Teachers' concerns about the implementation of the new curriculum in Lesotho

By

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Declaration

I hereby declare that this dissertation entitled **"Teachers' concerns about the implementation of the new curriculum in Lesotho"** is my own work and all sources that have been used in this dissertation are indicated and are acknowledged by means of complete references. This dissertation has not been submitted previously in part or in its entirety for examination for a degree at any institution.

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MG TAFAI **DATE**

Dedication

To my mother and my late father, who have always valued education and continuously encouraged us to further our studies. To my guardians (Diana and Robin Green) for their love and kindness, they supported me to further my studies so dearly. To my mother and my siblings for support and taking good care of my beloved son at times when my study distanced us.

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Summary of the study

The Lesotho government has recently developed and published an inclusive curriculum and assessment policy as an approach to reducing the unconstructive pressure of examinations on the education system. The policy integrates curriculum with assessment. Some studies on curriculum implementation in Lesotho have shown that although the government made efforts to supply some of the teaching and learning materials to the primary schools, these have been either inadequate or unresponsive to the local priorities and needs of the schools. Thus, teachers are likely to struggle with the implementation of this newly proposed curriculum. The purpose of this study was to explore Lesotho primary school teachers' concerns regarding the adoption of the integrated curriculum in Lesotho.

Teachers are likely to have different concerns about any kind of change to their classroom practice. Their concerns can also be expected to differ based on such factors as the demographic characteristics, educational level and experience. The teachers' feelings and motivations concerning the newly introduced school curriculum in Lesotho shaped the level of implementation observed in the present study.

This study used the concerns-based adoption model (CBAM) as its conceptual framework. CBAM is an analytic instrument that focuses on how people, such as teachers inter alia respond to change. CBAM indentifies the seven stages of concern through which teachers could be involved as they collaborate in the implementation of new innovations as; awareness, information, personal concerns, management, consequences, collaboration and refocusing. The stages of concern questionnaire (SoCQ) as part of CBAM was employed to explore the stages of concern of the primary school teachers in Lesotho concerning the implementation of the integrated curriculum, their patterns and variations. SoCQ consists of 35 items selected to represent the different types of concerns that teachers have as they are first introduced to an educational innovation. Teachers respond on a 7-point Likert-type scale.

The findings are reported in two articles that address different research questions. The first article describes the various dimensions of the concerns and their extent

within a sample of primary school teachers. The second article describes how these concerns align with the teachers' characteristics such as teaching experience, educational qualification, gender, age, integrated curriculum experience and training. It also presents the relative strength of each factor on teachers' concerns regarding the integrated curriculum.

The first set of findings suggests that primary school teachers in Lesotho are aware of the integrated curriculum although they need more information on its implications for their practice. However, their concerns are strongest on the issues of collaboration (P= 80), refocusing (P= 79) and personal adequacy (P=72).This is an indication that primary school teachers are working in cooperation with each other regarding the best practice for the implementation of the integrated curriculum.

The second set of findings suggest that the female teachers were mostly focused on informational (M=18.16, SD=6.09), collaboration (M=28.37, SD=5.25), and refocusing stages (M=28.44, SD 4.95) than their male counterparts, whose major concerns were more at the awareness stage (M = 23.38, SD =.6.20) compared to females (M =22.93, SD = 6.66). It was also observed that the older teachers were less concerned at the informational stage and more at the collaboration stage as they do not want to move from their comfort zones.

The first findings indicated a high percentile score at collaboration (P = 80), refocusing (P = 79) and personal adequacy (P =72).The high percentiles means indicted the high concerns of the primary school teachers. The paper concludes that the primary school teachers have responded positively to the process of new curriculum implementation. There is a need however to conduct further research that involve larger samples from different schools, and possibly from diverse contexts to further explore the findings of the present study.

The second set of findings suggest that female teachers show more concerns at the informational, collaboration and refocusing stages of concerns as compared to the male teachers who showed more concern at the awareness stage. This means that gender may play a vital role in the success or failure of innovation at schools. The study concludes that there is positive relationship between teachers' concerns and

demographics though the male teachers seem to have little knowledge regarding integrated curriculum. The study suggests that more follow up workshops and monitoring sessions are needed to improve the implantation of the new integrated curriculum in Lesotho.

Again, the findings indicated that age contribute to the manner at which primary school teachers adopt the integrated curriculum. It is suggested therefore that the training sessions and follow up workshops should consider the specific needs of individual teachers based on their different age groups for example.

Keywords: CBAM, teachers' concerns, integrated curriculum, curriculum implementation, Lesotho curriculum change, primary school, demographic characteristics.

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Acronyms

CBAM: Concerns- based adoption model

HIV/AIDS: Human immunodeficiency virus/Acquired immune deficiency syndrome

LoU: Level of use dimension

LEESP: Lesotho Environmental Education Support Project

MoET: Ministry of Education and Training Lesotho

SAL: Student-active learning approach

SoC: Stages of concerns

SoCQ: Stages of concerns questionnaire

Section 1: Introduction and orientation to the study

1.1 Introduction:

Teachers contribute a great deal to the success or failure of any change introduced in their teaching practice. They often need enough time to understand what change is all about and its importance for their teaching practice(Raselimo & Wilmot (2013).As Lesotho has recently introduced an integrated curriculum for primary schools in 2013, it is inevitable that there may be challenges with respect to its implementation. Lekhetho (2013) argues that Lesotho teachers have regularly been accused of lacking the enthusiasm; commitment and devotion to do their work devotedly. Lekhetho observed that these challenges include ineffective teaching and assessment practices, teacher absenteeism, lateness, and inferior preparation of lesson plans, which may all impact the implementation of the new integrated curriculum in the country.

Teachers are likely to have different concerns regarding the new curriculum and its implementation in schools. The teachers' concerns will determine the success or the failure of such an innovation (Handler, 2010). Furthermore, teachers may have different attitudes concerning the implementation of the new curriculum due to their experiences and the management conditions that they find in their schools (Khoboli & O'toole, 2012). For example, if the changes demand an innovation that is beyond their experiences, teachers may tend to be confused and/or resist such change and continue with the old way of doing things. However, as stated earlier, teachers are important driving forces intended for conveying alterations into the teaching and learning environment and therefore, they have to be the heart of analysis and foundations of validation concerning the foreword of any curriculum restructurings (Aydin & Cakiroglu, 2010). There is a legitimate need to examine and study teachers' experience and concerns, especially at the time of implementing a new curriculum. Moreover, there is a need to follow-up and support them for the development of the reform during implementation (Leung, 2008).

Morojele (2012) Raselimo and Wilmot (2013) and indicate that a broad perception on the history of curriculum reform in Lesotho suggests that innovations are either incompletely implemented or not made an accepted part of the educational structure

at all in the school system due to the culture of resistance to change in the education system. These writers maintain that resistance may also result from a lack of correspondence involving improvements and the local perspectives that form teachers' beliefs regarding teaching and learning. The current reform introduces a change from teacher-centred teaching techniques to learner-centred methods, thus implying new tasks for teachers and students (Raselimo, 2010).To date, very little has been done in Lesotho to track the implementation of the integrated curriculum on the primary school teachers concerns regarding the implementation stage. The study therefore proposes an investigation of primary school teachers' concerns about the implementation of the integrated curriculum in Lesotho primary schools.

1.2Background

Teachers are the main actors in the implementation of innovations, such as the school curriculum. School curricula may change for various reasons in different countries. Lesotho is one of the countries that have recently introduced changes to the primary school curriculum, with an important shift from a traditional subject-based curriculum to an integrated curriculum. Mncube, Thaanyane and Mabunda (2013) state that before Lesotho gained its independence in 1966, it adopted its education structure from the British Education system to the extent that the assessment and syllabi were quite similar. Raselimo and Mahao (2015) and Selepe (2016) also argue that Lesotho' secondary education still followed the colonial-style after it gained its independence. The Lesotho government only developed and published an inclusive curriculum and assessment policy in 2009 after the 43 years of independence. The approach introduced the integrated curriculum in order to lessen the pressure of examinations on the education system.

Mchazime (2003) defines an integrated curriculum as an approach that determines collective knowledge, skills, attitudes and values from within or across subject areas. This approach recognises that the learner is part of a community and that learning should take into account the learners' everyday experiences. School life should thus be integrated with community life and that of the individual learner. This new curriculum is aimed at addressing the following objectives:

- The emerging issues pertaining to new demands, practices and life challenges of the modern global world.
- Monitoring of quality, relevance and efficiency of basic and secondary education.
- Coordination and maintenance of consistency of what is taught, learned and assessed(MoET, 2009:9).

The curriculum and assessment policy framework is expected to guide the transformation of teaching and learning as well as assessment through the review of the entire primary school integrated curriculum, with the purpose of making education at this level accessible, relevant, efficient, and of the best quality (MoET, 2009).

In order to support the framework, teachers are expected to, among others, move from teaching to facilitating, move from transfer of facts to learners' construction of knowledge, move from memorisation of information to analysis, synthesis, evaluation and application, and move from didactic teaching to participatory, activity-based and interactive methodologies (MoET, 2013).

The Curriculum and Assessment Policy of 2009 represents the latest education reform, which marks a departure from the subject and examination-oriented curriculum to a new dispensation where the curriculum is organised into learning areas reflecting practical life challenges. Raselimo and Wilmot (2013) argue that although the new policy creates opportunities for learners' personal growth and economic development in Lesotho, there are threats and challenges such as the culture of resistance, feelings, experience and inadequate support, which can be detrimental to the successful implementation of integrated curriculum. In this regard, teachers are likely to struggle with the implementation of this newly proposed curriculum. The present study proposes to explore the patterns and variations in the teachers' concerns about the implementation of the new curriculum in Lesotho.

1.3 context of the study

Curriculum changes are largely influenced by the changes in the environment, economy and society such as evolving use of technology and the impact of HIV/AIDS. At present, these changes threaten sustainable development in Lesotho. They provide a context for understanding curriculum change in Lesotho, especially

the kind of change envisaged in environmental education policy guidelines (Lekhetho, 2013). The framework is aimed to address the results from the impact of HIV/AIDS and making the curriculum more relevant to the nation of Basotho (MoET, 2009). Lesotho shifted the primary school curriculum from the traditional curriculum, where students' progress was measured comparatively with other students' progress to the modern integrated curriculum where students' abilities mark individual progress, (MoET, 2013).

In its presentation of the new curriculum, the Lesotho Ministry of Education and Training (MoET, 2013: 7) argues that the new curriculum aims at developing core competences, which are intended to enable learners to apply the "knowledge and acquired skills, values and attitudes necessary to address current and new situations". The levels of implementation of the integrated curriculum in Lesotho primary schools is expected to be influenced by the teachers' feelings and attitudes concerning the school curriculum that is newly introduced to them. The teachers could refuse to go along with change but could be persuaded to the view that it will considerably improve themselves and their students regarding the implementation of new curriculum in Lesotho (Christou *et al*., 2004).

1.3.1Statement of the problem

As of 2015, the third year of the implementation of the integrated curriculum, little has been done to find out what really concerns teachers about the implementation of the integrated curriculum and what the levels of implementation are. Therefore, this study sought to investigate teachers' concerns regarding the implementation of this new curriculum and its levels of implementation partly because according to Raselimo and Wilmot (2013), curriculum implementation is not an easy process due to the culture of resistance and mismatch of proposed curriculum with local priorities. The national curriculum development centre trained a panel of teachers in order to train other teachers. Most teachers were not pleased with the guidance. They indicated that some significant issues that require attention were not attended to (Mncube, Thaanyane &Mabunda, 2013).

The literature from other countries where integrated curriculum implementation is already in progress reflects the problems faced by the teachers during the

implementation of such a curriculum. These problems include alack of time, necessary skills and teaching and learning materials (Usman, 2011). The teachers' differences from the modern principles and practices of curriculum process affect their professional engagement, especially in the areas of classroom discipline and student behaviour modification (Fraser, 2000; Usman, 2011).In addition, general difference exists in the manner in which educators comprehend, interpret and use the educators' guides. While one teacher may be interested on the definite instructions recommended in the curriculum, the other may be interested on different instructions that address what learners have to be taught (Hall & Hord, 2011). This explanation indicates that in the end the teachers will have different concerns towards the same curriculum, based on the different factors relating to experience, beliefs and perhaps their own interest. For instance,

> Teachers in Lesotho rural schools may teach less than their counterparts in urban areas. The major reasons noted include the trip away from the rural area in order to visit a doctor, to collect a pay, to engage in in-service training, or to visit family. These reasons may involve long journeys and missing of school days. In addition, where teachers walk long distances to school, they may tend to start late, and finish early. As transport difficulties often make supervision visits from inspectors less frequent in isolated schools, there is little to prevent a gradual erosion of the school year work (Mulkeen, 2008: 2).

These problems may hinder the progress on the implementation of the new curriculum and may result in variations in teachers' concerns. Therefore the researcher sought to explore the primary school teachers as they implement integrated curriculum in its first phase.

1.4 The purpose of the study

The overall purpose of this research study was to explore the pattern and variations of the teachers' concerns regarding the implementation of the integrated curriculum in Lesotho. The researcher intended to examine the different concerns that teachers experience and their impact on the implementation of the integrated curriculum reform. In other words, the study sought to examine and understand how primary school teachers adopt and cope with change and challenges that they face in their practice. The researcher also wanted to find out what is the relationship between the

teachers' concerns and teachers' demography such as gender, age, qualifications, and teaching experience in the process of integrated curriculum implementation.

The present research study is concerned with primary school teachers because the integrated curriculum is currently being implemented in primary schools. It is envisaged that it will gradually be implemented in secondary school after it has been implemented in grade 7, the final primary school class. It is currently at grade 7 level this year (2017) and will be introduced and implemented in secondary schools in 2018. This is part of the reason why the study traces the importance and the challenges of the new curriculum so as to learn from the current implementation before it can be implemented in secondary schools. The findings might help the policy makers and curriculum designers to improve it where necessary. Primary school education is the foundation phase and the baseline for secondary school education. If the integrated curriculum can be well implemented, it may serve as a guideline for the secondary school teachers thereafter.

1.5 Research questions

The study proposed to explore two questions on teachers' concerns with the implementation of the integrated curriculum. It asked the following questions:

Firstly, what are the concerns of primary school teachers regarding the curriculum reform and its implementation in Lesotho?

Secondly, what is the relationship between the teachers' concerns and their characteristics (such as demographics, education and experience)?

Hypothesis:

The study proposes to explore two sets of hypotheses: namely

1. Primary school teachers in Lesotho have significant concerns regarding the new curriculum.

For the success of any change at schools, teachers' concerns ought to be considered. In order to focus on helping individuals, it is useful to know what their

concerns about the innovation are, according to the argument of Tunks and Weller (2009).

2. Primary school teachers' concerns are significantly related to their demographic characteristics, educational levels and experience as teachers.

Teachers have different concerns regarding any kind of development introduced in their practice in different schools. These are largely influenced by their differences in demographic characteristics, educational level and experience. Most teachers lack modern qualifications and teaching experience. This is one of the major curriculum implementation challenges. The teachers 'pedagogical differences from the modern principles and practices of the curriculum process affect their professional engagement (Roach, Kratochwill& Frank, 2009).

1.5.1 Aims

The study intended to explore the primary school teachers' concerns regarding the implementation of the integrated curriculum in Lesotho. It was based on the following objectives:

1) To identify the teachers' concerns regarding the integrated curriculum.

2) To determine the relationship between primary school teachers' concerns and teachers' characteristics (viz. demographic characteristics such as gender, age, educational level and experience, etc.) in the implementation of the integrated curriculum in primary schools in Lesotho.

3) To make suggestions that may motivate primary school teachers in the implementation of the integrated curriculum.

