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PSYCHOSOCIAL IMPLICATIONS OF CURRICULUM CHANGE ON LESOTHO PRIMARY SCHOOL TEACHERS

by

RETSELISITSOE KITIMA KOJANA

Submitted in fulfillment of the requirements for the Degree of

Masters of Psychology in Education

In the

FACULTY OF EDUCATION

SUPERVISOR: DR. FUMANE PORTIA KHANARE

2019

Declaration

I, **Retselisitsoe Kitima Kojana**, declare that the dissertation, Psychosocial Implications of curriculum change on Lesotho primary school teachers, submitted for the qualification of Masters' Degree in Education at the University of the Free State is my own independent work.

All the references that I have used have been indicated and acknowledged by means of complete references.

I further declare that this work has not previously been submitted by me at another university or faculty for the purpose of obtaining a qualification. I also cede copyright of the thesis in favour of the University of the Free State.

Signed…   Date… 25/01/2020

Retselisitsoe Kitima. Kojana

Supervisor:………………………………   **Date……………………………..**

Dr. F.P. Khanare

Ethical Clearance

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17-Oct-2018

Dear Mr Retselisitsoe Kojana

Ethics Clearance: **PSYCHOSOCIAL IMPLICATIONS OF CURRICULUM CHANGE ON LESOTHO TEACHERS**

Principal Investigator: **Mr Retselisitsoe Kojana**

Department: **School of Education Studies Department (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-HSD2018/0580**

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

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

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

Yours faithfully

Prof. MM Mokhele Makgalwa
Chairperson: Ethics Committee

Education Ethics Committee
Office of the Dean: Education
T: +27 (0)51 401 3777| F: +27 (0)86 546 1113 | E: MokheleML@ufs.ac.za
Winkie Direko Building | P.O. Box/Posbus 339 | Bloemfontein 9300 | South Africa
www.ufs.ac.za

Language Editor

ANIEBO BENITA HAGAN

No. 616, the Six Building

Cape Town 7925.

Tel: +27 (0)81 303 7784

Email: aniebosa@gmail.com

17 – 01 – 2020

TO WHOM IT MAY CONCERN

LANGUAGE EDITING OF RETSELISITSOE KITIMA KOJANA'S MASTERS THESIS

I, the undersigned, **Aniebo Benita HAGAN**, write to acknowledge that I have language edited a completed Masters' thesis entitled: *Psychosocial Implications of Curriculum change on Lesotho Primary School Teachers* authored by **RETSELISITSOE KITIMA KOJANA**, in fulfillment of the requirement for the award of a Masters Degree in Psychology in Education, Faculty of Education at the University of the Free State, Bloemfontein, South Africa.

The responsibility of implementing the proposed language changes rests with the author of the thesis.

Yours Sincerely,

Aniebo Benita HAGAN

Abstract

The aim of curriculum change is to improve educational programs and practices which could assist to achieve overall educational objectives in a more effective way. Educational change does not happen in isolation, it affects ones' cognitive welfare, emotions, norms and habits. The scarcity of literature on psychological and social implications and wellbeing of teachers especially during curriculum change transition and implementation has triggered the researcher to explore psychosocial implications of curriculum change on teachers.

The aim of this study is to determine psychosocial implications of curriculum change on Lesotho primary school teachers. The study adopted the qualitative research approach, guided by appreciative inquiry theory and located within the parameters of the interpretivist paradigm. Semi-structured interviews and focus group discussions were deployed for crystalization purposes and to generate data from four sets of participants being primary school teachers, primary school principals, curriculum designers, and subjects assessment packages designers. To ensure trustworthiness and quality five qualitative research design criterions were embraced.

Thematic analysis was engaged to analyse data. Findings of this study revealed four broad themes namely, a need for curriculum change; teachers' participation in curriculum change; effects of curriculum change; and teachers coping mechanisms. Within these themes there emerged different sub-themes which allowed the researcher to analyse and interpret data easily. Study findings also revealed how teachers' emotions, attitude, motivation and teachers' relationship and social life were affected. Factors like learners' continuous assessment, increased workload, lack of teaching aids and learning resources, and unprofessional approach of District Resource Teachers (DRTs) has impacted negatively on teachers' motivation. Findings also revealed that different factors were embedded in the social life of teachers during curriculum change and implementation phase. More so, the study also determined psychosocial coping mechanisms which teachers adopted to survive and manage challenges posed by educational changes.

The study recommends that curriculum policy makers must not ignore teachers' psychological well-being when designing and developing curriculum policies. As curriculum implementers, teachers must be allowed to participate in the process of curriculum design. Also, teachers must appreciate and embrace curriculum changes to allow innovation and creativity in schools.

Keywords: Curriculum change; psychological implications; social implications; teacher; coping mechanism;

Dedication

To my late father, Ntate Tieho in your centenary memorial and my late sister, Motselisi, I remember very well how you valued education. I therefore dedicate this academic piece of work to both of you. Your names are written deeply in my heart. Lala ngoxolo Amzizi amahle.

Acknowledgements

I regard this dissertation as one of my important academic achievements. Sufferings, pains, smiles, headache, gains, happiness, sleepless nights and restless days have conceived the most valuable asset in my life-knowledge. Without the support, love, guidance, patience, motivation and endless prayers of the following people, I would not have completed this piece of work; I therefore owe them my heartfelt gratitude.

To my supervisor Dr. Fumane Khanare, let me give special thanks and appreciation to the commitment, immersed knowledge, professionalism, patience, wisdom and motivating spirit that drove me to finish this work. You have been a mentor, advisor and counsellor since day one.

Dr. Nel, I am grateful for the insightfulness, academic guidance and knowledge of advising with this academic concept. *Rus in vrede meneer.*

In the same tone, gratidute is also given to the UFS-Post-Graduate School for facilitating research workshops. Attending these workshops has moulded a researcher of the 4th Industrial Revolution era.

To my children, Limeko, Tumahole and Nomazizi, I know I would leave you for many days and weeks alone with your mother; I therefore appreciate your support, care and understanding why I needed to complete this work. *Kea leboha Matebele*. Don't work in their paths, just follow their good deeds.

To the love of my life, my wife, Matumahole, my heartfelt appreciation for the love, encouragement, social, financial and psychological support you have given me in this challenging time. *Kea leboha Mofokeng a motle*. This proves that families can be together forever and marriage is ordained by God.

To my mother, 'Me Makojana, I thank you for your endless prayers and encouraging words. I therefore declare that nothing can replace the love of a mother. To my sisters and brothers, I thank you for your support and inspiring words.

My gratitude and appreciation is extended to the management and staff of NCDC and ECOL, two primary schools where this study was conducted.

In conclusion, to my Father in Heaven, with meekness of heart, I am humbled for the strength, encouragement, determination, protection, willpower and wisdom you granted me to complete this thesis in the name of thy son, Jesus Christ.

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List of Abbreviations and Acronyms

AI   Appreciative Inquiry

AIDS   Acquired Immunodeficiency Syndrome

COSC   Cambridge Oversees Schools Certificate

ECOL   Examination Council of Lesotho

HIV   Human Immune Virus

ICAP   Integrated Curriculum and Assessment Policy

ICT   Information Communication Technology

LGCSE   Lesotho General Certificate of Secondary Education

MoET   Ministry of Education and Training

MPS   Maseru Primary School

NCDC   National Curriculum Development Centre

OECD   Organization for Economic Co-operation and Development

PEMS   Paris Evangelical Missionary Services

PSLE   Primary School Leaving Examinations

SADC   Southern African Development Community

UFS   University of the Free State

UNESCO-IICBA   United Nations Educational, Scientific and Cultural Organization-International Institude for Capacity Building in Africa

UPS   Unity Primary School

CHAPTER ONE

The table below presents the overview of the research study, gives the reader a general understanding on how the study was conducted and processes used to attain the research findings.

Table 1.1: Summary of the Study

Purpose of the study	To determine psychosocial implications of curriculum change on Lesotho primary school teachers		
Research paradigm	Interpretivism		
Research design	Instrumental case study		
Research approach	Qualitative		
Theoretical framework	Appreciative inquiry		
Particiapnts	*Primary school Teachers* –snowball sampling	*Curriculum designers and Assessment packages designers-* purposive sampling	*Principals and schools–* convenient sampling
Data generation instruments	Semi-structured interviews – teachers, principals, curriculum designers, assessment packages designers	Focus group discussion – primary school teachers	
Reflective notes			
Data analysis	Thematic analysis, data transcription, inclusion and exclusion criterion		
Crystalization	Validity, credibility, transferability, dependability, conformability, reflexibility		
Research ethics	Assent, consent, pseudonyms, reflexibility of language		

1.1   Introduction

The winds of change that have swept Lesotho's education sector in recent years have brought mixed emotions among members of the society. This was brought by the introduction of the integrated curriculum and assessment. Educationists, teachers, parents, authorities, and learners all view and interpret integrated curriculum differently, depending on their understanding and interest. However, the solemn responsibility of implementing a curriculum lies with teachers and school principals.

The aim of curriculum change is to improve educational programmes and practices which will be of assistance to achieve overall educational objectives in a more effective way (Irez and Han, 2011), while Cheng (2004) concedes that teachers are key actors in the educational reforms and practice. Therefore teachers must be prepared to respond effectively to any waves of education reforms.

Implementation of educational changes could affect teachers' motivation, determine their attitude to conceptualize its content and principles, foster them to change their behaviour and social wellbeing and trigger their emotions. Zembylas (2010) concedes that teachers' resistance to change is a result of confusion and uncertainty brought by how they react and understand change and why change happens. This study determines and explores the psychosocial implications of curriculum change on teachers since its introduction and subsequent implementation in 2011 and how they appreciate this educational change in Lesotho.

1.2   Background

The year 2016 was marked as a breakthrough in the education system of Lesotho. The first Lesotho integrated primary curriculum and assessment policy was rolled out to all primary schools since its presentation in 2009 and subsequent piloting in 70 primary schools in 2011 (Ministry of Education and Training (MoET, 2016). It has been developed and published as the first comprehensive integrated curriculum and continuous assessment policy after 43 years of independence (Raselimo and Mahao, 2015). The intention was to do away with the adopted Cambridge Curriculum Policy. The current policy is localized for content comprehension and assessment, with the intention to respond to Lesotho's educational needs, and economic and development expectations (Raselimo and Mahao, 2015).

Globally, fast growing economy, universal declarations of education, advancing information communication technology, globalization, health issues and political orientation have all influenced governments to transform their education systems (McCulloch, 1998). For instance, prior to year 2000, the government of Hong Kong was concerned with the suitable manpower to meet the needs of the fast changing economy. Fok (2001) concurs that the aims of Hong Kong's curriculum reforms were to build a lifelong learning society, to construct diversity in schools systems, to nurture the quality of students, to create an inspiring learning environment, to acknowledge the significance of moral education and to develop a rich education system with tradition and cultural diversity.

Voogt and Pelgrum (2005) mention that Education Ministers of the Organization for Economic Co-operation and Development (OECD) member states proposed a change in curriculum in their region for effective information management and Information Communication Technology (ICT) in their countries. They also advocated including digital literacy and higher order skills like problem solving and project management. In Thailand, the aim of changing curriculum was based on the assumption of providing equal access to life-long learning and training, enabling citizens to acquire knowledge, access to generate income and to develop a knowledge-based society which leads to a knowledge-based economy (Inside Thailand, 2007). For the West African region countries like Ghana, education reforms were initiated with the aim of making education accessible to all and be relevant to the social, industrial and technological development of the country (Ministry of Education, 2007).

The Integrated Curriculum and Assessment Policy (ICAP) also came as a response to the Lesotho Vision 2020 document, which clearly stipulates that the country is committed to the provision of equitable basic education to all the Basotho people (Ministry of Finance & Development Planning, 2000). The ICAP also responds to challenges of access to education, free and compulsory education to all, the promotion of entrepreneurship, and technical and vocational skills to avoid any potential incongruities. This integrated approach was developed to respond to the aforementioned challenges and the understanding that school life must remain integrated with societal and the experiences of learners' everyday live to be meaningful (MoET, 2009).

The integrated curriculum has adopted the concept of inclusive education, which embraces special education needs. Learners with special education needs in Lesotho include those with hearing, visual, physical, and intellectual impairments, as well as gifted and talented learners. All learners must be respected and valued by their mentors and colleagues to allow them full participation in the classroom

and in learning activities, regardless of their impairment (MoET, 2016). Salamanca Statement of 1994 and Millenium Declaration of 2000 reinforce that education development goals must be developed to accommodate all learners regardless of their intellectual, physical, emotional, social and linguistic conditions.

Schools in today's world are to embrace teaching and learning approaches that create an inclusive learning environment that is welcoming and diverse to recognize the needs of all learners which is viewed as an essential element to attain an equitable society in schools (Forlin, 2010). The introduction of ICAP brought a package of new teaching approaches, new content and new assessment tools (Raselimo and Mahao, 2015). This transition and change can create a sense of discomfort among education stakeholders, posing attitudinal demand on their existing knowledge and understanding, values and world views (Mclaren and Dunn, 2016). Adaptability of the integrated curriculum and continuous assessment and its subsequent implementation may pose different psychosocial challenges to teachers and other stakeholders.

Raselimo and Mahao (2015) point out that for over forty years, Lesotho has never had its own locally designed and developed education policy. Lesotho has recently shifted to a new integrated curriculum and continuous assessment, with very little literature on how this shift affects teachers psychosocially. With regard to the aforementioned psychosocial implications of the integrated curriculum and continuous assessment, few studies have been conducted on how teachers implement, embrace, appreciate and perceive education policy reform in different countries. Teachers need to be assisted to develop the coping mechanism to adjust and be organized to implement the integrated curriculum objectives effectively.

Personal observation has shown that since curriculum implementation in 2011, many school principals and teachers have lodged complaints about the integrated curriculum and continuous assessment to school inspectors. Teachers' grievances were about the uncertainty of applying new teaching methods, vague assessment procedures in the classrooms, and a lack of teaching and learning materials in other learning areas (subjects). Unreceptive behavior and changes to social life were also observed among other teachers in and outside the school premises.

1.3   Curriculum change

Education reform and innovation in many countries of the world is always filled with brilliant ideas and policies but seems to fail when being implemented or it becomes situational. Reformation of the curriculum may result in teachers' resistance to change and negation of implementation of curricular concepts, goals, content, teaching and learning processes, assessment and teaching aids (Oloruntegbe, 2011). These reforms appear to be threatening, while at the same time they bring about anxiety, discontent, and suspension (Jorgenson, 2006). Failure of implementing such changes is due to the lack of appreciation and knowledge, understanding and practical insightfulness of the change by the key drivers being teachers (Fullan, 2009). Change requires a person who is psychologically able to implement it to embrace and appreciate its processes.

The social and working life of primary school teachers has been affected since the integrated education policy was introduced in Lesotho primary schools. According to the study conducted by Avidov-Ungar and Eshet-Alkakay (2011) unfamiliar practices, multiple simultaneous innovations, abbreviated timelines and external impositions are factors which affect teachers' working life. The above-mentioned factors may lead teachers into a frustrating and difficult situation to grasp what is expected of them because it requires the support of family and policymakers. Fullan (2009) concurs that these change processes must be established as a continuous improvement to persistently overcome any possible barriers to change.

A number of researchers like Fried, Mansfield and Dobozy (2015); Hargreaveas (2005) have established that curriculum change can bring about mixed emotions among educators. For instance, such educational alterations may result in teachers' resistance and anxiety to implement new curricular concepts, goals, content, teaching and learning procedures as well as application of assessment procedures and the use of teaching aids (Oloruntegbe, 2011). Education changes appear to be threatening, while at the same time they bring about anxiety, discontent, and suspension (Jorgenson, 2006). Olsen and Sexton (2009) assert that teachers' confidence is jeopardized by educational reforms thereby leaving them disrupted and confused. Hence Tshiredo (2013) concludes that curriculum change affects teachers' effectiveness to deliver quality education.

Irez and Han (2011) point out that educational change is a difficult process because it involves a change in organizational structures, resource distribution, allocation, communication links, practices, beliefs,

and attitudes of implementors and policymakers. The change of curriculum policy can have a positive or negative impact on teacher's psychological state in and outside of the classroom and their social welfare with regards to their relations and patterns. Lovat and Smith (2003) define curriculum change as the subset of educational changes. The duo further indicate that curriculum lie in the heart of educational content, teaching methods, processes and outputs which are considered as fundamental elements. Sanders (2016) views change as an ongoing process being the "law of nature" which occurs deliberately or intuitively and with forces which revolve around trustworthiness of people, community, competing demands of governments and curiosity of people. Energy, creativity, commitment and sense of ownership are necessary aspects to effectively implement change (Fullan, 2009). Curriculum change can be influenced by planned or unplanned factors in and outside the school environment.

"The secret of change is to focus all of your energy not on fighting the old, but building the new".
Socrates.

Equipping teachers with skills is necessary to apply formative and summative assessments, thus allowing continuous diagnoses of learners' ability and monitoring their progress (MoET, 2009). The researcher understands that the successful implementation of integrated curriculum and continuous assessment, teachers must have assessment tools and guidelines which will address the objectives of education programmes in Lesotho at different levels. Moreover, learners are continuously assessed to monitor their formative progress in the school environment. Assessment can also be achieved through projects, quizzes, tests, interviews, and observations.

Teaching and learning methods and assessment tools of integrated curriculum allow teachers to adapt teaching styles and methods that suit diverse educational needs and challenges of learners. Aligning learners assessment with educational aims and goals is viewed by Kulasegaram and Rangachari (2018) as cornerstones of any educational endeavour that can lead to successful educational outcomes. Utilization and selection of these assessment methods are made based on the merits of friendliness, collaborativeness, continuousness and immediateness on learners and teachers (MoET, 2009).

1.4   Research Problem

The problem in this research, as derived from literature, is that a curriculum change seems to have an effect on those who deliver such a curriculum (Zuber and Altrichter, 2018; Lingam, Lingam, & Sharma, 2017; Maharajh, Nkosi and Mkhize, 2016; Mutereko and Chitakunye, 2014). There is little knowledge about the psychosocial effects of a curriculum change on teachers in Leasotho in particular. The introduction of the new integrated curriculum and continuous assessment means instituting new content, new teaching and learning methods and approaches, new practices and norms, new assessment procedures, teachers' relations and interaction with learners, school administrators and curriculum developers, as well as new philosophical intentions. As a new education innovation in Lesotho, the Integrated Curriculum and Assessment Policy lacks documented information on the psychosocial experiences of teachers, its implications and how they can embrace such change. Therefore, the researcher was enthused to establish the psychosocial implications posed by the implementation of the curriculum changes on Lesotho primary school teachers.

1.5   Research Questions

1.5.1   Main question

What are psychosocial implications of implementation of the curriculum changes on Lesotho primary school teachers?

1.5.2   Specific questions

- What are the psychosocial implications of implementation of the curriculum change on teachers?
- How were teachers involved in the process of developing and implementing curriculum changes?
- What psychosocial coping mechanisms have assisted teachers in implementing curriculum changes?

1.6   Research Aim and Objectives

1.6.1   Aim

To determine the psychosocial effects of curriculum change on Lesotho primary school teachers

1.6.2 Objectives

- To establish the psychosocial effects of introduction and implementation of the curriculum changes on primary school teachers;
- To determine teacher involvement in the process of curriculum change;
- To identify teachers' psychosocial coping mechanisms during the implementation of the curriculum changes;

1.7 Significance of the Study

The significance of conducting this study lies in examining key aspects of the psychological well-being of teachers which includes their emotionality, attitude, behaviour, and motivation during the introduction and implementation phase of the new curriculum policy. Collie, Granziera, and Martin (2018) conclude that despite costly initiatives of drafting education policies, teachers' psychological well-being has never been the central focus of the policy. Moreover, teachers' relation and social well-being with colleagues, learners, and family members are a focus of this study in order to establish how they are affected. Finally, the study anticipates contributing to literature which will determine the psychosocial implications of curriculum change.

In determining psychological implications of curriculum change in this research study, the researcher detected if there was a need for teachers to participate in designing and developing curriculum policy. The study also intended to determine the effectiveness and efficiency of coping mechanisms introduced by the school management and Ministry of Education and Training. Within the Education sector, Jorgenson (2006) indicates that change is interpreted by many teachers as a risk, insult or a threat to schools traditions, norms and teachers' autonomy and an opportunity to reflect and improve on their status quo. Kasapoglu (2010) admits that teachers play an important role in education, but their voices for educational change, and what role they should play and undertake is continually ignored by policymakers. However, teachers are entrusted to play a central role in curriculum changes, but Harris and Graham (2018) indicate that teachers are distrusted as obstacles to reforms by policymakers.

1.8 Justification of the Study

This study is premised within the field of Educational Psychology with the purpose of determining the psychosocial effects of the ICAP on Lesotho's urban primary school teachers. Psychosocial effects, which include teachers' emotions, attitudes, motivations, social lives, and patterns, are identified to

establish how teachers have embraced and been affected while implementing the integrated curriculum in Lesotho. Teachers' experiences have been determined on how they have perceived and embraced the Integrated Curriculum and Assessment Policy since its implementation in 2013. The study determines how this education policy has affected teachers' psychological and social wellbeing.

Teachers encouraged disclosing any psychosocial coping mechanisms if any, that they have utilised and been put in place by school administrations and the Ministry of Education and Training. All these factors determine how implications of the integrated curriculum and continuous assessment have affected teaching and learning experiences of primary school teachers. The fact that curriculum is always changing warranties an investigation. Aross the globe, especially in Africa, both electronic and print media and educational researchers talk about curriculum changes but without much say on on the psychosocial effects on teachers. The findings may be of interest to Lesotho education authorities in particular, also to curriculum designers and developers, implementers, teachers, school governing bodies and educational psychologists.

1.9   Definitions of operational concepts

a)   Curriculum Change – a continuous process that transforms a phenomenon into something different influenced by speed, scale, degree, and direction. It is a deliberate or unplanned process that involves reworking of similar elements into a new relationship. Irez and Han (2011) point out that educational change is a process which involves a change in organizational structures, resource distribution, allocation, communication links, practices, beliefs, and attitudes of implementors and policymakers. Also, Ngussa and Makewa (2014) describe curriculum change as a process of reforming, re-designing teaching and learning documents, its content and activities which learners go through in their everyday lifes in and out of school. For the benefit of this study, the researcher used curriculum change or curriculum reform interchangeably.

b)   Curriculum – the aim, purpose, structure, processes, teaching and learning methods, guidelines and assessment procedures of the entire schooling programme that entails planning and decision making. Su (2012) interprets Chen's definition of curriculum as a process whereby teachers, learners, context and the learning aids interact to function as a mirror that reflects cultural beliefs, societal and political values and the organization.

c) **Psychosocial** – inter-relation of psychological and social factors which affect personal relations at different levels within social context. Donald, Lazarus and Lolwana (2014) indicate that psychosocial interaction is affected by both psychology and social aspects of development in a social context.

d) Teacher - a person trained in teaching within the school situation and someone who is an instructor, coach, tutor, guide, trainer, mentor, pedagogue, educator and lecturer. Moreover, a teacher is an adult who has acquired knowledge to assist and lead learners to develop social and independency in their context for adulthood.

1.10   Overview of research design and methodology

1.10.1 Geographical location of the study

The research study was conducted in Maseru urban, the capital city of Lesotho. The area is appropriate because different developments and changes first occur in urban areas. Two primary schools, being a public school and privately owned school were conviniently selected as focus areas of the study. Both public and private schools are accepted by the National Curriculum Development Centre (NCDC) as regulatory bodies to implement the Integrated Curriculum and Assessment accordingly. Both primary schools are accessible and convenient to the researcher, which demands minimum budget and traveling costs. Teachers and other participants were selected using snowball sampling, purposive and convinient sampling techniques.

1.10.2 Research design

A qualitative research approach is a logical way to follow in this research because of its openness to discover underlying factors, motives, and desires of participants (Creswell and Creswell, 2018; Gilbert and Stoneman, 2016). This study is framed within the instrumental case study design because of its descriptive nature (Thomas, 2017; Bess, Higson-Smith and Sithole, 2013). However, the researcher intends to use a single type of case study known as instrumental case study. Gray (2018) clarifies that instrumental case study is used to provide an insight into a phenomenon and to create a general understanding in a particular case. Instrumental case study approach in this research study can facilitate an exploration of the curriculum change and its psychosocial implications to teachers within its context by using a variety of data sources (Yin, 2014).

An identified group of participants, in this case, are urban Lesotho primary school teachers and their principals, curriculum developers and assessment tools designers. Teachers' psychosocial experiences regarding curriculum change and implementation were described. The limitations of a case study design, such as the strong reliance on individual memories, which may affect the quality of data and the localized nature of a description (Lindegger, 2012) are acknowledged.

1.10.3 Research methodology

The research methodology incorporates how data are collected, analysed and interpreted, following specific guidelines and principles (Briggs, Coleman and Morrison, 2014). In this study, a selected number of primary school teachers in Maseru urban are primary respondents participating by means of semi-structured interviews and focus groups within their working environments (Morgan, 2013), with their principals and officials from the Ministry of Education and Training. Thematic analysis was used to find and classify themes and possible patterns among the themes (Thomas, 2017) through which the findings of the study can be described.

1.10.4 Sampling techniques

It is critical to select the appropriate location and appropriate participants who will give relevant answers to the research questions. However, Waller, Farquharson and Dempsy (2016) claim that sampling is a crucial process of selecting appropriate participants, cases, and locations for the study.

1.10.5 Sampling techniques employed

The employed sampling techniques in this study are purposive, snowball and convenience sampling. All participants are purposefully selected due to their relevant attributes to this study and the availability of participating (Waller et al., 2016). While Creswell and Creswell (2018) claim that the researcher intentionally selects the participants and locations based on how well they understand the phenomenon under study. Schools and principals were conveniently selected; primary school teachers were selected using snowball sampling because they are implementers of the integrated curriculum in the schools. Curriculum designers and assessment package designer officials were purposively sampled because of their responsibility as curriculum designers and assessment package developers who work with teachers to monitor the effective implementation of curriculum and use of assessment packages.

1.10.6 The Sample

In order to obtain sufficient information, seven teachers from each primary school participated– thirteen teachers in total. One teacher per school was selected from each class in Grade one to Grade seven to allow the researcher obtain a descriptive understanding of the psychosocial implications of the integrated curriculum in each grade, as they are the implementers of the policy. The principals from both schools were also interviewed as guardians of teachers and the curriculum in their schools.

The National Curriculum Development Centre officials (MoET) are the designers and developers of the Curriculum and Assessment Policy. They oversee how the curriculum is implemented by teachers; at least five of these officials were targeted from each learning area. Officials of the Examination Council of Lesotho (ECOL) conduct national examinations and assessment surveys on behalf of the MoET in Lesotho; at least five officials were also targeted from five learning areas. All sampled participants thus allowed the researcher to feel confident about representativeness and provide broader inferences (Silverman, 2017).

1.11   Data generation methods

1.11.1 Data generation process

In the data generating process, not every method in qualitative research allows the use of multi-methods that are interactive and appropriate in all cases (Flick, 2014). Data generation is a systematic process of collecting data, with the purpose and aim of accuracy, flexibility and the possibility of finding unexpected insights and information (Silverman, 2017). The two selected data gathering methods in this study are interview and focus group methods. Both methods allow the researcher to determine teachers' psychological and social experiences, as well as their feelings and attitudes towards changed curriculum within their context (Brinkmann and Kvale, 2015). It is important to have data generating tools which are appropriate and correspond with the research paradigm, approach, and research design. Both interview and focus groups were utilized in the study with the aim of triangulation of data and to gather different perspectives and interpretation pertaining to the research problem or phenomenon under study (Thomas, 2017).

1.11.2 Interview

In qualitative research, the interview attempts to understand the world from the subjects' point of view and also to unpack their experiences and uncover life in their world prior to scientific explanation (Brinkmann and Kvale, 2015; Seidman, 2013). The focus of this study is to unpack and determine how curriculum change affected the psychological and social well-being of primary school teachers. Therefore semi-structured interviews were posed to the teachers as primary participants, and school principals, curriculum designers and assessment package designer officials as secondary participants.

1.11.3 Focus groups

The researcher facilitated the two focus groups in an interactive group setting with the aim of encouraging all group members to participate and capitalize on the synergy arising from the interaction of members (Carey, 2016). The relevance of utilizing focus groups in this study maximized the degree of naturalism with the chances of observing participants behaviours, feelings and reactions. The researcher interacted with participants and intensively discussed the research topic (Guest, Namey and McKenna, 2016).

Krueger and Casey (2015) illustrate that a focus group is a special type of group in terms of purpose, size, composition, and procedure. A focus group of teachers from Grades one to seven (Grades 1 to 7) were formed. Focus group interviews are expected to last 45 minutes to 60 minutes. One focus group was formed in one participating school. The purpose of the focus group was to gather people's opinions and better understand how they feel or think about a certain phenomenon, opinion, product or innovation. However, the focus group in this study was formed to determine psychosocial implications of curriculum change on primary school teachers.

1.11.4 Interview guide

In constructing the interview guide, the researcher developed questions based on the research objectives. The interview guide comprises of different themes which were extracted from the research questions of this study. Interview guide allows the researcher an opportunity to get a description and a significance of the selected themes. It helps the researcher to know what to ask, in what sequence, the manner of posing questions and making follow-ups. In deciding to use the research guide, the interviewer is expected to ask questions that reflect the area of interest in an open and direct way (Seidman, 2013).

All questions were asked in the English language as it believed by the researcher that all participants are conversant with the language which is accepted as proficiently spoken by both the interviewer and interviewee (Brinkmann and Kvale, 2015). Designed interview guides adopted a semi-structured approach with the intention of allowing the conversation to flow naturally, with flexibility (Terrell, 2016). The researcher may also go "off-script" and ask additional questions to gain detailed knowledge in the response.

1.12   Theoretical framework - Appreciative Inquiry

The study is guided by Appreciative Inquiry (AI) with the aim of determining the collaboration of engaging teachers to discover the best in their context and appreciate potential within them (Watkins, Mohr and Kelly, 2011). The AI theory also unfolds how teachers can embrace curriculum objectives, and understand the importance of curriculum change. Utilization of this framework will also allow teachers to recognize their potential and realize the positive difference they can make to improve Lesotho's education system; how important their capabilities and talents can march education change and re-affirm the critical role they occupy (Cooperrider, Whitney and Stavros, 2008).

1.13   Paradigm lens - Interpretive paradigm

The application of the interpretive paradigm in this study enhances the researcher's understanding about teachers' psychological and social experiences based on curriculum change and the knowledge they constructed. The researcher interpreted the teachers' perceptions and attitudes, and how their motivation was affected since the integrated curriculum was implemented. Interpretive paradigm will allow the researcher to determine how social or collective memories are constructed and mediated (Flick, 2014). Moreover, Cohen, Manion and Morrison (2011) comment that the interpretive paradigm understands and explains teacher's actions, social lives and relationships with other people since the integrated curriculum was implemented. This paradigm also enabled participants to express their experiences so that the researcher may have an understanding of their attitude, reactions, motivation, and perceptions about curriculum change.

1.14 Trustworthiness

In the pursuit to ensure trustworthiness in qualitative research design, Guba proposes five principles which are considered to uphold value and quality of the study (Korstjens and Moser, 2018). These principles ensure and embrace multiple standards of quality from various disciplines, paradigms, and epistemologies. Irrespective of which paradigm is used, credibility, transferability, dependability, conformability and reflexivity are principles of trustworthiness to use in any proposed research study (Anney, 2014). Each of the five principles will be briefly discussed in chapter four under methodology.

1.15 Crystallisation

Thomas (2017) and Anney (2014) both suggest that the use of multiple and different research methods, theories, sources and literature sources improve the application and collaboration of research findings and evidence in the research study. Therefore the role of triangulation in the research study is to reduce biases by cross-examining respondents from diverse backgrounds and obtaining information from different sources, individuals and also by verifying such information through numerous methods (Gilbert and Stoneman, 2016).

The researcher can use multiple methods to investigate the same identified problem which bring different discernments of the inquiry and help to strengthen the integrity of the findings. Primary school teachers, school principals, curriculum designers and assessment packages designer officials participated in this study with the aim to reduce biases and for the researcher to receive information from the diverse backgrounds and to allow different perspectives for the integrity of findings. Korstjens and Moser (2018) indicate that triangulation is widely used where different sorts of data or approaches of handling data are brought to bear the researcher's questions. Qualitative methodological triangulation, research instruments like interviews and focus group discussions were utilized to enhance quality of gathered data from different respondents for credible findings (Creswell and Creswell, 2018).

1.16 Data analysis

To analyse data in this study, thematic analysis approach was used to classify, analyse and interpret different patterns of meaning or themes in this qualitative research study. Clarke and Braun (2017) indicate that thematic analysis can be applied in a range of qualitative theoretical frameworks and also in research paradigms. Thematic analysis also provides access and systematic procedures to generate codes and themes that emerge from qualitative data. Codes are the small units of analysis that capture

interesting characteristics of data that are relevant to the research questions of the study, while themes are concise, accurate, simpler and shorter phrases which are extracted from codes; theme is an outcome of coding (Javadi and Zarea, 2016). Thematic analysis flexibility allows the researcher to analyse small or large data sets, irrespective of the data collection tools used, and any data from heterogeneous or homogenous samples (Waller *et al.*, 2016).

1.17   Ethical considerations

In conducting this study, the researcher observed and upheld critical research principles. Waller *et al.,* (2016) concedes that consideration of ethics in a research study predominantly focuses on the relationship between the researcher and the individuals being studied. The researcher was issued ethical clearance by the Faculty of Education, University of the Free State which allowed him to contact participants. Since the study includes interviewing teachers during school hours, the researcher requested permission from the Ministry of Education and Training to have access to schools. Also, permission was requested from the National Curriculum Development Centre and Examinations Council of Lesotho authorities. However, ethical consideration in this study is based on 1947 Nuremberg Code of Ethics principles being: *voluntary participation, free from coercion or undue inducement; informed consent; justification of the potential benefits and necessity of the research; avoidance of harm and suffering, proportionate risk; adequate protection of participants; the expertise of the researchers who will conduct the work* (Gilbert and Stoneman, 2016).

Taking into account the importance of ethics in this study, Hammersley and Traianou (2012) state that there is a need to recognize participants' fragility and human vulnerability. Also, to consider that the study does not cause any harm, no likelihood and impact of psychological, physical, social and legal or political risk to subjects. Risk of human vulnerability may also lead to the detriment of a person's dignity, integrity, and human fragility. The respondents were issued consent forms that made them aware that although their participation was valued, their role is voluntary and that they were at liberty to withdraw should they feel uneasy at any given point of the study. A commitment was also undertaken to conceal the names of participants and those of the institutions to which they were attached. In this regard, pseudo/code names were used to identify their participation. In conclusion, this research project would be made available to the participants on request.

1.18   Demarcation of the study

This study is demarcated within the field of Educational psychology with the focus on positive psychology in education as the benchmark. Demarcating this study allows the researcher to set parameters of his investigations, thus allowing the effective use of research instruments, proper population sampling, full control and management of the study (Simon, 2011).

With the research problem being psychosocial implications of curriculum change on teachers, and the participants being teachers, the location of the study and the all above-listed research objectives as well as the questions in this study are some factors influencing the delineation of this study. The researcher's curiousity and interest in both the psychological and social well-being of teachers in how curriculum change and reforms have an effect on the teachers have influenced this study.

1.19   Overview of the Study

Chapter 1 - In this chapter, the introduction and background of the study are outlined together with the problem statement, aim, and objectives which indicate the researcher's intentions to determine psychosocial implications of curriculum change on teachers. An overview of the research methodology and trustworthiness of study are also outlined in this chapter.

Chapter 2 – This chapter provides an overview of relevant literature on factors influencing curriculum change, psychological and social effects of such change on teachers.

Chapter 3 – Appreciative Inquiry theoretical framework and interpretive research paradigm are outlined in this chapter to guide the reader on the philosophical underpinnings of the study.

Chapter 4 – The research methodology used in this study is deliberated in this chapter. The study also employs qualitative research methods and an instrumental single case study. This chapter also engages data generation instruments and how the researcher adheres to principles of trustworthiness.

