curriculum in Lesotho high schools. I also draw on the *Manual for the Principals of Secondary and High School 2006 (MPSHS 2006)* which “assist[s] in providing knowledge and guidance in the school management and administration in a concise and clear form” (Motsamai, Jacobs & De Wet, 2011:106).

The focus of this study is on the SMT. the analysis of *CAP 2009* was appropriate for providing the required information to contextualise the role of the SMT, as reflected in the *MPSHS 2006*, in curriculum implementation. As this study is about the readiness of the SMT to implement a newly adopted curriculum, it was imperative to foreground the role of the SMT. It is my contention that in order to explore the readiness of SMTs, a good understanding of their roles and how they take up those roles are necessary. The significance of the analysis of the indicated documents stretches beyond a mere indication of the implications for curriculum implementation. The findings that I obtained from the policy analysis and its reading, through Rogan and Grayson’s theory of curriculum implementation (2003) (cf.2.5), were important for providing the background information for the construction of the questionnaires that I used to determine the readiness of SMTs to implement *CAP 2009* (cf. Chapter 4).

3.2 POLICY ANALYSIS

Walker (2000:12) states that policy analysis is a rational, systematic approach to making choices in the public sector. As such, policy analysis relates to the study of what governments do, why and with what effect, while recognising that institutions at all levels of the education system are effectively part of a public system, even if they are not formally in the public sector. Anderson (2015:6) concurs with Walker (2000), viewing policy analysis as a relatively stable, purposive course of action followed by an actor or set of actors (government bodies) in dealing

with a problem or matter of concern. Arguably, policy analysis connotes different government bodies that make decisions on behalf of the public and subsequently deals with decisions of the government that affect all members of a given system. Taylor, Lingard & Henry (1997:104) proceed from the assumption that since policies are mostly developed to bring change or improvement, it can be assumed that policy analysis is a way of making constructive judgement of the potential of policy to bring about change. On a more practical note, and as pointed out in Chapter 1 (cf. 1.4.3), Olssen, *et al.* (2004:72) make a distinction between analysis *of* policy and analysis *for* policy. The former deals with making specific policy recommendations and provide policy-makers with information, while the latter scrutinises the processes of policy construction and the effects of the policy on various groups of people. In drawing this distinction, I undertake an analysis *of* the content of *CAP 2009*. However, Taylor *et al.* (1997:46) argue that policies cannot be read in isolation, as a policy always stands in a relationship with other policies and official government documents. In recognition of intertextuality, I complement the analysis of *CAP 2009* by an analysis of the content of *MPHS 2006* with the specific aim to contemplate the implications for the role of SMTs in the implementation of the newly adopted curriculum in Lesotho schools.

3.3 ANALYSIS OF *CAP 2009*

In this section, I undertake a content analysis of *CAP 2009* by placing the focus on the structure and the aim of the document. As a content analysis draws the attention to answering the “how” and “what” questions of the policy, I also give attention to the underlying values upon which the policy is based, the silences in the policy and the policy’s directives for implementation (Taylor, *et al.*, 1997:48). In this document, the policy directives pertain to curriculum and assessment, IC organisation, curriculum aspects and learning areas (Ministry of Education & Training, 2009:14-24). In their theory of curriculum implementation, Rogan and Grayson argue that effective implementation of a curriculum can be determined through three constructs, namely *POI*, *CTI* and *OA* (cf.2.5). As such, in analysing *CAP 2009*, I remain cognisant of these constructs in order to establish harmony between them and keep in mind the implications for the implementation of *CAP 2009*. Informed by a post-positivist approach as the philosophical grounding of this study (cf. 1.3.1), I am interested in an authentic democratisation of the policy process (Dryzek, 2002:32). By implication, the notion of participation in policy development and implementation is important, hence my interest to

derive implications for the role of the SMT in the implementation of *CAP 2009*. In light of the above, I analyse *CAP 2009* in the next section, particularly focusing on the structure and aims of the policy, and the policy directives. The latter include the organisation of the integrated curriculum, including curriculum aspects and learning areas, pedagogy, and assessment of the integrated curriculum. I focus on these aspects in light of the constructs of Rogan and Grayson's theory (2003) to unravel the underlying features of the policy to determine the extent to which its directives are applicable for implementation. The idea is to expand these implications to more specific implications for the SMTs who work with and implement *IC* in Lesotho schools.

3.3.1 STRUCTURE AND AIMS OF CAP 2009

In 2009, the Government of Lesotho, through the Ministry of Education and Training, promulgated *CAP 2009*. The aim of the policy was "making education at these levels [primary and secondary school levels] accessible, relevant, and efficient and of the best quality" and to "guide the transformation of teaching and learning as well as assessment at these levels" (Ministry of Education & Training, 2009: v). The document provides an overview of the historical and current educational context in Lesotho, the philosophical view of education in Lesotho, the language policy, the goals and aims of education, and the directives for curriculum organisation, curriculum aspects, learning areas, pedagogies, and assessment. While the main aim of the policy is to provide quality education to all its citizens, the long-term goal is to produce citizens equipped with skills to tackle global challenges (Ministry of Education & Training, 2009:4). The 1993 *Constitution of Lesotho* (Chapter III, Section 28a) articulated this vision as follows: "Education is directed to the full development of the human personality and sense of dignity and strengthening the respect for human rights and fundamental freedoms".

In alignment with the aim to make education "accessible, relevant, and efficient and of the best quality" for all school levels, *CAP 2009* is regarded as a "framework which is to guide the transformation of teaching and learning as well as assessment at these levels" (Ministry of Education & Training, 2009: v). As such, *CAP 2009* is a transformational policy with the underlying objective of translating the vision of Lesotho education, as espoused in the

constitution, into the implementation of a newly adopted curriculum. As a policy framework for guiding the implementation of *CAP 2009*, it contains the following four aims:

- *to determine the nature and direction of the national curriculum and assessment systems;*
- *to address the emerging issues pertaining to new demands, practices and life challenges of the modern world;*
- *to monitor quality, relevance and efficiency of basic and secondary education; and*
- *to coordinate and maintain consistency of what is taught, learned and assessed* (Ministry of Education & Training, 2009:1).

These four main aims indicate the direction towards the development of education for individuals, and social development for the benefit of all the citizens, hence, the policy is themed *Curriculum and Assessment Policy: Education for Individual and Social Development*.

Although *CAP 2009* was formulated for the local context by aiming to make education accessible to all Basotho, the government also responded to the global call for the 'right to education'. As a signatory to the *Universal Declaration of Human Rights* advocating education for all people (Landorf, Doscher & Rocco, 2008:222; Foley, 2004, p; Fernando, 2003:7), the responsibility of the Lesotho government towards ensuring 'education for its entire people' found gestation through the conception of *CAP 2009*. In this regard, *CAP 2009* makes provision for a progressive education discourse such as IC, child-centred pedagogy and assessment, and global competitiveness (Ministry of Education & Training, 2009:vii-viii). Consequently, it requires a complete new paradigm shift about the approach to education in Lesotho. As such, *CAP 2009* presents comprehensive policy guidelines, which offer universal direction to the desired global educational practices, and methods that support IC. In alignment with the main aim of the policy and the transformative agenda of *CAP 2009*, we can assume that an IC approach to education will result in citizens who are creative, independent and well equipped with the skills and competencies necessary to survive and function as individuals in both the local and global contexts.

Policy, however, cannot be analysed in isolation of other related official documents, hence the need for examining the text in relation to other official texts (Zengin, 2016, p. 301; Bazerman, 2004, p. 83). Based on the importance of intertextuality, we cannot analyse *CAP 2009* in isolation from other government official documents that could have had an influence on its development. *CAP 2009* should be read in conjunction with the Constitution's vision to make education available to all its citizens through compulsory education for both primary and secondary schools, aimed at "the full development of the human personality and sense of dignity and strengthening the respect for human rights and fundamental freedom" (Ministry of Law and Constitutional Affairs, 1993: Chapter 3, Section 28). While the Lesotho government guarantees compulsory education, section 3 (c) in Part 1 of the *Education Act 2010* legitimises the "provision for education for all in accordance with the provisions of section 28 of the constitution". In drawing on intertextuality, we can assume that in accordance with the *Constitution*, the government envisions *CAP 2009* as an education policy that will translate the notion of compulsory education into a curriculum aimed at preparing the Basotho to cope with the challenges presented by the modern world. The *Education Act 2010*, through legislation, provides for education to all its citizens, but also clarifies the roles and responsibilities of all parties mandated with matters of education in Lesotho (cf. Ministry of Law and Constitutional Affairs, 2010: Part 1, Section 4(1) - (3)). The clarification of the roles of the Minister of Education, the Principal Secretary, and the Teaching Service Commission (TSD), proprietors of schools, teachers, school boards and learners paves the way for the proper implementation of *CAP 2009*. When it comes to the details of the final implementers of *CAP 2009* at the school and the classroom level, we need to read the policy document in conjunction with the *MPSHS 2006*. However, I will discuss this document after the analysis of *CAP 2009* with specific focus on highlighting the roles of SMTs in the implementation of the curriculum (cf. 3.4).

3.3.2 ORGANISATION OF THE INTEGRATED CURRICULUM

CAP 2009 envisages an Integrated Curriculum (IC) as

the holistic view and treatment of issues related to intelligence, maturity, personal and social development of the learner for survival purposes and economic development of the nation as opposed to the compartmentalised subject-based form of instruction (Ministry of Education & Training, 2009:15).

By implication, Lesotho's vision for an integrated curriculum not only aims at helping learners to develop in various areas, but is also in line with the *Constitution of Lesotho* which advocates for education to "contribute towards the realisation of full development of the human personality" (Ministry of Law and Constitutional Affairs, 1993, Chapter 3, Section 28a). Within the context of *CAP 2009*, *IC* is subsequently perceived as an integral approach to education that would facilitate the holistic development of all Basotho children to tackle critical challenges such as

high unemployment rate and slow economic growth, high poverty, rampant HIV and AIDS and other contagious diseases, environmental degradation, gender equality and equity, human rights and democracy and many more (Ministry of Education & Training, 2009:15).

This approach to education aligns with an approach that has already received worldwide support for its effectiveness in enabling learners to link knowledge and skills obtained in one subject to learning another, and relate their learning to real-life situations (cf.2.3.2). By implication, this approach requires strong cooperation and teamwork among the teachers, who have to move beyond compartmentalised subject teaching to the design of integrated lessons (Ministry of Education & Training, 2009:15). This implication alludes to Rogan and Grayson's theory of curriculum implementation, which advocates the importance of a conducive school environment that fosters teamwork and allows for effective teaching and learning. (cf. 2.5.1). The idea of working together is crucial within the *IC* approach. This is the case since teachers are expected to work collaboratively in designing integrated lessons that would facilitate equipping learners with the competencies necessary for the advancement of their respective societies, for contribution to different spheres of operation such as the political, social-cultural, technological and economical, and to cope with the challenges these pose (Ministry of Education & Training, 2009:16). To achieve this agenda, *CAP 2009* proposes curriculum aspects and learning areas as tools to assist in curriculum planning and organisation (Ministry of Education & Training, 2009:16-18). According to the policy, curriculum aspects are meant to equip learners with skills for survival, whereas learning areas refer to education organised as a body of knowledge, into systematic and logical learning chunks, which are the means and modes by which life challenges are addressed (Ministry of Education & Training, 2009:16). This alludes to the fact that education in Lesotho aims to produce learners equipped with the skills to address their societal and global challenges. As

such, *CAP 2009* envisions curriculum aspects and learning areas as enablers for learners to cope with the challenges they may face within communities.

In the next section, I examine the curriculum aspects and the learning areas presented in *CAP 2009* to establish their link with the *IC* approach that is proposed for Lesotho. In examining the curriculum aspects and the learning areas, I draw on Rogan and Grayson's theory (2003) of curriculum implementation as a framework, which provides the lens for delineating the implications of the *IC* approach for curriculum implementation. This theory is premised on the construct of *POI*, *CTI*, and *OA* (cf. 2.5). *POI* is concerned with putting the ideas of a policy into practice, whereas the *CTI* considers the factors that may support or hinder the implementation of the proposed policy. Outside agencies refer to the support that schools may get from communities beyond the schools. Accordingly, Rogan and Grayson (2003) project that we can determine the effective implementation of innovations in schools by the interplay of these constructs (Rogan & Grayson, 2003:12). As Lesotho is implementing *CAP 2009* using an *IC* approach, MoET must carefully consider means and ways through which to implement the curriculum in a practical way. In addition, we must consider the factors that may hinder or support the implementation of the policy, including support from the outside community. In the subsequent section, I analyse the proposed *Curriculum aspects and Learning areas* of *CAP 2009* through the theoretical lens of Rogan and Grayson (2003).

3.3.3 CURRICULUM ASPECTS

In accordance with the intentions of *CAP 2009*, the curriculum aspects act as tools to assist in curriculum planning and organisation. In particular, curriculum aspects relate to the expected life challenges and contexts in which a learner is to function as an individual and as a member of the broader society (Ministry of Education & Training, 2009:16). In their theory of curriculum implementation, Rogan and Grayson assert that in their teaching, teachers should use examples that apply to the everyday lives of the learners (cf. 2.5.1). Teachers in Lesotho therefore need to create environments where learners are free to interact in the classroom with confidence in sharing their past, current and anticipated challenges. In the construct of *POI*, Rogan and Grayson recommend that schools should create favourable teaching and learning environments which will allow for such sharing, but will also unleash the full potential

of all learners. In fact, Thijs and Van den Akker (2009:34) concludes that “good classroom interaction is a recipe for learners to acquire ... to promote effective learning”.

CAP 2009 envisions the type of education that could help to respond to the challenges that learners face directly or indirectly in their lives. These include “high unemployment rate and slow economic growth, high poverty, rampant HIV/AIDS and other contagious diseases, environmental degradation, gender equality and equity, human rights and democracy and many more” (Ministry of Education & Training, 2009:13). Learners subsequently need education that will enable them to tackle these everyday challenges while at school, but also after they have left school. It is in this regard and in alignment with curriculum aspects which allude to everyday life that *CAP 2009* endorses an *IC* based on the assumption that

[e]ducation is central to the survival of both an individual and a society. It should equip individuals with competencies necessary for advancements of their respective societies in different spheres of operation such as political, social, technological and economical; and cope with the challenges posed thereof (Ministry of Education & Training, 2009:16).

The main aim of the curriculum aspects is an education tailored to prepare learners to address everyday challenges. By implication, MoET acknowledges that teaching should address the daily experiences learners both within and outside their communities. This acknowledgment alludes to Rogan and Grayson’s assertion (2003) that teachers should lead their learners in classroom situations in instigating and maintaining long-term projects within their subjects that relate to a specific problem the learners face in their communities, for which they then try to find a solution (cf. 2.5.1). It is subsequently clear that *CAP 2009* envisions an education system that would relate education to real-life experiences by focusing on the needs of learners and their communities.

To achieve this kind of education, *CAP 2009* proposes imparting specific skills to the learners to foster positive living in their communities. *CAP 2009* presents these aspects, which include *Effective Communication, Awareness of Self and Others, Environmental Adaptation and Sustainable Development, Health and Healthy Living, and Production and Work-related competencies* (Ministry of Education & Training, 2009:16-17). While these skills are integral because they relate to different areas of life, we can assume that the new curriculum aligns

with the features of an *IC* approach that aim at equipping learners with skills to solve life challenges. Additionally, the *Education Act of 2010* (Ministry of Law and Constitutional Affairs, 2010: Section 4(2)) provides support by ensuring that “a learner is provided with opportunities and facilities to enable him or her to develop” in all aspects of life. Therefore, schools need to explore all the opportunities that they can provide to learners for integral growth and development. In the rest of this section, I unpack the curriculum aspects as skills presented in *CAP 2009* as part of a holistic and integrated approach to teaching and learning. My aim with this exposition is to highlight how these curriculum aspects could contribute to learners’ abilities to solve problems and challenges experienced in everyday lives. It is my contention that the curriculum aspects hold certain implications for curriculum implementation.

3.3.3.1 EFFECTIVE COMMUNICATION

According to the policy, effective communication relates to the ability to effectively express ideas and feelings (Ministry of Education & Training, 2009:16). Effective communication is not a one-way process as it involves learners and teachers. While learners must be able to express themselves clearly, teachers must explain clearly, make their expectations explicit and engage the learners in the teaching learning environment (Killen, 2012:37). In order for learners to express their ideas and feelings effectively, *CAP 2009* stipulates that they must develop the ability to communicate effectively in words, symbols, colours, signs, sound, media (print, electronic), and actions (Ministry of Education & Training, 2009:16). *CAP 2009* also envisions the development of listening, speaking, writing and reading as important skills to facilitate effective communication. In this regard, schools need to be well equipped with facilities that will foster these skills to enable learners to express themselves effectively. In the construct of *CTI* (cf. 2.5.2), Rogan and Grayson’s theory (2003) of curriculum implementation asserts that for the effective implementation of an innovation, schools should have the necessary physical resources to support the innovation (Rogan & Aldous, 2005:319; Rogan & Grayson, 2003:1189). This implies that for the proposed ideas of *CAP 2009* to implement the *IC* approach effectively, schools should be equipped with resources that include among others, the availability of electricity, computers, and copying facilities (cf.2.5.2). On the same note, Killen (2012:239) asserts that the availability of such facilities in schools will greatly aid the acquisition communication skills. We can therefore assume that the policy takes note of the availability of these enabling resources. It is important to note that *CAP 2009* identifies and

emphasises the use of home language to foster effective communication. In this regard, *CAP 2009* acknowledges that

[a]s Lesotho Constitution states, that Sesotho and English are the two official languages, and in recognition of the fact that there are other languages besides Sesotho and English, mother tongue will be used as a medium of instruction up to class 3 while English will be taught as a subject at this and other levels (Ministry of Education & Training, 2009: 8).

The implication is that schools will use the first language of every learner as a medium of instruction in lower grades, and English will be taken as a subject at the higher grades. While we can assume that the teaching and learning of concepts in the home language will enhance effective communication, we can also assume that the document considers other minority languages spoken in different parts of Lesotho as medium of instruction at the lower grades. However, at the higher level, teachers need to encourage and motivate learners to use English not only as a subject but also as a medium of communication in order to prepare them for global competitiveness, which is a major aim of *CAP 2009*. Coupled with that, all subjects except Sesotho in high school are taught in English

3.3.3.2 AWARENESS OF OTHERS

Owing to the important role of communication as expounded through an IC approach, one could assume that communication skills should be informed and strengthened by the nurturing of awareness of the self and others. *CAP 2009* perceives such an awareness as preparing

[l]earners to understand and appreciate themselves and appreciate themselves and others. They should understand their development processes, physiologically and psychologically, and how they affect their relationships being able to realise, understand and appreciated self and other (Ministry of Education & Training, 2009:15).

CAP 2009 anticipates a curriculum, which will enable learners to be conscious of their general growth and development. If learners are aware of their growth and development, it is assumed that they will be able to manage their feeling and emotions, which will result in harmonious living with others in the community. Rogan and Grayson (2003) allude to this important aspect in their construct of *CTI*. They propose that in their teaching, teachers should

be concerned about the learners' background (cf. 2.5.2.3). In this regard, Killen (2012:29) asserts, "[e]ach learner's background knowledge and previous learning experiences will be a strong influence on their beliefs, preferences, learning styles and self-efficacy". This means that teachers in Lesotho schools need to create a rapport with their learners to enable them to share their backgrounds. Where possible, teachers need to interact with parents or guardians in order to understand the background of their learners. In light of Rogan and Grayson's construct of *CTI*, there should be collaboration between the schools and the families of learners, because families play an important role in reinforcing learning at the school.

3.3.3.3 ENVIRONMENTAL ADAPTATION AND SUSTAINABLE DEVELOPMENT

According to the policy, the aspect of Environmental Adaptation and Sustainable Development addresses the survival of the learners in their own environment (Ministry of Education & Training, 2009:17). Being aware of themselves as learners, and of their environment, fosters not only their learning, but ensures that learners begin to appreciate and take care of their surroundings. Rogan and Grayson (2003) proposes, in terms of *POI*, that a good school environment is necessary for the fostering of learning (cf. 2.5.1). Therefore, it is important that the school should not only create a conducive teaching and learning environment, but that learners need to appreciate their school environment and take good care of it. By implication, *CAP 2009* enforces learners taking good care of the environment in order to guarantee its preservation for the next generation (Ministry of Education & Training, 2009:17). *CAP 2009* expands on the need for learners to be aware of their environment by stressing that they should be assisted to

- *understand and appreciate the biophysical, political, social and economic parts of the environment and their relationships; and*
- *develop appropriate skills and positive attitudes to interact sustainably with the environment for social-economic development* (Ministry of Education & Training, 2009:17).

We can assume that the policy highlights the importance of learners being aware of their environment and that this contributes to their growth and development, as well as realising the relationship between these factors. It is therefore envisioned that Lesotho's education will, among others, promote care, protection and effective use of environmental resources for the benefit of the nation at large.

3.3.3.4 HEALTH AND HEALTHY LIVING

In addition to acquiring skills to effectively use and take care of their environment, learners need to be in good health and lead a healthy lifestyle. This feature fosters an understanding and appreciation of the psychological and physiological welfare of an individual in encouraging a healthy lifestyle. In order to foster this in learners, *CAP 2009* stipulates a curriculum that

- *[p]romotes acquisition of knowledge and skills for taking care of oneself, others and the environment to maintain and promote good life and good life and healthy living;*
- *[d]evelops appreciation of the physical and mental well-being of an individual in promoting healthy and safe lifestyle; and*
- *[d]evelops positive attitudes and values towards maintaining good life and high standard of living* (Ministry of Education & Training, 2009:17).

There is a close relationship in the policy between an awareness of the self and awareness of others. This is because both concepts point to a healthy lifestyle. While awareness of the self and others contributes towards learners realising their strengths and importance in life, one could assume that being in good health and leading a healthy life would entail taking care of oneself by developing a positive attitude towards oneself and others. Rogan and Grayson (2003) the propose availability of physical resources for proper implementation of the curriculum (cf. 2.5.2). It therefore follows that for proper implementation of *CAP 2009*, it is imperative that schools have facilities such as on-site health units where learners can obtain health-related advice. Staff at such facilities can present workshops to teach learners ways in which they can lead healthy lifestyles.

3.3.3.5 PRODUCTION AND WORK-RELATED COMPETENCIES

There is a strong relationship among the aspects that *CAP 2009* envision, specifically regarding how a healthy life and healthy living habits can enable the development of production and work-related competencies in order to be constructive in society. In this regard, the policy envisions equipping “learners with knowledge and skills to participate in productive and income-generating activities” (Ministry of Education & Training, 2009:16). As an implication for curriculum implementation, teachers should help learners to develop entrepreneurial

skills. This might help them lead a decent living after the stage of formal schooling. This curriculum aspect anticipates assisting learners to

- *apply knowledge and skills in exploiting suitable resources in the environment profitably and sustainably;*
- *apply knowledge and skills for income generation; and*
- *develop and demonstrate positive attitudes and values towards self-reliance and world of work* (Ministry of Education & Training, 2009:18).

As stated earlier, *CAP 2009* places emphasis on the importance of relating the education received at school education with the workplace. In this regard, Rogan and Grayson's theory of curriculum implementation (2003) indicates the extent to which curriculum intentions are enacted through practical work activities (cf. 2.5.1). The theory proposes that teachers integrate their subjects with practical work. The implication of this for Lesotho high school teachers is to integrate their subjects with practical work in relation to the realities of life. This means that as teachers present their lessons in the classroom, they should relate their subjects to real-life examples, especially with regard to the world of work. The establishment of such a relationship is a typical characteristic of an integrated curriculum. In addition, the acquisition of production and work-related competencies will enable learners to contribute to the economic growth of the country, and even the world.

Considering aspects related to curriculum, the main emphasis is on the acquisition of knowledge and skills by learners to ensure the sustainability of the environment for future generations. Rogan and Grayson's advancement (2003) of the theoretical sub-constructs of the *POI* and *CTI* forms a useful framework within which to consider the implications of these curriculum aspects. The curriculum aspects are important as they have the potential to contribute towards the "full development of the human personality" (Ministry of Law and Constitutional Affairs, 1993, Chapter 3, Section 28). This enables learners "to develop physically, morally and socially in a healthy, normal manner and in conditions of freedom and dignity" (Ministry of Law and Constitutional Affairs, 2010, Section 4(2) (a)).

Teachers are challenged to assist their learners to develop skills such as effective communication, awareness of self and others, environmental adaptation and sustainable development, health and healthy living, and work-related competencies. Teachers can assist

learners to develop these intended skills through an integration of the knowledge that learners will acquire from different subject areas. Curriculum aspects presented in *CAP 2009* spell out the ultimate intentions of the education envisioned for Lesotho. This education calls for a paradigm shift for the teachers, who should work together using the *IC* approach. Teachers should identify and agree on the skills that they want to develop in learners, and then identify themes associated with the content that would enrich such skills. In this regard, *CAP 2009* sees the need to organise the body of knowledge into systematic and logical learning chunks. In this way, teaching and learning will be directed towards the development of the necessary skills for the day-to-day survival of learners. In the next section, I discuss the learning areas as presented by *CAP 2009*.

