

**A RELATIONAL LEADERSHIP STRATEGY FOR THE IMPLEMENTATION OF THE
INTEGRATED CURRICULUM IN LESOTHO**

BY

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DECLARATION

I, Libokoana-'Mathaabe Tankiso-Mphunyane declare that the Doctoral research thesis hereby handed over for the qualification of Doctor of Philosophy at University of the Free State is my sole work and that I have not previously handed in common work for a qualification in any other university.

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.....

L. M. TANKISO-MPHUNYANE

April 2023

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DEDICATION

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ABSTRACT

The purpose of the research was to propose a relational leadership strategy for the implementation of the integrated curriculum in Lesotho. The integrated curriculum was introduced in 2009 as an alternative to the subject and examination-oriented curriculum. It focuses on the creativity, independence, and survival skills of the learners. Due to lack of understanding of the implementation of the integrated curriculum in Lesotho, there is a need to design a strategy for curriculum integration. The study is based on a transformative paradigm which focuses on bringing about positive impact to the lives of people. Although the integrated curriculum has already been designed and implemented, an improvement to bring development to the lives of Lesotho learners is required.

This study was grounded in the Ubuntu Theory that engages all people, including the undermined, marginalised, and those deprived of the freedom to participate in the study. All co-researchers were treated equally and with respect. They expressed their views in discussion of the five objectives of the study, and took part in implementing the integrated curriculum without undermining the marginalised. This study is a qualitative research design as it locates the observer in the world. The Participatory Action Research (PAR) design was applied in the study. This is the design whereby co-researchers participate collaboratively in solving problems without undermining one another. Like Ubuntu, PAR also strengthens the idea of working together to solve problems, and in this study, this was made possible by allowing participation of the marginalised co-researchers. Data were analysed, employing Critical Discourse Analysis (CDA).

The study found that the implementation of the integrated curriculum in Lesotho is used to solve daily life challenges such as the high unemployment rate. However, the study found that some stakeholders are resistant to change due limited training to provide learners with new information and skills. Funding was believed to be one of the conditions for successful implementation. Hence, it was found that sufficient funding hindered the implementation of the integrated curriculum in Lesotho. Some stakeholders committed themselves to holding regular meetings to address the challenges of the implementation and to come up with possible solutions. This led to the development of a relational

leadership strategy for the implementation of integrated curriculum in Lesotho through relevant literature review, analysis of empirical data and documents, and the author's view. All the analysis was done in relation to the five objectives. Through this strategy, the study revealed that the implementation of the integrated curriculum can only be effective if all the stakeholders are involved and work collaboratively. Through the Relational Leadership (RL) strategy, all stakeholders have to ensure that they share the vision of the Ministry of Education and Training (MOET) for the new curriculum, plan their responsibilities in new curriculum implementation, share their duties, actively engage in the implementation, and empower the marginalised that also have relevant ideas for development of the integrated curriculum. This would lead to an outcome and reflection. As a result, the vision for Education Sector Strategic Plan (ESSP) and Curriculum and Assessment Policy (CAP) would also be achieved.

KEYWORDS: Relational leadership, curriculum implementation, integrated curriculum, transformative paradigm, participatory action research, critical discourse analysis

LIST OF ABBREVIATIONS

ASCD	Association for Supervision and Curriculum Development
CAP	Curriculum and Assessment Policy
CBPR	Community-Based Participatory Research
CDA	Critical Discourse Analysis
DEM	District Education Manager
DRT	District Resource Teacher
ECOL	Examination Council of Lesotho
ECUFS	Ethics Committee of the University of Free State
ESSP	Education Sector Strategic Plan
MOET	Ministry of Education and Training
NCDC	National Curriculum Development Centre
NGO	Non-Governmental Organisation
PAR	Participatory Action Research
RL	Relational Leadership
RLS	Relational Leadership Strategy
SC	Subject Coordinator
SCS	Subject Curriculum Specialist
SGBs	School Governing Bodies
SIC	Subject Integration Committee
SSU	School Supply Unit
SBs	School Boards
TP	Transformative Paradigm
UDL	Universal Design for Learning

UNICEF United Nations Children's Fund

TABLE OF CONTENTS

DECLARATION	i
ACKNOWLEDGEMENTS.....	ii
DEDICATION.....	iii
ABSTRACT	iv
LIST OF ABBREVIATIONS.....	vi
LIST OF MODELS.....	xvii
CHAPTER ONE Introduction	1
1.1 Introduction and background	1
1.2 History of Integrated Curriculum	3
1.3 Statement of the problem.....	4
1.4 Research Question	6
1.4.1 Research Questions	6
1.5 Research Aim.....	7
1.5.1 Research Objectives.....	7
1.6 Ubuntu Theory	7
1.7 Research paradigm.....	9
1.8 Research Design and methodology.....	9
1.9 Data generation: Participatory action research (research design)	10
1.10 Selection of Participants	10
1.11 Data Analysis: Critical discourse analysis	11
1.12 Ethical consideration.....	11
1.13 Value of the proposed research.....	12
1.14 Operational concepts	12
1.14.1 Stakeholders.....	12
1.14.2 Co-researchers	13
1.14.3 Curriculum implementation	13
1.14.4 Integrated curriculum	13
1.14.5 Strategy.....	14
1.15 Layout of Chapters.....	14
CHAPTER TWO THEORETICAL FRAMEWORK.....	17
2.1 Introduction	17
2.2 Relational leadership (.....	17
2.3 Theoretical framework	18
2.3.2 Ubuntu Theory	19
2.3.3 History of Ubuntu	19

2.3.4 Nature of Ubuntu.....	20
2.3.5 Principles of Ubuntu.....	21
2.3.5.1 Solidarity.....	21
2.3.5.2 Sympathy, compassion and caring.....	22
2.3.5.3 Collaboration.....	22
2.3.5.4 Tolerance.....	23
2.3.5.5 Sharing	24
2.3.5.6 Humanness.....	24
2.3.6 Phases of Ubuntu	24
2.3.6.1 The creation of learning in the community	25
2.3.6.2 Strategic planning process	25
2.3.6.3 Strategic sharing.....	25
2.3.6.3 Participation in skill building.....	26
2.3.6.4 Effective communication and public relations	26
2.3.6.5 Global Transformation	27
2.3.7 Strengths of Ubuntu	27
2.3.7.1 Ubuntu is democratic.....	27
2.3.7.2 The community is more important than the individual	28
2.3.7.3 Ubuntu promotes co-operation	28
2.3.7.4 African culture is recognised	29
2.3.7.5 There is promotion of respect.....	29
2.3.8 Weaknesses of Ubuntu and how to overcome them	29
2.3.9 Rhetoric or language of the research	29
2.3.10 The role of the researcher	30
2.3.11 The relationship between the researcher and the participants.....	31
2.3.12 Quality of the research.....	31
2.4 Summary.....	32
CHAPTER THREE LITERATURE REVIEW	33
3.1 Introduction	33
3.1.1 Conceptualisation of the integrated curriculum	33
3.1.1.1 Description of the integrated curriculum.....	33
3.1.1.2 Link between subject based curriculum and the integrated curriculum.....	34
3.1.1.3 The integrated curriculum and learning areas	34
3.1.1.4 History of the integrated curriculum.....	35
3.1.1.5 Philosophy of education for the integrated curriculum	37
3.1.1.6 Language policy	37
3.1.1.7 Characteristics of the integrated curriculum	38
3.1.1.7.1 Multi-disciplinary curriculum	38
3.1.1.7.2 Inter-disciplinary curriculum.....	38
3.1.1.7.3 Trans-disciplinary Curriculum.....	39

3.1.1.8 Importance of the integrated curriculum	39
3.1.1.8.1 Depth of knowledge	39
3.1.1.8.2 Opportunities for Individualisation	40
3.1.1.8.3 Problem solving	40
3.1.1.8.4 Save of time.....	40
3.1.1.9 The role of stakeholders in the implementation of the integrated curriculum.....	41
3.1.1.9.1 National Curriculum Development Centre (NCDC)	41
3.1.1.10.2 Functions of the inspector	41
3.1.1.10.3 The principal	41
3.1.1.10.3.1 <i>Communication with staff</i>	42
3.1.1.10.3.2 <i>Leading by example</i>	42
3.1.1.10.3.3 <i>Monitoring and supporting the teachers</i>	42
3.1.1.10.4 Teachers.....	43
3.1.1.10.5 The learners	43
3.1.1.10.6 Parents	43
3.1.2 Conceptualising relational leadership	44
3.1.2.1 Principles of relational leadership.....	44
3.1.2.1.1 A way of being in the world.....	44
3.1.2.1.2 Collaborative relationship	44
3.1.2.1.3 Communication in the community	45
3.1.2.1.4 Openness	45
3.1.3. Advantages of relational leadership (RL)	45
3.1.3.1. Aims for change	45
3.1.3.2 Promotion of equality	46
3.1.3.3 Allows communication	46
3.1.3.4 Ensures collaboration	46
3.1.3.5 Empowerment of everyone.....	47
3.1.3.6 Components of relational leadership	47
3.1.3.6.1 Purpose	47
3.1.3.6.2 Inclusiveness	47
3.1.3.6.3 Empowerment	48
3.1.3.6.4 Ethics	48
3.1.3.6.5 Oriented process	48
3.2 The related literature on the objectives of study	49
3.2.1 To identify the challenges faced in implementing the integrated curriculum in Lesotho	49
3.2.1.1 There is a lack of clarification on curriculum change.....	49
3.2.1.2 Limited Training	50
3.2.1.3 Teachers' resistance to implementing the integrated curriculum	50
3.2.1.4 Workloads.....	51
3.2.1.5 Shortage of instructional materials	51