Chapter 5 – Data presentation and analysis is provided in this chapter as well as the findings and interpretation of the collected data in response to the research questions of this study.

Chapter 6 – This chapter outlines the findings and conclusions of the study. Recommendations are also indicated based on the conclusions and findings. The limitations of the study are also discussed in this chapter.

1.20   Conclusion

The introductory chapter has highlighted on the proposed title, identified the research problem pertaining to implications of curriculum change on primary school teachers. The significance, aims and objectives, research questions of the study are established to determine teachers' participation and coping mechanisms engaged for the teachers' efficiency. A theoretical framework and identified paradigm are briefly set out too. The research design and methodology are also briefly explained along with the operational concepts and their meanings. Also, the researcher's ethical consideration is considered as part of the study. The next chapter will give the reader a conceptual review of related literature.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The previous chapter provided the roadmap and background of the study. The purpose of this section is to convey to the reader the literature related to psychosocial implications of curriculum change on teachers which is guided by a conceptual or thematic approach. Firstly, this section will briefly explore the Basotho educational background. Following that, related literature based on the themes which comprised factors that influence a need for change will be looked at. Furthermore, the roles of teachers and their participation in curriculum change process, psychological and social effects of curriculum change on teachers, and the coping mechanisms teachers used to survive challenges and demands of implementing the new curriculum will be discussed.

Literature review is defined by Ramdhani, Ramdhani and Ami (2014) as a thematic synthesis of written documents and sources that provide the reader with a summary of theoretical and empirical findings on a particular topic of interest. The process of reviewing related literature thus enables the researcher to have a clear perspective and meaning on the study of interest and provide relevant information on the researched study (Okoli and Chitu, 2015). Another reason to undertake a review of literature is to delimit foreseen and unforeseen problems and to have deeper understanding of the known and unknown on a specific study of interest (Pautosso, 2013).

2.2 Lesotho education snapshot

The underpinning of an integrated curriculum in Lesotho is derived from Basotho philosophy of unity, patriotism, peace, tolerance, democracy, and good governance which is translated *kopano, khotso, mamellano, puso ea sechaba ka sechaba le puso e ntle* in Sesotho (MoET, 2009). This leads to the founding principles of Basotho nation which are justice, peace, aspects of humanity, co-operative efforts to solve social problems, social democracy, social self-sufficiency, and self-confidence. A brief overview of the the Lesotho education system follows in this sub-section.

2.2.1   Integrated curriculum

While Integrated curriculum is a new concept in Lesotho, Fu and Sibert (2016) indicate that it can be traced back to the 1920s and 1930s when America witnessed progressive movement in the education system. Since then, the term 'integration' is used interchangeably with words like interchangeable, transdisciplinary or thematic. John Dewey is pinpointed as one of the advocates of an integrated curriculum especially in primary and elementary schools (Ferguson-Patrick, Reynolds and Macqueen, 2018). The inability of educationists to reach a consensus on which term is most appropriate to use and the lack of a consistent theoretical framework has also prevented clarity on how teachers must integrate curriculum. This confused application of teaching and learning practices and methods and learner assessment by teachers (Fu and Sibert, 2016).

Boyd (2015) defines an integrated curriculum as a curriculum which connects different study areas and cross-cut lines of different subject content with an emphasis to unify different concepts. The introduction of an integrated curriculum in Lesotho is designed to articulate aspects of life and context in which a learner is expected to be functional individual and a member of the society. Beane (2016) illustrates that the integration of the curriculum involves applying knowledge to personal and social questions and concerns. It also provides learners with broad access to knowledge which enables many with academic opportunities to achieve success.

In the past, Lesotho traditional schools used to organize subjects as organized elements to achieve the objectives of the curriculum. The integrated framework uses aspects of learning areas which are classified to identify competencies and applied in various contexts (MoET, 2009). As indicated earlier, this may pose a challenge to teachers hence Ferguson-Patrick *et al.,* (2018) admit that implementation of an integrated curriculum in the classroom can be challenging in an environment where individual learners are being assessed using standard tests.

Since the process of implementing an integrated curriculum is complicated and dynamic, following are different aspects and learning areas which are used in the planning, organization and guidance of the curriculum process in Lesotho; Effective Communication; Awareness of self and others; Environmental adaptation and sustainable development; Health and Healthy living; and Production and work-related competencies. Furthermore, the following are learning areas which juxtapose with curriculum aspects: Creativity and Entrepreneurial; Scientific and Technology; Linguistic and Literacy; Numeracy and

Mathematical; and Personal, Spiritual and Social (MoET, 2009).

Teachers must be allowed an opportunity to adjust, organize, be creative, recombine, be responsive, rearrangement of behaviours and be innovative to implement the new concept of integrated curriculum and assessment policy effectively. Piaget's theory of cognitive development indicates that when a person interacts with the environment their thinking processes must adjust or adapt to the available structures (Woolfolk, 2014). The challenges faced by the Lesotho education system is that this curriculum policy is the first to be designed and developed by local experts, making it difficult for teachers to conceptualize its content.

Different forms and definitions of the integrated curriculum can arouse mixed reactions to its successful implementation by teachers (Magoma, 2016). Due to empirical data and a lack of clarification, interpretation, expectations, and application of teaching methods and utilization of assessment tools. Ferguson-Patrick *et al.,* (2018) admit that successful integration of curriculum arouses mixed messages among its implementors. Furthermore, lack of integrated curriculum provision programmes and lack of linkages between teacher's training colleges and universities where teaching is undertaken are viewed as possible challenges to successful integrated curriculum implementation (Fu and Sibert, 2016).

The Lesotho Integrated Curriculum and Assessment Policy empirically articulates education and training as a fundamental aspects for the development of human resource base that stimulates firm economic growth, use of technology and a well-managed ecosystem (MEoT, 2009). Allowing teachers to adopt the above-mentioned philosophical aspects thus influences teachers and curriculum developers with the necessary skills and knowledge to organize and manage schools. These aspects guide teachers to select valuable content and subject that is relevant to economic and technological demands (Krasnoff, 2016).

2.3 Lesotho's education at a glance

This sub-section presents an overview of education in Lesotho as far back as the nineteenth century during the arrival of missionaries in Lesotho. A short history of Lesotho education, exposition of curriculum change, challenges, successes, and repercussions are part of the discussion in this section. It is worth noting that Lesotho education developments took three dimensions namely: pre-colonial,

colonial and post-colonial phases (Muzvidziwa and Seotsanyane, 2002). The discussion in this section will focus on educational reforms and a need for curriculum change during the colonial and post-colonial retro.

2.3.1   Pre-colonial and colonial era

An account on the pre-colonial phase of Basotho education stipulates that young men and women had to attend initiation schools. Mats'ela (1979) maintains that initiation institutions promoted cognitive, sentimental and pragmatic aptitude, social as well as problem-solving capabilities and moral relations in society. Muzvidziwa and Seotsanyane (2002) state informal education within Basotho communities as a responsibility of local leaders and traditional doctors (*Ngaka tsa moetlo*). This is supported by the 1982 Task Force Report which indicates that Basotho native education was initiated by teachers to be in informal settings to expose initiates to philosophy, moral and cultural values, individual and family responsibilities and duties and clans (Machobane, 2000).

The arrival of Paris Evangelical Missionaries (PEMs) in Lesotho in 1833 is renowned as the historic event that led to the introduction of formal education in the Mountain Kingdom of Lesotho. Tlebere (2006) asserts that missionaries played a pivotal role in providing colonialism and promoting formal education in Lesotho even after the post-independence era. Three sets of Christian missionaries introduced their educational ways of learning. PEMs introduced formal learning institutions where teaching and learning took place in the classroom. The arrival of the Roman Catholic Church (RCC) in 1862 and the English Church Mission (ECM) missionaries in 1875 led to the expansion of formal schools, which led to the standardization of education in Lesotho (Muzvidziwa and Seotsanyana, 2002).

The formal education system was introduced to uphold Christian practices and beliefs in the country. During the colonial-era, churches were responsible for establishing and maintaining schools, and training of teachers. Curriculum design and development was also a solemn responsibility of churches and not the Ministry of Education (Molise, 2016).

Lesotho became a British colony in 1868. This political situation and revolution brought confusion regarding the direction of education the country should take. In the process of deliberating the educational direction, Gill, Smith and Schmitz (1993) concur that Christian missionaries were

challenging Basotho culture, traditions and education practices intending to replace them with Christianity and western cultures, traditions and education practices. The reason why Basotho were fostered to Western education by missionaries was to subject them to the Western cultures, to become interpreters between missionaries and Basotho, read the bible, and work as office administrators and to foster the English language as a medium of learning (Tlebere, 2006). In this regard, Mats'ela (1979) in Molise (2016) reasons that the effects of colonial oppression have led to the modification of Basotho cultures, traditions, beliefs and philosophies to fit in the then required patterns of social survival. Therefore, to achieve the oppressive agenda colonial formal education, curriculum content taught in schools was foreign and made to adapt the local conditions.

2.3.2 Post-colonial era

After Lesotho gained independence from the British in 1966, several attempts were made to reform the education sector. For instance, Mosisili (1981) indicated that eight years of primary school level was reduced to seven years; policy of automatic promotion of learners in primary and secondary schools was introduced; and the post-primary teacher training programme was abolished to improve the level of education among others. In all these cases, these initiatives aimed to achieve educational goals for national development (Raselimo and Mahao, 2015).

To understand and establish the educational needs of Lesotho, a National Dialogue on Education was established as a mechanism to discover people's expectations, beliefs and how the education system should operate. National dialogues were conducted through public gatherings (*lipitso*) as traditional methods of gathering people's opinions and concerns from the grassroots. Radio discussion panels, newspapers and various meetings were some platforms used to discuss Lesotho education reforms (Mosisili, 1981).

Raselimo and Mahao (2015) citing Mosisili (1981) indicated that from October 1977 to March 1978, a series of 51 public gatherings were held across the country to lobby for ideas and contribution of Basotho towards development and design of the new curriculum policy. In 1982, a multi-disciplinary task force from the Ministry of Education, Sports and Culture, composed of Basotho experts and foreign consultants from other African countries was organized as a response to prepare an education policy document which guided the education system of Lesotho (Molise, 2016).

For each curriculum era in Lesotho, there have been typical successes identified to promote the educational mandate as set by the government. On the flip side, there were identified failures which lead to the elimination of such education policies. The Education Sector Development Plan of 1991/1992 to 1995/1996 reasons that many problems with curriculum and instruction originate from the terminal of examinations which undermines the attainment of some educational objectives which are critical to the economic development of the country. The Development Plan also discovered that practical application of concepts and skills, co-operation and teamwork, creativity and moral and social development were undermined.

Primary School Leaving Examination (PSLE) for basic education and Lesotho General Certificate of Secondary Education (LGCSE) for secondary education replaced Cambridge Overseas School Certificate (COSC). These examinations were locally developed. The reason why COSC was replaced is that PSLE and LGCSE are more relevant in recognizing individual learner performance, unlike COSC which focuses on group award method (MoET, 2016). Also, the Ministry of Education was concerned with the use of examinations which are used for measuring the performance of schools and individual learners that was done by COSC (MoET, 2016).

Lesotho's Ministry of Education and Training which is mandated to provide quality education accessible to every Mosotho realized that PSLE and LGCSE still have hiccups to deliver such mandate. Kamwendo (2009) indicates that basic education must cover the first 10 years of learning according to the Southern African Development Community (SADC) Protocol on Education which are Grades one to seven in primary and secondary education which cover Grades 8 to 10. In PSLE and LGCSC performance of schools and learners, assessment is based on examination results only. Also, PSLE and LGCSE have very little orientation on school life that includes self-sufficiency, innovation, and creativity, practical activities, extra-curricular activities, sports and involvement in community developmental programmes (MoET, 2016; Ansell, 2002).

In line with the SADC Protocol on Education and Training, the Ministry of Education and Training introduced revised curriculum and assessment policy which phased out the PSLE qualification (MoET, 2016). In 2009, the Integrated Curriculum and Assessment Policy (ICAP) was published, and the implantation processes commenced in 2010. Raselimo and Mahao (2015) view ICAP as a shift from examination-oriented and undemocratic practices and norms of the education system to a more process-oriented curriculum that integrates learning and teaching assessment. The implementation processes of

ICAP started in 2010, where the National Curriculum Development Centre and Examination Council of Lesotho spearheaded the reform process in partnership with the Education Inspectorate, Teacher training institutions, and other relevant stakeholders. This was a milestone for the education system of Lesotho (MoET, 2009).

The outcry of the relevance of school curriculum objectives and authenticity of public examinations which different stakeholders, including the Ministry of Education and Training undertake that its measured intended capabilities, knowledge, and skills lead to Lesotho curriculum reform (Raselimo and Mahao, 2015). Implementation of the ICAP objectives necessitates a re-structuring of the whole basic education system with a three-streamed system that consists of academic, technical and vocational education. As such, the Ministry of Education and Training must oversee new curriculum policy ensuring accessibility, impartiality, quality and relevance of acquired skills and knowledge (MoET, 2009). Therefore the integrated policy is envisaged to improve teaching and learning approaches that will increase the quality of education for the socio-economic improvement of Lesotho.

2.4   Teachers and change

Although change is a necessary process which people have to encounter sometime in their lifetime, many shy away from it. Sanders (2016) perceives change as the most avoided process in human existence. Many a time change brings about different perceptions that leave others in psychological turmoil. Different institutions that include academic, companies, governments and profit and non-profit making organizations all need change or restructuring sometime in their existence. For educational institutions curriculum or instructional, change is a difficult process but a necessary one (Yeung, Lam, Leung and Lo, 2012). Difficulty in implementing curriculum changes is posed by resistance to formalizing educational improvements and teachers tend to value their autonomy, their concern about increasing workload at a minimum time (Jorgenson, 2006).

2.5   A need for curriculum change

Rapid and fundamental curriculum changes are being experienced in different education systems across the globe in recent years. As a law of nature and a continuous process, change may bring improvement. Change and innovation in schools are to be initiated by different stakeholders. Yeun (2014) postulates that change in schools is driven by demands of school management, government policy initiatives and teachers efforts to respond to changing learners needs. However, Bascia, Carr-Harris, Fine-Meyer and Zurzolo (2014) concur that curriculum change is driven by a need to solve perceived social problems to

advance nation-building, social solidarity and economic development and philosophical response to the role of schools and curriculum in the education system. Voogt and Pelgrum (2005) concede that Twenty first century reforms in curriculum policies are influenced by global economic changes, the rapid growth of Information and Communication Technology (ICT) and diversity of societies in local, national and at international level. Although not all changes lead to improvement, all improvements require change, change is both progressive and educational, and change can be either good or bad depending on who observes it (Plank and Eneroth, 2014). Bammer (2015) elucidates that change is a process, not an event. Fullan (2009) indicates that initiating change requires energy, ideas, commitment, time, resources and ownership to drive it.

Irez and Han (2011) point out that change in education is a difficult process which requires significant alterations in national structures, communications, resource allocation and utilization, norms and practices and attitudes. However, when we encounter change, it is expected that we are moving from what we know and have done to a period of transition to arrive at an anticipated way of doing things and behaving (Fullan, 2009). Nonetheless, the researcher will briefly discuss how globalization, technological advancement, and social order are some determinants that influence a need for curriculum change.

Mbarushimana and Allida (2017) indicate that the implementation of curriculum change is done in fragments and haphazardly without a clear strategy and understanding. Irez and Han (2011) comment that change in education must be implemented in fragments to allow the use of different approaches which will enhance it. To avoid curriculum change haphazard dilemmas, Gruba, Moffat, Sondergaard and Zobel (2004) affirm that there must be mutual trust amongst stakeholders, also leadership must be committed to consistency, a non-threatening and incremental pace of processing change must be observed and academic staff must be groomed professionally and given incentives.

2.6 Determinants of curriculum change

2.6.1 Globalization

In recent years, globalization has become a global sensation. Globalization is given different descriptions by different authors. Yeung, *et al.,* (2012) describes globalization as an on-going process by which regional economies, societies, and cultures integrate through worldwide networks of exchange. It is also described as a consequence of an increasingly integrated global economy and the explosion of worldwide telecommunications (Cheng, 2004). Through free trade, capital mobility, easy, and

uncontrolled migration, the world seems to have become integrated into one borderless global economy. As a result, globalization has caused nations, businesses and trade to cross borders, which in the synthesis of technology and ideology, brought about international growth, social links and the advancement of Information Communication Technology (Voogt and Pelgrum, 2005).

Yeung, *et al.* (2012) point out that globalization has powerfully shaped the world's economic, political, ethno cultural and education innovation. The impact and influence of globalization on education have brought forth some unintended and unexpected consequences. Globalization has stimulated conditions for fierce competition no less in the education industry as in other walks of life (Mahao, 2003). Substantial change to the curriculum and teaching approach in schools is necessary. Teachers hold a common understanding that curriculum and pedagogy have to be re-defined and updated to suit the needs of learners in the global and digital era. To re-define the curriculum to respond to globalization, OECD (2005) concedes that curriculum change is initiated to respond to demands and issues of the 21st century.

2.6.2   Technological advancement

Oliver (2002) grants that technological demands of the 21st century forces educational authorities and stakeholders to make educational changes. Voogt and Pelgrum (2005) concur that in the dawn of the 20th century, different societies across the globe are moving from industrial practices to an information society where individuals are to manage huge amounts of data that can be divulged and processed with the assistance of Information and Communication Technology (ICT). On the other hand, Bammer (2015) states that the advancement of technology is controlling people instead of people controlling it. Therefore education leaders must develop educational programmes that respond to technological needs and advancements in our societies because information technology has made delivery of education easier and cheaper (Mahao, 2003).

As many countries around the world are drastically moving towards changes in their curricular, the European Commission, for example, recommended its member states of the European Union to acquire the so-called key skills which include digital knowledge and skills. These are referred to as life-long learning competencies which cover all purposeful learning activities in the person's life. Voogt and Pelgrum (2005) indicate that life-long learning anticipates a person to cope with fast-growing globalization and technological changes.

The role of teachers in formal and informal schools is to equip and create opportunities for individuals to develop life-long learning competencies. This is done in search of struck pedagogical balance in learning institutions. Moreover, Voogt and Pelgrum (2005) observe that governments must play a greater role in promoting educational change and provide more space and resources room to review what is adopted. This implies that ICT innovations should be exploited more deeply to develop and design curriculum which matches modern technology.

It is a general assumption that ICT has a high potential for improving education. Also, it has been observed that there is tremendous growth in the use of technology in schools and societies. Yeun (2014) comments that many countries of the world developed and designed education policies on the use of ICT in their education systems to develop students' capacities for self-learning, problem-solving, communication, information seeking and analysis and also for critical thinking. However, Fastier (2016) asserts that education is central to a knowledgeable society because more people will create and acquire skills and knowledge from new knowledge. The use of ICT in curriculum design is undertaken as a crucial approach to reform education, especially in the era of technology use and educational change (Yeun, 2014). This will help students and teachers to deal with complex issues and problems which require different skills and techniques. As a complex process of implementing ICT, Voogt and Pelgrum (2005) note that the implementation of ICT can implement and facilitate the relevant education in a given context.

2.6.3 Social orientation

As the world is fast transforming, education restructuring is also unavoidable and necessary. Cheng (2004) illustrates that teachers and their principals are facing new social challenges and uncertainties in schools. Therefore, they are required to expand their teaching responsibilities towards management, curriculum designing, and planning, as well as mentoring and collaborating with parents. The teacher's role in educational reforms is critical and key. Teachers have many responsibilities and roles, in curriculum development, organization and implementation (Alsubaie, 2016). This implies that a teacher is a key actor to implement educational reforms and instructions in our schools.

As another aspect behind education reforms, Kasuga (2019) concedes that sociatal orientation is regarded to enhance democratic equality where children are equipped with knowledge and skills to be competent citizens. While MoET (2009) undertakes that education should allow children to uphold schools as a place that involves communities to develop and advance. From the social point of view, education can maintain consistency in the society by transmitting commonality and provide channels that enhance social mobility which contributes to stability in the society (Che, 2001). However,

curriculum change in Lesotho aims to promote peace, political stability and prosperity, better social relations, individual and national unity, good personal health and healthy environment (MoET, 2009). Therefore, education is viewed as a tool for social control (Che, 2001).

2.7   Teachers participation in the process of curriculum change

As a dynamic and complicated process, teachers' responsibility and participation in the process of curriculum change are crucial and sensitive. Alsubaie (2016) admits that curriculum reform and development can be challenging, it is therefore vital to involve all stakeholders, especially individuals who are directly involved in student instruction. However, Bascia *et al.,* (2014) indicate that participants involved in curriculum development include among others, teachers, parents, educationists, principals, students and curriculum specialists. For the benefit of this study, the researcher intends to immensely discuss the role of a teacher in the process of curriculum change and implementation.

A teacher is regarded as a central figure in the process of designing, developing and implementing educational changes. Bishop (1989) in Endershaw (2003) indicates that teachers' involvement in the educational reforms and innovation is crucial and they should be involved in decision making about patterns and methods of change, the extent of change, priorities, the timing of change, channels of media and relationship with other stakeholders. Teachers play the respective role for each step of the curriculum process (Jadhav and Patankar, 2013). As curriculum participants, educators have to determine what types of curricular will benefit students, how to select curricular, who will benefit from it and how to deliver such benefits.

It is difficult to conceptualize teacher participation in curriculum development. Schleicher (2018) indicates that the nature and scope of teacher involvement are often determined by how teachers conceptualize curriculum development and its reform. Alsubaie (2016) asserts that teachers' participation in policy-making helps the process of curriculum change and innovation to be effectively and efficiently implemented. The knowledge possessed by teachers will allow them to add their knowledge, skills, and experience to enrich the education policy. According to Ramparsad (2001) teachers are regarded to play a significant role in the implementation phase. To allow effective participation, teachers must be represented by teacher's organizations or area learning groups. To guarantee effective participation and curriculum implementation, teachers must be trained on policy formulation (Ramparsad, 2001).

Teachers' responsibilities do not only resonate between classrooms and the larger community, but they also have critical connections with the extended profession and principal as role players, sole implementers, researchers, trainers and curriculum workers (Silver, Smith and Taremi, 2015). However, Jadvah and Patankar (2013) grant that teachers know the needs of all stakeholders, including learners' psychological well-being. Also, teachers must possess some qualities, such as planning, designing, managing and administrating, evaluating, researching and decision making.

Carl (2005) asserts that the voices of the teachers are to a large extent being ignored or go unheard. As the sole implementers of curriculum changes, literature exposed that many teachers received little or no training or orientation to implement changes and innovations effectively and efficiently (Jadvah and Patankar, 2013). This shows that teachers are regarded merely as "recipients" of the curriculum, but teachers must be companions in the curriculum change process. Their voices should be regarded before the actual implementation; be allowed to make inputs from the initial stages of curriculum development process (Carl, 2005).

The central role played by teachers in interpreting and successfully implementing educational changes is of great importance, but the degree to which teachers' are entrusted to participate in the change process varies across education systems (Harris and Graham, 2019). In countries like Finland, Erss (2018) indicates that teachers' professional judgments are trusted and teachers are given an opportunity in participating and enacting change. However, Mutch (2012) disputes that in other contexts; policymakers distrust teachers and see them as obstacles in reforming education systems. Despite who should trust who, Lambert and Biddulph (2015) argue that teachers do not just deliver a pre-packaged curriculum, instead, they are the ones who give life and meaning to the curriculum. This implies that teachers should have a sense of ownership when dealing with curriculum changes and implementation.

2.8   Responsibilities of a teacher

Despite geographical design and terrain, cultural and religious diversity, Lesotho shares and embraces many challenges and issues which are fundamental to improving the quality and relevance of education which is a means to human resource development. Mbarushimana and Allida (2017) argue that the success of education in a developing country is considered as a key indicator of country development and advancement. To achieve this, teachers must be equipped with 21st century skills and knowledge

which will allow them to integrate in the classroom and enable learners to meet emerging social issues of the 21st century (Mbarushimana and Allida, 2017).

Teachers are considered central agents in the process of curriculum change and development as they always experience and experiment innovations with their learners. Carl (2005) affirms that teachers are role players in the process of curriculum change. Their interaction with learners daily and knowledge of the syllabi allows them to better understand the needs and challenges in the classroom. Ngussa, Mbarushimana, Waiswa, Kuboja, Njoroge, Laiser and Makewa (2015) regard teachers as playing a critical role in curriculum change and policymaking, and not just as mere implementers. Also, teachers are considered as experts on how the curriculum works in the classroom and the vital role they play as evaluators of the curriculum (Mbarushimana and Allida, 2017).

It is the primary responsibility of governments to initiate an education policy. However, Endeshaw (2003) concedes that governments are obliged to produce quality materials, to fund, to decide on relevant strategies which can bring education to respond to socio-economic demands, ensure democratic values and processes, as well as respect for human rights, gender equity, social justice, and health issues. In pursuing the educational aspirations in Lesotho, the MoET (2009) curriculum framework of Lesotho undertakes to tackle emerging issues such as HIV/AIDS, gender equity, human rights, and democracy. To address these issues, teachers' involvement is vital to participate in designing and developing curriculum frameworks.

The degree of teacher's involvement in the process of curriculum change has changed over the years. Mbarushimana and Allida (2017) observe that teachers have become more actively engaged in the process. In spite of the trump-case clamour for teachers' involvement in the curriculum change and implementation process, Carl (2005) implies that teachers are regarded as mere recipients of the curriculum that is developed by specialists somewhere and their voices is to a large extent, ignored or unheard. However, Mbarushimana and Allida (2017) view teachers as central agents in the change and development of curriculum as they always experiment with students to develop curriculum and they are advocates on how the curriculum works in the classroom.

2.9   Psycho-social implications of curriculum change

In the face of every change, a key question is how we react and respond to the change and how we can develop within ourselves and to adapt, and behave differently. Lee and Yin (2010) indicate that teachers' responses to curriculum change are represented in different ways; this is due to how it is contextualized and the distinctiveness of individual teachers. Plank and Eneroth (2014) indicate that the scope of change and willingness or resistance to change is defined by the individual members of the institutions. With this note, the researcher intends to share teachers' reactions, perceptions, attitudes, and motivations from different pieces of literature concerning curriculum change in this section. To address the above psychosocial reactions, this section is structured into psychological and social implications of curriculum change on teachers with the following sub-sections: teacher's attitudes, emotions, motivations, and social relationships.

2.9.1   Psychosocial state of teachers

As teachers are the implementers of curriculum policy and its content, they have direct contact with learners, therefore their psychological state can affect their performance when executing their teaching mandate and how they relate with learners and colleagues (Beacco, Byram, Cavalli, Coste, Cuenat, Goullier, and Panthier, 2015). The OECD report (2005) indicates that it is evident a good teacher has a momentous influence in improving the chances of success on their students, hence their psychosocial state is key in all aspects. Gilman, Huebner and Furlong (2009) purport that teachers' motivation is a psychological aspect which determines their level of energy and other commitments.

Psychosocial factors like teachers' attitude, behaviour, and conduct, self-efficacy, student-teacher relations are multi-dimensional concepts which influence both the student and teacher's academic performance (Kolo, Jaafar and Ahmad, 2017).

2.9.2   Understanding teachers' emotions

Emotions are notoriously regarded as a difficult concept to define across different disciplines. Fried, Mansfield and Dobozy (2015) indicate that different terminologies are used depending on the theoretical perspective. However, Yoo and Carter (2017) consider an emotion as multi-componential which comprises of elements such as appraisal, subjective experience, physiological change, emotional expression and action tendencies. Also, Fried *et al.,* (2015) state that in the 1970s the Vygotsky theory presented an integrated perspective on emotions, stating they are part of the socio-cognitive process of development, which is linked with thoughts and actions and shaped by the institutional, cultural and

historical context in which one lives. In order to understand the emotional perspective of an individual, the following wheel of emotions is presented to show eight forms of emotions which are wired within the individual's brain and how each causes the body to react in a particular way.

Figure 2.1: Chart of human emotions as adopted from google scholer (2016)

Policymakers, curriculum developers and education leaders regard teachers as central figures in the process of educational change (Zembylus, 2010). Therefore, their emotions are regarded as important as the educational change and policy. The Latin origin of emotion is *émovere*, which means *to move out* or *to stir up*. Emotions are a mental state which is accompanied by intense feeling and bodily changes of an extensive character. In merging the issue of emotions and curriculum change, Hargreaves (2005)

indicates that authorities who are responsible for educational changes and reforms process often ignore and underestimate the fundamental aspect of emotions of teachers. Emotions are at the heart of teaching.

More often, emotions arise through real or anticipated interactions between people in a given context (Eloff and Ebersohn, 2004). This implies that our emotions prepare us for taking necessary actions arising from interactions with the environment. Saunders (2012) argues that emotions infuse different practices and penetrate change in organizations, including organizational change. In the educational context, Hargreaves (2005) maintains that emotions lie in the heart of teaching. The relationship between teacher's emotions and educational change is seen by Lee and Yin (2010) as a reciprocal initiative and both change and emotions always go side by side and implicate each other. Leithwood and Mascall (2008) argued that teacher emotions have a powerful impact on teaching and learning. Moreover, Hargreaves (2005) adds that the idea of teachers' emotional lives play a major role through the education change process, and teachers' emotions might provide a way of understanding how teachers make sense of the change process.

Hargreaves (2005) asserts that teachers' emotions are intertwined to many diverse aspects of their teaching work. While Kelchtermans (2005) indicates that during the change process, teachers experience intense emotions in their work of teaching. They often feel passionate about pupils, about their colleagues, about school structures and resources, about their teaching profession, about their interaction with school inspectors and parents and effects of curriculum policy on learners and themselves. It's in this regard that Kelchtermans (2005) affirms that emotional reactions of individual teachers to their work are closely connected to the view that they have on themselves and others.

In developed and developing countries like America, England, Belgium, China, Cuba, Israel, Canada and South Africa where educational change happened on large scales, researchers have found that there is an inter-relationship between educational change and teachers emotions (Zembylas, 2010). Therefore, teachers play a vital role in the manner in which they interpret and implement such changes. For instance, at the dawn of a new democratic dispensation in South Africa, policymakers needed to develop a new curriculum for their education. As the new education policy was rolled out, more changes were introduced as they required improved teacher skills and knowledge (Department of Education, 2009).

Hargreaves (2010) illustrates that initiatives and efforts about curriculum change do not only affect teachers' knowledge and problem-solving skills but they also affect their emotions. However, Lee and Yin (2010) maintain that different studies conducted on educational change have significantly underestimated the concerns that emanate in the change process by ignoring teachers emotional experiences. For instance, in South Africa, many researchers on curriculum change ignored or seldom write about or acknowledge the experiences of teacher's emotions towards curriculum changes (Nundkoomar, 2016). Hence Lee and Yin (2010) imply that many educators and researchers underestimated the complexity of educational change; they only focused on the external, rationale and technical aspects of the change process and they ignored the teacher's emotional experiences towards change. However, Kelchtermans (2005) in Schieb and Karabenick (2011) affirms that education reforms may engender emotions that cause teacher resistance or support for changes in the teacher's classroom practices.

Assessment is an integral part of educational instruction, as it determines whether or not the goals of education are being met. Hence the researcher found it necessary to briefly review what literature says about how teachers' emotions interact with student assessment. Assessment is a critical aspect of the Integrated Curriculum, as it allows teachers to make judgments about each learner's performance and strategically improves the learning process and achievement of the curriculum (MoET, 2009). The change of curriculum brings about different challenges and a great deal of workload on subject teachers, where they have to adopt new materials, prepares unacquainted teaching and learning contents and lessons, organize learning activities with methods and assess learners using different approaches (Yin and Lee, 2006). Lesotho's Integrated and Assessment Policy observes the attainment of educational and curriculum aims of educational programmes and assessment. MoET (2009) asserts that formative diagnostic and continuous assessment, monitoring of educational progress and summative assessments are recognized as relevant assessment procedures to fulfil teaching and learning objectives.

Teacher's interaction with students is viewed by Hagenauer and Volet (2014) as a challenging and emotional experience when issuing assessment feedback, which includes negative, stress-related emotions such as annoyance, anger or anxiety. Postareff and Lindblom-Ylanne (2011) indicate that teachers experience various emotional outcomes, either negative or positive emotional experiences. However, Hagenauer and Volet (2014) concede that all these emotional experiences have an impact on the teacher's well-being, teaching satisfaction, burn-out risk and retention in the teaching profession. There is a consensus that the teacher's work involves intense efforts from them to regulate their internal and expressive components of emotions which display rules prevalent in teaching contexts (Frenzel, Pekrun, Goetz, Daniels, Durksen, Becker-Kurz and Klassen, 2016).

Postareff and Lindblom-Ylanne (2011) acknowledge that the emotional role within and surrounding learner assessment from both student's and teacher's perspectives can help revamp and strengthen their assessment approach, understand their positive and negative emotions and how they can be empowered for educational change. On the other side, Fried *et al.,* (2015) analysed that during teaching and assessment process, teachers experience negative emotions more often than positive ones. Assessment of their learner's work leads teachers to feelings of failure, inadequacy, and anger. If curriculum reformers, designers and developers ignore the emotional side of educational change, Lee and Yin (2010) conclude that they are not only missing the chance of improving teachers' voices and feelings but they also allow teachers' emotions to enter the change process by the back door.

2.9.3 Teachers, why such an attitude!

Educational change was considred by many countries across the globe to respond to their contemporary issues. Vrabcova (2015) concedes that educational changes are one of the key phenomena in the contemporary educational systems with key instruments and dimensions which include teaching material, teaching methods, teaching conceptions, theories, opinions, and attitudes. From the above-mentioned dimensions, the researcher intends to base this discussion on teachers' attitudes towards educational change in this sub-section. Fullan (2009) concedes that attitude is generally an opinion which represents a person's overall inclination towards an object, idea, or institution. Eloff and Ebersohn (2004) state that attitude is an acquired state which is attained through experience in a persons' life and is a state of thoughts which depends on the condition of the event or situation. Attitudes can be positive, negative or neutral; attitudes can be dormant; attitudes are more generalized and may not function at all. Contemporary psychologists illustrate that attitudes are not innate or inborn. Wagh, Indoshi and Agak (2009) concede that attitudes are learned and organized through experiences.

"It is our attitude at the beginning of a difficult task which, more than anything else, will affect its successful outcome."

— William James

Avidor-Ungar and Eshet-Alkakay (2011) hold that teachers' readiness to become active partners and their attitude towards change is considered a critical issue. Teachers' attitude is linked to teaching strategies used to cope with challenges that they experience in their work, and they also mould the student's learning environment and motivate their achievement (OECD, 2005). Teachers are regarded as instruments through which the curriculum is to be transacted and fulfilled; hence Areekkuzhiyil (2014)

concedes that their attitude and perceptions towards curriculum change and its implementation are significant. Success of implementing curriculum changes depends wholeheartedly on co-operation and support of teachers who implement such changes at the grassroots level. It is in this regard that Donald, Lazarus and Lolwana (2014) commented that the process of educational change requires all stakeholders to examine and modify their values, attitudes, and practices.

Curriculum changes and adjustments need some sort of attitudinal change and wholeheartedness co-operation and support of teachers. Iskandar (2015) indicates that if teachers' attitudes are incompatible with educational innovation, it is likely that they will be resistant to such innovation. This will result in resistance to educational changes. Vrabcova (2015) asserts that phenomenon of resistance to change is, to a certain extent, a natural part of every educational change process and it needs to be taken into consideration. Furthermore, Vrabcova (2015) considers the tendency to adopt or refuse a change to be an integral part of human nature. Teachers' adaptation to innovation makes the work of curriculum designers and developers easy. However, educational change implementation or diffusion is necessary not only to designers but for all stakeholders to adopt change. This shows how significant the teacher's attitude is with regards to the curriculum change and implementation process and that they are not just passive recipients of innovation (Areekkudziyil, 2014).