3.3.3.6 LEARNING AREAS

To address the curriculum aspects discussed above, *CAP 2009* adopts the organisation of the body of knowledge into “chunks which become means and modes by which life challenges are addressed”. This body of knowledge can be divided into learning areas. “Learning areas’ categorization of body of knowledge are a source of disciplined pool of knowledge which learners should acquire to fulfil the expected roles in their lives and their society” (Ministry of Education & Training, 2009:18). Five learning areas have been identified. These should enact with one another, drawing on different disciplines in an interdisciplinary approach aimed at a holistic understanding of the world (cf. 2.3.3.2). This perception alludes strongly to Rogan and Grayson’s theory of curriculum implementation, which proposes that teachers must be confident about their subjects and relate their subjects to real-life situations (cf. 2.7). By implication, teachers must have the competence to integrate their subjects with world realities. By means of various disciplines presented through the interdisciplinary approach, learners must therefore be equipped with the tools, which they may need to face real-world challenges.

These five learning areas are Linguistic and Literary, Numerical and Mathematical, Personal, Spiritual and Social, Scientific and Technological, and Creativity and Entrepreneurial (Ministry of Education & Training, 2009:18-20). Each learning area is associated with core contributing subjects and compulsory subjects (cf. Table 2.5). This implies that some subjects are given prominence over other subjects that contribute to the same learning area.

Table 3-1: The five learning areas (Ministry of Education & Training, 2009, p. 21)

Learning area	Core contributing subjects	Compulsory subjects
Linguistic and Literary	Sesotho, English, Art & Crafts, Drama, Music and other languages	Sesotho and English
Numeric and Mathematical	Mathematics	Mathematics
Personal, Spiritual and Social	History, Religious Education, Health and Physical Education, Development Studies, Life Skills	Life Skills
Scientific and Technological	Science, Geography, Agricultural Science, Technical Subjects	Science
Creativity and Entrepreneurial	Business Education, Clothing and Textile, Food Nutrition, Home Management, ICT, Accounting	Any subject

CAP 2009 anticipates that these learning areas will be used as filtering mechanisms for the selection of concepts and principles derived from subject areas, to respond to real-life issues and challenges (Ministry of Education & Training, 2009:15). In addition,

the [u]se of these learning areas fosters an integrated approach and facilitates incorporation of emerging societal issues. All learning areas should serve as foundations for further learning and development (Ministry of Education & Training, 2009:18).

We can deduce from this policy directive that these learning areas are envisioned as facilitators for the design of adequately coordinated learning programmes. The role of the learning areas is further strengthened, as they will be used to serve as quality control mechanisms, ensuring relevance and coverage of key competencies in curriculum planning and organisation (Ministry of Education & Training, 2009:18).

When considering the aforementioned roles of learning areas in the curriculum, one can see the strong alignment with an *IC* approach. The learning areas are interrelated and should not be regarded as separate subjects, as was the case in the traditional curriculum, but as integrated knowledge. In this regard, *CAP 2009* highlights the interrelatedness by indicating that “[t]hey [the learning areas] are built from concepts which cut across a number of themes and should therefore provide the full range of experiences to which learners are entitled”

(Ministry of Education & Training, 2009:18). This connection between the learning areas, which are viewed as enablers for the planning of coordinated programmes, is a clear endorsement of an interdisciplinary approach to IC (cf.3.3.2). In this regard, Rogan and Grayson (2003) also stress that teachers need to connect their subject with other subjects (cf. 2.5.1). As such, teachers must coordinate their subjects so that their lessons have connections with lessons from other subjects. The use of the learning areas is considered a core ingredient of IC. CAP 2009 aspires to an IC that will promote

the creation, acquisition and utilisation of knowledge and skills as well as development of attitudes and values necessary for participation in advancing personal and social-economic development and participation in globalisation (Ministry of Education & Training, 2009:9).

3.3.3.7 LINGUISTIC AND LITERARY LEARNING AREA

This learning area aims to develop the following:

- *Acquisition and understanding of linguistic skills necessary for effective communication in different contexts;*
- *Application of linguistic, creative and other skills in promoting literary works for social-economic development;*
- *Positive attitudes and values necessary for effective communication;*
- *Communicate effectively through listening, speaking, reading and writing in formal and informal situations; and*
- *Use and select appropriate words, colours, signs, sounds, graphics, symbols and media to communicate and interpret scientific, social, economic, technological, and political information* (Ministry of Education & Training, 2009:18-19)

Given the concern with the acquisition of language and communication skills, it can be assumed that this area is focused on equipping learners with the relevant skills effective communication through, speaking, reading and writing, and listening in both formal and informal situations. Effective communication subsequently implies that learners are able to speak audibly and meaningfully with others, read properly, and write legibly in both classroom and life settings. Effective communication also requires learners to be able to use other means of communication such as words, colours, signs, sounds, graphics, symbols and media in order

to interpret life experiences or challenges. This understanding alludes strongly to Rogan and Grayson's assertion that for the effective implementation of a new curriculum, learners should be proficient in the language of instruction (cf. 2.5.2). In this regard, it is important to note that English and Sesotho have been given the status of 'compulsory subjects'. This status aligns with Section 3 (1) of the *Constitution* of 1993, which stipulates, "the official languages of Lesotho shall be Sesotho and English, and accordingly, no instrument or transaction shall be invalid by reason only it is expressed or conducted in one of those languages".

This learning area implies that teachers and learners should at least have some basics conceptions of both languages. As such, teachers who are not very good at either of the languages need to work together with other teachers who are familiar with the languages. For example, a teacher who may not know Sesotho need to work with another teacher who knows Sesotho. They should plan their classes together. Therefore, when it comes to teaching, a teacher who uses mainly English can integrate some Sesotho concepts, learnt from another Sesotho teacher(s). In addition, during such planning teachers need to be aware of the differences in terms of the languages that learners may be comfortable with, and help such learners accordingly. This will equip learners with the skills prescribed by *CAP 2009* under curriculum aspects (cf. 3.3.3), to face the challenges experienced in their respective communities.

3.3.3.8 NUMERICAL AND MATHEMATICAL LEARNING AREA

The numerical and mathematical learning area deals with numerical and mathematical skills necessary for the daily living of learners, and aims to promote:

- *The acquisition of numerical and mathematical skills for effective participation in scientific, technological and social-economic development;*
- *application of numerical and mathematical skills in solving everyday problems and promoting social-economic development;*
- *appreciation of the contribution of numerical and mathematical skills in scientific, technological and social development;*
- *development of positive attitudes towards mathematics as a foundation for further learning and career development (Ministry of Education & Training, 2009:19)*

While the *IC* acknowledges the importance of numeracy and mathematical skills in the day-to-day living and career development of learners, this learning area does not only entail the teaching of abstract numeracy and mathematical concepts. Rather, in the spirit of an *IC* approach, numerical and mathematical concepts are related to the real-life experiences of learners. Relating numerical and mathematical concepts to real-life experience is in tune with Rogan and Grayson's advocacy for relating the knowledge acquired in the classroom to real-life situations (cf. 2.5.1(a)). By implication, teachers need to consider how mathematical concepts could be useful for learners to solve the day-to-day challenges they may encounter in the communities where they live. While the curriculum aspects propose that "planning should be broad and inclusive to reflect both individual and societal needs" (Ministry of Education & Training, 2009:16), the focus of education should be on equipping learners with skills to enable them survive in their various environments.

3.3.3.9 PERSONAL, SPIRITUAL AND SOCIAL LEARNING AREA

This aspect is aimed at promoting the development of a learner as "an individual" and as a "member of the community"; he or she lives in (Ministry of Education & Training, 2009:16). The main aim is to prepare learners to fit into and benefit their communities by acquiring the following skills:

- *Develop knowledge and understanding of the self;*
- *Develop appropriate skills and attitudes towards development and nurturing of positive relationships with others regardless of cultural, social, religious or political differences and special needs; and*
- *Cultivate desirable attitudes, ethical and moral values for personal and social development.* (Ministry of Education & Training, 2009:19)

In order to address the challenges of making learners aware of their importance in life, they must be able to know and understand themselves and also acquire those skills that will enable them to relate with other people in a non-discriminatory manner. Since this area enables learners to develop values and morals considered appropriate in their communities, my assumption is that the values incorporated into teaching and learning will be relevant to the learners and the community in which they find themselves. This assumption aligns with Rogan and Grayson's proposal that learners should be empowered with skills to face the realities of

their communities (cf. 2.5.1). As such, teachers using the *IC* approach need to base their lessons on a specific problem or issue which the learners are likely to face the local community. In other words, an *IC* should be contextual to link learning with real-life challenges. Consistent with the notion of curriculum aspects conceptualised in *CAP 2009*, the policy prescribes the *personal, spiritual and social* learning area to equip learners with competencies necessary for their survival in their societies (cf. 3.3.3). This learning area, when infused with the skills of the curriculum aspects and used across the other learning areas, could lead to a holistic growth and development of learners equipped with the skills to enable them survive in their societies.

3.3.3.10 SCIENTIFIC AND TECHNOLOGICAL LEARNING AREA

The scientific and technological learning area is concerned with the acquisition of scientific and technological skills aimed at the

- *acquisition and understanding of scientific and technological concepts, principals and processes for social-economic development;*
- *understanding of environmental phenomena in terms of physical, social- economic and technological developments;*
- *application of scientific and technological skills in solving everyday life challenges; and*
- *positive attitudes and values towards the use of science and technology in everyday life situation* (Ministry of Education & Training, 2009:16).

Through this learning area, learners will be equipped with skills that will help them to use technology in order to solve day-to-day life challenges. Rogan and Grayson support the use of technology as an instructional tool in teaching and learning (cf. 2.5.2), and in this regard research shows that the use of technology in schools helps to promote the quality of teaching and learning (Newby, et al., 2000). The importance of mathematics, science and technological skills has been highlighted as indispensable and highly valued disciplines in the education system. In this regard, the use of technology in teaching and learning subsequently embraces an *IC* approach as *CAP 2009* aims to promote 21st century skills, which include, amongst others, the ability to use technology (cf. 2.6). It follows therefore that teachers involved in the *IC* approach in Lesotho should be comfortable with the applicability of science and technology in classroom spaces and beyond, and should work together to embrace the use of science and technology across the learning areas (cf. 2.5.2). In line with the curriculum aspects, which act

as a tool for assisting in curriculum and organisation, it can be assumed that the scientific and technological learning area will equip learners in Lesotho with skills that will enable them to create new scientific and technological inventions. In addition, it should also be helpful to solve challenges that may be experienced as the result of scientific and technological discoveries.

3.3.3.11 CREATIVITY AND ENTREPRENEURIAL LEARNING AREA

According to CAP (2009:22), the aim of the creativity and Entrepreneurial learning area is to develop

an understanding and application of creative and entrepreneurial concepts, principles, and skills in addressing everyday needs, as well as attitudes and values in responding to such needs.

One could therefore assume that aspects of production and work-related competencies will be particularly relevant in this learning area. For instance, when learners are creative, they will be able to create their own business plans and create jobs for themselves and others. Because of the importance of creativity, Rogan and Grayson (2003) propose that in the classroom situation learners should be actively involved with the application of the knowledge learnt from a particular subject into their own environment. According to these authors, some examples of these applications may include career opportunities that the subject may provide (cf. 2.5.1). In this manner, learning will inspire learners since they are likely to discover links between the subjects and future employment opportunities. Learners will not only see opportunities for attaining future employment, but they will be encouraged to become future job makers rather than job seekers. A view supported by Chigwamba (2012, p. 5) stating that the aim of education should not only be on future employment opportunities, rather, it should encompass the development of an individual with sound national values such as self-reliance, entrepreneurship and responsible citizenship. Therefore, the position of CAP 2009, position to produce creative and entrepreneurial learners, can be seen as an effort for change in education in Lesotho to focus on learners who will be creative and able to use their imagination to come up with new jobs. As such, education is not so much aimed at producing citizens who will seek white-collar jobs, but rather at producing functional and productive citizens for Lesotho. This learning area is subsequently also supportive of technical schools, through which education will not only focus on the cognitive domain, but provide a wider area

for the acquisition of technical skills to support their survival both locally and globally. When using the *IC* approach in teaching and learning, teachers should use methodologies that can develop the creativity, independence, and survival skills of learners - “[l]earners are expected to become more responsible for their own learning processes and thus should be able to identify, formulate and solve problems by themselves and evaluate their work” (Ministry of Education & Training, 2009:22).

In drawing on *CAP 2009*, it seems that the Lesotho government is committed to equip its learners with skills to effectively communicate, solve mathematical problems in the community, develop as individuals and as members of the community, enable them to be technologically competent, and be creative and entrepreneurial. In essence, through *CAP 2009* the government envisions a transformational education system that draws on five learning areas as a source of a disciplined pool of knowledge for the enactment of an *IC*. However, for this educational transformation to be realised, *CAP 2009* expands on the *pedagogy*, and the *assessment* using an *IC* approach. In the next section, I examine the pedagogy and the ways of assessment advocated for by *CAP 2009*.

3.3.3.12 PEDAGOGY

The word “pedagogy” relates to a sustained process in which somebody(s) acquires new forms or develops existing forms of conduct, knowledge, practice and criteria from somebody or something deemed to be an appropriate provider and evaluator (Westbrook, et al., 2013, p. 7; Forbes, 2003:2). In their theory of curriculum implementation, Rogan and Grayson stress the necessity for an interactive class in which teachers engage learners in a constructive manner (cf. 2.5.1.1). *CAP 2009* regards *IC* as a holistic approach, addressing issues related to “intelligence, maturity, personal and social development [of the student] for survival purposes and economic development of the nation” (Ministry of Education & Training, 2009:12). Furthermore, *CAP 2009* advocates for integrated teaching and learning, which calls for a more child-centred approach where learning is based on the connection of subjects as opposed to isolated subjects (cf. 2.3.1). Within this context, pedagogy not only relates to the art of teaching, but more specifically to a “shift more towards methods that can develop creativity, independence and survival skills of learners” (Ministry of Education & Training, 2009: viii).

will prepare learners to deal with issues of the environment, hence, preparing a generation conscious of the environment. In addition, learners will be able to deal with health issues, particularly HIV and AIDS, eradicate poverty, foster democracy, human rights, gender sensitivity which are all of interest to *CAP 2009* (Ministry of Education & Training, 2009:22). This requires teachers to shift their thinking from a traditional teacher-dominated teaching pedagogy to a child-centred approach, which highlights a particular perception of holistic education that goes beyond the confines of the classroom. By using an *IC* approach, teachers must collaborate in planning and teaching, and relate their teaching with real life challenges, which may, at times, require them to go outside the classroom to participate in community projects. The notion of collaboration is supported by Rogan and Grayson's theory of curriculum implementation, which requires a positive interaction between staff and learners. According to this theory, teachers should create opportunities that allow discussions; arguments and teamwork in the classroom (cf. 2.3.3). As such, *CAP 2009* ascribes to an *IC* approach that will lead to transformational education where learners will own their education and teachers will play a more facilitative role in guiding learners to becoming creative thinkers and problem-solvers, equipped with skills for survival in the environments where they are likely to find themselves in.

3.3.3.13 ASSESSMENT

According to *CAP 2009*, the main aim of assessment is the focus on the attainment of educational and curriculum aims of educational programs at all levels. According to the document, assessment will meet different needs such as:

- *Formative (diagnostic) and continuous assessment*
- *Monitoring of educational progress*
- *Summative (selection and certification)* (Ministry of Education & Training, 2009:23).

CAP 2009 indicates the important role that assessment plays in fostering learning. In support of its importance, Jansen (2009:240) states that "assessment (standards) describe the level at which learners should demonstrate their achievement of the learning outcome(s) and the ways (depth and breadth) of demonstrating their achievement". It can therefore be assumed that assessment could encourage deep learning which is relevant for the learners and their societies. Asserting the importance of assessment, Rogan and Grayson (2003) propose that

assessment should be holistic in nature by making efforts to go beyond written tests to incorporate oral presentations, written reports and research work and scientific projects undertaken by learners (cf. 2.51). In this regard, *CAP 2009* has widened the scope of assessing by prescribing three strategies, namely formative assessment, remediation and the monitoring of education progress (Ministry of Education & Training, 2009:23).

In alignment with these strategies, *CAP 2009* proposes a form of continuous assessment (CASS) of the learning progress at all levels of school education. Teachers will use this strategy for the diagnosis of learning difficulties and to identify areas in need of attention. The second strategy is about remediation, in which teachers are required to administer various tests that

will be in terms of quarterly tests, course work, projects, portfolios, and practical tests in order to develop higher order skills, attitudes, and life skills. Marks of CASS results will be used to monitor the performance of learners while national assessment will assess the performance of educational system (Ministry of Education & Training, 2009:23).

Lastly, the National Education Office will monitor progress through the national educational assessment. They will check the attainment of the defined minimum competencies at the different levels of education. The policy indicates, “at the end of Grade 10 (Junior Certificate) and Grade 12 (Senior Secondary) levels respectively, assessment will be in the form of examinations that are used for selection of learners to higher education levels. Performance will be checked at all learning areas per learner and all learners will be assessed” (Ministry of Education & Training, 2009:23). This widening of the scope of assessment in Lesotho indicates the government’s commitment to align assessment with the new adopted *IC* approach.

As another important factor in achieving proper curriculum integration, the policy pays attention to practical skills (Ministry of Education & Training, 2009:23). This marks a major shift from the traditional examination system that mainly covered cognitive objectives, and marginalised learners with special cognitive needs (as already pointed out by Raselimo and Mahao (2015:9)). *CAP 2009* recognises learners with special abilities, and for that reason, both group examinations and subject examinations will be available for candidates at the end of Grades 10 and 12 (Raselimo and Mahao, 2015:24). *CAP 2009* also creates opportunities for assessing practical skills, which are difficult if not impossible to assess adequately by pen and

paper examinations only. Among the other reasons stated in *CAP 2009*, the main reason for the two examinations referred to above, is to certify and select learners for higher education (Ministry of Education & Training, 2009:24). This implies that it is not only performance in group examinations that will determine access to higher education, but also performance in subjects where a learner has the best abilities. In a similar vein, Rogan and Grayson propose that the most effective way to assess learners would be by the use of more open-ended complex challenges to allow learners to demonstrate what they know (cf. 2.5.1.3). It is in this regard that *CAP 2009* is likely to bring about quality in the teaching and learning process through the adaptation of an instructional process to meet the needs of individual learners, and increased parental involvement (Raselimo and Mahao, 2015:9).

3.3.4 IMPLICATIONS FOR CURRICULUM IMPLEMENTATION

In order to understand the *CAP 2009* directives for curriculum implementation, I used the theory of curriculum implementation advanced by Rogan and Grayson (2003). The theory acted as my theoretical lens to visualise the levels of operation in the *POI* and *CTI* in their curriculum implementation matrix (cf. 2.5.1 & 2.5.2). Rogan and Grayson (2003) propose that when these constructs are well managed, they can culminate in the effective implementation of a new curriculum in schools. Within the context of my study, the levels of operation of these constructs acted as standard pointers for the effective implementation of *CAP 2009* and the subsequent *IC* approach in Lesotho schools. In Table 2.6 below, I present the main issues of *CAP 2009*, namely curriculum organisation, curriculum aspects and learning areas. I also consider the proposed approach, and ways to assess these major concerns. By means of an attempt to 'read' these issues through Rogan and Grayson's constructs (2003) of *POI* and *CTI*, I table my understanding of the relationship between *CAP 2009* and Rogan and Grayson's theory of curriculum implementation. The table is divided into two parts: part A addresses the expectations of both *CAP 2009* and Rogan and Grayson (2003) for a proper implementation of the curriculum, and part B proposes the ways in which issues of part A can be realised.

The argument is that the effective enactment of classroom interaction, pedagogy and assessment (*POI*) (cf. part A) will lead to harmonious curriculum implementation. However, such a harmonious implementation is dependent on the required *CTI* aspects such as physical resources, teacher capacity, learner capacity, school ethos and sound management (cf. part

B). In the Lesotho context, and with the critical analysis of *CAP 2009*, one notes that the policy holds certain implications for curriculum implementation. These implications are outlined in the table below. The expectation of *CAP 2009* is an integrated approach, child-centeredness, and continuous assessments. For this to be realised, however, there should be physical resources, motivated and competent teachers, motivated and independent learners, a school-shared vision and effective management as indicated in part B. The interrelationship of all these aspects will culminate in the proper implementation of the curriculum. The table shows the relationship between *CAP 2009*, Rogan, and Grayson's constructs (2003) of curriculum implementation.

Table 3-2: The table shows the relationship between *CAP 2009*, Rogan, and Grayson's constructs (2003) of curriculum implementation

		PART A Profile of implementation			PART B Capacity to support innovation				
Emphasis		Classroom interaction	Pedagogy	Assessments	Physical resources	Teacher factors	Learner factors	School ethos	Management
Curriculum and assessment policy 2009	Curriculum organisation	Integrated approach Use of other resources alongside textbooks Teacher bases lessons on specific issue faced by the local community (cf. 2.5.1)	Child centered Children design and do their own investigations (cf. 3.3.1),	Continuous assessments Written tests that cover the topic adequately Teachers mark and give feedback promptly (cf. 2.5.1)	Classrooms, computer labs, and other necessary infrastructure (cf. 2.5.2.4)	Teachers are available and motivated (cf. 2.5.2)	Learners are motivated and independent (cf. 2.3.3)	A shared school vision cf. 2.5.2.4)	Effective management to implement <i>CAP 2009</i> (cf. 2.5.2)
	Curriculum aspects	There is effective communication Awareness of others Environmental adaptation Health and healthy living Production of work-related competencies (cf. 3.3.3)	Integration of subjects (cf. 2.5.1)	The level of performance is based on open investigations, and community-based projects (cf. 2.5.1)	Community projects, portfolios (cf. 2.5.1)	Teachers have knowledge of curriculum aspects	Learners are prepared to learn (2.5.2)	Environment is conducive for teaching and learning (2.5.2.3)	Management supports the changes by providing the necessary resources for the implementation (cf. 2.5.2)
	Learning areas	Linguistic and Literary	Learners proficient in	Assess the learners using	Availability of textbooks,	Enough teachers	Learners' background	Management capable of	Create an environment,

	Numerical and Mathematical Personal, Spiritual and Social Scientific and Technological Creativity and Entrepreneurial (cf. 3.3.4)	the language of instruction (cf. 2.5.2.3)	portfolios, projects (cf. 2.5.1)	computers, classrooms etc. that aid learning (cf. 2.5.1)	capable of handling these learning areas (cf. 2.5.2)	and ability to learn (cf. 2.5.2)	guiding implementation of learning areas (cf.2.5.2)	policies that allow integration of the learning areas (cf. 2.5.2.4)
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Implications for implementation

Teachers must

- collaborate in planning and teaching (cf. 3.3.3.12)
- strive to coordinate their subjects in an integrated manner (cf. 3.4.1)
- have the requisite competence to integrate their subjects with world realities (cf. 3.3.4)
- strive to equip learners with skills and competencies necessary for their survival as individuals in both local and global contexts (cf. 3.3.4)
- cooperate and work as a team (cf. 3.3.2)
- create conducive teaching and learning environments for learners (cf. 3.4.2)

Schools must

- provide opportunities for learners for integral growth and development (cf. 3.3.3)
- involve learners in matters that concern the school (cf. 3.3.4)
- solicit all the resources needed for the implementation of the new curriculum (cf. 3.4.2)
- motivate learners to use English as it is an international language (cf. 3.3.3)
- create good rapport with learners to enable them to share their experiences, problems and expectations (cf. 3.3.3)
- change from the traditional ways of teaching to a child-centred approach (cf. 3.3.4)
- assess learners using continuous assessments (cf. 3.3.3)

In the next section, I analyse the *Manual for the Principals of Secondary and High Schools* with the aim to foreground the responsibilities of the School Management Team (SMT) to steer the implementation of *CAP 2009*.

3.4 THE ROLE OF THE SCHOOL MANAGEMENT TEAM IN LESOTHO SCHOOLS

In 1995, the *Manual for Heads of Secondary and High School in Lesotho* (hereafter *MPSHS 2006*) was published to elucidate the roles of SMTs in Lesotho schools. This document was reviewed and republished in 2006 to guide principals, heads of department, teachers and learners with their specific roles in the school context. The significance of this document for my study lies with the understanding of the role of the SMT for curriculum implementation. In pointing out the importance of this role, Naicker and Waddy (2002:5) state that the SMT is tasked with “organisation, decision-making, leadership and policy formulation which entails initiation and maintenance of dynamics and interactions that lead to a more effective educational and teaching”. This means that the success or failure of the school will largely depend on the prudence of the SMT in terms of organisation, decision-making and policies adopted for the school. In Lesotho, the SMT consists of the principal, the deputy principal and the heads of department (HoDs) (Ministry of Education and Training, 2006:6) Accordingly, “[a]ll schools should have a School Management Team to assist with the day-to-day running of the school” (Ministry of Education and Training, 2006:6). The SMT, led by the principal, must therefore ensure the effective running of the school. By implication the SMT has to motivate teachers, school support staff and learners to work together to achieve the goals of education. Within the Lesotho context, it can be assumed that the SMT has an important role to play in curriculum implementation, so also in the implementation of *CAP 2009*.

In the next section, I draw on the *MPSHS 2006* to present some of the roles of the SMT that I consider to be aligned with the implications for curriculum implementation. I discuss these roles in relation to the directives of *CAP 2009*, and draw on Rogan and Grayson’s theory of curriculum implementation. In contemplating implications for the SMT, I refer to issues related to planning and decision-making, good curriculum organisation, and leadership in the school as the main functions of the SMT in curriculum implementation. I conclude this chapter

by foregrounding the silences in *CAP 2009* and the *MHSPS 2006* with specific reference to the implications for the SMT.