3.2.1.6 High absenteeism	52
3.2.2 Solutions to the challenges faced in the implementation of the integrated curriculum in Lesotho	53
3.2.2.1 Clarity on curriculum change	53
3.2.2.2 Adequate training provided.....	53
3.2.2.3 Cooperation among all the stakeholders	54
3.2.2.4 Adequate instructional materials	54
3.2.2.5 Establishing motivation	55
3.2.2.6 Communication with the staff	55
3.2.3 To understand conditions for successful implementation of RLS in implementing the integrated curriculum in Lesotho	56
3.2.3.1 Supportive communities	56
3.2.3.2 Availability of the resources	56
3.2.3.3 Constant and adequate funding	57
3.2.3.4 Shared vision	57
3.3 To anticipate possible threats that could hinder the successful implementation of the integrated curriculum.	58
3.3.1 Lack of support	58
3.3.2 Shortage of teachers	58
3.3.3 Financial constraints	58
3.3.4 Lack of transport	59
3.4 To identify indicators of success for the implementation of the integrated curriculum in Lesotho	59
3.4.1 Training provided to the teachers	59
3.4.2 Strong community participation	60
3.4.3 Cooperation between the stakeholders	60
3.5 Summary.....	60
CHAPTER FOUR RESEARCH DESIGN AND METHODOLOGY.....	62
4.1 Introduction	62
4.2 Research paradigm.....	62
4.2.1. History of the transformative paradigm (TP).....	63
4.2.2 Philosophical basis	64
4.2.3.1 Inclusion of the marginalised	65
4.2.3.2 Addressing power and inequalities.....	65
4.2.3.3 Promoting human rights	66
4.2.4 Philosophical Assumptions of Transformative Paradigm (TP)	66
4.2.5 Transformative paradigm and Axiology	66
4.2.6 Transformative paradigm and ontology	68
4.2.7 The transformative paradigm and epistemology	69
4.2.8 Transformative paradigm and methodology (inquiry)	70
4.2.9 Tenets of the transformative paradigm	70

4.2.10 Strengths of the transformative paradigm	70
4.2.10.1 TP addresses inequality	71
4.2.10.2 Engagement of social issues in TP	71
4.2.10.3 Experiencing intellectual skills	72
4.2.11 Weakness of transformative paradigm	72
4.3 Research approach.....	73
4.5 Link between action research and PAR.....	73
4.6 Participatory Action Research (PAR).....	74
4.7 Origins of Participatory Action Research	74
4.8 Principles of PAR	75
4.8.1 PAR ensures active participation of co-researchers.....	75
4.8.2 PAR ensures collaboration	76
4.8.3 PAR values sharing of information	76
4.8.4 PAR acknowledges the knowledge of the individuals	77
4.8.5 PAR empowers the marginalised	77
4.8.6 PAR opts for democracy	78
4.8.7 PAR works for transformation in the community	78
4.8.8 PAR solves day-to-day problems	78
4.8.9 Critical analysis by PAR.....	79
4.8.10 PAR works for outcome through reflection	79
4.9 PAR and Epistemology	80
4.10 PAR and Ontology	81
4.11 Rhetoric in PAR	82
4.12 Weaknesses of using PAR and how they can be overcome	82
4.12.1 It is a voluntary approach.....	82
4.12.2 Time consuming.....	82
4.12.3 Conflicts	83
4.12.4 Bias	83
4.13 Process and steps of generating data	84
4.13.1 Research site	84
4.13.3 Selection of the participants.....	85
4.13.3.1 The coordinator (researcher).....	85
4.13.3.2 Curriculum designers.....	86
4.13.3.3 Inspectors	86
4.13.3.4 The principal	87
4.13.3.5 Teachers.....	87
4.13.3.6 Students.....	87
4.13.3.7 Parents	88
4.13.4 The role of the researcher in PAR	88
4.13.5 The relationship between the researcher and the participants.....	88

4.13.6 Ethical considerations	89
4.13.7 The researcher's personality on the chosen study	89
4.13.8.2 Activity three: Discussion on RL works	94
4.13.8.4 Activity four: Discussion on how PAR works	94
4.13.8.5 Activity five: Challenges of implementing the integrated curriculum in Lesotho	94
4.13.8.6 Activity six: Solutions for the successful implementation of the integrated curriculum in Lesotho	94
4.13.8.7 Activity seven: Conditions for successful implementation of the integrated curriculum in Lesotho	95
4.13.8.8 Activity eight: Reflection meetings.....	96
4.13.8.9 Activity nine: Anticipated threats which hinder the successful implementation of the integrated curriculum	96
4.13.8.10 Activity ten: Monitoring progress in implementing the integrated curriculum	97
4.13.8.11 Activity eleven: Anticipated successes for the implementation of the integrated curriculum using relational leadership	97
4.14 Resources for data generation.....	97
4.14.1 Human resources	97
4.15 Data instrumentation	98
4.15.1 Meetings and discussions through focus group	98
4.15.2 Focus group	98
4.15.2.1 Principles of focus group	98
4.15.2.2 Clear purpose	99
4.15.2.3 Location	99
4.15.2.4 Setting.....	99
4.15.2.5 Length.....	99
4.15.2.6 Number of participants	100
4.15.2.7 Analyse the results	100
4.15.2.8 Strengths of focus groups.....	100
4.15.2.8.1 Valuable data.....	100
4.15.2.8.2 Time saving	100
4.15.2.8.3 Saving on resources.....	101
4.15.2.8.4 Adequate clarity.....	101
4.15.2.8.5 Explores the depths of the problem.....	101
4.15.2.9 Weaknesses of a focus group	101
4.15.3 Meetings	102
4.15.4 Discussion.....	102
4.15.4.1 Strengths of meetings and discussions	102
4.15.4.1.1 Large amount of data is gathered	102
4.15.4.1.2 Promotion of good relationship amongst members.....	102
4.15.4.1.3 Empowerment is promoted.....	103
4.15.5 Weaknesses of meetings and discussions	103

4.15.5.1 Time consumption	103
4.15.5.2 The discussion might be subjective	103
4.15.6 Documents	103
4.16 Data analysis	104
4.16.1 Definition of CDA	104
4.16.2 Origin of Critical Discourse Analysis	104
4.16.3 Importance of CDA	105
4.16.3.1 Focus on social problems	105
4.16.3.2 Consideration of power relations	105
4.16.3.3 Change	105
4.16.3.4 Democracy	106
4.16.4 Analysis at a textual level	106
4.16.5 Analysis at a discursive level	107
4.16.6 Analysis at a social level	107
4.16.7 Strengths of CDA	107
4.16.7.1 Focus on the problem	108
4.16.7.2 Empowerment of the undermined people	108
4.16.7.3 Acquisition of knowledge	108
4.16.8 Limitations of critical discourse analysis	108
4.16.8.1 Subjective analysis	108
4.17 Summary	109
CHAPTER FIVE DATA PRESENTATION, DISCUSSION AND ANALYSIS	110
5.1 Introduction	110
5.2.1 Lack of clarity on curriculum change	111
5.2.2 Limited training	113
5.2.3 Resistance to change	115
5.2.4 High absenteeism by teachers and learners	116
5.2.5 Shortage of instructional materials	118
5.3 Solutions to the challenges faced in the implementation of the integrated curriculum in Lesotho	119
5.3.1 Provision of adequate training	119
5.3.2 Provision of adequate instructional materials	121
5.3.3 Motivation	122
5.3.4 Regular School inspections	124
5.3.5 Regular meetings	126
5.4 Conditions for successful implementation of RLS in implementing the integrated curriculum in Lesotho.	127
5.4.1 Community support	127
5.4.2 Adequate funding (aid)	129
5.4.3 Provision of adequate grants	131
5.4.4 Availability of transport	132

5.4.5 Collaboration.....	134
5.5 Threats that could hinder the successful implementation of the RLS to respond to challenges pertaining to the implementation of the integrated curriculum.....	135
5.5.1 A lack of community support.....	135
5.5.2 A lack of Funds	137
5.5.3 A shortage of grants	138
5.5.4 A lack of transport.....	140
5.5.5 Lack of collaboration.....	141
5.5.6 Poor attendance and drop out	142
5.6 Indicators of success during the implementation of the integrated curriculum in Lesotho	144
5.6.1 Community engagement.....	144
5.6.2 Regular meetings held.....	146
5.6.3 Regular school inspections.....	148
5.6.4 Theory and practice workshop.....	149
5.7 Summary.....	150
CHAPTER SIX FINDINGS AND RELATIONAL LEADERSHIP STRATEGY FOR THE IMPLEMENTATION OF THE INTEGRATED CURRICULUM	152
6.1 Introduction	152
6.2 The challenges faced in implementing the integrated curriculum in Lesotho	152
6.2.1 Lack of clarity on curriculum change	153
6.2.2 Limited training.....	153
6.2.3 Resistance to change	154
6.2.4 Absenteeism	155
6.2.5 Shortage of instructional material	155
6.3 Solutions to the challenges faced in the implementation of the integrated curriculum in Lesotho	156
6.3.1 Provision of adequate training	156
6.3.2 Provision of adequate instructional material	157
6.3.3 Motivation.....	157
6.3.4 Several school inspections	158
6.3.5 Regular meetings.....	158
6.4 Conditions for a successful RLS in implementing the integrated curriculum in Lesotho	159
6.4.1 Community support.....	159
6.4.2 Adequate funding.....	160
6.4.3 Adequate grants for teachers	160
6.4.4 Availability of transport.....	161
6.4.5 Collaboration.....	161
6.5 Threats to the RLS which may hinder the implementation of the integrated curriculum	162
6.5.1 Lack of community support.....	162
6.5.2 Lack of funds.....	163
6.5.3 Shortage of teachers` Grants	163