2.9.4 Conceptualizing teachers' motivation

Han and Yin (2016) illustrate that research on teacher motivation has developed and expanded since the late 1990s. Within the educational psychology perspective, Han and Yin (2016) view motivation as the energy or drive that moves people to do something by nature. Green (2009) outlines motivation as a set of energetic forces that originates both within and outside the individual being to initiate a related behaviour and to determine its form, direction, strength, and duration. Teacher motivation is viewed by Simic, Puric and Stancic (2018) as an important determinant of the teachers' success, the success of their students and their school in general. For the benefit of this study, the researcher intends to establish teachers' motivation as another component in the curriculum change and implementation process.

It is observed that curriculum change does not happen in isolation; it impacts on teachers' motivation, students and the whole education system. Teacher motivation involves both the desire to teach and one's interpersonal approach towards students. Njiru (2014) asserts that teachers' motivations revolve around the extent of psychological needs satisfaction experienced during their teaching process, and manifest itself in terms of teacher enthusiasm and job satisfaction.

Teachers' motivation is another major component in curriculum change in the implementation phase (Makewa and Ngussa, 2015). Davidson (2007) states that during the change and implementation phase, teachers' motivation is thwarted by many factors which include scarcity of finances, institutional capacities, rapid expansion in enrolment rates, poor school structures and classroom as well as inadequate teaching and learning resources. In countries where teachers' motivation is being neglected and their demands are not being met, strikes, and poor performance are common (Bennell and Akyeampong, 2007). Therefore, the researcher purports that nurtured and motivated teachers are likely to successfully implement educational reforms.

As teachers are the greatest asset in the education sector, Kingful and Nusenu (2015) indicate that the link between their motivation and management is crucial in successfully implementing educational policies. To successfully and effectively implement long and short term educational changes, Kagema (2018) asserts that teachers need to play a cardinal role in transmitting such educational changes. And if teachers are not motivated and committed, the country may not be able to achieve objectives of educational changes. In many Sub-Saharan African countries, teachers are being asked to radically change their teaching practices as many of them are increasingly demotivated (Bennell and Akyeampong, 2007). Moreover, Kagema (2018) points out that teacher motivation is viewed as an important aspect in countries where teacher retention and quality are prominent concerns.

To critically unpack how motivation affects individual teachers in their respective contexts, the interest of motivation in schools is fueled by the cognitive perspective and emphasis on discovering the best in teachers. Kingful and Nusenu (2015) illustrate that teacher motivation has benefits for learners and educators to enhance their cognitive competence and performance, and serves as an energy booster to put extra effort in their work. This will be done by examining how intrinsic and extrinsic motivation affects individual teachers. Common academic knowledge affirms that intrinsic motivation stems from the word "internal" which implies that motivation emanates from within or from the activity itself and positively affect individual behaviour. While extrinsic motivation stems from external or outside forces including rewards and punishments.

2.9.4.1 Intrinsic motivation

Intrinsic motivation is viewed by Kingful and Nusenu (2015) as a self-generated factor that influences a person to behave in a particular manner or move to a certain direction. Intrinsic motivation involves the internal motivation to do something for its own sake Legault (2016). In this regard, a teacher is motivated by what they believe is going to happen, not by what the school principal promises will

happen. Green (2009) illustrates that school management can motivate teachers by setting in motion the conditions that are required for motivation which are confidence, trust, satisfaction, and creating a condusive environment that reinforces such conditions. Intrinsic motivation is seen as non-instrumental in nature, whereby one's actions are motivated by another's actions upon the out comes which are separable from the behaviour itself (Legault, 2016).

Han and Yin (2016) indicate that intrinsic motivation is closely related to the choice of teaching. Professional factors like professional development, professional relations and ties, working environment and intrinsic values like self-evaluation and intellectual stimulation are intrinsic motivating factors. Hence, Jang (2017) affirms that teachers' learning goal orientation is a strong predictor of intrinsic motivation for the teaching profession. As the source of motivation originates from within, Oudeyer and Kaplan (2007) purports that intrinsic motivation is the idea that people voluntarily take part in activities they naturally find interesting, new and challenging.

Teachers' work motivation and job satisfaction are moderating factors of the teaching process, as well as teaching social interaction and students' achievement. Bjekic, Vucetic and Zlatic (2014) determine that the teacher's strong positive attitude about education reforms is a result of positive motivation and job satisfaction. Vero (2017) implies that individuals who are motivated intrinsically tend to develop high rewards for their learning without using external rewards or reinforcement. Teacher job satisfaction and motivation are based on the freedom to try new ideas, the achievement of appropriate responsibility levels and intrinsic work elements (Bishay, 1996). Furthermore, it is clarified that true job satisfaction is derived from the gratification of high order needs, social relations, self-esteem, and self-actualization rather than lower order needs. Also, teacher intrinsic motivation can be enriched by allowing teachers to choose teaching materials, programmes, and teaching methods and also to determine classroom organizations and disciplines.

2.9.4.2   Extrinsic motivation

For individuals who are extrinsically motivated, they rely solely on rewards and desirable results for their motivation (Bennell and Akyeampong, 2007). Extrinsic motivation is viewed by Legault (2016) as a broad class of motivations which stems from being autonomous. Extrinsic motivation in contrast to intrinsic motivation requires an instrumentality between the activity and some separable consequences such as tangible or verbal rewards. In a quest to implement educational changes, teachers can be extrinsically motivated or demotivated. Change of curriculum entails a change of teaching materials and

teaching approaches. Teachers' work satisfaction is regarded by Makewa and Ngusa (2015) as a critical aspect which must be considered in promoting teachers' motivation.

Individual teachers' competence and attitudes towards change itself and towards specific innovation are regarded as important factors that contribute to the quality of innovative changes in the education system (Makewa and Ngussa, 2015). Teachers' lack of variety and participation in their careers, limited incentives, improvement in their practice and professional development, limited linkages in their performance and compensation are granted by Kingful and Nusenu (2015) as some demotivating factors. Ineffectiveness and competently appreciating and embracing curriculum changes, extrinsic motivators are sometimes thought to help promote action for behaviour that is intrinsically interesting. The behaviour is not performed for its own sake, but to receive a reward or to avoid some punishment once the behaviour has ended (Legault, 2016). In this case, extrinsic motivation is thought to reflect a lack of self-determination among individuals. However, Kingful and Nusenu (2015) conclude that there is no guarantee that the conduct which the individual believes, will lead right to the goal that promotes such behaviour. Extrinsically motivated behaviour arises from incentive motivation and consequences that are contingent on the observed behaviour.

2.10   Social issues in curriculum implementation

The implementation of curriculum change does not only affect teachers' psychological well-being but also their social lives and their relationships with people in their circle. In the school context, teacher-learner relations, teacher-principal, and teacher-teacher relations cannot be underestimated. Wits School of Governance and Bridge (2016) exhibits teachers as linking together students, other teachers, school administrators, parents and guardians, and communities. The relationship that teachers develop with their students is significant in the successful implementation of curriculum (Gablinske, 2014).

Teacher-learner relationship is re-defined with the advent of cognitive psychology in adopting principles of constructionism. In this regard, Wiselet and Vinila (2019) view teachers as facilitators who guide and enrich students' learning activities and students as co-contributors to the learning process. Good relationship promotes open communication among school administrators, teaching and non-teaching staff, students, families, and communities. Therefore, teachers are regarded as front-line staff or primary change agents in the lives of their students (Snyder, 2017).

Teachers' relationship is defined by Leithwood and Mascall (2008) as the connection with other individuals based on warmth, empathy, respect, positive regard and interest. The relationships that teachers develop with their students play a critical role in enhancing the learners' academic achievement. Focusing on the psychosocial effects of educational changes, it is empirical to create types of environments where teachers can foster collaboration, growth and effective collaborative teams and high level of trust in schools (Martin and Bradbeer, 2016).

The relationships that prevail between teachers and the school management, formal or informal, have potential consequences for the development of beliefs, goals, practices and decisions relating to their career (Horg, 2009). Martin and Bradbeer (2016) concur with Johnson and Birkeland (2003) that the teacher-school and administration relationship can also play a significant role in influencing teachers' attitudes towards educational innovations and behaviours regarding their work, through direct interaction or through influencing organizational climate. Hoy and Miskel (2008) assert that in the school context, the aspect of school climate reflects the degree of respect between teachers and the school management, their autonomy, decision making, and the degree of bureaucratic restrictions. In conclusion, teachers are influenced by the good relationship they have across the school to implement curriculum changes and enable innovation to take its course.

2.11 Psychosocial coping mechanisms

The various reforms that education systems across the globe are experiencing are bound to have a profound impact on teachers' professional work. Several large or small scale reforms that occur in modern day's through-out the world necessitate for well-trained teachers; with their roles and functions are becoming more challenging and demanding as they have to respond more effectively to radically changing nature of learners in the 21st century (Lingman, Lingham and Sharma, 2017). The fact is that the success or failure of these education reforms depends on whether teachers possess suitable coping mechanisms such as skills and knowledge to make a significant part of the reform processes. On this note, this section intends to establish stressors imposed by the curriculum change and implementation process, and how teachers survive demands and expectations of curriculum change.

Kepalaite (2013) notes that literature has identified and revealed some main sources of teachers' psychosocial stressors based on educational reforms. They include heavy workload, problems in co-operation with colleagues, poor administration and management, multiple roles, constantly changing

requirements, lack of support, lack of autonomy, pupils' problematic behaviour, bad working conditions and lack of time and learner assessment, time pressure and workload, being evaluated by others and coping with change (Kyriacou, 2001).

Austin, Shah and Muncer (2005) purport that emotional distress like anxiety; depression, psychosomatic complaints and burnout which include exhaustion, tendency to depersonalize others, and lowered self-esteem are some teachers' psychological stressors. However, the research report by Harnover (2015) revealed that some teachers experience a great deal of stress as a result of their work. Such stress includes negative, unpleasant emotions like tension, anger or depression.

Being a teacher is one of the best but also stressful jobs available. Clipa (2017) indicates that teaching under stress can be more profound than other related jobs and it makes teaching, the job with the highest occupational stress. Policymakers, education practitioners, and scholars understand why policies succeed or fail to achieve desired results. Mutereko and Chitakunye (2014) argue that the majority of teachers often operate under duress from a severe lack of recourse, with increasing demands for their teaching services and poor clarity of organizational goals. Lingam, *et al.,* (2017) claim that the success or failure of educational changes depends primarily on whether teachers are sufficiently conversant with changes and whether they possess a suitable coping mechanism to allow them a significant part of the reform process.

Coping is thought of by Salkovsky, Romi and Lewis (2015) as having cognitive, affective and behavioural responses used by individuals to deal with problems encountered in everyday life. Salkovsky, *et al.,* (2015) describes coping as the ongoing cognitive and behavioural efforts to manage specific external or internal demands that exceed the resources of the person and they include acceptance, tolerance, and avoiding stressors. Coping mechanisms are described as "survival skills" that people use to deal with stress, pain or changes that they experience in life (Smith, 2012). Coping mechanisms are learned behavioural patterns from other people to manage stress and external pressures. There are negative and positive coping mechanisms many people use to their benefit in a positive way (Feltoe, Beamish and Davies, 2016).

Teachers coping mechanisms in policy implementation remains a critical refrain in policy implementation (Tummers and Bekkers, 2014). Smith (2012) points out that teacher' coping

mechanisms include distancing oneself from stressful situations; adopting problem-solving tactics and help-seeking skills, accepting failure and dependence on a social support network. Mutereko and Chitakunye (2014) illustrate that there are diverse coping mechanisms adopted by teachers in the process of implementing educational policies. The duo classified coping mechanisms into four types; personal coping mechanisms, professional coping mechanisms, social coping mechanisms, and institutional coping mechanisms.

Personal coping mechanisms are described by Murray-Harvey, Slee, Lawson, Silins, Banfield, and Russell (2000) as attempts by teachers to focus on the positive side of their challenges, and how they embrace and appreciate the conditions of their work. They include knowing the nature of their work and understanding their role and capacity to set realistic and attainable goals (Mutereko and Chitakunye, 2014). Some teachers develop positive attitudinal coping responses regardless of what is prevailing in their work situation. Other teachers distance themselves from stressful situations where possible or adopted confrontation is possible (Lipsky, 2010).

Teachers' professional coping mechanisms involves how teachers cope with their working conditions and stress by being well-organized, in terms of lesson preparation and planning, mastering pedagogy and content knowledge in learning areas (Yeun, 2012). Sharplin, O'Neill and Chapman (2011) illustrate that teachers cope with their stress and work conditions by developing professional skills, attitude and professional socialization of teachers like schemes and peer groups.

Mutereko and Chitakunye (2014) suggest that with social coping mechanisms, teachers normally talk with their family members and friends and reflect and discuss their situation as another strategic way of coping. This is another way in which teachers deal with positive or negative emotions. The institutional coping mechanisms focus on the importance of talking to colleagues, head of the department, school principals, school inspectors, and other formal structures within the school about specific challenges and experiences as a common coping mechanism among teachers (Brackenreed, 2011). This strategy allows teachers to share and discuss common experiences and solutions in their classrooms.

Change in educational policies brings about foreseen and unforeseen stressful experiences for teachers and other stakeholders. However, a stressful experience of a particular teacher is unique to that individual and depends on the complexity of interaction between their personality, values, beliefs, skills,

and circumstances (Harnova Research Report, 2015). But there are various coping mechanisms that teachers can utilize to survive the challenges and demands of curriculum change. If teachers are aware of the negative mechanisms they use, (which does more harm than good) it is therefore empirical to explore more positive ways of managing change in their schools.

2.12   Conclusion

This chapter has reviewed literature related to this study by glancing at Lesotho's education system, exploring factors which influence curriculum change, teachers' role in the curriculum change process and establishing psychological and social implications of curriculum change on teachers as curriculum implementers. Furthermore, related literature reviewed some coping strategies that teachers can apply to survive demands and challenges brought by curriculum change. The next chapter will present a discussion on the theory of Appreciative Inquiry (AI) which guides this research study. The role of AI in this study is to emphasize how teachers can embrace, accept and appreciate educational change instead of nagging about its pitfalls, problems, and challenges.

CHAPTER THREE

THEORETICAL FRAMEWORK

3.1 Introduction

The previous chapter focused on related literature to curriculum change and its psychosocial implications on school teachers. This part of the study presents the theoretical framework, its relevance, application and how it guides this study. The theoretical framework guides a researcher to conduct and analyze the study. It also gives the reader a direction and sense of an approach to use in studying a phenomenon.

Rockinson-Szapkiw (2010) suggests that the purpose of the theoretical framework is to show the relationship between the selected framework with the research study of interest and its contribution to the intellectual field of interest. Utilization of the theoretical framework also justifies the research problem and informs both the research questions and methodology. Creswell and Creswell (2018) point out that a theoretical framework informs one on how data are collected and analyzed, guides the investigator on important issues to examine (curriculum change, psychosocial issues of teachers) and guides the researcher's position in a qualitative study.

The study is demarcated within the field of Psychology of Education from the Positive Psychology perspective. The study aims to determine psychosocial implications of curriculum change on teachers and to establish the coping mechanism that assisted them to execute their teaching mandate since the implementation of the integrated curriculum and continuous assessment. The study employed the Appreciative Inquiry (AI) theory to establish how curriculum change affects teachers psychologically and socially and how teachers accept, embrace and appreciate curriculum changes.

3.2 Outline of Appreciative Inquiry

In describing appreciative inquiry, Cooperrider and Whitney (2005:2) describe the term as follows:

"Ap-pre'ci-ate, v., 1. Valuing; the act of recognizing the best in people or the world around us; affirming past and present strengths, successes, and potentials; to perceive those things that give life (health, vitality, excellence) to living systems 2. To increase in value, e.g. the economy has appreciated in value. Synonyms*: valuing, prizing, esteeming, and honoring."*

"in-quire' (kwir), v., 1. The act of exploration and discovery. 2. To ask questions; to be open to seeing new potentials and possibilities. Synonyms: discovery, search, and systematic exploration, study."

Philosophical underpinning of Appreciative Inquiry (AI) was first initiated by David Cooperrider and Suresh Srivastva in the early 1980's at the Case Western Reserve University (Bushe, 2012). AI stems from the positive organizational scholarship and organizational development. The duo realized that organizations were used as problem solvers and this hindered any form of social improvement and they were also seeking a new approach of inquiry to help generate new ideas and models (Cooperrider and Whitney, 2005). The aim of AI is to search for best in people and their organizations. Organizational life must be seen as a universe of strength rather than a place to solve problems (Cooperrider, Whitney and Stavros, 2008).

Bushe (2011) contends that AI is a model that pursues to engage different stakeholders in self-determined change with the intention of revolutionizing the field of organizational development. Also, AI advocates for collective inquiry into the best of what is, in order to imagine what could be, followed by collective designs of a desired future state and thus, does not require any use of incentives, coercion or persuasion for any planned change to happen (Cooperrider and Whitney, 2005).

The theory of AI is based on the assumption that the questions posed tends to focus one's attention in a particular direction, and also that organizations evolve in the direction of questions they most persistently and passionately ask (Bushe, 2011). Moreover, AI attempts to utilize ways of how to ask questions and envisioning the future in order to foster a positive relationship and build on the present potential of an individual, organization or situation. Kaminski (2012) asserts that AI is a capacity building approach that seeks to locate, highlight and illuminate the life-giving forces within individuals, organization or community in order to achieve its philosophical envisions. AI entails five elements and five principles of change activity. Elements of AI comprised of Definition, Discovery, Dream, Design, and Destiny. Underlying assumptions of these elements is that they can bring solutions to be embraced, rather than problems to be solved (Cooperrider, Whitney and Stavros, 2008). However, for the benefit of

this study, the researcher will only discuss the five principles of AI and articulate their relevance to the research under study. Once again, the five elements are listed below:

Five D cycle of AI
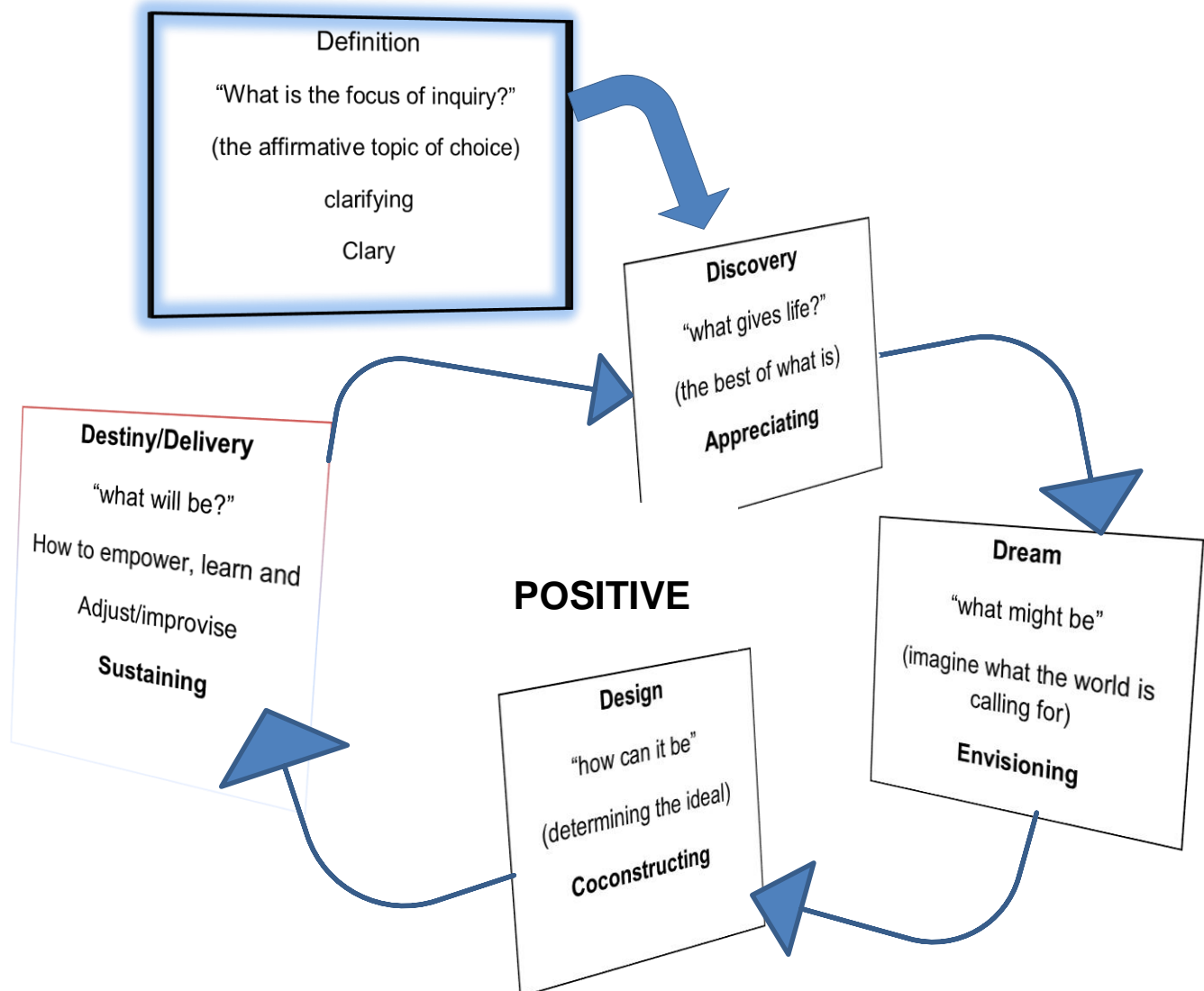
Figure 3.1: Elements of Appreciative Inquiry

- **Define -** What is the topic of inquiry? This element defines the purpose of the project and what needs to be achieved and what must be the focus of the topic.

- **Discover –** This element discovers what gives life to an organization, appreciating when and what is best in an organization.

- **Dream –** This is imagining what could be; envisioning what the world is calling the organization to be and creating bold statements with ideal possibilities based on what works best.

- **Design –** Determines what could be, with the ways to create an ideal organization. Design brings stories together from discovering with the imagination and creativity from dreaming. Design articulates 'the best of what is' together with 'what might be' to 'create what should be'.

- **Deliver** – This is the implementation phase of the proposed design and what could be, destiny identifies how the design is executed. Creating 'what will be'.

3.3   Application of Appreciative Inquiry to the current study

Engaging AI in this study thus creates a positive perception of making life worth living, understanding emotions, attitudes and characters of teachers as of how they embrace and appreciate integrated curriculum (Seligman, 2012). Therefore, AI theory is used in this study to enhance perspectives of positive psychology. Application of AI in this study is determined by its relevance as a collaborative process that engages people to discover the best in their context. The AI theory is applied here to understand how teachers appreciate and embrace curriculum change. Knowledge will also be constructed on how teachers embraced their social life since the integrated education policy was implemented.

Using the AI theory in this study was triggered by the simple assumption that change can have something positive that works well and that there are strengths and capabilities that can be a starting point to make a positive change in education (Cooperrider, Whitney and Stavros, 2008). Utilization of AI in the education field consequently showcases how teachers, parents, educationists, and curriculum developers appreciate, value, endorse, and sustain curriculum change. AI is well-known among industrial and organizational psychologists as a paradigm shift that discovers the best in people, their organizations and opportunities that lie within (Cooperrider and Whitney, 2005).

However, the application of AI in this study is viewed as a groundbreaking approach in the Lesotho education sector which inspires acceptance of change, embracement, and discoverability in learners and teachers alike, as well as education philosophies of teaching and learning. Therefore, the process of theorizing AI is to create change that pays attention to what is wanted more, rather than paying attention to existing problems (Bushe, 2012). This means that as Lesotho has shifted to the new education

paradigm, AI is a way of seeing and being in the world where problems and solutions are not seen as separate, but as a coherent whole which is finished with future wishes (Watkins *et al.,* 2011).

AI framework is applied to allow teachers to value and understand a need for curriculum change, to recognize the potential and the contribution they can make in improving education. Also, how teachers' capabilities and talents can rally such change; re-affirm important roles they have been playing in teaching; successes and ability to pursue the importance of integrated curriculum in the education system of Lesotho. Moreover, to discover potentials and possibilities that lies within the integrated curriculum. Teachers have the ability to drive such change, to understand a need for educational reform and the introduction of the new integrated education policy in Lesotho.

In an effort to crystallize the philosophical attributes of AI, a handful of guiding principles will be outlined. The five AI principles are namely: Constructionist, Simultaneity, Anticipatory, Poetic and Positivity which relate to the character and emphasis of managing and facilitating change (Cooperrider and Whitney, 2005). Research results unveiled by Kozik, Cooney, Vinciguerra, Gradel and Black (2009) that the basis of AI principles are activated by knowledge and applied efforts of individuals, organizations, and systems through defining, discovery, dreaming, designing and delivery, not by fixing their shortfalls, resistance, criticisms and negations. AI thus allows teachers, students, curriculum designers and Basotho nation at large to view curriculum change as a need and a precise educational innovation for Lesotho. The five principles of AI are briefly discussed below. These principles are briefly deliberated upon, based on their relevance to educational change.

3.4   Principles of Appreciative Inquiry

3.4.1   Constructionist

The *Constructionist principle* proposes that our acts determine our beliefs, thoughts and actions as a result of our interaction with the network. Teachers' interaction, metaphors and discourse with other people on a daily basis is a co-construction of what they inhibit (Bushe, 2011). This will inspire new innovations, creativity, stories and imaginations with new possibilities in implementing the integrated policy.

The application of the constructionist principle takes language and narrative as central to its inquiry process. Realities found in schools are expressed by teachers existing in such systems by language and metaphors which they use to narrate stories and how they present lessons. The process of narrating

stories is re-constructed, co-authored, perpetual, dynamic and constantly edited to arouse feelings, opinions, broaden understanding and meanings (Bushe, 2011; Ludema, 2002). Language and narrating stories are used to construct a multi-directional way which reflects the intensity of the learner-teacher relationship and school organization members and their structures (Bushe, 2011).

3.4.2 Simultaneity

The *principle of Simultaneity* is viewed as the keystone in organizational change (Bushe, 2011). Therefore, AI theorists request all change agents to consider their tones when making an inquiry. Unconditional positive questions lie in the heart of the AI. When inquiring about the human systems, change occurs; therefore change and inquiry are simultaneous events. What people think and talk, what they inquire and learn are implicit questions (Kozik *et al.*, 2009). The tone in which we ask questions will determine the response we receive. The art of utilizing the AI theory and asking questions thus inspire hope and possibilities for a better future.

Within the school context, the application of AI resuscitates that it is empirical for one to have the ability to ask a good question. Asking a "big meaningful, beautiful question" in the classroom may be the right move in abandoning old habits, practices, and behaviours to adopt new ones (Reicher, 2014). Questions asked language, spoken and images used have a great influence to shape one's future and requirements for the educational reform (Reicher, 2014).

3.4.3 Poetic

Under AI as a model that seeks to engage different stakeholders in organizational change, its *Poetic principle* proposes that topics or subjects we focus our attention on are creating and determine what we learn. Our past, present, and future are endless sources of learning, motivation, and interpretation where our experiences are being co-authored and co-created (Eow, Zah, Rosnaini and Roselan, 2010). It is assumed that locating schools in communities with moral values and aspirations promote positive relations between teachers and learners where they can better appreciate each other. Eow, *et al.,* (2010) purport that good teacher-student and peer relations, words said and acquired knowledge being shared prompt a supportive learning environment.

In articulating Appreciative Inquiry in the context of education, teachers, policymakers and parents must focus their attention and energy on the intended behaviours and results they want for learners. Teachers as implementers of curriculum policy have the responsibility to create and appreciate the best in

curriculum policy and learners regardless of their background, ethnicity or disability. The poetic principle calls stakeholders to re-consider their philosophical aspirations of education and inquire about the change they need. This will continuously direct their discussions and desires in a positive direction (Cooperrider *et al.,* 2008).

3.4.4 Anticipatory

The ***Anticipatory principle*** theorizes that our actions and decisions today are inspired by what we intend to be in the future. Eow *et al.,* (2010) echo the views of Cooperrider, *et al.,* (2008) by suggesting that constructive change and improvement need people to anticipate, imagine and work together to achieve a common goal. This will inspire and guide positive behaviour which will mould one's images for the future. AI assumes that the human system is a mobilizing agent which will always project ahead of themselves a horizon of expectations that unfold a positive future.

In the learning context, curriculum developers and teachers are accountable for creating learning experiences which explore diverse innovations and guide learners to think out of the box. Practical learning propels effective ways of envisioning learning transformation which mobilizes educationists, teachers, and learners towards an anticipated future (Eow *et al.,* 2010). Integrated Curriculum and Assessment Policy appreciate practical learning by expanding access to vocational skills training, life-long learning and increasing awareness on emerging global issues like the effects of HIV/AIDS and climate and environmental elements (MEoT, 2009). AI assumes that when we envisage a positive future, we increase our chances of acting positively. The anticipatory principle seeks for learners and teachers to take action, and their visions will turn to reality.

3.4.5 Positive

The ***Positive principle*** proposes that if a person feels positive, they are likely to act positively, or if they feel negative, they will act alike. The positive emotions and attitudes of teachers towards integrated curriculum reform will strengthen their psychosocial well-being. As a result, teachers' motivation and vitality will increase (Bushe, 2011). Reicher (2014) asserts that positive emotions are a result of "opening up" against the "shutting down" effect of cognitive, emotional and physiological changes. Appreciative Inquiry invests its energy in positive focus which embraces the positive language and affirmative questions with uplifting stories that inspire a possible and positive future.

Positive influence and social bonding are viewed as catalysts for building and sustaining momentum for change. Hope, excitement, inspiration, solidarity, and joy are sentiments that increase creativity, openness to new ideas and people and cognitive flexibility. They also promote strong connections and relationships between people, particularly between groups in conflict, required for collective inquiry and change (Bushe, 2011).

The positive principle advocates a collective inquiry into the phenomenon, what could be a desired future without issuing rewards or persuasion for any transformation to occur. The art of positive emotions and positive psychology are both examples of why David Cooperrider invented AI. In a learning environment, AI allows interaction between individuals (teachers and learners) and organizations (schools) to aspire creativity, strength and problem-solving skills. This is reinforced by Fredrick's 'Broaden and Build theory' which affirms that positive emotions promote creativity, open-mindedness, problem-solving skills and identifying new resources. AI, therefore, focuses on individuals and organizational strengths which thrive from positive inquiry and aspire for positive affections (Reicher, 2014).

Poetic principle

"Our past, present and future are endless sources of learning, motivation, and interpretation."

Simultaneity Principle

When inquiring about human systems, change occurs; change and inquiry are simultaneous events

Appreciative Inquiry Theory

Constructionist principle

Language and story narrating

Anticipatory principle

Today's actions inspire what we intend to be in the future.

When taking action, our vision will turn to reality

Positive principle

Embracing the positive language and affirmative questions uplift stories that inspire a possible and positive future.

Figure 3.2: Principles of Appreciative Inquiry

3.5   Implications of Appreciative Inquiry in teaching and learning

Appreciative Inquiry as a theory and approach embraces change through new ideas, value systems, and individuals. Teachers' behaviour, attitude, motivation, emotions, personal well-being and relations are valuable attributes that bring meaningful and useful experiences for curriculum change and learning. What teachers aspire, feel and think are important aspects to appreciate their role to effectively implement education reforms.

In order to attain the distinctive competencies of Appreciative Inquiry, Cooperrider *et al.,* (2008) undertake that inviting communities and other stakeholders in education to participate in dialogues and share their stories about their past experiences and present achievements will be beneficial. This move can strengthen; elevate thoughts and opportunities, benchmarks and innovations in the curriculum implementation. This can also lead to a positive core in any change in the curriculum agenda.

3.6   Strengths of Appriciative Inquiry

AI is differentiated from other change approaches due to its principles. Literature claims that there are two inter-related but distinctive outcomes which are integral to AI (Bushe and Kassam, 2005). Firstly, AI regards the process of inquiry or question and answer as the critical part which brings about new knowledge, models, and theories among individuals, communities and organizations. Results of the new knowledge have a more egalitarian and pluralist impact which can lead to more participatory, emancipatory and fundamental outcomes (Bushe, 2012). Secondly, it is through the principle of constructionist that the language and metaphors we use do not just describe the reality in our world, but they also create it (Eow, *et al.,* 2010). Individuals, members of communities and organizations are compelled to participate and initiate change in their context. Appreciative Inquiry is a structured approach that seeks to lift people up to their highest aspiration. Research shows that AI aims to spot "peak moments" of success which will allow different stakeholders to improve their communities and organizations to function effectively (Waters and White, 2015; Hummel, 2007). Within the learning context, AI enables learners to recognize the importance of recalling and sharing peak moments and their stories in learning. When learners recall and share such great peak moments, they develop feelings of self-confidence and a deeper sense of meaning and purpose (Hummel, 2007).

Eow, *et al.* (2010) confirm that strength of AI is its ability to merge past and present capabilities which include their achievements, identifying untapped potentials, assets, opportunities, elevated thoughts and plans into the possible future. This brings courage, motivation and hope, not only to certain individuals, but to all members of the organizations and communities who affirm change as a need. In conclusion, as the name says, Appreciative Inquiry, this theory allows members of organizations to articulate their views and inquire about organizational developments and how they appreciate and embrace change.

3.7   Critiques of Appreciative Inquiry

It is a known fact that there are two sides of a coin. Social construction theorists argue that behind every positive image lies a negative one (Fineman, 2006). After outlining the strengths of AI, the researcher shared criticisms associated with AI. Bushe (2012) illustrates that AI is a method which does not focus on problems that occur in our organizations, but for transformational or major changes to occur, problems must first be addressed to alleviate any concerns of organizational members.

AI is viewed by Fitzgerald, Olover and Hoxsey (2010) as repressing feelings and thoughts of individuals. Neglecting the feelings and thoughts of either members of community or organizations denies them an opportunity to share and voice out their concerns regarding identified problems which exists in the environment. Due to this repression, the process of organizational development and change will therefore be compromised. In the process of curriculum change, it is critical to consider the voices and participation of different stakeholders like teachers, curriculum designers and developers, teachers unions, education administrators and parents. Bushe (2012) warns that positive stories and experiences of participants during the discovery phase invalidates the negative organizational experiences of participants and repress critical, potential and eloquent conversations. In conclusion, AI is criticised for its Pollyanna-ish or excessive focus on warm, fuzzy groups and the danger of ignoring the shadow side of things in organizations and communities (Grant and Humphries, 2016). Even though these limitations have been observed about AI, the researcher intends to use this theoretical framework as a mere guide to this research study.

3.8   Conclusion

AI assumes every individual is unique to bring effective and positive changes to the system, allowing and valuing their strengths, capabilities, talents, and trustworthiness. A reciprocal approach of AI allows teachers, educationists, and learners to value a need for change. It allows different stakeholders to

approach change in a people-centred, positive and engaging manner (Cram, 2010). In the educational context, AI is concerned with the positive change that is essential for self-organizing, encouraging deep reflection for teachers and avoiding foreseen and unforeseen pitfalls of manipulation.

AI can amplify the motivation of teachers and learners to be effectively involved in learning and teaching. The AI approach brings about the social change in both teachers and learners, nurturing what they appreciate rather than contemplating their miseries. "AI can be generative in a number of ways. It is the quest for new ideas, images, theories, and models that liberate our collective aspirations, alter the social construction of reality and, in the process, make available decisions and actions that were not available or did not occur to us before". When successful, AI generates spontaneous, unsupervised, individual, group and organizational action "toward a better future" (Openo, 2016). Finally, AI allows teachers to appreciate and embrace curriculum change as a positive initiative for the benefit of learners, teachers and the country at large. The next chapter will present research design and methodology used. This will include data generation tools, detailed processes followed to collect data and applied research paradigm.

CHAPTER FOUR

METHODOLOGY

4.1 Introduction

The previous chapter outlined the theoretical framework which was used to guide and underpin this study. However, this chapter outlines methods, designs, data collection instruments and processes applied to carry out this study. An explanation of how the trustworthiness of this study was carried out, descriptions of ethical considerations, and limitations are also outlined. In conclusion, a brief summary is also provided at the end of this chapter.

4.2 Pilot of the study

Hassan, Schattner and Mazza (2006) define the process of piloting a research study as a test to research protocols, data collection instruments, the sampling of recruitment strategies and other useful research techniques that will be utilized in the main study. This exercise was conducted among three teachers from different primary schools rather than teachers from where the actual participants are identified. The advantage of piloting a study provides the researcher with different unforeseen ideas, approaches, and clues before conducting the full data collection exercise. Such ideas thus increase the chances of getting adequate findings in the main study (Woken, 2013).