3.4.1 PLANNING AND DECISION-MAKING

Planning is a crucial element in the smooth running of a school. The *MPSHS 2006* gives guidelines regarding the planning of the school calendar, the preparation of the school timetable, and the drawing up of schemes, records of work and lesson plans, etc. (Ministry of Education and Training, 2006:19-22; 32-38; 39-46). In recognition of the importance of planning, Fullan (2001:71-75) asserts that good implementation plans provide clarity on how to do the tasks, why certain tasks are important, who must take responsibility for particular tasks, by whom such people will be supervised, and what kind of resources will be required. Van der Westhuizen (2000:191) also indicates that the inefficient use of time could be symptomatic of ineffective management. Lack of planning could therefore signal the poor management of a school.

Information from the *MPSHS 2006* indicates that in Lesotho schools, the SMT is required to organise a

consistent daily routine for each term or between specified dates. Therefore, a timetable and school year calendar must be prepared, and made available to the students and teachers (Ministry of Education and Training, 2006:Section B (15)).

The organisation of a school calendar is very important in that it

will not only help to ensure that important school activities are well placed, but also will help the parents, pupils, teachers, heads of departments, deputy principal and the principal to plan for activities which they are responsible for their implementation (Ministry of Education and Training, 2006:Chapter 4(i))

By implication, it can be assumed that the school calendar will also include a school timetable. This is of course of particular importance to staff who have to plan and coordinate school activities in their attempt to accommodate the integrated curriculum approach (cf. 2.3.1). While teachers are required to coordinate their subjects in an integrated manner, the SMT, who should possess the requisite organisational skills, is responsible for the planning of the school timetable. It could further be assumed, given the important role of effective planning

for the smooth running of the school, that the SMT is indirectly responsible for assisting the school community in achieving the goals of an *IC* approach in Lesotho schools. The contention is that once all the activities of the school have been well planned, the implementation of *CAP 2009* may be smooth. Rogan and Grayson (2003) suggest that proper implementation of a new curriculum could be supported by a properly structured timetable, class lists and the necessary resources to effectively support the implementation of all the school activities planned for the school (cf. 2.5.2; 2.5.2.4). The role of the SMT in the implementation of *CAP 2009* not only involves the planning of the school calendar. Section 1(i-iv) of Chapter 4 in the *MPSHS 2006* indicates that the SMT has to deal with what is referred to as Term Routines, Annual Routine, Departmental Meeting and School Rules, and Policies. It could therefore be assumed that the SMT has to deal with the complexities of managing *CAP 2009* in the multifaceted dynamics within schools.

3.4.2 ENSURING GOOD CURRICULUM ORGANISATION

The *MPSHS 2006* defines curriculum organisation as “the process by which the school curriculum can be delivered and may include the time devoted to each subject and activity” (Ministry of Education and Training, 2006:23). In addition to planning the school calendar and timetable, the SMT needs to ensure that the organisation of the curriculum is well balanced, in the sense that it provides for an all-round education and “a wide range of subjects, both academic, practical, cultural and developmental (community based)” (Ministry of Education and Training, 2006:24). As already stated, *CAP 2009* proposes a curriculum organised around an integrated curriculum approach which opposes a compartmentalised subject-based form of instruction (Ministry of Education and Training 2009:15). By implication, the SMT is responsible for the organisation of a school curriculum that encompasses all the activities that take place in the school and are aimed at the integral growth and development of the learner for survival purposes. The SMT, through good curriculum organisation, must ensure that the planned curriculum will provide opportunities for teachers in Lesotho schools to acquire the requisite competencies to connect their subjects with everyday realities (cf. 3.3.4), and to enable learners to acquire the skills and competencies necessary for their survival as individuals in the local and global context (cf. 3.3.2). As such, sound curriculum organisation would translate into the realisation of the Ministry of Education and Training’s ultimate goal

for *CAP 2009*, namely to provide an education that facilitates the holistic development of all Basotho children (cf. 3.3.2).

However, to ensure that the curriculum organisation assists learners to understand the importance of what they learn,

[t]eachers are expected to have a clear idea of the extent of the progress of their pupils through the year. This is achieved by a process of continuous assessment guided by the school's assessment policy. The HoDs are fully responsible for the effective assessment of their departments supported by deputies as academic managers (Ministry of Education and Training, 2006:44).

While *CAP 2009* provides assessment strategies (cf. 3.3.3.13) for the implementation of the curriculum, it can be accepted that these strategies are in alignment with an *IC* approach. Effective assessment will feed into enabling teachers to “determine[s] the success of teaching methods used and facilitates reflection”, to “judge the pupils’ strengths and weaknesses” and to enable pupils “to measure their own progress” (Ministry of Education and Training, 2006: 44). When keeping the nature of an *IC* approach in mind (cf. 3.3.2), it can be assumed that teachers must cooperate and work as a team to enable quality teaching and learning that meet the needs of individual learners, and for survival in local and global contexts (cf. 3.3.3; 3.3.4; & 3.4.7). The notion of collaboration is supported in Section 2(1) in Chapter 2 of the *MPSHS 2006* with the statement that

The aim of the school should be to produce well-rounded pupils of good quality academically, who are socially well adjusted and who have high moral standards. To ensure realization of this aim, it is important for the teachers to work as a team.

With regards to assessment, Rogan and Grayson (2003) suggest that feedback must be given promptly (cf. 2.5.1). In drawing on the *MPSHS 2006*, HoDs, as members of the SMT, must subsequently ensure that effective assessment leads, by implication, to the effective implementation of the curriculum.

According to Tedesco, Opertti and Amadio (2013:2), we can consider a curriculum a means that provides content and consistency in education policy. They argue that instead of being viewed simply as a collection of study plans, syllabi and teaching subjects, the curriculum becomes the outcome of a process, and reflects the political and societal agreement about

the *what, why* and *how* of education for a desired society of the future. In Lesotho, *CAP 2009* provides, as a policy framework, the theoretical intentions of education for the Basotho. *CAP 2009* advocates for the effective realisation of an integrated curriculum (cf. 3.3.2), and it can be assumed that the SMT must be knowledgeable about the content of this policy framework. Good curriculum organisation is only possible if it is done in alignment with *CAP 2009*. Effective teaching and learning in the school will become possible in a well-organised curriculum that enables school activities as complementary to each other, and school staff to work as a team towards the realisation of the expectation of an *IC* approach. In this regard, Rogan and Grayson's notion (2003) of *CTI* proposes that for effective curriculum implementation, good management with a shared vision of the school is paramount (cf. 2.5.2.4). It follows therefore that in implementing *CAP 2009*, the school requires an SMT that understands an *IC* and who is able to translate such an understanding into a well-organised school curriculum that enables sound curriculum implementation.

3.4.3 LEADERSHIP ROLE

Bush (2007: 393) defines leadership as the power to influence others' actions in achieving desirable ends. In addition, Jackson and Mariot (2012:233) relate leadership to the relationship between the various role players in a school where everyone has to play his or her part. In order to accomplish the goals of the school, the SMT takes up an important leadership role in leading the rest of the school to achieve the school's set goals. Planning and organisation, as discussed in the preceding sections, will not be effective if there is not effective leadership by the SMT in the school. For effective implementation of *CAP 2009*, the SMT should prudently lead the school in matters that concern building teamwork, drawing the schemes, supervising the staff, and supporting staff and learners as stipulated in the *MPSHS 2006*, Chapter 2 (Section B, 1-22).

In line with their responsibilities, SMTs are in a good position to influence change in their schools. In order to effectively implement an *IC*, teachers are required to engage in good planning, recording and lesson preparations (Ministry of Education and Training, 2006:39). While the notion of collaboration in planning and teaching is foregrounded (cf. 3.3.3.12), the leadership role of the HoD is indicated as follows:

- *The HoD should hold regular meetings of subject teachers to discuss relevant departmental matters, and*
- *The HoD should supervise and monitor subject teachers through such means as lessons observation, checking scheme books, preparation books and pupils' books. (Ministry of Education and Training, 2006:11).*

The SMT must therefore lead by encouraging teachers to work as a team, reflect debate, and agree on the best ways to prepare for and deliver lessons, and assess their learners (cf. 2.3.3). At the same time, the SMT must supervise teachers' performance and give helpful and timely feedback to the teachers. In support of this view, Van der Merwe (2002:32) asserts that the SMT must provide feedback to teams and individuals on their performance. Conversely, the support that the SMT gives to the teachers will help the teachers to improve in the areas where they have difficulties.

By implication, effective interaction between teachers in planning and well-coordinated supervision by the SMT will culminate in effective curriculum implementation. From the viewpoint of Rogan and Grayson (2003), teachers should be provided with support that enhances teamwork (cf. 3.2.3). However, it should be noted that the *MPSHS 2006* (cf. Section 2.3.1) empowers the SMT under the leadership of the principal as

[t]he principal of a school must be an organizer, a coordinator, a decision maker, a supervisor, a delegator and, overall a leader. Physical financial and human resources are at his/her disposal in managing a school, including those of the Ministry of Education and Training, other Ministries, and the community.

This implies that since the SMT is well placed as a go-between between teachers and the principal, the SMT should consult teachers for the needed physical and non-physical materials for their teaching. The SMT should liaise bearing in mind that the school principal is responsible for the “[p]hysical, financial and human resources which are at his/her disposal in managing the school, including those of the Ministry of Education and Training, other Ministries, and the community” (Ministry of Education and Training, 2006:7). Regarding the provision of needed resources, the *MPSHS 2006* provides that “[a]fter consultation with his (her) subject Teachers, the HoD should advise the Principal on the purchase of suitable

teaching equipment for his/her subject” (Ministry of Education and Training, 2006:11). In addition, matters concerning the assistance by the HoD involves the following:

- *The HoD is responsible for the correct distribution and use of teaching materials and equipment in his/her subject*
- *Newly qualified teachers should be able to refer to the subject Head for advice on the teaching of the subject, and information on useful reference material* (Ministry of Education and Training, 2006: Section 2.5.1).

Rogan and Grayson (2003:1183-1190) highlight the significance of the management of physical resources, as their nature and availability directly affect the teachers’ and the learners’ ability to engage in effective teaching and learning. On the other hand, Earley and Bubb (2004:173) emphasise the importance of adequate financial resources as a crucial element in curriculum implementation. In this regard, the principal of the school is “immediately responsible for all revenue and expenditure within the school” *MPSHS 2006* (Chapter 2, Section A (5)). In line with the *MPSHS 2006*, the SMT should therefore prudently work, control and manage school resources for effective curriculum implementation. In the context of this study, school resources refer to teachers, staff support, learners, buildings, textbooks, teaching aids and facilities, to mention but a few.

The realisation of the main aim of *CAP 2009*, to equip learners with skills for their survival in their societies and the world at large (cf. 3.3.1), is depended on the extent to which the SMT leads the whole school community towards efficient curriculum implementation (cf. 3.4). As such, the SMT must take up its leadership role in the careful planning and making of strategic decisions that will ensure the good organisation of the curriculum (cf. 3.4.1; 3.4.2, 3.4.3). However, for the SMT to implement the *IC* effectively, guidance needs to be indirectly drawn from the directives of *CAP 2009*. In this regard, it is important to note that an analysis of *MPSHS 2006* has drawn the attention to silences in both documents that may create challenges for the SMT in terms of curriculum implementation.

3.5 SILENCES IN THE DOCUMENTS

Although *CAP 2009* gives directives for the transformation of education in terms of *IC*, and the *MHSPS 2006* refer to specific roles of the SMT, both documents are silent about some issues of importance for curriculum implementation. I perceive these silences in documents as that which is not being said or articulated (Lavoie, 2013:72). In this regard, I agree with Taylor *et al* (1997) that what is not said is often as important as what is said.

Although I first analysed *CAP 2009* in this chapter (see 3.3), it was the analysis of the *MPSHS 2006* (see 3.4) that foregrounded the silences in the documents that could impact on the SMT, assuming its specific role regarding curriculum implementation. The silences I identified primarily pertain to the involvement of stakeholders in the development and implementation of the curriculum, and the provision of learning material.

3.5.1 INVOLVEMENT OF THE STAKEHOLDERS IN THE DEVELOPMENT AND IMPLEMENTATION OF THE INTEGRATED CURRICULUM

Policies are designed as a response to either global, national or local needs. Taylor, Rizvi, Lingard and Henry (1997:44) identify three levels of policy, namely the macro level, which deals with global issues, meso level that deals with issues of a country, and the micro level, where policy is made by schools. Since *CAP 2009* is a national policy, it is a policy at meso level – by implication; it can be assumed that the policy is aimed at guiding the process of curriculum implementation in all Lesotho schools.

CAP 2009 was a response to some educational problems identified by the Lesotho government, such as extreme poverty, a high rate of unemployment, rural-urban labour force migration, and an unproductive workforce (Ministry of Education & Training, 2009:4). Although I consider *CAP 2009* as extremely important for the transformation of education in Lesotho, it is noticeable that *CAP 2009* does not indicate the extent to which school stakeholders had been involved in designing the policy. As the policy directs the implementation of a curriculum that these stakeholders are responsible for, one would expect such involvement. The implication is that the policy document might not account for the views of all the stakeholders who are required to be instrumental in the implementation of the policy framework. I agree with Fischer, et al. (2007: 80; cf Rogan & Grayson, 2003:1187)

that inputs from stakeholders towards the changing or formulation of policies are critical in shaping the implementation of outcomes. Partnerships with these stakeholders such as teachers, parents, community leaders and learners, are necessary, as schools do not operate in isolation. While it is important that the development of a policy takes place in consultation with stakeholders, *CAP 2009* is silent about such partnerships. Although such consultation is not acknowledged in the policy document, the possibility is that the expectations of the policy and the experiences of stakeholders might be divorced from one another. The onus is subsequently placed on the school principal to assist the SMT with policy interpretation. Although the *MPSHS 2006* stipulates that the principal must ensure the setting up and use of efficient communication channels to exchange views among the administration, staff, parents and pupils (Ministry of Education and Training, 2006:9), the document does not explicitly mandate the principal to communicate matters regarding the implementation of new policies. All stakeholders need to understand the intentions of *CAP 2009* in order to efficiently implement the *IC*. By implication, and not clearly mandated in the *MPSHS 2006*, the SMT will have to, under the leadership of the principal, explain such intentions to the school community who ultimately remains responsible for curriculum implementation in the classroom. If there is a discord between stakeholders on grassroots level and the actual policy on paper, then the SMT might be less informed about the directive role of *CAP 2009*. While members of the SMT might not be experts in interpreting policy documents, their communication of policy intentions to the school community might be problematic and has the potential to hamper curriculum implementation.

Another silence in *CAP 2009* relates to the role of stakeholders in the implementation of the *IC*. While *CAP 2009* aims at transforming education in Lesotho (cf. 3.3.1), curriculum implementation ultimately remains the responsibility of various stakeholders. However, the policy does not explicitly highlight the implications for curriculum implementation - rather, implications can be derived from the document (cf. Table 3-2). While implications for curriculum implementation are not spelt out, the specific roles of stakeholders in the implementation process are totally absent. The only stakeholder stated in *CAP 2009* is the government through the Ministry of Education, who seem to have participated in the development of *CAP 2009* (Ministry of Education & Training, 2009:3). However, it is rather expected that the *MHSPS 2006*, which is specifically formulated as a manual to provide

guidance to the heads of secondary and high schools in Lesotho, should be more forthright in elucidating specific roles in terms of curriculum implementation. However, as *CAP 2009* was enacted in 2009, three years after the publication of the *MHSPS 2006*, it is not expected that specific roles are spelt out in terms of the implementation of the *IC*. Rather, the assumption would be that any roles highlighted regarding curriculum implementation would be equally applicable to the implementation of the *IC*. The *MPSHS 2006* stipulates specific individual roles. So for example, “the principal is responsible for establishing the curriculum in order to ensure that there is provision of a well-balanced education” (Ministry of Education and Training, 2006:8). This implies that the principal, heads of department, teachers and learners can only participate at the implementation level in the schools.

3.5.2 PROVISION OF TEACHING LEARNING MATERIALS

Effective and successful curriculum implementation requires the availability of teaching and learning materials. Rogan and Grayson (2003:1187) argue that the availability or unavailability of resources will determine the degree to which the curriculum can be effectively implemented. *CAP 2009* is not clear about who is responsible for providing teaching and learning resources to support the implementation of the new curriculum. According to the government of Lesotho, through the *Education Sector Strategic plan of 2005-2015* enacted in 2005, schools and education centres will be provided with facilities and professional training in order to promote quality education (Ministry of Education and Training, 2005:26). To this end, the government only provides books and a degree of financial aid in the form of subsidies. For effective implementation of the new curriculum, Rogan and Grayson’s theory of curriculum implementation suggests that schools require more than books (cf. 2.5.2). Schools need operational computer laboratories, tools for practical subjects, qualified counsellors to deal with issues beyond teachers’ abilities, electricity, running water and many other resources before a new curriculum can be properly implemented. In addition, the *IC* incorporates some production and work-related subjects (Ministry of Education & Training, 2009). These subjects may require additional specific resources, which may not be readily available, and may be beyond the means and capacity of some schools. Watkins (2000:171) cautions that financial constraints often prevent governments from addressing education issues. In the *MPSHS 2006*, principals are required to submit annual budget estimates of income and expenditure to the board for approval (*MPSHS 2006*, Chapter 2, Section A (7)).

The document, however, does not state who will finance the budget, especially when a school's budget is beyond its income. The fact that both *CAP 2009* and *MPSHS 2006* are silent about the provision of resources might affect negatively on the implementation of *IC*.

3.5.3 CONCLUSION

Through the lens of Rogan and Grayson's theory (2003) theory of curriculum implementation, I analysed *CAP 2009* and derived various implications for curriculum implementation (cf. 3.3.4). While *CAP 2009* gives theoretical guidelines on the implementation of the *IC*, it was necessary to consider the directives for the SMT as espoused in the *MPSHS 2006* (cf. 3.4). This chapter revealed that the major aim of *CAP 2009* is to offer education in the form of an integrated approach, in other words through an *IC*. The rationale for the *IC* lies with the need for a curriculum, which responds to the current, and future challenges of Lesotho (cf. 3.3.1). Accordingly, the curriculum has been reorganised in terms of curriculum aspects and learning areas (cf. 3 and 3.3.4). Although no reference is made in *CAP 2009* to the specific role of stakeholders in curriculum implementation, the *MPSHS 2006* highlights some important roles of the SMT. These roles, however, must be complemented by *CAP 2009* and can be done in reference to the implications for curriculum implementation derived from *CAP 2009*. However, while it can be assumed that, the implementation of the *IC* will contribute towards equipping learners with the skills needed for survival (cf. 3.3.4); the analysis in this chapter has revealed some noticeable silences, particularly regarding the various roles of stakeholders and the provision of resources. For the successful attainment of the aims of *CAP 2009*, all major role players, including parents, teachers and learners, must be brought on board in order to secure their full cooperation in curriculum implementation.

In the next chapter, I will analyse the views of principals, HoDs and teachers regarding their readiness to implement *CAP 2009* in their various schools.

CHAPTER 4: VIEWS OF THE ROLE PLAYERS CONCERNING THE READINESS OF THE SMT TO IMPLEMENT CURRICULUM AND ASSESSMENT POLICY 2009

4.1 INTRODUCTION

The purpose of this study was to investigate the readiness of SMTs in Lesotho to implement *CAP 2009*. To achieve this main objective, I used mixed methods of inquiry. I provided comprehensive information in Chapter 1 with regard to my methodology, supplemented by a methodology section in each part of the study, providing relevant information for that particular chapter. As such, Chapter 2 consisted of a literature study, and in Chapter 3, I did a policy analysis. Those chapters provided me with the informational basis to continue with Chapter 4, which required a quantitative approach to gather the information about the views of principals, heads of departments, and teachers concerning the readiness of SMTs to implement *CAP 2009* in their schools.

Based on my previous chapters, specific detail emerged under each of the subcategories in the theory of Rogan and Grayson (cf. 2.5), as I have adapted it in figure 2.8. As expected, and in line with the focus of my study, this mostly relates to CTI, and specifically School Ethos and Management. However, it is also clear that most of these are interrelated, and that what follows is not the only way that it could be interpreted.

Table 4-1: Main issues that emerged from theory, literature and policy documents

	R & G theory			Literature	Policies
POI: Classroom interaction					
Learners are active	POI	Classroom interaction	2.5.1	2.3.2	3.3.4.6
Classrooms are democratic	POI	Classroom interaction	2.5.1.1	2.3.2; 2.6.1.1	3.3.1; 3.3.5
POI: Integrated curriculum					
Learning across learning areas/ integrating subjects	POI	Integrated curriculum	2.5.1.2	1.1; 2.3.1	3.3.1; 3.3.2

	R & G theory			Literature	Policies
Links with the context, environment and real-world relevant/relevant to 21 st century, responds to real complex problems	POI	Integrated curriculum	2.5.1.2; 2.5.1.3	1.1; 2.3.1; 2.3.2; 2.3.3.3	3.3.1; 3.3.3.1
Must be in line with the needs of the country/value-driven	POI	Integrated curriculum	2.5.1.2; 2.5.1.3; 2.5.2.4	2.4.1	3.3.1
Utilises concepts and theory	POI	Integrated curriculum	2.5.1.2	2.3.1	3.3.2
Learner centeredness (support)	POI	Integrated curriculum	2.5.1.2	1.1	3.3.1; 3.3.4.6
Cooperative learning/group work	POI	Integrated curriculum	2.5.1.2	2.3.3.2	3.3.4.6
Life skills are important	POI	Integrated curriculum	2.5.1.2	2.3.3.3	3.3.3; 3.3.3.4
Project work is important	POI	Integrated curriculum	2.5.1.2	2.3.1	3.3.3
POI: Assessment					
Assessment characterised by variety, formative etc./ real-life problems	POI	Assessment	2.5.1.3	2.3.3	3.3.4.7
CTI: School ethos and management					
Requires good school management	CTI	School ethos and management	2.5.2.4; 2.5.1.4;	1.1	3.4
Plan	CTI	School ethos and management			
There must be clear implementation plans	CTI	School ethos and management	2.5.2.4	2.4.3; 2.6.2.1	3.3.3; 3.4.1
Collaborative planning between teachers and SMT/set aside adequate time	CTI	School ethos and management	2.5.2.4	1.1; 2.4.1; 2.3.3.3; 2.3.3.4; 2.6.2.1	3.3.4.6; 3.4.2; 3.4.3
SMTs must make sure the resources are there	CTI	School ethos and management	2.5.2	1.1	3.4.2
Organise	CTI	School ethos and management	2.5.2.4	2.6.2	3.3.3; 3.4.1; 3.4.2
SMTs must include, coordinate and link stakeholders	CTI	School ethos and management	2.5.1.4; 2.5.2.4		3.4.1
SMTs must coordinate activities between stakeholders and the schools	CTI	School ethos and management	2.5.1.4; 2.5.2.4	1.1	3.3.3.3; 3.4.2
SMTs must develop and coordinate schemes of work	CTI	School ethos and management	2.5.2.4	1.1	3.4.2; 3.4.3
Lead	CTI	School ethos and management	2.5.2.4	2.6.2.3; 2.4.2	3.3.3.1; 3.4.3

	R & G theory			Literature	Policies
SMTs must understand and support the philosophy	CTI	School ethos and management	2.5.2.4; 2.5.1.4	1.1	3.4.2
SMTs must inform stakeholders	CTI	School ethos and management	2.5.2.4; 2.5.1.4	1.1; 2.4.2	3.4.1
SMTs must ensure a smooth transition	CTI	School ethos and management	2.5.2.4; 2.5.1.4	1.1	3.4.2
Holistic, shared common vision in the community	CTI	School ethos and management	2.5.2.4; 2.5.1.1; 2.5.1.2;	2.6.2.3	3.3.1; 3.3.3.5
SMTs must supervise in terms of aims, teaching and assessment	CTI	School ethos and management	2.5.2.4; 2.5.1.1	1.1	3.4.3
SMTs must know the policy	CTI	School ethos and management	2.5.1.1; 2.5.1.4	1.1	3.4.2
Communication skills are important	CTI	School ethos and management	2.5.2.4; 2.5.1.4	2.3.3.2	3.3.3.1
Stakeholders must receive the information on time	CTI	School ethos and management	2.5.2.4; 2.5.1.4	2.4.2	3.4.1
Change must be supported	CTI	School ethos and management	2.5.2.4; 2.5.1.4	2.4.2; 2.6.2.3	3.4.3
An environment conducive to teaching and learning is important	CTI	School ethos and management	2.5.2.4; 2.5.2.3	1.1; 2.3.3.3; 2.6.2.3	3.3.3.2
Trust and safe environment	CTI	School ethos and management	2.5.2.4; 2.5.2.3	2.3.3.3	3.3.3.2
Control	CTI	School ethos and management	2.5.2.4	2.6.2.4	3.3.1
CTI: Learner factors					
Learners must be encouraged and motivated	CTI	Learner factors	2.5.2.3	2.4.2	
Parental involvement/home circumstances needs to be taken into account	CTI	Learner factors	2.5.2.3		3.3.3.1
Prevent absenteeism, promote diligence	CTI	Learner factors	2.5.2.3		
CTI: Teacher factors					
Teachers must be knowledgeable about the curriculum	CTI	Teacher factors	2.5.1; 2.5.2.2		3.3.3.2
Collaboration and teamwork between teachers	CTI	Teacher factors	2.5.2.2; 2.5.1.1;	1.1; 2.3.2; 2.3.3.2	3.3.4; 3.3.4.6
Teachers must learn other areas	CTI	Teacher factors	2.5.2.2	2.3.1	3.3.4; 3.4.1
Teachers must plan	CTI	Teacher factors	2.5.2.2	2.3.3.4; 2.4.1; 2.3.3	

	R & G theory			Literature	Policies
Quality teaching is essential	CTI	Teacher factors	2.5.2.2	2.3.2	3.3.1
Teachers must be qualified, motivated, accept change	CTI	Teacher factors	2.5.2.4		3.3.3.2; 3.3.1
CTI: Physical resources					
Adequate buildings	CTI	Physical resources	2.5.2.1		3.3.3.1
Laboratories, library, etc.	CTI	Physical resources	2.5.2.1		3.3.3.1
Curriculum material	CTI	Physical resources	2.5.2.1		
Other resources	CTI	Physical resources	2.5.2.1		

Armed with the insight that I gained from my study, I approached the empirical part of the study using a quantitative approach.