6.5.4 Lack of transport	163
6.5.5 Lack of collaboration	164
6.5.6Learners` Poor attendance and drop out.....	164
6.6 Indicators of success for the implementation of the integrated curriculum in Lesotho	164
6.6.1 Community engagement.....	165
6.6.2 Regular meetings.....	165
6.6.3 Regular school inspections.....	166
6.6.4 Theory and practice workshop.....	167
CHAPTER SEVEN CONCLUSION OF THE CHAPTERS, RLS, LIMITATIONS OF THE STUDY AND RECOMMENDATIONS.....	168
7.1 Introduction	168
7.2.1 Chapter One: Introduction of the thesis.....	168
7.2.2 Chapter Two: Theoretical framework.....	168
7.2.3 Chapter Three: Review of related literature.....	169
7.2.4 Chapter Four: Participatory Action Research (research design) (PAR)	169
7.2.5 Chapter Five: Data generation, presentation, and interpretation	169
7.2.6 Chapter Six: Findings and relational leadership strategy	170
7.4 Developing relational leadership strategy.....	170
7.4.1 Model for relational leadership strategy.....	170
7.4.2.1 Vision	172
7.4.2.2 Planning.....	173
7.4.2.3 Sharing of duties.....	174
7.4.2.4 Active participation.....	174
7.4.2.5 Outcome of reflection	174
7.4.3.1 Examination Council of Lesotho (ECOL).....	175
7.4.3.2 National Curriculum Development Centre (NCDC)	176
7.4.3.3 Ministry of Education and Training (MOET)	177
7.4.3.3.1 Inspectors	177
7.4.3.3.2 School Boards (SBs)	178
7.4.3.3.3 Teachers.....	178
7.4.3.3.4 Learners.....	179
7.4.3.3.5 Community members	180
7.5 Limitations of the study and how they were resolved	181
7.5.1 Change of schedule for the meetings	181
7.6 Recommendations for future studies	182
7.7 Value of the research.....	182
7.8 Conclusion	183
REFERENCES.....	185
Appendix A: Ethics Clearance Certificate.....	220

Appendix B: Letter to District Education Manager.....	221
Appendix C: Response from District Education Manager.....	223
Appendix D: Consent form to curriculum designers	223
Appendix E: Consent form to MOET inspectors	226
Appendix F: Consent form to school principal.....	228
Appendix G: Letter to the principal	230
Appendix H: Principal's response to the researcher	232
Appendix I: Consent form to Teachers	233
Appendix J: Consent form to Parents	235
Appendix K: Assent Form for Guardian.....	237
Appendix L: Fomoro Eatumello Ea Moholisi Ka Ngoana.....	238
Appendix M: Extracts from the co-researchers and the focus group	239

LIST OF MODELS

Figure 7.4. 1: A model for the relational leadership strategy (RLS) for the implementation of the integrated curriculum in Lesotho.....	171
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CHAPTER ONE

Introduction

1.1 Introduction and background

The purpose of this study was to propose a relational leadership strategy for the implementation of the integrated curriculum in Lesotho. According to Narvekar, Peng, Leonetti, Sinapov, Taylor and Stone (2020:7), “curriculum is a general concept that encompasses both schedules for organising past experiences and schedules for acquiring experience by training on tasks”. Additionally, Ornsteins & Hunkins (2009) define curriculum in five different ways. As a plan for achieving goals; dealing with the learners’ experience; as a system for dealing with people; as a field of study; and finally, in terms of the subject matter and content. Similarly, Breault & Marshall (2010) also define it as all the experiences of the learner that are meant to unfold the abilities of the learner. The first, second, & third definitions by Ornsteins & Hunkins (2009:19) and Breault & Marshall (2010) were used in this study since teachers deal with learners’ experiences in the teaching and learning in order to achieve the goal of self-reliance. There are different types of curricula; therefore, Lesotho implements the integrated curriculum.

Raselimo & Mahao (2015) state that the integrated curriculum is defined as democratic, learner-centred, encouraging, life-long, and promotes work related competences. MOET (2009) defines it as organising a curriculum around the day-to-day life challenges. Malik & Malik (2011) see it as the teaching and learning that combines more subjects in the teaching and learning within one particular learning area. Pearson Education Limited (2010) defines it as doing things in a more effective way. Matee (2019) reports that the integrated curriculum is the teaching and learning which combines what is taught in different subjects and provides learners with knowledge. Knowledge obtained assists

them to solve day-to-day life challenges. The researcher concurs with the definitions of MOET (2009) and Raselimo & Mahao (2015) because both explain it as the curriculum that responds to learners needs for positive change. In this curriculum, subjects are linked together in one learning area for learners to acquire knowledge that will assist them to be self-reliant.

Princess & Solomon (2010) report that the implementation of a curriculum is an action where the curriculum and the assessment policy are put into practice. Mkpa & Izuagba (2009) and Ivowi (2009) indicate that, in curriculum implementation, the learner interacts with the teacher through learning activities. The government of Lesotho has established a curriculum and assessment policy (CAP) which has to be implemented in schools so that the end products are seen in the life of the learners and in the community. The main challenge with the integrated curriculum implementation is that theory dominates practice (Nhlapo et al., 2019). It is believed that, if all stakeholders could collaborate during planning, implementation, and evaluation of implementing integrated curriculum, there could be transformation in their lives. This is because learners acquire knowledge on work-related competencies which promotes self-reliance. In addition, the findings of Selepe (2016) also show that Lesotho teachers had limited information about the implementation of the integrated curriculum. Based on challenges highlighted above, the researchers aim at proposing relational leadership strategy to attend to the challenges with the implementation of the Lesotho's integrated curriculum.

Komives et al., (2007) define a relational leadership strategy that stresses more on a model that promotes a commitment to transformation using five elements: purpose, inclusiveness, empowerment, ethics, and process. It also means a model of leadership that focuses more on the idea that effective leadership has to do with the ability of the leader to create positive relationships within an organisation (Breedt & Niemandt, 2013). The study used the first definition by Komives et al (2007) which focuses on transformation using five elements because it attends on problem solving which was the focus of the study in implementing the integrated curriculum.

Komives et al (2007) emphasise that relational leadership (RL) deals with the relationships between the stakeholders to promote commitment towards a positive change. It is believed that the use of RL will assist in ensuring the success of the implementation of integrated curriculum since teachers will be committed to their work. As a result, the curriculum will achieve its goal of assisting learners to solve day-to-day problems (MOET, 2009). Apart from that, RL will encourage all stakeholders who participate in implementing the curriculum to unite to achieve a single goal. The goal of the integrated curriculum is to react to the needs of the nation and one of the goals is to assist learners to be self-reliant. Komives et al (2007) reported that, in RL, people come together and attempt to bring change for the benefit the people. Different people involved in the implementation of the integrated curriculum will have a sense of togetherness for the common goal, which is transformation. Lastly, Uhl-Bien (2006) confirms that the process of RL is open for contestation and negotiation so that people can freely voice their concerns improving the implementation of integrated curriculum. Through the use of RL, different stakeholders would plan ways in which integrated curriculum could best be employed. In this way, the integrated curriculum will be employed effectively.

1.2 History of Integrated Curriculum

The integrated curriculum was introduced in Lesotho in 2009 after 43 years of independence to ensure the socio-economic integration of the learners in the national economy and to solve problems that Lesotho people have such as a high unemployment rate (MOET, 2009). Raselimo & Mahao (2012) point out that the curriculum in Lesotho has shifted from a subject and examination-oriented curriculum to the integrated curriculum in order to reflect practical life challenges. This implies that the old curriculum did not respond to the needs of the nation but focused on examination results. Petersen (2015) indicates that the integrated curriculum is democratic, learner-centred, and engages learners through the assessments as opposed to examination-oriented-curriculum, which is judgmental, undemocratic, and teacher-centred and authority driven. Additionally, Nkosi (2015) indicates that the integrated curriculum is learner-centred while

in the examination-oriented curriculum, the teacher gives instructions and the learner has to memorise all the given information. If in the examination-oriented curriculum a learner acquired more knowledge from the teacher, then it meant a learner would memorise content taught, and it is believed that the learner would apply the information acquired from schooling in future. This also means that teaching and learning were teacher-centred, while in the integrated curriculum, a learner practices through performing activities thereby making leading to self-reliance in the future. In South Africa, CAP was introduced to address the challenges of previous policies that had impact in producing quality education. This implies that the previous curriculum implemented could not positively impact learners hence the substitution with the integrated curriculum. MOET (2009) reports that CAP in Lesotho focuses on teaching and learning methods which promote creativity, independence, and the survival skills to the learners so that problems such as high unemployment rate, slow economic growth, and widespread poverty may be overcome. This goal is in line with the Lesotho Education Sector Plan 2016-2026, which states that the MOET is mandated to provide quality education services to all Basotho in order to ensure that every Mosotho has productive skills (MOET, 2016). However, learners cannot be self-reliant (independent) in future if teaching and learning does not involve practice. In support of this, Ralebese (2018) and Nhlapo (2018) indicated that Lesotho do not have an adequate understanding of the implementation of the integrated curriculum. This implies that there was no adequate implementation of the integrated curriculum, thus the need to design a strategy for curriculum integration in Lesotho.