The pilot exercise in this study aims to investigate the crucial components of the main study, validity, feasibility and accessibility of the research instruments. A ten percent (10%) of the actual sample of participants is recommended (Teijingen and Hundley, 2001) to test the research instruments. "*Can the full-scale study be conducted in a way that has been planned or should some components be altered?*" This is the question that a pilot study must answer. However, some questions in the interview guides were changed, adjusted or modified for clarification, logic and approach of asking questions.

4.3 Research design and methodology

4.3.1 Geographical location of the study

The research study was conducted in Maseru urban, the capital city of Lesotho. The area was appropriate because main developments and changes first occur in urban areas. Two primary schools

were conveniently selected as focus areas of study. Public and private schools are both accepted by the National Curriculum Development Centre (NCDC) as the regulatory bodies to implement the integrated curriculum and continuous assessment accordingly. Both primary schools were accessible and convenient to the researcher, which demanded a minimum budget and traveling costs.

4.3.2 Research population

The sampled population of this study consists of thirteen primary school teachers, two primary school principals, five curriculum designers, and two assessment packages designers. From both primary schools, a teacher from grade one to grade seven was selected to participate. To gain descriptive information regarding psychosocial implications of curriculum change on teachers. Different factors influenced the selection of teachers from two primary schools. The factors surrounded their convenience and also minimization of traveling expenses as they are in Maseru City where the investigator could easily access them, but without compromising credibility of the study. Moreover, school principals, curriculum designers and assessment packages designers were purposely selected to participate in the study.

4.3.3 Research design

A qualitative research design is a logical way to follow in this research because of its openness to discover underlying factors, motives, behaviours, and desires of participants (Creswell and Creswell, 2018; Gilbert and Stoneman, 2016). The study is framed within the instrumental case study design because of its descriptive nature to provide insightfulness into the phenomenon (Gray, 2018; Thomas, 2017). The approach to research facilitates an exploration of the curriculum change and its psychosocial implications on teachers within its context by using a variety of data sources (Yin, 2014).

An identified group of participants, in this case, are urban Lesotho primary school teachers and their principals, curriculum developers, inspectors and assessment packages designers. Psychosocial experiences of teachers as primary respondents in this study in regard to curriculum change and implementation have been described. The limitations of a case study design, such as the strong reliance on individual memories, which affect the quality of data and the localized nature of the description (Lindegger, 2012) are also acknowledged.

4.3.4 Research paradigm

The American philosopher who fathered the concept of paradigm, Thomas Kuhn, in The Structure of Scientific Revolutions in 1965, defines a paradigm as a philosophical approach to thinking. From the educational perspective, Kivunja and Kuyini (2017) designate paradigm as the researcher's worldview, thinking the school of thought or set of shared beliefs which inform a meaning or interpret a research data. While Amatya (2011) describes a paradigm as the complexity of intelligible ideas about the nature of the world and how a group of researchers function, their conditions of thinking, and how their actions are supported. Thomas (2017) concurs that social scientists define a paradigm as ways in a context of how the social world is studied.

This study is guided by interpretative paradigm worldviews, beliefs, and principles to determine how teachers' psychosocial status was affected by curriculum change, to understand teachers' role in developing, and accepting, embracing and appreciating the curriculum changes and policy thereby establishing coping mechanisms and their effectiveness. Thanh and Thanh (2015) comment that interpretive paradigms reflect beliefs about the world which constitute abstractive beliefs and principles that shape how individuals and groups of researchers view, interpret and act within their social context. The use of the interpretive paradigm in this study is based on its ethical values.

Integrating the Interpretivism in this study enhanced the researcher's understanding to establish teachers' experiences and the reality they constructed based on curriculum change in their social world (Thanh and Thanh, 2015). This study aims to understand the teacher's perceptions and attitudes towards newly introduced education policy, how their behaviours and motivation were affected when the education policy was introduced and implemented. Also, the aim is to construct knowledge regarding how teachers' social lives were disturbed or stabilized as this new education policy was rolled out. However, the credibility of this study relies on teachers, principals, curriculum designers and assessment packages designer officials' views and responses as participants to understand the reality and implications of curriculum change.

Applying the interpretive paradigm thus requires the subjective perceptions of participants and curriculum developers to realize the impact of curriculum change on teachers' psychosocial background and experiences (Creswell and Creswell, 2018; Goldkuhl, 2012). From the educational perspective, Interpretivism considers human subjective interpretations, participants' perceptions of the world and

their understanding of the social phenomenon under study. Therefore, a tenet of Interpretivism is observed through direct experiences of people and the role of the researcher is to understand, explain and clarify social reality through the eyes of different participants (Creswell and Creswell, 2018).

A paradigm defines the researcher's philosophical orientation; a paradigm is comprised of three elements, namely: epistemology, ontology and methodology (Thomas, 2017). Application of each element will be briefly discussed in relevance to the psychosocial implication of curriculum change on teachers. The above-mentioned elements will be deliberated based on the interpretative paradigm which is part of the empirical paradigm family. Moreover, in conducting this study, the researcher was guided by assumptions, beliefs, norms, and values of the interpretative paradigm.

4.3.5 Epistemology

What is the nature of knowledge and its relationship to the knower and what to be known? What is knowledge and how do we know things? What is the relationship between me, the researcher and what is known? These are some questions which construct epistemology, its nature and definition. In research, epistemology is concerned with how we construct knowledge, reality or truth in our world, how we gain and communicate it to others (Alghamdi, 2015).

I, as the principal researcher, depend on primary school teachers, principals and curriculum developers and assessment packages designers to obtain knowledge pertaining to psychosocial implications of curriculum change on Lesotho teachers. For example, ideal objectives of this study relating to teacher's participation and coping mechanisms were used to assist teachers to apprehend challenges and issues pertaining to curriculum change. Also, how teachers embrace integrated curriculum is central in this study to obtain and construct knowledge. Thomas (2017) states that education researchers are interested in the knowns and unknowns of educational change due to the frail state of knowledge.

Chilisa and Kawulich (2015) point out that Interpretivist believe that knowledge is subjective because it is socially constructed, mind-dependent and acknowledges that truth lies within the human experiences. True or false responses or statements, historical, context and culture bounds may be recognized as universal. The role of the researcher in the interpretive paradigm is to understand, explain or demystify social reality; it is assumed that knowledge is gained through respecting the differences between people

and objects thus influencing the researcher to be subjective and take social actions. It is also assumed that knowledge ascends from different contexts and is not reducible to simplistic interpretation; therefore knowledge is gained through human experiences (Mack, 2010). Teachers' experiences, challenges, successes, and gains influence the researcher to construct knowledge on how teachers embrace and appreciate the new educational changes and policy and their participation in its existence.

4.3.6 Ontology

What is existence? What are the characteristics of anything that exists? How can I know the things that exist? What are the universal characteristics of living and non-living things? How do we know that something is real? These are some ontological questions which assist the investigator to understand the nature of reality and existence. Kivunja and Kuyini (2012) admit that ontology is concerned with the nature of reality, and what we believe about the nature of reality. Interpretivists believe that reality is socially constructed and there are multiple intangible realities people can construct in the same environment with the same experiences (Scotland, 2012). The reality of curriculum change in the education system of Lesotho could lead teachers to construct different perceptions and have different experiences in the same school.

Although it is assumed that reality is limited to context, space, time and individuals or groups in a given situation, it cannot be generalized as one common reality (Chilisa and Kawulich, 2012). Assumptions about teachers' psychosocial experiences regarding their obligation to implement the new curriculum legitimize conceptions of prevailing realities which may be individualized or group-shared. Due to the reason that values are an integral part of subjects' social life, there are no wrong values for either individuals or groups, only their differences. Ontology strives to understand the subjective perceptions of subjects (individual or a group of teachers) in their social context and is also concerned with assumptions we make in order to believe that something makes sense, is real, its nature or essence of the social phenomenon (Kivunja and Kuyini, 2017).

From the interpretive perspective, the reality is indirectly constructed based on individual interpretation and subjectivity. People also have a privilege to construct meanings based on events distinctiveness and such meanings cannot be generalized (Mack, 2010). In the ontological sense, it is assumed that how reality is constructed, one will decide on the type of evidence acquired. Therefore, this implies that respondents in this study can have different perspectives, reactions, assumptions and interpretations on

the phenomenon of the curriculum change. The role of the Interpretivism paradigm in this study is to understand teachers' psychosocial challenges and experiences relating to the implementation of the curriculum changes and assessment procedures and not to change or challenge the phenomena.

4.3.7   Methodology

In a paradigm, methodology refers to the research design, methods, approaches and procedures used to investigate a phenomenon and the strategies used to collect data from participants using research instruments (Kivunja and Kuyini, 2017). The methodology is also articulated as the logical and systematic flow of processes when conducting a research study, with the aim of acquiring knowledge about a research problem. Such knowledge includes assumptions about the research problem, possible limitations of the study and how they can be minimized or alleviated (Edirisingha, 2012).

In research, the methodology is concerned with the where, what, why, when and how data is collected and analyzed. This study embarks on the qualitative design by utilizing interviews and focus group discussions as data collection instruments. Interpretivism favours qualitative methods such as interviews, case studies, focus groups and observations because these methods allow participants to interpret their experiences and explain the world around them.

The Interpretivism paradigm's approach to research is with the intention of understanding the world of human experiences and signifying that reality is socially constructed. Also, interpretive researchers rely on participants' views, background and experiences to attain data (Mackenzie and Knipe, 2006). The researcher will thus rely on primary school teachers, primary school principals and curriculum developers from the Ministry of Education and Training to determine psychosocial implications of curriculum change on teachers', coping mechanisms and how teachers embraced and survived challenges conveyed by the curriculum change.

It is concluded that access to a socially constructed reality in this study is subjective and differs from person to person. Reality is attained through language, consciousness, shared meanings of respondents and data collection instruments (Scotland, 2012). Dudovskiy (2018) denotes that the interpretive researcher who is a social actor is free to appreciate different views and opinions among participants.

Moreover, Interpretivists usually focus on meanings and may also engage various methods in order to reflect different aspects of a phenomenon.

4.3.8   Educational implications of Interpretivism

The Interpretivism paradigm can be implemented in teaching and learning activities to achieve optimum learning outcomes. The overarching belief about education is the Interpretivists' belief which is *"to understand this world of meaning, one must interpret it"*. In education, Interpretivism inquiry engages teachers as reflective practitioners in developing enriched understanding by asking subjective questions (West, 2016).

McKenna (2004) asserts that the purpose of interpretive paradigm in education is to understand specific educational contexts and beliefs that no research is objective or value-free. This point emphasizes the importance of discovering meanings which participants give during the data gathering process. Also, the interpretive paradigm is context-driven in trying to understand teaching and learning in terms of the context in which it occurs and knowledge is socially constructed through interaction (Thomas, 2017).

The philosophical underpinning of the interpretive paradigm in education asserts that people construct their own understanding and knowledge of the world based on what they experience and reflect. Such experiences in this paradigm affirm that learning occurs when a learner discovers new knowledge through experimentation and doing. The moral behind this philosophical approach is derived from the Chinese philosopher's quote, *"I hear and I forget. I see and I remember. I do and I understand*. The interpretive philosophy portrays that learning does not happen from the traditional methods where teachers stand in front of the class and teach. However, learning occurs when learners discover knowledge in the essence of experimentations and innovations (Adom, Yeboah and Ankarah, 2016).

Curriculum design and development as an on-going activity is shaped by teacher-student interaction in the classroom and beyond. Curriculum design in the interpretive paradigm is viewed by McKenna (2004) as context-driven which tries to understand teaching and learning in terms of the environment in which it occurs. Lesotho's integrated curriculum and continuous assessment are designed and developed based on life challenges and context in which a learner is expected to function as an individual and a member of the society. This curriculum policy is designed to appreciate and be guided by principles of justice, equality, equity, integrity, peace and humanity (MoET, 2009). This is a reflection of the commitment by interpretive curriculum designers who value and promote academic autonomy where

educators and learners interpret curriculum policies according to their own classroom teaching and learning experiences.

In conclusion, the interpretive paradigm is able to contextualize perceptions and comprehend views of different stakeholders in designing, developing and implementing curriculum policy. Methodology in research ensures that interaction and dialogue between different stakeholders are encouraged to determine, explain, and interpret challenges, implications, and demands of curriculum change.

4.4   Research methodology

The research methodology incorporates how data are collected, analysed and interpreted, following specific guidelines and principles (Briggs, Coleman and Morrison, 2014). In this study, selected urban primary school teachers in Maseru are primary respondents participating by means of semi-structured interviews and focus groups within their working environments (Morgan, 2013). On the other hand, principals, curriculum designers and assessment packages designer officials are secondary respondents. Thematic analysis is used to identify themes and possible patterns among the themes (Kelly, 2012) through which the findings of the study were described.

4.4.1   Data generation

Data collection is a systematic procedure for gathering data, with the purpose and aim of accuracy, being flexible and the possibility of finding unexpected insights and information (Sani, 2013). The two data collection instruments that are used in this study are semi-structured interviews and focus group discussions. Both interview and focus groups were utilized in this study with the aim of triangulation of data and to gather different perspectives and interpretation pertaining to the research problem or phenomenon under scrutiny (Thomas, 2017).

4.4.2   Interviews

One-on-one semi-structured interviews were conducted. The semi-structured interview is defined by Brinkmann and Kvale (2015) as a verbal interview between two individuals with the purpose of obtaining a description of life experiences of the respondent in order to interpret the meanings of gathered data. Thirteen teachers (13) from two primary schools and two school principals were interviewed in their respective schools. Five (5) curriculum designers were also interviewed under

inadequate time and tight schedule at their offices and two officials from assessment packages were interviewed in their offices.

Verbal interaction between the interviewer and interviewee provides an opportunity for the researcher to discover and obtain an in-depth interpretation and explanation of experiences and views on the phenomenon under study (Seidman, 2013). The researcher interacts with teachers to discover and obtain their psychological and social experiences relating to curriculum change. The interview used open-ended questions to allow answers that cannot be pre-coded and to explore cognitive processes and assist in avoiding biases or leading the respondents (Harris, 2014). However, Seidman (2013) concedes that at the heart of interviewing there is an interest to know the individuals' stories because they are worth knowing.

4.4.3 Interview guide

In constructing an interview guide, the researcher developed questions based on the research objectives. The interview guide comprised of different themes which were extracted from the research questions of the study. The interview guide allows the researcher an opportunity to get a description and the significance of the selected themes. This approach helps the researcher to know what to ask, in what sequence, the manner of posing questions and making follow-ups. In deciding to use the research guide, the interviewer asked questions that reflect on the area of interest in an open and direct way (Seidman, 2013).

All questions were asked in the English language by the researcher because participants are conversant with the language which is proficiently spoken by both interviewer and interviewee (Brinkmann and Kvale, 2015). Designed interview guides adopted a semi-structured approach with the intention to allow the conversation to flow naturally, with flexibility not allowing questions to be asked in order (Terrell, 2016). The interviewer also goes "off-script" and asks additional questions to gain detailed knowledge in the response.

4.4.4 Appropriateness of using semi-structured interview

Use of semi-structured interviews was suitable in this study as they allowed the interviewee to share and relate their psychosocial experiences about curriculum change. The researcher was able to obtain rich

and in-depth information from teachers and to observe their reactions; and principals by probing more questions based on their responses. Teachers as primary respondents shared their psychological and social experiences of curriculum change and the coping mechanism they applied to survive demands and challenges related to the implementation of the integrated curriculum. Principals, curriculum designers and assessment packages designer officials were also probed using semi-structured interviews with the purpose of sharing their observations on teachers' attitudes, behaviours, motivation and how they assisted them to cope with demands and challenges of curriculum change.

4.4.5 Data gathering process with semi-structured interviews

The researcher received the Ethical clearance on the 17th of October 2018 from the Ethics committee of the Faculty of Education, University of the Free State. Initially, the researcher had separate meetings with each principal requesting to conduct the study at their schools. The researcher then approached the Ministry of Education for consent and access to the two identified primary schools. The consent letter was issued by the Ministry to conduct interviews in those schools. A request was also made to National Curriculum Development Centre and Examination Council of Lesotho directorates to conduct interviews with their officials. They both issued consent letters that allowed the researcher to interact with their officers.

Data generation process commenced in the middle of October and ended in the middle of November. Sani (2013) asserts that a qualitative approach relies on data generation approaches thus allowing the researcher to systematically collect information about people, objects, or phenomenon, and gain in-depth information about them and this allowed different approaches to be used to collect data. Semi-structured interviews were used to gather in-depth data from respondents.

Before commencing the interview, the researcher explained to participants the focus and aim of the study. Teachers were requested to fill their demographic information before starting with the interview. The researcher informed all participants of the ethical clearance and consent letter from the Ministry of Education. The researcher explained to participants that the interview procedure will be audio recorded for transcribing and verification purposes. Participants were further informed that field notes will be taken during and after the interview. Participants were assured of their confidentiality and their anonymity in this study. In concluding the interview, each participant was thanked for voluntary participation in this study. However, in MPS, one teacher who was requested to participate was absent

during the period that interviews were conducted in the school and other teachers were not willing to replace her. Therefore only six teachers were interviewed. Each interview process lasted about 35 to 45minutes.

4.4.6   School A, MPS

Interview dates - 24th, 25th, 30th and October, 13th November 2018

Each day, the researcher arrived at the primary school at around 11:00 am, and interview appointments started at 11:20 am. On arrival at the school, the researcher reported to the office of the school principal and then waited to be referred to the classroom of the teacher who participated in the interview. The interview commenced during break time at 11:20 am to 12:20 to avoid disruption of their teaching schedule. Grades five and six teachers wanted to be interviewed both at the same time to save time, but were requested to have a one-on-one interview to avoid adopting or repeating responses of the other interviewee and for one to express themselves freely.

All learners were requested by their teachers to play outside the class to minimize noise and disruption during the interview process. Each day, the researcher interviewed two teachers and each interview lasted 35 minutes on average. There were incidents where some interview processes were disrupted by learners who came to report certain incidents to their teacher and the teacher had to attend them for about a minute or two. Also, the other interviewees were disrupted by either an incoming call or text message on their phones and had to respond to them.

All interviews of teachers were conducted in their respective classrooms. There was a road construction near the school and this caused minimal disruption to the interview processes on atleast three teachers. Out of seven teachers who were expected to participate only six were available and other teachers were not willing to replace her. A grade two teacher was on maternity leave, so she was not available for the interview. Before commencing with the interview process, the researcher thanked each teacher for their willingness to participate. In conclusion of the study, each teacher was also thanked for participating and asked for their contact details in case there was something which needed clarity on and to ensure that information was correctly interpreted.

The principal was the last person to be interviewed and it took atleast 40 minutes in her office. After conducting interviews with teachers and the principal, the researcher managed to have a conversation with the principal about the proposed strike of teachers which was set in a few days to come. The researcher was informed that some grievances of teachers were their long overdue payments which the Ministry of Education has not paid. Also, teachers' concerns regarding maladministration and management of the integrated curriculum, late delivery of textbooks, lack of teaching and learning resources and assessment packages in schools which compromised their work and education of learners, corruption on feeding schemes of free and compulsory education and lack of transparency in hiring of teachers.

4.4.7 School B, UPS

Interview dates – 26th October and 2nd November 2018

The researcher arrived at School B at 07:30 am when the morning assembly starts and joined teachers and learners in the assembly. After the assembly, the reseacher met the principal who then made arrangements to meet teachers as per their discussion in their meeting regarding the study. The researcher proceeded to meet all the teachers in a small office which was arranged for the interview sessions. The first interview started at about 09:00 am and ended at 09:35 am, on 26th October 2018. The first interviewee was a grade one teacher, followed by grades two, three and four. The grades five, six and seven teachers were interviewed the following day, Friday, 2nd November 2018, followed by their principal. The researcher had an interval break of ten minutes between interviews. The principal was interviewed in his office as the concluding participant.

All teachers were courteous except for one grade six teacher. She informed the researcher of her tight schedule and was in haste. She asked how long the interview would last and when offered a chair, she insisted that she was comfortable standing, but after about five minutes, she sat down. After the introduction, the interviewee was asked to fill demographic information and she was reluctant to do so, but eventually co-operated. All teachers who were interviewed on Friday, the 26th October 2018, were happy to raise and speak about their concerns regarding the implementation of the integrated curriculum. Due to their excitement, they wanted to go beyond what the interview questions entail. Several times the researcher had to bring them back on track. Before commencing with the interview process, the researcher thanked each teacher for their willingness to participate. In conclusion of the study, the researcher also thanked each teacher for participating and asked for their contact details in case there was something that needed clarity on and to ensure that information was correctly interpreted.

After a formal interview with the principal, about twenty minutes was spent on informal conversation about the future of Lesotho's education system and what he foresees regarding the integrated curriculum. The principal indicated that although curriculum integration is such a wonderful education approach, poor management, lack of resources, ineffective teacher training and ignoring principals in the whole implementation process are barriers and the integrated curriculum is heading for disaster.

After concluding interviews in both schools, the researcher thanked each principal for the opportunity to conduct the research study in their schools and requested them to pass on heartfelt gratitude to the teachers for their receptive participation and willingness to share their psychosocial experiences regarding curriculum change. Finally, the researcher requested them to allow room for a second meeting in case there was something that needed clarification with teachers regarding their responses for precise interpretation.

4.4.8   Focus group structure

The focus group is another data collection instrument used in this study to gather data relating to psychosocial implications of curriculum change on primary school teachers. Krueger and Casey (2015) label focus groups as a special type of group in terms of size, composition, purpose and how it is approached. Moreover, the purpose and need of assembling a focus group is to gather all the relevant information, better understand participants' feelings, and their reactions about a particular phenomenon.

The focus group discussion was conducted in the MPS staff room with a different set of teachers. The setting was not comfortable due to the small space and congestion of furniture and teachers' belongings. There were learners playing outside and their noise was a bit of a disturbance. However, the researcher engaged a semi-structured interview guide which allowed open-ended questions with the intention of allowing participants to reflect on issues and concerns salient to them (Barbour, 2018). This implies that outcomes of the discussion can yield surprises like unanticipated behaviours, reactions or perceptions. In commencing the focus group process, the researcher requested permission from the participants to use an audio recording device for transcription purposes. The researcher was accompanied by a research assistant in conducting the focus group discussion.

4.4.9   Focus group discussion process

As the group facilitator, the researcher began with a self-introduction and the assistant's before the group discussion process started. The researcher welcomed a new set of participants from school MPS primary school and explained the purpose of the study which is to determine psychosocial implications of curriculum change on primary teachers. The researcher furthermore explained to them that the study's intent was to establish coping mechanisms used by teachers to survive the demands and challenges of this change. A focus group which composed of six teachers from MPS primary schools was formed. Before commencing with the group discussion process, the researcher thanked group members for their willingness to participate in the study. Participants were also allowed to introduce themselves.

However, participants were assured that their names will not be used anywhere in the study and they will be given pseudonyms. The researcher explained to participants that their participation in the group was voluntary and they were also free to withdraw or not answer questions they felt uncomfortable with. The group is held together in the cohesiveness of being primary school teachers from public school and all having different psychosocial experiences of curriculum change. Stewart and Shamdasani (2015) define group cohesiveness as the extent to which members of a group are attracted to each other, accept and agree with priorities and goals of the groups and contribute to achieving such goals.

In negotiating time allocation, the researcher convinced and assured the principal and participants that discussions will not last more than an hour. The focus group discussion lasted fifty-five minutes. In conclusion of the group discussion, the researcher also thanked each teacher for participating and asked for the contact details of one of the teachers in case there was something that needed clarity and for ensuring that information was correctly interpreted. Following are pseudonyms of group participants: Nonyana, Molepe, Thaha, Khomo, Tsoene and Koko.

4.5   Sample

The sample is limited to two primary schools, seven primary teachers per school amounting to fourteen primary school teachers, two primary school principals, five curriculum designer officials and two assessment packages officials. A brief description of all categories of participants is described below.

4.5.1 Primary school teachers

One teacher was selected from each class of each grade. The primary schools are comprised of seven grades. This sampling was done with the purpose of capturing different views pertaining to the psychological experiences of teachers from each grade. However, in one school only six teachers participated in this study. Each teacher was able to relate clearly what happens in their respective grades.

4.5.2 Primary school principals

Principals work hand-in-hand with teachers on a daily basis and they also manage their performance. They are custodians of the curriculum deliverance in schools. Principals who were selected are from the same schools as of the teachers who participated in this study. In MPS School, the principal is a female and in the UPS School, the principal is a male. They both have teaching experience of over thirty years.

4.5.3 Curriculum designers

Lesotho curriculum and assessment policy is comprised of five learning areas being linguistics and literacy; numeracy and mathematics; personal, spiritual and social; scientific and technological; and creativity and entrepreneurial. All participating officers were selected from each of the above-mentioned learning areas. They all have vast experience in curriculum design and development.

4.5.4 Assessment packages designers

The Examination Council of Lesotho has two assessment packages designers who oversee the effective use of assessment tools in primary schools. One officer is responsible for assessment packages of three learning areas while the other is responsible for the other two assessment packages of learning areas. As they were interviewed, each of them covered all leaning areas allocated to them.

4.5.5 Sampling procedure

Sampling is defined by Waller *et al.,* (2016) as the process of selecting participants, cases, and location of the study from the larger population. In the qualitative study, the aim of sampling is to allow the researcher to make broader inferences (Silverman, 2017) and depends on the aim of the study. The sampling strategy is related to the goals and paradigm of the study. Deciding on where, and with whom

to conduct the study has important consequences in a proposed study. The adopted sampling techniques in this study are snowball sampling, purposive sampling, and convenience sampling.

4.5.6   Snowball sampling

Not every teacher was confident enough to participate in the study and it was not possible for the researcher to include every teacher to participate in the study, hence the snowball sampling was used. Due to the fact that the researcher did not know who was going to participate, teachers who participated in this study were recommended by their Head of Department (HOD) and other participants were requested to suggest other participants (Waller *et al.,* 2016) as they know each other. Mack, Woodsong, MacQueen, Guest and Namey (2005) point out that the use of snowball sampling is considered when the researcher asks participants to recommend other hidden participants that will be appropriate to use in the study.

4.5.7   Purposive sampling

Silverman (2017) states that use of purposive sampling allow the researcher to choose a case which illustrates relevant characteristics or processes. NCDC officials and ECOL officials were purposely sampled as they illustrate and acquire relevant features and information regarding curriculum change in Lesotho. Purposive sampling instills qualitative approach expectations as it allows the researcher to choose participants and the site of the study (Creswell and Creswell, 2018). Additionally, Waller *et al.,* (2016) posits that this sampling procedure is often used when there is a limited number of a potential participant based on the selection criteria.

4.5.8   Convenience sampling

Schools and principals were conveniently sampled in this study because they are easily available and their accessibility and recruitment are most relevant due to the attributes they acquire. Thomas (2017) implies that convenience is the least costly and involves the selection of the most accessible subjects in terms of time, effort and monetary expenses. Identified schools where these teachers are found participating in this study pose the above attributes. These schools are easily accessible with minimal expenses for the researcher. Flick (2014) argues that more often, convenience sampling is appropriate when having both limited resources and time.

4.5.9   Schools

MPS primary school is a public school which has been serving the community for over 40 years. The school is comprised of fourteen teachers, a principal, and one office assistant or messenger. It has seven grades where each is encompassed with two classes. There were two teachers per grade. Learner enrollment per year ranges from 600 to 630. This number exceeds a teacher-learner ratio of 44 percent on average. Some other classrooms were not conducive for learning as they were burgled, with broken windows, doors, and roofing.

As a privately owned school, UPS primary school has served the Maseru community for over 25 years. It has attracted many pupils due to its history of good results during the use of the old curriculum. It has seven grades, with grades one, two and three having three classrooms each. Grades four, five, six and seven have two classrooms each. Since the integrated curriculum was introduced, it has admitted learners with different learning disabilities. The principal mentioned that their enrollment has been increasing yearly since many parents complain about the poor teaching quality and lack of teaching and learning resources in public schools. The teacher-learner ratio is at 42 percent.

4.6   A brief compilation of teachers' profile who participated in this study

A brief description of the teachers' profile who participated in this study was compiled as adopted from their demographic information. Teachers' demographic information entails their sex, age, teaching experience, grade level, teaching area, type of school teaching and location of the school. Each participant and the school are given a pseudonym name to warrant confidentiality and anonymity (Silverman, 2017).

4.6.1   School A (MPS)

Table 4.1: A brief profile of teachers who participated in this study in school A (MPS)

Teacher's Pseudonym name	Sex	Age	Teaching experience-years	Grade	Teaching Area	Type of school	Location of school	
'Nake	F	30-40	5-10	7	Entrepreneurship	Public	Urban	

Mokhotsi	F	30-40	5-10	6	Physical science, PSS	Public	Urban	
Ngoaneso	F	30-40	5-10	5	Personal, spiritual, social,	Public	Urban	
Khaitseli	F	31-40	5-10	4	Linguistics-numeracy	Public	Urban	
Motho	F	31-40	10-15	3	Linguistics-Sesotho	Public	Urban	
Nana	F	41-50	15-20	1	Linguistics-Sesotho & English	Public	Urban	

4.6.2 School B (UPS)

Table 4:2: A brief profile of teachers who participated in this study in school B (UPS)

Teacher's Pseudonym name	Sex	Age	Teaching experience years	Grade	Teaching Area	Type of school	Location of school
Ouma	F	40-49	15-20	1	Foundation phase - all learning reas	Private	Urban
Sisi	F	50-59	15-20	2	Foundation phase - all learning reas	Private	Urban
Anti	F	50-59	Above 20	3	Foundation phase – all learning reas	Private	Urban
Chomi	F	30-39	5-10	4	Intermediate and senior phase	Private	Urban
Cousin	F	20-29	5-10	5	All learning areas	Private	Urban
Mama	F	50-59	15-20	6	All learning areas	Private	Urban
Anti	F	40-49	15-20	7	Linguistics – English	Private	Urban

Female staff teachers are more than male teachers in these schools. MPS has two male teachers. One participated in the focus group discussion. UPS has one male teacher who could not participate in the study.

4.6.3 Interview schedule at School MPS

Table 4.3: Interview schedule for school A (MPS)

Date	Time	Respondent	Grade	Place	Comments
24/10/2018	11:20 – 12:00	Teacher 01	7	School A	Very cooperative, willing, and shared her experiences regarding curriculum change
24/10/2018	12:05 – 12:20	Teacher02	6	School A	Very cooperative, willing, and shared her experiences regarding curriculum change
25/10/2018	11:20 – 12:00	Teacher 03	5	School A	Very cooperative, willing, and shared her experiences regarding curriculum change
25/10/2018	12:05 – 12:30	Teacher 04	4	School A	Very cooperative, willing, and shared her experiences regarding curriculum change
29/10/2018	11:20 – 11:55	Teacher 05	3	School A	Very cooperative, willing, and shared her experiences regarding curriculum change
29/10/2018	12:00 – 12:25	Teacher 06	1	School A	Cooperative and excited also to participate in this study, willingly shared her experiences
08/11/2018	10:00 - 10:50	Principal 01		School A	The last person to be interviewed was very excited to participate and shared her teaching experience before the integrated curriculum was introduced and since its implementation.

4.6.4 Interview schedule at School UPS

Table 4.4: Interview schedule for school B (UPS)

Date	Time	Respondent	Grade	Place	Comments
26/10/2018	09:00 – 09:35	Teacher 01	1	School B	Very cooperative, willing, and shared her experiences regarding curriculum change
26/10/2018	09:45 – 10:15	Teacher 02	2	School B	Very cooperative, willing, and shared her experiences regarding curriculum change
26/10/2018	10:30 – 11:20	Teacher 03	3	School B	As the Deputy principal, very cooperative, willing, and shared her experiences regarding curriculum change
26/10/2018	11:30 – 12:20	Teacher 04	4	School B	Very cooperative, willing, and shared her experiences regarding curriculum change
02/11/2018	09:00 – 09:30	Teacher 05	5	School B	Very cooperative, willing, and shared her experiences regarding curriculum change
02/11/2018	09:40– 10:15:	Teacher 06	6	School B	Was not willing to participate, indicating that she is busy preparing to mark students. But she eventually participated.
02/11/2018	10:30 – 11:10	Teacher 07	7	School B	Was very cooperative, receptive and worried about the transition of learners from primary schools to secondary schools.
02/11/2018	11:00 – 11:50	Principal 02		School B	After the interview, we talked about the future of Lesotho education system and his concerns about the integrated curriculum.

4.7 Ethical consideration

Silverman (2017) concedes that consideration of ethics in qualitative research is of great importance. It is the responsibility of the researcher to consider the safety of participants and that the confidentiality of their responses is maintained and also, the researcher must have mutual respect for participants. The researcher is entitled to receive ethical clearance or consent from the ethics committee of the institute (Silverman, 2017).

There are three main sections pertaining to ethical issues in research which are; confidentiality, informed consent and consequence of the research. This educational research observed the well-being of all participants to ensure that they are not harmed and to avoid any internal or external crisis. Names of respondents were also withheld for anonymity (Flick, 2014). This study was conducted ethically and followed an ethical code of conduct of the University of the Free State. Since this study involves teachers and government officials, below are ethical concerns that were taken into consideration:

4.7.1   Approval

The ethical clearance number, UFS-HSD 2018/0580 was issued as an endorsement of the University of the Free State to allow the researcher to conduct the study. This approval was issued to the researcher to interact with and interview the respondents regarding the study entitled Psychosocial Implications of Curriculum Change on Lesotho Primary School Teachers.

4.7.2   Consent from the Ministry of Education

Since the teachers participating in this study are from primary schools, permission was requested by the researcher from the Ministry of Education and Training **(Appendix F)** to have access to sampled schools. The consent letter was issued by the Chief Education Office, Ministry of Education and Training. This consent letter **(Appendix G)** afforded the researcher access to schools and sampled participants.

4.7.3   Consent from NCDC and ECOL

The researcher submitted a letter **(Appendix H)** to the Director NCDC requesting permission to interview and gather information from officials who are assigned different learning areas. A consent letter **(Appendix I)** was issued by the office of the NCDC Director, allowing the researcher the opportunity to interview identified officials. The other letter **(Appendix J)** was also submitted to the office of the Director of ECOL requesting to interview officers who are answerable to design and manage the use of different subjects' assessment packages and tools in primary schools. The consent letter **(Appendix K)** was issued by the office of the Director, allowing the researcher to interview identified officers.

4.7.4   Consent from schools

Letters **(Appendix L)** requesting access and permission to conduct interviews with teachers was submitted to the offices of both schools' principals. This letter was submitted because the solemn responsibility of access to schools and teachers lies with the principal. The letter states the title of the study, aim, voluntary participation and significance of the study. Both principals issued the researcher with consent letters **(Appendix M)** allowing access to interview teachers.

The respondents were issued with consent forms that made them aware that although their participation was valued, their role was voluntary and that they were at liberty to withdraw should they feel uneasy at any given point of the study. Assurance and commitment were undertaken to conceal the names of participants and those of the institutions to which they are attached.

4.8   Crystallisation

Thomas (2017) and Anney (2014) both suggest that use of multiple or different research methods, theories, and literature sources improve application and collaboration of research findings and evidence in the research study. Therefore the role of triangulation in the research study is to reduce biases by cross-examining respondents from diverse backgrounds and obtaining information from different sources, individuals and also by verifying such information by using numerous methods (Gilbert and Stoneman, 2016).

The researcher used multiple research methods to investigate the same identified problem which may bring different discernments of the inquiry and help to strengthen the integrity of the findings. Primary school teachers, school principals, curriculum designers and assessment packages designer officials participated in this study with the aim of reducing biases and for the researcher to receive information from the diverse background for the integrity of the findings. Qualitative methodological triangulation of research instruments like interviews and focus group discussions were engaged in this study to enhance the quality of collected data from different respondents for credible findings (Creswell and Creswell, 2018).