4.2 QUANTITATIVE RESEARCH

Maree and Pietersen (2007:45) relates quantitative research to a systematic procedure whose objectives are achieved by use of numerical data from a selected subgroup of a population to generalise the finding to the universe that is being studied. However, as a Critical Rationalist, I do not aim to uncritically generalise the findings, but rather to get an approximation of the reality at the schools prior to the rollout of the new curriculum. By using a quantitative approach, I was able to gather numerical data from a sample of schools to get an indication of the perceptions of the participants regarding the level of readiness of the SMT to implement *CAP 2009*. Within the Critical Rational framework of thinking, I know that this cannot be the complete picture, but that it provides some perspectives on the situation.

4.2.1 DATA COLLECTION METHOD: QUESTIONNAIRES

Quantitative research requires a relatively large number of participants (cf 1.4.3), and a survey can achieve this in a relatively short period of time (cf 1.4.3) (also see Charles & Mertler, 2002:297; Nardi, 2003:59). As such, by use of questionnaires, I was able to cover a large sample within a short time.

4.2.1.1 WHAT IS A QUESTIONNAIRE

A questionnaire is a survey instrument, consisting a set of questions set by the researcher, which is used to get information from the participants (cf 1.4.3). The responses to the questions are given in numerical format thus quantifying the different aspects (Babbie & Mouton, 2010:233; De Vos et al., 2011:206; Siniscalco & Auriat, 2005:3). As such, I used the questionnaire as a tool to solicit quantifiable information relating to SMT readiness in the implementation of *CAP 2009*.

4.2.1.2 HOW I CONSTRUCTED MY QUESTIONNAIRE

When I constructed the questionnaires, Bordens and Abbot in the first place guided me (2008:61-62), who advise as follows:

- The questionnaire should include a broad enough range of questions so that you can thoroughly assess behaviour but not so broad as to lose focus and become confusing.
- A questionnaire should elicit the responses you are most interested in without much extraneous information.
- The type of information gathered in a questionnaire depends on its purpose.
- The questionnaire may include demographic items such as age, sex, and occupation.

Secondly, I constructed the questionnaires based on the integration of my theoretical framework, my literature study and policy analysis, as summarised in Table 4-1. I had to make sure that it focused on the purpose of the questionnaire in the context of the study, using the theoretical framework to shed light on the empirical reality (Bordens & Abbot, 2008:61; Grix, 2004:102). The three sets of questionnaires consisted of a section on biographical data, knowledge on the new curriculum, and the perception of the participants regarding the school managers' role in the school. Questionnaires captured two of the three main constructs presented in the theoretical framework of this study, namely the Profile of Implementation and the Capacity to innovate (cf. 2.5).

The questionnaires included statements to which the participants had to respond to possible options given on a Likert scale (cf 1.4.3). A Likert scale is used where people express attitudes

or other responses in terms of ordinal-level categories, ranging from strongly disagree (1) to strongly agree (5), with 3 being the point of neutrality (De Vos, et al., 2005:212; Neuman, 2006:207). I tried to standardise all the questions across the three questionnaires, to expose each participant to the same issues, and the same system of recording the responses. I had to however, use different wording to be appropriate to the different participants. Siniscalco and Auriat (2005:3) recommend this approach, arguing that standardising the questions ensures that different responses to the questions are interpreted as reflecting differences among the participants, rather than differences in the process that produced the answers.

Bordens and Abbot (2008:62) further clarify that these items can serve as predictor variables during analysis of the data to determine whether participant characteristics correlate with or predict responses to other items in the survey. In addition, the questionnaires may include non-demographic items such as attitudes, which also can serve as predictor variables.

4.2.1.3 ADVANTAGES AND DISADVANTAGES OF QUESTIONNAIRES

Some authors such as Wilkinson and Birmingham (2003:39), and Muijjs (2011:38) criticise questionnaires for their lack of personal contact, low response rates, and time-consuming follow-up and data entry. Still, using questionnaires has many advantages that worked in favour of my study. Questionnaires, for example, facilitated the collection of data in my absence. Cohen, Manion and Marrison (2005:243) support this point by stating that a questionnaire is an instrument for collecting survey information, providing structured, often numerical data, is able to be administered without the presence of the researcher, and is often comparatively straightforward to analyse. In addition, they argue that the researcher can use questionnaires repeatedly to measure differences between groups of people. Questionnaires are therefore reliable data gathering tools which I decided to utilise in this study.

4.2.1.4 RELIABILITY AND VALIDITY OF THE QUESTIONNAIRES

Reliability relates to the stability of findings (cf 1.5.2.1). In designing the questionnaires, I was aware of the fact that their reliability would be dependent on how well I constructed them, and the possible hitches that could arise if my questionnaires if poorly constructed (cf 1.5.2). I took a number of steps to improve their construction. I made sure that I avoided ambiguity in wording as poor wording and poor correlation between the items on the questionnaire

could threaten the reliability (cf 1.5.2). After designing the questionnaires, I gave them to my supervisor who scrutinised them for weaknesses. I then carried out a pilot survey (cf 1.5.1) in which I distributed the questionnaires to the principals, heads of departments, and some teachers in one school. This school was not part of the sample. Their feedback and responses helped me to detect problems before I distributed the questionnaires to schools for the study. After collecting data, I measured the reliability of the questionnaires using Cronbach's alpha test, which tests for internal reliability. Nunnally and Bernstein (1994:14) describe internal consistency as the extent to which all items in a test measure the same concept or construct and as such, connects to the inter-relatedness of items within the test. The authors continue explaining that Cronbach's alpha test measures the internal consistency of a test or scale. This is expressed as a number between zero and one (Nunnally & Bernstein, 1994:14). De Vellis cited in Tavakol and Dennick (2011:54) points out that a value between 0.70 and 0.95 is considered to be good.

The Cronbach alpha for the different questionnaires are indicated in the table that follows:

Table 4-2: Cronbach Alpha measure for the different questionnaires

Questionnaire	Number of participants	Number of questions using scale	Alpha value
Principal	20	108	0.833
HoDs	73	78	0.887
Teachers	51	68	0.877

The calculated Cronbach alpha-values indicate that the internal reliability of all the questionnaires are good.

With regard to validity, Gray (2009, p. 155) observes that an instrument used in research must measure what it is intended to measure, and for whom it is appropriate (cf 1.5.3). To ensure that they measured what I wanted them to measure, I based my questionnaires on the information obtained from the literature study and policy analysis. The detail of how the questionnaires are aligned with my earlier chapters are indicated in Table 4-1.

4.2.1.5 SELECTION OF PARTICIPANTS

Before deciding on the actual sample, the researcher has to consider the population as well as the sample size.

4.2.1.6 POPULATION

Population is a collection of elements, such as objects, individuals, or events that conform to specific criteria set by the researcher and for which the researcher uses to generalise the findings from the study (McMillan & Schumacher, 2006; Airasian & Gay, 2003:102; Charles & Mertler, 2002:45). Neuman (2006:216) prefers the term “target population”, and explains that it is a particular group of subjects used by the researcher in the study. For Neuman, population is too general but target population is more specific. All Lesotho’s high school principals, heads of departments, and teachers formed the target population for this study.

4.2.1.7 SAMPLE

Sample size refers to how many subjects are involved in a study (McMillan & Schumacher, 2006:127). They add that the general rule in determining a sample size is to obtain a sufficient number to provide a credible result. I determined the sample size for this study by addressing aspects such as sample representativeness of the population. The population studied was rather homogeneous since it only consisted of similar subjects (schools principals, heads of departments and teachers). According to Maree (2007:178), a homogeneous population is where the members are similar with respect to variables that were important to the study, and in such a case, smaller samples may adequately represent the population. I considered the following factors for the sample: the type of research, the importance of the results, the financial constraints, and the number of variables studied, the methods of data collection, and the size of the population (McMillan & Schumacher, 2006:129-130).

My sampling was done on two levels. Firstly, I selected schools, and then I included the principals, the heads of departments and a sample of teachers as my participants (cf 1.4.3).

According to Maree and Pietersen (2007:176), sampling involves the indiscriminate selection of a number of clusters from which all elements or a selected number form the sample. In other words, it is the process of going from whole to part (Ary et al., 2010:148). All schools in Lesotho formed the whole. However, since I could not cover the entire country, I used cluster

sampling to select a part of the schools. Cluster sampling relates to choosing a group who are naturally together rather than scattered (Neuman, 2011:241; Ary et al., 2010; Maree & Pietersen, 2007:300; Mugo, 2002:1). As such, by using *cluster sampling*, informed also by *convenience*, I selected 20 schools whose principals, HoDs and teachers then formed the sample for this study.

Convenience sampling refers to a type of sampling where members of the target population that meet certain practical criteria (cf 1.4.3), such as easy accessibility, geographical proximity, availability at a given time, or the willingness to participate, are included for the purpose of the study (Etikan et al., 2016:2). Expounding on the concept sample, Maree and Pietersen (2007:177) state that convenience sampling is a situation in which elements are selected because they are easily and conveniently available. From the district of Leribe, I conveniently selected 20 schools whose principals (and in their absence their deputy principals), heads of departments, and some teachers of those schools, and these together formed the sample for this study. Using convenience sampling proved convenient and economic, a reason already advanced by Ary et al. (2010:154), Creswell (2009:155), and Maree and Pietersen (2007:177). My decision to work with this number of schools within the district was because of their close proximity to each other. I easily found the 20 schools for my study in two towns in the district. These schools included public, independent and special schools, as categorised in the Lesotho educational context (Government of Lesotho, 2010:170-171). After the questionnaires were finalised, I personally delivered copies to the selected schools by hand. Before handing the questionnaire to the potential participant, I gave a brief explanation of the objectives of the study. I also highlighted that participation was purely voluntary (cf 1.5.4.1), and assured each potential participant that their identity would be protected (cf. 1.5.4). I handed out questionnaires to the principal or deputy, heads of department, and to all teachers who taught at the junior level, including the teacher who taught life skills (cf 1.4.3). While distributing the questionnaires, I also enquired about a convenient date and time to collect the questionnaires. To ensure that these appointments were adhered to, I requested their phone numbers to remind them before I came to collect the questionnaires.

4.2.1.8 FINAL SAMPLE

The following table represents the sample size of 20 schools in Leribe district in which I conducted my study

Table 4-3: School sample

Designation	Targeted Number	Actual Number	%
Schools	20	20	100%
Principals	20	20	100%
Heads of Department	100	73	73%
Teachers	60	51	85%
TOTAL	180	144	80%

From the data I obtained, 144 participants (N=144) of 180 targeted participants successfully completed the questionnaires and returned them. That is an 80% return rate.

The demographic details of the participants follows in table 4-4.

Table 4-4: Biographic data of the participants

		Principals	HoDs	Teachers	Total	Percentage
Gender (n=144)	Male	6	32	23	61	42.36%
	Female	14	41	28	83	57.64%
	TOTAL	20	73	51	144	100.00%
Age	21-30		8	11	19	13.19%
	31-40		19	15	34	23.61%
	41-50	13	32	20	65	45.14%
	51-60	6	14	4	24	16.67%
	61+	1		1	2	1.39%
	TOTAL	20	73	51	144	100.00%
Qualification	Educational certificate		4	2	6	4.17%
	Non-educational certificate			1	1	0.69%
	Educational diploma		8	14	22	15.28%
	Non-educational diploma	2	4	5	11	7.64%
	Educational degree	12	40	24	76	52.78%
	Non-educational degree	2	5	3	10	6.94%
	Educational honours	2	11	1	14	9.72%

		Principals	HoDs	Teachers	Total	Percentage
	Non-educational honours degree		1		1	0.69%
	Educational Master's degree	2		1	3	2.08%
	Non-educational Master's degree					
	Doctoral degree					
	TOTAL	18	73	51	144	100%
Teaching experience	0-5		8	11	19	13.19%
	6-10	3	20	27	50	34.72%
	11-15	3	22	13	38	26.39%
	15+	14	23		37	25.69%
	TOTAL	20	73	51	144	100.00%
Managerial experience	0-5	3	17		20	21.51%
	6-10	5	30		35	37.63%
	11-15	4	15		19	20.43%
	15+	8	11		19	20.43%
	TOTAL	20	73		93	99.67%

4.2.2 PILOT STUDY

A pilot study refers to a small study to test a research instrument in preparation for a larger study (Hassan Abu et al., 2006:70). I piloted the questionnaires in a school which was not part of my sample schools (cf 1.5.1), and the principal, five HoDs and three teachers took part in the pilot study. The reason for piloting the questionnaires was to assess the type of questions and to ensure that data from the questionnaires was valid and reliable, as suggested by Babbie and Mouton (2010:233). Based on the feedback of the pilot study, I adjusted the wording of some of the items.

4.2.3 QUANTITATIVE DATA COLLECTION

After collecting the questionnaires from the participants, I prepared it for data entry (cf 1.4.3.3). Neuman (2006:14) recommends that after collecting questionnaires, a quantitative researcher should carefully record and verify the information, usually in numerical format. The data is then usually transferred into a computer-readable format. According to Sarantakos (2005:364) data preparation includes checking and editing collected data and

eventually coding it. Kreuger and Neuman, as cited in De Vos et al. (2005:252) define coding as a systematic re-organisation of raw data into a format that is machine readable. After I collected the data, I created a coding sheet, which contained a set of rules stating that certain numerical values are assigned to variable attributes. Preparing a coding sheet was useful to me as it provided a guide on how to record the responses gathered from the questionnaires. As such, I coded every response, including the non-responses. De Vos et al. (2005:252) argue that it is important to code every response so that all responses to every question can be accounted for during the analysis and when checking for data entry errors.

4.2.4 QUANTITATIVE DATA ANALYSIS

Researchers regard quantitative data analysis as a technique used to convert data to a numerical format, interpret it, and subject it to statistical analysis (cf 1.4.3), in order to present the data, and also to understand the relationships existing within the data (McMillan and Schumacher, 2006:149; Rubin & Babbie, 2005:552). Once I had entered all three sets of questionnaires on three different Excel spreadsheets, I checked and double-checked that I entered it correctly. I then checked each item to ensure that they were unidirectional, in other words, that they measured the construct that they were supposed to measure, and not the opposite. In cases where an item actually measured the opposite, I inverted the scores. These are all indicated with an asterisk in Addendum J, where I have given the descriptive statistics on each item.

I further clustered different items on the questionnaire based on the framework I determined in Chapter 2 (figure 2.8). However, I must point out that many of the items could be sorted into more than one cluster. For instance, “There is a budget for each department” relates to planning, which is part of management, but it could also be an indication of resources. I tried to put it where I deemed it most appropriate, but another researcher might cluster it differently.

The questions posed to the three groups of participants differed due to their roles, although all the questions related to the different constructs and sub-constructs. I aggregated the scores per sub-construct, and then compared the views of the three sets of data per construct in order to understand the readiness of SMTs to implement the curriculum. I included the

detail of the separate sets of data in the Addendum. I used descriptive statistics that included the frequency of scores, mean scores, percentages and standard deviations. I also used two inferential statistics to analyse the differences between the groups, namely the students' t-test and the one-way ANOVA. I explain in brief:

- *Frequency of scores* indicates the number of times a specific variable occurred in the data set Pillay (2006: 266) relates *mean scores* to the measurement of the central tendency, and it is calculated by totalling the values in a distribution and dividing the results by the total number of values.
- According to Booth and Bolton (2010:1) *percentages* are a way of expressing what one number is as a proportion of another.
- According to McMillan and Schumacher (2001:608), the *standard deviation* is the square root of the variance. It is a measure of dispersion that uses deviation scores about the mean expressed in standard units.
- The *students' t-test* is used to determine the statistical significance of the difference in the mean score of two groups (Mertens, 2010:406).
- The *one-way ANOVA* is similar to the mentioned t-test, but determines the significance of differences in mean scores between three or more groups (Mertens, 2010:406). However, to determine exactly between which two groups the differences lie, a post-hoc test compares sets of two. In my study I used the *Bonferroni ad hoc test*.

The data analysis unfolded as follows:

- * Firstly, I used Excel to calculate the average score per construct and sub-construct per participant. This provided me with an overview of the state of readiness, based on the views of the different sets of participants. Descriptive statistics such as the mean and the standard deviation, and also summative tables and graphs, are suitable when describing and summarising a particular set of data (Johnson & Christensen, 2004:434).

- * I then used inferential statistical techniques to understand whether the overall views indeed correlate with the general view. In order to do that, I used the *students't-test* (in cases where there were only two groups) and the *one-way ANOVA* (in cases where there were more than two groups (cf. 1.4.4.3(b) (ii)). Using both these tests, I worked from the assumption that there is agreement amongst the groups, and implicitly stated a nil-hypothesis. Only in cases where the nil-hypothesis was rejected with a 95% probability (i.e. when $p \leq 0.05$) is the difference deemed statistically significant. Neuman (2006:370) indeed points out that inferential statistics rely on principles from probability.

As such, I look at the findings.

4.3 FINDINGS

In the section that follows, I analyse the views of role players regarding the readiness of the SMT to implement *Curriculum and Assessment Policy 2009*, based on data that I collected from three sets of role players at the end of 2017, just before they were due to implement the curriculum at the start of 2018. I first provide an overview at a glance, before comparing the aggregated views of the three sets of role players.

4.3.1 OVERVIEW

Two main constructs from Rogan and Grayson's theory of implementation (2003) were used in this study. Summatively, the three sets of participants scored as follows:

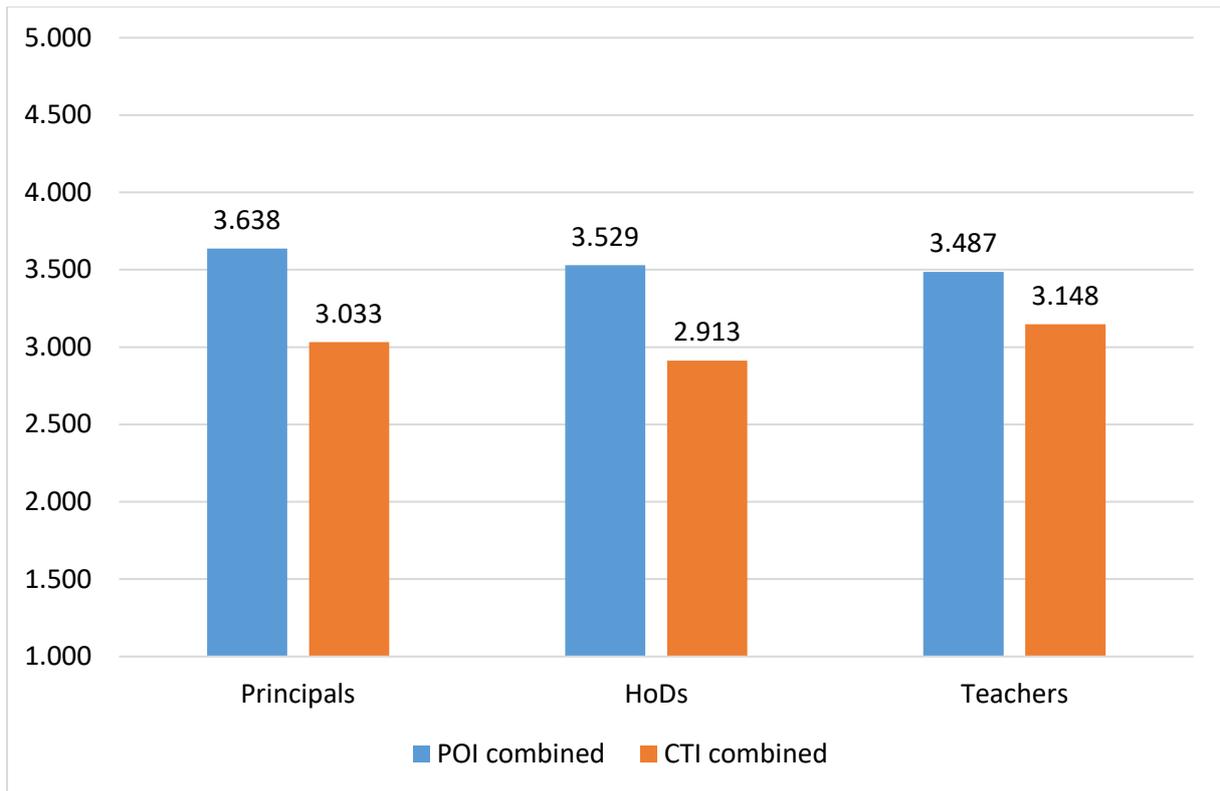


Figure 4-1: Aggregated scores on the two main constructs

The bar graph above shows that all three sets of participants scored higher on the POI, compared to the CTI. POI relates to the view of the participants regarding the curriculum, and the CTI relates more to the capacity to implement this curriculum. All the three groups scored approximately neutral on the CTI, based on the overview, so uncertainty regarding this CTI can be seen.

In figure 4.2, the comparison is done per sub-construct:

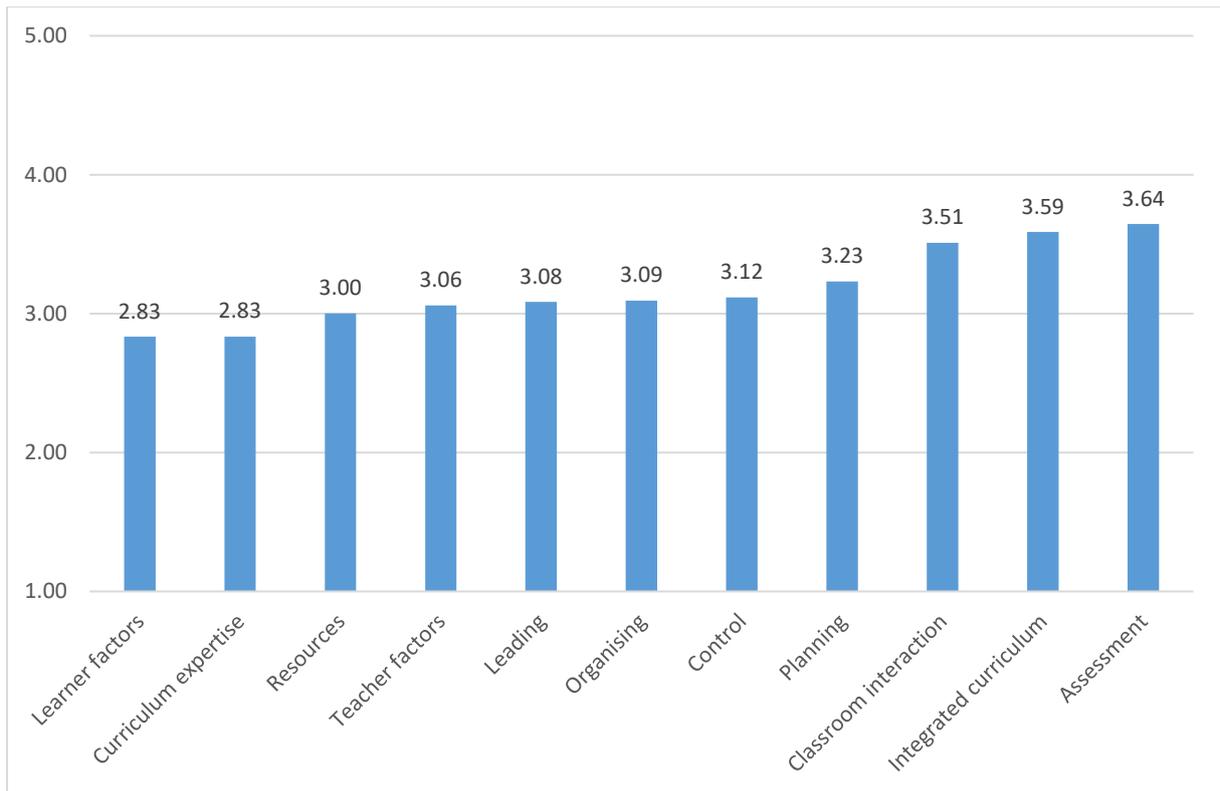


Figure 4-2: Aggregated scores on the sub-constructs

The aggregated scores again showed that participants in the study scored higher on the sub-constructs associated with the POI than they scored on the sub-constructs associated with CTI. They are most positive about *assessment* (3.64), the *integrated curriculum* (3.59) as well as *classroom interaction* (3.51). Their views on *learner factors* in terms of the CTI and the *curriculum expertise* of the school managers scored the lowest (2.83), respectively, followed by the *resources* necessary to implement the new curriculum (3.00). Of the four tasks of the managers, *planning* scored the highest (3.23) while *leading* seems to need the most attention (3.08).