1.3 Statement of the problem

The integrated curriculum was introduced to ensure that, post completion of their schooling, Basotho children are self-reliant (MOET, 2009). It aims to promote creativity, independence, and survival skills of the learners so that problems such as high unemployment rate, slow economic growth and widespread poverty could be overcome. This goal is in line with MOET (2005) which mandates that MOET stakeholders have to

implement MOET policies and ensure that Basotho learners acquire functional literacy and develop productive skills through education and training (MOET,2005). This is to ensure that every Mosotho child has productive skills when he/she leaves school. However, teachers in Lesotho do not have an adequate understanding of the implementation of the integrated curriculum (Ralebese, 2018). This challenge needs to be addressed so that the integrated curriculum is implemented effectively. The challenge of integrated curriculum is not only unique in Lesotho. Nkosi (2015) writes that there are also some challenges in South Africa. These were discovered when exploring experiences of CAP statements in primary schools in Pinetown district, Kwazulu-Natal Province. It was also discovered that there was lack of training which leads to adequate understanding.

Tafai (2017) also explored teachers' views on the implementation of the new integrated curriculum in Lesotho and found that primary school teachers know about integrated curriculum. Nonetheless, they need more information on its application. This means teachers struggle to implement the new curriculum; hence solutions need to be found to ensure its success (Selepe, 2016). Nhlapo (2018) conducted a study on fostering self-reliance through integrated tourism curriculum: a community participatory approach. In this study, he found that the challenges encountered in implementing the integrated curriculum were lack of understanding of the integrated curriculum, and lack of resources, and lack of community participation. He also discovered that work integrated approaches to learning are not implemented. In his study titled "Integrated curriculum in Lesotho: Challenges encountered by learners through their teachers' views.", Phosisi (2019) highlighted that there is over-crowding, insufficient resources, inadequate training, and confusion on how to teach integrated curriculum. Additionally, the curriculum involves many items or too much content which needs to be covered for a short period of time.

The findings of Kurata et al., (2022) also revealed that teachers are challenged with content overload and absence of monitoring and supervision in their study. In piloting the integrated curriculum in Lesotho, they experience constraints and prospects. Tafai (2021) in her study, "Teachers' perspectives on professional development for classroom

implementation of the integrated curriculum in Lesotho”, found that the challenges facing the implementation of the integrated curriculum were lack of materials, inadequate skills, and limited use of ICT and continuous assessment.

No study suggesting relational leadership strategy for effective implementation of integrated curriculum in Lesotho was found. Moreover, Nhlapo, et al., (2019) note that one of the main challenges in the implementation of the integrated curriculum in Lesotho is theory dominated practice during teaching and learning. Should this challenge not be addressed, it is suspected it will lead to lack of self-reliance for learners. In an attempt to solve this challenge, it is believed that if RL strategy could be proposed, all relevant stakeholders could together assist teachers to employ more practice-based approaches in teaching and learning. This will be observed in planning, implementation, and evaluating the successes of implementing integrated curriculum. Hence, the study proposes relational leadership strategy for the implementation of integrated curriculum in Lesotho.

1.4 Research Question

How can a Relational Leadership Strategy enhance the implementation of the integrated curriculum in Lesotho?

1.4.1 Research Questions

- What are the challenges faced in implementing the integrated curriculum in Lesotho?
- Which solutions respond to the challenges faced in the implementation of the integrated curriculum in Lesotho?
- What are conditions for the successful implementation of the integrated curriculum in Lesotho?
- What are the possible threats that could hinder the successful implementation of

the integrated curriculum in Lesotho?

- How will relational leadership enhance the success of the implementation of integrated curriculum?

1.5 Research Aim

To propose a relational leadership strategy for implementing the integrated curriculum in Lesotho.

1.5.1 Research Objectives

In order to accomplish the research aim, the following objectives were addressed:

- To identify the challenges faced in implementing the integrated curriculum in Lesotho.
- To suggest the solutions to the challenges faced in the implementation of the integrated curriculum in Lesotho.
- To describe conditions for the successful implementation of the integrated curriculum in Lesotho.
- To discuss possible threats that could hinder the successful implementation of the integrated curriculum.
- To explore the successes of implementing the integrated curriculum using a relational leadership strategy.

1.6 Ubuntu Theory

The study was grounded in Ubuntu as a theoretical framework. Mbigi (1997), Nussbaum (2003), Broodryk (2006) and Hailey (2008) maintain that the principles of Ubuntu are survival, solidarity, compassion, unity, tolerance, closeness, openness, availability, and sharing. Letseka (2013) supports this by stating that Ubuntu has a “Golden rule” which includes values such as sharing, caring, and respect for others. Niekerk (2013) testifies that care and compassion are seen in communities of Ubuntu. In this study, co-

researchers shared ideas and skills together so that the implementation of the integrated curriculum could benefit the whole community. It also means that the implementation of the integrated curriculum cannot be done solely by the teachers; they need contributions from other people to freely share ideas for implementing this curriculum for the transformation of Lesotho.

Ubuntu is comprised of tenets that include Ubuntu as African statesmen, Ubuntu in African management, as well as Ubuntu in African welfare (Mugumbate, 2013). Mugumbate (2013) indicates that Ubuntu as Statesman means promotion of equality and justice, and collaboration for progress. Basotho worked collaboratively with an understanding that there would be a quick change in unity since the work would be finished quickly. They had this phrase, “motho ke motho ka batho”, which translates to “a person is a person because of other people”. This is exactly Ubuntu. Above all, people were treated equally, a trait that was mostly seen during farming. In this study, the expectation is that all co-researchers should work collaboratively and equally for positive change to enable effective implementation of the integrated curriculum. Ubuntu as African Management means service delivery should be of good quality, uniting Africans for effective transformation (Mugumbate, 2013). This is portrayed by the Basotho chiefs through ensuring quality service delivery to improve the lives of Basotho. Chiefs enforced that people work together with the belief that they would bring together different skills for transformation. If MOET could put more emphasis on collaboration on all stakeholders, Basotho would get quality education since the illiterate people could also raise ideas that could transform the implementation of the integrated curriculum in Lesotho.

Lastly, Ubuntu in African welfare includes acknowledging the rights and responsibilities of every citizen, caring for one another and being guided by principles such as democracy. Basotho cared for one another, evidenced through their willingness to assist whenever any family had a challenge. This was observed when there was death in certain family; they would bring maize-meal, any animal to be used in the family for support. As they worked together, they allowed everyone to share their views for effective work. Since this study is guided by Ubuntu, it is believed that if all stakeholders could share their views on

how best the integrated curriculum could be implemented, there will be transformation. MOET Lesotho also acknowledges the rights of the learners by ensuring availability of free primary education. It also says learners as part of the stakeholders should also do their responsibility of working hard since the integrated curriculum is learner centred (Nkosi, 2015).

1.7 Research paradigm

The research was based on a transformative paradigm that promotes students to critically examine their assumptions, grapple with social issues, and engage in social action (Meyers, 2008). “Transformative Paradigm provides philosophical frame-work that focuses on ethics in terms of cultural responsiveness, recognising those dimensions of diversity that are associated with power differences, building trusty relationships and developing mixed methods that are conducive to social change”, (Mertens, 2012:1). Transformative paradigm respects cultural norms and ensures that there is good relationship between the co-researchers. Pitsoe & Letseka (2016) argue that transformative paradigm aims to empower the participants. They are empowered since all co-researchers would be treated equally without undermining the other. Komives et al (2007) report that people come together and attempt to bring change for the benefit of the people in RL. Different people involved in the implementation of the integrated curriculum will have a sense of acting together for the common goal which is transformation. Lastly, Uhl-Bien (2006) confirms that the process of RL is open for contestation and negotiation so that people can freely voice their concerns thereby improving the implementation of the integrated curriculum. This means it focuses on bringing about change and transformation to the lives of the people. The integrated curriculum is designed to be transformative in order to change the lives of the learners for the better.

1.8 Research Design and methodology

Research methodology is about how empirical data is obtained and analysed by the researcher. A qualitative research approach was used in this study. It is a situated activity

that locates the observer in the world (Mertens, 2010b). Joubish (2011) explains that a qualitative research approach explores events as they appear in their natural setting, uses verbal data to present the research findings and that the researchers examine a particular problem using the knowledge of the participants.

The study adopted a participatory action research (PAR) as a research design to obtain the data. According to Kothari (2004), such a research design is a subjective assessment of attitudes, opinions, and behaviour. PAR is against systematic reproduction of unequal power relations between the researcher and the core researchers (Mahlomaholo & Netshandama, 2010). Similarly, Dworski-Riggs and Langhout (2010) contend that PAR is a research design that aims to promote social justice by engaging conditions that improve empowerment. The use of PAR in this study empowered co-researchers including those who were marginalised. In this research, all the stakeholders involved in the study freely expressed their views on how to implement the integrated curriculum.

1.9 Data generation: Participatory action research (research design)

As a research design, PAR was used to obtain data. Co-researchers in PAR participate freely in agreement with Khan and Chovanec (2010: 37) emphasis that “PAR should be democratic and equitable”. Qualitative data sources for this study were a focus group discussion and documents such as the 2009 curriculum and assessment policy.

1.10 Selection of Participants

The participants included two curriculum designers, two inspectors, a school principal, two teachers, two parents, and two learners from grade six. The curriculum designers were included because they designed the integrated curriculum and inspectors make follow ups to make sure the integrated curriculum is implemented. The teachers and the principal impart this curriculum to the learners and the parents take care of the learners. In this study, the successful implementation of the integrated curriculum was realised through engagement and participation of all co-researchers including the learners and the parents who are usually excluded from the discussions and decision-making. The

researcher used grade six classes because the integrated curriculum was piloted from class one in 2009 and was in grade six during this study. These enabled the researcher to design the strategy for implementing the integrated curriculum using data gathered.