1.6 Conceptual framework

This study adopted the concerns-based adoption model (CBAM) as its conceptual framework. Badugela (2012) maintains that CBAM is a tool that is used in order to assess innovations in schools. It is helpful for teachers to understand the procedure that comes with the innovation and will guide them through the stages of concern that can be followed (Anderson, 1997, Christou *et. al,* 2004, Hall & Hord,

2011).CBAM model consist of three dimensions. Namely; 1.Stages of Concerns dimension shows teachers' perceptions and feelings about educational innovations, 2. Levels of use dimension indicate how teachers implement innovations and 3. Innovation configuration dimension shows the different ways as innovation in implemented (Hall & Hord, 2011). However, Stages of Concern dimension was used in this study particularly. CBAM may enable the researcher to study the teachers' seven stages of concerns, namely, awareness, information, personal, management, consequence, collaboration and refocusing (Hall & Hord, 2014).

The stage of concern framework has seven different stages that can be grouped as follows: The first four stages of concern (0 - 3) are related to teachers' selves. The fifth stage of concern (4) is related to teachers' tasks of teaching while the final three stages of concern (5 - 7) are associated with the impact of the innovation on students and concerns with regard to improving the practices pertinent to the innovation(George, Hall, & Stiegelbauer ,2013).

The instrument used to gather the data was based on the stages of concern questionnaire (SoCQ), which is a part of CBAM (Leung, 2008.The literature shows that the SoCQ is an applicable tool that determines teachers concern's relating to the development. The findings might be utilized to improve suitable staff enhancement so as to attend to learners' need (Charalambous & Phillippou, 2010).The information obtained through this analytical process can then be utilised for preparation of innovation to help teachers in putting the desired change into practice.

CBAM as the adopted study framework was relevant here because this study aimed to explore the patterns and the variations in teachers' concerns about the implementation of the integrated curriculum in Lesotho, and CBAM itself was established as an instrument to measure the change process of teachers in the adaptation of any innovation. In addition, CBAM is a model for change in an individual. Teachers may have concerns in diverse phases in the progression of the improvement. Based on these diverse concerns, teachers have to be assessed in order to measure the progress of innovations in their schools. The use of the stages of concern (SoC) as a significant part of CBAM is relevant because it describes the emotional measurement of change. This includes such how individuals think about

undertaking new processes and their concerns as they fit into place with a programme which is seen to be most helpful for professional development purposes (Tunks & Weller, 2009; Charalambous & Phillippou, 2010;Bhattacherjee, 2012; Hord& Roussin, 2013).

1.7 Overview of research methodology

1.7.1 Research paradigm: Positivism

This study used positivism as a paradigm which guides the researcher when gathering data and interpreting it accurately. Mertens (2014) describes positivism paradigm in research as the process of finding the truth and proving it through empirical means. It is also a philosophical position that aimed at describing and predicting the fact that people experience (Rastogi & Malhotra, 2013; Creswell, 2014). Based on the above description, the positivism paradigm was used to explore the teachers' concerns as they implement the integrated curriculum.

1.7.2 Research approach: Quantitative

The study adopted a quantitative research approach. McMillan and Schumacher (2014) define quantitative research as a formal, objective, systematic process to describe and test relationships and to examine cause and effect interactions among variables. In accordance with the view of Creswell and Clark (2011) and Check and Schutt, 2012), quantitative research focuses on examining a hypothesis made of variables, calculated with figures and analysed with numerical procedures. Quantitative research approach was adopted because in accordance of Creswell (2011) and Bhattacherjee (2012) quantitative approach ensures a high level of reliability of gathered data. It also enables the researcher to conduct the investigation in a fair and objective manner, without any form of harassment. This was achieved through anonymity. The analysis can be descriptive or inferential. This study employs descriptive form of analysis. This method helped the researcher to cover large population by the use of questionnaire.

1.7.3 Research design: Survey

A survey was defined as data collection device used to gather information about peoples (Maree, 2007). A survey research design was used to collect data that explored the concerns of randomly selected (n=184) primary school teachers in Leribe and Berea districts of Lesotho regarding the implementation of integrated curriculum in their teaching practice. These districts consist of both lowlands and the highlands, like the general Lesotho's geographical location. Survey design was found to be suitable for this study because it enabled the researcher to study a large sample and many variables (Johnson & Christensen, 2014).

1.7.4 Sampling procedure: Purposive sampling

The study used purposive sampling. Data were collected in the Leribe and Berea districts, two of the ten districts of Lesotho. These two districts differ in their geographical location. Their characteristics matched with the characteristics of the remaining eight districts. Purposive sampling is used when the "researcher specifies the characteristics of the population of interest and locates individuals with those characteristics" (Burke & Larry, 2011: 231). The respondents were therefore chosen due to the similarities in their characteristics as primary school teachers. This was applicable in this study because of the following features of Lesotho's primary schools:

- A classroom teacher is responsible for facilitating learning in all the subjects prescribed by the curriculum.
- All the primary schools (whether they are government, church or privately owned schools) are governed by Ministry of Education and Training (MoET).
- They all follow the same curriculum.

The selection of 184 primary school teachers was made from the district of Leribe and Berea using purposive sampling because all primary schools in Lesotho follow the same curriculum and assessment. The sample was selected from grades 1 – 5 of the chosen schools because they are the ones currently experiencing the reform. All teachers from these grades from the sample schools were invited to participate. The teachers were selected from 42 primary schools (21 from Berea district and the other 21from Leribe district). The schools that participated in this study were

government, church and privately owned schools because they are all involved in the implementation of this reform.

1.7.5 Data collection

The stages of concern questionnaire (SoCQ) were employed to explore the stages of concerns of the primary school teachers in Lesotho concerning the implementation of the integrated curriculum (Leung, 2008).A questionnaire is defined as a document that is completed by the participants without the help of the researcher (Creswell, 2013). The selected primary school teachers were requested to respond and fill in the questionnaire in order to convey their perceptions, beliefs and attitudes (concerns) on the integrated curriculum implementation. The questions were divided into sections based on the stage of concern. A questionnaire was suitable for this study because it enabled the researcher to collect as much information as possible within a limited time frame; hence the set questions were specific and relevant to the study. Even though the questionnaire was said to be self-administered, the researcher was available during the distribution to explain the purpose of the study and to clarify where the respondents possibly sought clarification.

1.7.6 Data analysis

Data were analysed using the direct method to translate the research hypothesis into numerical variables, using statistical procedures. This was because this research employed a survey study device and used a self – administered questionnaire for data collection. Data are presented using tables and charts that give actual frequencies (Creswell & Clark, 2011).

In accordance with Creswell's view, in order to give out a precise score from the measurement of data collected, the following analysis tools were used: the frequency table to describe the characteristics of the respondents, the mean, the mode, median ranking and the standard deviation. Hence the study adopted a similar procedure for accuracy in the results.

Since the study itself is quantitative in nature, descriptive statistics were used as a statistical tool to analyse numeric data. Descriptive analysis refers to statistically unfolding, aggregating, and presenting the builds of curiosity or a relationship connecting these builds (Check & Schutt, 2012).

1.7.7 Validity and reliability

On the one hand, validity in research refers to the fairness of instruments applied to collect information. Therefore an instrument is said to be applicable if it evaluates what it aimed to quantify (Johnson & Christensen, 2014). The instruments that were used in this study to explore the patterns and variation in teachers' concerns regarding the implementation of the new curriculum in Lesotho were free from bias; accommodated everyone in spite of gender, beliefs, age and education level. It contained only relevant content based on the research problem. On the other hand, reliability is about regularity and evenness (McMillan & Schumacher, 2010; Bhattacherjee, 2012). Therefore, reliability of the instruments was obtained.

Cronbach's alpha coefficients and pilot testing were used to ensure validity and reliability. The pilot sample entails a small division of the target population. Piloting enabled the researcher to ensure that the methodology employed to gather information was relevant to the study. The researcher first worked with the pilot sample of 09 teachers from 3 schools of different denominations. After successful pilot testing, the researcher collected data from the sample population (n=184) (Bhattacherjee, 2012).

1.8 Significance of the study

The study investigated the primary school teachers' concerns as they first implement integrated curriculum in Lesotho primary schools. It also investigated the relationship between the teachers' concerns and their characteristics such as gender, age, qualification and teaching experiences. There is little information based on how teachers understand integrated curriculum in Lesotho. Therefore, the study may shed more light on how well the new primary school curriculum is being implemented and the extent to which teachers understand and support it. In accordance of Anderson (1997), changes brought by innovation can be made simple through the understanding of individuals concerns and the level of use. Thus, the people who are involved in the curriculum development and implementation process may benefit from the findings of this study.

Thus this study may provide useful information for the policy makers to monitor and review the curriculum reform process. The results of this research may assist

researchers and managers understand how some primary school teachers from different schools cope with the curriculum reforms while others seem to struggle.

1.9 Ethics considerations

In order for the research to be conducted successfully, respondents should first be granted security. To ensure that respondents were fully protected from physical and psychological harm, all ethical issues were considered, as McMillan and Schumacher (2014) suggests that it is crucial to consider ethics in research. The permission to conduct the study was first granted from the Ethics Committee of the Faculty of Education at the University of the Free State. Permission to conduct the research in participating schools was also received from the Department of Education. The principal of the schools were notified about the purpose and the significance of this research. Permissions were sought in advance so that the preparations are made for the participants to indicate their consent.

1.9.1 Confidentiality and voluntary participation

In this regard, the researcher informed the respondents about the nature and rationale of the study. As a result, the respondents participated voluntarily. The names of the participants are not indicated in the study report in order to ensure confidentiality and anonymity (Cohen, Manion & Morrison, 2011.)

1.9.2 Informed consent

The participants indicated their interest and understanding to participate in this research by signing the consent form that indicates that they may withdraw from participating any time because participation is not compulsory(Babbie & Mouton, 2010).

1.9.3 Anonymity

The participants were not exposed to any possible harm. Necessary measures were taken to ensure privacy and confidentiality by using alphabetical letters on the research instruments. Electronic data were secured with a password and completed questionnaires were stored in lockable cupboards with limited access (Johnson & Christensen, 2014).

1.10 Limitations

One limitation of this study was that, the participants were from the primary schools found in only two districts (Berea and Leribe) out of ten districts of Lesotho. Teacher from other districts may reflect different concerns. However, these could be compensated through other studies to test the applicability of the present findings (Check & Schutt, 2012).

The other limitation is that the concept of teachers concerns has been widely explored by many researchers wild wide. However, none has been done in the context of Lesotho primary teachers at present. The results of this study may indicate the same results from other studies from other countries.

1.11 Clarifications of the key terms

Curriculum Implementation

According to Fixsen *et al*. (2005), curriculum implementation is defined as a specific set of activities designed to put an activity or program of a known dimension into practice. Leung (2008:77) argue that “curriculum starts as a plan”. This shows that curriculum only turns out to be a reality when it is put into practice in the teaching and learning process at schools. Therefore curriculum implementation is a process of what classroom educators really do with a recent curriculum result (Marsh, 1987).

Teacher concerns

Teachers’ concerns are defined as the attitudes that teachers might reflect towards the innovation (Anderson, 1997). This means that teachers react differently toward the implementation of any innovation because of their concerns. Moving from the old practice to a new form of practice brings about confusion and thus results in concerns.

Integrated curriculum

Integrated curriculum is defined as an approach to teaching and learning that is based on both thinking and practicality. It takes places when mechanism of the national curriculum are correlated and connected in significant means by both the students and teachers. The teaching of subjects within specific learning areas is

likely to bring confusion and deny teachers the opportunity to draw content from different learning areas (Raselimo, 2010).

1.12Outline of the Dissertation

This is an articles-based dissertation with three sections. The first section presents the introduction and orientation to the study. The research questions are discussed together with the justification and purpose of the study. Key terms and a summary of the conceptual framework and methodology are presented.

In section 2, which is the main section, the two "publishable" articles are presented. Each article is written using the format and referencing style that is required by each of the journals where it is to be submitted. Thus, each article contains its own reference list and in its own referencing style. The following two articles are presented in section 2:

1. Primary school teachers' levels of concern regarding the implementation of the new integrated curriculum in Lesotho[1].

2 . Patterns and variations in primary schoolteachers' concerns regarding the new curriculum in Lesotho[2].

Section 3, then presents a brief summary of the findings that are discussed in detail in each of the articles. After the summary, a set of conclusions and recommendations are presented combining findings from both articles.

[1]**Article one** is to be submitted to the Journal of Educational Development for consideration and possible publication".
[2]**Article two** is to be submitted to the SA Journal of Educational for consideration and possible publication"

Section 2

Article one

Primary school teachers' levels of concern regarding the implementation of the new integrated curriculum in Lesotho

Abstract

Lesotho is currently implementing a new integrated curriculum for the primary school grades. Teachers, as agents of change, are critical to the success of this implementation process. For this reason and others, teachers' concerns regarding the new curriculum are an important part of the narrative concerning curriculum adoption and implementation. This study employs the concerns-based adoption model (CBAM) to comprehend primary school teachers' concerns on the adoption and implementation of the integrated curriculum in Lesotho. Through this model, the potency of teachers' concerns were measured for seven stages, as described in the CBAM model; viz. awareness, information, personal, management, consequence, collaboration and refocusing. The stage of concern questionnaire was administered to a sample of 184 primary school teachers across two districts. The findings suggest that primary school teachers in Lesotho are aware of the integrated curriculum although they need more information on its implications for their practice. However, their concerns are strongest on the issues of collaboration, refocusing and personal adequacy. This indicates that primary school teachers are eager and willing to exchange information, resources and skills and to cooperate with other teachers regarding best practice for the implementation of the integrated curriculum. Moreover, primary school teachers require more training on the integrated curriculum and its approach to assessment may need to be revisited in order to benefit all the learners. The paper concludes with a discussion on the implications of these findings and recommendations for curriculum implementation in the country.

Keywords: CBAM, teachers' concerns, integrated curriculum, curriculum implementation, Lesotho curriculum change.

Introduction

Lesotho has recently introduced changes to the primary school curriculum, with a shift from a traditional subject-based curriculum to an integrated curriculum. Teachers are the main actors in the implementation of any new curriculum. Hence, their concerns have come to be an important consideration for policymakers (Tunks &Weller, 2009 and Dunn, 2016). The teachers' concerns are a key determinant in the success or failure of such an innovation (Handler, 2010). Çetinkaya (2012) argues that whenever teachers go through a change process, there is a need to investigate and figure out teachers' different concerns to be able to make timely interventions. This paper reports on the use of the concerns-based adoption model (CBAM) to discover and track Lesotho primary school teachers' concerns regarding the introduction of the integrated curriculum.

Assessing the teachers' concern from the beginning of the implementation process helps to inform everyone about their concerns with the latter stages of implementation (Charalambous &Phillippou, 2010).More importantly, the success of the education reforms is influenced by the meaning that teachers attach to the new curriculum reforms, which act as their plan or the guidelines on the curriculum implementation journey (Bantwini, 2010).Teachers' stages of concern are different and vary depending on a number of contextual factors such as the schools' locality. According to Sargent (2011),for example, teachers who work in urban private schools or privileged schools are in the higher stage of concern because they have more resources than their counterpart teachers who teach in disadvantaged schools.

The integrated curriculum introduces a change from teacher-centred teaching techniques to learner-centred methods, thus implying new tasks for teachers and students. In spite of the Lesotho government's attempts to supply resources for the new curriculum, Morojele (2012) argues that these were either inadequate or not responsive to the local priorities and needs of the schools. Other than a few studies on the factors that may hinder the implementation of the integrated curriculum, to date, very little has been done in Lesotho to track the implementation of the new curriculum and the primary school teachers' concerns regarding its implementation. This paper seeks to contribute to the literature on primary school teachers' concerns

regarding the implementation of an integrated curriculum in a developing country context.

Background

Motaba (1998) stated that initially the change in the education system in Lesotho began during colonial rule, which can be dated as far back as the 1830s.This was necessitated by the arrival of missionaries of different denominations. The missionary education was not necessarily contextual of Basotho (Selepe, 2016). Therefore, it was important for Lesotho to reform its education to make it relevant to its national needs (Ministry of Education & Training [MoET], 2013). Immediately after obtaining its independence in 1966, many attempts to review and reform the education system were taken in order to make education relevant in addressing the needs of the nation. Consequently, a number of unsuccessful reforms were adopted in the early 1970s (Ansell, 2002).These reforms included the following, "the curriculum diversification reform in 1974. The reform introduced practical subjects such as agriculture, technical subjects and home economics. It was intended to promote self-reliance among the youth. Again, this curriculum reform was adopted to increase the efficiency of education. It focused on organising the school curriculum into subjects with a strong focus on English, mathematics and science as core subjects" (Raselimo and Mahao, 2015: 3).