4.9   Validity

"Validity is often defined by asking a question: *Are you measuring what you think you are measuring?"* Brinkman and Kvale (2015) illustrate that validity refers to the truth, correctness and strength of the statement. In social science research, the role of validity pertains to whether the research methods being used investigate what it intends to investigate? Before the interviewer conducted the actual process of interviews, a pilot or trial of research tools was conducted to establish any unforeseen challenges that might emerge during the actual interview process and focus group discussions for instruments and analysis validity. Thomas (2017) illustrates that "validity is not an inherent property of a particular method, but pertains to the data, accounts or conclusions reached by using a method in a particular context for a particular purpose". The instrument trial or pilot process was conducted on three teachers from different schools rather than from the sampled schools. Improper use of words and flow of questions were some challenges that were identified and rectified during interview piloting.

4.10   Trustworthiness

In order to ensure trustworthiness in the qualitative research design, five criteria are proposed. These criteria ensure and embrace multiple standards of quality from various disciplines, paradigms and epistemologies. Credibility, transferability, dependability, conformability and reflexivity are the five qualitative research design criteria as proposed by Lincoln and Guba in 1981 (Kennedy-Clark, 2012). A brief description of each criterion is discussed below.

4.11   Credibility (which favours' internal validity)

The principle of credibility focuses on establishing how credible or believable the research findings are from the perspective of participant's responses and ensure that the proposed study measures or tests what is actually intended (Kennedy-Clark, 2012). The credibility of this study will be determined by teachers' responses regarding their psychological and social determinants, their attitude towards a new education policy and how they appreciate and embrace a change of curriculum.

The purpose of a qualitative research study is either to describe or understand the phenomena of interest from the participants' point of view as they are the ones who can justify if results are credible. To ensure the credibility of collected data after transcribing, Gray (2018) posits that the researcher must send

transcribed data back to respondents to verify if what the researcher has written is what they said during the interview. However, the credibility of this study is also determined by the consistency between participants' views and what the researcher presents to them.

4.12   Transferability (which favours' external or generalizability)

The extent of applying research findings in different contexts demonstrates generalizability or transferability of research findings. Such contexts refer to either similar or different circumstances, phenomena, theory, practice, populations or future research (Moon, Brewer, Januchowski-Hartley, Adams and Blackman, 2016). Findings of the psychosocial implications of curriculum change will determine the researcher's perspective to conduct transferability in other qualitative research studies or situations. The person who wishes to transfer research findings to other contexts does so at their own risk (Trochim, 2006). Lincoln and Guba (1985) and Firestone (1993) are among researchers who convene that descriptive and sufficient contextual information pertaining to fieldwork must be provided to enable the application of research findings on other contexts (Shenton, 2004).

4.13   Dependability (which aligns to reliability)

The principle of dependability in a research study requires the researcher to account for any changes that occur within the research context. The role of dependability in the research study is to facilitate changes that may occur within the research context. Also, dependability is the degree to how a similar study could be repeated by other researchers, in a similar context, using similar methods and similar participants and obtaining similar or consistent findings (Kennedy-Clark, 2012). For instance, if another researcher intends to replicate a similar study on psychosocial implications of curriculum change on teachers, it is expected that similar findings will be obtained.

To attain dependability of the study, qualitative design uses an inquiry audit which requires an outside person to review and examine the research process and data analysis to ensure consistency in findings. Use of interviews and focus group discussion in this study is used to demonstrate the overlapping of methods applicable to qualitative research. Shenton (2004) stresses that there is a close connection between credibility and dependability which can be achieved through the overlapping of methods.

4.14 Conformability (which is a preference to objectivity)

Conformability seeks to ensure that the findings of the research study are the ideas and experiences of participants rather than of the researcher. In qualitative design, conformability is considered as a criterion which the researcher uses to concede his own predispositions. It involves making sure that the researchers' biases do not twist participants' responses to fit his interests (Moon *et al.,* 2016). Ontological and epistemological reflections of this study ensure that results are based on experiences and preferences of research respondents rather than of the researcher.

For qualitative researchers to ensure and establish conformability, Shenton (2004) illustrates that audit trail which highlights a step-by-step data analysis process may be provided to affirm the rationale of any decision-making in the research study. The audit trail of this study is presented in a table form in the appendix section. In conclusion, conformability acknowledges any shortcomings of the research methodology and design to establish that research findings accurately portray participants' responses.

4.15 Reflexivity

The qualitative researcher has an obligation to acknowledge the importance of self-awareness and reflect on one's own role in the process of data collection, analysis and interpretation (Korstjens and Moser, 2018). The researcher's self-reflection about oneself in regard to own biases, preferences or pre-conceptions and their relationship with respondents can influence participants' responses. The qualitative researcher is interested in how meanings are constructed and produced particularly in the social, cultural and relational contexts. Therefore, an interview is a relevant research instrument of interaction between the researcher and participants to utilize in this study to construct and produce meanings (Palaganas, Sanchez, Molintas and Caricativo, 2017).

The researcher must acknowledge changes brought to him/herself and how these changes affect the research process. Palaganas *et al.,* (2017) illustrate that the journey of research discovery and outcomes can shape and empower the researcher. This may include his/her personality, view of the world, interpretation of the phenomenon and attitude towards the subject matter. This study, therefore, puts the researcher in the spotlight regarding teachers' attitude towards the new education policy, how their motivation and behaviour were affected and be acquainted with how their relations with learners, colleagues and the outside world was affected. Secondly, the researcher intends to understand teachers'

embraced and appreciated educational changes and the challenges experienced, especially during the implementation phase.

Dowling (2006) in Palaganas, *et al.,* (2017) indicate that reflexivity is both a process and a concept. As a continuous process, reflexivity focuses on the researcher's self-introspection and values on his/her subjective role in the research process. The researcher is obliged to recognize, examine and understand how their assumptions about the subjects, social background and context affect the research study. As a concept, reflexivity refers to the level of the researcher's consciousness which entail his/her self-concept, self-awareness image, beliefs and objectives (Gilbert and Stoneman, 2016). Reflexivity in this research study will make the research process open and transparent. Both the researcher and participants in the process of gathering, analyzing and interpreting data are important to ensure consistency in the research study.

4.16   Data transcription

Gathered data from semi-interviews and focus groups were transcribed by the researcher personally. Kvale (2011) describes transcription as an interpretative process, whereby the purpose and content of the interview, as well as the differences and problems between oral speech and written text will practically surface. Data is transcribed with the purpose of producing valuable results and minimizing the chances of new knowledge about the research topic (Brinkman and Kvale, 2015).

Hepburn and Bolden (2017) assert that it may appear like what is said on paper is a straight-forward task, but it is not easy to write down what people say, their gestures and conducts. The researcher has by all means, recorded all proceedings of the interviews and reactions of respondents with the aim of giving the reader a scenario of what transpired during the data-gathering process. All proceedings, responses and reactions during interviews and in focus groups were recorded in the researcher's journal.

4.17   Confidentiality

Waller *et al.,* (2016) accepts that the researcher is obliged to promise confidentiality as a way to encourage and to protect participants. In social and qualitative research, it is encouraged to keep the identity of participants' confidentiality (Thomas, 2017). Two primary schools where the study was

conducted, teachers, principals, ECOL and NCDC officials who participated in this study were anonymously identified. Each of them was referred to by a pseudonym name.

All participants were assured that the audio recordings, transcriptions and interview schedules would only be accessed and viewed by the researcher, the supervisor and the examiner if the need arises. The researcher assured participants that their interview responses would be stored at the University locker for at least five years. All transcripts would be shredded and audio recordings will be deleted after that.

4.18 Data analysis

After going through a complex process of data generation, the researcher was faced with loads of data that needed to be analyzed. Data analysis is regarded as one of the most critical and important phases of the qualitative research study. Nowell, Norris, White and Moules (2017) indicate that the process of data analysis is conducted in a systematic approach which is transparently communicated to others. Also, the researcher must be clear about the process, why they are doing it and be descriptive about the analysis method. Gathered data in this study was analyzed by categorizing it in themes and sub-themes. Javadi and Zarea (2016) view themes as concise, accurate, simple and short phrases which are extracted from codes. Therefore this qualitative study adopted a thematic analysis approach. Thematic Analysis is a method which identifies, analyzes, describes and reports themes extracted within a qualitative perspective (Clarke and Braun, 2017; Nowell, *et al.,* 2017).

Clarke and Braun (2017) concede that thematic analysis can be used to identify patterns within data in relation to participants' lived experiences, views, perspectives, behaviours and practices, also what they think, feel or do. Therefore, soliciting a thematic analysis in this study helped the researcher to determine psychosocial implications of curriculum change among teachers. The advantage of using thematic analysis in this study thus provides a flexible approach and rich and detailed data (Clarke and Braun, 2016). Also, the thematic analysis enables trustworthiness within the context of the study of interest. Hence Nowell, *et al.,* (2017) undertake credibility, conformability, dependability, and transferability as principles of trustworthiness which determine how the researcher uses collected data to support the main themes and analysis of the study. In engaging thematic analysis in qualitative data, the following six faced features were considered to be critical in the context of qualitative data analysis as initiated by (Gray, 2018):

- familiarize with data;

- generate initial codes;

- search for themes within codes;

- review themes;

- define and name themes; and

- produce the report.

4.18.1. Application of Thematic analysis

In abiding by the above-mentioned principles of thematic analysis, initially, the researcher critically got familiar with the gathered data by repeatedly listening to audio recorded materials and reading participants' responses on the interview guide several times. The researcher also noted down initial ideas which appeared in the verbatim quotations. Although this is a very time-consuming process, Javadi and Zarea (2016) state that it is highly valuable for the researcher to patiently immerse him/herself with the gathered data. This was followed by transcribing gathered data and systematic analysis of the data through coding. After coding, the researcher created themes which assisted in revealing essential issues that relate to the research questions as the third stage. Gray (2018) suggests that themes need to be evaluated to ensure they represent the whole text of the participant's response. Fourthly, similar themes were reviewed and put together to form a comprehensive theme. When reviewing themes, the researcher realized that some of them were not really themes or do not have enough supporting data and also realized that some themes need to be merged with others due to an overlap. This confirms the flexibility of applying thematic analysis in the qualitative study (Javadi and Zarea, 2016). Subsequently, the researcher put all potential themes together and formed four broad themes.

Thematic analysis from the interviews and focus group discussion revealed specific themes which were identified based on relevance and appropriateness to this study and commonality between participants. The researcher described and labeled themes in the fifth stage to consider how each theme fits into the overall setting regarding gathered data and their relation to research questions. Nowell *et al.,* (2017) suggests that themes need to be clear and straightforward when named, in order to give the reader a sense of what the theme is about. In the sixth and last stage of thematic analysis, the reseracher concluded by producing a detailed data analysis report which entails psychosocial implications of curriculum change on teachers and how they embraced and appreciated curriculum changes. The report also entails teachers' psychosocial coping mechanisms which assisted them to survive challenges conveyed by curriculum changes. Javadi and Zarea (2016) insist that the views in the report must be

accurate, consistent, logical, without repetition and attractive through and from within themes, while Nowell, *et al.,* (2017) state that the researcher should provide concise, coherent, and logical with no repetition of data within and across themes.

4.18.2   Inclusion and Exclusion criteria

In the process of thematically analyzing collected data, the researcher engaged inclusion and exclusion criteria. Inclusion criteria is described by Velasco (2010) as the set of pre-defined characteristics used to identify subjects which can be included in the research study while exclusion criteria are selected subjects or eligible criteria used to rule out the population in a research study. Different inclusion criteria subjects are meant to respond to specific objectives of the research study and to critically accomplish its aim. In each theme, different inclusion criteria were optimized to enact sub-themes. Porzsolt, Wiedemann, Becker and Rhoads (2018) assert that inclusion criteria describe the conditions a subject has to meet to be included in a study and the exclusion criteria describe the conditions a subject does not meet to be included in a study. There are subjects from verbatim quotations which were eligibly included in the analysis process, while there are subjects which were not included. Also, the researcher specified which criteria were inclusions or exclusions.

4.19   Limitations

The study was limited to thirteen teachers from two Maseru urban primary schools only. The context in which the study was conducted is not indicative of the general situation in Lesotho primary schools. The research findings in the study will be limited to the generalization of psychosocial implications of curriculum change on teachers in Lesotho urban schools. The study was conducted eight years after the curriculum was changed and two years after its roll-out and implementation in primary schools, therefore some teachers could hardly recall other incidents and experiences which occurred previously. Therefore, relying on the memory of participants may have jeopardized findings. Respondents could not differentiate other concepts like emotions, attitude, and motivation in the interview guide and this required the researcher to relate examples. Lastly, although respondents could speak English, they also uttered many Sesotho words and this required the researcher to seek translation while transcribing interview data.

4.21   Conclusion

This chapter discussed the use and relevance of applying qualitative research methodology and design which was employed to respond to critical research questions posed in this study. The interpretative paradigm was also outlined to set the philosophical approach of the study to determine the psychosocial implications of curriculum change on teachers. The interview and focus group methods are dual data gathering instruments utilized in this study. Field notes and schedules were also outlined to give the reader what transpired during the fieldwork. Justification of using convenience, snowball and purposive sampling techniques are mentioned with their sampled participants. Moreover, trustworthiness and the data transcription process of this study were clarified. Finally, the researcher indicated how the data analysis process was conducted using a thematic analysis. The following chapter focuses on analysis of qualitative data and discussion of findings.

CHAPTER FIVE

DATA ANALYSIS AND DISCUSSION OF FINDINGS

5.1   Introduction

The previous chapter presented and outlined the research design and methodology embraced in this study. The focus of this chapter is to present and discuss the qualitative data generated from the semi-structured interviews and focus groups. The four major themes were presented and sub-themes emerged during the data analysis process. The researcher also analyzed the findings by including participants' responses and verbatim quotations to authenticate their voices. The discussion and interpretations were supported by the existing literature review and theoretical framework adopted in this study to deepen understanding of the psychosocial implications of curriculum change on teachers and the coping mechanism used. Presentation and discussion of data were both presented to allow coherence each theme. The summary is provided at the end of the chapter.

5.2   Findings of Thematic Analysis

In this section of the chapter, the various themes are explored in detail. Four themes emerged with sub-themes that are outlined in Table 5.1. Each theme is discussed individually.

Table 5.1: An outline of the main themes and sub-themes

Theme	Sub-theme
Theme 1: A need for curriculum change	➢ integrated curriculum ➢ extra-mural curriculum ➢ Embrace learners skills and abilities
Theme 2: Teachers' participation in curriculum change	➢ Involvement of teachers ➢ Role of teachers
Theme 3: Psychosocial effects of curriculum change	➢ Psychological effects: • *Emotions* • *Motivation* • *Attitude* ➢ Social effects

	• *Relationship*
	• *Social life*
Theme 4: Coping Mechanism	➢ Support system
	➢ Applied strategies

5.3   Theme 1: A need for curriculum change

This theme highlights the awareness of curriculum reforms that have been taking place in the Lesotho education system. The theme refers to any need or awareness concerning curriculum change. Within this theme, the participants refer to integrated curriculum, extra-mural activities and foster learners' skills and abilities. In Table 5.2, the inclusion and exclusion indicators for each sub-theme are presented.

Table 5.2: Inclusion and exclusion criteria for Theme 1

THEME 1: A need for curriculum change		
Sub-theme	**Inclusion criteria**	**Exclusion criteria**
Sub-theme 1.1: Integrated curriculum	Any reference made to the integrated curriculum, holistic and merging of subjects	Anything that excludes integrated curriculum, holistic and merging of subjects
Sub-theme 1.2: Learners' skills and abilities	Any reference made about learners skills, talents and self-improvement	Anything that excludes learners skills, their talents, and their self-improvement

5.3.1   Sub-theme 1.1:   Integrated curriculum

 From the interviews and focus group discussions, it became clear that the need for curriculum change was perceived as a lens through which the curriculum could contribute to the holistic development of learners in Lesotho. Various cohorts (teachers, curriculum designers, and representative from assessment packages designers) perceived integrated curriculum to their understanding of the psychosocial development of a child.

Many participants emphasized the need for an integrated curriculum and its associated benefits. One of the teachers had this to say:

> "*Yes there was a need for curriculum change, integrated curriculum assisted learners''*
> *(Ouma)*

Another participant further exemplified the emphasis of an integrated curriculum during the Focus Discussion Groups interview by highlighting its role to address learners' diverse backgrounds. In her own words, Mosuoetsana said:

> *"Yes, there was a need for curriculum change in Lesotho due to learners' different social backgrounds." (Mosuoetsana)*

APD1 participant also echoed the importance of the need for the development of an integrated curriculum by highlighting how the old curriculum was inadequate and only concentrated on the cognitive competence rather than the holistic development of children in Lesotho.

> *"Yes, there was a need for curriculum change in Lesotho, because the old curriculum concentrated only on the cognitive competence of learners, it developed dependent learners, did not develop self-reliant persons." (APD1)*

Officers shared the same sentiments. One of them, for instance, emphasized independency of the learners:

> *"Yes, there was a need for curriculum change in Lesotho, the previous education system that we had only prepared learners who want to be employed." (Officer 1)*

One participant considered the integrated curriculum as an approach and strength to merge other subjects*: "Yes, there was a need for curriculum changes in Lesotho because the old curriculum needed to be reformed...there was a need to merge other subjects" ('Nake).* When asked to elaborate on the need to merge subjects during the focus group discussion, the participants explained that: "*life skills and spirituality, it has minimum content on physical education like sports-soccer, volleyball, the physical part is not covered, the psychological part is not covered*" (*Khaitseli*).

However, few participants had a different viewpoint about the curriculum change. This is what these participants had to say:

> *"No, there was no need for curriculum change in Lesotho; many good things have been left, does not cover many aspects holistically." (Motho)*

Cousi has the same views as Motho in saying:

> *"There was no need for curriculum change, the old curriculum was better than this new one; expectations of the integrated curriculum are very high for teachers and learners." (Cousi)*

In the group discussion, Khomo also lamented that,

> *"There was no need for change; the problem is that there is no positive outcome with this integrated curriculum." (Khomo)*

5.3.2. Sub-theme 1.2:   Learners skills and abilities

The participants' responses revealed that an integrated curriculum has ample opportunities to improve and shape learners in terms of skills, abilities, talents, capabilities and socio-economic backgrounds. Most of the participants commented on various opportunities created by an integrated curriculum and seem to have improved the psychosocial development of the children in the long run.

Officers identified the need for curriculum change that prepares learners to be self-reliant and independent. One of the Officers said:

> *"So there was a need for preparing people with other life skills that will enable learners to be self-reliant and independent." (Officer 1)*

One of the APD participants' shared the same sentiment and added that the integrated curriculum created space to equip learners, not only to be independent but also to be able to change their lives and have a bright future.

> *"The new curriculum equips learners with life-changing skills for the betterment of their future." (APD1)*

The need for an integrated curriculum was also linked to promoting a sense of ownership offered to learners. Two participating teachers spoke eloquently about a platform for learners to unleash their talents and critical skills such as problem-solving skills. Ouma illustrate that*:*

> *"Integrated curriculum assisted learners to explore the best in them, embrace kids' talents and skills, it does not limit learners, and it allows them to be problem solvers." (Ouma)*

While Ngoaneso indicated that:

> *"Integrated curriculum equips learners with skills and also to be self-reliant."*
> *(Ngoaneso)*

In the same vein, Mosuoetsana added:

> *"They [learners] have different talents and capabilities, there is a need for self-*
> *enhancement, and global socio-economic demands need us to improve to be in the world*
> *standard." (Mosuoetsana)*

5.3.3   Discussion of findings for Theme 1

It emerged from the participants responses that a need for an integrated curriculum and the impact that the integrated curriculum is having on the learners in addressing their diverse need in Lesotho is crucial. It is evident that integrated curriculum is the answer to learners needs and their socio-economic demands. The literature on curriculum change acknowledges the importance of teachers' engagement as a critical role in the transformative process of the Lesotho educational system (Yuen, 2014). Furthermore, literature postulates that 21st Century educational reforms must respond to global economic challenges at local and international levels (Voogt and Pelgrum, 2005) and also respond to the diverse needs of the learners. These diverse needs include academic, psychological and encouraging the active pursuit of social transformation.

Participants' views of curriculum change as an entry-point of understanding the psychosocial implications is echoed in studies exploring teachers' experiences of curriculum change both locally (Maharajh, Nkosi and Mkhize, 2016; Taole, 2013; Bantwini 2010; Thaanyane 2010) and internationally (Kirkgoz, 2008; Rogan and Grayson 2003). In this study, majority of the participants recognize the need for an integrated curriculum and the impact that the integrated curriculum is having on the learners in addressing their diverse needs in Lesotho. These findings are consistent with those of similar studies, where teachers reported a need for integrated curriculum (Ferguson-Patrick *et al.,* 2018; Mbarushimana and Allida, 2017) as well as increased awareness of the psychosocial factors that affect individual outcomes (i.e. holistic development) (Ferguson-Patrick *et al.,* 2018). Furthermore, participants in this study showed an increased need for extra-mural activities in the curriculum and their impact on the

psychosocial well-being of the children or learners. This is similar to themes that emerged in previous studies, where curriculum changes led to a greater sense of a holistic well-being.

According to the literature, the need for an integrated curriculum provides a pathway for teachers to promote learners' diverse skills and abilities (Suryadi, Ekayanti and Amalia, 2018; Magoma, 2016). Learners' skills and abilities (sub-theme 3) became evident in this study as participants emphasized that the opportunity for the integrated curriculum to integrate subjects (e.g. life skills) were previously not regarded as part of the curriculum. Participants' awareness and appreciation for engaging with an integrated curriculum (including physical education, embracing learners' abilities, talents and skills and socio-economic backgrounds) became evident in the current study. Similar themes related to learners' abilities and talents have emerged in literature on the need for curriculum reforms, including promoting critical thinking and innovation (Adebule, 2014). This encourages problem-solving skills and increases confidence while becoming appreciative of learners from the different socio-economic backgrounds.

Participants' responses to the need for curriculum change in Lesotho highlighted the importance of a strong focus on assets and resources when adopting an integrated curriculum. The participants in this study highlighted the integrated curriculum as favourable and related it to a better approach towards the holistic development of the learners. Across majority of participants, the need for curriculum change was positive and highlighted the reciprocal relationship between teachers, learners, the Ministry of Education and society at large. Introducing integrated curriculum in Lesotho education system and in schools will equip learners with live skills, allow learners to embrace their talents and capabilities, be problem solvers, be critical thinkers, and be innovative and creative. This will allow learners to be self-relient, and to participate in the socio-economic development of their country and to compete in the world market. An overview of the findings for Theme 1 in the current study, which highlighted the need for curriculum change from the participants' viewpoint, might be attributed to the distinctive assertions of the Appreciative Inquiry. Through AI, change can have something positive that works well and there are strengths and capabilities which can be a starting point to promote positive change in education (Cooperrider *et al.,* 2005).

5.4   Theme 2:   Teachers participation in curriculum change

In this theme, the researcher intended to establish teachers' roles in the planning, designing and development stage of the newly introduced integrated curriculum. Secondly, the researcher intended to establish teachers' roles in the process of changing of curriculum and how curriculum policy was introduced to them as teachers.

Table 5.3: Inclusion and exclusion criteria for Theme 2

THEME 2: Teachers' participation in curriculum		
Sub-theme	**Inclusion criteria**	**Exclusion criteria**
Sub-theme 2.1: Imposition of participation	Any reference made to imposed participation, the teacher being told versus being invited or consulted whether they would like to participate.	Anything that excludes imposed participation, the teacher being told versus being invited or consulted whether they would like to participate.
Sub-theme 2.2: Selective participation	Any reference made regarding criteria applied to select teachers for teachers who participated in the curriculum change process.	Any reference that excludes teachers' participation in the process of changing the curriculum.
Sub-theme 2.3: Implementation stage	References made to the role of teachers during the implementation stage.	Anything that excludes teachers' roles in the implementation stage.
Sub-theme 2.4: Workshop as a sense of participation	Any reference made to the workshop as a form of teachers participation in the process of changing curriculum policy.	Anything that excludes workshop as a form of how teachers participated in the process of changing curriculum.

5.4.1 Sub-theme 2.1: Imposition of participation

Responses from both interviews and focus group discussions have revealed how teachers were left out in the process of changing the curriculum. Participants indicated that they were not involved in the development of this curriculum policy; it was imposed on them. Their views and concerns were not considered even though they are the ones who implement such a curriculum policy. Teachers mentioned that they did not know about this policy and what is expected of them.

The majority of teachers were concerned about how they were excluded and the imposition of participation made on them. One participant said:

"We were not involved; I was just told that teachers must attend workshops,
it was imposed on teachers, we didn't participate either way." (Motho)

Another teacher echoed the same concerns on how this curriculum policy was imposed on them.

"No, we were not involved in the process of changing curriculum; it was just
imposed on us; we were told to attend the workshops; we were not considered
as part of the change; we were not consulted about weak points of the old
curriculum and what can be changed." (Anti)

In the focus group, one participant revealed how the curriculum policy was imposed on them.

"We were never involved anyhow; it was just imposed on us." (Tsoene)

In the same vein, one participating school principal shared the same sentiments with teachers when showing how they were informed about the new education policy.

"No, we principals didn't participate and we were not invited, it was developed
by NCDC officials and very few teachers whom we don't know how they were selected."
(Mosuoe)

Responses from both the interviews and focus group discussions revealed that teachers and principals were not aware that the Ministry of Education was intending to change and introduce the integrated curriculum policy. Many teachers indicated that this new curriculum was imposed on them. One participating teacher, Chomi, said that the curriculum change was only imposed on teachers; she doesn't know where this curriculum comes from. Some teachers mentioned that they first heard about it at the one-week training workshop which was conducted in January 2011, just before schools resumed. It became clear that many teachers and principals confirmed that the change of curriculum and the integrated curriculum was imposed on them.

5.4.2   Sub-theme 2.2:   Selective participation

The criteria used to select teachers who were panel members of different learning areas who developed curriculum content is not clear to many participating teachers and school principals according to some

of their responses in this study. The majority of teachers wished to be part of the working panel which developed this curriculum policy, but they were not selected to be members of different subjects' panels. Participating teachers and principals mentioned that they did not know the criteria used to select teachers who participated in the curriculum policy development.

One participating teacher confirmed that:

> "*Some teachers were selected to participate in the process of developing an integrated curriculum, but do not know the selection criteria and how they participated; I wished to participate." (Khaitseli)*

It was a surprise to some teachers as they were not aware of the selection criteria used to nominate teachers who participated in developing the integrated curriculum. One teacher had this to say:

"*I heard that other teachers from other schools participated, but I don't know how." (Sisi)*

One of the participants was surprised and shared the same concerns as Sisi regarding the criteria used to select teachers who participated in the design and development of the Lesotho integrated education policy.

> "*Teachers from different schools were invited to participate, but not every teacher was invited, but I am not aware of the selection criteria for teachers to participate in the process." (Ngoaneso)*

However, curriculum developers and assessment packages designers perceived that teachers were invited to be members of different subjects' panels. In interviews that were conducted with curriculum developers and assessment developers, it was revealed that it is important to involve teachers in designing, developing and implementing the curriculum. One curriculum developer said:

> "*Yes, teachers were involved in curriculum development, teachers formed part of different subject task-teams and panels which designed and developed syllabus."(Officer 3)*

While one assessment packages designers said this regarding teachers' participation in developing assessment packages:

> *"Yes, teachers were involved in the development process of assessment tools; Teachers were sensitized on procedures and expectations of assessment tools and how to administer them."* (APD1)

5.4.3 Sub-theme 2.3: Implementation stage of integrated curriculum

One critical phase of the curriculum is its implementation stage. Content, learning activities, teaching approaches, learning aids and assessment are all showcased in the implementation stage to see their practicability and credibility. One major responsibility of teachers is to implement a curriculum that was designed and developed by other people. Teachers are therefore viewed as gatekeepers of a curriculum policy. The majority of teachers proudly indicated that they implemented an integrated curriculum and made adjustments from the old curriculum.

Two participants said:

> *"I only implement the curriculum..."* (Chomi)

> *"I only participated in the implementation stage."* (Motho)

However, some participants narrated how they were involved in different phases of the curriculum. This is what some participants had to say:

> *"No, I was not involved in the curriculum change process, I was just told about it; I didn't take part in the planning, design or development process of the integrated curriculum; ...I was only involved in the implementation stage."* (Mokhotsi)

> *"Yes, teachers were partly involved in curriculum change, but no consultations were made before it was introduced and it was imposed on us; we did not take part in planning, designing, and development of the integrated curriculum; we only participated in implementation at our schools as teachers."* (Ausi)

Some participants in the focus group also shared their experiences on how they participated in the whole scenario.

> *"We were never involved anyhow; it was just imposed on us and for us it's just to implement whatever content they give us." (Tsoene)*

5.4.4   Sub-theme 2.4:   Workshop as a sense of participation

The majority of teachers were privileged to attend the one-week training workshop hosted by the National Curriculum Development Centre. It was in this workshop that teachers were oriented about teaching methods, assessment packages, teaching and learning content, as well as learning activities of the integrated curriculum. A call for the workshop was organized at the beginning of the year a few weeks before schools re-opened. Teachers' participation was vital in this workshop as it allowed teachers to know what to teach, how to teach and assess learners.

Although the change of curriculum came as a surprise to many teachers, they realized the need to attend the one-week training workshop. For instance participants in the focus group said this about the workshop:

> *"We were only invited to a one-week training workshop which was very short to understand all the content." (Koko)*
>
> *"The time was so short to learn how to prepare lesson plans, time tables, with too much content." (Thaha)*

In the same manner, teachers who were interviewed in other schools shared the same sentiments with their colleagues who participated in the group discussion. This is what some of them revealed:

> *"We were not involved in the process of changing curriculum; it was just imposed on us; we were told to attend the workshops; we were not considered as part of the change; we were not consulted about weak points of the old curriculum and what can be changed." (Anti)*

"I only knew about it at the training workshop I attended, which lasted one week, this workshop was too short to train and equip teachers with skills to implement this curriculum, training of teachers was not sufficient." (Ausi)

A major concern from the majority of teachers is that a week's training workshop was too short to digest such a vast amount of content. Some participants were concerned about the incompetence of workshop facilitators and trainers being school inspectors and District Resources Teacher's. Some participants lamented that:

"During the training workshop, district resource teachers and inspectors could not answer teachers' questions regarding concepts, teaching methods and how much content we must give learners." (Ouma)

5.4.5   Discussion of findings for theme 2

Responses by many teachers to the question of teachers' participation and involvement in the process of curriculum change and implementation indicated that teachers were not involved in any process of the new curriculum development. Teachers mentioned that they were neither involved in the planning stage, the design stage nor the development stage. However, literature asserts that teachers' involvement in curriculum design results in improving curriculum designs practice and eventually high-quality curricula (Voogt, Pieters and Handelzaltz, 2016). The majority of teachers mentioned that they were only involved in the implementation stage. Rampasard's (2001) findings reveal that teachers are concerned by the approach of curriculum developers of not involving them from the initial stage of curriculum change and their lack of understanding problems in the implementation stage.

Few teachers mentioned that there were some teachers involved in the development phase, through seminars and workshops but they do not know the selection criteria of such teachers. Silver *et al.,* (2015) emphasized that "… teachers should be involved in curriculum development…" Participating teachers also illustrated that there was no formal introduction of the education policy made to them as teachers. Curriculum changes were imposed on them as they only heard about it at the one-week training workshop and on different media platforms. Rampasard (2001) recommends that teachers should be involved and trained on policy formulation if effective participation and implementation is to be guaranteed. However, responses from curriculum designers, principals and assessment packages developers illustrate that teachers were engaged as panel members of different learning areas and subjects in designing and developing the integrated curriculum. Below are the responses of officer 1 and APD1 against other teachers' words.

"Yes, teachers were involved in the development process of assessment tools; teachers were sensitized on procedures and expectations of assessment tools and how to administer them." (APD1)

"Yes, teachers were involved in developing integrated curriculum, some members of the panel which developed the curriculum were teachers, and this helps because teachers work with learners in the classroom and at school as they know learners better."
(Officer 1)

Teachers were not invited or involved to table their inputs or suggestions during the curriculum change process, neither in the design or development of the integrated curriculum. Findings revealed that many teachers did not play any role in curriculum development. Teachers indicated that integrated curriculum was imposed on them and not were considered as part of change. No consultations were made with teachers about teachers' experiences and challenges in the classrooms and what can be advanteges and disadvantages of introducing integrated curriculum. However, Rampasard's (2001) study revealed that a lack of teachers' participation in curriculum development may lead to de-skilling of teachers which may result in an enormous dependency culture, whereby teachers will be awaiting instruction, training and curriculum interpretation in the top-down approach. Evidence from verbatim quotations and the analysis and subsequent results of data confirm the need to develop intensive teacher development strategies that will safeguard quality participation in curriculum development. To ensure quality participation, teachers must be offered quality training which will inform excellent policy decisions. More refresher training is required as mentioned by other teachers, to equip learners with more skills pertaining to implementation of integrated curriculum, which include teaching methods, assessment procedures and learning content. To majority of teachers, a one week training was too short for teachers to grasp all necessary content for proper implemtation of curriculum changes and the integrated curriculum itself.

5.5   Theme 3:   Psychosocial effects of curriculum change

This theme critically presents psychological and social effects on teachers which transpired due to curriculum changes on the Lesotho education system. The theme refers to any psychological implications that include teacher's emotions, attitudes, and motivation during the process of curriculum change. Also, this theme refers to how teachers' social lives were affected in particular, focusing on their relationship with colleagues, family members, and school administration and management. However, this theme is categorized into two sub-themes which include psychological and social effects; and these two sub-themes are also divided into different categories. Within the sub-theme of

psychological effects, participants may react to any mental, emotional, affective, cognitive, attitudinal change or motivational adherence of teachers towards curriculum change. In articulating the social effects sub-theme, participants refer to any social relationship with their colleagues, learners, school administration and management and how their social lives were affected. Below in Table 5.4, the inclusion and exclusion indicators for each sub-theme are presented.

Table 5.4: Inclusion and exclusion criteria for Theme 3

THEME 3: Psychosocial effects of curriculum change		
Sub-theme	**Inclusion criteria**	**Exclusion criteria**
Sub-theme 3.1: Psychological effects	Any reference made to psychological, mental or cognitive effects, or affective constructions	Anything that excludes psychological, mental, cognitive effects or affective constructions
Sub-theme 3.2: Social effects	Any reference made to social, relationships (intrapersonal or interpersonal relationships	Anything that excludes social and relationships (intrapersonal or interpersonal relationships)

5.5.1   Sub-theme 3.1:   Psychological effects:

In articulating psychological effects in this study, the researcher refers to them as mental, emotional and cognitive effects that affect a teacher in the learning and teaching context during the process of curriculum change. For the benefit of this study, the researcher has directed the following discussion to teachers' emotions during the change of curriculum, teachers' attitudes towards curriculum change and how teachers' motivation was affected during the process of curriculum change. The following table 5.5 presents teachers' psychological experiences during curriculum change.

Table 5.5: Table of categories and sub-categories for teachers' psychological reactions

Category	Teachers emotions during curriculum change	Teachers motivation while implementing curriculum changes	Teachers attitude towards curriculum change
Sub-categories	*Anger, frustration, stress, fear, acceptance, ecstasy, self-confidence, happiness, anxiety*	*Teacher motivation and demotivation during curriculum change*	*Positive and negative attitude*

5.5.1.1 Category 1:   Teachers' emotional experiences during curriculum change

The responses from the interviews and focus group discussions, it is evident that teachers were emotionally affected and this was shown by different reactions they perceived during the curriculum change process. Teachers' reactions that were revealed include frustration, stress, and anger, lack of self-confidence or ecstasy. These emotional reactions are confirmed in chapter two, section 2.10.2 as presented in figure 2.1 in this research study. These emotional experiences highlight the teachers' acceptance or resistance to curriculum reforms.

      a)   **Frustration**

Responses from different cohorts (teachers, principals, curriculum designers, and assessment packages designers) exposed teachers' frustration towards curriculum change and how they were affected. The majority of teachers emphasized how frustrated they were during the curriculum change process. The following are what some teachers had to say about their emotional frustration during the curriculum change process.