1.11 Data Analysis: Critical discourse analysis

Babbie & Mouton (2001) argue that analysis involves data interpretation for the aim of drawing conclusions that show the interests, ideas, and theories that initiated the inquiry. Data was analysed using critical discourse analysis (CDA) (Van Dijk, 2001) to understand how the participants' discourses were created and perpetuated. According to Bloor & Bloor (2007), CDA is a cross-discipline that comprises the analysis of text and talk in all disciplines of the humanities and social sciences. CDA is a multidisciplinary method concerned with social and political issues, and is mainly based on relations between discourse and society. "Theories, descriptions, methods and empirical work are chosen or discussed as a function of their relevance for the realisation of such a socio-political goal", (Fairclough and Wodak, 1997:272). CDA was used in this study because it complements Ubuntu as the theoretical framework that underpinned this study in that it seeks to find where the problem emerged (Bloor & Bloor, 2007). Through CDA, the researcher analysed and interpreted the raw data to make it understandable.

1.12 Ethical consideration

Ethics in research indicates that the investigator has a moral responsibility to protect the participants. Macmillan and Schumacher (2001), Opie (2004), and Van Niekerk (2009) state that ethics are considered to work on beliefs regarding what is morally good or bad, right or wrong, proper or improper. It is also important to observe ethical considerations in research. The following reasons were considered: firstly, ethical norms promote the aims of the research as well as the values that promote unity. Secondly, they enable the researchers to be accountable to the participants and support them (David & Resnik, 2011).

In making sure that the study was not harmful to the participants, the researcher applied

for ethical clearance from the Ethics Committee of the University of the Free State (UFS). The researcher sought approval from UFS Department of Education to conduct the study. Since the study took place at the education department, at the community, and at a school, the researcher requested approval from the education office, school administration, and the chief to do the study. All the participants were informed about the objectives of the study and were shown the importance of the research as to encourage them to take part in the enquiry. The co-researchers will remain protected and confidential, that is, their names will not be disclosed.

1.13 Value of the proposed research

The study will benefit the curriculum designers and the inspectorates who make sure that the integrated curriculum is implemented in schools. The teachers would also be made aware about the challenges of the integrated curriculum and how they could be solved to improve their teaching. The results of the study will mostly benefit the learners and their parents to help them solve challenges they face in real-life situations.

1.14 Operational concepts

This section discusses operational terms, which are stakeholders, co-researchers, integrated curriculum, curriculum implementation, and relational leadership strategy.

1.14.1 Stakeholders

According to Hornby (2005), stakeholders are people who are involved in an organisation and have roles to play for an organisation to succeed. Walter (2011) sees stakeholders as people and companies that have an interest in a certain organisation. Clarkson (1995) claims that “stakeholders are people who have ownership, rights or interests in an organisation”. In this study, stakeholders are all the people who participated in the curriculum implementation to ensure its success. They are found in the community, at the district, and at the national levels.

1.14.2 Co-researchers

Co-researchers, according to Walter (2011), are people who take part in the research with other researchers. In this work, co-researchers are defined as people who took part in the whole study and who proposed a relational leadership strategy for the implementation of the integrated curriculum in Lesotho. The co-researchers of this study were curriculum designers, inspectors, a principal, teachers, learners, and parents.

1.14.3 Curriculum implementation

Ivowi (2009:170) defines curriculum implementation as “the dissemination of learning experiences, the provision of the resources to effectively execute the plan in the classroom setting where the teacher-learner interaction takes place”. In supporting this, Princess and Solomon (2010) maintain that curriculum implementation refers to a stage where all that was documented in the policy is put into action in the classroom situation using the syllabuses, schemes and record of work, daily lesson plans to be used to teach learners, and by interacting with the learners’ activities. This study defined it as the act of employing what was planned in the policy in the classroom situation, community, and at national level. Teachers and learners discuss what is planned in the classroom setting bearing in mind the curriculum policy, the syllabus, schemes and record of work, and the assessment packages.

The learners participate in the implementation of the integrated curriculum as it is learner-centred. The teacher does not lecture but performs activities with the learners. In this study, curriculum implementation would mean different stakeholders put policy (Curriculum and Assessment Policy) into action.

1.14.4 Integrated curriculum

Raselimo (2017) and MOET (2009) define the integrated curriculum as organising a curriculum around the problems that learners face in life. Likewise, MOET (2009:12) and Bean (1991) state that the integrated curriculum involves teaching strategies that assist

learners to be creative and self-employed and are used to solve challenges in real life situations. Malik & Malik (2011) see it as the teaching and learning that combines several subjects into one subject. The integrated curriculum is teaching and learning that combines subjects and learning areas together in a single lesson for learners to realise the links between them. Knowledge acquired assists learners to solve real life problems by being self-employed.

1.14.5 Strategy

Hornby (2005) defines a strategy as a method of planning something using new knowledge in order to achieve certain objectives. A strategy is a process of planning and employing new knowledge for purposes of development. A strategy deals with challenges so that they can be overcome. In summary, a strategy closes the gap between where we are and where we want to be (Juneja, 2015). In this study, a strategy is referred to as the relational leadership that has been proposed to improve the implementation of the integrated curriculum

1.15 Layout of Chapters

Chapter One

Chapter one entails introduction and background, history of the integrated curriculum, background and objectives of the study, statement of the problem, theoretical framework (Ubuntu), research questions, research aim, objectives, methodology, data generation, data sources, selection of participants, data analysis (CPA), value of the proposed research, and ethical considerations.

Chapter Two

This chapter includes the definition of operational concepts, paradigm of the study (transformative paradigm [TP]), history, philosophical basis, principles, characteristics, axiology, ontology, epistemology, tenets, weaknesses, and strengths of TP, TP and

methodology, theoretical framework (Ubuntu), TP and Ubuntu, purpose of theoretical framework, history, nature, principles and phases of Ubuntu, Ubuntu and ontology, Ubuntu and epistemology, strengths and weaknesses of Ubuntu and how to overcome them, the role of the researcher, and the relationship between the researcher and the participants.

Chapter Three

Chapter Three consists of the conceptual framework (conceptualising integrated curriculum), the link between the subject based curriculum and the integrated curriculum, history of integrated curriculum, philosophy of education for integrated curriculum, language policy, objectives and benefits of the integrated curriculum. I further include the role of stakeholders in the implementation of the integrated curriculum, conceptualisation of relational leadership (RL), principles of TP, relationship between TP and Ubuntu, and related literature on the objectives of the study.

Chapter Four

This chapter entails the research design, qualitative research approach, link between action research and Participatory Action Research (PAR), origins, stages, epistemology and ontology of PAR, rhetoric in PAR, the duty of the researcher, the relationship between the researcher and the participants. Furthermore, it includes the weaknesses of using PAR and how they will be overcome, research site, selection of the participants, resources for data generation, data instrumentation and generation, critical discourse analysis (CDA), origin, aims, steps, strengths and limitations of CDA, the transformative paradigm and the methodology.

Chapter Five

This chapter discusses the data presentation, analysis, discussion and interpretation on the first five objectives of the study.

Chapter Six

Discussion of the findings from the empirical data and from the related literature review.

Chapter Seven

Summary of the chapters, formation of relational leadership strategy, limitations, recommendations for future studies and value of the research.

CHAPTER TWO

THEORETICAL FRAMEWORK

2.1 Introduction

In this study, Relational Leadership Strategy is proposed for the implementation of the integrated curriculum in Lesotho. This chapter describes relational leadership and further presents the theoretical framework, history, nature, and principles of Ubuntu.

2.2 Relational leadership

Uhl-Bien (2006) states that Relational Leadership (RL) is the process of working with other people in a large social system where members actively empower the undermined members for improvement. Reitz (2015:3) also indicates that “it is a process of interaction with people and a process that involves more participation than to control and exercise authority”. Komives et al (2007) emphasise that RL deals with the relationships between the stakeholders to promote commitment towards a positive change.

It is believed that the use of RL in this study will lead to the successful implementation of integrated curriculum since other stakeholders will assist teachers. As a result, the curriculum will achieve its goal of assisting learners to solve day-to-day problems (MOET, 2009). Furthermore, RL will encourage all stakeholders who participate in implementing the curriculum to unite to achieve a common goal. The goal of the integrated curriculum is to react to the needs of the nation, one of which is to assist learners to be self-reliant. Komives et al (2007) report that people work together and attempt to bring change for the benefit the people. Different people involved in the implementation of the integrated curriculum will have a sense of acting together for the common goal, which is transformation. Lastly, Uhl-Bien (2006) confirms that the process of RL is open for contestation and negotiation so that people can freely voice their concerns thus improving the implementation of the integrated curriculum.

The process of RL ensures that no one feels humiliated and that all members are

empowered. Uhl-Bien (2006) notes that RL is a collaborative process and that people are engaged in a project for transformation. Similarly, Komives et al (2007) indicate that RL is an action of doing activities together to make a positive effect on the lives of others. This means that people meet, plan, and implement together with a coordinator of the project for a positive result. This study sees RL as the process of sharing ideas and engaging the participants to encourage change for the better.

2.3 Theoretical framework

A theoretical framework is a group of ideas that help the researcher to find a solution to the problem under study. The researcher selects the ideas that link to the problem of the study. A theoretical framework consists of concepts and shows the connections between them, and discusses relevant theories based on literature review. A theoretical framework helps the researcher to solve a challenge of the study. Lassa and Enoch (2000:3) note that a theoretical framework is “a set of theories put together to provide a support for explaining, viewing or contemplating phenomena”. According to Sinclair (2007:2), “A theoretical framework can be thought of as a map or travel plan. When planning a journey in unfamiliar country, people seek as much knowledge as possible about the best way to travel, using previous experience and the accounts of others who have been on similar trips.”