The year 2009 marked the first time, after 43 years of independence, that the Lesotho government developed and published an inclusive curriculum and assessment policy as an approach to reduce the unconstructive pressure of examinations on the education system by integrating the curriculum with assessment (Mncube, Thaanyane& Mabunda, 2013, Raselimo & Mahao, 2015). The2009 curriculum and assessment policy framework guided the improvement process. It was developed in order to respond and address the millennium development goals concerning the quest for a more relevant national curricular as envisaged in the National vision as well as the results from the impact assessment of HIV and AIDS on the education sector and audit in Education(MoET, 2009).

Raselimo and Wilmot (2013) argue that although the new policy creates opportunities for learners' personal growth and economic development in Lesotho,

there are threats and challenges such as the culture of resistance, feelings, inexperience and inadequate support, which can be counterproductive to its successful implementation. In this regard, teachers are likely to have concerns and even struggle with the implementation of the integrated curriculum.

Local researchers in Lesotho suggest that innovations are often incompletely implemented or not included in the accepted educational structure within the school system due to a culture of resistance to change(Lekhetho,2013; Raselimo& Wilmot, 2013). Three years after the implementation of the new integrated curriculum began in Lesotho, little has been done to find out what the concerns of the teachers are regarding the implementation (Selepe, 2016). This paper presents data on the teachers' concerns regarding the implementation of the integrated curriculum using the concerns-based adoption model (CBAM) of analysis. One of the key goals of the study was to test the applicability of the stages of concern questionnaire (SoCQ) in the context of such a developing country.

In the next section of the paper, I review some of the relevant literature on teachers' concerns before presenting and discussing data from the SoCQ questionnaire and analysis of primary school teachers in Lesotho between their concerns and their characteristics as they implement the new curriculum in Lesotho primary schools.

Literature

Assessment of teachers' concerns

Usman (2011) reports that, as with most instructional restructurings, the contributory responsibility of educators is not simply vital but it is also required for the achievement of course implementation. The emphasis is that teachers are the most important people to consider or consult when thinking about changing a curriculum or introducing a new one. From the teaching perspective, the idea of concerns can be explained as the emotions, considerations and responses that people build up as they tackle a new programme (Khoboli &O'toole, 2012).

Other studies from different countries indicated separate concerns that teachers experience as they implement reforms in schools. A lack of knowledge regarding the innovation can be cited as an example of this category of teachers' concerns as

indicated by Gecer and Ozel's study (2012) entitled, *Elementary Science and Technology Teachers' Views on Problems Encountered in the Instructional Process.* In most cases, it seems that from the beginning of the implementation stage, teachers may not be made aware of the improvements they are expected to implement. Martins and Leite (2011) noted this in their study titled, *Interpretations by Teachers of the National Geography Curriculum for Primary Education in Portugal*. Often, such information follows during the actual implementation stage. This seems to hinder the success of such innovations. The present study seeks to find the answer to the question "*What are the concerns of primary school teachers regarding the curriculum reform and its implementation in Lesotho?*

Before the implementation of a new curriculum in schools, there is a need to strive for common understanding among teachers. Badugela (2012) sees CBAM as a tool that heads of educational institutions can employ to assess innovations. The model suggests that in the process of change, teachers may have different feelings and attitudes at different stages of the implementation process and may thus need differentiated support and guidance (Oghuvbu, 2011). CBAM is composed of three dimensions. The stages of concern dimension (SoC), the levels of use dimension (LoU) and the configurations dimension. Hall and Hord (2011) maintained that the SoC describe the feelings that individual teachers have whenever they are involved in change. The LoU describes how individual' teachers interact with the new programme in eight behavioural profiles and innovation configurations describe the different ways in which the new programme can be implemented.

As the purpose of the present study was on teachers' concerns regarding the integrated curriculum, the stages of concern measurement of CBAM were used. In order to do that, the stages of concern questionnaire were used to gather data that focused on teachers' emotions, as they put the innovation into practice (Leung, 2008). It is hoped that the information obtained through this analysis process can be employed for the preparation and implementation of involvements that aid people involved in change process.

Stages of concern

The stage of concern (SoC) framework consists of seven different stages namely, awareness, information, personal, management, consequence, collaboration and

refocusing. George *et al.* (2008); George, Hall, and Stiegelbauer (2013); Roach, Kratochwill, & Frank, (2009) and Hall and Hord (2014) provide a summary of each stage. Their description is adopted from the work of Fuller (1969). Below is the summary of SoC adopted from the work of George *et al* (2013). In stage 0, the awareness stage, teachers have less interest concerning the newly introduced reform. In stage 1, the information stage, teachers need to learn about the general characteristics of the reform and the ways of its implementation. Stage 2 is the personal stage; during this stage, teachers are more concerned about how the reformed curriculum will affect their teaching practice. Stage 3 is the management stage where teachers are concerned about effectively managing and organising information and overcoming the constraints such as time, curriculum demands, lack of resources and other limiting factors. In stage 4, the consequence stage, teachers are more concerned about the students' performances as well as their cognitive and affective development because of the reformed curriculum. Thus, if the learners' performance improves, teachers are likely to work towards the success of implementation. Stage 5, the collaboration stage, is the stage during which teachers are more concerned with the progress of the curriculum reform. They work together to achieve a common goal. Stage 6 is the refocusing stage where teachers are more concerned about the implications of the implementation of the reformed curriculum. The SoC works effectively using the stages of concern questionnaire (SoCQ). The SoCQ is the part of CBAM that depicts the emotional measurement of the transformation.

Usman (2011) argues that implementation is a process that needs to be well managed and accurately guided. Therefore, teachers' concerns expand from stage 0 to stage 6 as they engage in carrying out the reform. They can have concerns in diverse phases in the progression of improvement. Based on these diverse concerns, teachers have to be assessed in order to measure the progress of innovations in their schools(Bhattacherjee, 2012).

Use of the CBAM in educational innovations

CBAM and the SoCQ have been extensively used to evaluate the concerns of teachers who partake in professional development programmes. Kagan (1990) states that in the past two decades studies on teacher change regarded them as the

main decision makers and problem solvers that could strongly influence practice. Macnab and Payne (2003) argue that this was followed by widespread studies such as those by Fullan (1991, 1993, and 1999) for instance, which focused on the challenges of the implementation of reform in schools.

The present study aims to contribute to the preceding literature on the teachers' stages of concern as they implement the new curriculum in primary schools in Lesotho.

Aihi (2011) among other studies relate directly to the focal point of the current study. Aihi (2011) used teacher concerns to evaluate the work of fifty-eight teachers in nine rural schools on the implementation of a reform outcomes-based curriculum in Papua New Guinea. Aihi's (2011) study found that teachers' concerns were strongest at the awareness, information and personal stages of curriculum changes. At the awareness stage teachers wanted to know what an outcomes-based curriculum is. At the information stage, they were eager to know how an outcomes-based curriculum works while at the personal stage they were worried about the impact of the outcomes-based curriculum on their teaching practice.

Integrated curriculum process

The curriculum and assessment policy of 2009 represents the latest education reform and calls for an integrated curriculum in Lesotho's primary schools. In the policy document, integration is defined as,

> The holistic vision and management of matters associated with 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 development (MoET, 2009:15).

According to the policy, an integrated curriculum is organised into learning areas to which all school subjects are expected to contribute. This means that related concepts are grouped and taught within specific learning areas. The nature of the curriculum may contribute to the teachers' concern in the implementation process of such a curriculum.

Methodology

A quantitative research approach was adopted in this study. The geological area where the study was conducted, the study design and the population and sample are described in this section. In addition, the instrument used to collect the data, data analysis procedure, discussion of the findings and recommendations were discussed.

The purpose of the study was to explore the level of Lesotho primary school teachers' concerns as they implement the integrated curriculum using the CBAM model of analysis. The following question was explored:

> What are the concerns of primary school teachers regarding the curriculum reform and its implementation in Lesotho?

Population and sample

A sample of184 primary school teachers comprised of 94 participants from the district of Leribe and another 90 from the district of Berea was used. Schools were selected based on size, location and demographic characteristics. The participants were from schools of different proprietors such as churches, private individuals and the government. The subjects constitute the respondents who agreed to take part in the study, who were mainly well informed regarding the issues under exploration and who met the sampling criteria (Olsen, 2011).For instance, teachers from grades 1 to 5 were chosen using purposive sampling from selected primary schools and were requested to participate because the integrated curriculum implementation first started with these grades in all the primary schools.

Data collection technique and instruments

The study adopted the stages of concern questionnaire (SoCQ)developed by George *et al*. (2013). A scoring measure of the seven stages of concern regarding an innovation was employed. However, the phrase "the innovation" was replaced by "integrated curriculum" throughout the questionnaire. The questionnaire consisted of 35 items and each stage consisted of 5 questions. A Likert scale with values ranging from 0 to 7 was used. The values of intensity utilises 0 (irrelevant), 1-2 (not true of me now), 3-5 (somewhat true of me now) and 6-7 (very true of me now). Participants chose between these to indicate the relevance and intensity of their concern towards

the integrated curriculum. The interpretations were derived from the analysis of the profiles that were made from displaying the percentile mean values for each scale on a grid(Hall & Hord, 2014). To ensure reliability and validity for the Lesotho primary school context, nine participants participated in a pilot study. The adequacy of the SoCQ was tested and the feasibility of the whole research as well as the proposed data analysis techniques was assessed according to the handbook of the stages of concern developed by George *et al.* (2013).The Cronbach's alpha values were applied to the entire population of the study to examine the items that explore the teachers' different stages of concern according to Fuller (1969).Therefore, acceptable reliabilities of the instrument are indicated by the values of the Cronbach's alpha in table 1 below.

Table 1 Cronbach's' alphas for the participants

Stages and type of concern	**Cronbach's** α
Stage 0: Awareness (Self)	0.446495
Stage 1: Informational (Self)	0.352358
Stage 2: Personal (Self)	0.422084
Stage 3: Management(task)	0.338465
Stage 4: Consequence(Task)	0.269356
Stage 5: Collaboration(impact)	0.523827
Stage 6: Refocusing (Impact)	0.570032

Table 1 illustrated the Cronbach's alpha scores found in each stage of concerns. The last two stages have relatively high Cronbach's alphas. The awareness and personal stages have relatively moderate values whereas the informational, management and consequence stages have relatively low alphas. These can be compared with the results of the original instrument (Fuller, 1969), which are confined to the same interval. Thus, given the comparability between the two, it can be concluded that the results of the current study are reliable in providing the primary school teachers' concerns of the integrated curriculum.

Data collection procedures

The University of the Free State's Faculty of Education Ethics Board granted ethical clearance to conduct this research. The Lesotho Ministry of Education, the district Department of Education and the school principals also granted their approval. From

January to March 2016, the researcher visited the sample schools and recruited the primary school teachers in each participating school to complete the SoCQ. The researcher personally collected the copies of the SoCQ after 2-4 days, ensuring that the return rate was high (approximately 92%) and 184 out of 200 questionnaires were returned.

Data analysis

In order to examine the level of the teachers' concern regarding the integrated curriculum, the responses of the participants on the SoCQ were analysed according to the handbook of the stages of concern developed by George. The percentile conversion chart for the stages of concern questionnaire was used based on the intensity graphs method recommended by the developers of the stages of concerns questionnaire (George *et al.,* 2013).

Results and discussions

In this section, the results of the study are presented and discussed in response to the following question:

What are the concerns of primary school teachers regarding the curriculum reform and its implementation in Lesotho?

Figure 1 below shows the percentile response of the participants ($n = 184$) for seven stages of teachers' concerns. The interpretations of teachers' concerns were according to very high: 81–100; high: 61–80; moderate: 41–60; low: 21–40 and very low: 0–20 based, on the range of teachers' percentile scores according to George *et al.*(2013). George *et al* (2013) further stated that high numbers indicate high concern, low numbers show low concern and 0 is indicative of very low concern or completely irrelevant items. The recommended procedure is to obtain the mean raw scores of the individuals of the whole cohort, average them by dividing them by the number of the stages of concerns (7) in order to get the mean values. Hereafter, it is more accurate to convert these mean raw scores to percentiles using the conversion chart rather than averaging the converted individual percentile scores (George *et al*., 2013). Figure 1 represents the relative intensity profile constructed for all the participants.

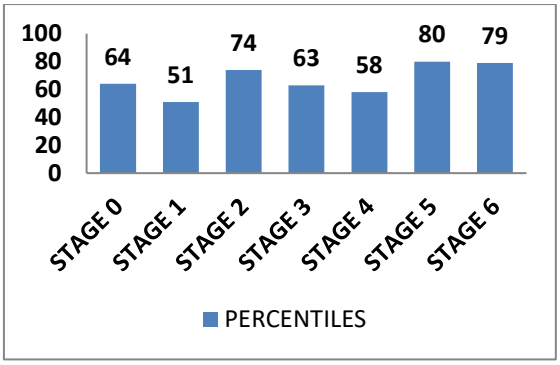

Figure 1: Lesotho primary school teachers' stages of concern profile (n=184)

Figure 1 shows the stages of concern profile of a representative sample of primary school teachers from the Leribe and Berea districts of Lesotho.

Table 2: Stages of concerns

Stages and type of concern	**Sample items**
Stage 0: Awareness (Self)	Teachers may be aware of the integrated curriculum and have a little knowledge of it, but have no interest to put it into practice.
Stage 1: Informational (Self)	Teachers need more information regarding an understanding of this integrated curriculum.
Stage 2: Personal (Self)	Teachers begin to focus on the impact of the integrated curriculum and how it will affect them at the personal level, their own limitations and the changes they are expected to make.
Stage 3: Management(task)	Teachers are concerned about facilitating the use of the integrated curriculum with the view on the limited resources.
Stage 4: Consequence(Task)	Teachers are concerned with the facilitation effects of the integrated curriculum on their students
Stage 5: Collaboration(impact)	Teachers are engaged in communicating and relating what they are doing and what others are doing in implementing the integrated curriculum
Stage 6: Refocusing (Impact)	Teachers consider alternative ways and ideas that would be better for continued improvements of the integrated curriculum.

Table 2 above illustrates the expression of the stage of concerns on which the interpretation of the findings of this study was drawn, as adopted from the handbook of George *et al*. (2013). It is indicated that the developmental concerns sequentially move from self-concern (stage 0, 1 and 3) onto task concern (3 and 4) and then to

impact concern (5 and 6). The idea behind this is that the teachers' concerns in the adaptation of the integrated curriculum will follow the same procedure. A high percentile from each stage indicates high concerns in each stage.

The results represented in figure 2 below indicated high percentile scores in stages 0, 2, 3, 5 and 6.