The above two diagrams provide a bird's eye view on the responses of the different sets of participants. I also statistically analysed the significance of the differences between specific groups of participants.

4.3.2 COMPARING THE VIEWS OF THE PRINCIPALS, THE HODS AND THE TEACHERS

In order to further unpack how the different sets of participants view the readiness to implement *CAP 2009*, I examined the views of the principals, the HoDs and the teachers, using the one-way ANOVA method.

4.3.2.1 PROFILE OF IMPLEMENTATION

The following table shows the views of the principals, the HoDs and the teachers with regard to items related to the POI.

Table 4-5: Comparing the views of the principals, the HoDs, and the teachers with regard to items related to POI

	Group	n	Mean	Std. Deviation	F	p
Classroom interaction	Principals	20	3.26667	0.829641	2.443	0.091
	HoDs	72	3.63194#	0.919251		
	Teachers	51	3.35261	0.697578		
	Total	143	3.48124	0.842552		
Integrated curriculum	Principals	20	3.59583	0.629603	0.985	0.376
	HoDs	72	3.48032	0.845162		
	Teachers	51	3.68927#	0.841115		
	Total	143	3.57100	0.817667		
Assessment	Principals	20	4.05000#	0.856861	3.834	0.024*
	HoDs	71	3.46479	1.004717		
	Teachers	51	3.41858	0.779463		
	Total	142	3.53062	0.927641		
POI combined	Principals	20	3.63750#	0.447039	0.394	0.675
	HoDs	73	3.52949	0.688820		
	Teachers	51	3.48682	0.638066		
	Total	144	3.52938	0.640376		

* $p < 0.05$ indicates a statistically significant difference at a 95% probability level

Highest score per sub-construct

Comparing the views of the different groups, the principals scored the highest on all the constructs except for *classroom interaction*, where the HoDs scored the highest, and the *integrated curriculum*, where the teachers scored the highest. However, not all these differences are statistically significant. Based on the one-way ANOVA test, and using the

Bonferroni post-hoc test, the principals scored statistically significantly higher on *assessment* compared to both the HoDs and the teachers.

4.3.2.2 CAPACITY TO INNOVATE

The table below indicates the views of the principals, the HoDs and the teachers with regard to items related to CTI.

Table 4-6: Comparing the views of the principals, the HoDs, and the teachers with regard to items related to CTI

	Group	n	Mean	Std. Deviation	F	p
Availability of resources	Principals	20	3.02694	0.472166	3.866	0.023*
	HoDs	73	2.84749	0.551203		
	Teachers	51	3.13280#	0.627140		
	Total	144	2.97346	0.581094		
Teacher factors	Principals	20	3.07143	0.341922	13.012	0.000*
	HoDs	71	2.78404	0.624496		
	Teachers	51	3.32233#	0.579148		
	Total	142	3.01785	0.624322		
Learner factors	Principals	20	2.72500	0.751752	0.384	0.682
	HoDs	70	2.82857	1.227362		
	Teachers	50	2.95000#	0.840614		
	Total	140	2.85714	1.039310		
Planning	Principals	20	3.20773	0.485297	3.814	0.024*
	HoDs	73	3.08855	0.517100		
	Teachers	51	3.40196#	0.784982		
	Total	144	3.21610	0.634043		
Organising	Principals	20	3.21333#	0.358388	4.747	0.010*
	HoDs	73	2.88105	0.500389		
	Teachers	51	3.18856	0.806601		
	Total	144	3.03611	0.628948		
Leading	Principals	20	3.22032#	0.390734	2.128	0.123
	HoDs	73	3.07948	0.423716		
	Teachers	51	2.95261	0.654950		
	Total	144	3.05411	0.518202		
Controlling	Principals	20	3.09544	0.644416	0.013	0.987
	HoDs	73	3.11511	0.585467		
	Teachers	51	3.13725#	1.549446		
	Total	144	3.12022	1.033150		

	Group	n	Mean	Std. Deviation	F	p
Expertise	Principals	20	2.72545	0.632347	3.130	0.047*
	HoDs	73	2.68126	0.703645		
	Teachers	51	3.09804#	1.268935		
	Total	144	2.83501	0.950707		

* $p < 0.05$ indicates a statistically significant difference at a 95% probability level

Highest score per sub-construct

Comparing the mean scores, it seems at face value that teachers are more positive on many aspects regarding the readiness of the SMTs to implement the curriculum, especially with regard to the sub-constructs that relate to the CTI, than the SMTs themselves. The exceptions are *Leading* and *Organising*, where the principals themselves scored the highest. In particular, based on the one-way ANOVA and the Bonferroni post-hoc test, the results revealed that the teachers scored statistically significantly higher than the HoDs on the following sub-constructs:

- the availability of resources to implement the curriculum
- teacher factors
- learner factors
- planning
- control and
- curriculum expertise of school management

4.3.3 COMPARING VIEWS PER GENDER

I compared the views of females to males, and the results are indicated below.

4.3.3.1 PROFILE OF IMPLEMENTATION

I first compared the views of the females to that of the males with regard to the readiness to implement the integrated curriculum, in terms of profile of implementation. The results are indicated below.

Table 4-7: Comparing the views of the females to that of males with regard to items related to POI

	Gender	n	Mean	Std. Deviation	t-value	p-value
Classroom interaction	Females	82	3.43313	0.889199	0.806	0.421
	Males	61	3.54590#	0.777982		
Integrated curriculum	Females	83	3.60258#	0.791930	0.535	0.594
	Males	60	3.52731	0.856821		
Assessment	Females	83	3.51606	0.943865	0.222	0.824
	Males	59	3.55109#	0.911975		
POI combined	Females	83	3.51552	0.641093	0.302	0.763
	Males	61	3.54824#	0.644230		

* $p < 0.05$ indicates a statistically significant difference at a 95% probability level

Highest score per sub-construct

On most of the sub-constructs relating to POI, the male participants scored the readiness of the SMTs to implement the new curriculum higher than their female counterparts. None of the differences are, however statistically significant.

4.3.3.2 CAPACITY TO INNOVATE

I examined the construct CTI profile by gender and the results are shown in the next table

Table 4-8: Comparing the views of the females and males with regard to items related to CTI

	Gender	n	Mean	Std. Deviation	t	p
Availability of resource	Females	83	2.99246#	0.647363	0.477	0.634
	Males	61	2.94761	0.480481		
Teacher factors	Females	82	2.96141	0.622479	1.262	0.209
	Males	60	3.09497#	0.623749		
Learner factors	Females	81	2.95679#	1.040425	1.333	0.185
	Males	59	2.72034	1.030865		
Planning	Females	83	3.18804	0.641318	0.618	0.537
	Males	61	3.25428#	0.627264		
Organising	Females	83	3.06171#	0.686816	0.568	0.571
	Males	61	3.00128	0.544031		
Leading	Females	83	3.07618#	0.530568	0.595	0.553
	Males	61	3.02408	0.503680		
Controlling	Females	83	3.17759#	1.060497	0.776	0.439
	Males	61	3.04215	0.998093		

Expertise	Females	83	2.78608	0.883404	0.719	0.473
	Males	61	2.90158#	1.039131		
CTI combined	Females	83	3.02370#	0.359458	0.377	0.707
	Males	61	2.99913	0.420167		

* $p < 0.05$ indicates a statistically significant difference at a 95% probability level

highest score per sub-construct

While some differences can be noted in the table above, no definite pattern in terms of male or female scoring emerged. Furthermore, none of the differences are statistically significant, suggesting that the male and female participants have similar views regarding the readiness of SMTs to implement CAP2009 in terms of their CTI.

4.3.4 COMPARING VIEWS OF PARTICIPANTS PER AGE GROUP

The following section depicts comparisons of the views of the participants on the readiness of the SMTs to implement CAP2009, per age group.

4.3.4.1 PROFILE OF IMPLEMENTATION

In table 4-9, the results of the comparison of sub-constructs related to POI per age group are presented.

Table 4-9: Comparing the views of the different age groups with regard to items related to POI

	Age group	n	Mean	Std. Deviation	F	p
Classroom interaction	21-30 years	19	3.65000#	0.700991	1.914	0.112
	31-40 years	33	3.24343	0.754546		
	41-50 years	65	3.63949	0.890968		
	51-60 years	24	3.27500	0.864839		
	Above 60 years	2	3.13333	0.659966		
	Total	143	3.48124	0.842552		
Integrated curriculum	21-30 years	18	3.79475	1.075961	0.960	0.432
	31-40 years	34	3.66270	0.763562		
	41-50 years	65	3.49118	0.746857		
	51-60 years	24	3.44444	0.877866		
	Above 60 years	2	4.11111#	0.157135		
	Total	143	3.57100	0.817667		
Assessment	21-30 years	18	3.52778	0.910649	0.415	0.797
	31-40 years	34	3.64006	0.949541		

	41-50 years	64	3.43884	0.885771		
	51- 60 years	24	3.58333	1.034169		
	Above 60 years	2	4.00000#	1.414214		
	Total	142	3.53062	0.927641		
POI	21-30 years	19	3.66940	0.705927	0.417	0.796
	31-40 years	34	3.51301	0.663383		
	41-50 years	65	3.52540	0.583825		
	51- 60 years	24	3.43426	0.740136		
	Above 60 years	2	3.74815#	0.199037		
	Total	144	3.52938	0.640376		

* $p < 0.05$ indicates a statistically significant difference at a 95% probability level

Highest score per sub-construct

The one-way ANOVA showed no statistical significance in the scoring of participants from different age groups. Still, except for *classroom interaction*, where those between 21-30 years viewed the SMT to be most ready, those above 60 years scored highest on the construct *POI*.

4.3.4.2 CAPACITY TO INNOVATE

In table 4-10, the results of the comparison of sub-constructs related to CTI per age group are indicated.

Table 4-10: Comparing the views of the different age groups with regard to items related to CTI

	Age group	n	Mean	Std. Deviation	F	p
Availability of resources	21-30 years	19	3.09729	0.519995	0.994	0.413
	31-40 years	34	2.98498	0.576953		
	41-50 years	65	2.92046	0.564579		
	51-60 years	24	2.94836	0.672799		
	Above 60 years	2	3.62500#	0.530330		
	Total	144	2.97346	0.581094		
Teacher factors	21-30 years	19	3.36754#	0.502877	1.980	0.101
	31-40 years	33	2.99646	0.578353		
	41-50 years	64	2.91823	0.650040		
	51-60 years	24	3.02607	0.658239		
	Above 60 years	2	3.13750	0.335876		
	Total	142	3.01785	0.624322		

	Age group	n	Mean	Std. Deviation	F	p
Learner factors	21-30 years	18	2.88889	1.157527	0.185	0.946
	31-40 years	32	2.75000	1.085090		
	41-50 years	64	2.89844	1.073415		
	51-60	24	2.83333	0.868115		
	Above 60 years	2	3.25000#	0.353553		
	Total	140	2.85714	1.039310		
Planning	21-30 years	19	3.29254	0.614705	0.415	0.798
	31-40 years	34	3.31152#	0.587489		
	41-50 years	65	3.17112	0.647271		
	51- 60 years	24	3.15192	0.710940		
	Above 60 years	2	3.10000	0.424264		
	Total	144	3.21610	0.634043		
Organising	21-30 years	19	3.11128#	0.689467	0.671	0.613
	31-40 years	34	3.02164	0.799262		
	41-50 years	65	3.07996	0.536745		
	51-60 years	24	2.86052	0.563209		
	Above 60 years	2	3.25000	0.353553		
	Total	144	3.03611	0.628948		
Leading	21-30 years	19	2.91842	0.477031	0.988	0.416
	31-40 years	34	3.13486#	0.509205		
	41-50 years	65	3.03992	0.493746		
	51-60 years	24	3.12131	0.618653		
	Above 60 years	2	2.62500	0.530330		
	Total	144	3.05411	0.518202		
Controlling	21-30 years	19	3.27924	1.368123	0.366	0.833
	31-40 years	34	3.10668	1.073093		
	41-50 years	65	3.12506	0.980156		
	51-60 years	24	2.95949	0.873968		
	Above 60 years	2	3.61111#	0.549972		
	Total	144	3.12022	1.033150		
Expertise	21-30 years	19	2.78947	1.097703	0.769	0.547
	31-40 years	34	3.03466	1.044317		
	41-50 years	65	2.77204	0.855675		
	51-60 years	24	2.70749	0.962495		
	Above 60 years	2	3.45000#	0.777817		
	Total	144	2.83501	0.950707		

	Age group	n	Mean	Std. Deviation	F	p
CTI	21-30 years	19	3.09225	0.491034	0.644	0.632
	31-40 years	34	3.04073	0.367234		
	41-50 years	65	2.99136	0.346778		
	51-60 years	24	2.95106	0.433935		
	Above 60 years	2	3.25608#	0.070956		
	Total	144	3.01329	0.385115		

* $p < 0.05$ indicates a statistically significant difference at a 95% probability level

Highest score per sub-construct

Although some differences can be noted in the scoring of sub-constructs by the different age groups, none of these differences is statistically significant in terms of the one-way ANOVA. There was also no definite pattern of scoring.

4.3.5 COMPARING VIEW OF PARTICIPANTS PER QUALIFICATION LEVEL

Here I compared the views of the participants per qualification on the sub-constructs of the two main constructs.

4.3.5.1 PROFILE OF IMPLEMENTATION

The table that follows shows the views of the participants with different levels of qualifications, collapsed into three categories, with regard to items related to the Pol.

Table 4-11: Comparing the views of the different age groups with regard to items related to Pol

	Qualification	n	Mean	Std. Deviation	F	p
Classroom interaction	Undergraduate	40	3.48375#	0.846498	0.354	0.702
	Bachelor's Degree	85	3.51255	0.806078		
	Post Graduate	18	3.32778	1.022444		
	Total	143	3.48124	0.842552		
Integrated Curriculum	Undergraduate	40	3.42014	0.882588	0.946	0.391
	Bachelor's Degree	85	3.62745	0.768923		
	Post Graduate	18	3.63966#	0.895356		
	Total	143	3.57100	0.817667		

	Qualification	n	Mean	Std. Deviation	F	p
Assessment	Undergraduate	39	3.24579	0.860734	3.217	0.043*
	Bachelor's Degree	85	3.59300	0.916866		
	Post Graduate	18	3.85317#	1.005827		
	Total	142	3.53062	0.927641		
POI	Undergraduate	40	3.38847	0.655678	1.362	0.259
	Bachelor's Degree	86	3.57870	0.605539		
	Post Graduate	18	3.60687#	0.751307		
	Total	144	3.52938	0.640376		

* $p < 0.05$ indicates a statistically significant difference at a 95% probability level

Highest score per sub-construct

Although the one-way ANOVA indicated that there might be statistically significant differences between the three groups with regard to *Assessment*, the Bonferroni post-hoc test did not confirm this. Therefore, while some differences can be noted in the table, none of these are statistically significant. Still, with the exception of aspects related to *classroom interaction*, participants with a postgraduate qualification seemed generally the most positive about the Profile of Implementation.

4.3.5.2 CAPACITY TO INNOVATE

The same groups were compared with regard to how they view the different sub-constructs with regard to CTI, and the results are indicated below.

Table 4-12: Comparing the views of groups with different qualification levels, with respect to items related to CTI

	Qualification	n	Mean	Std. Deviation	F	p
Availability of resources	Undergraduate	40	3.02942#	0.584030	0.508	0.603
	Bachelor's Degree	86	2.97056	0.577927		
	Post Graduate	18	2.86296	0.606273		
	Total	144	2.97346	0.581094		
Teacher factors	Undergraduate	39	3.22190#	0.567437	3.919	0.022*
	Bachelor's Degree	85	2.90278	0.612461		
	Post Graduate	18	3.11911	0.697905		
	Total	142	3.01785	0.624322		

	Qualification	n	Mean	Std. Deviation	F	p
Learner factors	Undergraduate	39	2.82051	1.041805	1.234	0.294
	Bachelor's Degree	83	2.94578#	1.067856		
	Post Graduate	18	2.52778	0.865554		
	Total	140	2.85714	1.039310		
Planning	Undergraduate	40	3.21869	0.713212	0.256	0.774
	Bachelor's Degree	86	3.23555#	0.590034		
	Post Graduate	18	3.11742	0.679506		
	Total	144	3.21610	0.634043		
Organising	Undergraduate	40	3.09075#	0.551633	0.211	0.810
	Bachelor's Degree	86	3.01781	0.685102		
	Post Graduate	18	3.00212	0.522139		
	Total	144	3.03611	0.628948		
Leading	Undergraduate	40	2.88162	0.490486	3.363	0.037*
	Bachelor's Degree	86	3.10624	0.517349		
	Post Graduate	18	3.18834#	0.515597		
	Total	144	3.05411	0.518202		
Controlling	Under graduate	40	3.09896	1.184277	0.022	0.978
	Bachelor's Degree	86	3.13524#	0.993617		
	Post Graduate	18	3.09568	0.906621		
	Total	144	3.12022	1.033150		
Expertise	Under graduate	40	2.84738	1.142782	0.931	0.397
	Bachelor's Degree	86	2.77219	0.891987		
	Post Graduate	18	3.10767#	0.727784		
	Total	144	2.83501	0.950707		
CTI	Undergraduate	40	3.02660#	0.419630	0.035	0.966
	Bachelor's degree	86	3.00933	0.383497		
	Post Graduate	18	3.00264	0.328091		
	Total	144	3.01329	0.385115		

Although the one-way ANOVA indicated that there might be statistically significant differences between the three groups with regard to *Teacher factors* and *Leading*, the Bonferroni post-hoc test did not confirm this. Therefore, while some differences can be noted in the table, none of these is statistically significant.

4.4 DISCUSSION

The purpose of this study was to investigate the readiness of Lesotho SMTs to implement *CAP 2009* in Lesotho high schools, and subsequently the objective of the survey addressed in this chapter was to establish the perceptions of the role players with regard to the issue at hand.

In general, the participants are more positive about the POI than about the CTI. The combined average score on the POI is 3.529, compared to the combined average score on the CTI, which is 3.013 (cf. 4.3.1). This suggests that while the participants align themselves reasonably with the essence of the new curriculum, they are not convinced about the CTI innovatively.

In sections 4.3.2 to 4.3.5, I provided detail with regard to comparisons on views of the different role players. A limited number of statistically significant differences came to the fore:

- The principals are significantly more positive about assessment than the HoDs and the teachers (cf. 4.3.2.1)
- Teachers are significantly more positive about a number of aspects, compared to the HoDs. These include (cf. 4.3.2.2):
 - the availability of resources to implement the curriculum;
 - teacher factors;
 - planning and control as management tasks, and the curriculum expertise of school management

In order to get an overview with regard to comparisons across the different tables, I combined all the different tables in this chapter into one chart.

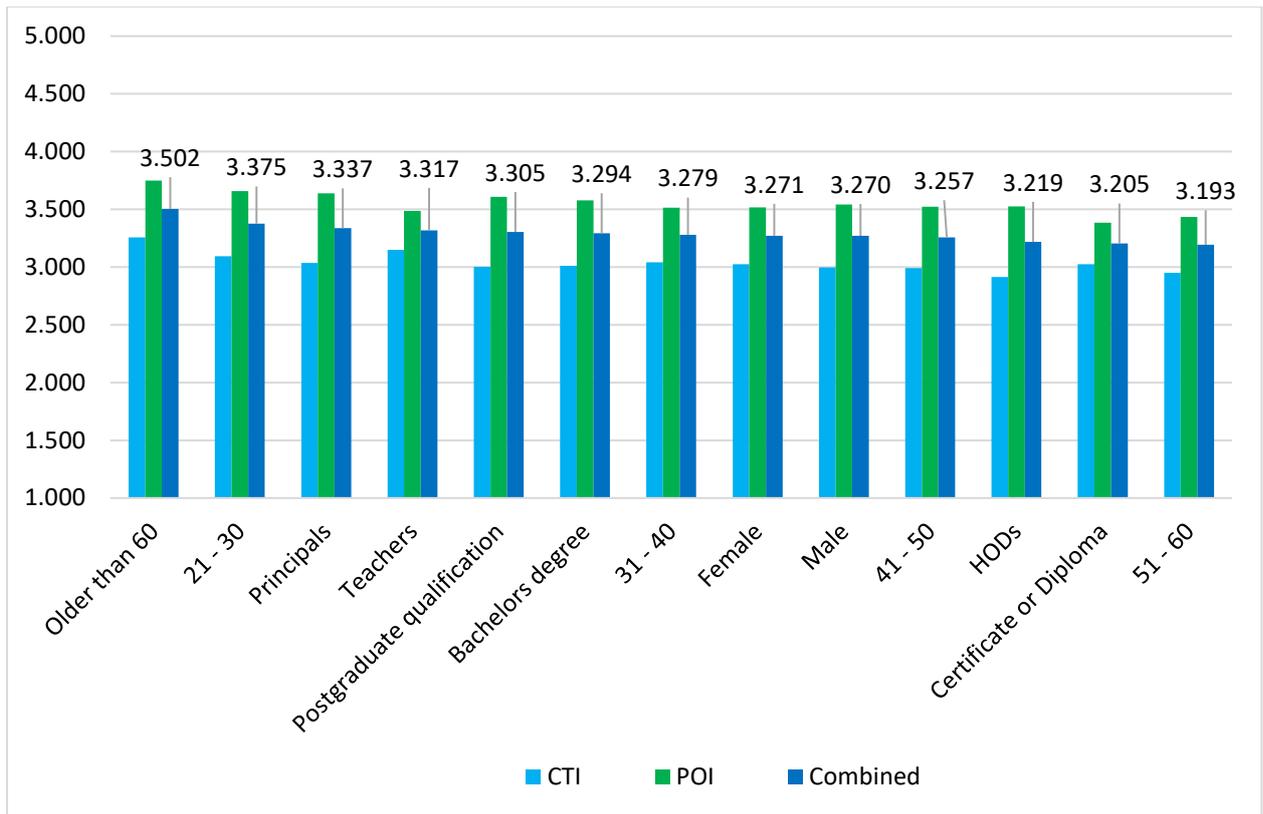


Figure 4-3: Average responses of the different role players (n=144)

In the graph above the groups are sorted from most positive to least positive, based on the combined score (average of the POI and CTI score), which is also indicated in the data labels.

It seems that the groups who are the least convinced that the SMTs are ready to implement, are the 51-60 year olds, followed by those with only a certificate or diploma, and the HoDs. The latter group is a concern, as they are part of the SMT. The group that stands out as the most positive, is the group of participants who are older than 60 years. However, they only make up 1.4% of the population, so not much should be read into this. The 21-30 year olds and the principals are also among those that are most positive.

What stands out is overall, apart from the two participants who are older than 60 years, all the different groups of role players scored between 3 and 3.5 on average, which on the scale that was used indicates a neutral point. This suggests that role players are not convinced that the SMTs are ready to implement the new curriculum, but at the same time, they are not negative about the implementation.

The issues that concern the role players most are *learner factors, curriculum expertise amongst the SMT* and the *availability of the resources* (cf. 4.3.1). It is mostly the principals that seem to worry about *learners factors* (cf. 4.3.2.2) while the HoDs are most concerned about the *curriculum expertise amongst the SMTs* as well as the *availability of resources* (cf. 4.3.2.2). The HoDs are also the group that is most concerned about the *teacher factors* (cf. 4.3.2.2).

However, what in my view is more notable is that for most comparisons the differences were not significant, meaning that the different sets of role players' perspectives are rather similar regarding SMT readiness to implement the policy. This corresponds with the relatively low standard deviations, particularly on the CTI (cf. 4.3.1).

4.5 CONCLUSION

In this chapter, I have reported on the findings from various schools as presented by the principals, HoDs, and teachers. From all the details discussed, I conclude that the role players in general are not convinced about the readiness to implement the curriculum, although they are not negative about the curriculum and what it entails. This implies that the role players are unsure whether the SMTs were ready at the point where the new curriculum had to be implemented.

In the next chapter, I draw on the insights I have gained from the literature study, the policy analysis and the survey to comment on the state of readiness to implement *CAP 2009* in the schools of Lesotho.

CHAPTER 5: THE STATE OF READINESS OF SMTS TOWARDS THE SUCCESSFUL IMPLEMENTATION OF THE CURRICULUM AND ASSESSMENT POLICY OF 2009 IN LESOTHO HIGH SCHOOLS

5.1 INTRODUCTION

In the light of a new school curriculum being implemented in Lesotho, I undertook this study with the purpose to investigate the state of readiness of SMTs towards the successful implementation of *CAP 2009* in schools. To comprehend the realities of Lesotho high schools, I undertook a survey, the results of which I presented in the previous chapter. In this chapter, I provide an overview of all the previous chapters, and thereafter I respond to the cardinal research question of this study. I proceed by making some recommendations. I also reflect on the strengths and weaknesses of this study, and give suggestions for further research before I conclude.