> *"In the beginning, it affected and worried me, it was frustrating and stressing me. The workload on learners and me as the teacher was too much to bear." (Nana)*

> *"Lack and unavailability of teaching materials and resources in other learning areas was frustrating as we didn't know what to teach learners…"(Sisi)*

Moreso, a participant in the focus group also voiced out how he felt about the introduction and implementation of curriculum changes.

> *"… I felt like resigning due to a lot of frustrating work and many concepts which it was difficult to understand."(Nonyana)*

The majority of teachers and one principal revealed how they were frustrated due to different reasons that include how the change of curriculum was introduced, the standard of education in Lesotho, the performance of learners and their future. Other teachers outlined how angry they were due to how some curriculum processes were introduced. Teachers were not only frustrated by the introduction of the integrated curriculum but also by different aspects which include lack or unavailability of teaching materials, and increased workload.

On the other side, principals as curriculum overseers and guardians also outlined their views about teachers' frustration during the process of curriculum change. This is what one of them shared:

> *"Teachers were frustrated, a lot of uncertainty reigned about our future products which are children..." (Mosuoe)*

b)   Anxiety

The analysis of participants' interviews revealed some negative psychological factors affecting teachers in the context of curriculum reform. The majority of the participants' responses revealed that the teachers were anxious, frustrated and depressed in the classroom during the implementation of the changed curriculum. The excerpt from one participating teacher illustrates this point.

> *"I was very confused, angry and anxious with how to integrate lessons, even preparing a lesson plan was confusing." (Mokhotsi)*

Some of the teachers indicated that their frustration was a result of a high teacher-learner ratio; as a result, they were depressed that they could not reach every learner. This implies that curriculum change which does allow teachers to reach the full potentials of their learners requires a stable mental state. One teacher had this to say:

> *"It's frustrating because as a teacher I can't reach every learner due to high teacher-learner ratio, I can't cover a lot of work in a short time, always depressed." (Ngoaneso)*

The majority of teachers mentioned their frustration and their uncertainties about the new curriculum. One of the prominent frustrations mentioned by the participating teachers was a misunderstanding of the new curriculum. They were unfamiliar with the new curriculum as a result. The following principal's extract illustrates this.

"Teachers were frustrated, there was a lot of uncertainty about future products which is children, teachers cannot feel the sense of teaching and which direction this curriculum is leading children." (*Mosuoe*)

c) Stress, fear and anger

Throughout the journey and process of curriculum change, teachers experienced a range of emotions in response to different teaching tasks, contexts and teachers' relationships with colleagues, learners, and school administrators. Teachers experienced various mixed emotions at different phases of educational reforms which included depression and stress, anger, fear, anxiety, happiness, confidence, and enjoyment. Some teachers' responses affirmed their emotional experiences as inclined by the following verbatim quotations.

"...it affected and worried me, it was frustrating and stressing due to its workload on learners and me as a teacher." (Nana)

"I was very angry with how this curriculum was designed and implemented…" (Anti)

It appears to both respondents that teachers' emotional experiences to the curriculum change can be cyclical depending on their resistance or acceptance to change. Teachers shared their feelings about the curriculum change and its implementation phase. They felt anxious and stressed due to increased workload, while others were angry because of how the integrated curriculum was designed and implemented. Teacher's reactions were confirmed by school principals as guardians of the curriculum in the schools as outlined below.

"It differed from teacher to teacher, in the beginning, some were emotionally affected, they were worried, concerned and uncertain about its future, but now they are happy about it." (Mosuoetsana)

"…lot of uncertainty about future products which are children, teachers could not feel the sense of teaching and direction…" (Mosuoe)

However, curriculum designers also articulated their views about teachers' frustration and fear during curriculum change.

"They had a phobia of the integrated curriculum... They were not happy with suggestions that required them to change their ways of teaching, in general, they were afraid of the reforms". (Officer1)

5.5.2 Discussion of findings for category 1:

Teachers' mixed emotions included positive and negative reactions to the implementation of curriculum changes. Lee and Yin (2010) indicate that in many instances, both positive and negative emotions existed simultaneously. Teachers revealed how frustrated they were due to different factors that were mentioned in verbatim quotations. A substantial amount of teachers who participated in this study indicated that they were frustrated, depressed and stressed due to increased workload, high teacher-learner ratio, enrolling and assessing learners with a learning disability, the uncertainty of teaching approach and lack of teaching and learning materials. Stress and frustration was a common factor in many teachers' responses. Some teachers expressed their anger which was provoked by the processes of curriculum change and implementation of changes. Challenges experienced during curriculum change brought uncertainty amongst teachers. However, it is difficult for the researcher to evaluate teachers' emotional experiences by using only positive or negative descriptions.

What is derived from this sub-theme is that majority of participants indicated that many teachers were stressed and have increased anxiety during the implementation stage of the new curriculum. Under this sub-theme of anxiety, some teachers showed that they were confused about how to implement an integrated curriculum. They felt their sense of teaching was diminishing; and were also afraid that they would not be able to reach the needs of diverse learners due to high teacher-learner ratio. The prevalence of anxiety was dominant among teachers than any other participants in this study. This is not surprising because teachers are the key role players in the implementation of any curriculum reform.

The school principals had observed teachers' emotional reactions during the curriculum change process and implementation stage. The researcher picked up mixed emotions among teachers during the data collection. Teachers' responses indicated feelings of anticipation, anxiety, confusion, and excitement about the curriculum. Stress and frustration appeared once again as a common factor in many teachers' responses. Lee and Yin (2010) illustrate that educational change and teacher's emotions' is not a one way, but a reciprocal relationship, they go side by side. Many teachers interpret their emotions as frustrating, being angry, stressful and anxious in implementing curriculum changes. However, the results of Kelchtermans's (2005) study reveals that teachers' ongoing emotional struggles and educational changes demand a lead to teachers' hesitation and resistance to comply with education policy agendas.

Also, these findings resonate with Tsang and Kwong's (2017) findings which reveal that teachers felt negatively towards work, due to heavy workload which led to their exhaustion and lack of leisure time. Teachers revealed that they normally return home late as they will be working on lesson plans in preparation for the next day. As some teachers were not skillful in handling or approaching learners with different learning disabilities, they revealed that this was a bad and emotional experience for them as they struggled to reach out to their learners' needs. Findings from this study resonate with Faria and Carmago's (2018) findings which revealed that teachers' emotions, affections or feelings are closely linked with the teacher-student relationship, which includes acceptance, love, tenderness, sensitivity and tranquility. Therefore, teachers must be prepared to promote inclusion in their classrooms.

5.5.3 Category 2: Teachers' motivation during curriculum change

This sub-theme responds to the question of whether the curriculum change affected the teachers' motivation and their willingness to work. The responses from various participants revealed both positive and negative factors that motivated and demotivated teachers about the implementation of the new curriculum. Aspects of positive motivation included teachers working together, sharing ideas and encouraging one another. However, participating teachers revealed that during the change of curriculum and implementation of the integrated curriculum they were demotivated. They felt like resigning or taking early retirement. Teachers tabulated several demotivating factors which included uncertainty of teaching approaches and use of learner continuous assessment tools, lack of commitment from some learners, increased teaching workload, lack and unavailability of teaching and learning materials. The following extracts are evident to teachers concerns:

"At that time I was so demotivated and exhausted, I felt like quitting this job, it made me feel embarrassed and out of touch as if I did not know my work." (Tsoene)

"I was very demotivated, felt like taking early retirement due to its demands and exhausting expectations." (Sisi)

"I was demotivated and depressed as learners were no longer assessed at the end of the year, and learners didn't care to work hard as they knew they no longer fail." ('Nake)

In contributing to factors that affected teachers' motivation, the following participating principal had this to say about curriculum change, how it was organized and introduced and the state of DRTs in understanding the new curriculum.

"No man, teachers were demotivated because it was imposed on them, the curriculum." (Mosuoe)

Other factors that provoked teachers' demotivation were the demands of the integrated curriculum where teachers were obliged to be innovative and able to improvise, with a lot of research to be done. Teachers' concerns are evident in the illustrated verbatim below:

"Workload is demotivating; there are no textbooks, teaching materials and aids, it demands a lot of research and it is very exhausting." (Anti)

When one school principal commented about teachers' motivation she indicated that curriculum change was inevitable and assisted teachers to find a way to implement integrated curriculum by seeking assistance from each other, including reaching out to the neighboring schools as a form of support. One participating principal mentioned that:

"Teachers were motivated because they knew this curriculum is here to stay, they met as teachers and assisted, advised and guided each other; teachers had meetings with neighboring schools' teachers to share ideas, advice and encourage each other." (*Mosuoetsana*)

Education officers who work directly with teachers in the process of implementing the new curriculum have emphasized motivation. These participants stated that teachers felt motivated by the curriculum change and its benefits to provide learners with opportunities to excel in different learning areas. The following excerpt validates that.

> *"Teachers' motivation differs from one another, yea; others liked the curriculum because learners can excel in different learning areas, so they said it is good as it included all learners." (Officer 1)*

The above response is confirmed by what teachers enthused about curriculum changes.

> *"Since this syllabus was introduced, I was motivated as I wanted to know more and fit in, I wanted to improve my skills for better performance and desire to implement it." (Chomi)*

> *"...I end up enjoying it and allowing myself to adjust..." (Nonyana)*

5.5.4   Discussion of findings for category 2

The responses stated above insinuate that implementation of new curriculum policy in schools affected teachers motivation in different ways. Some teachers embraced changes and this lifted their motivation, whereas others revealed that the changes increased their workload. This entails lesson plan preparation, teaching approach, lack of teaching material, and how learners were assessed as some factors that demotivated them to effectively and efficiently implement changes in their classrooms.

Findings by Kagema (2018) and Bennell and Akyeampong (2007) reveal that many primary school teachers, particularly in sub-Sahara Africa have low job satisfaction and are poorly motivated due to workload. Their findings also divulge that increased workload; larger class sizes, long working hours, more subjects and constantly changing curricular are some of the teachers' demotivating factors. Large class sizes and heavy workloads led to teachers' demotivation in this study. High teacher-learner ratio and lack of resources were also found to be critical factors affecting teacher's workload and motivation. The high teacher-learner ratio of 1:60 is far beyond Education for All's recommendations which advocate for 1:35 teacher-learner ratio.

The findings of the study conducted by Dalail, Fook and Sidhu (2017) in Malaysia revealed that teachers are faced with distinct workload capacity in their work. This is also supported by Bantwini's (2010) findings in that, curriculum reform overloads and burdens teachers rather than simplifies and streamlines the curriculum. The continuous learner assessment with no examinations at the end of the semester or year leads to degraded learners' performance. This, in turn, adds extra workload and further demotivates teachers as they strive to reach out to their learners. Outlined integrated curriculum demands teachers to provide counseling and guidance to learners with emotional, physical, psychological and social needs and results revealed that this has increased their workload.

Teachers mentioned that lesson planning and preparation demanded them more time and energy. They also indicated that they had to take their work home for lesson preparation and marking in order to meet deadlines. Kagema (2018) and Muthusamy's (2015) findings support this in that, high workload limits teacher preparation for the lessons as attested by the majority of teachers. Integration and inclusive access to education in Lesotho have led to increased workload and challenges faced by teachers. Multiple grades, large class sizes and multiple teaching shifts are revealed as factors affecting teachers' motivation negatively. Guajardo's (2011) study shows that these factors and challenges negatively correlate with teacher-job satisfaction and absenteeism.

Teachers have further indicated that large classroom sizes do not allow them to attend to each learner as demanded by the learner-centered approach of the integrated syllabus. Lingam, Lingham and Sharma (2017) stipulate that an increase in teacher workloads relates to high-stake assessment and accountability measures, which denies teachers enough time in the instructional process. These tasks are claimed to be time consuming and unnecessary. These results match Hargreaves's (2010) views that external accountability measures require teachers to spend many hours poring over data in after-school meetings which is even more daily workload. Moreover, Stirling (2014) has stated that teachers who felt less able to accomplish their classroom tasks while feeling greater pressure to do so, were more likely to feel exhausted by the end of the year. Even more so, large class sizes and heavy workloads concerning incentives make teachers resistant to the introduction of new teaching methodologies and other educational innovations (Bennell and Akyeampong, 2007).

Responses from teachers have shown that lack of teaching and learning materials is frustrating as they cannot respond to the demands of their lesson plans and what they wish to teach learners. Teachers indicated that lack of teaching materials in different learning areas demanded them to compromise their lesson plans unnecessarily. Similar results were captured by Salifu (2014) as it was revealed that class size and inadequate teaching and learning materials are major contributing factors of frustration and

stress for many teachers in Ghana. Teachers relied on either borrowing teaching materials or manipulating prepared lesson plans and this affected their motivation negatively. A study conducted by Guajardo (2011) revealed that in many African countries, there are limited numbers of textbooks and other learning materials do not cover many students while physical infrastructure is poor and inappropriate for their learning needs. Participants revealed that it is challenging to work without teaching materials.

UNESCO-IICBA (2017) research report indicates that large classrooms and lack of teaching and learning resources are some critical factors affecting teachers' workload and motivation. It is indicated by teachers in this study that it is demotivating when they cannot attend to all learners as expected, especially slow learners and those with learning disabilities. Research findings reveal that learners with disabilities need to be allocated more time to be taught and assessed and need special teaching and learning aids. It was discovered that many teachers do not have the skills to approach and assess learners with learning disabilities. Teachers also stated that they have to cover a lot of material in a short time. Generally, teachers indicate that they were negatively motivated by how the introduction and implementation of the integrated syllabus were initiated; they mentioned that it was imposed on them with no teaching and learning materials.

The school principal agrees with teachers when revealing that they were not included in preparing and planning for changes. Principals indicated that they were offered training on the integrated curriculum when they only requested thus from the Ministry of Education and Training. In the same manner, school principals were offered a one-week training workshop. School principals observed that many teachers were in their comfort zone with the old syllabus, now the integrated syllabus demands teachers to research and read a lot while planning and preparing lessons. Haruthaithanasan's (2018) study results reveal that school administration and good governance enhance teacher motivation in that it empowers teachers in terms of academic freedom and instructional and school development. However, teachers were demotivated as they were required to be creative and to improvise due to lack of teaching and learning materials. Teachers indicated that the change of curriculum affected how learners were assessed. The issue of continuous assessment demotivated many teachers as they outlined that learners could no longer repeat a grade if their performance was unsatisfactory. Moreover, many teachers were demotivated by the unprofessional approach and unknowledgeable DRTs who are assigned to inspect how teachers deliver the integrated syllabus in the classroom.

The results show that some teachers were positively affected by curriculum change as they conversed that the old curriculum was outdated and indicated that integrated curriculum allows learners to grow

and learn what they know and like best. Results on teachers' motivation have implications for further research on teachers' motivation towards curriculum, as well as policy change and implementation in Lesotho.

In concluding this category, teachers indicated that the teacher evaluation and their development's professional input are poorly considered. These results resonate with the study conducted by Han and Yin (2016) which revealed that the intrinsic and extrinsic motivation factors are believed to influence teacher motivation. These factors include working environment, teacher evaluation, professional relations, teacher autonomy, working relationships, self-realization, and leadership support.

5.5.5   Category 3:   Teachers' attitude towards curriculum change

This sub-theme emerged to respond to the question of teachers' attitudes towards curriculum changes and how they perceived implementations of such changes. In this section, principals, curriculum designers and assessment packages designers were asked to share their observations and views regarding teacher's attitudes towards the changed curriculum. The positive or negative attitude of teachers was experienced by respondents in a quest to implement educational changes. One participating teacher posed a positive attitude towards the integrated curriculum and praised its good standard by supporting the need for curriculum change. This is what the participant claimed:

> *"The integrated curriculum is good, as it caters for all children regardless of their background, disabilities or abilities." (Mokhotsi)*

The attitude of teachers differs from one person to the other. Also, participants illustrate that teachers' attitudes were triggered by different factors which included inadequate teacher training towards integrated curriculum, teacher self-esteem, cultural influences and teachers' readiness and resistance to change. The following responses designate the views of respondents about teachers' attitudes towards changed curriculum.

> *"Attitude differs from one teacher to the other as individuals, others welcomed it while others complained about it and its workload; many were not impressed about it." (Mosuoetsana)*

"...there was poor dissemination of content, it was not well adopted, and there was a negative attitude, not informed or not acquainted with the content of the curriculum." (Mosuoe).

The excerpts from the participants above indicate that different factors triggered teacher attitude, either positively or negatively. Principals revealed that the negative attitude posed by teachers was due to the poor dissemination of content they received during the one-week training workshop. Curriculum developers indicate that negative attitude of teachers has affected their teaching work. Teachers would rather resign or take early retirement as they felt that the curriculum was too much for them. Coupled with the burden and increased workload, teachers' inadequate training and resistance to change seem to be major factors that triggered teachers' attitudes towards curriculum changes.

a)   Inadequate teachers' training

The first and only orientation conducted by the Ministry of Education and Training about the curriculum change and integrated curriculum policy was a one-week training workshop. The workshop was conducted just a few weeks before the new academic year commenced. The majority of participating teachers emphasized that the workshop was too short to grasp such a vast amount of content in just five days. This is what these participants had to say about training workshops.

"I knew about the one-week training workshop which was held in January, a week before schools opened." (Ouma)

"We attended a one week workshop since this curriculum was introduced; I went once to the workshop, we never had training from the Ministry of Education." (Mama)

"Sir be aware that the one-week training was supposed to happen over a period of two years." (Koko)

It is illustrated by some participants that more workshops are required. Participating teachers also mentioned that workshop facilitators indicated that certain tasks were supposed to be performed in a

cerain way, but when DRTs and inspectors visit schools they would tell the teachers to perform the same task differently. Teachers indicated that this brought uncertainty and confusion among them.

"More training workshops are required for teachers…" (Motho)

"At the training workshop we were told that something is done this way, and when they arrived for inspection they say it's wrong, it's not done that way." (Khomo)

The emphasis made by many teachers regarding the length of the training workshop seems to be a major contributing factor to their attitude towards curriculum change. They believe appropriate training is required to allow effective implementation of curriculum changes. Moreover, curriculum designers and assessment packages designers also submit that effective and refresher pieces of training are required to equip teachers with appropriate skills to effectively implement educational reforms and changes.

b) Teachers' increased workload

One aspect which provoked teachers' attitude is the increased workload brought by the integrated curriculum and all educational changes made. Some changes comprise of excluding teachers in developing curriculum policy, lesson planning, teachers' reporting, teaching and learning approaches, uninformed district resource teachers and inspectors, high teacher-learner ratio and learner assessment among others. Some teachers had this to say about the increased workload.

"There is a lot of work that needs to be done by the teacher especially when the teacher-learner ratio is too high." (Anti)

"The workload for planning was too much, because of the high teacher-learner ratio I can't attend to other learners." (Mama)

Moreso, curriculum developers also illustrate how teachers' attitudes were affected by the process of curriculum change and its amplified workload. Officer 2 illustrated that:

"There was too much work in terms of preparation and planning, a challenge of teaching approach since teachers are used to teacher-centered approach and they now have to use a learner-centered approach."(Officer2).

Curriculum developers commented and agree that teachers experienced increased workload due to lesson planning that demand time. The issue of teaching approach seems to be a concern for the majority of teachers, especially when a teacher shifts away from the teacher-centered approach to the learner-centered approach.

c) Teachers' resistance to curriculum change

The findings of this study illustrates that some teachers were resistant to change while others accepted and appreciated the change of curriculum. For those teachers who accepted, embraced and appreciated educational change they indicated that it is a good curriculum with its pros and cons, but most importantly it equips learners with good life skills, allow learners to be innovative and assists teachers to easily facilitate teaching and learning. For these reasons, they are grateful that it is locally designed and developed with local content. This is a positive attitude as shown by some teachers towards curriculum changes and confirmed by following verbatim quotations:

> *"It is a good curriculum, it has its ups and downs, it equips learners with good life skills, assists the teacher to facilitate learning, it is good because it is localized." (Khaitseli)*

> *"Is a good curriculum, it allows learners to explore/discover their abilities." (Nana)*

Moreso, Ouma indicates that an integrated curriculum is good as it allows learners to be independent and teachers can understand the learning needs of each learner.

> *"This curriculum is good, it embraces learner independency, in the grassroots teacher know the needs of learners better." (Ouma)*

However, the study findings also revealed that some teachers had a negative attitude towards the integrated curriculum and the changes that were made. The negative attitude of teachers was confirmed by the following extracts:

> *"Curriculum is too abstract due to lack of material; it is irrelevant to learners in preparing them for the future." (Sisi)*

"Integrated curriculum is not suitable for our country due to its demands, this curriculum was poorly introduced and implemented and there is a poor merging of private and public schools, the idea of imposing this curriculum on teachers are not a good idea." (Anti)

Curriculum designers were able to tabulate teachers' attitude and this is what they had to say:

"Teachers showed a very negative attitude since many teachers do not want to develop lesson plans and schemes, some due to lack of skills or content knowledge of different subjects." (Officer2)

"Teachers complained that the curriculum is demanding in the sense that it needs thorough preparation; it involves a lot of paperwork." (Officer 4)

To embark on teachers' attitudes towards curriculum change, some participants confirmed that the attitudes of teachers differ. Teachers' attitudes are determined by how one accepts, embraces or resists change. Following is what assessment packages designers illustrate about teachers attitude:

"The attitudes of teachers differ, others were positive while others were negative; for those who accept this integrated curriculum will embrace and use such assessment tools effectively; teachers who are resistant to change cannot use these assessment tools effectively, they misuse or mismanage such tools." (APD2)

5.5.6   Discussion of findings for category 3

Teachers in participating schools are qualified with either a Diploma or Degree in teaching. During the interview processes with teachers and principals, it was revealed that a one-week training workshop was inadequate; also workshop facilitators were not clear with other concepts, teaching approaches and could not explain other assessment processes. Therefore, school principals believed that lack of training or poor training contributed negatively to the attitude problems of teachers. The results of this study resonate with results conducted by Indoshi, Wagah and Agak (2010) which reveal that teachers' lack of in-service training towards a new curriculum has left many teachers with negative attitudes. Despite that, they had to work with the skills and knowledge they acquired. Bantwini's (2010) study also revealed that due to limited orientation training and the support they receive from the District Education office, some teachers had mixed feelings, but felt optimistic about curriculum changes. Therefore, much

of the negative attitudes observed among the teachers during syllabus implementation could be attributed to the problem of teacher training.

A few teachers revealed that they never attended any training concerning integrated curriculum. These results resonate with Vrabcova's (2015) results which declare that there is a significant high observance of negative attitude on self-evaluation, technological usage and innovation and lack of innovation in electronics' usages by teachers. The Principal from MPS School illustrates that few teachers had a positive attitude as they were grateful for change and embraced new teaching approaches and continuous assessment procedures. The similar results are outlined by Mutch's (2012) study which revealed that teachers appreciated and embraced curriculum change and do not blindly and stubbornly resist change as may be portrayed by others, but teachers embrace, create, drive and celebrate change. Some teachers possessed a positive attitude as they appreciated and embraced changes made on the curriculum as they conversed that there was a need for change.

As different reactions were observed among teachers towards curriculum change, the study revealed that a negative attitude that was observed among teachers triggered a resistance to change. Results also indicate that this led to the teacher's frustration and resistance to implementing educational changes. The same results resonate with Wagar *et al.*'s (2009) study findings which reveal that teachers displayed negative attitudes in other learning areas which led to resistance in adopting new teaching approaches.

Appreciative Inquiry indicates that people must appreciate and embrace change by the simple assumption that change can have something positive that works well and some strengths and capabilities can make a positive change in education (Cooperrider *et al.,* 2005) when people develop a positive attitude. This implies that teachers' responsibilities not only revolve around implementing change or participating in such processes, but also to intensely posess attitudes which will effect positivity in schools. In the next section, the researcher discusses the social effects of curriculum change on teachers.

5.5.7 Sub-theme 3.2: Social effects of curriculum change on teachers

Under this sub-theme, teachers' social lives and relations emerged from participating teachers' responses. The researcher's understanding of teachers' social lives is concerning their day-to-day lives outside school premises, including their family and leisure time. Teachers' relationship is the connection they have with other individuals within their environment including learners, colleagues, school management, family members and friends. Within this sub-theme, participants refer to teachers' social

lives as how they interact and relate with other stakeholders and how they live their lives. In Table 5.6, inclusion and exclusion indicators for these social lives are presented.

Table 5.6: Table of categories and sub-categories for teachers' social life and relationship

Category	Social life	Teachers' relationship
Sub-category 1:	Teachers' daily routine, life outside school premises	Teachers' relationship with colleagues, learners, school principal

5.5.7.1 Category 1: Teachers' social life

Teachers indicated that their social lifes was affected in different ways. Some of them no longer have time to perform other family responsibilities. There are certain things which they used to do, either as individuals or as families, but they are all affected. Leisure time seems to be a concern for many teachers, as it was either minimal or not available at all. They mentioned that they are always either tired or feeling exhausted due to the increased workload.

> *"I spent the whole day at school, my life changed, always exhausted and tired, we have to prepare a lot of reports and do a lot of writing." (Khaitseli)*

Some teachers illustrate that their family lives and responsibilities are compromised in different ways. For those who always exercise or go to church, their routine was compromised. They indicated that their social life was no longer the same since this curriculum policy was implemented. One teacher had this to say about her social responsibility.

> *"Always tired and exhausted, I could no longer do some family responsibilities, I even stop going to church as I had to prepare for Monday and the rest of the week; my life was no longer the same as before." (Nana)*

Teachers pointed out that they had to take some school work home to prepare for the next day, and this certainly interrupted or interfered with their family responsibilities. Workload plus lesson plan and preparation demanded many teachers' extra time and effort which left them burned out and stressed. Other teachers revealed that they had to use their money to buy teaching aids or make photocopies for learners as the school could not afford to buy other teaching aids or make photocopies.

> *"This curriculum is very demanding and tiring, too much workload for teachers and parents."* (Anti)

Many teachers indicated that this curriculum change demanded a lot of time after working hours and to them, it was as if they were working overtime. This is what they said:

> *"My social life was affected as it took too much time to assess learners, and it demands extra time after working hours, meaning I have to work overtime."* (Cousi)

> *"My social life was negatively affected due to demands and tiring schedule of implementing this curriculum."* (Sisi)

However, few teachers indicated that their social lives were not interrupted. They enjoyed and embraced present changes as they were challenging and allowed them to think outside the box.

> *"My social life was not affected and I enjoyed what I was doing."* (Motho)

> *"My social life was not affected."* (Ouma)

Generally, the social lives and leisure time of many teachers were interrupted by the implementation of curriculum changes. Workload, lesson planning, and lesson preparation played a significant role in changing how teachers used to perceive their social lives. Educational changes were more of a burden to many teachers as they had to compromise their family and leisure time for the benefit of their students. Participants in the focus group revealed that many parents could not understand how the curriculum works, how continuous assessment is conducted and were not happy with the fact that students could not write examinations at the end of the semester or year. The following participant had this to say about his social life.

> *"I had very small time for myself and my family, even on weekends I can no longer do things I used to do, I can assure you that it took me two years or more to adjust."* (Khomo)

5.5.7.2 Category 2: Teachers' relationship

Responses from different participants revealed that teachers' relationship with other stakeholders like learners, their colleagues, school management and curriculum developers and school inspectors was affected. This sub-category discussion revealed how participating teachers' relationship with their learners, their colleagues and school principal was affected.

a) Teacher-learner relationship

As the central figure in the curriculum implementation process, literature shows that teachers' relationship with learners is of great importance. The results of this study indicate that teachers' relations with learners were somehow affected. For instance, teachers realized uncertainty among other learners; while some participating teachers illustrated how their relationship with learners was affected.

> *"My relationship with learners is still good; it is just that learners were confused with how they are now being taught." (Ausi)*

> *"Our relations were not good as I gave them a lot of work and demand feedback in a short time, so many learners failed to deliver in time, and this led to sour relations between me and them." (Thaha)*

b) Teacher-principal relationship

The relationship between the principal and teachers was also in the spotlight during the curriculum change and implementation phase. The teacher-principal relationship varies dynamically from school to school. The relationship of some principals and teachers was negatively affected due to teachers' poor performance, while with others it drastically improved due to good working relations. The relationship level might be wide in some schools, while others might be narrow. Some teachers illustrate that:

> *"Relationship with the principal was negatively affected…" (Anti)*

> *"The principal blamed teachers by saying they are not as effective as before, he said teachers take advantage because learners are no longer assessed at the year-end." (Ausi)*

Some participating teachers embraced good working relations with their principal and this is what they had to say:

> *"My relationship with the principal was great; she always assisted us when we have challenges…" (Mokhotsi)*

Seemingly, the principal was expecting a good performance from teachers regardless of the change process and challenges that surfaced during the integrated curriculum implementation. One participating principal had this to say about how he relates with teachers:

> *"The teacher-principal relationship was uncertain and this was because as a principal, I'm expecting results from the teacher, and it means if they don't perform according to expectations we will fight." (Mosuoe)*

However, the other principal commented that their relationship with teachers improved positively as they worked together to overcome challenges that were experienced during the education process. The principal illustrate her view in this manner:

> *"Relationship with me as principal and teachers was not affected, they were co-operative, worked together to overcome challenges of this change…" (Mosuoetsana)*

c)   Teacher-teacher relationship

Teachers in the upper grades had a negative perception of the work that had been done by teachers in lower grades. Grades four, five, six and seven indicated that teachers in lower grades did not do enough work to teach students as they took advantage of the continuous assessment. Some verbatim responses illustrated that:

"Relationship with other teachers was affected because teachers in the upper grades thought teachers in the lower grades have not done enough in teaching learners." (Sisi)

However, other teachers expressed their gratitude for good working relations with their colleagues. They supported each other during challenging times. For instance, these teachers illustrated that:

"My relations with other teachers were good, while with others was affected negatively, we supported each other." (Motho)

"During that time that's when I realized that we need each other as teachers, we worked together as one to fight this monster and I am happy because we were united." (Khomo)

5.5.8 Discussion of findings for sub-theme 3.2

The relationship that existed among many teachers and their learners was positive, especially in the lower grades like grades one, two and three. This was determined by the exposure learners had with the old and new curriculum. However, in the upper grades, students were observant with how teachers taught and this brought tension between them and their students. The study conducted by Hussain, *et al.,* (2013) reveals the same results that a good relationship between teacher and learners develops over time, after acquiring experience and being able to fulfill the teachers' educational needs.

The relationship between the principal and teachers differed from ones principals' management style to the other. As principals were expecting positive results from teachers, many teachers were struggling with applying teaching methods and properly assessing learners. The findings of this study resonate with Abari, Ibikunle, Animashaun and Oguntuga, (2016) study findings which indicate that the level and kind of relationship between teacher and principal do affect teachers' effectiveness and morale. On the other hand, many teachers were not skillful to approach learners with learning disabilities; therefore, this jeopardized the principal-teacher relationship. Other teachers had good working relations with their principal as the verbatim quote indicates. The results of this study resonate with findings of Day and Sammons (2014) which revealed that principals and head-teachers have developed and sustained a positive relationship with all school staff at all levels, making them feel valued and appreciated. The

positive working relationships endorsed efficiency among teachers and produced a positive result which allowed teachers to feel appreciated and valued.

Teachers' relationship with their colleagues plays a pivotal role in enhancing the objective of the curriculum change. Group belonging and peer support between teachers and other staff members help maintain good working relations. Good working relations between teachers and other staff members are observed by participants to have a positive effect on learners' performance and effective curriculum implementation. Literature confirms that professional relationship among teachers is about maintaining trust, harmony and support of the relationship that is both collegial and congenial rather than developing competence (Brewster and Railsback, 2003). The findings further suggest that teachers' social lives and relationships with their family members and friends were also interrupted. Since the integrated curriculum was implemented, many teachers revealed that they arrived home late, exhausted and burned out. Teachers stated that they had minimal time for their friends. The next section will discuss coping mechanisms teachers applied to survive the challenges and demands of curriculum change.

5.6   Teachers' coping mechanisms during implementation of curriculum changes

In response to the fourth research question on psychosocial coping mechanisms that teachers use to survive challenges and demands of implementing curriculum changes, the participants disclosed their opinions and experiences on what worked best for them to stay on top of the game of teaching. This theme highlights different strategies used by teachers to survive the challenges they experienced during the process of curriculum change in Lesotho. The theme refers to any coping mechanisms pertaining to curriculum change. Within this theme, participants refer to the formation of teachers' panels and schemes, internet usage and the support they received from different stakeholders. Table 5.7 presents the inclusion and exclusion indicators for each sub-theme;

Table 5.7: Inclusion and exclusion criteria for Theme 4

THEME 4: Teachers psychosocial coping mechanisms		
Sub-theme	Inclusion criteria	Exclusion criteria
Sub-theme 4.1: Teachers' forming subjects' panels and schemes	Any reference made about the formation of teachers' panels or schemes, and their collaboration from different schools	Anything that excludes teachers panels or schemes and their collaborations

Sub-theme 4.2: Important Internet usage	Any reference made to usage of internet and other devices to search for professional assistance	Any references that exclude usage of the internet, and other things to search for assistance
Sub-theme 4.3: Support offered to teachers by stakeholders	Any reference made to support given to teachers to manage challenges and problems posed by the change of curriculum	Anything that excludes support given to teachers during the process of curriculum change

5.6.1   Sub-theme 4.1:   Formation of teachers' subjects panels and schemes

Findings from interviews and focus group discussions have revealed that teachers encountered massive challenges which stand as the stumbling blocks in implementing curriculum changes. It became clear that effective implementation of curriculum changes lies with the professional expertise of teachers. Therefore teachers decided to work in pairs or groups with the intention of advicing or assisting each other. Participating teachers emphasized how they formed panels and schemes. These two teachers share the same views as they say:

"To survive demands and challenges, we formed teacher schemes with other schools to share ideas and advice each other." (Cousi)

"We assisted, supported, and advised each other as teachers, we also formed panels from our school and schemes as teachers from different schools." (Khaitseli)

One participant from the group discussion exemplified how they formed a panel and how they collaborated with efforts as teachers. In his own words, Thaha had this to say:

"....we formed subject panels as teachers from our school and other schools collaborate efforts and ideas; for instance, there were Maths panel, Science panel, and English panel and others." (Thaha)

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One teacher also echoed the same views as Thaha on the need to form panels and how much they needed each other as teachers to survive challenges posed by this curriculum change.

> *"...we schemed as teachers from different schools to discuss challenges and advise each other on how to tackle different concepts." (Ouma)*

One principal also confirmed the need for teachers to collaborate efforts and how important it was to work in panels and how important it was to support and encourage each other:

> *"We had meetings after school to share ideas, advice each other, give encouragement and support to discouraged and demotivated teachers." (Mosuoe)*

Also in the group discussion, Nonyana concedes that they worked together as teachers from different neighbouring schools, regardless of whether it was a private or public school. This is what Nonyana had to say:

> *"One thing that helped us to survive challenges of this monster is the teachers' schemes and working together in unity as teachers from our school and neighbouring schools, even from private schools." (Nonyana)*

5.6.2   Sub-theme 4.2:   Importance of internet usage

Change of curriculum brought with it many unfamiliar concepts that also brought uncertainty to many teachers. Teachers were therefore obliged to search the internet and other books to understand their relevance and application. Participants' responses have revealed that the majority of teachers had to browse the internet to search for correct concepts to use while teaching their lessons.

Some participants shared their views about the use of the internet and other materials like books which made their work easier. These two participants share the same sentiments about the use of internet in assisting them to plan, prepare and as another way to cope with demands of the curriculum change:

> *"I searched for concepts on the internet and researched for books which will give me information and made photocopies." (Nake)*

> *"We have access to the internet in the school campus to browse unfamiliar concepts." (Sisi)*

In the same vein Anti's response confirms how important it was to use the internet. This is what Anti had to say:

> *"To survive challenges of the integrated curriculum, we must always google/browse unfamiliar information from the internet." (Anti)*

Both Motho and Khaitseli explain that a lot of reading and researching was necessary to enable them to survive the challenges of the curriculum change. They emphasized that they borrowed textbooks and other teaching materials from other teachers.