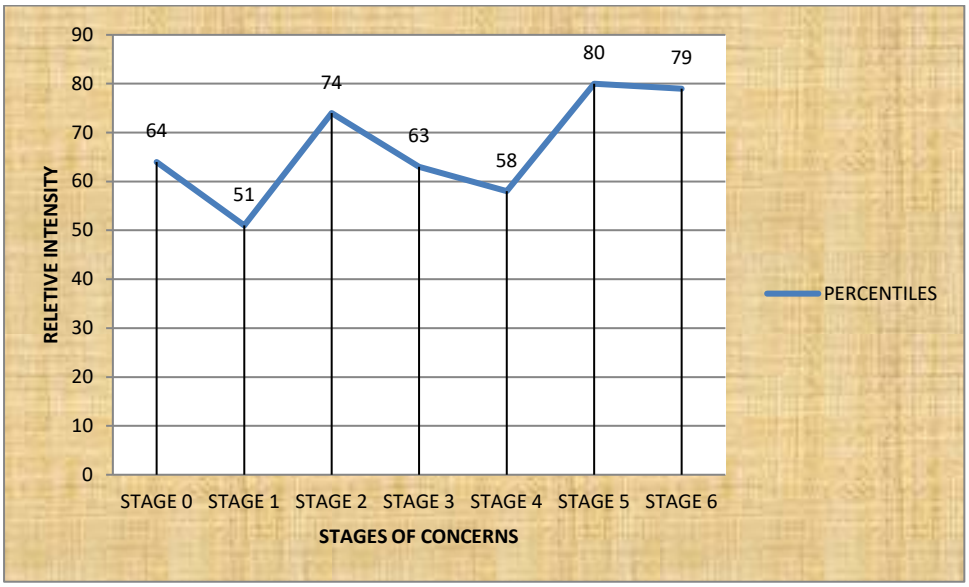

Figure 2 Percentiles score constructed for all the participants

The three most intense concern stages were collaboration (80); refocusing (79) and personal (74) followed by awareness (64)and management(63). The relatively higher scores on collaboration indicated that the teachers were more willing to collaborate and work with their colleagues and other educators to exchange information and ideas about the implementation of the integrated curriculum. The high percentile mean on refocusing indicated that the teachers' concerns are focussed on what would make the integrated curriculum better. These do not match the result of Puteh, Salam and Jusoff (2011) who evaluated teachers' concerns in science literacy for human capital development at pre-school. Their results indicated low scores in collaboration and refocusing respectively. Furthermore, the high score in the personal stage indicates that the teachers were concerned about how the integrated curriculum will affect them personally. This result is in line with the findings from a study by Al-Shammari (2000) who applied the SoCQ to survey 248 teachers in Kuwait and found high scores in the personal stage among others, as they implement the information technology curriculum. Al-Shammari (2000) suggested

that teachers need more information or training and relevant resources in order to implement any innovation successfully.

Furthermore, the high percentile scores (64) at the awareness stage indicates that teachers are interested in the integrated curriculum and are mostly involved in the activities related to the integrated curriculum. This result is slightly different to those obtained by Meng, Sam and Osman (2015) who investigated science teachers' stages of concern regarding the implementation of lesson study in Malaysia. They obtained very high teacher' percentile scores in stage 0 (Awareness) indicating that they have little to no interest in the implementation of the lesson study. The percentile (63) at the management stage shows that teachers' concerns are focusing on the progression and tasks required in using the integrated curriculum. This indicates that teachers are concerned about related issues of efficiency, organising and managing, scheduling and time demands. This is in contrast to the result found by Chamblee, Slough and Wunsch(2008) that indicated a moderate score in stage 3 (47) of the high school mathematics teachers' concerns regarding the implementation of graphing calculators in their classrooms.

The percentile scores were moderate at stage 4 (58) (consequence) and atstage1 (51) (information stage). The results at the consequence stage revealed that teachers are slightly concerned with the effect that the integrated curriculum may have on students' learning. This means that even though teachers have concerns at this stage, teachers are not entirely interested in how the integrated curriculum will affect their students while the moderate score on information shows that the teachers received some of the necessary information and resources that aid in the implementation of the integrated curriculum. These results are in contrast to those obtained by Meng *et al.* (2015) that investigated science teachers' stages of concern regarding the implementation of lesson study in Malaysia. They found that teachers' percentile scores were moderate at stage 5 (Collaboration) and in stage 6 (Refocusing) .Teachers moderate score in collaboration indicated that they were comparatively interested about working with others in the process of implementation while moderate scores in refocusing indicated that they were quite concerned about acquiring more knowledge about lesson study.

The results of this study show that the levels of teachers' concerns are largely focused on the impact stage, which is in close proximity to the task-stage. The fact that the teachers' highest level of concern scores were in the collaboration, refocusing (impact stages) and personal (self-stage) stages and moderate in the information (self) stage might be an indicator that the teachers were aware of the integrated curriculum and they are willing to work together and exchange information with their colleagues for the success of the implementation process. They are focused on looking for other means, which can add value to the integrated curriculum to make it more relevant to their teaching practice (Erbas & Ulubay, 2008; Overbaugh & Lu, 2008; Puteh *et al.*, 2011; Dubay-Ramnanan, 2014).

Conclusions and recommendations

In conclusion, the findings of this study show different levels of concern for the 184 Lesotho primary school teachers from the districts of Leribe and Berea as they implement the integrated curriculum. Frequencies vary from stage to stage. The teacher concerns are high at stages 5(80 =collaboration), 6(79= refocusing), 2(74=personal), 0(64 =awareness) and3 (63 = management), and moderate at stage 4 (58 =consequence) and stage 1(51=information).These high scores indicated that teachers are keen to share relevant information with one another. As the teachers are keen to collaborate with others, it explains willingness to lower their concerns in other stages. Therefore, their resistance to the implementation stage of the innovation will be short-lived (Çetinkaya, 2012).

The score on refocusing shows their willingness to find other alternatives, which can assist them in understanding the reform while the personal stage implies the implications of decision making, potential conflicts with existing structures, such as financial or status implications, which could be prevalent. The teachers' concerns are about how this will affect them personally. The moderate score on consequence indicates that the teachers' concerns relate to how this integrated curriculum will affect their students while the moderate score on information indicates that the focus is on the implementer's concerns about the demands of the integrated curriculum and their ability to implement it. These results indicate that primary school teachers in Lesotho have moderate to significant concerns about the integrated curriculum.

Although the present study was conducted in the fourth year of the integrated curriculum implementation in Lesotho primary schools, the findings could add valuable contributions to the existing literature that studied the level of teachers' concerns as they implement curriculum reforms in different schools. The findings will also assist and allow the curriculum developers in Lesotho to review and reorganise relevant and adequate resources and training to equip all the primary school teachers in Lesotho for the success of the integrated curriculum. This is because the findings indicated that teachers seem to be puzzled regarding the integrated curriculum and seemingly do not fully understand the ways of its implementation. Hence, their stages of concern seem to be generally high, ranging from M=51 to M=80(Erbas & Ulubay, 2008).Therefore, teachers' specific needs can be adequately interpreted and addressed.

Although the present study might contribute to the theory and practice, it entails some limitations that need to be considered when interpreting the findings. To start with, the data was collected from the districts of Leribe and Berea only. These districts are found in the lowlands yet there are ten districts in Lesotho comprised of the lowlands and the highlands with different geographical locations. Teachers teaching in other districts, especially those from the highlands of Lesotho could have different concerns regarding the integrated curriculum, as their needs would be different. Again, the findings of this study are limited to the stages of concern questionnaire that was used because if a different questionnaire could be applied, the results could differ.

The results of the study point out that the three most intense concern stages were collaboration (80), refocusing (79) and personal (74). Therefore, a number of in-service sessions are required by the teachers in these two districts to address their various stages of concerns so that their specific needs can be adequately interpreted and the implementation of the integrated curriculum is addressed. Educational leaders and policy makers should take the responsibility and regularly to acknowledge and identify the concerns of the teachers in order to increase the likelihood of the success of the integrated curriculum implementation.

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ARTICLE 2

Patterns and variations in primary school teachers' concerns regarding the new curriculum in Lesotho

Abstract

Teachers have various concerns regarding any kind of development introduced into their practice in different schools. These are largely influenced by their differences in demographic characteristics (viz; gender, age, education level and experience). Most teachers lack modern qualifications and teaching experience. This is one of the major curriculum implementation challenges. The present paper used the concerns-based adoption model (CBAM) to explore the relationship between the teachers' concerns and their demographic characteristics as they implement the new curriculum in Lesotho primary schools. Data were collected through the stages of concern questionnaire (SoCQ). One hundred and forty female and 44 male primary school teachers in Lesotho from 42 selected primary schools participated in this study. The findings suggest that female teachers were mostly focused on the information, collaboration and refocusing stages while the male teachers' major concerns were more at the awareness stage. It was also perceived that the older the teachers, the less their concerns were at the consequence stage and the higher their concerns were at the collaboration stage as they did not want to move out of their comfort zones. This indicates that primary school teachers have some concern about all the stages of implementation. Therefore, they need more information, knowledge and skills regarding the implementation of the integrated curriculum. The paper concludes with a discussion on the relationship between teachers' concerns and demographics, the manner in which it may hinder the successful implementation of the curriculum reform in Lesotho and suggestions for improvement

Keywords: CBAM, primary school, demographic characteristics, integrated curriculum, curriculum implementation, and Lesotho curriculum change.

Introduction

Studies indicate that education designers in developing countries are continuing to investigate and explore innovation in the curriculum as a significant part of the change procedure (Duke, 2004). The global economic and technological realities in many countries have forced them to transform their curricula to improve the production of graduates that fit the 21st century communal requirements and maintain pace with the increasingly market driven economy(Chidiebere, Egbo& Onyeneho, 2016).Lesotho is one of the countries that have reviewed their primary school curriculum. According to Ministry of Education and Training (MoET, 2013), Lesotho shifted the primary school curriculum from a traditional one, where students' progress was measured comparatively with other students' progress to a modern integrated curriculum where students' abilities mark individual progress. Therefore, it is critical to inspect how teachers cope with this innovation in the implementation process.

Teachers' personal characteristics and capacities are the main factors that could affect curriculum reform implementation. Teachers are viewed as significant agents of change on the one hand while on the other hand, they may be obstacles to change because of their devotion to out-dated forms of instruction (Anderson, 1997; Tong, 2012).Therefore, teachers' concerns and demographics such as age, gender and teaching experience of the new curriculum should be considered as a critical constituent that positively or negatively affect the successful implementation of the new curriculum. Hence, the purpose of this study was to investigate the patterns and variations in primary school teachers' concerns regarding the integrated curriculum in Lesotho and thus contribute to local studies that explored the integrated curriculum in primary schools in the country as well as contributing to studies from other countries particularly those that used CBAM as their theoretical framework.

The present study focused on the relationship between teachers' concerns and their demographic factors such as age, gender, qualifications and teaching experience. Studies indicate that age and specific differences in teachers' gender and teaching level have the biggest influence on the implementation of a reform (Salvano-Pardieu *et al.*, 2009). The teachers' age and educational level are the major influencing factors affecting their acceptance or rejection of innovation adoption. The younger

teachers with higher levels of education were more likely to adopt an innovation(Lau, Yuen & Chan, 2005).

Teachers' age, teaching experience and qualification have a direct impact on the nature of their experiences in curriculum adoption, although these do not have an influence on the extent to which they generally adopt the curriculum (Maphalala, 2006). In this study, it was determined that age, gender, qualifications, teaching experience, integrated experience and integrated training were the strongest demographic characteristics to consider. The gender variable is used to find out whether it can be related with the teachers' concerns according to the concern-based adoption model(CBAM) regarding the integrated curriculum based on male and female teachers. The age and teaching experience variables were chosen to determine whether they have relationships with teachers' concerns of CBAM on the integrated curriculum based on the younger and more senior teachers or the less experienced teachers and the more experienced teachers. The qualification variable was chosen to find out if it has a relationship with the teachers' concerns of CBAM based on the less qualified teachers and the more qualified teachers. The integrated experience and integrated training variables were used to determine whether there is a relationship with teachers' concerns of the CBAM approach based on their teaching experience and the training provided on the integrated curriculum.

Demographics may lead to the success or failure of curriculum implementation. In accordance with Christou, Eliophotou-Menon and Phillippou (2004), it was expected that teachers in the beginning stages of the innovation would show primary concerns at the lower stages of the stages of concern (SoC) namely, self-concerns and that teachers in the more advanced stages would show other concerns. This idea is in line with Puteh, Salam and Jusoff's point of view (2011) that teachers with high qualifications could move from self-concerns to task concerns and from task concerns towards impact concerns because of their knowledge and experiences when compared to non-graduate teachers.

Background

The education system in Lesotho has gone through several changes that can be traced back as far as the 1960s. Ansell (2002) maintained that following those

attempts, more efforts were made to work out other means of making education relevant to the Basotho context by forming the “task force”. The task force was aimed at helping the government develop policies that would benefit the country in the end. Thereafter, ‘O ’level localisation reform was introduced which was “a long-standing issue in Lesotho since the 1960s” because the control of Lesotho examinations had remained with the University of Cambridge (Raselimo & Mahao, 2015: 3) followed by the current one being studied (integrated curriculum).The integrated curriculum was debated for more than a decade, thus Lesotho only endorsed the integrated curriculum in 2012 with the aim of making examinations relevant to the Lesotho context (Selepe, 2016). This indicated that the localisation reform has paved a way for this new curriculum reform, which was implemented in 2013.

The Lesotho government developed and published an inclusive curriculum and assessment policy in 2009 after 43 years of independence. The proposed policy aimed to reduce the negative strain of examinations on the education system by integrating the curriculum with assessment (Raselimo & Mahao, 2015). The 2009 curriculum and assessment policy framework guided the process of the integrated curriculum implementation in Lesotho primary schools. The integrated curriculum refers to the approach of teaching and learning that is based on both thinking and practicality(Mchazime 2003).MoET (2013: 7) argues that the integrated curriculum aims at developing core competences, which are intended to enable learners to apply “knowledge and acquired skills, values and attitudes necessary to address both current and new situations”.

Literature review

In this section, CBAM and SoC as well as curriculum implementation and its challenges are discussed as the conceptual framework of this paper.

The concerns-based adoption model (CBAM) and stages of concern (SoC)

Badugela (2012) maintained that CBAM is the tool that assesses innovations used by the educators. CBAM enabled the researcher to study the teachers’ concerns which were measured in seven stages, namely, awareness, information, personal, management, consequence, collaboration and refocusing (Hall & Hord, 2014).

A stage of concern (SoC), as part of CBAM, was used in this study to measure the relationship between the teachers' concerns and their characteristics regarding the implementation of the new curriculum in Lesotho. The stages of concern framework has seven different stages that are grouped into three types, namely, self-concern, task concern and impact concern. Hall and Stiegelbauer (2013) adopted the descriptions below from the manual of CBAM. The first stages of concern (0- 3) are connected to the teachers themselves. The next stages of concern (4) are linked to the teachers' tasks of teaching while the final two stages of concern (5 & 6) are related to the impact of the reform on students and how the process of implementation could be improved through the innovation. Each stage is briefly discussed in the next paragraphs as adopted from the work of Meng, Sam and Osman (2015: 5).

Personal or self-concerns (stages 0, 1, 2& 3) indicate that teachers have insignificant concerns about the reform although they are aware of such a reform. Teachers seem to be lacking clear knowledge and guidance regarding the demand of the reform and ways of achieving its objectives.

Task concerns (stage4) focus on the process of how to use the innovation. Consequently, if the results are positive, teachers are likely to be motivated and proceed with the implementation. In the impact concern stages (stages 5 & 6), teachers are more concerned and involved with the implementation of the reform. They are occupied with making sense of the reform and sharing related information with their colleagues. Here, teachers consider other alternatives that could assist them with better ideas that would be beneficial for the progression of the innovation. The stage of concern questionnaire (SoCQ) was therefore used in order to portray the emotional measurement of the transformation. The SoCQ is an appropriate instrument used by various studies in order to measure the stages of teacher concerns (Christou *et al.*, 2004).

Curriculum implementation

Curriculum is an embodiment of the content to be taught and learnt in a particular subject in schools. It includes guidance on how to teach and learn, and is a determination of success (Oghuvbu, 2011).Curriculum starts as a plan. This shows that curriculum only turns out to be a reality when it is put into practice in the

teaching and learning process at schools (Leung, 2008). For that reason, preparation is very significant. This however, means nothing if teachers are not conscious of the outcomes and do not have the ability to put the programme into practice (Martins & Leite, 2011). According to Hess and McShane (2013), Curriculum goes through four connected stages, namely; design, development, implementation and evaluation. Even though all these phases are significant, this study focuses on the implementation phase of the integrated curriculum.

Oghuvbu (2011); Usman (2011);Hess and McShane (2013)reported that, as with most instructional restructuring activities, the contributory responsibility of teachers are not simply vital but are also required for the success of implementation process. This is because curriculum implementation is the main focus of the four phases of a curriculum since is where the definite distribution of the intended content is being delivered. The study focuses on how primary school teachers' demographics affect the integrated curriculum implementation based on their concerns.