2.3.1 The purpose of the theoretical framework

“The role of the theoretical framework is to connect the researcher to the existing knowledge” (Labaree, 2013:1). The theoretical framework gives the researcher the direction of the study because it provides predominant viewpoints of the research (Groenewald, 2004) and is also used during data generation and analysis. It also assists the researcher and co-researchers to gather current and past knowledge concerning the problem under study. The theoretical framework of this study guided the researcher in presenting the research methodology, and generating and analysing the data.

Conceptualisation of Ubuntu as the theory that guided this study follows below:

2.3.2 Ubuntu Theory

The theory which best suited this study is Ubuntu. Mugumbate and Nyanguru (2013:84) point out that that Ubuntu places emphasis on “being human through other people”. This study shows how the integrated curriculum could be improved presently. Some of the stakeholders, especially the parents, have been neglected in the implementation of the integrated curriculum in Lesotho’s schools; therefore, Ubuntu was used as theory to include different groups for effective implementation. Different co-researchers collaboratively worked together by applying the ideas of Ubuntu.

Letseka (2013) notes that Ubuntu describes good relationship with other people and being with other people. The stakeholders who were involved in the study were of different levels of education (others are illiterate. Ubuntu was therefore selected because it transforms and empowers the illiterate and addressed the objectives of the study (Merriam and Ntseane, 2008). The literate people brought change without undermining the illiterate in decision-making and implementation. This means the voices of the illiterate were also heard and respected (Mahlomaholo, 2009).

2.3.3 History of Ubuntu

“Ubuntu first appeared in South Africa’s Constitution in 1993 and it was concerned with building a new society different from that of the apartheid era” (Himonga, 2013:173). Mugumbate & Nyanguru (2013:9) report that Ubuntu has been introduced for people to work together with common interest and it was brought to the world to improve and to fill the gap of what was not done by Western civilization. This means Western people expressed their power over the weaker people (South Africans), so Ubuntu was introduced to empower South Africans.

Mugumbate & Nyanguru (2013) explain that Ubuntu involves connecting with other people. Ubuntu is a concept of brotherhood and collaborative way for survival among the

poor in every society (Msila, 2008). Murove (2009:316) notes that “umuntu ngumuntu ngabanye Bantu” are common proverbial expressions in Zulu, Sotho, Tswana and other African languages, which mean people express their ideas collectively. People bond so that they can work together and one could not do the work effectively without the presence of other people. “The being-for-others precedes and founds the being-with-others” (Sartre, 2003:436). According to Mugumbate & Nyanguru (2013:83), the word “Ubuntu” is developed from Nguni & Bantu languages of Africa. Ubuntu is expressed as “motho ke motho ka batho” in Sesotho. This means one Mosotho could not develop without the help of other people. That is why Basotho people do their work together so that they could achieve their goal. Ubuntu will assist co-researchers to understand that they have to do their duty collectively in order to propose a relational leadership for the implementation of the integrated curriculum.

2.3.4 Nature of Ubuntu

Himonga (2013:120) defines nature as “something known or believed to be there”. An Afro-centric Alliance (2001) (as cited by tutu 2004) observes that, Ubuntu Philosophy has important values which demand conformity and loyalty to the group. Louw (1998) confirms that Ubuntu works as a spiritual foundation in African countries. Though Lesotho still has people with different cultures, the participants of the study were from the same culture, so they showed the same values of Ubuntu.

Hailey (2008) claims that Ubuntu promotes a sense of humanity and ensures that people have good relationships. It is also portrayed in generosity, hospitality, and friendliness especially in accommodating visitors (Van Niekerk, 2013). Co-researchers showed Ubuntu by accommodating marginalised people, thus encouraging the latter to participate in the study. Ubuntu is also seen through listening to one another (Nussbaum, 2003). As one presents an idea, the others listen attentively so that they can discuss the issue raised. As a result, decisions were made with the aim of positively impacting the community.

The nature of Ubuntu is also seen in nation building since it addresses political issues (Hailey, 2008; Van Niekerk, 2013). Oppenheim (2012:6) also states that the nature of Ubuntu is seen in democracy, which means that all people are to be heard and decisions are to be made collectively, and that freedom and human rights are respected. Van Niekerk (2013) emphasises that Ubuntu ensures that there is justice and forgiveness in the nation. While proposing a relational leadership strategy, co-researchers' goal is to improve the life of the learners, the community, and the nation by including marginalised people (learners and parents) in their discussions.

People also value their own identity by working together. This occurs at school, in the community, and at the district level and national level. The study aimed to change the lives of learners and community members through the implementation of the integrated curriculum. Another identity that describes a person is through greetings (Nyathu, 2005). Greetings represent a sense of accepting the presence of someone. Co-researchers had to accept each other so that they could collaborate in proposing a relational leadership for the implementation of the integrated curriculum.

2.3.5 Principles of Ubuntu

Mbigi (1997), Nussbaum (2003), Broodryk (2006) and Hailey (2008) maintain that the principles of Ubuntu are: survival, solidarity, compassion, unity, tolerance, closeness, openness, availability, and sharing. Broodryk (2002) believes that Ubuntu involves norms and values, such as humanness, caring, sharing and compassion, and ensures that there is happiness in families and communities. The principles discussed below are solidarity, sympathy, compassion, caring, collaboration, tolerance, sharing, and humanity

2.3.5.1 Solidarity

The first principle of Ubuntu is solidarity (Mbigi, 1997 and Hailey, 2008). Solidarity is the support given to someone that includes supporting their feelings and opinions. Kingsley (2010) writes that solidarity in Ubuntu is seen in values such as love, tolerance, respect, and accountability. Muzvidziwa & Muzvidziwa (2012) suggest that it empowers and

improves togetherness. Himonga (2013) notes that people support those who are around them to improve their well-being. If the members of a team have solidarity, they share ideas so that the implementation of the integrated curriculum benefits the children of Lesotho. Brubaker (2013) sees solidarity as working together in a community-based understanding of self. Letseka (2013:339) says people are encouraged “to be and to become”. People are supported so that they can move from where they are to a better position. Most of the Basotho children must be educated in order to find employment. The co-researchers in this study proposed a relational leadership strategy for the implementation of the integrated curriculum so that, in future, the children would be self-reliant.

2.3.5.2 Sympathy, compassion and caring

Sympathy, compassion and caring are also principles of Ubuntu. Mbigi (1997) and Van Niekerk (2013) testify that care and compassion are evident in communities of Ubuntu. Compassion includes a strong feeling of sympathy for other people who are marginalised and undermined, and includes a desire to assist them so that their lives can change for the better. Hailey (2008), Muchiri (2011) and Nussbaum (2003) assert that Ubuntu promotes compassion, reciprocity, dignity, and harmony.

Ubuntu has the value of caring (Broodryk, 2002; Jolley, 2010; Van Niekerk, 2013). According to Letseka (2013), caring and compassion are the most important values in Ubuntu, particularly for the marginalised and, as included in this study, for students and parents. Since people exist because of other people, Mres (2014) notes that people should take care of other people and be their service providers. People cannot live alone without the assistance of others, so the implementation of the new curriculum will only be effective if all stakeholders care for learners.

2.3.5.3 Collaboration

Collaboration is also a principle of Ubuntu. Collaboration means doing things together with the purpose of achieving one goal (Hornby: 2005). The Basotho people follow Ubuntu

in their cultural activities. In most cases, they do farm work collaboratively. Ubuntu means that community members work positively together as a team (Murithi, 2009; Le Grange, 2011; Hailey, 2008; Jolley, 2010). In this study, co-researchers also collaborated to form a relational leadership for the implementation of the integrated curriculum in Lesotho. All members shared challenges, solutions, opportunities, and threats of implementing the integrated curriculum. Hornby (2005) writes that collaboration is a state of being in an agreement of working together. Likewise, Brubaker (2013) agrees that, in Ubuntu, people work collectively. People, who are grouped together in a certain project, make decisions together, implement them, and evaluate whether the project has been successful or not together.

Collaboration may also occur through communication. Masolo (2010) and Brubaker (2013) declare that Ubuntu occurs when there is interactive communication with the community. Interactions enabled the stakeholders to develop a strategy to implement the new curriculum in Lesotho. Mangaliso (2001) maintains that, in Ubuntu, individuals are not seen as individuals but as family members who do activities together for purposes of achieving one goal of the community.

2.3.5.4 Tolerance

Ubuntu also promotes tolerance. Hornby (2005) defines tolerance as the willingness to accept one another. The opinions of the undermined learners and parents are heard and accepted equally. Letseka (2000:186) notes that “Ubuntu demonstrates concern for others”. Letseka (2013) believes that people, especially the marginalised, should be treated equally. Mbigi (1997), Nussbaum (2003), Broodryk (2006), Hailey (2008), Mulaudzi (2016) and Wichtner-Zoia (2012) emphasise that Ubuntu tolerates all people regardless of their status. Sartre (2003) sees everyone as subjectivities, and this means that everyone plays an important role. Jolley (2010:20) says that Ubuntu also means “being conscious of someone and also [to] believe that someone is conscious of you”. Teachers, learners, and parents equally contribute to the implementation of the integrated curriculum.

2.3.5.5 Sharing

Ubuntu addresses sharing (Van Niekerk, 2013) which includes both tangible things, such as books and stationery and abstract things, such as love. According to Hornby (2005:1343), sharing means “to have or use something at the same time as somebody else”. Muzvidviwa, & Muzvidviwa (2012), Broodryk (2002), Jolley (2010) and Hailey (2008) believe that sharing is one of the most important values in Ubuntu. Letseka (2013:340) reports that Ubuntu has a “Golden rule” which involves values such as sharing, caring, and respect for others. In this study, co-researchers shared ideas and skills so that the implementation of the integrated curriculum could benefit the whole community.