5.6.3   Sub-theme 4.3:   Support offered to teachers by stakeholders

Teachers cannot do it alone; they understand and believe different stakeholders including school management and the principal, curriculum designers, assessment packages designers, parents, teachers' unions and other authorities will support them to effectively implement the curriculum changes. During the interview and focus group discussions, teachers illustrated what kind of support they were expecting to get. Any form of support would be vital to allow teachers effective implementation of curriculum changes and integrated curriculum.

Participating teachers indicated that they either received little or no support from the Ministry of Education and Training and Examination Council of Lesotho. Teachers voiced out their concerns by saying:

> *"I didn't receive any support from MoET .... I didn't receive any support from ECOL, they only gave us one sheet per grade." (Mokhotsi)*

> *"No support was offered by MoET; DRTs only came once to see how we are teaching, No support we received from ECOL." (Motho)*

These participating teachers like many share the same concerns. Teachers in the lower grades like Nana also illustrate how they wished to receive support from DRTs or school inspectors. This is what the participant had to say:

> *"MoET offered textbooks and teachers' guides for effectiveness, but no follow-ups on how we are working with learners and using the materials correctly…. To us, in the lower grades, we were not offered any support, no assessment packages, no follow-ups or inspections on how we are delivering the concepts." (Nana)*

The same concern shown by Nana was articulated by other participants because they were enthusiastic to deliver curriculum changes to the best of their ability, but they received no visitation from the school inspectors, and no follow-ups of teachers on how they were delivering the content and how they utilize assessment packages.

> *"MoET offered textbooks and teachers' guidelines for effectiveness, but no follow-ups on how we are working with learners and using the materials correctly." (Comi)*

The principal clarifies that teachers received support only from the school to allow effective implementation of curriculum changes. One Mosuoetsana shares her views about the support offered to teachers.

> *"Yes, the school assisted teachers to make sure that they receive teaching materials they require, they try by all means to provide such resources even though it was not easy." (Mosuoetsana)*

Even though teachers have indicated how poorly they were supported, their curriculum designers from MoET and assessment packages designers from ECOL have a different word to what teachers bared. Curriculum designers indicate that they have played their part to support teachers.

> *"Yes teachers were supported, our officials visited schools twice a year during a pilot stage to give them assistance whenever they need it, and also to motivate them." (Officer1)*

Officer 5 shares the same sentiments with the above participant regarding the support offered to teachers during the implementation stage. The support was not only on teaching resources but also on training and school visits to assist teachers to use guidelines properly.

"Yes teachers were offered support, they have been given training and also provided with resources where need be e.g. maths and science kits; Regular visits to schools as to help teachers to effectively implement curriculum." (Officer5)

With the same note, assessment packages designers also illustrate how they supported teachers and training offered to DRTs to train teachers. One assessment package designer said:

"Yes teachers were supported in using these assessment packages, DRTs were trained to train teachers at their respective workstation schools, teachers attended training workshops on assessment strategies and how to use these tools/packages." (APD1)

5.6.4 Discussion of findings for theme 4

a) *Teachers subjects' panels and schemes*

Peer support was revealed as another strategy used by teachers to manage the challenges and demands of curriculum change. Teachers were supporting each other either from the same or different grades, same or different learning areas, same or different schools. Teachers formed groups or schemes and subject panels where they co-ordinated their concerns and challenges regarding integrated curriculum implementation. Gathered data indicated that teachers supported and advised each other during their gatherings and meetings. Teachers from one school would visit teachers in another school to discuss their progress, concerns, challenges and techniques they used. Teachers from different schools formed subject panels like Mathematics panel, Science panel or English panel.

The findings of the current study show that teachers were motivated and willing to support each other in managing and dealing with educational changes. These findings are consistent with the study by Boyle, Topping, Jidal-Snape and Norwich (2012) which claim that teachers supported their colleagues and they must try other different strategies to find methods and approaches that work best in the class. Moreso, the tendency of teachers supporting each other is found to provide clear evidence that teacher partnership include planned opportunities to carry out peer coaching in creating stimulus for professional development. In addition, this is concurred by Bushe (2011) who reasons that the Appreciative Inquiry constructionist principle undertakes that interaction, metaphors and discourse with other people on daily basis are a co-construction of what they inhibit.

As teachers team up with others, this is done to inspire innovations, creativity, stories and imaginations to implement curriculum changes. The findings of this study resonate with Boyle *et al.,*'s (2012) study

which puts forward a perspective that illustrates the importance of working as a team so that problems can be dispersed amongst a group of teachers to reduce isolation. Therefore, the findings of this study revealed that the teacher's support was not only a mutual interaction but also to assist each other to manage, survive, accept, embrace and appreciate challenges posed by the curriculum changes. The next section discusses how teachers used the internet to cope and survive the challenges posed by curriculum change.

b) *Importance of internet usage*

The data revealed that the teachers were able to use the internet as a social coping mechanism in implementing the integrated curriculum and to familiarize themselves with the new concepts and their application in the classroom. Verbatim quotations from the group discussions and interviews also indicated that teachers had to Google most of the information from the internet and do a lot of research and reading. Findings divulge that internet usage assisted teachers in teaching what is correct using appropriate teaching methods. This is supported by the findings of the Office of Education Technology Update (2017) which revealed that technology has empowered teachers by building new experiences for deeper exploration of content to enhance teaching and learning. Majority of teachers also show that they mainly use Google search engine and e-dictionary on the internet to search for the meaning of concepts and teaching approaches. The same results were claimed by Dogruer, Eyyam, and Menevis, (2011) which declares that in Cyprus, internet was used in translating some concepts into the English language for academic writing.

The above discussion shows how important the use of technology is in assisting teachers to manage percentage of teachers use e-dictionary on the internet to download pictures or photos and do research. The internet assists teachers' on challenges posed by change of the curriculum. Technology also empowered teachers to become co-learners with their learners. This helped teachers in building new experiences and walking side-by-side to become engineers of collaboration, designers of learning experiences, leaders, guides and catalysts of change. The next section explains how the support of teachers by different stakeholders was facilitated to manage and survive challenges posed by implementing curriculum changes.

c) *Support offered by stakeholders to teachers*

Many teachers who participated in this study revealed that they received no support from both the Ministry of Education and Training (MoET) or Examination Council of Lesotho (ECOL) to effectively implement the integrated curriculum. The findings from the above verbatim responses indicate that teachers were supported mainly by their principals. These findings are consistent with Habegger's

(2008) study which found that the principal and teachers worked together as a team. Moreso, the same results were affirmed by Day and Sammons's (2014) results which assets that the school leadership must provide support, monitor school activities and buffer staff against distraction while working. Again, Habegger's (2008) study claimed that the principal must provide common planning for teachers to enhance student achievement. MoET and ECOL did not offer any required support to teachers to effectively implement curriculum changes. According to participants, the school inspectors, curriculum developers and assessment packages designers did not bother to make official or surprise visits to their schools. Participants indicated that they received a visitation from DRTs only when they had a certain interest, to humiliate a certain teacher, for instance.

The findings from the above verbatim responses indicated that the school management together with the principals were able to support teachers in implementing curriculum changes. These findings clash with Govender's (2018) study which revealed that the Head of Departments failed to provide support to teachers as they (HoDs) were overburdened with administration and teaching work. The finding shows that there were different forms of support that principals offered. Also, the support offered was in line with the needs and challenges encountered by teachers at that moment. The above finding by participants is confirmed by the Hanover Research report (2015) which indicates that schools can implement numerous strategies to seek to reduce teachers' stress and burnout. These strategies may be informally adopted and do not require additional resources or programmes. The report furthermore shows that principals and the school management are in a good position to provide support to teachers. Yuki (2002) in Yuen (2004) articulates that "a leader can do many things to facilitate the successful implementation of change". This quote is supported by the above verbatim of Mokhotsi and Ausi. The same findings by Yuen's (2014) study assert that the school principal involves the provision and management of different factors associated with their values and management style.

The findings of the study further indicate that principals had a clear understanding of innovation and their roles. Moreso, participants revealed that the school principals and school governing body held meetings with them to encourage and allay their fears during those difficult times. These findings resonate with findings of Govender's (2018) study which indicate that teachers confirmed that meetings were held with them where they received support and guidance from the school management team. In essence, the school principals in collaboration with the school governing bodies who provided numerous supports to teachers to manage cope and survive challenges posed by the curriculum change. The strategies used by teachers in this study are meant to implement curriculum changes effectively and school support is important to change and innovation in schools (Yuen, 2014).

Participants revealed that teachers were offered training as another strategy to cope with educational changes. The majority of teachers indicated that training workshops were too short and lack quality. These findings resonate with Govender's (2018) findings which indicate that the majority of teachers in different grades were overwhelmed and expressed discontent about the quality and quantity of training workshops by the Department of Basic Education. Participants claimed that there were few workshops and some of them were irrelevant with a few hours of contact time with no follow-ups. Teachers and principals complained about the incompetence of DRTs in understanding and interpreting integrated concepts. The findings also show that there was peer to peer training in the same school. Teachers in this study indicated that a one-week training workshop was not enough because this curriculum is demanding with a lot of content, assessment and reporting procedures. Many teachers felt that the orientation of the curriculum policy was rushed. Few teachers could not attend the introduction and orientation session due to work and personal issues. In this regard, the literature asserts that orientation of teachers was rushed and therefore teachers could not comprehend the curriculum which is expected to be implemented in the classrooms (Bantwini, 2010). Again, findings reveal that DRTs and teachers from pilot schools were trained to train other teachers by using the cascade model.

5.6.5   Conclusion

Generally, participating teachers have shown a mixed reaction to curriculum change. Their emotions and feelings were affected; their motivation was intrinsically and extrinsically affected, while their attitudes were also triggered. Also, there are visible social effects of curriculum changes on the majority of teachers. However, coping mechanisms were used by teachers to survive and manage change in the classrooms. The gathered data was generated from semi-structured interviews and focus group discussions. Data was presented in four themes and sub-themes were generated from the study. The researcher also used verbatim quotes from participants to ensure that their voices are somewhat heard. Moreso, related and relevant literature and theoretical framework were used as a benchmark to discuss the research findings. The next chapter presents the summary, recommendations, and conclusion of the study.

CHAPTER SIX

SUMMARY OF FINDINGS AND RECOMMENDATIONS

6.1   Introduction

In the previous chapter, the researcher presented data analysis and discussion of the findings of this research study. This study aimed to determine the psychosocial implications of curriculum changes in primary school teachers. Teachers' attempts in dealing with the psychological and social effects of curriculum change are like drops of water constantly hitting the rock until the rock cracks. This final chapter presents a summary of the main research findings and highlights recommendations that emerged from the study. This chapter also reflects on the applicability of the theoretical framework in this study. The last part of this final chapter also embarks on recommendations for further studies, reflections on the research process and concluding remarks by the researcher.

6.2   Summary of findings

This study was guided by four research questions:

1. What are the psychosocial implications of the implementation of the curriculum changes on urban Lesotho primary school teachers?
2. How were teachers involved in the process of developing and implementing curriculum changes?
3. How did the implementation of curriculum changes affect the psychosocial experiences of teachers?
4. What psychosocial coping mechanisms have assisted teachers in implementing curriculum changes?

This section, therefore, gives a summary of the key findings that responded to the research questions of this study. The participants in this study produced multi-faceted views about the psychological and social effects of curriculum change on teachers. The researcher categorized their responses into four themes which are summarised below.

6.3   Theme 1: A need for curriculum change

The findings of this theme showed that the majority of teachers appreciate and agree that there was a need for curriculum change in Lesotho. The findings indicated that the old curriculum was no longer responding to the socio-economic demands of the country. The change of curriculum was influenced by the socio-economic demands of the 21st century and the rapidly growing information and communication technology and fourth industrial revolution at the local and international platforms. Findings indicate that the new integrated curriculum enabled learners to be critical thinkers and innovative in response to the socio-economic demands of the 21st century. Furthermore, this new curriculum equips learners with relevant skills and knowledge to participate in the development and economic growth of the country. As findings affirm, there was a need for educational changes; a few teachers indicated that Lesotho's education policy did not require a total change, but an improvement in other learning areas.

6.4   Theme 2: Teachers' participation in curriculum change

In regard to teachers' involvement and participation in curriculum change, the findings show that the majority of teachers were not involved in the process of changing the curriculum, neither were they involved in the designing or developing of the curriculum policy. Teachers were only involved in the implementation stage of the curriculum in the classroom. Findings revealed that the new education policy was imposed on teachers as they only knew about this education policy at the one-week orientation training workshop. The workshop was organized by the Ministry of Education and Training. The purpose of the workshop was to introduce the integrated curriculum and assessment policy and to capacitate teachers with skills on how to utilize integration in the classroom and to familiarize teachers with learners' continuous assessment. Interestingly, findings also revealed that many teachers were not clear about their roles in the curriculum change process. Contrary to what teachers have revealed, findings by the curriculum designers and assessment packages designers show that teachers from different schools participated in the development of the integrated curriculum. However, only a few teachers indicated that they did not know the selection criteria for a few teachers who may have participated in the process.

6.5   Theme 3: Effects of curriculum change

The responses on the effects of curriculum change are categorized into two sub-themes namely: psychological effects and social effects.

6.5.1 Psychological effects

Within the psychological effects, findings have shown that teacher's emotions, motivation, and attitudes were discussed. Teachers experienced mixed emotions during the process of curriculum change and its implementation. Findings show that many teachers were frustrated, angry, stressed and anxious with unclear teaching methods, continuous assessment and unreceptive approach by DRTs. Consequently, teachers' motivation was also a concern during the curriculum change process and implementation phase. The workload with long working hours, assessment procedure, lesson preparation and plan, overcrowded classrooms and lack of teaching and learning materials were major sources of teachers' demotivating factors.

Findings showed that teaching aids and assessment packages either arrive late in the middle of the year or do not arrive at all; no computers and internet access in other schools and no textbooks and exercise books for learners. Furthermore, the study with the existing relevant literature revealed how teachers were intrinsically and extrinsically demotivated by issues surrounding the integrated curriculum and its subsequent implementation. Lack of or poor training received by teachers is believed to be the source of negative attitudes teachers posed towards curriculum changes. However, findings also show that few teachers were observed by principals to have a positive attitude and appreciated the educational changes; they embraced new teaching approaches and learner continuous assessment approaches.

6.5.2 Social effects

The research findings highlighted that change in the curriculum policy had effects on teachers' social lives and their relationship with people within their circle. Findings showed that teachers' social lives were affected in different ways. Some teachers no longer have time to perform other family duties, and they had no leisure time. Findings again indicated that educational changes which include lesson planning, continuous assessment, teacher-learner ratio, reporting and teaching methods played a significant role in changing how teachers used to conduct their lives. Moreover, the teacher's relationship with learners, other teachers, and the school principal was also affected in different ways.

The teacher-learner relationship was positive in many instances especially in the lower grades like grades one, two and three. In upper grades, the teacher-learner relationship was determined by learner-

commitment and performance in the classroom as findings indicate. Study findings assert that positive teacher-colleagues relationship was the source of good learner performance. Also, a good relationship that was observed among teachers led to the formation of teachers' schemes and peer support among teachers and other staff members. The findings showed that the relationship which existed among teachers and their principal was determined by the principals' management style and teachers' performance in delivering positive results. Some teachers were struggling with the learner-centered teaching approach and learner continuous assessment approach and the findings revealed that this resulted in a sour relationship with the principal.

6.6 Theme 4: Teachers' psychosocial coping mechanisms

The findings from this theme articulate the coping mechanisms teachers used to cope with the demands and challenges of implementing curriculum changes. The responses from this theme resulted in two sub-themes which are: the support teachers received from different stakeholders and strategies they used as individual teachers.

Findings revealed that teachers did not receive support from the curriculum developers and assessment packages designers. The findings indicate that school inspectors and DRTs, curriculum developers and assessment packages designers have not made an official or surprise visit in their schools till date. Teachers were only supported by their principals and the school governing bodies during those trying times. However, in contrast to the above findings, few teachers and the curriculum developers and assessment packages designers indicated that teachers were given support to effectively implement curriculum changes. Findings also indicate that teachers were trained by DRTs and other education experts.

More findings revealed that some teachers used the internet to search for concepts and guidelines as a strategy to cope with the demands of the integrated curriculum. It was revealed that not all schools have computers and internet access. Therefore, some teachers used their cell phones to access the internet at home or at school. Peer support was another strategy that teachers utilized to manage and cope with the demands of curriculum change. Teachers' schemes and panels were organized and co-ordinated by teachers themselves to assist advice and counsel each other. Findings also indicate that teachers from the same school or another school visited each other to share ideas and advice each other. The school management support was another coping mechanism that teachers used to manage and cope with the

challenges and demands of curriculum changes. Findings showed that principals offered teachers emotional and professional support during hard times of implementing curriculum changes. It is also revealed that any support offered by the principal was in line with the prevailing challenges and needs at that moment.

6.7 Recommendations for the study

It is evident that the psychological and social challenges experienced by teachers during the implementation of curriculum changes had an effect on their work. Various coping strategies that were deployed by teachers and schools need to be improved and formalized by the school management and respective education authorities. Adequate and appropriate support is needed by teachers during educational reforms and changes to cope and survive the foreseen and unforeseen demands and challenges during change processes. As teachers are curriculum implementers having direct contact with learners, their concerns must not be ignored because they can assist authorities with what is happening in the classrooms. Improved and similar coping strategies could be employed for future curriculum changes in different contexts. With that in mind, the following could be done to minimize foreseen and unforeseen psychosocial effects of curriculum change and implementation on teachers in accordance with the findings of this study.

6.8 Teacher's participation in curriculum change

- Teachers should be formally invited and included to participate in change processes through their school management and teachers' unions to allow teachers to have a sense of ownership;
- Teachers should be given formal orientation and be capacitated with adequate training to equip them with skills and knowledge to properly and effectively implement curriculum change in the classrooms;
- The curriculum changes should not be imposed on teachers and principals;
- Ministry of Education should invite teachers unions to participate in curriculum changes. When teachers are not genuinely involved in the design of reforms, they are unlikely to co-operate with the implementation; and
- Consultations should be made in order to help develop trust between the various stakeholders and policymakers and to help them reach a consensus on what needs to be included in the education policy.

6.9   Psychosocial effects of curriculum change

A number of contributing factors to the psychological challenges of teachers during curriculum change and implementation differ from context to context and from one individual teacher to the other as revealed by the study. Teachers' psychological reactions could not be evaluated by positive or negative descriptions. The psychological effects of curriculum change must be considered as essential to the teacher's well-being. The following recommendations may assist teachers in minimizing or avoiding psychological challenges during curriculum change and implementation.

- Schools should employ an educational psychologist to assist with psychological problems experienced by teachers and learners.
- Teachers should understand that curriculum change was necessary and they should learn to appreciate and embrace changes to avoid resistance.
- Instead of complaining about curriculum shortfalls, teachers are therefore requested to find what works best for them and the best this curriculum policy can offer.
- Educational change is a process, not a destination; teachers and principals should work together in harmony to overcome any factors that may negatively affect teachers psychologically and socially.
- Teachers' emotions, affections or feelings are to be regarded to be closely linked with teacher-student relationship and performance;
- Changed curriculum should regard inclusion and enrolment of all learners in the same classroom regardless of their disability. Therefore, teachers can develop and be capacitated with the skills to approach learners with learning disabilities in their classrooms; and
- When initiating educational changes, curriculum developers are to remember and consider teachers' reactions, feelings, and social lives, how they may be affected and how they may jeopardize educational changes, by either being resistant or lack the commitment to effecting such changes.

6.10   Teachers coping mechanisms

The main sources of stress, burnout, and challenges experienced by individual teachers are unique to the individial and depends on the precise or complexity of interaction between their values, personality, and resistance or acceptance towards educational change. Teachers in collaboration with their school administration and management should develop individualized and institutionalized strategies to assist teachers in overcoming and managing factors brought by educational challenges.

- Teachers should develop direct action techniques that include effective self-management or organization, new skills development and collaborating with colleagues.
- Teachers should be allowed to develop palliative techniques that can either be mental or physical, which include activities that relieve tension or strategies that reduce teacher anxiety, frustration and stress.
- Schools should encourage teachers to use direct and palliative techniques, which can enable teachers to be more effective during working hours and be able to socialize with colleagues and family after working hours to reduce feelings of isolation.
- Teachers should devote more time to challenging tasks, planning ahead, prioritizing and recognizing their own limitations.
- Allow individual teachers to recognize their individual emotions, acknowledge that change is necessary and learn behavioural patterns to cope with emanating challenges.
- Principals and District Resource Teachers (school inspectors) should provide valuable support to teachers by modifying their approach and how they communicate with teachers, and
- Principals and school administrators should provide emotional support for teachers and by listening to their grievances and concerns, say words of encouragement, highlighting successes and provide positive feedback to teachers.

6.11 Recommendations for further studies

Below, the researcher has provided recommendations for further research:

- This study has only investigated the psychosocial implications of curriculum change on teachers focusing on teachers' emotions, attitudes, motivation, relationships, and their social life. The same study may be conducted focusing on teachers' cognitive and behavioural adjustment during curriculum change.
- Since this study was conducted in the urban primary schools, the same study can be conducted in the semi-urban or rural areas of the country as a comparative study to get more insight into how teachers from those areas survived curriculum changes.
- A similar study can be conducted in a similar context but on a larger scale.
- The study focused only on teachers' psychosocial issues, another study would be recommended, but the focus would be on the learners.
- This research study was conducted using a small qualitative sample; however, a similar study can be conducted by using quantitative or mixed-method to determine the psychosocial implications of curriculum change on teachers.

- Two research instruments being semi-structured interviews and focus groups were used as data generation techniques. However, other studies using other techniques such as in-depth interviews or observation or related literature analysis can be used for future research. and
- Lastly, the study engaged the Appreciative Inquiry theory to direct the study and to establish how teachers appreciate and embrace curriculum changes. For future research, other theoretical frameworks such as the asset base theory which values individuals and participatory theory which values participation and voices of the masses may be used.

6.12   Conclusion

The primary aim of this study was to determine the psychosocial implications of curriculum change on primary school teachers in Lesotho. The research findings revealed how curriculum changes affected the psychological well-being and social lives of teachers. The researcher also established different coping strategies teachers used to survive and manage educational changes. Moreover, teachers voiced out their concerns and interpreted their experiences and how they embraced and appreciated curriculum changes as guided by the interpretative paradigm.

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APPENDICES

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Turnitin

Teachers   **Interview guide #: ……………**

*My name is **Retselisitsoe Kojana,** Master's student at the University of the Free State. Thank you for taking the time to participate in this research study regarding curriculum change. This questionnaire is part of the research study which seeks to determine "**Psychosocial implications of curriculum change on Lesotho primary school teachers".***

*Your willingness to participate in this research study is highly valued. It is important to answer all questions as honestly as possible. All your answers to this questionnaire will be treated confidentially. Kindly **tick,** appropriate box or indicate your answer and in the spaces provided below. Other answers will require an explanation on the spaces provided.*

Section A

Demographic Information of participant

i)   Sex   Male [ ]   Female [ ]

ii)   Age   20-30 [ ]   31-40 [ ]   41-49 [ ]   50-59 [ ]   60 – above [ ]

Teaching experience

i) Years   01- 05 years   5 – 10years   10 – 15 years   15 – 20years   20 years/above

[ ]   [ ]   [ ]   [ ]   [ ]

ii) Which grade do you teach   [1] [2] [3] [4] [5] [6] [7] [8]

iii)   Teaching area / subject

……………………………………………………………………………………………

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iv) **Type of school**

Government school ☐   Private school ☐

v) **Location of the school**

Urban ☐   Semi-urban ☐   Rural ☐

Section B – *This section asks about the need for curriculum change in Lesotho:*

i. Are you aware of Integrated Curriculum and Assessment Policy (ICAP) in Lesotho primary schools?

Yes ☐

NO ☐

ii. How did you know about curriculum change and Integrated Curriculum?

………………………………………………………………………………….................

....

iii. Was there a need for curriculum change in Lesotho?.

YES ☐

NO ☐

If yes/no please explain; ………..…………………………………………………………

………………………………..…………………………………………………………

Section C: This section asks about teachers' participation in the curriculum change process:

In what ways were you involved in the curriculum change process?

YES ☐

NO ☐

i. If yes, how were you involved? …………………………………………………..

…………………………………………………………………………………………..

ii. Did you take part in the planning, design and development of Integrated Curriculum?

YES ☐

NO ☐

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iii.   If yes, how did you participate? …………………………………………………………………

……

iv.   If no, at what stage were you involved? ……..……………………………………………...........

………………………………………………………………………………………………………

v.   What are your comments about teachers' participation in the process of curriculum change?

……

……

Section D - This section asks how implementation of Integrated Curriculum affected you:

a) How did implementation of Integrated Curriculum affected you in regard to your?

i.   Emotions: …………………………………………………………………………………

…………………………………………………………………………………………………..

ii.   Social life: …………………………………………………………………………………

………………………………………………………………………………………………

iii.   *Motivation to perform work (desire):*

…………………………………………………………………………………………………

……………………………………………………………………………………………………

b) How implementation of Integrated Curriculum did affect your relationship with?

i.   Learners: …………………………………………………………………………………

…………………………………………………………………………………………………

ii.   Teachers/colleagues: ………..……………………………………………………………

……………………………………………………………………………………………………

iii.   Principal/ school management: …………………………………………………………

……………………………………………………………………………………………………

iv.   Family: …………………………………………………………………………………

……………………………………………………………………………………………………

v.   Friends: …………………………………………………………………………………..

…………………………………………………………………………………………………

Section E – This section ask about challenges you experienced during implementation of Integrated Curriculum

i.   What challenges did you encounter while implementing the Integrated Curriculum? Please elaborate:

…………………………………………………………………………………………………..

……………………………………………………………………………………………………

ii.   What strategies did you use to survive the challenges and demands of implementing the new integrated curriculum? Please elaborate?

…………………………………………………………………………………………….........

………………………………………………………………………………………………………

iii.   What support was offered by the Ministry of Education (NCDC) to effectively implement Integrated Curriculum?

……

………………………………………………………………………………………………………

What support was offered by the Examination Council of Lesotho effectively utilize assessment tools of the Integrated Curriculum?

……

……….

iv.   What are your comments about the introduction and implementation of the Integrated Curriculum in primary schools?

……………………………………………………………….…………………………………………………………

……

Thank you for participating in this study

Appendix B

School Principals   **Interview guide #.: ………..**

*My name is **Retselisitsoe Kojana**, a Master's student at the University of the Free State. Thank you for taking the time to participate in this research study regarding curriculum change. This questionnaire is part of the research study which seeks to determine "**Psychosocial implications of curriculum change on Lesotho primary school teachers".***

*Your willingness to participate in this research study is highly valued. It is important to answer all questions as honestly as possible. All your answers to this questionnaire will be treated confidentially. Kindly **tick** appropriate box or indicate your answer in the spaces provided below. Other answers will require an explanation on the spaces provided.*

Section A – This section asks about a need for curriculum change:

i) Are you aware of Integrated Curriculum and Assessment Policy (ICAP) introduced in Lesotho primary schools?

   Yes ☐

   NO ☐

ii) Was there a need for curriculum change in Lesotho?

   Yes ☐

   NO ☐

iii) If yes/no please explain; ……………………………………………………………..

   …………………………………………………………………………………………

iv) Are teachers in your school aware of Integrated Curriculum?

   YES ☐
   NO ☐

Section B- This section asks about participation in curriculum development:

i) Did primary school teachers/principals participate in the design and the development of Integrated Curriculum?

YES ☐

NO ☐

ii) If yes, how did primary school principals participate in the design and development of Integrated Curriculum?

…………………………………………………………………………………………………

…………………………………………………………………………………………………

Section C – This section asks principals about teachers' psychological experiences towards Integrated Curriculum:

i) From your observation, how is teacher's attitude towards Integrated Curriculum?

…………………………………………………………………………………….…..................

….…………………………………………………………………………………………………

ii) How introduction and implementation of Integrated Curriculum affected motivation of teachers to perform their work at school?

....……………………………………………

…………………………………………………………………………………………………

iii) What kind of behaviour did you observe on teachers since Integrated Curriculum was implemented?

…………………………………………………………………………………………….………

…………………………………………………………………………………..…………

iv) How were teachers affected emotionally while implementing the integrated curriculum?

…………………………………………………………………………………………………..

....….………………………………………………………………………….….…….……

v) What are your comments about teachers' psychological experiences while implementing the Integrated Curriculum?

....

....

SECTION D - This section asks principals about teachers' relationship about implementing Integrated Curriculum:

i)   While implementing Integrated Curriculum, was the relationship of teachers affected in-respect with;

     a. Learners - YES ☐   NO ☐

     b. School management - YES ☐   NO ☐

     c. Colleagues/other teachers - YES ☐   NO ☐

ii) If yes, how was teachers' relationship affected with?

a)   Learners:..

....

b)   School management

....

....

c)   Colleagues..

....

iii)   Any comments about teachers' relationship with learners, colleagues and school administration in implementing Integrated Curriculum?

....

....

Section E – This section ask about support provided to teachers to effectively implement Integrated Curriculum:

i)   Did school management provide any assistance on teachers to effectively implement Integrated Curriculum?

      YES ☐

      NO

      ☐

ii)   If yes, what assistance was provided to teachers to effectively implement

Integrated Curriculum and survive its demands and challenges?

………………………………………………………………………………………

……………………………………………………………………..…………

iii)   What are your comments about assistance provided to teachers to effectively

implement Integrated Curriculum?

……………………………………………………………………………..

…………………………………………………………………………………

Thank you for participating in this study

Curriculum Designer   **Interview guide # ………..**

*My name is **Retselisitsoe Kojana,** Master's student at the University of the Free State. Thank you for taking the time to participate in this research study regarding curriculum change. This questionnaire is part of the research study which seeks to determine "**Psychosocial implications of curriculum change on Lesotho primary school teachers".***

*Your willingness to participate in this research study is highly valued. It is important to answer all questions as honestly as possible. All your answers to this questionnaire will be treated confidentially. Kindly **tick,** appropriate box or indicate your answer in the spaces provided below. Other answers will require an explanation on the spaces provided*

Section A – This section asks about a need for curriculum change

i.   Was there a need for curriculum change in Lesotho? ……………………..

                YES   ☐

                NO   ☐

ii.   If yes / No please explain?

    …………………………………………………..………………………………………………

  ………………………………………………………………………………………………………

i.   Did your department familiarise teachers with newly introduced Integrated Curriculum and Assessment Policy (ICAP) for Lesotho primary schools?

           Yes   ☐

           NO   ☐

ii.   If yes, please explain how;

    …………………………………………………………………………………………………

    …………………………………………………………………………………………………

iii.   If no, what did you do?

    …………………………………………………….…………………………………

    …………………………………………………………………………………………..

Section B: This section asks about teachers' participation in the curriculum change process:

i) Did you involve teachers in the process of designing and developing the integrated curriculum?

YES ☐

NO ☐

ii) If yes, how did you involve them? …………………………………………………

………………………………………………………………………………………………

………..…………………………………………………………………………………..

…………………………………………………………………………………………………

iii) Did you organise any activities to familiarise teachers with demands and expectations of the Integrated Curriculum?

YES ☐

NO ☐

iv) What are your comments about teachers' participation in the development of integrated curriculum?

....

....

Section C - This section asks how implementation of integrated Curriculum affected teachers

i. How did the department introduce Integrated Curriculum in primary schools?

…………………………………………………………………………………………………

…………………………………………………………………………………………………

ii. From your observation, how were teachers affected by implementation of integrated curriculum? Please explain:

…………………………………………………………………………………………………

…………………………………………………………………………………………………

ii. What complains did teachers lodged in your office?

……….………………

……….………………

………

iv. How is teachers' attitude towards integrated curriculum? Please elaborate

………

………

v. From your observation, how are teachers motivation affected since Integrated Curriculum was introduced and implemented?

………

………

Section D – This section ask about support the NCDC offered teachers to effectively implement Integrated Curriculum

i) What challenges were experienced by teachers in implementing integrated curriculum? Please explain:

……

……...

……

ii) Did department offered teachers any support to effectively implement integrated curriculum?

YES ☐

NO ☐

iii) If yes, what support did department offered teachers to survive challenges and demands posed by implementation of integrated curriculum?

……

………………………………………………………………………………………………………..

iv) Please share your comments about support offered to teachers to survive challenges and demands of Integrated Curriculum by the department.

………………….………………………………………………………………………………...

……

Thank you for participating in this study

Appendix D

Assessment packages designer   **Interview guide # ………..**

*My name is **Retselisitsoe Kojana,** a Master's student at the University of the Free State. My Ethical Clearance number is **UFS-HSD2018/580.** Thank you for taking the time to participate in this research study regarding curriculum change. This questionnaire is part of the research study which seeks to determine "**Psychosocial implications of curriculum change on Lesotho primary school teachers".***

*Your willingness to participate in this research study is highly valued. It is important to answer all questions as honestly as possible. All your answers to this questionnaire will be treated confidentially. Kindly **tick** appropriate box or indicate your answer in the spaces provided below. Other answers will require an explanation on the spaces provided.*

Section A – This section asks about a need for curriculum change:

vi.   Was there a need for need for curriculum change in Lesotho?

Yes ☐

No ☐

vii.   If yes / No please explain.

……………………………………..………………………………………………………

……………………………………………………………………………………………

viii.   Did ECOL familiarise teachers with assessment tools and procedures of Integrated Curriculum and Assessment Policy (ICAP) being enrolment in Lesotho primary schools?

Yes ☐

NO ☐

ix.   If yes please explain how;

……………………………………………………………………………………….……

……………………………………………………………………………….……………

x.   If no, what did you do?

………..…………………………………………………………………………………………

………..…………………………………………………………………………………………

Section B: This section asks about teachers' participation in the design of assessment tools of the Integrated Curriculum and Assessment Policy:

v) Did ECoL involve teachers in the process of developing and designing continuous assessment tools of the integrated curriculum:

YES ☐

NO ☐

vi) Did you organise any activities to familiarise teachers with the expectations of the Integrated and continuous assessment procedures and tools?

YES ☐

NO ☐

vii) What kind of activities did ECoL organise to familiarise teachers with assessment tools?

………..…………………………………………………………………………………………

………..…………………………………………………………………………………………

viii) What are your comments about teachers' participation in the development of integrated and continuous assessment tools and procedures?

………..…………………………………………………………………………………………

……...…………………………………………………………………………………………

Section C - This section asks how implementation of ICAP affected teachers:

i) What complains and concerns did teachers lodged to your office regarding assessment tools?

……………………………………………………………………………………………......

………..…………………………………………………………………………………………

ii) How is teachers' attitude in using integrated curriculum and continuous assessment tools? Please explain:

………..……………………………………………………….…………………………

………..……………………………………………...…………………..………………

iii) From your observation how was teachers' motivation affected since using integrated and continuous assessment tools?

………………………………………………175……………………………………………………

…………………………………………………………………………………………………..

Section D – This section ask about the support ECoL offered teachers to effectively utilize integrated assessment tools:

i) What are challenges and experiences of teachers in implementing integrated curriculum and continuous assessment tools? Please explain:

……………………………………………………………………………………………

…………………………………………..……………………………………………………

ii) Did ECoL offer teachers support to effectively use integrated and continuous assessment tools and procedures?

YES ☐

NO ☐

iii) If yes, what support did ECoL offer teachers to survive challenges and demands posed by integrated curriculum and continuous assessment tools and procedures?

……………………………………………………………………………………………

……………………………………………………………………………………………

……………………………………………………………………………………………

iv) Please share your comments about support offered to teachers by ECoL to effectively utilize integrated and continuous assessment tools.

……………………………………………………………………………………………

…………..………………………………………………………………………………

Thank you for participating in this study

Appendix E

Teacher's Focus Group   Interview guide #................

Good day everyone, my name is *Retselisitsoe Kojana*, Master's student from the University of the Free State and I will be facilitating this focus group. Thank you for taking the time to participate in this focus group regarding curriculum change. This discussion is part of the research study which seeks to determine psychosocial implications of curriculum change on Lesotho primary school teachers.