5.2 OVERVIEW OF THE STUDY

In Chapter 1, I provided background information, the objectives, and the general framework of the study, and paradigm that guided this study. Studies indicate that due to the demands of modern global life, many countries are making changes in their education systems in order to keep pace with the rest of the world (cf. 1.1), and Lesotho is no exception. With challenges such as poverty, unemployment, HIV and AIDS, and lack of proper technical and managerial skills, the government of Lesotho decided on a transformative system in education. This led to the development of *CAP 2009*, to guide the introduction and implementation of an integrated curriculum in Lesotho (cf. 1.1). However, through my own experience and after interacting with some school managers, especially principals, I noted that they faced many challenges. It was quite clear that schools were not ready to implement the new curriculum in Lesotho high schools (cf. 1.2). This scenario triggered my curiosity to investigate the state of readiness of the SMTs to implement the new curriculum in Lesotho (1.2.1). Therefore, in

the process of formulating the objectives for this study, each of the stated objectives (cf. 1.2.2) led to a specific chapter, culminating in Chapter 5.

In Chapter 2, I presented the results of my literature review. This provided a theoretical and conceptual framework, which guided this study (cf. 2.5). The literature review played two roles. In the first instance, it provided insight regarding regional and international trends of curriculum change in various countries (cf. 2.2). Knowledge from both regional and international curricula developments provided ingrained knowledge on the question under study. Overall, there is a substantial similarity in the curricula of many African countries. The main similarities are that Western countries are proliferating globalisation, the drive towards science and technology (cf. 2.2.2), a reaction against colonialism (cf. 2.2.2), and the historic influence of missionary education on the education systems of many African countries. Secondly, the literature provided the theoretical and conceptual framework of Rogan and Grayson (2003). By using this theory of curriculum implementation (cf. 2.5), salient features that may support or hinder proper curriculum implementation were brought to light. This study employed two of the three constructs of this theory, namely POI (cf. 2.5.1) and CTI (2.5.2). These two features can assist in unravelling the main features that determine the extent to which the new curriculum is implemented successfully. In POI, the theory projects the following sub-constructs, which may serve as indicators of the extent to which a new curriculum has been implemented:

- Nature of classroom interaction: emphasising the important role of a relationship between the teacher and the learners (cf. 2.5.1.1)
- Integrated curriculum : this focuses on teachers' ability to work as a team (cf. 2.5.1.2)
- Assessment: stressing the move away from the traditional way of assessing learners to a more open-ended complex challenges that support learners to practically demonstrate and apply their knowledge (cf. 2.5.1.3)

With the CTI, the theory provides the following sub-constructs as indicators of successful curriculum implementation:

- Physical resources: this refers to the availability of both physical and non-physical resources (cf. 2.5.2.1)

- Teacher factors: this deals with the availability of teachers who are qualified, motivated and competent, and who are open to change and innovation (cf. 2.5.2.2)
- Learner factors: This sub-construct relates to learners' ability to determine their achievement in the classroom. Successful learners are usually motivated and receive the full support from their parents
- School ethos and management: this refers to the capacity of the school administration to manage changes.

The chapter also captured other ideas such as the concept *curriculum*, IC and its implementation (cf. 2.3, 2.3.1 & 2.4), and issues of management, which all relate to this particular, study (cf. 2.6). The findings, limitations, and strengths from the literature study enabled me to conceptualise curriculum implementation in Lesotho schools.

In Chapter 3, I analysed *CAP 2009* through the lens of Rogan and Grayson (2003) in order to contemplate its implications for the role of the SMT in implementing an IC in Lesotho high schools (cf. 3.3). While analysing *CAP 2009*, I also drew on the *MPSHS 2006*, which provides guidance in the management of Lesotho secondary and high schools (cf. 3.4). An analysis of *CAP 2009* and the *MPSHS 2006* revealed new implications for teachers and schools in terms of curriculum organisation (cf. 3.3.2), curriculum aspects (cf. 3.3.3), and assessment (3.3.4). The policy analysis also revealed some noticeable silences (cf. 3.5) that pertain to stakeholders' involvement (3.5.1), and silence on the provision of resources that schools require to implement the new curriculum (cf. 3.5.2).

I concluded that for the effective implementation of *CAP 2009* an understanding of the policy (cf. 3.4.2), a conducive school environment (cf. 3.3.2) characterised by good management, teamwork (cf. 3.3.4) and the availability of resources (cf. 3.3.3) are all necessary for the schools to implement the new curriculum.

In Chapter 4, I analysed and interpreted the data that I collected from the participant questionnaires (cf. 4.2.1). The questions centred on 2 constructs of Rogan and Grayson's theory (2003) theory of curriculum implementation (cf. 4.2.1.2). Participants had to respond to a series of statements related to the readiness of the SMT to implement the policy. Although two different 5-point scales were used in each of three sets of questionnaires

(teachers, HoDs and Principals), a low score implies that they perceive the SMT as not being ready to implement, and a high score indicates a positive perception in this regard. Three is the neutral point. Overall, the participants were more positive about the Profile of Implementation than the Capacity to Innovate. In the next section, I use the views of the participants relating to the state of readiness to implement *CAP 2009* (the focus of this study) that emerged from the survey using the sub-constructs, together with insights from the literature and the document analyses, to comment on the state of readiness of the SMTs.

5.3 STATE OF READINESS TO IMPLEMENT CAPS 2009

From the findings in this study, it seems that there are some challenges that are working against the proper implementation of the new curriculum in Lesotho high schools (cf. 1.2). Rogan and Grayson (2003), in their theory of curriculum implementation, propose various issues (cf. 5.2) that need attention before the implementation of a new curriculum (cf. 2.5.1; 2.5.2). This study only focuses on two constructs, namely *Profile of Implementation* and *Capacity to innovate* (cf. 2.5.1 & 2.5.2), emphasising issues of management due to the focus on the roles of the SMT members. Therefore, I comment on the state of readiness of the schools to implement the new curriculum based on those two constructs, conscious of the policy analysed in Chapter 3 (cf. 3.3), including its noticeable silences, while cognisant of the directives of the Manual of the Principals to the SMTs (cf. 3.4), and the data findings in Chapter 4.

5.3.1 PROFILE OF IMPLEMENTATION

For the purpose of this study, the construct POI relates to the understanding and expression of the degree to which the participants align themselves with the ideas of a proposed curriculum for Lesotho schools (cf. 2.5.1; 3.3.4). This is measured in relation to Nature of classroom interaction, integrated curriculum, and Assessment practices. As such the ideas in *CAP 2009*, a policy document that directs the implementation of the new curriculum were analysed using a policy analysis (cf. 3.3), and also drawing attention to the *Manual for the Principals of Secondary and High Schools* (2006), with particular focus on the role of SMTs (cf. 3.4) Under the Profile of Implementation (cf. 4.3.2.1) it emerged that although there seemed to be reluctance on the part of staff members between the ages of 41 and 60 in terms of POI,

as they mostly viewed the related sub-constructs of POI more negative than their peers (cf. 4.3.4.1). Still overall, the readiness of SMTs in terms of the POI seems moderately positive. I will now discuss specific sub-constructs of POI.

5.3.1.1 NATURE OF CLASSROOM INTERACTION

Regarding this sub-construct, the role of teachers' interaction with learners is crucial for the effective learning (cf. 2.5.3.1). SMTs are challenged to lead by example, to support both teachers and learners (cf. 3.4.3), and demonstrate their ability by extending their management action plans to support this classroom interaction. Therefore, by the nature of their role, SMTs must make good plans (cf. 3.4) that support the creation of conducive environments that will encourage teachers and learners to engage in meaningful teaching and learning activities and processes (cf. 3.3.3). Above all teachers need the support of the SMTs that will allow for the teachers' professional development (cf 2.5.2), which in turn will benefit the learners. This will be because teachers will have acquired the needed knowledge that enhances effective approaches and strategies to improve learning in the school (cf. 2.5.1 & 3.3.3).

From the survey, it emerged that all participants seemed to hold moderate ideas, have the right mind-set towards the new integrated curriculum itself, and towards the required classroom interaction (cf. figure 4-2 & 4.3.1). In terms of the sub-construct Nature of classroom interaction the principals, HoDs, and teachers were all positive about their readiness regarding this particular sub-construct (cf. 4.3.2.1). This implies that they feel ready for the implementation as far as this sub-construct is concerned. Even when the findings were analysed by gender (cf. 4.3.3.1) and age (cf. 4.3.4.1), all participants seemed to be positive about this particular sub-construct.

5.3.1.2 INTEGRATED CURRICULUM

This sub-construct requires teachers to work in teams (cf. 2.5.1.2) to allow learners see the connection and relevance between various subjects (cf. 2.3.2 & 3.3.3). The sub-construct also requires teachers who possess knowledge of the integrated curriculum (cf. 2.4.2 & 3.4.2). As such, SMTs should provide support (cf. 3.4) to staff members to enable them to acquire competencies required for the successful implementation of the integrated curriculum in their schools. From the survey, all the participants were moderately positive about the

integrated curriculum (cf. 4.3.2.1). It is worth pointing out, though, that when an analysis was done by differences in age, those of age 60 and above (cf. 4.3.4.1) seem to be more positive about IC than their younger colleagues.

5.3.1.3 ASSESSMENT

For the IC, this sub-construct requires teachers to go beyond traditional assessment, which are written tests that require recall (cf. 2.5.1), to tests that arouse learners' curiosity. These may include guided discovery, open investigations, and oral and written tests (cf. 3.3.3). In terms of *CAP 2009*, the SMTs must contextualise the assessment practices (cf. 3.3.1) in line with the integrated curriculum. This means that the SMTs must not only assist with assessment knowledge (cf. 3.4.2), but also provide the resources that teachers may need to support this way of assessment. In the survey, all participants were positive about Assessment, but the principals were the most enthusiastic about assessment practices (cf. 4.3.2.1) compared to the HoDs and teachers. Similarly, those 60 years and older (cf. 4.3.4.1), showed a more positive attitude.

I therefore conclude that in terms of the Profile of implementation the principals, HoDs, and teachers seem to be moderately positive about the new curriculum, and regard the SMTs as ready to implement it.

5.3.2 CAPACITY TO INNOVATE

In line with *POI*, Rogan and Grayson (2003) also propose the construct *CTI*. This construct focuses on schools' ability to handle the implementation of a new curriculum (2.5.2). This involves SMTs, who by nature of their managerial role (cf. 2.6 & 2.6.2) must have the ability, knowledge, and capacity to guide teachers and learners to accept the new curriculum. According to Rogan and Grayson (2003:1187) this construct covers the Availability of physical resources (cf. 2.5.2.1), Teacher factors (cf. 2.5.2.2), Learner factors (cf. 2.5.2.3), and the School ethos and management (cf. 2.5.2.4). In particular, managers have to plan for, organise, lead and control the curriculum implementation of *CAP 2009* (cf. 3.4.1, 3.4.2 & 3.4.3) in the context of Lesotho schools. This implies that SMTs must prudently play their management roles (cf. fig 2-7, 2.6.2.1, 2.6.2.2, 2.6.2.3 & 2.6.2.4) to motivate teachers and learners to accept the new curriculum (cf. 3.4). During the survey it emerged that, in general, the participants are

somewhat negative about the construct CTI (cf. 4.3.2.2), implying that the SMTs do not seem to be ready to implement the new curriculum. In the sections that follow, I investigate each separate sub-construct.

5.3.2.1 AVAILABILITY OF RESOURCES

Availability of resources are important, according to Rogan and Grayson's theory (2003) of curriculum implementation (cf. 2.5.2). *CAP 2009* advocates for an integrated curriculum, which in parts requires the production of work, creativity and entrepreneurship (cf. 3.3.2 & 3.3.3). All these aspects require resources, which may include human and non-human resources. Schools might need extra classrooms for the new curriculum organisation (cf. 2.5.1). They also need computers; electricity and running water, among others, for the proper implementation of the new curriculum (cf. 3.3.4). It emerged clearly from the survey (cf. 4.3.2.2) that schools are not convinced that there are enough resources to support the implementation of *CAP 2009*. Regarding this sub-construct, the HoDs were most sceptical about it (cf. 4.3.2.2), compared to the principals and teachers who seemed more positive. However, the results on the same sub-construct by gender indicated low scores for both female and males, so both genders are uncertain if schools have the capacity to provide the needed resources (cf. 2.5.2.1) to support the implementation of *CAP 2009* (cf. 3.4.3). When the same sub-construct was tested by age, only those in the age group of 21-30 years seemed positive about the availability of resources, as the rest scored low on the sub-construct.

5.3.2.2 TEACHER FACTORS

Rogan and Grayson's theory (2003) of curriculum implementation propose that for effective implementation, schools need to have teachers who are qualified, motivated and competent, who accept innovation, and are committed to teaching (cf. 2.5.2). Through their role of planning and decision-making (cf. 3.4.1), SMTs must make good decisions that encourage and facilitate better teaching and learning in schools. They need to support the professional development of teachers so that those teachers are adequately prepared to support the new curriculum (cf. 3.4.2).

Both teachers and principals were positive regarding the sub-construct of Teacher factors. This indicates that teachers are prepared to take on the challenges of the new curriculum. The HoDs, however, seemed not to agree with their counterparts (cf. 4.3.2.2). This implies

that although principals and teachers indicated teacher preparedness to implement the new curriculum, the HoDs were not sure if the teachers have enough qualifications, and are motivated and competent; enough to successfully implement the new curriculum (cf. 2.5.2 & 3.3.3). In testing the same sub-construct in terms of gender, the female participants seemed more positive than their male counterparts (cf. 4.3.3.2) did. By age group, those in the category of 31-40 years and those of 41- 50 years (cf. 4.3.4.2) were uncertain about the suitability of the teachers, but the rest of the teachers gave positive results.

5.3.2.3 LEARNER FACTORS

Rogan and Grayson (2003) include Learner factors. They state that the type of learners in a teacher's class influences the teacher's learning experience (cf. 2.5.2). SMTs must support the learners (cf. 2.5.2) by ensuring that they create a conducive learning environment, which fosters positive, trusting relationships with the learners, as these will foster acceptance of curriculum changes. These learners will be able to link knowledge and skills from one subject to another, and relate their learning to real-life situations as the integrated curriculum demands (cf. 3.3.2). This can be achieved by involving the parents and guardians in the education of their children (cf. 2.6.1). By creating a positive learning environment, and involving the parents in the education of their children, the SMT, through its school staff, can assist learners to model positive behaviour that supports integrated learning.

Regarding this sub-construct principals, HoDs and teachers indicated scepticism (cf. 4.3.2.2), and this holds true for both genders (cf. 4.3.2.2) and all age groups (cf. 4.3.4.2). This implies that there is a big challenge regarding the type of learners the schools have. We can conclude that in general there is a challenge regarding this sub-construct.

5.3.2.4 MANAGEMENT

This sub-construct relates to the school's capacity to manage the new curriculum (cf. 2.5.2.4). By the nature of their role (cf. 2.6.2 & 3.4), SMTs are responsible to plan, organise, lead and control all aspects of the school, including its human and physical resources, the curriculum and so forth. The SMT sets the pace aided by its chosen management style(s) (cf. 2.6), by clarifying the vision (cf. 3.3.4) and the mission of the school, and by encouraging the whole school community to embrace the school's vision and mission. It is the responsibility of the SMTs, through their roles clarified in the *MPSHS 2006* (cf 3.4), to aim for better alignment

regarding existing practices and strategies, in order to attain the goals of *CAP 2009* in their schools.

Under the sub-construct Management, this study focused on the issues that pertain to planning, organising, leading, expertise and control, which are among the main roles of management (2.6.2 & 3.4). Regarding this sub-construct the principals, HoDs and teachers were positive about planning and control (cf. 4.3.3.2). On organising, both teachers and principals were positive, but the HoDs differed from them. This implies that although the principals and teachers felt that on organising, as part of management, SMTs are ready, the HoDs indicated an opposite view. Regarding the aspect “leading”, the principals and HoDs scored moderately high, but the teachers were more negative (cf. 4.3.2.2). In addition, regarding the aspect of curriculum expertise, the principals, HoDs and teachers were not convinced that SMT members have the required expertise (cf. 4.3.2.2).

Results based on the age groups (cf. 4.3.4.2) showed that those of 21-30, 51- 60, and above 60 years were sceptical about the capacity of the school management teams to plan and organise. On the sub-construct of expertise, the principals and HoDs indicated a lack of expertise, but the teachers were confident about it. Both genders, however, indicated a general lack of expertise to support the implementation of the new curriculum. This signals some potential challenges, especially on the aspects organise, lead, and expertise for the SMTs in as far as management of the new curriculum is concerned.

5.4 RECOMMENDATIONS

Based on the insight I gained, I can make the following recommendations, although I in no way claim expertise about the issue at hand. I remind myself of the views of Popper, who emphasises that we cannot understand the whole truth, but can only move closer to the approximation of understanding the issue at hand (cf. 1.4.1).

5.4.1 TRAINING

Although training might not be the absolute solution to all the problems associated with the implementation of *CAP 2009* in Lesotho schools, it can greatly contribute to improve the situation in the schools (cf. 2.2.2, 3.5.2). Cheng, Cheng and Tang (2010:106) already

emphasised the need to provide proper training for the teachers to enable them connect theory and practice in the classroom situation (cf. 1.1 & 2.2.3). The government, through MoET, needs to think of ways of training, especially for SMTs, in order to empower them to support the teaching and learning realities in schools. SMTs should also be equipped with knowledge for the proper management of schools. This could be achieved through providing seminars, refresher courses and workshops. Such opportunities will empower SMTs with management skills, which will support human resource management such as staffing, motivation, and teamwork in schools.

5.4.2 PROVISION OF RESOURCES

The provision of resources (cf. 2.6.2) is a critical SMT role to facilitate the Implementation of most of the aspects of *CAP 2009*. Unfortunately it is one of those aspects that *CAP 2009* is silent (cf. 3.5.2), as it does not specify who particularly will provide the resources. Lack of resources may pose a problem for many schools in Lesotho (cf. 2.3.1, 3.3.4). Resources include both physical and non-physical resources. In terms of physical resources, the government through MoET needs to source funds to provide classrooms (cf. 2.5.2), electricity (cf. 3.3.3), computers, and other facilities (cf. 3.5.2) that will aid the proper implementation of *CAP 2009*. On the other hand, the non-physical resources encompass human resources. In collaboration with Teacher Training Schools, MoET should ensure that teachers who are being trained today are thoroughly prepared to handle the new ways of teaching the *IC* in the schools (cf. 2.2.). Even those teachers who are already in the system should be given chance to attend development courses which encompass the ideas of *IC*. In the next section, I briefly reflect on how I accomplished this study.

5.5 REFLECTION

In this section, I look back and reflect on my journey during this study, and also focus on the strengths and weaknesses of this study.

5.5.1 MY JOURNEY

It was a journey full of learning experiences. At the start of the study, it was very difficult for me to select relevant literature sources while exposed to so many. However, the contact

sessions offered at the University of the Free State helped me a great deal to overcome my fears. I realised that other students were going through the same experiences, and I knew I was not alone. The presentations by the lecturers, and the students' group discussions, helped me gain confidence to venture into this study.

The main challenge was with the distribution of the questionnaires. My rationale to distribute the questionnaires in November was based on my own experience that around that time teachers are less restricted time wise, and could easily respond to my questionnaires. I was however very wrong in that assumption. Many potential participants did not want to take part in the study and complete questionnaires, citing a "lack of time" as the main reason. However, I knew a good number of teachers in various schools and they helped me to convince other teachers to participate. In fact, I gave the envelopes containing questionnaires to those teachers so when I went to collect the questionnaires they had already collected all the questionnaires from other teachers for me. However, I learnt from some teachers that one reason for non-participation was the impression that this study would only benefit me as the researcher, at the expense of their time. In some extreme cases, I struggled to gain access especially to SMT members, as they made promises that were not honoured.

5.5.2 STRENGTHS AND WEAKNESSES

I also have to acknowledge that despite all the strengths of this study, there are undoubtedly some things I could have done better. This being a mixed method study gave me an opportunity to experience qualitative and quantitative methodologies in the same study. In terms of qualitative research, I gained knowledge of the policies. Quantitatively, by using of questionnaires, I was able to understand the realities that school communities are faced with in as far as implementing the proposed curriculum is concerned in various schools of different contexts within Lesotho.

I must admit however, that although I gained experience conducting two different methodologies of research within the same study, this study had some weaknesses. Firstly, I might have gained better understanding if I followed the questionnaires up with interviews in order to clarify some issues. Given the limited time that I had before the new curriculum would be implemented, I only distributed questionnaires to the participants and never

followed up on interviews. In addition, because of the limited time before the curriculum was implemented, the questionnaires I constructed were done in haste. Furthermore, I could have expanded my pilot study beyond one school, and used more time to study the results than what I was able to do.

Lastly, I used Rogan and Grayson's theory (2003), from which I gained a lot of insight. However, I only used two constructs, and by doing so I missed out on many issues related to outside influences. My study was therefore limited to the school setting, but if I had utilised all three constructs, I could have involved other stakeholders such as parents to get a clear picture about the feelings of schools, parents and other stakeholders about the *CAP 2009*. Still, I believe these weaknesses could lead to interesting follow-up studies.

5.5.3 SUGGESTIONS FOR FURTHER RESEARCH

The following are my suggestions:

- Since the study was carried out in one district, it could be worthwhile to carry out a similar study in more than one district.
- There is a need for further research in the area of congruence between the implementation of *CAP 2009* in primary and secondary schools, where, in my view, there is a mismatch between the two.
- Research could be done using the theory of curriculum implementation by Rogan and Grayson (2003), but covering all three constructs, or focusing on the one construct that I did not focus on.
- Follow-up research could be done after two years to check on the implementation of *CAP 2009*.

5.6 CONCLUSION

This study focused on the state of readiness of SMTs towards the successful implementation of the *Curriculum and Assessment Policy of 2009* in Lesotho high schools. I approached the question by providing a description and objectives, and made the general arrangements for the study. By use of Rogan and Grayson's theory (2003) of curriculum implementation, which underpinned this study, I reviewed literature towards a theoretical and conceptual

framework to guide the study. I conceptualised curriculum change internationally and regionally with a particular emphasis on South Africa, Tanzania, Botswana finally Lesotho to establish the relationships between their curricula. I also analysed *CAP 2009* and the *MPSHS 2006* in order to derive implications for curriculum implementation in the schools. In order to capture the views of the schools regarding the implementation *CAP 2009*, I gathered data through interviews and analysed the findings, focusing on a sample of stakeholders in one district of Lesotho. Although I cannot claim to generalise it to the whole population, I do believe it brought me closer to understanding the current situation.

My conclusion is that although *CAP 2009* highlights many opportunities for the development of education in Lesotho, it is imperative that SMTs, through their managerial roles, are provided with opportunities that allow them to conceptualise *CAP 2009* in anticipation of its implementation. Their readiness in terms of the Rogan and Grayson constructs (2003) of curriculum implementation, and their knowledge and conviction about *CAP 2009*, coupled with their role in the life of the school, will influence the teachers, school support staff and learners in new ways of teaching and learning. This will play a meaningful role towards the successful implementation of *CAP 2009* in Lesotho schools

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ADDENDA

ADDENDUM A: PERMISSION LETTER MINISTRY



LERIBE EDUCATION OFFICE. P.O. BOX 12. LERIBE 300

22nd November, 2017

The Principal

Leribe 300
Dear Sir/Madam

Re: Visitors to School

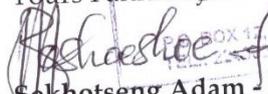
Please be informed that the bearer **Richard Mutebi** reported himself to the **District Education Manager**.

I therefore request you to give him the assistance he is looking for and any support he would need while offering the service to you.

Kindly make sure that teaching and learning is not compromised.

Please assist him accordingly.

Yours Faithfully 2017 -11- 22


Sekhotseng Adam Molapo (Mrs)
District Education Manager

TEL: 22400210 / 22401360

FAX: 22400022



I am Richard Mutebi, a high school teacher in Lesotho, conducting this study as a requirement for the fulfilment of the demands of the Master's in Education degree in Policy Studies in Education.

HAS THE STUDY RECEIVED ETHICAL APPROVAL?

This study has received approval from the Research Ethics Committee of UFS. A copy of the approval letter can be obtained from the researcher.

Approval number:HSD2017/1466

WHY ARE YOU INVITED TO TAKE PART IN THIS RESEARCH PROJECT?

In a bid to provide answers to the main research question, the sample will be drawn from teachers, heads of departments and school principals from several schools in the Leribe District, one of ten districts in Lesotho. As a teacher/Head of Department/Principal at a high school,I believe you are in the best position to shed light on the issue.

WHAT IS THE NATURE OF PARTICIPATION IN THIS STUDY?

In this study participants will required to respond anonymously to a survey questionnaire. I will personally hand out the questionnaires so that you can complete it during a time that is suitable for you, and you will seal the questionnaire and return it to me. It should not take you more than 20 minutes to complete the questionnaire.

CAN THE PARTICIPANT WITHDRAW FROM THE STUDY?

Your participation in this research is voluntary, and you are free to withdraw at any time. You are also free to refrain from responding to a particular question, should you feel uncomfortable to answer.

WHAT ARE THE POTENTIAL BENEFITS OF TAKING PART IN THIS STUDY?

I believe that reflecting on the readiness to implement the new curriculum will help role-players on the issues still need attention. Furthermore, I hope that the recommendations of the study will inform the Ministry of Education and Training towards addressing possible deficits.

WHAT IS THE ANTICIPATED INCONVENIENCE OF TAKING PART IN THIS STUDY?