2.3.5.6 Humanness

Broodryk (2002), Nussbaum (2003:21), Brubaker (2013) and Mugumbate & Nyanguru (2013) note that the value of humanness is what characterises Ubuntu. Ramose (2009) also writes that humanness is being open to other people. Shutte (2001) maintains that Ubuntu expresses the deepest moral obligation that people should have to become fully human. “Humanness represents care for other people and good relationships with other people” (Broodryk, 2006).

Shanafelt (1988), Le Grange, (2011), Murithi (2009) and Jolley (2010:6) affirm that Ubuntu promotes humanness. “The being-for-others precedes and founds the being-with-others” (Sartre, 2003:436). To achieve humanness, people need to appreciate the presence of other people and consider languages, histories, values and customs of other people in communities.

2.3.6 Phases of Ubuntu

The phases of Ubuntu are the creation of learning in the community, the strategic planning process, the strategic sharing and participative skills building, the effective communication and public relations and global transformation (Tutu, 2004). These

phases are presented below.

2.3.6.1 The creation of learning in the community

Learning is not only done at school, but also in the community and the first learning phase is the creation of learning in the community. There is teaching and learning done at school inside the classrooms called formal education, and teaching and learning which is done outside the classrooms called informal education which is at the community level. Nussbaum (2003) confirms that the community is more important than selfhood. People in the community learn from one another and produce positive results, which is why Tutu (2004) encourages learning in the community. Masolo (2010) believes that ideas also come from the community.

The purpose of the study is to form a relational leadership strategy for the implementation of integrated curriculum in Lesotho. Therefore, the stakeholders must learn the challenges faced by the community. The community members are also part of the learning and parents are part of the co-researchers of the study.

2.3.6.2 Strategic planning process

Planning is one of the most important stages for every project to be successful. Hornby (2005) writes that planning means to prepare for what is yet to be done. Basotho planned how they would do their activities together. They planned when, how and who would do their activities. Most of their farming activities were planned to be executed by men. In this study, all co-researchers planned how they would implement integrated curriculum bearing the five objectives of the study in mind. Letseka (2013) indicates that planning is one of the values which assist in preparing for what is going to be done. If planning is not done, the process of implementation of integrated curriculum cannot be successful.

2.3.6.3 Strategic sharing

Another stage of Ubuntu is expressed through sharing (Tutu, 2004). Sharing means

giving part of what one has to other people (Hornby, 2005). Basotho share resources, skills and knowledge so that they can assist one another. Broodryk (2002), Jolley (2010), Hailey (2008) and Letseka (2013) demonstrate that sharing is one of the values in Ubuntu which will impact change in a society. As people share, they develop new skills (Tutu, 2004; Mugumbate & Nyanguru, 2013) which would help in proposing the relational leadership for the implementation of the integrated curriculum in Lesotho.

In this study, for implementation of integrated curriculum to be successful, more people were engaged. The sharing was important because people have different talents and knowledge to contribute to the achievement of the new curriculum. "Sharing entails the involvement of the entire organisation workforce that are designed to share corporate strategy, suggestions and receive inputs" an Afro-centric Alliance (2001) (as cited by Tutu 2004).

2.3.6.3 Participation in skill building

The fourth phase of Ubuntu is participation in skill building. As people participate, they develop new skills (Tutu, 2004). Because there is sharing in Ubuntu (Broodryk, 2002; Tutu, 2004; Jolley, 2010; Hailey, 2008; Letseka, 2013), people were able to develop new skills which assisted in the successful implementation of the integrated curriculum in Lesotho. Participation in this study occurred because the coordinator ensured that the members had good relationships with one another. Co-researchers took part in the planning, implementation and the reflection analysis and formed the proposed strategy together.

2.3.6.4 Effective communication and public relations

The sixth phase of Ubuntu is effective communication and public relations. Masolo (2010) and Brubaker (2013) declare that Ubuntu occurs when there is collaboration that occurs through interactive communication with the community. The researcher and co-researchers were expected to communicate freely so that they could form relationships with each other. They were expected to listen to one another during the discussions so

that they could make suggestions based on what was said.

Letseka (2013) contends that the process of learning in Ubuntu is through effective communication as everyone will be able to contribute. The Basotho people use both Sesotho and English languages (MOET, 2009). Information was translated from English to Sesotho for those who could not understand English.

2.3.6.5 Global Transformation

Global Transformation is the last phase of Ubuntu and is the change that is done world-wide. Basotho people do all their activities with the purpose of bringing change to every family to change the society. They believe that if every family could do their own family activities, better results would not be achieved. Since this study is also following Ubuntu, co-researchers believed that if all stakeholders involved in integrated curriculum implementation could collaborate, there could be change in the whole world. This is because all learners would be self-employed and would not need jobs.

2.3.7 Strengths of Ubuntu

Ubuntu has strengths believed to improve the study. Its strengths are that it is democratic, the community is more important than an individual, there is co-operation, African culture is recognised, and there is respect among the participants.

2.3.7.1 Ubuntu is democratic

Ubuntu is democratic in nature. Oppenheim (2012) states that Ubuntu promotes democracy as all people are heard and decisions are made collectively. Democracy involves fair and equal treatment and having right in decision-making (Hornby, 2005). Co-researchers in this study were free to express their opinions without discrimination. Hailey (2008:11) and Van Niekerk (2013) believe that Ubuntu leads to nation building as it focuses on political issues.

Tambulasi & Kayuni (2005) indicate that Ubuntu has democratic features that lead to

good governance in a country. When people have the right to express their emotions, there is likely to be improvement or change for the better. Poovan et al. (2006) illustrates that equality is important in Ubuntu relationships since people work together as a team. People's rights and the responsibilities of every citizen are acknowledged in promoting individual and societal well-being. Van Niekerk (2013) emphasises that Ubuntu ensures that there is justice and forgiveness in developing the nation.

2.3.7.2 The community is more important than the individual

Another advantage of Ubuntu is that the community is more important than the individual. The people who live in an area where the research was conducted were shown respect by the researcher. "Ubuntu prescribes desirable and accepted forms of the community of the people" (Letseka, 2013:4) to improve the lives of the people. Himonga (2013) affirms that community is more important than the individual as Ubuntu goes beyond extended families.

Some of the people in the study were not educated but they have knowledge that could help to solve the problem of the study therefore they were free to bring their own knowledge to the discussion on the implementation of the integrated curriculum. Lastly, Tutu (2004) as cited by Mbigi & Maree (2005) state that "Ubuntu requires a life that depends on a normative engagement with the community, a substantive appreciation of the common good and a constitutive engagement with one another in a rational and ethical community".

2.3.7.3 Ubuntu promotes co-operation

Ubuntu promotes co-operation, therefore the participants worked together to achieve good results which are going to benefit them. The whole group did the work. Tutu (2004) as cited by Mbigi and Maree (2005) believe that sharing of work in African communities is based on Ubuntu principles. Poovan et al (2006) observe that Ubuntu approach allows team members to care for one another and understand how to share. Cooperation will lead to positive change in the implementation of the integrated curriculum since the

members have a common goal.

2.3.7.4 African culture is recognised

African culture is recognised in Ubuntu. According to Mangaliso (2001:278-279), “afro-centricity comprises African history, traditions, culture, mythology, and the value systems of communities”. Ubuntu means that everyone has knowledge regardless of their cultural background they because different cultures can contribute to the improvement in teaching and learning. Learners are taught at an early age to work hard, respect adults and their culture too, so this made it easy for the learners to work with the Basotho adults who took part in the study (Letseka, 2013).

2.3.7.5 There is promotion of respect

According to Tutu (2004), respect refers to an objective and unbiased consideration for somebody’s rights, norms, values, beliefs and property. In this study, participants respected one another’s’ rights, beliefs and values. Ubuntu has values like respect and compassion for others regardless of their gender or race (Broodryk, 2002). Hailey (2008), Himonga (2013) and Kingsley (2010) also emphasise the value of respect of other people’s rights, beliefs and values in Ubuntu.

2.3.8 Weaknesses of Ubuntu and how to overcome them

One weakness of Ubuntu is that some people lack communication skills, particularly males (Tutu, 2004) even when there are important issues to share such as the implementation of the new integrated curriculum.

2.3.9 Rhetoric or language of the research

Rhetoric is the skill used in language that is intended to influence people. Hornby (2005) states that language is a way of communicating with people through speaking or writing.

The researcher in this study listened attentively as the co-researchers spoke so that

clarification could be made, if anything was not understood. The researcher was able to see if the co-researchers did not understand through their facial expressions, body language, and tone. The languages used also accommodated all co-researchers. In this study, all participants were catered for since Sesotho, their first language, and English were used. Sometimes the researcher translated from English to Sesotho so that they could all be part of the discussion. This was done politely, in a way that one could not feel humiliated.

The language is also emphasised in Ubuntu theory and relational leadership because it is stated that the researcher should accommodate all the participants by treating them equally. The researcher was humble during the meetings so that participants could bring improvement in the study and, as a result, there was a positive result through discussions of the implementation of the integrated curriculum. Communication includes feedback to the co-researchers, according to (Kendall, et al., 2011) as they also own the study.

2.3.10 The role of the researcher

McTaggart (1997) notes that the researcher is the facilitator who works together with other co-researchers in the research process. In this study, the researcher chose the participants and was also the coordinator of the project. An agreement with the participants about the time of the meetings and the discussion were made together. She gave more details where participants did not understand and translated English to Sesotho for the participants who did not understand English so that they could all be accommodated in the study. Mahlomaholo & Nkoane (2002) note that the role of the researcher is to interpret other people's contributions in relation to the subject under study.