Several studies have concluded that appropriate training, sufficient time and attention to teacher concerns result in a shift from lower self-concerns to higher intense task and impact concerns (Fuller, 1969; Usman, 2011; Vanderlinde & van Braak, 2011).The major judgements of the study by Usman (2011) disclosed that not having modern qualifications as well as a lack of teaching experience are major curriculum implementation challenges. Therefore, the teachers' individual readiness to accept and put together improvements into their classroom run through is of critical significance for any improvement to be successful (Vanderlinde & van Braak, 2011).Schoep (2005)investigated the stages of concern of approximately 69 faculty members regarding technology integration barriers in a technology-rich environment in Calgary. The results indicated that 46 (66.7%) of the faculty were at the self-stage, 17 (24.6%) at the impact stage and finally, 6 (8.7%) were at the management stage. This implies that teachers are aware of the innovation; however, they need to be equipped with clear knowledge and guidance regarding the demand of the reform and ways of achieving its objectives. It is against the background of such findings that the present study was undertaken to explore similar issues in the context of Lesotho's integrated curriculum reform.

Methodology

This section discusses the participants, instruments, the data collection and data analysis procedures used in this paper.

Participants

The participants were 184 Lesotho primary school teachers from 42 primary schools. Data on the relationship between teachers' concerns and demographics with regard to the implementation of integrated curriculum were collected from these teachers using the (SoCQ) with open-ended statements. A selection of 184 primary school teachers was made from the highlands and lowlands in the districts of Berea and Leribe, using random selections because all primary schools in Lesotho followed a similar curriculum and assessment. This was done in order to explore how teachers coped with the newly introduced curriculum (Babbie, 2004).The participants comprise only respondents who were willing to partake in the study and met the sampling standard (Olsen, 2011).Since the reform implementation started with the lower grades(1, 2, 3, 4 and 5), teachers in the lower grades from selected primary schools were requested to participate in this study. Forty-two (42) schools that were chosen as study sites were selected using purposive sampling in order to make sure that all three primary school proprietors were included in the study (Kumar & Phrommathed, 2005).The choice was based on different primary school ownership (church, government, community and privately owned schools) on which the schools in Lesotho are based.

Instruments

The SoCQ was used as the data collection instrument. It was developed to assess the seven hypothesised stages of concern regarding an innovation. The SoCQ was developed in order to provide a scoring measure of the stages of concern (Leung, 2008). The questionnaire consisted of two sections. Section A consisted of the stages of concern questions. This section provided data on a Likert scale with values ranging from 0 to 7 according to how the participants view the items as an account of the concern felt at the time. There were five questions for each of the seven related stages of concern. The stages of concern were briefly discussed from table 1 below. Section B focused on personal (biographical) data. This section included 15 items

that measured teachers' demographic characteristics such as age, gender, experience, educational level and professional development.

Table 3: Stages of concern: typical expressional of concern regarding innovation

Stages of concerns	Expression of concerns
6.Refocusing	I think that the integrated curriculum could be modified or replaced with a more effective programme.
5.Collaboration	I would like to know what other teachers are doing in implementing the integrated curriculum
4.Consequence	I am concerned about how my facilitation affects the attitudes of those directly involved in the use of this integrated curriculum
3.Management	I am concerned about facilitating the use of the integrated curriculum with the view on the limited resources.
2.Personal	I am concerned about criticism of my work with this integrated curriculum.
1.Informational	I need more information about an understanding of this integrated curriculum.
0.Awareness	I spend little time thinking regarding the integrated curriculum

(Adapted from Hall & Hord, 2011, p.61)

Data collection procedure

The author obtained permission to conduct the study from the University of the Free State (Ethical clearance committee), Leribe and Berea district officers as well as the principals from the participating schools. Arrangements for the meetings were made with the principals. Data collection started at the beginning of January 2016 and ended at the end of March 2016.Ten to15 minute meetings were held with teachers from each participating school on different dates. The authors presented and clearly explained the rationale of the study. The introduction of the data collection instrument was presented to the respondents. Ethical assurance was discussed and only the concerned teachers voluntarily participated with an understanding that they were not compelled to participate and that they could withdraw at any time. The return rate of the SoCQ was very high because the respondents were given more time to conceptualise and complete the questionnaires thus, 92% were returned. The questionnaires were collected after 2-4 days.

Data analysis procedure

Factorial Multivariate Analysis of Variance Analyses (Factorial MANOVA) was conducted to measure how teachers' stages of concern regarding the

implementation of the integrated curriculum changed according to the teachers' age, gender, qualification, teaching experience, their experience in implementing an integrated curriculum and integrated training. Descriptive statistics (mean and standard deviation) were calculated for the sum scores for S0 to S6 for the entire sample and by gender, age group and other demographic categories.

Results and discussions

This section presents and interprets the data and discusses the results. This is done in order to refute or confirm the hypothesis that

Primary school teachers' concerns are significantly related to their demographic characteristics such as gender, age, educational levels and experience as a teacher.

The relation between the stages of teachers' concerns and personal characteristics

The teachers' concerns regarding the adoption of the integrated curriculum were often related to their demographic characteristics. In accordance with Al Shekaili (2015), some researchers claimed that teachers' demography could influence them positively or negatively in the process of curriculum implementation, while others affirm that there was no relationship between these two variables. Therefore, in order to examine the relationship between teachers' stages of concerns and their demography, the description statistical analysis of Cronbach's alpha was employed. Frequencies and corresponding percentages of responses to the biographical questions were calculated.

Figures1, 2,3,4,5 and 6 show the descriptive statistics regarding stages of teachers' concerns with respect to demographic variables used in this study. The interpretations of this relationship between teachers' concerns and demographics were made according to George *et al*. (2013).

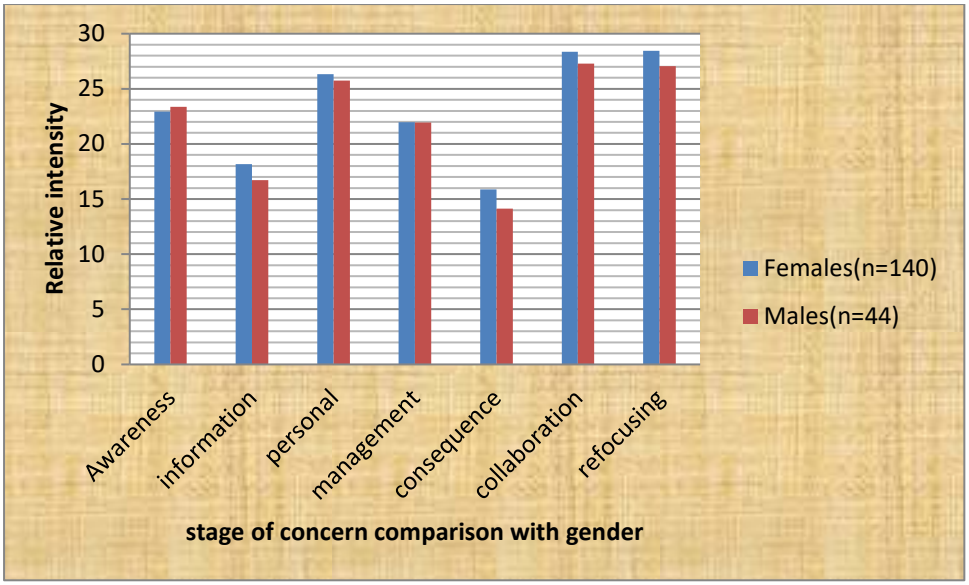

Figure 1: Differences in teachers' concerns in terms of gender (n= 184)

Figure 1 above represented the descriptive figures regarding teachers' concerns about the integrated curriculum with respect to gender. The results in figure 1 indicate that female teachers have intense levels of concern at the informational, personal, consequence, collaboration and refocusing stages while their male counterparts are more concerned at awareness stage. This result is in line with the studies by Rahimi and Fatemeh (2012) who found that male and female teachers were different in adopting the student-active learning (SAL) approach activities. Similarly, Al Aghbari (2007) observed that female teachers had a higher mean score than male teachers.

The results imply that female teachers were more interested in the integrated curriculum than the male teachers were. Furthermore, female teachers are keen to work together and share their new experience with their colleagues as they implement the integrated curriculum. As males are highly concerned at awareness, it means that more information about the integrated curriculum is still required. Gender had a huge influence on teachers' level of innovation adoption. This implies that whether the teachers are men or women, teachers may have different concerns (Salvano-Pardieu *et al*. 2009). It is suggested that the male and female teachers need to be provided with follow up professional development sessions for the success of this innovation. The male and female teachers need more information, clear instructions and objectives in order to enhance their teaching practice.

However, these results indicate that there is a positive relationship between gender and the integrated curriculum.

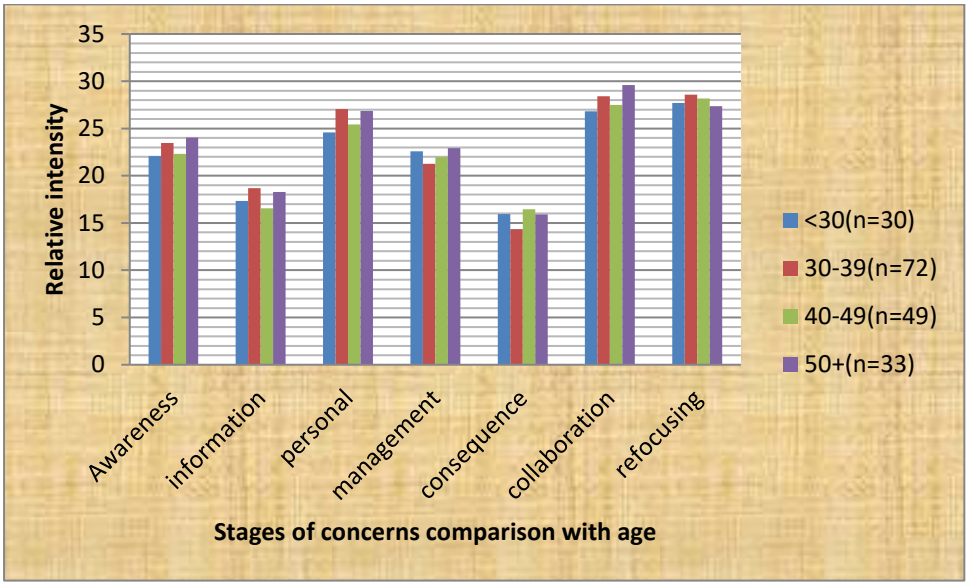

Figure 2: Differences in teachers' concerns in terms of age (n= 184)

Figure 2above explained the descriptive figures regarding teachers' concerns regarding the integrated curriculum with respect to age. The results in figure 2 show that teachers' relative level of concerns were highest at the last two stages for all the age groups. This indicates that regardless of their age, teachers' concerns were stronger at the refocusing and collaboration stages. According to Chan *et al.*(2008), the relationship between teachers' actual classroom actions and their age did not exist. This implies that all the teachers, old and young, are at the impact stage. However, it is suggested that they still need more training sessions in order to understand more about the integrated curriculum. This also implies that the teachers' age was positively related to their stages of concerns regarding the integrated curriculum.

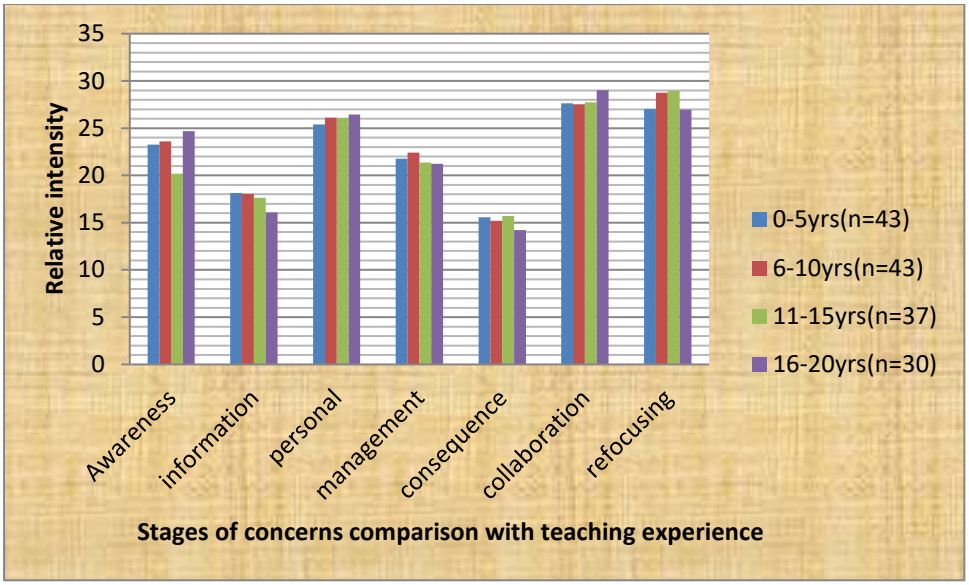

Figure 3: Differences in teachers' concerns in terms of teaching experience (n= 184).

Figure 3illustrated the descriptive figures regarding teachers' concerns about the integrated curriculum with respect to teaching experience. The results in figure 3 above show that with regard to teaching experience, those with 16-20 years' experience had more intense concerns at awareness stage than those with less experience had more experienced teachers (20 or more years) indicated more concern at all the stages except for the informational and consequence stages compared to those with less experience. This implies that experienced teachers were able to follow the instructions of the integrated curriculum. Moreover, regardless of their different number of years of teaching, all teachers expressed relatively high levels of concern at the collaboration and refocusing stages of the integrated curriculum. However, Chemwei, Kiboss and Njagi (2016) articulate that there is a difference between teachers who have been in positions for a longer period of time and those who had been in their position for a short period to integrate innovation (technology).This means that teachers do not want to move out of their comfort zone. There should be regular monitoring to enhance effective involvement in the implementation process of the integrated curriculum. This result shows a positive relationship between teachers' concerns on the integrated curriculum and their age.

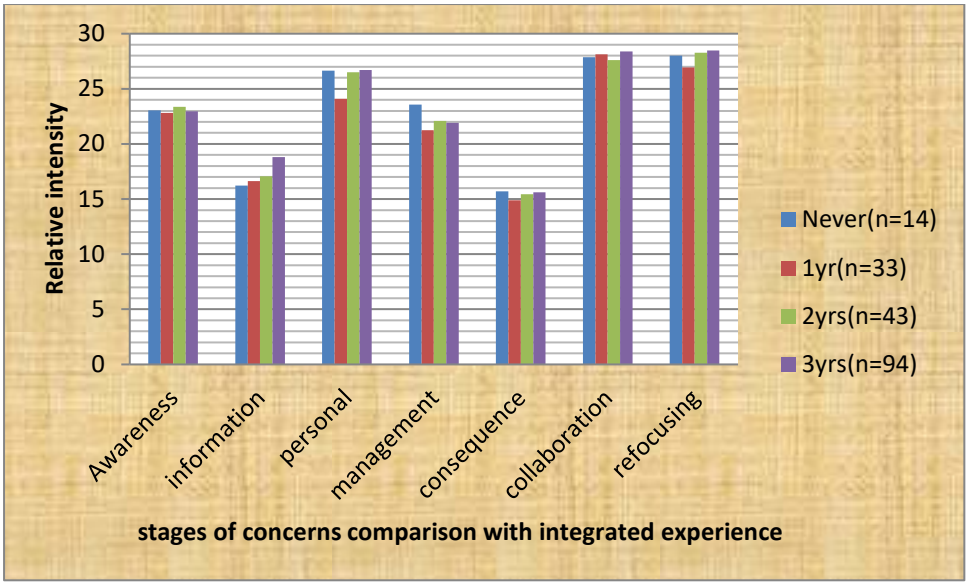

Figure 4: Difference in teachers' concerns in terms of integrated experience (n= 184)

In figure 4, the descriptive figures regarding teachers' concerns about integrated curriculum with respect to the integrated curriculum experience are represented. The results in the figure 4 show that teachers who were in their first year of implementing the integrated curriculum had high level of concern at awareness, personal, management, consequence and refocusing and less concern at information and consequence. This was in contrast to those who had been implementing it for between one and three years. This shows that with time, teachers get to understand and follow the expected objectives of the integrated curriculum. Hence, more training workshops and monitoring sessions are needed. This however shows the positive relationship between teachers' concerns and the integrated experience.