It will take 20 minutes of your time. To make it as convenient as possible for you, I will distribute the questionnaires at a time that suits the school.

WILL WHAT I RESPOND BE KEPT CONFIDENTIAL?

You will not be required to write your name or the name of your school on the



CONSENT TO PARTICIPATE IN THIS STUDY

I..... (Name of participant) do understand the contents of this document and the nature of the research project. I hereby permit/do not consent to take part in this research project. I understand that this will require me to respond to a survey questionnaire. I am aware that the findings of this study will be anonymously processed into a research report, journal publications and/or conference proceedings.

I understand that I am at liberty to withdraw my permission for the school to participate in the study at any time should I so desire without any negative consequence

I have received a signed copy of the informed consent agreement.

Full Name of Participant: _____

Signature of Participant: _____ Date: _____

Full Name(s) of Researcher(s): _____

Signature of Researcher: _____ Date: _____



I am Richard Mutebi, a high school teacher in Lesotho, conducting this study as a requirement for the fulfilment of the demands of the Master's in Education degree in Policy Studies in Education.

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questionnaire. After completing the questionnaire, you will put it in an envelope and seal it, so nobody at the school will be able to see how you responded. Neither your name nor the name of the school will appear anywhere in the study. All the responses from all the participants will be combined and averages determined. There will be no way that your response will be known to anybody.

HOW WILL THE INFORMATION BE STORED AND ULTIMATELY DESTROYED?

The completed questionnaires will be securely stored, with access to them restricted only limited to the supervisor, co-supervisor and myself. The data will be transferred to a combined Excel file, after which the original questionnaires will be stored in a locked filing cabinet. After completion of the study, I will destroy the questionnaires using a shredder.

WILL I RECEIVE PAYMENT OR ANY INCENTIVES FOR PARTICIPATING IN THIS STUDY?

In this study, selected participants will not receive any form of payment or incentives for taking part.

HOW WILL THE PARTICIPANT BE INFORMED OF THE FINDINGS / RESULTS OF THE STUDY?

If you would like to be informed of the final research findings, please contact Richard Mutebi at on +266 5898 7927 or email me at heartbeatsc@yahoo.com. In case you might require further information on any aspect of the study please feel free to contact the study promoter Dr. Lynette Jacobs on (+27) 51 505 1289 or JacobsL@ufs.ac.za or co-promoter Dr. Adré le Roux (+27) 51 401 2292 or lerouxad@ufs.ac.za

Thank you for taking time to read this information sheet and for participating in this study.

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The completed questionnaires will be securely stored, with access to them restricted only limited to the supervisor, co-supervisor and myself. The data will be transferred to a combined Excel file, after which the original questionnaires will be stored in a locked filing cabinet. After completion of the study, I will destroy the questionnaires using a shredder.

WILL I RECEIVE PAYMENT OR ANY INCENTIVES FOR PARTICIPATING IN THIS STUDY?

In this study, selected participants will not receive any form of payment or incentives for taking part.

HOW WILL THE PARTICIPANT BE INFORMED OF THE FINDINGS / RESULTS OF THE STUDY?

If you would like to be informed of the final research findings, please contact Richard Mutebi at on +266 5898 7927 or email me at heartbeatsc@yahoo.com. In case you might require further information on any aspect of the study please feel free to contact the study promoter Dr. Lynette Jacobs on (+27) 51 505 1289 or JacobsL@ufs.ac.za or co-promoter Dr. Adré le Roux (+27) 51 401 2292 or lerouxad@ufs.ac.za

Thank you for taking time to read this information sheet and for participating in this study.



CONSENT TO PARTICIPATE IN THIS STUDY

I..... (Name of participant) do understand the contents of this document and the nature of the research project. I hereby permit/do not consent to take part in this research project. I understand that this will require me to respond to a survey questionnaire. I am aware that the findings of this study will be anonymously processed into a research report, journal publications and/or conference proceedings.

I understand that I am at liberty to withdraw my permission for the school to participate in the study at any time should I so desire without any negative consequence

I have received a signed copy of the informed consent agreement.

Full Name of Participant: _____

Signature of Participant: _____ Date: _____

Full Name(s) of Researcher(s): _____

Signature of Researcher: _____ Date: _____

ADDENDUM E: ETHICAL CLEARANCE LETTER



Faculty of Education

20-Nov-2017

Dear Mr Richard Mutebi

Ethics Clearance: **The readiness of Lesotho high school management teams to implement the Curriculum and Assessment Policy of 2009**

Principal Investigator: **Mr Richard Mutebi**

Department: **School of Education Studies (Bloemfontein Campus)**

APPLICATION APPROVED

With reference to your application for ethical clearance with the Faculty of Education, I am pleased to inform you on behalf of the Ethics Board of the faculty that you have been granted ethical clearance for your research.

Your ethical clearance number, to be used in all correspondence is: **UFS-HSD2017/1466**

This ethical clearance number is valid for research conducted for one year from issuance. Should you require more time to complete this research, please apply for an extension.

We request that any changes that may take place during the course of your research project be submitted to the ethics office to ensure we are kept up to date with your progress and any ethical implications that may arise.

Thank you for submitting this proposal for ethical clearance and we wish you every success with your research.

Yours faithfully

Prof. MM Mokhele
Chairperson: Ethics Committee

Education Ethics Committee
Office of the Dean: Education

T: +27 (0)51 401 9683 | F: +27 (0)86 546 1113 | E: NkoaneMM@ufs.ac.za
Winkie Direko Building | P.O. Box/Posbus 339 | Bloemfontein 9300 | South Africa
www.ufs.ac.za



ADDENDUM F: PRINCIPAL QUESTIONNAIRE

Principals' questionnaire

For the purpose of this study, I need information about your views regarding to the new curriculum that has been piloted in some schools, and will be implemented in all schools of Lesotho by 2018. The purpose of the research is not to criticise schools or teachers, but to understand your realities. I ask you kindly to respond to the questions/statements by marking X or filling in the response where required in the solid block provided. It should take you less than 20 minutes to complete all the questions. **Please do not write your name or the name of your school on this form.** I guarantee your anonymity. I will ensure that you or your schools' identity is not exposed in my research report. After you have answered all the questions, please place the questionnaire in the envelope provided, and seal it to ensure that your responses remain confidential. Nobody at the school should be able to see how you answered. No individual responses will be known. I shall collect the questionnaire personally at your school on the agreed date.

The new curriculum is already being used in Grades 1-6, and is being piloted in Grade 7. From January 2018, it will be used in all grades (Ministry of Education, 2012, p. 4).

Please respond to the questions by marking X or putting a tick in the block.

For example

Are you a principal?	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
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Kindly provide a few details about yourself.

1. What is your gender	Female	<input type="checkbox"/>	Male	<input type="checkbox"/>
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2. What is your age	I am between the age of 21-30 years	<input type="checkbox"/>
	I am between the age of 31- 40 years	<input type="checkbox"/>
	I am between the age of 41- 50 years	<input type="checkbox"/>
	I am between the age of 51- 60 years	<input type="checkbox"/>
	I am above 60 years	<input type="checkbox"/>

3. What is your highest professional qualification?	Educational certificate	<input type="checkbox"/>
	Non-educational certificate	<input type="checkbox"/>
	Educational diploma	<input type="checkbox"/>
	Non educational diploma	<input type="checkbox"/>
	Educational degree	<input type="checkbox"/>
	Non educational degree	<input type="checkbox"/>
	Educational honours degree	<input type="checkbox"/>
	Non educational honours degree	<input type="checkbox"/>
	Educational Master's degree	<input type="checkbox"/>
	Non educational Master's degree	<input type="checkbox"/>
	Doctoral degree	<input type="checkbox"/>

4. Teaching experience	0-5 years	1
	6- 10 year	2
	11-15 years	3
	Over 15 years	4

5. Experience as school manager (Head of Department, Deputy Principal and Principal)	0-5 years	1
	6-10 years	2
	11-15 years	3
	Over 15 years	4

Please indicate your response on the scales provided

To what extent do you agree with the following?	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree
6. I have attended seminars/workshops about the new curriculum	1	2	3	4	5
7. During consultations principals' views about the new curriculum were taken into consideration	1	2	3	4	5
8. I understand the concepts of the new curriculum	1	2	3	4	5
9. I have sufficient knowledge about the new curriculum	1	2	3	4	5
10. I am aware of the demands of the new curriculum	1	2	3	4	5
11. I am positive about the new curriculum	1	2	3	4	5
12. I am familiar with a learner centred approach to teaching	1	2	3	4	5
13. I believe that a learner centred approach is good	1	2	3	4	5
14. I have plans on how to integrate my subject with other subjects	1	2	3	4	5
15. All heads of department in my school have undergone some training in preparation for the new curriculum	1	2	3	4	5
16. I believe that heads of department in this school have sufficient knowledge to handle the new curriculum	1	2	3	4	5
17. Teachers in the school are familiar with the concepts of new curriculum	1	2	3	4	5
18. As a school, we have the capacity to successfully implement the new curriculum	1	2	3	4	5
19. We already have a new curriculum implementation plan at the school	1	2	3	4	5
20. I provide instructional leadership by overseeing curriculum implementation in the school	1	2	3	4	5
21. We plan for the needed resources	1	2	3	4	5
22. I plan on my own for all the needed resources for my school	1	2	3	4	5
23. I have experience to control the resources of my school alone	1	2	3	4	5
24. The new curriculum requires democratic leadership skills	1	2	3	4	5
25. There is leadership in my school that can allow teachers to communicate their predicaments in the implementation of the new curriculum	1	2	3	4	5

To what extent do you agree with the following?	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree
26. I provide technical support to heads of departments and teachers for the implementation of the new curriculum	1	2	3	4	5
27. I use a leadership style that keeps the teachers and learners in the school motivated	1	2	3	4	5
28. Non-governmental organisations, as well as community-based organisations are actively involved assisting my school.	1	2	3	4	5
29. Teachers make extra effort to assist learners	1	2	3	4	5
30. I encourage my teachers to use text books as the main source of information when preparing for their classes	1	2	3	4	5
31. Most of the time staff tend to agree with my suggestions	1	2	3	4	5
32. In my school, teachers prepare adequately for classes	1	2	3	4	5
33. Consulting staff in decision making is time consuming	1	2	3	4	5
34. Making a decision alone gets things move faster	1	2	3	4	5
35. There is a budget for each department	1	2	3	4	5
36. The budget for each department is sufficient	1	2	3	4	5
37. I believe a principal alone should make a decision on the budget	1	2	3	4	5
38. It is my sole responsibility is to ensure that teaching and learning take place in the school	1	2	3	4	5
39. The staff in my school repeatedly come to me for advice	1	2	3	4	5
40. I follow up with heads of departments to see if the plans in the scheme of work are followed	1	2	3	4	5
41. I follow up with teachers to see if the plans in the scheme of work are followed	1	2	3	4	5
42. I am familiar with the integrated teaching and learning approach	1	2	3	4	5
43. The school has the resources to support self-paced learning	1	2	3	4	5
44. The school has resources to enable learners develop effective communication skills	1	2	3	4	5
45. The school has a functioning computer laboratory	1	2	3	4	5
46. The computer laboratory has computers enough for our learners	1	2	3	4	5
47. Computers aid the development of learners listening skills	1	2	3	4	5
48. My school is already offering Life Skills	1	2	3	4	5
49. We have teachers qualified in teaching life skill in this school	1	2	3	4	5
50. I am positive about the Life Skills as a subject	1	2	3	4	5
51. It is good that Life Skills is made a compulsory subject in all schools	1	2	3	4	5
52. Life skills is scheduled on the time table just like other subjects	1	2	3	4	5
53. Life skills enables learners to manage their emotional skills	1	2	3	4	5

To what extent do you agree with the following?	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree
54. Life skills covers the spiritual aspect of the learners	1	2	3	4	5
55. Staff work well if given minimum supervision	1	2	3	4	5
56. I am aware of the new requirements to admit learners in my school	1	2	3	4	5
57. The Ministry of Education explained the new admission policy	1	2	3	4	5
58. We have an admission policy in line with the new curriculum	1	2	3	4	5
59. Admission of learners in our school has been affected by the new curriculum	1	2	3	4	5
60. Admission of learners in my school is made easy with the new curriculum	1	2	3	4	5
61. I have communicated the new admission policy to the parents	1	2	3	4	5
62. We have the code of conduct for the learners in this school	1	2	3	4	5
63. It is good for me to take over lessons from teachers who are unexpectedly absent	1	2	3	4	5
64. My schedule allows me to take over lessons for teachers who are absent	1	2	3	4	5
65. It is important for me as a principal to ensure that teachers' professional skills improve all the time	1	2	3	4	5
66. Teachers in this school are aware of the vision of the school	1	2	3	4	5
67. I have the support of teachers in cherishing the vision and mission of the school	1	2	3	4	5
68. I have articulated to my staff my belief in the benefits of the new curriculum	1	2	3	4	5
69. I believe it is my responsibility to create a conducive school environment	1	2	3	4	5
70. I am positive about using continuous assessment to diagnose learning difficulties in the learners	1	2	3	4	5
71. The implementation of the new curriculum is one of the priorities in our school plans	1	2	3	4	5
72. Our school is secure and access to unauthorized personnel is controlled	1	2	3	4	5
73. I believe that secure environment in the school improves learning	1	2	3	4	5
74. As part of the leading team, I work with other members to ensure the success of new curriculum	1	2	3	4	5
75. All teachers are involved in decisions made regarding implementation of the new curriculum in our school	1	2	3	4	5
76. It is important for a teacher to take on a dominant role in the classroom	1	2	3	4	5
77. Democratic leadership is good for the school's success	1	2	3	4	5
78. I provide leadership that keeps the teachers and learners motivated	1	2	3	4	5

To what extent do you agree with the following?	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree
79. In the light of the new curriculum an admission policy is not necessary	1	2	3	4	5
80. It is my responsibility to ensure that staff improve professional skills	1	2	3	4	5
81. I believe continuous assessment is good for diagnosing learning difficulties in learners	1	2	3	4	5
82. I believe that fencing a school improves on the learning for the learners	1	2	3	4	5
83. Implementation of new curriculum is one of the priorities in our school plans	1	2	3	4	5
84. One of my responsibilities is to create a strong team of staff in the school	1	2	3	4	5
85. The support of the heads of department limits my effectiveness as a principal	1	2	3	4	5
86. Admission policy limits my effectiveness as a principal	1	2	3	4	5
87. Delegating duties limits my effectiveness as a principal	1	2	3	4	5
88. The school timetable allows the school management team to attend to the school routine business each day	1	2	3	4	5
89. All learners are proficient in English as a medium of instruction.	1	2	3	4	5
90. The idea of a principal taking 10-15 teaching periods per week limits my effectiveness	1	2	3	4	5
91. Inadequate school budget and resources limits my effectiveness as a principal	1	2	3	4	5
92. Government's fee rationalization limits my effectiveness as a principal	1	2	3	4	5
93. Teachers' absenteeism limits my effectiveness as a principal	1	2	3	4	5
94. Lack of parents' involvement limits my effectiveness as a principal	1	2	3	4	5
95. Lack of opportunities for my own professional development limits my effectiveness as a principal	1	2	3	4	5
96. High workload and level of responsibilities in my job limits my effectiveness as a principal	1	2	3	4	5
97. Lack of support for my teachers' professional development limits my effectiveness as a principal	1	2	3	4	5
98. Lack of shared leadership with other staff members limits my effectiveness as a principal	1	2	3	4	5

How often do you perform the following functions	Never	A few times a year	A few times a month	A few times a week	Daily
99. Moderate the work of Heads of department	1	2	3	4	5

100. Delegate to heads of department	1	2	3	4	5
101. Check teachers' Schemes of work	1	2	3	4	5
102. Check teachers' Lesson plans	1	2	3	4	5
103. Check learners' exercise books	1	2	3	4	5
104. Visit classrooms to observe lessons	1	2	3	4	5
105. Check class registers	1	2	3	4	5
106. Have meetings with individual teachers	1	2	3	4	5
107. Have meetings with Heads of Department	1	2	3	4	5
108. Meet with the Staff	1	2	3	4	5

This is the end of the questionnaire. Thank you very much for your participation

Please put the questionnaire in the envelope provided

ADDENDUM G: HOD QUESTIONNAIRE

HOD's questionnaire: Readiness to implement the new curriculum

For the purpose of this study, I need information about your views regarding to the new curriculum that has been piloted in some schools, and will be implemented in all schools of Lesotho by 2018. The purpose of the research is not to criticise schools or teachers, but to understand your realities. I ask you kindly to respond to the questions/statements by marking X or filling in the response where required in the solid block provided. It should take you less than 20 minutes to complete all the questions. Please do not write your name or the name of your school on this form. I guarantee your anonymity. I will ensure that you or your schools' identity is not exposed in my research report. After you have answered all the questions, please place the questionnaire in the envelope provided, and seal it to ensure that your responses remain confidential. Nobody at the school should be able to see how you answered. No individual responses will be known. I shall collect the questionnaire personally at your school on the agreed date.

The new curriculum is already being used in Grades 1-6, and is being piloted in Grade 7. From January 2018, it will be used in all grades (Ministry of Education, 2012, p. 4).

Please respond to the questions by marking X or putting a tick in the block, for example

Are you a principal?	Yes	1	No	<input checked="" type="checkbox"/>
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Kindly provide a few details about yourself.

1. What is your gender	Female	1	Male	2
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2. What is your age	I am between the age of 21-30 years	1
	I am between the age of 31- 40 years	2
	I am between the age of 41- 50 years	3
	I am between the age of 51- 60 years	4
	I am above 60 years	5

3. What is your highest professional qualification?	Educational certificate	1
	Non-educational certificate	2
	Educational diploma	3
	Non educational diploma	4
	Educational degree	5
	Non educational degree	6
	Educational honours degree	7
	Non educational honours degree	8
	Educational Master's degree	9
	Non educational Master's degree	10
	Doctoral degree	11

4. Teaching experience	0-5 years	1
	6- 10 year	2
	11-15 years	3
	Over 15 years	4
5. Experience as Head of Department	0-5 years	1
	6-10 years	2
	11-15 years	3
	Over 15 years	4

Please indicate your response on the scales provided

To what extent do you agree with the following?	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree
6. I have attended seminars/workshops about the new curriculum	1	2	3	4	5
7. I understand the concepts of the new curriculum	1	2	3	4	5
8. I have sufficient knowledge about the new curriculum	1	2	3	4	5
9. I am aware of the demands of the new curriculum	1	2	3	4	5
10. I am positive about the new curriculum	1	2	3	4	5
11. I am familiar with a learner centred approach to teaching	1	2	3	4	5
12. I believe that a learner centred approach is good	1	2	3	4	5
13. I have sufficient time to plan for the activities of the department	1	2	3	4	5
14. I have plans on how to integrate my subject with other subjects					
15. In my department we plan activities together	1	2	3	4	5
16. As part of the leading team, I work with other members to ensure the success of new curriculum	1	2	3	4	5
17. The school timetable allows the school management team to attend to the school routine business each day	1	2	3	4	5
18. All learners are proficient in English as a medium of instruction.	1	2	3	4	5
19. I believe that heads of department in this school have sufficient knowledge to handle the new curriculum	1	2	3	4	5
20. I believe the school principal has sufficient knowledge and skills to implement the new curriculum	1	2	3	4	5
21. Teachers in my department are familiar with the concepts of new curriculum	1	2	3	4	5
22. I am part of a team that drew the curriculum implementation plan for this school	1	2	3	4	5
23. All teachers are involved in decisions made regarding implementation of the new curriculum in our school	1	2	3	4	5
24. In my department we have enough text books to support the teaching and learning with the new curriculum	1	2	3	4	5

To what extent do you agree with the following?	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree
25. It is important for a teacher to take on a dominant role in the classroom	1	2	3	4	5
26. In my department I provide instructional leadership by overseeing curriculum implementation in the school	1	2	3	4	5
27. I plan on my own for all the needed resources for my department	1	2	3	4	5
28. Democratic leadership is good for the school's success	1	2	3	4	5
29. My role is to provide technical support to teachers for the implementation of the new curriculum	1	2	3	4	5
30. I provide leadership that keeps the teachers and learners motivated	1	2	3	4	5
31. I have a sufficient budget for my department	1	2	3	4	5
32. It is my sole responsibility to ensure that teaching and learning take place	1	2	3	4	5
33. As a leader I am positive about teaching a wide range of classes	1	2	3	4	5
34. I am involved in all major decisions that affect this school	1	2	3	4	5
35. I have opportunities to give feedback to individual teachers on their performance	1	2	3	4	5
36. It is my responsibility to check on teachers' lesson plans	1	2	3	4	5
37. Providing feedback to individual teachers improves their teaching	1	2	3	4	5
38. We have enough resources to support self-paced learning	1	2	3	4	5
39. The school has a functioning computer laboratory	1	2	3	4	5
40. I like the idea of the new subject known as Life Skills	1	2	3	4	5
41. In our school we have teachers qualified to teach Life Skills	1	2	3	4	5
42. Life Skills is already offered in this school	1	2	3	4	5
43. I am positive about Life Skills being a compulsory subject	1	2	3	4	5
44. In the light of the new curriculum an admission policy is not necessary	1	2	3	4	5
45. I am positive about using continuous assessment to diagnose learning difficulties of the learners	1	2	3	4	5
46. It is the principal's responsibility to ensure that staff improve professional skills	1	2	3	4	5
47. It is my responsibility as head of department to ensure that staff improve professional skills	1	2	3	4	5
48. I believe continuous assessment is good for diagnosing learning difficulties in learners	1	2	3	4	5
49. I believe that fencing a school improves the learning for the learners	1	2	3	4	5
50. Implementation of new curriculum is one of the priorities in our school plans	1	2	3	4	5

To what extent do you agree with the following?	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree
51. One of my responsibilities is to create a strong team of staff in the school	1	2	3	4	5
52. My role is to see to it that all teachers have Scheme Books	1	2	3	4	5
53. As a team of leaders we have meetings to evaluate the effects of our decisions in our school	1	2	3	4	5
54. It is my role to create a conducive environment for teaching and learning	1	2	3	4	5
55. Teachers in this school are aware of the vision of the school	1	2	3	4	5
56. The number of periods I am teaching limits my effectiveness as a head of department	1	2	3	4	5
57. The budget of my department limits my effectiveness as a head of department	1	2	3	4	5
58. Teachers' absenteeism limits my effectiveness as a head of department	1	2	3	4	5
59. Lack of opportunity for my own professional development limits my effectiveness as a head of department	1	2	3	4	5
60. The quality of support of the principal limits my effectiveness as a head of department	1	2	3	4	5
61. Teaching a wide range of classes limits my effectiveness as a head of department	1	2	3	4	5
62. Admission policy limits my effectiveness as a head of department	1	2	3	4	5
63. Lack of involvement in the major decisions of the school limits my effectiveness as a head of department	1	2	3	4	5
64. Delegating duties limits my effectiveness as a head of department	1	2	3	4	5
65. Lack of opportunities for my own professional development limits my effectiveness as a head of department	1	2	3	4	5
66. High workload and level of responsibilities in my job limits my effectiveness as a head of department	1	2	3	4	5
67. Lack of support for my teachers' professional development limits my effectiveness as a head of department	1	2	3	4	5
68. Lack of shared leadership with other staff members in my department limits my effectiveness as a head of department	1	2	3	4	5

How often do you perform the following functions	Never	A few times a year	A few times a month	A few times a week	Daily
69. Moderate the work of teachers	1	2	3	4	5

70. Delegate tasks to teachers	1	2	3	4	5
71. Check teachers' Scheme of work	1	2	3	4	5
72. Check the class registers	1	2	3	4	5
73. Check teachers' lesson plans	1	2	3	4	5
74. Check learners exercise books	1	2	3	4	5
75. Have department meetings	1	2	3	4	5
76. Meet with the principal on matters concerning my department	1	2	3	4	5
77. Meet with individual staff members of my department	1	2	3	4	5
78. Meet with individual staff members	1	2	3	4	5

This is the end of the questionnaire. Thank you very much for your participation

Please put the questionnaire in the envelope provided

ADDENDUM H: TEACHER QUESTIONNAIRE

Views about the new curriculum (teachers' questionnaire)

For the purpose of this study, I need information about your views regarding to the new curriculum that has been piloted in some schools, and will be implemented in all schools of Lesotho by 2018. The purpose of the research is not to criticise schools or teachers, but to understand your realities. I ask you kindly to respond to the questions/statements by marking X or filling in the response where required in the solid block provided. It should take you less than 20 minutes to complete all the questions. **Please do not write your name or the name of your school on this form.** I guarantee your anonymity. I will ensure that you or your schools' identity is not exposed in my research report. After you have answered all the questions, please place the questionnaire in the envelope provided, and seal it to ensure that your responses remain confidential. Nobody at the school should be able to see how you answered. No individual responses will be known, as all the responses from all the questionnaires will be aggregated. I shall collect the questionnaire personally at your school on the agreed date. You are free to refrain from responding to a particular question if it makes you feel uncomfortable.

The new curriculum is already being used in Grades 1-6, and is being piloted in Grade 7. From January 2018, it will be used in all grades (Ministry of Education, 2012, p. 4).