During this focus group I will ask questions and facilitate the dialogue to allow a fair participation for all. Please be aware that there is no "right" or "wrong" answer to any of the questions asked. The purpose of this discussion is to stimulate and hear opinions of each one of you in here. Please feel comfortable to provide honest answers and you are welcomed to share your ideas with us.

Please note that this session will be tape recorded and notes taken to ensure we adequately capture your ideas during the discussion. However, all comments and answers from this focus group will remain **CONFIDENTIAL and YOUR NAME WILL NOT BE ATTACHED** to any comments you make. Do you have any questions before we commence?

School No.: ……………….   Number of participants ……………….. ☐

Section A – *This section asks about the need for curriculum change in Lesotho*

i)   How did you know about curriculum change and Integrated Curriculum and Assessment Policy (ICAP) in Lesotho?

        ………………………………………………………………...

        ………………………………………………………………………………………………..

ii)   Is there a need for curriculum change in Lesotho? Please explain

        ……………………………………………………………………………….…………

        ……………………………………………………………………………………………

Section B: This section asks about teachers' participation in the curriculum change process:

vi.   How did the Ministry of Education and Training -NCDC involve you in the process of curriculum change?

…………………………………………………………………………………………

…………………………………………………………………………………………..

vii.   How did you participate in the planning, design and development of Integrated Curriculum?

…………………………………………………………………………………………

…………………………………………………………………………………………

Section C - This section asks how implementation of Integrated Curriculum affected you as a teacher:

c) How were you affected when implementing Integrated Curriculum in respect to your:

iv.   Emotions: ……………………………………………………………………….

…………………………………………………………………………………………

v.   Social life: ……………………………………………………………………….

…………………………………………………………………………………………

vi.   *Motivation:*

…………………………………………………………………………………………..

…………………………………………………………………………………………

d) How did implementation of Integrated Curriculum affected your relationship with:

vi.   Learners:

…………………………………………………………………………………………

…………………………………………………………………………………………

vii.   Teachers/colleagues:

…………………………………………………………………………………………

…………………………………………………………………………………………

viii.   Principal/ school management:

……………………………………………………… …………………………………………

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....

ix.   Family / friends

....

....

Section D – This section ask about support you received to implement Integrated Curriculum

i)   What challenges did you encounter while implementing the integrated curriculum and continuous assessment? Please elaborate:

....

....

ii)   What strategies did you use to cope with the demands of the implementation of the integrated curriculum? Please elaborate:

....

....

iii) What support did school management offer you to effectively implement Integrated Curriculum in your class?

....

....

iv)   What support were you offered by the Ministry of Education (NCDC) to effectively implement Integrated Curriculum?

....

....

v)   What support were you offered by the Examination Council of Lesotho to effectively utilize Integrated Curriculum assessment tools?

....

....

Thank you for participating in this study

APPENDIX F

Letter to the Principal
Unity English Medium Primary School
Maseru

30th May 2018

<h3 style="text-align:center">Request to Conduct Research Study at Primary Schools</h3>

My name is Retselisitsoe Kojana (student Number: 2015190362). I am a Masters student in the Faculty of Psychology of Education at the University of the Free State. I am conducting a research study on ***Psychosocial Implications of Curriculum change on Lesotho Teachers:*** *My ethical clearance number is* **UFS-HSD2018/0580.**

The purpose of the study is to determine psychological and social implication brought by the curriculum change. As a new education innovation in Lesotho, the Integrated Curriculum and Assessment Policy has brought with itself new teaching and learning methods and procedures, new content, new practices, new assessment procedures, teachers relations and interaction with learners, and curriculum developers and also new philosophical intentions. I therefore seek your permission to conduct this study in your school.

My research study involves conducting semi-structured interviews with the principal, seven teachers from grade one to seven and also organizing focus group with other group of teachers from the same grades. Both the interviews and the focus groups will be conducted at school at your convenient time. Depending on the participants' responses and availability, the Interview will last 30 minutes and each focus group will last 45 minutes. Both the interviews and focus group will be audio recorded with the participants consent after presenting them with consent form to sign. Names of schools, principals and teachers will be kept confidential throughout the research study and in all academic writings and presentations.

If you require further clarity and information, please conduct me on +266 5675 9999 or Kojana_r@yahoo.co.uk, 2015190362@ufs4life.ac.za.

Kind regards

Retselisitsoe Kojana

APPENDIX G

Letter to the Principal
Maseru L.E.C Primary School
Maseru

30ᵗʰ May 2018

Request to Conduct Research Study at Primary Schools

My name is Retselisitsoe Kojana (student Number: 2015190362). I am a Masters student in the Faculty of Psychology of Education at the University of the Free State. I am conducting a research study on ***Psychosocial Implications of Curriculum change on Lesotho Teachers:*** *My ethical clearance number is* ***UFS-HSD2018/0580.***

The purpose of the study is to determine psychological and social implication brought by the curriculum change. As a new education innovation in Lesotho, the Integrated Curriculum and Assessment Policy has brought with itself new teaching and learning methods and procedures, new content, new practices, new assessment procedures, teachers relations and interaction with learners, and curriculum developers and also new philosophical intentions. I therefore seek your permission to conduct this study in your school.

My research study involves conducting semi-structured interviews with the principal, seven teachers from grade one to seven and also organizing focus group with other group of teachers from the same grades. Both the interviews and the focus groups will be conducted at school at your convenient time. Depending on the participants' responses, the Interview will last 30 minutes and each focus group will last 45 minutes. Both the interviews and focus group will be audio recorded with the participants consent after presenting them with consent form to sign. Names of schools, principals and teachers will be kept confidential throughout the research study and in all academic writings and presentations.

If you require further clarity and information, please conduct me on +266 5675 9999 or Kojana_r@yahoo.co.uk, 2015190362@ufs4life.ac.za.

Kind regards

Retselisitsoe Kojana

APPENDIX H

Letter to the Ministry of Education and Training

The Principal Secretary

Ministry of Education and Training

P.O. Box 14

Maseru

30th May 2018

Request to Conduct Research Study at Primary Schools

My name is Retselisitsoe Kojana (student number 2015190362). I am Master's student in the faculty of Psychology of Education, Department of Education in the University of the Free State. As part of my studies, I am conducting a research study entitled:

Psychosocial implication of Integrated Curriculum and Assessment Policy on Lesotho teachers:.

My ethical clearance number is **UFS-HSD2018/0580.**

As a new education innovation in Lesotho, the Integrated Curriculum and Assessment Policy has brought with itself new teaching and learning methods and procedures, new content, new practices, new assessment procedures, teachers relations and interaction with learners, and curriculum developers and also new philosophical intentions.

My personal observation has shown that since implementation of Integrated Curriculum and Assessment Policy in 2013, many school principals and teachers have disquiets about this curriculum policy. Some of their disquiets are about the uncertainty of applying new teaching methods, vague assessment procedures in the classrooms, and a lack of teaching and learning aids on other learning areas (subjects). Unreceptive behavior and change of social life was also observed among other teachers in and outside the school premises. Therefore interest of my study is to establish psychosocial implications of all these challenges on teachers.

With the above mentioned reasons, I request a permission to collect data from teachers in Maseru L.E.C. primary and Unity English Medium primary schools in Maseru District.

Two data collection tools being Semi-structured interview and focus groups will be utilized. It is expected that seven teachers and their principals from each school will participate in this research study. The interview is expected to last approximately 30 to 45 minutes per participant. Each participant will be interviewed at school premises or conducive place of their choice at the time that will not interfere with their work of teaching.

APPENDIX I

Letter to the Director NCDC

Director
National Curriculum Development Centre
Maseru

30th May 2018

Request to Conduct Research Study at NCDC

My name is Retselisitsoe Kojana (student Number: 2015190362). I am a Masters student in the Faculty of Psychology of Education at the University of the Free State. I am conducting a research study on ***Psychosocial Implications of Curriculum change on Lesotho Teachers:*** *My ethical clearance number is* ***UFS-HSD2018/0580.***

The purpose of the study is to determine psychological and social implications brought by the curriculum change on teachers. As a new education innovation in Lesotho, the Integrated Curriculum and Assessment Policy has brought with itself new teaching and learning methods and procedures, new content, new practices, new assessment procedures, teachers relations and interaction with learners, and curriculum developers and also new philosophical intentions. I therefore seek your permission to conduct this study in your department.

My research study involves conducting semi-structured interviews with the National Curriculum Development Centre officials, Examination Council of Lesotho officials, school principals and primary teachers. The interview will be conducted at the time and place convenient to them. Depending on the participants' responses, the interview will last 30 minutes. The interviews session will be audio recorded with the participants consent after presenting them with consent form to sign. Names of officials, schools, principals and teachers will be kept confidential throughout the research study and in all academic writings and presentations.

If you require further clarity and information, please conduct me on +266 5675 9999 or Kojana_r@yahoo.co.uk, 2015190362@ufs4life.ac.za.

Kind regards

Retselisitsoe Kojana

APPENDIX J

Letter to the Director ECOL

Director
Examination Council of Lesotho
Maseru

30th May 2018

<u>**Request to Conduct Research Study at ECOL**</u>

My name is Retselisitsoe Kojana (student Number: 2015190362). I am a Masters student in the Faculty of Psychology of Education at the University of the Free State. I am conducting a research study on ***Psychosocial Implications of Curriculum change on Lesotho Teachers:*** *My ethical clearance number is* ***UFS-HSD2018/0580.***

The purpose of the study is to determine psychological and social implications brought by the curriculum change on teachers. As a new education innovation in Lesotho, the Integrated Curriculum and Assessment Policy has brought with itself new teaching and learning methods and procedures, new content, new practices, new assessment procedures, teachers relations and interaction with learners, and curriculum developers and also new philosophical intentions. I therefore seek your permission to conduct this study in your institution.

My research study involves conducting semi-structured interviews with the Examination Council of Lesotho officials, National Curriculum Development Centre officials, school principals and primary teachers. The interview will be conducted at the time and place convenient to them. Depending on the participants' responses, the interview will last 30 minutes. The interviews session will be audio recorded with the participants consent after presenting them with consent form to sign. Names of officials, schools, principals and teachers will be kept confidential throughout the research study and in all academic writings and presentations.

If you require further clarity and information, please conduct me on +266 5675 9999 or Kojana_r@yahoo.co.uk, 2015190362@ufs4life.ac.za.

Kind regards

Retselisitsoe Kojana

THE KINGDOM OF LESOTHO
MINISTRY OF EDUCATION AND TRAINING

16th March, 2018

REF: ED/X/2

Mr. Retselisitsoe Kojana
P. O. Box 8660
Maseru
Lesotho

Dear Sir,

RE: REQUEST FOR PERMISSION TO CARRYOUT A MASTERS RESEARCH STUDY IN LESOTHO SCHOOLS

Your letter dated 15th March, 2018 on the above subject bears reference.

The MOET has no objection to you conducting your research study in schools stated below as requested. Nevertheless, the onus to solicit consent and permission from the relevant principals in your sample schools shall remain with you. The Schools are:

1. Maseru LEC Primary School
2. Unity English Medium Primary School

Good luck in your studies.

Yours sincerely

Paramente Phamotse (Mr.)
Chief Education Officer –Secondary (For the Principal Secretary)

Cc.   CEO – Teaching Service
       Regional Inspector – Central
       District Education Manager - Maseru

P.O. BOX 47   MASERU 100 LESOTHO   TEL.: (–266) 22 322862ceo2.moet@gmail.com

Examinations Council of Lesotho

P.O. Box 507
Maseru 100
Lesotho

Tel.: (+266) 22 312 880
Fax: (+266) 22 322 866
Telegrams: Hicomex, Maseru

Rets'elisitsoe Kojana

Maseru

Lesotho

Sir.

RE: REQUEST TO CONDUCT A RESEARC STUDY

The above mentioned has been granted permission to conduct a study within the Examinations Council of Lesotho, by interviewing Subject Officers who work with primary teachers on the Integrated Curriculum and continuous Assessment.

Regards,

Methalali Khoarai (Mrs.)

Examinations Council of Lesotho

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REQUEST FOR PERMISSION TO CONDUCT RESEARCH

Dear *MASERU L.E.C. PRIMARY SCHOOL / UNITY ENGLISH MEDIUM PRIMARY*

I am doing a research and will like to request permission to conduct my research at Maseru L.E.C. *Primary school and Unity English Medium Primary.*

DATE: *October 2018*

TITLE OF THE RESEARCH PROJECT

Psychosocial Implications of Curriculum change on Lesotho teachers Psychosocial Implications of Curriculum change on Lesotho teachers

PRINCIPLE INVESTIGATOR / RESEARCHER(S) NAME(S) AND CONTACT NUMBER(S):

Retselisitsoe Kojana   *2015190362*

FACULTY AND DEPARTMENT:

Faculty of Psychology of Education

Department of Education

STUDYLEADER(S) NAME AND CONTACT NUMBER:

Dr. F.P. Khanare (UFS staff member)

+27 51 401 3651

WHAT IS THE AIM / PURPOSE OF THE STUDY?

To determine the psychosocial implications of the Integrated Curriculum and Assessment Policy on urban Lesotho primary school teachers.

WHO IS DOING THE RESEARCH?

I, Retselisitsoe Kojana, a masters' student in the Faculty of Education at the University of the Free State, am conducting the research study. My aim is to determine how primary school teachers are psychologically and socially affected by the implementation of the Integrated Curriculum and Assessment Policy and to establish how teachers survived the trauma of introducing and implementing new teaching approaches, content and assessment procedures..n of the Integrated Curriculum and Assessment Policy and to establish how teachers survived the trauma of introducing and implementing new teaching approaches, content and assessment procedures.

HAS THE STUDY RECEIVED ETHICAL APPROVAL?

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

Approval number: UFS-HSD2018/0580

WHY ARE YOUR INSTITUTION/ORGANISATION/COMPANY INVITED TO TAKE PART IN THIS RESEARCH PROJECT?

Teachers are direct implementers of curriculum policy and engage with learners in the teaching and learning process. Teachers also assess learners' performance and observe how learning affects them. However, teachers are selected because any educational change and its implementation have direct negative or positive influences on their work. Approximately 14 teachers and two principals are expected to participate in this research studyange and its implementation have direct negative or positive influences on their work. Approximately 14 teachers and two principals are expected to participate in this research study

WHAT IS THE NATURE OF PARTICIPATION IN THIS STUDY?

Teachers are main respondents in this study because the study intends to establish the psychosocial implications of curriculum change, how the teachers were affected and what kind of assistance they received to deliver the new curriculum successfully. Semi-structured interviews and focus groups will be used to gather data from respondents. Direct and simple questions will be asked in both the interview and the focus group for learners. Duration of the interview is expected to be 40 minutes per respondent and 50 minutes for the focus groups.

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

No direct benefits, such as incentives or gifts will be dispensed when participating in this study. This research study will be helpful to our curriculum designers and developers, teachers, the Ministry of Education and all stakeholders in the education field. All information provided by participants will be kept confidential and only the sponsor can access such information on request. Participants' names and identity will be treated confidentially.

WHAT IS THE POTENTIAL RISKS TAKING PART IN THIS STUDY?

Participation in this study is voluntary and there is no risk or loss of benefit for non-participation. Only foreseeable risk is emotional discomfort to participants. You are under no obligation to participate. If you do decide to take part, you will be given this information sheet to keep and you will be asked to sign a written consent form. You are free to withdraw at any time and without giving a reason. However, it will not be possible to withdraw once you have been interviewed

WILL THE INFORMATION BE KEPT CONFIDENTIAL?

All information provided by the respondent will be treated confidentially. Respondents' names and identities will not be recorded and no photographs will be taken. Only the sponsor can have access to the information on request; no one will be able to connect you to the answers you give. Your answers will be given a fictitious code number or a pseudonym, and you will be referred to in this way in the data and any publications or other research reporting methods, such as conference proceedings. Transcribers or external coders requesting to access this information will agree to sign an agreement to maintain confidentiality. Your answers may be reviewed only by people responsible for making sure that research is done properly, including the transcriber, the external coder and members of the Research Ethics Committee. Otherwise, records that identify you will be available only to people working on the study, unless you give permission for other people to see the records. Any information you provide, may be used for other purposes, such as research reports, journal articles, conference participation, etc. Also, privacy of such publication will be maintained by referring to the relevant source to protect the informants. A report of the study may be submitted for publication, but individual participants will not be identifiable in such a report. [Please keep in mind that it is sometimes impossible to make an absolute guarantee of confidentiality/anonymity, e.g. when focus groups are used as a data collection method.] (A focus group is an in-depth interview process undertaken in a group formation of certain group members to establish interview procedures. It is used to gather different opinions from individuals who are interactive in a group setting.) While every effort will be made by the researcher to ensure that you will not be connected to the information that you share during the focus group, I cannot guarantee that other participants in the focus group will treat information confidentially. I will, however, encourage all participants to do so. For this reason, I advise you not to disclose personally sensitive information in the focus group. Participants can refuse to take part, even if their parents or guardians have agreed to their participation. You can stop being in the study at any time, without getting into trouble. ct you to the answers you give. Your answers will be given a fictitious code number or a pseudonym, and you will be referred to in this way in the data and any publications or other research reporting methods, such as conference proceedings. Transcribers or external coders requesting to access this information will agree to sign an agreement to maintain confidentiality. Your answers may be reviewed only by people responsible for making sure that research is done properly, including the transcriber, the external coder and members of the Research Ethics Committee. Otherwise, records that identify you will be available only to people working on the study, unless you give permission for other people to see the records. Any information you provide, may be used for other purposes, such as research reports, journal articles, conference participation, etc. Also, privacy of such publication will be maintained by referring to the relevant source to protect the informants. A report of the study may be submitted for publication, but individual participants will not be identifiable in such a report. [Please keep in mind that it is sometimes impossible to make an absolute guarantee of confidentiality/anonymity, e.g. when focus groups are used as a data collection method.] (A focus group is an in-depth interview process undertaken in a group formation of certain group members to establish interview procedures. It is used to gather different opinions from individuals who are

interactive in a group setting.) While every effort will be made by the researcher to ensure that you will not be connected to the information that you share during the focus group, I cannot guarantee that other participants in the focus group will treat information confidentially. I will, however, encourage all participants to do so. For this reason, I advise you not to disclose personally sensitive information in the focus group. Participants can refuse to take part, even if their parents or guardians have agreed to their participation. You can stop being in the study at any time, without getting into trouble.

HOW WILL THE INFORMATION BE STORED AND ULTIMATELY DESTROYED?

Hard copies of your answers will be stored by the researcher for a period of five years in a locked cupboard/filing cabinet at the Faculty of Education, University of the Free State, for future research or academic purposes; electronic information will be stored on a password-protected computer. Future use of the stored data will be subject to further Research Ethics review and approval, if applicable. Information will be destroyed by an electronic shredder. stored on a password-protected computer. Future use of the stored data will be subject to further Research Ethics review and approval, if applicable. Information will be destroyed by an electronic shredder.

WILL THERE BE PAYMENT OR ANY INCENTIVES FOR PARTICPATING IN THIS STUDY?

No gifts, financial payment or other form of incentives will be awarded. Any costs incurred by the participant should be explained and justified. Any potential level of inconvenience and/or discomfort to the participant will be reported to the informants.

HOW WILL THE INSTITUTION / ORGANISATION / COMPANY BE INFORMED OF THE FINDINGS / RESULTS OF THE STUDY?

If you would like to be informed of the final research findings, please contact Retselisitsoe Kojana on +266 5675 9999 or +266 63009032, or at the email address kojana_r@yahoo.co.uk or 2015190362@ufs4life.ac.za. The findings are accessible for six months. Should you require any further information or want to contact the researcher about any aspect of this study, please use the abovementioned contact information. Should you have concerns about the way in which the research has been conducted, you may contact my supervisor, Dr. Fumane Khanare on +27 51 401 3651 or email khanrefp@ufs.ac.za.

Yours sincerely

Retselisitsoe Kojana

R.K.K.

UNIVERSITY OF THE
FREE STATE
UNIVERSITEIT VAN DIE
VRYSTAAT
YUNIVESITHI YA
FREISTATA

UFS
UV

REQUEST FOR PERMISSION TO CONDUCT RESEARCH

Dear *THE PRINCIPAL: MASERU L.E.C. PRIMARY SCHOOL / UNITY ENGLISH MEDIUM PRIMARY SCHOOL*

I am doing a research and will like to request permission to conduct my research at Maseru L.E.C. *Primary school and Unity English Medium Primary school*

DATE

October 2018

TITLE OF THE RESEARCH PROJECT

Psychosocial Implications of Curriculum change on Lesotho teachers Psychosocial Implications of Curriculum change on Lesotho teachers

PRINCIPLE INVESTIGATOR / RESEARCHER(S) NAME(S) AND CONTACT NUMBER(S):

Retselisitsoe Kojana   *2015190362*   *+26656759999/+27728511240*

FACULTY AND DEPARTMENT:

Psychology of Education

Department of Education

STUDYLEADER(S) NAME AND CONTACT NUMBER:

Dr. F.P. Khanare (UFS staff member)Dr. F.P. Khanare (UFS staff member)

+27 51 401 3651

WHAT IS THE AIM / PURPOSE OF THE STUDY?

To determine the psychosocial implications of the Integrated Curriculum and Assessment Policy on urban Lesotho primary school teachers.

WHO IS DOING THE RESEARCH?

I, Retselisitsoe Kojana, a masters' student in the Faculty of Education at the University of the Free State, am conducting the research study. My aim is to determine how primary school teachers are psychologically and socially affected by the implementation of the Integrated Curriculum and Assessment Policy and to establish how teachers survived the trauma of introducing and implementing new teaching approaches, content and assessment procedures..n of the Integrated Curriculum and Assessment Policy and to establish how teachers survived the trauma of introducing and implementing new teaching approaches, content and assessment procedures.

HAS THE STUDY RECEIVED ETHICAL APPROVAL?

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

Approval number: UFS-HSD2018/0580

WHY ARE YOUR INSTITUTION/ORGANISATION/COMPANY INVITED TO TAKE PART IN THIS RESEARCH PROJECT?

Principals are responsible to oversee proper implementation of curriculum in their respective scholls. They also monitor teacher's performance and respond to their concerns and challenges pertaining to their work. Principals also assist teachers in proper use assessment tools by teachers and observe effective learning and teaching. However, principals are selected because any educational change and its implementation have direct negative or positive influences on their work and to teachers they administer. Two principals from two schools are expected to participate in this research studyuse assessment tools by teachers and observe effective learning and teaching. However, principals are selected because any educational change and its implementation have direct negative or positive influences on their work and to teachers they administer.

WHAT IS THE NATURE OF PARTICIPATION IN THIS STUDY?

As managers of schools, principals are supporting respondents in this study. The information to be provided by principals will assist the researcher to establish psychosocial implications of curriculum change, how the teachers were affected and what kind of assistance they offered teachers to deliver the new curriculum successfully. Semi-

structured interviews will be used to gather data from respondents. Direct and simple questions will be asked in both the interview and the focus group for learners. Duration of the interview is expected to be 40 minutes per principal. ʃ assistance they offered teachers to deliver the new curriculum successfully. Semi-structured interviews will be used to gather data from respondents. Direct and simple questions will be asked in both the interview and the focus group for learners. Duration of the interview is expected to be 40 minutes per principal.

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

No direct benefits, such as incentives or gifts will be dispensed when participating in this study. This research study will be helpful to our curriculum designers and developers, teachers, the Ministry of Education and all stakeholders in the education field. All information provided by participants will be kept confidential and only the sponsor can access such information on request. Participants' names and identity will be treated confidentially.

WHAT IS THE POTENTIAL RISKS TAKING PART IN THIS STUDY?

Participation in this study is voluntary and there is no risk or loss of benefit for non-participation. Only foreseeable risk is emotional discomfort to participants. You are under no obligation to participate. If you do decide to take part, you will be given this information sheet to keep and you will be asked to sign a written consent form. You are free to withdraw at any time and without giving a reason. However, it will not be possible to withdraw once you have been interviewed.

WILL THE INFORMATION BE KEPT CONFIDENTIAL?

All information provided by the respondent will be treated confidentially. Respondents' names and identities will not be recorded and no photographs will be taken. Only the sponsor can have access to the information on request; no one will be able to connect you to the answers you give. Your answers will be given a fictitious code number or a pseudonym, and you will be referred to in this way in the data and any publications or other research reporting methods, such as conference proceedings. Transcribers or external coders requesting to access this information will agree to sign an agreement to maintain confidentiality. Your answers may be reviewed only by people responsible for making sure that research is done properly, including the transcriber, the external coder and members of the Research Ethics Committee. Otherwise, records that identify you will be available only to people working on the study, unless you give permission for other people to see the records. Any information you provide, may be used for other purposes, such as research reports, journal articles, conference participation, etc. Also, privacy of such publication will be maintained by referring to the relevant source to protect the informants. A report of the study may be submitted for publication, but individual participants will not be identifiable in such a report. [Please keep in mind that it is sometimes impossible to make an absolute guarantee of confidentiality/anonymity, e.g. when focus groups are used as a data collection method.] (A focus group is an in-depth interview process undertaken in a group formation of certain group members to establish interview procedures. It is used to gather different opinions from individuals who are interactive in a group setting.) While every effort will be made by the researcher to ensure that you will not be connected to the information that you share during the focus group, I cannot guarantee that other participants in the focus group will treat information confidentially. I will, however, encourage all participants to do so. For this reason, I advise you not to disclose personally sensitive information in the focus group. Participants can refuse to take part, even if their parents or guardians have agreed to their participation. You can stop being in

the study at any time, without getting into trouble. ct you to the answers you give. Your answers will be given a fictitious code number or a pseudonym, and you will be referred to in this way in the data and any publications or other research reporting methods, such as conference proceedings. Transcribers or external coders requesting to access this information will agree to sign an agreement to maintain confidentiality. Your answers may be reviewed only by people responsible for making sure that research is done properly, including the transcriber, the external coder and members of the Research Ethics Committee. Otherwise, records that identify you will be available only to people working on the study, unless you give permission for other people to see the records.

HOW WILL THE INFORMATION BE STORED AND ULTIMATELY DESTROYED?

Hard copies of your answers will be stored by the researcher for a period of five years in a locked cupboard/filing cabinet at the Faculty of Education, University of the Free State, for future research or academic purposes; electronic information will be stored on a password-protected computer. Future use of the stored data will be subject to further Research Ethics review and approval, if applicable. Information will be destroyed by an electronic shredder. stored on a password-protected computer. Future use of the stored data will be subject to further Research Ethics review and approval, if applicable. Information will be destroyed by an electronic shredder.

WILL THERE BE PAYMENT OR ANY INCENTIVES FOR PARTICPATING IN THIS STUDY?

No gifts, financial payment or other form of incentives will be awarded. Any costs incurred by the participant should be explained and justified. Any potential level of inconvenience and/or discomfort to the participant will be reported to the informants.

HOW WILL THE INSTITUTION / ORGANISATION / COMPANY BE INFORMED OF THE FINDINGS / RESULTS OF THE STUDY?

If you would like to be informed of the final research findings, please contact Retselisitsoe Kojana on +266 5675 9999 or +266 63009032, or at the email address kojana_r@yahoo.co.uk or 2015190362@ufs4life.ac.za. The findings are accessible for six months. Should you require any further information or want to contact the researcher about any aspect of this study, please use the abovementioned contact information. Should you have concerns about the way in which the research has been conducted, you may contact my supervisor, Dr. Fumane Khanare on +27 51 401 3651 or email khanrefp@ufs.ac.za. Should you require any further information or want to contact the researcher about any aspect of this study, please use the abovementioned contact information.

Yours sincerely

Retselisitsoe Kojana

R.K.K.

REQUEST FOR PERMISSION TO CONDUCT RESEARCH

Dear *NATIONAL CURRICULUM DEVELOPMENT CENTRE NATIONAL CURRICULUM DEVELOPMENT CENTRE*

I am doing research and would like to request permission to conduct our research at NCDC

DATE

November 2018

TITLE OF THE RESEARCH PROJECT

Psychosocial Implications of Curriculum change on Lesotho teachers Psychosocial Implications of Curriculum change on Lesotho teachers

PRINCIPLE INVESTIGATOR / RESEARCHER(S) NAME(S) AND CONTACT NUMBER(S):

Retselisitsoe Kojana   *2015190362*   *+26656759999/+27728511240*

FACULTY AND DEPARTMENT:

Name of Psychology of Education

Department of Education

STUDYLEADER(S) NAME AND CONTACT NUMBER:

Dr. F.P. Khanare (UFS staff member) +27 51 401 3651

WHAT IS THE AIM / PURPOSE OF THE STUDY?

To determine the psychosocial implications of the Integrated Curriculum and Assessment Policy on urban Lesotho primary school teachers.

WHO IS DOING THE RESEARCH?

I, Retselisitsoe Kojana, a masters' student in the Faculty of Education at the University of the Free State, am conducting the research study. My aim is to determine how primary school teachers are psychologically and socially affected by the implementation of the Integrated Curriculum and Assessment Policy and to establish how teachers survived the trauma of introducing and implementing new teaching approaches, content and assessment procedures.

HAS THE STUDY RECEIVED ETHICAL APPROVAL?

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

Approval number: UFS-HSD2018

WHY ARE YOUR INSTITUTION/ORGANISATION/COMPANY INVITED TO TAKE PART IN THIS RESEARCH PROJECT?

The National Curriculum Development Centre is responsible for developing and designing curriculum in Lesotho. They also monitor and evaluate effective implementation of curriculum policy, and challenges to teachers and learners in the teaching and learning process. At least three officers from the NCDC will participate in this research study. process. At least three officers from the NCDC will participate in this research study.

WHAT IS THE NATURE OF PARTICIPATION IN THIS STUDY?

As overseers of curriculum implementation, members of the NCDC staff are the supporting participants in this research study. The study will use semi-structured interviews for officials and focus groups for primary school learners to gather information. An organised set of questions will be asked to the participating individuals in the interview and the focus group of learners. The interview of NCDC officials is expected to last 30 minutes.

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

No direct benefits, such as incentives or gifts, will be dispensed when participating in this study. This research study will be helpful to our curriculum designers and developers, teachers, the Ministry of Education and all stakeholders in the education field. All information provided by participants will be kept confidential and only the sponsor can access such information on request. Participants' names and identity will be treated confidentially. ield. All information provided by participants will be kept confidential and only the sponsor can access such information on request. Participants' names and identity will be treated confidentially.

WHAT IS THE POTENTIAL RISKS TAKING PART IN THIS STUDY?

Participation in this study is voluntary and there is no risk or loss of benefit for non-participation. Only foreseeable risk is emotional discomfort to participants. You are under no obligation to participate. If you do decide to take part, you will be given this information sheet to keep and you will be asked to sign a written consent form. You are free to withdraw at any time and without giving a reason. However, it will not be possible to withdraw once you have been interviewed. ven this information sheet to keep and you will be asked to sign a written consent form. You are free to withdraw at any time and without giving a reason. However, it will not be possible to withdraw once you have been interviewed.

WILL THE INFORMATION BE KEPT CONFIDENTIAL?

All information provided by the respondent will be treated confidentially. Respondents' names and identities will not be recorded and no photographs will be taken. Only the sponsor can have access to the information on request; no one will be able to connect you to the answers you give. Your answers will be given a fictitious code number or a pseudonym, and you will be referred to in this way in the data and any publications or other research reporting methods, such as conference proceedings. Transcribers or external coders requesting to access this information will agree to sign an agreement to maintain confidentiality. Your answers may be reviewed only by people responsible for making sure that research is done properly, including the transcriber, the external coder and members of the Research Ethics Committee. Otherwise, records that identify you will be available only to people working on the study, unless you give permission for other people to see the records. Any information you provide, may be used for other purposes, such as research reports, journal articles, conference participation, etc. Also, privacy of such publication will be maintained by referring to the relevant source to protect the informants. A report of the study may be submitted for publication, but individual participants will not be identifiable in such a report. [Please keep in mind that it is sometimes impossible to make an absolute guarantee of confidentiality/anonymity, e.g. when focus groups are used as a data collection method.] (A focus group is an in-depth interview process undertaken in a group formation of certain group members to establish interview procedures. It is used to gather different opinions from individuals who are interactive in a group setting.) While every effort will be made by the researcher to ensure that you will not be connected to the information that you share during the focus group, I cannot guarantee that other participants in the focus group will treat information confidentially. I will, however, encourage all participants to do so. For this reason, I advise you not to disclose personally sensitive information in the focus group. Participants can

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HOW WILL THE INFORMATION BE STORED AND ULTIMATELY DESTROYED?

Hard copies of your answers will be stored by the researcher for a period of five years in a locked cupboard/filing cabinet at the Faculty of Education, University of the Free State, for future research or academic purposes; electronic information will be stored on a password-protected computer. Future use of the stored data will be subject to further Research Ethics review and approval, if applicable. Information will be destroyed by an electronic shredder. stored on a password-protected computer. Future use of the stored data will be subject to further Research Ethics review and approval, if applicable. Information will be destroyed by an electronic shredder.

WILL THERE BE PAYMENT OR ANY INCENTIVES FOR PARTICPATING IN THIS STUDY?

No gifts, financial payment or other form of incentive will be awarded. Any costs incurred by the participant should be explained and justified. Any potential level of inconvenience and/or discomfort to the participant will be reported to the informants.

HOW WILL THE INSTITUTION / ORGANISATION / COMPANY BE INFORMED OF THE FINDINGS / RESULTS OF THE STUDY?

If you would like to be informed of the final research findings, please contact Retselisitsoe Kojana on +266 5675 9999 or +266 63009032, or at the email address kojana_r@yahoo.co.uk or 2015190362@ufs4life.ac.za. The findings are accessible for six months. Should you require any further information or want to contact the researcher about any aspect of this study, please use the abovementioned contact information. Should you have concerns about the way in which the research has been conducted, you may contact my supervisor, Dr. Fumane Khanare on +27 51 401 3651 or email khanrefp@ufs.ac.za. Should you require any further information or want to contact the researcher about any aspect of this study, please use the abovementioned contact information. Should you have concerns about the way in which the research has been conducted, you may contact my supervisor, Dr. Fumane Khanare on +27 51 401 3651 or email khanrefp@ufs.ac.za.

Yours sincerely

Retselisitsoe Kojana

R.K.K.

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REQUEST FOR PERMISSION TO CONDUCT RESEARCH

Dear *EXAMINATION COUNCIL OF LESOTHO*

I am doing research and would like to request permission to conduct our research at *ECOL.*

DATE

October 2018

TITLE OF THE RESEARCH PROJECT

Psychosocial Implications of Curriculum change on Lesotho teachers

PRINCIPLE INVESTIGATOR / RESEARCHER(S) NAME(S) AND CONTACT NUMBER(S):

Retselisitsoe Kojana   *2015190362*   *+26656759999/+27728511240*

FACULTY AND DEPARTMENT:

Psychology of Education

Department of Education

STUDY LEADER(S) NAME AND CONTACT NUMBER:

Dr. F.P. Khanare (UFS staff member)

+27 51 401 3651

WHAT IS THE AIM / PURPOSE OF THE STUDY?

To determine the psychosocial implications of the Integrated Curriculum and Assessment Policy on urban Lesotho primary school teachers.

WHO IS DOING THE RESEARCH?

I, Retselisitsoe Kojana, a masters' student in the Faculty of Education at the University of the Free State, am conducting the research study. My aim is to determine how primary school teachers are psychologically and socially affected by the implementation of the Integrated Curriculum and Assessment Policy and to establish how teachers survived the trauma of introducing and implementing new teaching approaches, content and assessment procedures.

HAS THE STUDY RECEIVED ETHICAL APPROVAL?

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

Approval number: UFS-HSD2018/0580

WHY ARE YOUR INSTITUTION/ORGANISATION/COMPANY INVITED TO TAKE PART IN THIS RESEARCH PROJECT?

Examination Council of Lesotho is responsible for assessing and developing examination question papers and conduct examinations for primary and high school leavers in Lesotho. They also monitor and evaluate effective implementation of assessment proceduresand of the curriculum policy, and design assessment tools for teachers and learners in the teaching and learning process. At least three officers from the ECOL will participate in this research study.

WHAT IS THE NATURE OF PARTICIPATION IN THIS STUDY?

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

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Yours sincerely

Retselisitsoe Kojana

R.K.K.

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
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