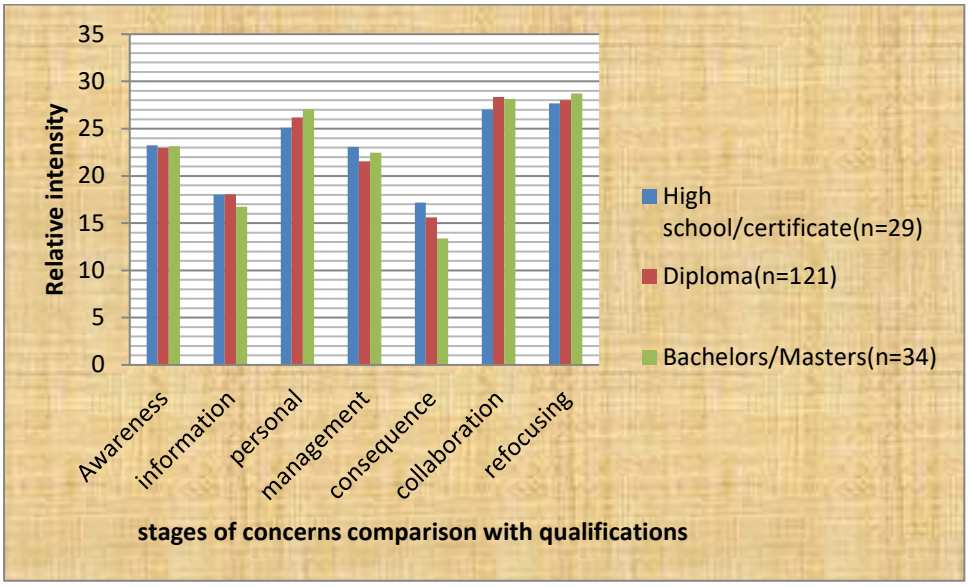

Figure 5: Difference in teachers' concerns in terms of qualifications

Figure 5, the descriptive figures regarding teachers' concerns about integrated curriculum with respect to teacher's qualifications who participated in this study is represented. The results from figure 5 show that there was little variation regarding primary school teachers' concerns in the implementation of the integrated curriculum based on qualifications. Teachers with higher academic degrees (Diploma and Bachelors/Master's degrees) had high levels of concern at the collaboration and refocusing stages. The following mean scores were obtained for each degree type for collaboration and refocusing respectively: Diploma collaboration (M=28.36) and refocusing (M=28.03), Bachelors/Master's collaboration (M=28.15) and refocusing (M=28.74). This is compared to those with lower academic qualifications (high school/certificates), (collaboration M=27.03 and refocusing M=27.68). This indicates that all primary schoolteachers have their highest concerns at collaboration and refocusing regardless of their difference in qualifications.

Furthermore, teachers with higher academic qualifications (diploma/Bachelors/Master's degrees) had high levels of concern at collaboration and refocusing stages compared to those with lower academic qualifications (high school/certificates). This observation indicates that qualifications play a vital role in teachers' concerns regarding curriculum reform in schools. These results are in line with those found by AlShekaili (2015) who maintains that teachers who are more

qualified tend to have high level of use of the new curriculum (SAL approach). This means that all teachers, regardless of their different qualifications, should be encouraged, motivated, and supported to adopt the integrated curriculum effectively. There is still a positive relationship between teachers' stages of concern and their qualifications.

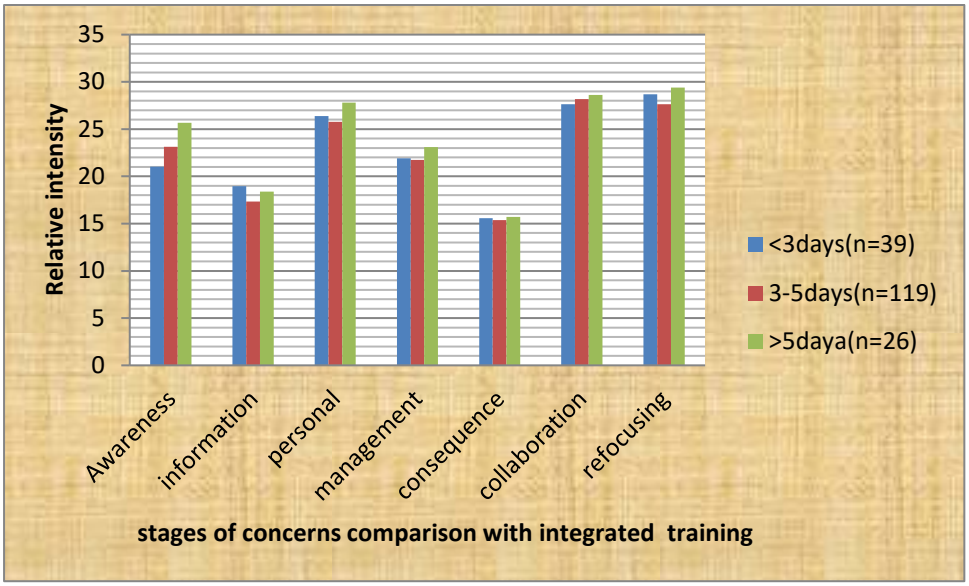

Figure 6: Differences in stages of concerns in terms of integrated training

The results in figure 6 represent the descriptive figures regarding teachers' concerns about the integrated curriculum with respect to integrated training. The results shown from figure 6 above indicate that teachers who attended the integrated training workshops for more than 5 days had relatively intense levels of concern at awareness, personal, management, consequence, collaboration and refocusing stages and less at the information stage. It was observed that teachers who attended workshop training for less than 3 days had high concerns at the information stage compared to those who attended training for 3-5 days. This indicates that the workshops or the awareness campaign stage may necessarily present most of the teacher expectations about how to carry out the integrated curriculum. This observation maintains the views of Roehrig, Kruse and Kern (2007) who argue that teachers who generally protest against the innovation are those with minimal or insufficient guidance as organised by the Ministry of Education and Training.

There is no significant difference observed among teachers who received integrated training for less than 3 days and those who received it for 5 or more days. Teachers have more concerns across all the stages of concern except for the information stage. This implies that there is a positive relationship between teachers' concerns and their integrated training.

Table 2: One way analysis of variance (ANOVA)

Demographics	Wilks' Lambda values	F value	Pr>F=0.4383
Gender	0.962024	0.99	0.4383
Age	0.855827	1.33	0.151
qualification	0.917313	1.1	0.354
teaching experience	0.853217	1	0.4595
integrated experience	0.894332	0.94	0.5327
Integrated training	0.913402	1.16	0.306

Table 2 above, represent the results from the one-way analysis of variance (ANOVA) conducted with the six stages of concern based on biographical data. The interpretation of these results was made base on the work of Winter (2011).In accordance with Winter (2013),the null hypothesis is rejected when the P-value is greater than the significance level and accepted if the P- value is less than or equal to the significant level. This means that if the P- value is less than 0.05, there is a statistical significant difference (Pallant, 2010).

With regard to biographical variables, which were all categorical, study participants were stratified into various categories of the biographical variable in question as shown in table 2. Thereafter, the sum scores for the questionnaire domains S0 to S6 (stages of concern) were compared between demographic strata using one-way analysis of variance (ANOVA), where the sum score in question is the dependent variable and the biographical variable in question is the single factor in the one-way ANOVA model.

Furthermore, viewing the sum scores S0 to S6 as a multivariate response vector for each subject, multivariate analysis of variance (MANOVA) was conducted to assess the effect of the demographic variables on the multivariate response vector S0 to S6. The results of MANOVA indicate that the joint DVs were mostly influenced by teachers 'gender while age, qualification, teaching experience, integrated experience

and integrated training were less significant in the variations of the primary school teachers' concerns. However, when the results for the dependent variables were measured independently using the descriptive statistics with an inspection of mean scores, the different statistical significance was obtained at stage 0 (awareness). The results indicated that male teachers accounted higher levels of awareness.

In general, the P- value results were all higher than the significance level of 0.05 in all the stages of concern shown in table 2. This means that the findings indicated a positive relationship between the teachers' stages of concern and their demographic characteristics (gender, age, teaching experience, integrated experience and qualifications) in the adoption of the integrated curriculum. This means that there was a correlation between the teachers' stages of concern of the integrated curriculum and their demographic characteristics. The null hypothesis that;"primary school teachers' concerns are significantly related to their demographic characteristics such as gender, age, educational levels and experience as a teacher" is therefore rejected.

Conclusion and recommendation

This study was primarily focused on the relationship between Lesotho primary school teachers' concerns and their demographics as they implement the integrated curriculum. The study addressed the question "what is the relationship between the teachers' demographics/characteristics (such as educational level, and experience) and their concerns?" The results are restricted to the Lesotho context. However, the study may provide useful information for the policy makers to monitor and review the curriculum reform process based on the teachers' perspectives. The results of this research may assist researchers and managers understand why some primary school teachers from different schools cope with the curriculum reforms while others seem to struggle.

Data were collected from 184 respondents from two districts in Lesotho (Leribe and Berea). Teachers from other districts may have different concerns but this would have to be verified through more research. The data were collected at the early phase of the implementation process (4th year). Perhaps the results would be more concise after at least 5 years. However, these limitations did not affect the findings.

Quantitative research methods attempt to maximise objectivity, replicability, generalisation of the results as well as characteristically deal with predictions of the whole population (McMillan & Schumacher, 2010;Check & Schutt, 2012; Cresswell, 2014).

The study on which this paper is based seems to indicate that the awareness, information and collaboration stages are crucial for more productive implementation of the integrated curriculum in Lesotho primary schools.

Other scholars are encouraged to investigate and survey the relationships among primary school teachers' concerns and their demographics regarding the implementation of the integrated curriculum in Lesotho primary schools at least after another cycle e.g. 6 years of its implementation. The findings of this study could be used as a baseline for information as the integrated curriculum is in its early years of practice (3 years).

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Section 3: Key findings, conclusion and implications

This section is a summary that reflects on the presentations from the preceding sections. It links the research questions to the findings from which I have drawn conclusions.

3.1key findings

The findings in this study were reported in two articles briefly which are discussed above. The articles provided insight into the concerns that the Lesotho primary school teachers have as they adopt and implement the integrated curriculum. Below is an account of how these two articles answered the research questions. Each answer discusses major findings of the study that bring insight into understanding how primary school teachers cope with and understand the integrated curriculum in the implementation process.

3.1.1 Research question 1: Lesotho primary school teachers' concerns.

What are the concerns of primary school teachers regarding the curriculum reform and its implementation in Lesotho?

To answer research question one, I have drawn on the information from article one.

Teachers' concerns regarding a reformed curriculum have a significant effect on their implementation thereof. They can have concerns in different stages in the process of change. Therefore, based on these various concerns, they require differentiated support and guidance (Çetinkaya, 2012).

As discussed in article 1 (see pages 34 – 38 in this report), the major point of the present investigation was to explore the primary school teachers' concerns in the implementation process of integrated curriculum. In exploring this puzzle, the one question that I was particularly worried about was on what personal factors and attributes seem to shape the primary school teachers' concerns in Lesotho? The research findings presented in the first article (34-38) show that although Lesotho primary school teachers are aware of the changes in the curriculum and are interested in using it, they have high levels of concern in all stages. However, the highest concerns were measured at collaboration (P= 80), refocusing (P= 79) and personal (P= 74) stage. Followed by high scores at awareness (P=64)and

management (P=63).The percentile scores were moderate at consequence(P= 58) and at information stage(P= 51).

These findings thus mean that the high scores in collaboration indicated that teachers are keen to share relevant information with one another. The fact that teachers are required to work in collaboration with others explains a wish to decrease the concerns in other stages and to avoid the opposition toward implementation of the reformed program (Çetinkaya, 2012).

High score on refocusing is indicative that teachers seem to work together to share ideas on how better they can implement integrated curriculum after they attended some workshops and training sessions. The high score at personal stage is an indication that teachers are more concerned about the impact of the integrated curriculum in their teaching practice. Puteh *et al.* (2011) point to the significance of regular intervention programs for sustaining the curricular alteration as designed and developed by relevant authorities (ministries) to ensure policy success in school development and to assist teachers to get through. High scores on the personal stage indicate that those teachers are more concerned about their own limitations in implementation process and the changes they are expected to make to fulfil the demands of the integrated curriculum. This means that teachers are willing to adapt to the changes brought by the integrated curriculum in their teaching practice.

Furthermore, the high score at awareness shows that though teachers are aware of the implementation of the integrated curriculum in their schools, they still need more information in order to be fully interested in it. Aihi (2011) maintains that for the success of any innovation in schools, there are calls for the routine operating at the district and school levels to stress the need for well-informed and expert change facilitators to construct the connection between the curriculum designer and the proposed users of such innovation.

High score at management stage can be interpreted as providing evidence that teachers are more concerned about how they could facilitate the integrated curriculum based on the limited resources and training. Selepe (2016) also argued this by pointing out that not all educators were as well trained as they should be

before the innovation could be put in place and that some of them lean back on their old ways.

The moderate score scores at consequence indicate that teachers were not quite concerned about how integrated curriculum may affect the learners in the process of teaching and learning. Moderate score at information stage is an indicative that teachers are less interested to acquire more information regarding the integrated curriculum. It seem as the designer of the integrated curriculum did not involve teachers when planning the integrated curriculum yet teacher are the ones who implement it (Selepe, 2016). For the success of any innovation, teachers need to be persuaded that an innovation will considerably benefit them and their students (Christou *et al*., 2004). If not, they become less interested in it and resist such change.

3.1.2 Research question 2: The relationship between primary school teachers' concerns and their demographics.

What is the relationship between the teachers' concerns and their characteristics (such as gender, age, education, and experience)?

To answer research question two, the author has drawn the information from article two.

In article 2, I was interested in examining more closely the relationship between the teachers concerns and their demographic characteristic such as age, gender, qualifications and teaching experience. The link between the two articles is that they both explored the primary school teachers concerns in Lesotho as they implement the integrated curriculum in their teaching practice. These two questions are important for our understanding of how primary school teachers understand the integrated curriculum and the factors that shape their concerns in the implementation process of integrated curriculum using CBAM analytic instrument.

The key findings of this study as indicated in the second article (see pages 54-62 in this study report)indicated that more female teachers have intense level of concerns on refocusing (M=28.44, SD4.95), collaboration (M=28.37, SD=5.25) and informational (M=18.16, SD=6.09) stages than male teachers, whose major

concerns were more at the awareness stage (M = 23.38, SD =.6.20) than females (M =22.93, SD = 6.66). The implication of having such intense levels of concern on refocusing is indicative of teachers' willingness to seek for other means on how they can make integrated curriculum a success. While the intense levels of concern on collaboration indicates the wiliness of the teachers to work collaborately to share related information.

Female teachers are concerned about the informational, collaboration and refocusing stages whereas the male teachers are more concerned about awareness stage. This indicates that female teachers are quite interested in the innovation presented to them than male teachers, argued Al- Aghbari (2007). However, both males and female teachers need more information, clear instructions and objectives in order to enhance the implementation process. As males have more concern on awareness, it means that more information about the integrated curriculum is still needed. Follow up and monitoring sessions are required to enhance the implementation process. Aydin and Cakiroglu's (2010)study articulates that some teachers change significantly in terms of their perspectives, teaching styles and research habits while others have chances of new and interesting experiences when implementing new instructions or reforms

The findings further indicated that with respect to age, teachers have intense levels of concern on refocusing and collaboration stages in all age groups. This an indicative that regardless of any age group, all teachers involved are interested in finding the betters ways of how best an integrated curriculum could be put into practice in team work. Studies indicated that there is no relationship between age and the teachers' action in the teaching and learning practice (Chan *et al.,* 2008).