Kindly provide a few details about yourself. Mark with X or put a tick in the block

For example

Are you a teacher?	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
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1. What is your gender	Female	<input type="checkbox"/>	Male	<input type="checkbox"/>
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2. What is your age?	I am between the age of 21-30 years	<input type="checkbox"/>	1
	I am between the age of 31- 40 years	<input type="checkbox"/>	2
	I am between the age of 41- 50 years	<input type="checkbox"/>	3
	I am between the age of 51- 60 years	<input type="checkbox"/>	4
	I am above 60 years	<input type="checkbox"/>	5

3. Your highest qualifications?	Educational certificate	<input type="checkbox"/>	1
	Non-educational certificate	<input type="checkbox"/>	2
	Educational diploma	<input type="checkbox"/>	3
	Non educational diploma	<input type="checkbox"/>	4
	Educational degree	<input type="checkbox"/>	5
	Non educational degree	<input type="checkbox"/>	6
	Educational honours degree	<input type="checkbox"/>	7
	Non educational honours degree	<input type="checkbox"/>	8
	Educational Master's degree	<input type="checkbox"/>	9
	Non educational Master's degree	<input type="checkbox"/>	10
	Doctoral degree	<input type="checkbox"/>	11

4. Teaching experience	1-5 years	1
	6-10 years	2
	Over 15 years	3

To what extent do you agree with the following statements regarding you or your school? Please indicate your response on the scale provided

	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree
5. I have undergone some training for the new curriculum	1	2	3	4	5
6. Concepts of new curriculum became clear to me during the workshops	1	2	3	4	5
7. I am positive about the new curriculum	1	2	3	4	5
8. During the workshops I was consulted about the new curriculum	1	2	3	4	5
9. Teachers' views regarding to the new curriculum were considered	1	2	3	4	5
10. In my view, the new curriculum is more relevant compared to the current one	1	2	3	4	5
11. I am familiar with the learner centred methods of teaching	1	2	3	4	5
12. I believe that a child centred approach allows for a holistic understanding of the world for the learners	1	2	3	4	5
13. My classroom is big enough to conduct group work	1	2	3	4	5
14. All learners have textbooks for my subject	1	2	3	4	5
15. I like the idea of team teaching	1	2	3	4	5
16. I believe the child centred approach is a good teaching approach	1	2	3	4	5
17. I am positive about the idea of integrating my subject with other teachers' subjects	1	2	3	4	5
18. I work with other teachers to ensure the success of new curriculum	1	2	3	4	5
19. I work with parents to ensure the success of the new curriculum	1	2	3	4	5
20. Preparing my lessons together with other subject teachers seems like a good idea	1	2	3	4	5
21. Quarterly assessments develop higher order skills in learners	1	2	3	4	5
22. Course work assessments develop learners' attitudes and skills	1	2	3	4	5
23. Assessing projects of learners requires special skills	1	2	3	4	5
24. I know how to assess learners' projects	1	2	3	4	5
25. Assessing learners in practical tests is a good idea	1	2	3	4	5
26. I know how to assess learners' practical tests	1	2	3	4	5

	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree
27. New ways of assessing learners means more work for me	1	2	3	4	5
28. The classrooms in my school are sufficient for teaching and learning.	1	2	3	4	5
29. The staffroom is big enough to accommodate all teachers	1	2	3	4	5
30. Each teacher has enough space to prepare his or work in the staffroom	1	2	3	4	5
31. The school has a functional computer laboratory	1	2	3	4	5
32. All learners have access to the computer laboratory	1	2	3	4	5
33. Computers help learners to learn on their own	1	2	3	4	5
34. Use of computers improves learning skills for the learners	1	2	3	4	5
35. We have enough desks for all learners in the classrooms	1	2	3	4	5
36. We have sufficient chairs for all learners in the classrooms	1	2	3	4	5
37. We have career guidance programmes at this school	1	2	3	4	5
38. I like Life Skills subject	1	2	3	4	5
39. I have experience in teaching Life Skills	1	2	3	4	5
40. Through Life Skills as a subject, learners become aware of themselves	1	2	3	4	5
41. Life Skills enables learners to appreciate other learners	1	2	3	4	5
42. Life Skills enables learners to manage their emotional feelings	1	2	3	4	5
43. Life Skills is part of the subjects that are on the school's time table	1	2	3	4	5
44. Life Skills is taught in the normal school hours	1	2	3	4	5
45. The administrative style used in my school promotes teamwork	1	2	3	4	5
46. The school has a clear student admission policy for the new curriculum	1	2	3	4	5
47. It is easy to admit students in our school now than before	1	2	3	4	5
48. I am positive about the new ways of admitting learners in our school	1	2	3	4	5
49. The school management gives me the necessary assistance I need	1	2	3	4	5
50. Non-governmental organisations, as well as community-based organisations are actively involved in the life of this school.	1	2	3	4	5
51. Your learners interact well with each other	1	2	3	4	5
52. Your school time table offers preferential treatment to some staff members	1	2	3	4	5
53. The school timetable allows the school management team to attend to the school routine business each day	1	2	3	4	5
54. All learners are proficient in English as a medium of instruction.	1	2	3	4	5

	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree
55. In my view using learner-centred approach motivates the learners	1	2	3	4	5
56. The learners that I teach are capable of learning independently with little assistance	1	2	3	4	5
57. The teachers' role in the class should change from being a teacher to that of a facilitator	1	2	3	4	5
58. It is a good idea for a teacher to consult learners on matters concerning their own learning	1	2	3	4	5
59. I am positive about the idea of meeting as a staff to plan together before a new academic year begins	1	2	3	4	5
60. We have regular meetings in our school	1	2	3	4	5
61. Regular meetings improve teamwork in the school	1	2	3	4	5
62. The principal is the one responsible for the implementation of the school's plans	1	2	3	4	5
63. I get a new Scheme Book for my subject every year	1	2	3	4	5
64. All teachers at my school have Scheme Books	1	2	3	4	5
65. My Scheme Book is up to date all the time	1	2	3	4	5
66. The school provides me with the opportunities to participate in professional development activities	1	2	3	4	5
67. I am positive that the administration is giving new curriculum high priority	1	2	3	4	5
68. I use diverse teaching and learning strategies in my class.					

This is the end of the questionnaire. Thank you very much for your participation

Please put the questionnaire in the envelope provided

ADDENDUM J: DETAIL DATA

DATA FROM PRINCIPALS

Summative data from principals on items related to the Profile of Implementation

Sub construct	Item No	Question	Mean	Standard deviation
Nature of classroom interaction	63	It is good for me to take over lessons from teachers who are unexpectedly absent	2.68	1.29
	76	It is important for a teacher to take on a dominant role in the classroom	2.79	1.51
	13	I believe that learner centred approach is good	3.80	1.32
	47	Computer aid the development of learners' listening skills	3.00	1.62
Integrated curriculum	14	I have plans on how to integrate my subject with other subjects	3.50	1.36
	30	I encourage my teachers to use text books as the main source of information when preparing classes	3.11	1.08
	48	My school is already offering life skills	4.10	1.25
	50	I am positive about the life skills as a subject	4.05	1.08
	51	It is good that life skills is made a compulsory subject in all schools	4.05	1.15
	53	Life skills enables learners to manage their emotional skills	3.75	1.33
	54	Life skills covers the spiritual aspect of the learner	3.45	1.19
Assessment	70	I am positive about using continuous assessment to diagnose learning difficulties in the learners	3.75	1.33
	81	Diagnosing learning difficulties in learners	4.35	0.88

Summative data from principals on items related to Capacity to Innovate

Sub construct	Item No	Question	Mean	Standard deviation
Physical factors	36	I am available during the day	3.24	1.35
	43	The school has the resources to support self-paced learners	2.65	1.04
	44	The school has resources to enable learners develop effective skills	3.13	1.28
	45	The school has a functioning computer laboratory	3.40	2.04
	46	The computer laboratory has enough computers for our learners	2.37	1.34
	91	Inadequate school budget and resources limits my effectiveness as principal	3.50	1.19
	92	Government school fees rationalisation limits my effectiveness as a principal	2.05	1.18
	72	Our school is secure and access to unauthorized personnel is denied	3.83	1.04

Sub construct	Item No	Question	Mean	Standard deviation
	73	I believe that secure environment in the school improves learning	3.70	1.30
	82	I believe that fencing a school improves learning	3.95	1.18
	11	I am positive about the new curriculum	2.78	1.52
	94	Lack of parents involvement limits my effectiveness	4.16	1.12
	89	All learners are proficient in English as a medium of communication	5.00	6.92
	17	Teachers in the school are familiar with the concepts of the new curriculum	2.20	1.32
	29	Teachers make extra effort to assist learners	3.59	1.23
	49	We have teachers qualified in teaching life skills in this school	2.90	1.33
	93	Teachers absenteeism limits my effectiveness as a principal	3.55	1.28
	66	Teachers in this school are aware of the vision of the school	3.61	1.42
	67	I have the support of teachers in cherishing the vision and mission of the school	3.55	1.23
	97	Lack of support from my teachers' professional development limits my effectiveness as a principal. Lack of opportunities for my own professional development limits my effectiveness as a principal	3.11	1.33
	18	As a school we have the capacity to implement the new curriculum	2.80	1.28
	8	I understand the concept of the new curriculum	2.37	1.21
	9	I have sufficient knowledge about the new curriculum	2.50	1.76
	10	I am aware of the demands of the new curriculum	2.26	1.48
	12	I am familiar with a learner centred approach to teaching	3.85	1.31
	15	All heads of department in my school have undergone some preparation in preparation for the new curriculum	2.30	1.49
	16	I believe that heads of department in this school have sufficient knowledge to handle the new curriculum	2.40	1.39
	103	Check learners' exercise books	2.85	1.31
	19	We already have a new curriculum implementation plan at the school	2.21	1.23
Learner factors	35	There is a budget for each department	4.00	1.34
	38	It is my sole responsibility to ensure that teaching and learning take place in my school	3.35	1.60
	94	Lack of parents involvement limits my effectiveness as a principal	4.16	1.12
	39	The implementation of the new curriculum is one of the priorities on our plan	3.53	1.31
Teacher factors	42	I am familiar with the integrated teaching and the learning approach	2.60	1.14

Sub construct	Item No	Question	Mean	Standard deviation
	32	Teachers in my school prepare adequately for the classes	3.45	1.23
	104	Visit to observe lessons	2.65	1.31
	20	I provide instructional leadership by overseeing curriculum implementation in the school	2.60	1.43
	21	We plan for the needed resources	2.58	1.54
	23	I have experience to control the resources of my school alone	2.80	1.36
	24	The new curriculum requires democratic leadership skills	3.65	1.27
	25	There is a leadership in my school that allows teachers to communicate their predicament in implementing new curriculum	3.40	1.55
	26	I provide technical support to the heads of department and teachers for implementation of new curriculum	2.63	1.38
School ethos and management	27	I use a leadership that keeps teachers and learners motivated in the school	3.42	1.35
	28	Non-government organisation as well as community based are actively involved in assisting my school	2.89	1.29
	40	I follow up with heads of department to see if the plans in the scheme of work are followed	3.95	1.32
	41	I follow up with teachers to see if the plans in the scheme of work are followed	3.75	1.29
	55	Staff work well if given minimum supervision	3.10	1.12
	56	I am aware of the new requirements to admit learners in my school	3.35	1.23
	58	We have a new admission policy in line with the new curriculum	3.05	1.57
	59	Admission of learners in our school has been affected by the new curriculum	3.45	1.23
	60	Admission of learners is made easy with new curriculum	2.50	1.47
	61	I have communicated the new admission policy to the parents	3.67	2.00
	62	We have the code of conduct for learners in this school	4.05	0.83
	64	My schedule allows me to take over lessons for teachers who are absent	2.58	1.50
	65	It is important for me as a principal to ensure that teachers' professional skills improve all the time	3.76	1.20
	68	I have articulated to my staff my belief in the benefits of the new curriculum	2.55	1.28
	69	I believe it is my responsibility to create a conducive school environment	4.05	1.23
	71	The implementation of the new curriculum is one of the priorities on our school plans	3.32	1.49

Sub construct	Item No	Question	Mean	Standard deviation
	74	As part of the learning team I work with other members to ensure the success of the new curriculum	3.25	1.37
	80	It is my responsibility to ensure that staff improve professional skills	4.10	1.02
	88	The school timetable allows the school management team to attend routine school business every day	3.60	1.39
	95	Lack of opportunities for my own professional development limits my effectiveness as a principal	3.61	1.29
	96	High workload and high work load limits my effectiveness	3.70	1.38
	102	Check teachers lesson plans	2.90	1.12
	105	Check class registers	2.95	1.27
	106	Have meetings with individual teachers	2.85	1.04
	98	Lack of shared leadership with other staff members limits my effectiveness	3.26	1.37
	99	Moderate the work of heads of department	2.47	1.01
	101	Check teachers' scheme of work	2.89	0.88
	52	Life skills is scheduled on the time table like other subjects	3.70	1.56
	75	All teachers are involved in the decisions made regarding the implementation of new curriculum in our school	2.53	1.50
	77	Democratic leadership is good for the school's success	3.65	1.39
	78	I provide leadership that keeps teachers and learners motivated	3.80	1.11
	79	In the light of the new curriculum admission policy is not necessary	2.35	1.22
	83	Implementations of a new curriculum is a priority on our school plan	3.53	1.26
	84	One of the my responsibilities is to create a strong team of staff in the school	4.10	1.21
	85	The support of the head of department limits my effectiveness as a principal	2.55	1.28
	86	The admission policy limits my effectiveness as a principal	3.00	1.26
	87	Delegating duties limits my effectiveness as a principal	2.68	1.34
	95	Lack of opportunities for my own professional development limits my effectiveness as a principal	3.61	1.29
	107	Have meetings with heads of department	3.45	0.83
	108	Meet with the staff	3.15	0.88
	7	During consultations principals' views about new curriculum were taken into consideration	2.33	1.19
	22	I plan on my own for all the needed resources for my school	2.45	1.42
	31	Most of the times staff tend to agree with my suggestions	3.11	1.29

Sub construct	Item No	Question	Mean	Standard deviation
	33	Consulting staff in decision making is time consuming	2.40	1.39
	34	Making a decision alone gets things move faster	2.80	1.54
	37	I believe a principal alone should make the decision on the budget	3.00	1.62
	35	Check teachers scheme of work	3.40	2.04
	47	Check teachers lesson plans	2.84	1.34
	100	I delegate heads of department	3.70	1.08
	57	The ministry explained the new admission policy	3.30	1.34
	101	Check teachers' schemes of work	2.89	0.88

DATA FROM HEADS OF DEPARTMENTS

Summative data from HoDs on items related to the Profile of Implementation

Sub construct	Item No	Question	Mean	Standard deviation
Nature of classroom interaction	12	I am familiar with a learner centred approach to teaching	3.86	1.25
	25	There is a leadership in my school that allows teachers to communicate their predicament in implementing new curriculum	2.61	1.47
	14	I have plans on how to integrate my subject with other subjects	3.25	1.21
	40	I follow up with heads of department to see if the plans in the scheme of work are followed	3.43	1.22
Integrated curriculum	43	The school has the resources to support self-paced learners	3.71	1.29
	42	I am familiar with the integrated teaching and the learning approach	3.46	1.29
Assessment	48	My school is already offering life skills	3.37	1.28
	45	I am positive about using continuous assessment to diagnose learning difficulties in the earner	3.58	1.24

Summative data from HoDs on items related to the Capacity to Innovate

Sub construct	Item No	Question	Mean	Standard deviation
Physical factors	49	We have teachers qualified in teaching life skills in this school	3.41	1.34
	57	The ministry explained the new admission policy	3.10	1.10
	24	The new curriculum requires democratic leadership skills	2.32	1.38
	31	Most of the times staff tend to agree with my suggestions	3.10	1.18
	38	It is my sole responsibility to ensure that teaching and learning take place in my school	2.62	1.13

Sub construct	Item No	Question	Mean	Standard deviation
	69	I believe it is my responsibility to create a conducive school environment	2.70	1.02
	39	The implementation of the new curriculum is one of the priorities on our plan	2.73	1.33
	21	We plan for the needed resources	2.40	1.20
	41	I follow up with teachers to see if the plans in the scheme of work are followed	3.05	1.18
	11	I am positive about the new curriculum	3.48	1.36
	58	We have a new admission policy in line with the new curriculum	3.07	1.26
Teacher factors	67	I have the support of teachers in cherishing the vision and mission of the school	3.21	1.30
	47	Computer aid the development of learners' listening skills	3.23	1.38
	51	It is good that life skills is made a compulsory subject in all schools	3.00	1.54
	18	All learners are proficient in English as a medium of instruction	2.83	1.23
	6	I have attended seminars/workshop about a new curriculum	1.95	1.25
	7	I understand the concept of the new curriculum	2.30	1.00
	8	I have sufficient knowledge about the new curriculum	2.35	1.22
	9	I have sufficient knowledge about the new curriculum	2.70	1.50
	10	I am aware of the demands of the new curriculum	3.00	1.26
	13	I believe that learner centred approach is good	3.51	1.09
	15	All heads of department in my school have undergone some preparation in preparation for the new curriculum	3.76	1.10
	16	I believe that heads of department in this school have sufficient knowledge to handle the new curriculum	3.10	1.25
	22	I plan on my own for all the needed resources for my school	2.42	1.33
	17	Teachers in the school are familiar with the concepts of the new curriculum	3.09	1.13
	19	We already have a new curriculum implementation plan at the school	2.79	1.30
	20	I provide instructional leadership by overseeing curriculum implementation in the school	2.84	1.12
	30	I encourage my teachers to use text books as the main source of information when preparing classes	3.46	1.11
	32	Teachers in my school prepare adequately for the classes	3.38	1.32
Learner factors	34	Making a decision alone gets things move faster	2.94	1.21
	35	There is a budget for each department	3.48	1.07
	23	I have experience to control the resources of my school alone	2.53	1.40

Sub construct	Item No	Question	Mean	Standard deviation
School ethos and management	46	The computer laboratory has computers enough for our learners	3.46	1.21
	63	It is good for me to take over lessons from teachers who are unexpectedly absent	3.10	1.19
	70	I am positive about using continuous assessment to diagnose learning difficulties in the learners	2.72	1.26
	76	It is important for a teacher to take on a dominant role in the classroom	2.86	1.05
	26	I provide technical support to the heads of department and teachers for implementation of new curriculum	2.83	1.11
	27	I use a leadership that keeps teachers and learners motivated in the school	2.48	1.21
	29	Teachers make extra effort to assist learners	3.12	1.32
	50	I am positive about the life skills as a subject	2.93	1.16
	28	Non-government organisation as well as community based are actively involved in assisting my school	3.30	1.28
	53	Life skills enables learners to manage their emotional skills	3.32	1.24
	65	It is important for me as a principal to ensure that teachers' professional skills improve all the time	3.10	1.23
	54	Life skills covers the spiritual aspect of the learner	3.27	1.28
	56	I am aware of the new requirements to admit learners in my school	2.94	1.24
	59	Admission of learners in our school has been affected by the new curriculum	3.28	1.07
	60	Admission of learners is made easy with new curriculum	2.93	1.12
	61	I have communicated the new admission policy to the parents	3.01	1.26
	62	We have the code of conduct for learners in this school	3.20	1.20
	64	My schedule allows me to take over lessons for teachers who are absent	2.93	1.24
	66	Teachers in this school are aware of the vision of the school	3.54	1.19
	68	I have articulated to my staff my belief in the benefits of the new curriculum	3.14	3.33
71	The implementation of the new curriculum is one of the priorities on our school plans	2.75	1.00	
74	As part of the learning team I work with other members to ensure the success of the new curriculum	2.97	1.20	
52	Life skills is scheduled on the time table like other subjects	3.38	1.41	
75	All teachers are involved in the decisions made regarding the implementation of new curriculum in our school	2.94	1.09	

Sub construct	Item No	Question	Mean	Standard deviation
	78	I provide leadership that keeps teachers and learners motivated	3.03	1.30
	77	Democratic leadership is good for the school's success	2.71	1.16
	7	During consultations principals' views about new curriculum were taken into consideration	2.27	1.00
	55	Staff work well if given minimum supervision	3.30	1.18
	33	Consulting staff in decision making is time consuming	3.56	1.19
	73	I believe that secure environment in the school improves learning	3.07	1.01
	37	I believe a principal alone should make the decision on the budget	3.64	1.17
	36	I am available during the day	3.56	1.26
	72	Check the class registers	2.64	1.20

DATA FROM TEACHERS

Summative data from Teachers on items related to the Profile of Implementation

Sub construct	Item No	Question	Mean	Standard deviation
Nature of Classroom interaction	18	As a school we have the capacity to implement the new curriculum	3.37	1.28
	20	Preparing my lessons together with other subject teachers seems like a good idea	3.56	1.25
	68	I use diverse teaching and learning strategies in my class	3.61	1.11
	58	It is a good idea for a teacher to consult learners on matters concerning their own learning	3.61	1.30
	51	Learners interact well with others	3.49	1.12
	16	Through life skills as a subject, learners become aware of themselves	3.98	1.10
	40	Life skills enables learners to appreciate other learners	3.54	1.37
	41	Computers help learners to learn on their own	3.54	1.03
	33	I like life skills subject	3.94	1.10
	42	Life skill enables learners to manage their emotional feelings	3.80	1.15
Integrated curriculum	42	Use of computers improves learning skills for the learners	3.68	1.15
	34	In my view using learner-centred approach motivates the learners	3.18	1.64
	55	The teachers' role in the class should change from being a teacher to that of a facilitator	3.33	1.52

Sub construct	Item No	Question	Mean	Standard deviation
	57	I believe that heads of department in this school have sufficient knowledge to handle the new curriculum	4.33	0.86
	16	I believe that a child centred approach allows for a holistic understanding of the world for the learners	4.02	1.16
	21	Quarterly assessments develop higher order skills in learners	3.57	1.25
Assessment	25	Assessing learners' practical tests is a good idea	3.73	1.22
	27	New ways of assessing learners means more work for me	2.71	1.35
	22	Course work assessments develop learners attitudes and skills	3.71	1.08
	23	Assessing projects of learners requires special skills	3.61	1.15
	24	I know how to assess learners' projects	3.12	1.04
	26	I know how to assess learners' practical tests	3.49	1.12

Summative data from Teachers on items related to the Capacity to Innovate

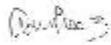
Sub construct	Item No	Question	Mean	Standard deviation
Physical factors	64	All teachers at my school have scheme books	3.81	1.17
	36	We have sufficient chairs for all learners in the classroom	3.41	1.24
	28	The classrooms in my school are sufficient for teaching and learning	2.48	1.43
	13	I have sufficient time to plan for the activities of the department	3.71	1.22
	14	I have plans on how to integrate my subject with other subjects	3.02	1.44
	35	We have enough desks for all learners in the classroom	3.30	1.23
	29	The staffroom is big enough to accommodate all teachers	2.82	1.35
	30	Each teacher has enough space to prepare his or her work in the staffroom	3.00	1.24
	31	The school has functional computers	3.18	1.30
	32	All learners have access to the computer laboratory	2.65	1.41
	63	It is good for me to take over lessons from teachers who are unexpectedly absent	3.52	1.17
	46	The computer laboratory has computers enough for our learners	3.00	1.07
	7	I understand the concept of the new curriculum	2.75	1.37
	10	In my view, the new curriculum is relevant compared to the current one	2.92	1.34
	11	I am familiar with a learner centred approach to teaching	3.85	1.31
	6	Concepts of new curriculum became clear to me during the workshop	2.26	1.31

Sub construct	Item No	Question	Mean	Standard deviation
Teacher factors	17	Teachers in the school are familiar with the concepts of the new curriculum	3.70	1.13
	15	I like the idea of team teaching	4.14	1.04
	39	I have experience in teaching life skills	2.92	1.33
	47	Computer aid the development of learners' listening skills	3.14	1.26
	48	My school is already offering life skills	2.94	1.32
	65	It is important for me as a principal to ensure that teachers' professional skills improve all the time	3.71	1.12
	44	The school has resources to enable learners develop effective skills	3.27	1.27
	56	The learners that I teach are capable of learning independently with my little assistance	2.69	1.23
	54	Life skills covers the spiritual aspect of the learner	3.24	1.05
	53	The school time table allows the school management team to attend to the school routine business each day	3.31	1.09
	61	Regular meetings improve teamwork in the school	3.91	1.12
	67	I am positive that the administration is giving new curriculum high priority	3.45	1.04
Learner factors	60	We have regular meetings in our school	3.57	1.14
	62	The principal is the one responsible for the implementation of the school's plans	3.33	1.37
	66	Teachers in this school are aware of the vision of the school	3.76	0.99
	59	I am positive about the idea of meeting as a staff to plan together before a new academic year begins	3.90	1.28
	50	I am positive about the life skills as a subject	3.34	1.21
	52	Your timetable offers preferential treatment of some staff members	3.08	1.27
School ethos and management	5	I have undergone some training for the new curriculum	2.22	1.29
	9	I am aware of the demands of the new curriculum	2.34	1.14
	8	During the workshops I was consulted about the new curriculum	2.29	1.39
	49	We have teachers qualified in teaching life skills in this school	3.22	1.12
	45	The administrative style used in this school promotes teamwork	3.41	0.98
	43	The school has the resources to support self-paced learners	3.44	1.26

ADDENDUM K: DECLARATION BY EDITOR

To whom it may concern

This is to state that the dissertation submitted in fulfilment of the requirements for the Masters in Education by Richard Mutebi has been language edited by me, according to the tenets of academic discourse.



Annamarie du Preez

B.Bibl.; B.A. Hons. (English)

08-03-2019