It is also suggested that teaching experience can influence the process of the integrated curriculum implementation. On one hand, teachers with less experience indicated less concern across all the stages compare to those with high qualifications who indicted more concerns in all the stages of concern except for the informational and consequence stages. This means that more years of experience enable teachers to easily understand and follow the new principles brought to them. On the other hand, teachers who were in their second and the third year of the integrated

curriculum, their level of concerns contrast to those who are in their first year of implementation, who indicated the intense levels of concerns at all the stages except for the informational and consequence. This again indicated that more time is need for the teachers to fully understand and perform what the integrated curriculum demands.

Furthermore, comparatively, teachers with higher academic qualifications (Bachelors/Masters degrees) have more concerns at collaboration and refocusing stages than those with lower academic qualifications (high school/certificates, diploma). Below are the mean scores that were obtained for each degree type for collaboration and refocusing in that order: Diploma collaboration (M=28.36) and refocusing (M=28.03); Bachelors/Master's collaboration (M=28.15) and refocusing (M=28.74). This is in contrast to those with lower academic qualifications (high school/certificates), (collaboration M=27.03 and refocusing M=27.68). Nonetheless, all teachers indicated high concerns on collaboration and refocusing despite of their difference in qualifications. More qualified teachers indicated slightly more concerns than those with lower qualifications. AlShekaili (2015) maintains that teachers who are more qualified tend to have high level of use of the new curriculum. In spite of everything, the effective implementation of integrated curriculum need that all teachers be encouraged, motivated and supported regularly.

The findings also indicated that teachers who attended the integrated training workshops for more than 5 days had more concerns at awareness, personal, management, consequence, collaboration and refocusing stages and less at the informational stage. Again, teachers who attended workshops training for less than 3 days had main concerns at informational stage than those who attended training for 3 - 5 days. This indicates that, workshops training helped teachers who had chance to attend for 3-5 days than those attended for less than 3 days. This observation is maintained by the views of Roehrig, Kruse, and Kern (2007) who argues that teachers generally protest against the innovation is those with short or insufficient of the teacher guidance as organized by the Ministry of Education and Training. However, follow up workshops are still required for the best practice of integrated curriculum.

3.2 Summary

The primary school teachers' concerns seem to be focused on how they could implement the integrated curriculum better. Teachers were thinking carefully about the possible ways and ideas that would serve as better substitutes for sustained improvements of the reform or a better change to implement. Again, the study shows that the teachers' qualification(s), teaching experience, integrated experience and training do not have much impact on their concerns with regard to the implementation of the integrated curriculum in Lesotho primary schools. There is a positive relationship between the teachers' concerns and their demographic characteristics.

3.3 Conclusion and recommendations

Teachers 'concerns are high at collaboration, refocusing, personal, awareness and management stages. Other scholars are encouraged to investigate and examine the relationships among primary school teachers' concerns and their demographics regarding the implementation of the integrated curriculum in Lesotho primary schools at least after 6 years of its implementation from different districts. Teachers may indicate different concerns. The findings of this study could be used as a baseline for information as the integrated curriculum is in its early years of practice (4 years).

Furthermore, the results indicate that there is positive relationship between teachers concerns and their demographic. The results indicated high P- values than the significance level of 0.05 in all the stages of concerns (as shown on table 2, page 62 of this study report). They range from 0.151 to 0. 532.I therefore reject null hypothesis that "Primary school teachers' concerns are significantly related to their demographic characteristics such as gender, age, educational levels and experience as a teacher".

Though it is on the third year of the integrated curriculum implementation, the findings could add important contributions to the existing literature as well as assist and allow the curriculum developers in Lesotho to review and reorganise relevant and adequate resources and training to equip all the primary schools teachers in Lesotho for the success of the integrated curriculum.

3.4 Implications

Firstly, the study has addressed the question, “what are the concerns of the primary school teachers regarding the curriculum reform and its implementation in Lesotho?” The results have shown that teachers have different concerns regarding the integrated curriculum. The study revealed that more information, guidance and the monitoring session are highly required for the success of this innovation. Therefore, the results of this study would shed more light on teachers’ concerns in relation to the integrated curriculum and its implementation phase in Lesotho.

Secondly, the study has addressed the question, “what is the relationship between teachers’ concerns and their characteristics (such as gender, age, educational level and experience). The analysis and findings suggest that female teachers are more interested and working together to make integrated curriculum a success than their male counterpart. Even though the results are restricted to the Lesotho context, the study may provide useful information for the policy makers to monitor and review the curriculum reform process based on the teachers’ perspectives.

3.4.1Limitations

The first limitation of this study is that self-completed questionnaires have been used and responses may not accurately represent these teachers’ feelings, thoughts and attitudes on the integrated curriculum. However, this limitation may possibly not affect the entire study. Reliability of the findings is assumed because of the large sample size used that allows for some level of generalisation. In quantitative research, what is found during the study can be generalised and assumed to be applicable. Data was collected from 184 respondents from two districts of Lesotho (Leribe and Berea out of the 10 districts). Teachers from other districts may have different concerns but this would have to be verified through other research. The data was collected at the early phase of the implementation process (4th year). Perhaps the results would be more concise at least after 6 years. However, these limitations did not affect the findings. Quantitative research methods attempt to maximise objectivity, replicability, generalization of the results as well characteristically deal with predictions of the whole population (Check & Schutt, 2012, McMillan and Schumacher, 2014, Cresswell, 2014). The assumption is that the answers provided by the respondents maybe adequately accurate.

3.4.2 Personal: Lessons and Reflections

I am of the point that really experienced is the best teacher. I have gain a lot of experience in academic writing. I had a feel of how to research and found out data regarding the problem which was real challenge. To be engaged in academic writing is quite different from the assignments I was used to from my undergraduate studies. This means that I had to take much time to understand some of the procedures and concepts that are needed in article writing and dissertation. I can say that I was blind but now I can. This is because of the endless support and guidance from my supervisor and co supervisor. My supervisor tried his best to guide me through thick and thin. I was provided with reviewers to assist me through, all the necessary guidelines, resources both materials, workshops and financial. My supervisor has instilled the spirit of team work among the group of scholars under his supervision. This also helped me to further understand and acquire more writing skill. All these make me enjoy writing and wish to further my study this year while the skills that I have acquired are still fresh for the best writing.

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Appendices, Appendix: 1- Letter to the participants

P. O. Box193
Peka 340
Leribe, Lesotho

The Grade 1/2/3/4/5 Teacher
XX Primary School
Leribe /Berea

INVITATION TO PARTICIPATE IN A RESEARCH STUDY

Dear Sir/Madam
My name is Mapapali Gladys Tafai, and I am presently studying for a Master's degree with the University of the Free State. As part of my Master's programme, I am required to conduct research on an aspect of interest with a view to making a contribution to our knowledge and understanding of the issue under study. The title of my research project is:
"Teachers' concerns about the implementation of the new curriculum in Lesotho"

The overall purpose of this research is to explore the patterns and variations of the teachers' concerns about the implementation of the new curriculum in Lesotho. The main aim is to examine the different concerns the teachers experience and their impact on the implementation of the new curriculum reform. In other words, the study seeks to examine and understand how primary school teachers adopt and cope with change and challenges they face in their practice. I will survey grades 1 to 5 teachers from selected schools in the Leribe and Berea districts of Lesotho. The study will involve the use of stage of concern questionnaire as an instrument for collecting data with Grade 1, 2 3, 4 and 5 teachers, at a time that is convenient to them. The completions of the questionnaires are expected to take no more than 30 minutes
It is expected that the findings of this study will help researchers and managers understand how it is that some primary school teachers from different schools cope well with the curriculum reforms while others seem to struggle. The study will thus provide useful information for the policy makers to monitor and review the curriculum reform process in Lesotho. Thus the study has the potential to benefit teachers who are implementing the current reform in primary schools in Lesotho by pointing out the challenges, the successes and the needs for supporting curriculum implementation.
I undertake to observe confidentiality and to protect participants from physical and/or psychological harm. No names of the schools and/or persons shall be used in any reports of the research. All participants will be asked to participate voluntarily in the study and may withdraw at any time should they so wish to do so.
Upon the completion of the study, I undertake to provide the Ministry of Education and Training with a copy of the research report and to share my findings with the Grade 1, 2, 3, 4 and 5 teachers in this (and possibly other) districts as necessary.
I attach a letter of recommendation from my research supervisor regarding the study and my progress.
If you need any further information and/or have suggestions, please do not hesitate to contact me and/or my research supervisor Professor Loyiso C. Jita at jitalc@ufs.ac.za or +27514017522.

Thank you for your kind consideration of my request.
Yours sincerely
Mapapali Gladys Tafai
Cell: +266 58073314 (E-mail: mtafai@yahoo.com/mtafai@gmail.com

Appendix: 2- Consent form

If you agree to participate in the research study entitled:

Teachers' concerns about the implementation of the new curriculum in Lesotho.

Please complete the attached consent form

- I hereby give free and informed consent to participate in the abovementioned research study.
- I understand what the study is about why I have been approached to participate.
- I understand what the potential benefits and risks are.
- I give the researcher permission to make use of the information collected from my participation, for research purposes only.

Appendix: 3 - Letter to the school principals

P. O. Box 193

Peka 340
Leribe, Lesotho

The School Principal
XX Primary School
Leribe/ Berea

REQUEST FOR PERMISSION TO CONDUCT RESEARCH

Dear Sir/Madam
I hereby ask for permission to conduct research with teachers in your school. My name is Mapapali Gladys Tafai, and I am presently studying for a Master's degree with the University of the Free State. As part of my Master's programme, I am required to conduct research on an aspect of interest with a view to making a contribution to our knowledge and understanding of the issue under study. The title of my research project is:
"Teachers' concerns about the implementation of the new curriculum in Lesotho"

The overall purpose of this research is to explore the patterns and variations of the teachers' concerns about the implementation of the new curriculum in Lesotho. The main aim is to examine the different concerns that the teachers experience and their impact on the implementation of the new curriculum reform. In other words, the study seeks to examine and understand how primary school teachers adopt and cope with change and challenges they face in their practice. I will survey grades 1 to 5 teachers from selected schools in the Leribe and Berea districts of Lesotho. The study will involve the use of the stage of concern questionnaire as an instrument for collecting data with Grade 1, 2 3, 4 and 5 teachers, at a time that is convenient to them. The completion of the questionnaire is expected to take no more than 30 minutes
It is expected that the findings of this study will help researchers and managers understand how some primary school teachers from different schools cope well with the curriculum reforms while others seem to struggle. The study will thus provide useful information for the policy makers to monitor and review the curriculum reform process in Lesotho. The study has the potential to benefit teachers who are implementing the current reform in primary schools in Lesotho by pointing out the challenges, the successes and the needs for supporting curriculum implementation in Lesotho.
I undertake to observe confidentiality and to protect participants from physical and/or psychological harm. No names of the schools and/or persons shall be used in any reports of the research. All participants will be asked to participate voluntarily in the study and may withdraw at any time should they so wish to do so.
Upon the completion of the study, I undertake to provide the Ministry of Education and Training with a copy of the research report and to share my findings with the Grade 1, 2, 3, 4 and 5 teachers in this (and possibly other) districts as necessary.
I attach a letter of recommendation from my research supervisor regarding the study and my progress.
If you need any further information and/or have suggestions, please do not hesitate to contact me and/or my research supervisor Professor Loyiso C. Jita at jitalc@ufs.ac.za or +27514017522.

Thank you for your kind consideration of my request
Yours sincerely
Mapapali Gladys Tafai
Cell: +266 58073314 (E-mail: mtafai@yahoo.com/mtafai@gmail.com)

Appendix 4 - Letters of clearance from the university

UFS·UV

Faculty of Education

24-Nov-2015

Dear Ms Mapapali Tafai

Ethics Clearance: Teachers' concerns about the implementation of the new curriculum in Lesotho.

Principal Investigator: Ms Mapapali Tafai

Department: School of Education (Bloemfontein Campus)

APPLICATION APPROVED

With reference to you 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-HSD2015/0662**

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.

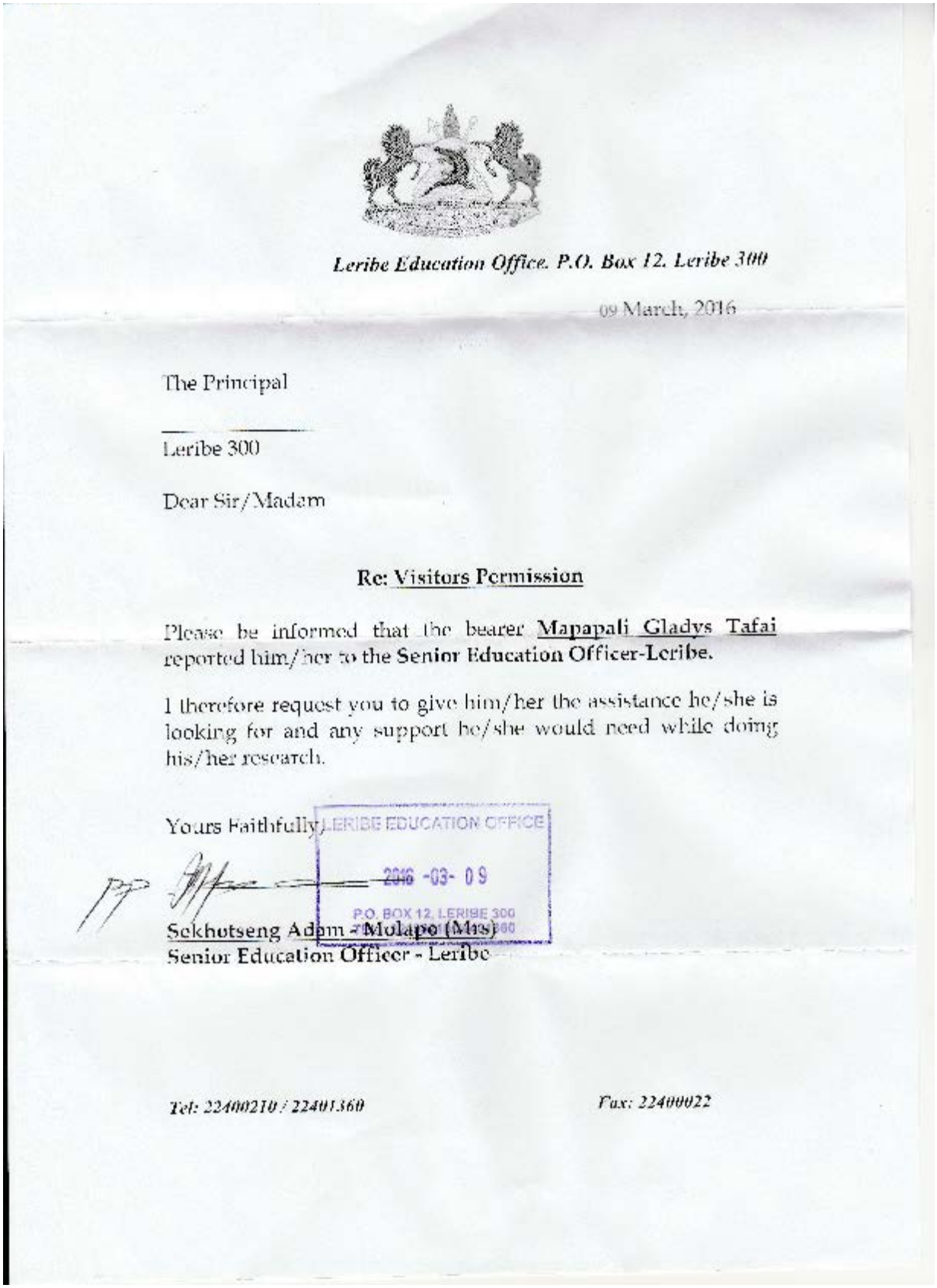
Thank you for submitting this proposal for ethical clearance and we wish you every success with your research.

Yours faithfully

Dr. Juliet Romahai
Chairperson: Ethics Committee

Education Ethics Committee
Office of the Dean: Education
T: +27 (051) 401 9683| F: +27 (0)86 546 1113 | E: RamohaiJ@ufs.ac.za
Winkie Direko Building | P.O. Box/Posbus 339 | Bloemfontein 9300 | South Africa
www.ufs.ac.za

Appendix: 5 - Letter to the senior education officer



Leribe Education Office. P.O. Box 12. Leribe 300

09 March, 2016

The Principal

Leribe 300

Dear Sir/Madam

Re: Visitors Permission

Please be informed that the bearer **Mapapali Gladys Tafai** reported him/her to the **Senior Education Officer-Leribe.**

I therefore request you to give him/her the assistance he/she is looking for and any support he/she would need while doing his/her research.

Yours Faithfully,

LERIBE EDUCATION OFFICE
2016 -03- 09
P.O. BOX 12, LERIBE 300

Sekhotseng Adam - Molapo (Mrs)
Senior Education Officer - Leribe

Tel: 22400210 / 22401360 *Fax: 22400022*

Appendix 6 -SoCQ- Data collection Instrument (Measuring instrument):

Stages of Concern Questionnaire

Name (optional): _____

The purpose of this questionnaire is to determine what people who are using the new curriculum (The integrated curriculum based on curriculum and assessment policy) in primary schools in Lesotho are concerned about at various times during its implementation process.

The items were developed from typical responses of school and college teachers who ranged from no knowledge at all about various programs to many years' experience using them.
Guidelines:
For the completely irrelevant items, please circle "0" on the scale. Other items will represent those concerns that you do have, in varying degrees of intensity, and should be marked on the scale.
For example:
I am concerned about the new curriculum at this time [0] 1 2 3 4 5 6 7

Please respond to the items in terms of **your present concerns,** or how you feel about your involvement with **the new curriculum**. Respond to each item in terms of your present concerns about your involvement or potential involvement with the innovation.
Thank you for taking time to complete this task.

(adopted from George, A. A., Hall, G. E., & Stiegelbauer, S. M.,2013. *Measuring implementation in schools: The Stages of Concern Questionnaire.* Austin, TX: SED

Section A:

0 1 2 3 4 5 6 7
Irrelevant Not true of me now somewhat true of me now Very true of me now

Circle **ONE number** for each item.

1. I am concerned about students' attitudes toward this new curriculum.	0 1 2 3 4 5 6 7
2. I like the previous curriculum more than this new curriculum.	0 1 2 3 4 5 6 7
3. I am more concerned about the outcomes of this curriculum.	0 1 2 3 4 5 6 7

4. I am concerned about not having enough time to organize myself each day.	0 1 2 3 4 5 6 7
5. I would like to help other staff members in their use of this new curriculum.	0 1 2 3 4 5 6 7
6. I have a very limited knowledge of the new curriculum.	0 1 2 3 4 5 6 7
7. I would like to know the effect of reorganization on my professional status.	0 1 2 3 4 5 6 7
8. I am concerned about the conflict between my interests and my responsibilities.	0 1 2 3 4 5 6 7
9. I am concerned about improving my use of this new curriculum.	0 1 2 3 4 5 6 7
10. I would like to develop working relationships with both our members of staff and outside members of staff using this new curriculum.	0 1 2 3 4 5 6 7
11. I am concerned about how the new curriculum affects students.	0 1 2 3 4 5 6 7
12. I am not concerned about this new curriculum at this time.	0 1 2 3 4 5 6 7
13. I would like to know who will make decisions about the necessary changes in this new curriculum.	0 1 2 3 4 5 6 7
14. I would like to discuss the possibility of using the new curriculum.	0 1 2 3 4 5 6 7
15. I would like to know what resources are available if we decide to fully adopt this new curriculum.	0 1 2 3 4 5 6 7
16. I am concerned about my inability to manage all that the new curriculum innovation requires.	0 1 2 3 4 5 6 7

17. I would like to know how my teaching or administration is supposed to change.	0 1 2 3 4 5 6 7
18. I would like to familiarize other teachers with the progress I made during the use of new approaches to this new curriculum.	0 1 2 3 4 5 6 7

0 **1** **2** **3** **4** **5** **6** **7**

Irrelevant Not true of me now somewhat true of me now Very true of me now

Circle One Number For Each Item.

19. I am concerned about evaluating my impact on students.	0 1 2 3 4 5 6 7
20. I would like to improve the approaches of this new curriculum.	0 1 2 3 4 5 6 7
21. I am preoccupied with things other than this new curriculum.	0 1 2 3 4 5 6 7
22. I would like to modify our use of the new curriculum based on the experiences of the students.	0 1 2 3 4 5 6 7
23. I spend limited time thinking about this new curriculum.	0 1 2 3 4 5 6 7
24. I would like to excite my students about the part that they should play in this approach.	0 1 2 3 4 5 6 7
25. I am concerned about the time I spend working with non-academic problems related to this new curriculum.	0 1 2 3 4 5 6 7
26. I would like to know what the use of this new curriculum will require in the immediate future.	0 1 2 3 4 5 6 7
27. I would like to coordinate my efforts with others to maximize this new curriculum effects.	0 1 2 3 4 5 6 7
28. I would like to have more information on the time and energy commitments required by the	0 1 2 3 4 5 6 7

new curriculum.	
29. I would like to know what other staff members are doing about this new curriculum.	0 1 2 3 4 5 6 7
30. Currently, other priorities prevent me from focusing my attention on this new curriculum.	0 1 2 3 4 5 6 7
31. I would like to determine how to supplement, enhance, or replace this new curriculum.	0 1 2 3 4 5 6 7
32. I would like to use feedback from students to improve this new curriculum.	0 1 2 3 4 5 6 7
33. I would like to know how my role will change when I am using the new curriculum.	0 1 2 3 4 5 6 7
34. Coordination of tasks and people is taking too much of my time.	0 1 2 3 4 5 6 7
35. I would like to know how the new curriculum is better than the previous one.	0 1 2 3 4 5 6 7

(adopted from: George, A. A., Hall, G. E., & Stiegelbauer, S. M.,2013. *Measuring implementation in schools: The Stages of Concern Questionnaire.* Austin, TX: SED)

Section B:

Demographic Information:

1. What is your gender?

Female	**1**
Male	**2**

Circle One Number For Each Item.

2. How old are you?

Under 25	25-29	30–39	40-49	50-59	60+
1	2	3	4	5	6

3. What is your highest level of education?

High School (COSC) - Certificate (LIET1/2, PTC) - Diploma (DEP, ACP) - Bachelor's (B.ed) -Master's (MA/M. Ed) degree

4. How long have you been working as a teacher?

first year 1-2	3-5 years	6-10 years	11-15 years	16-20 years	More than 20 years
1	2	3	4	5	6	7

5. How long have you been working as a teacher at this school?

first year	1-2	3-5 years	6-10 years	11-15 years	16-20 years	More than 20 years
1	2	3	4	5	6	7

6. What is the type of your school?

Church school - government school - private school

7. How long have you been involved with the new curriculum, excluding this year?

Never ___ 1 year ___ 2 years ___ 3 years ___

8. In your use of the new curriculum, do you consider yourself to be a:

Non-user ___ novice ___ intermediate ___ old hand ___ past user ____

9. Have you received formal training regarding this new curriculum (workshops, courses)?

Yes

No

10). Roughly how long have you received professional development training on the new curriculum

- Less than half a day
- About 1 day
- 2-3 days
- 3-5 days
- More than 5 days

11). Did the training you received equipped you with all necessary techniques for the implementation of integrated curriculum?

- Yes
- No
- If No, please indicate below what you think need to be stressed for the success of this curriculum;
- ---

12). Does the implementation of integrated curriculum efficiently benefit both teachers and learners?

- Yes
- No
- If No, state its limitation;
- ---

13). How does a shift from the traditional subject based curriculum to the modern skill based curriculum (integrated) in Lesotho primary school affect;

a) Learners' performance?

---

b) Teachers' classroom goals?

---

c) Learners' attitudes towards school curriculum?

---

14). What is your opinion regarding the outcomes of the integrated curriculum?

---

15). What is your views regarding the implementation of integrated curriculum in Lesotho primary schools?

(Adopted from: George, A. A., Hall, G. E., & Stiegelbauer, S. M.,2013. *Measuring implementation in schools: The Stages of Concern Questionnaire.* Austin, TX: SED)

Thank you for your help!

b).Data analysis grids:

INSTRUMENT GUIDE

Stage of concern questionnaire (SoCQ) -- Items for Each Hypothesis:

Hypotheses 1: Primary school teachers in Lesotho have concerns, which are significant about the new curriculum.

1. I am concerned about students' attitudes toward the new curriculum.
2. I like the previous curriculum more than this new one.
3. I don't even know what the new curriculum is about.
4. I am concerned about not having enough time to organize myself each day.
5. I would like to help other teachers in their use of the new curriculum.
6. I have a very limited knowledge about the new curriculum.
7. I would like to know the effect of reorganization on my professional status.
8. I am concerned about the conflict between my interests and my responsibilities.
9. I am concerned about revising my use of the new curriculum.

10 I would like to develop working relationships with the teacher and administrators who use the new curriculum.
11. I am concerned about how the new curriculum affects students.
12. I am not concerned about the new curriculum.
13. I would like to know who will make the necessary changes in the new system.
14. I would like to discuss the possibility of using the new curriculum.
15. I would like to know what resources are available if we decide to adopt the new curriculum.
16. I am concerned about my inability to manage all that the new curriculum requires.
17. I would like to know how my teaching or administration is supposed to change
18. I would like to familiarize other teachers with the progress I made in this new approach.
19. I am concerned about evaluating my impact on students.
20. I would like to improve the new curriculum approach.
21. I am completely occupied with other things
22. I would like to modify our use of the innovation, based on the experiences of our students.
23. Although I don't know about this innovation, I am concerned about things in the area.
24. I would like to excite my students about the part that they can play in this approach.
25. I am concerned about time spent working with non-academic problems related to the new curriculum.
26. I would like to know what the new curriculum will require in the immediate future.
27. I would like to coordinate my effort with others to maximize the new curriculum effects.
28. I would like to have more information on time and energy commitments required by the new curriculum.
29. I would like to know what other staff members are doing about this new curriculum.
30. At this time, I am not interested in learning about the new curriculum.
31. I would like to determine how to supplement, enhance, or replace the new curriculum.
32. I would like to use feedback from students to improve this curriculum.
33. I would like to know how my role will change when I am using the new curriculum.
34. Coordination of tasks and people is taking too much of my time.
35. I would like to know how the new curriculum is better than the previous one.

Hypotheses 2: The primary school teachers' concerns are significantly related to their demographic characteristics, educational levels and experiences as teachers.

1. What is your gender?
2. How old are you?
3. What is your highest level of education that you completed?
4. How long have you been working as a teacher?
5. How long have you been working as a teacher at this school?
6. What is the type of your school?
7. How long have you been involved with the innovation, excluding this year?

8. In your use of the innovation, do you consider yourself to be a: Non-user, novice, intermediate, old hand, or past user?
9. Have you received formal training regarding the innovation (workshops, courses)?
10 Roughly how long have you received professional development training on the new curriculum?
    - Less than half a day
    - About 1 day
    - 2-3 days
    - 3-5 days
    - More than 5 days

(Adopted from: George, A. A., Hall, G. E., & Stiegelbauer, S. M.,2013. *Measuring implementation in schools: The Stages of Concern Questionnaire.* Austin, TX: SED

SoCQ -- Items for Each Stage of Concern

Stage 0- Awareness:

Items:	Question number:
I like the previous curriculum more than this new curriculum.	2.
I am not concerned about the new curriculum at this time.	5.
I am preoccupied with things other than the new curriculum.	10.
I spend limited time thinking about the new curriculum.	22.
Currently, other priorities prevent me from focusing my attention on this New curriculum	25.

Stage 1-Informational:

Item:	Question number:
I would like more information about the purpose of this new curriculum.	1.

I would like to know more about this new curriculum.	7.
I need more information about an understanding of this new curriculum.	12.
I would like to know what resources are necessary for one to adopt this new curriculum.	16.
I would like to know where I can learn more about this new curriculum.	30.

Stage 2- Personal:

Item:	Question number:
I am concerned about criticism of my work with this new curriculum.	8.
I wonder whether the use of this innovation will help or hurt my relations with my colleagues.	11.
I want to know what priority my superiors want me to give this new curriculum.	17.
I am concerned about being held responsible for facilitating the use of this new curriculum.	24.
I wonder who will get the credit for implementing this new curriculum.	29.

Stage 3- Management:

Item	Question number:
I am concerned because responding to the demands of staff relative to this innovation takes a lot of time.	4.

I am concerned about facilitating the use of the new curriculum view of the limited resources.	14.
I see a potential conflict between facilitating this new curriculum and overloading staff.	23.
Communication and problem-solving relative to this new curriculum takes too much time.	28.
I am concerned about finding and allocating time needed for this new curriculum.	34.

Stage 4- Consequence:

Item:	Question number:
I would like to modify my mode of facilitating the use of this new curriculum, based on the experiences of those directly involved in its use.	31.
I am concerned about how my facilitation affects the attitudes of those directly involved in the use of this new curriculum.	6.
I would like to excite those people who are directly involved in the use of this new curriculum about their part in it.	18.
I would like to determine how to enhance my facilitation skills.	21.
I am concerned about how my facilitating the use of this new curriculum affects those directly involved in its use.	27.

Stage 5- Collaboration:

Item:	Question number:
I would like to develop working relationships with administrators and other change facilitators in the use of this innovation.	3.
Working with administrators and other change agents in facilitating the use of this new curriculum is important to me.	9.
I would like to coordinate my efforts with other change facilitators.	15.
I would like to help others in facilitating the use of this new curriculum.	20.
I would like to familiarize other departments or persons with the progress already made in facilitating the use of this new curriculum.	33.

Stage 6 Refocusing:

Item:	Question number:
I think that this new curriculum could be modified or replaced with a more effective program.	13.
I am considering the use of another innovation that would be better than the one that is currently being used.	19.
I know of another innovation that I would like to see used in place of this new curriculum.	26.
I have alternate innovations in mind that I think would better serve our situation.	32.
I have information about another innovation that I think would produce better results than the one we are presently using.	35.

(Adopted from: George, A. A., Hall, G. E., & Stiegelbauer, S. M.,2013. *Measuring implementation in schools: The Stages of Concern Questionnaire.* Austin, TX: SED)

Grid analysis:

Section A: Questions based on the stage of concerns, from stage 0 to stage 6.

Items(question numbers)	Awareness	Informational	Personal	Management	Consequences	Collaboration	Refocusing	Total raw score
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								
12								
13								
14								
15								
16								
17								
18								
19								
20								
21								
22								
23								
24								
25								
26								
27								
28								
29								
30								
31								
32								
33								
34								
35								

Section B: Demographic Information

1. Gender of Respondents

Gender	Number of respondents	Percentage (%)
Male		
Female		
Total		

2. Age of respondents

Ages	Number of respondents	Percentage (%)
Under 25		
25-29		
30–39		
40-49		
50-59		
60+		
Total		

3. Qualifications of respondents:

Qualifications.	Number of respondents	Percentage (%)
High School (COSC)		
Certificate (LIET 1/2,PTC)		
Diploma (DEP,ACP)		
Bachelor's (B.ed)		
Master's		
Total		

4& 5.Experience:

Number of years	Number of years in teaching	Number of years teaching in this school	Total raw scores
first year			

1-2 years			
3-5 years			
6-10 years			
11-15 years			
16-20 years			
More than 20 years			

6. Type of school:

School type	Number of respondents	Percentages %
Church school		
Government school		
Private school		
Total		

7, 8 & 9 .Involvement with the new curriculum:

Question: 7

Number of years	Number of respondents	Percentages (%)
Never		
1		
2		
3		
Total		

Question: 8

	Number of respondents	Percentages (%)
Non-user		
Novice		
Intermediate		
Old hand		
Past user		
Total		

Questions: 9

Question number	Number of respondents		Total raw score
	Yes	No	
9			
Total			

Question: 10. Amount of Professional Development on the new curriculum

Question 10.	Number of respondents	Percentages (%)
Less than half a day		
About 1 day		
2-3 days		
3-5 days		
More than 5 days		
Total		

(Adopted from: George, A. A., Hall, G. E., & Stiegelbauer, S. M.,2013. *Measuring implementation in schools: The Stages of Concern Questionnaire.* Austin, TX: SED).