Democracy means having equality, freedom, rights, fair and equal treatment, and the right to decision-making (Hornby, 2005). In this study, the researcher assisted the co-researchers to experience democracy. She ensured that the rights of the participants

were respected, they were also empowered, and all the members shared their ideas for a positive outcome.

The researcher made sure that co-researchers were treated equally regardless of their status. She also ensured that they were all involved in the planning of the implementation of the integrated curriculum and that they were given an equal chance to express their views. Lastly, the co-researcher information was privately secured without disclosing their names to ensure confidentiality.

2.3.11 The relationship between the researcher and the participants

The researcher and co-researchers had good relationships during the project. They agreed on the date and duration of the meetings and on discussions that would be held. They planned how the implementation of the integrated curriculum would be carried out, implemented and evaluated the implementation as to check whether there was progress. This was done through communication. Watson et al. (2008) observe that the facilitator and co-researchers are the most important people in the research because they communicate about the study.

The researcher was open (Denzin & Lincoln, 2005) and empowered all the respondents including the marginalised. After the data were generated, all the people who took part assessed the results to check whether they had successfully implemented the integrated curriculum using relational leadership.

2.3.12 Quality of the research

The fact that this study included the views of all the participants equally and developed the relational leadership strategy for the implementation of the integrated curriculum shows that it is of good quality. The study will benefit all the people affected by the new curriculum such as curriculum designers, inspectors, teachers, parents and learners. The learners will benefit from the study as it will make them independent and able to support themselves.

The research is of good quality because it empowered the co-researchers, particularly the marginalised (learners and parents) who were given a chance to contribute to the implementation of the integrated curriculum to the benefit of the whole nation.

Lastly, this study is of good quality because it discussed and described the integrated curriculum and the conditions for effective implementation. The study also showed the threats to its success therefore teachers will be able to apply the curriculum for the benefit of the nation as a whole.

2.4 Summary

In this chapter, the theoretical framework which guided this study, Ubuntu, was explored. The discussion encompassed history, nature, and the principles of Ubuntu. It further illustrated clearly the role of the researcher, as well as the relationship of the researcher with the participants.

The next chapter ~~discusses literature review~~focuses on the review of the literature.

CHAPTER THREE LITERATURE REVIEW

3.1 Introduction

The current literature provided information corresponding to the study and identified gaps in knowledge, thereby assisting in the analysis of the study. The purpose of the study is to propose a relational leadership strategy for the implementation of the integrated curriculum in Lesotho. This chapter also encompasses related literature on conceptual framework (conceptualisation of integrated curriculum) of the integrated curriculum, Relational Leadership and related literature on objectives of the study. Conceptual framework was provided for the reader to understand clearly the definition of integrated curriculum, and be well informed with RL since the study proposes its strategy at the end, for effective implementation.

3.1.1 Conceptualisation of the integrated curriculum

Regoniel (2020) observes that a conceptual framework lies within theoretical framework and presents research questions based on the problem of the study. On the other hand, Jabareen (2009) sees it as a network of connected subjects. It can therefore be understood that a conceptual framework consists of several concepts that are severally used and that relate to the study.

In conceptualising integrated curriculum, the related literature on the description of the integrated curriculum, the link between subject-based curriculum and the integrated curriculum: the history, philosophy of education, language policy and the characteristics of the integrated curriculum, the roles of stakeholders in the implementation of the integrated curriculum and objectives of the study are discussed.

3.1.1.1 Description of the integrated curriculum

Matee (2019) reports that integrated curriculum is teaching and learning which combines

what is taught in different subjects and provides learners with knowledge. Knowledge obtained assists them to solve day-to-day life challenges. The integrated curriculum is done in such a way that, at the end of their academic program, a learner is able to solve life problems that may be encountered. If the integrated curriculum could be employed effectively, it would mean learners would not be stereotyped but would look at life from different angles. The tendency of the Basotho youths who want to be employed when they have completed their studies would be changed. This means one moves from the old a subject-based-curriculum and engages the new curriculum which follows a learner-centred approach for learners to perceive the world better. For it to be implemented, curriculum designers, inspectors, teachers, learners, and parents would be engaged.

This section has conceptualised the integrated curriculum and the next section discusses relational leadership and strategy.

3.1.1.2 Link between subject based curriculum and the integrated curriculum

Before the integrated curriculum was introduced, Lesotho used a subject-based curriculum that focused on teaching subjects in isolation without linking them with other subjects from different disciplines. In the integrated curriculum, different disciplines are combined. Park (2008) writes that, with a subject-based curriculum, learners were unable to apply knowledge acquired at school to the real world. Teachers mainly focused on examinations and if the learners failed, they could not be able to use knowledge acquired to be self-employed as the integrated curriculum advocates (MOET, 2009). Students still take final exams, but the emphasis is on using teaching and learning techniques that will help students be imaginative and independent in real-world circumstances rather than on getting good grades. (MOET, 2009:9). It also says teachers have to change their mind-set in the teaching and learning before the examinations since they have to change the old methods, strategies and ways of assessing learners for world of work.

3.1.1.3 The integrated curriculum and learning areas

The integrated curriculum is organised to overcome challenges faced by learners, the

community and the nation by focusing more on what the learners know so that the knowledge acquired can be used in the future.

Subjects are now grouped together to what are called “learning areas” (Nkosi, 2014:8) so that the learners are aware of the links between them.

They are grouped into five learning areas that are organised on real life situations. The learning areas are: linguistics and literacy, numerical and mathematical, personal, spiritual and social: scientific and technological: creativity and entrepreneurial areas (MOET, 2009). The study focuses on the latter learning area because the knowledge acquired in the classroom will help learners to be self-reliant and not dependent on other people.

Lake (1996) notes that there is acquisition of skills and knowledge are established and used in many studies. The student will acquire new information from one learning area while also learning a similar concept from another learning area. This means skills and knowledge acquired will be found on different learning areas that help learners to link all the information obtained and use it to solve daily life challenges.

3.1.1.4 History of the integrated curriculum

Fu & Sibert (2017:169) justify that the integrated curriculum could “be traced back to the 1920s and 1930s when the United States witnessed a progressive reform movement in the world of education”. Park (2008) notes that the integration curriculum was initiated in Korea in 1981. In Lesotho, MOET (2009) states that the integrated curriculum was introduced in 2009 after 43 years of independence to ensure the socio-economic integration for the learners in the national economy to solve unemployment challenges faced by Basotho. It was also introduced to re-solve challenges caused by previous policies (Nkosi, 2014).

According to Nkosi (2014) Curriculum and Assessment Policy Statement (CAPs) has

improved in the way learners are assessed with the new teaching approaches. It says teachers have to change their mind-set in the teaching and learning since they have to change the old methods, strategies and ways of assessing learners. It is stated in MOET (2009) that teaching and learning methods can assist learners to be creative and self-reliant in real life situations.

MOET (2009:7) states “Curriculum and Assessment Policy Statements is being used as a starting point for filling in gaps, reducing repetition and clarifying where necessary”. Raselimo & Mahao (2012) point out that the integrated curriculum has shifted from the old curriculum, which was subject and examination oriented, to reflect practical life problems. Nkosi (2014:11) also states that, “assessment standards have been removed”. This means the curriculum has moved from exam-oriented curriculum to a situation where the curriculum speaks to what the nation needs. It equips learners with skills to be independent in order to reduce high unemployment rates.

MOET (2009) states that in the curriculum and assessment policy, the pedagogy practises teaching and learning methods that enable learners to be creative, independent and have survival knowledge and skills. The focus of the teaching and learning is to help learners focus on being self-reliant without depending on other people for survival.

In Lesotho, MOET (2009) states that the integrated curriculum takes seven years in the primary level and five years in the post primary level. It was introduced to ensure the socio-economic integration of the learners in the national economy and to overcome the high unemployment rate, slow economic growth and widespread poverty.

MOET (2012) states that CAPS is a “change to what is to be taught which is the curriculum and not how we teach (teaching methods)”. A teacher engages in learner-centred approaches to establish independence for learners. Thaanyane (2010) and Marsh (2009) highlight that “integrated curriculum involves content to be covered in the teaching and learning experiences undertaken to meet the intended learning objectives and the assessment of the learner about the knowledge of that curriculum”. In the past, levels

were called classes but the integrated curriculum calls them grades. This is confirmed by Nkosi (2014) by highlighting the seven-point scale on grades.

3.1.1.5 Philosophy of education for the integrated curriculum

Originally, the Basotho people followed the concept of Ubuntu, PAR and relational leadership. They distinguish themselves by peacefully engaging in communal activities, particularly those related to agriculture and festivals, which they consider to be made easier by collaborating.

The Millennium Development goals (MDGs) also reflect the way Basotho people experience their way of living and this is similar with the implementation of the integrated curriculum. MOET (2009) reveals that MDG values include, among others, equity, participation, sustainability and the roles of all actors. MOET (2009) reports that the Basotho philosophical viewpoints are justice, equality, peace, prosperity, participatory and mutual co-existence. The implementation of the integrated curriculum also follows how the Basotho people work. Co-researchers participated collaboratively in implementing the integrated curriculum and ensuring that there is equality, peace and prosperity.

3.1.1.6 Language policy

Lesotho has a language policy in implementing the integrated curriculum. MOET (2009) & Mosothoane (2012) note that Sesotho will be used as a medium of instruction up to class three and the English language will be used from class four upwards. Sesotho language is used in the lower grades because learners only begin to acquire English language skills while in the upper grades.

There are learners with different abilities, so they are also catered for. MOET (2009) asserts that sign language is also part of the instruction to assist those learners who have hearing problems. English and sign language assist Basotho learners to communicate with English-speaking people since the curriculum trains people to view and analyse

issues locally and internationally.

3.1.1.7 Characteristics of the integrated curriculum

The integrated curriculum has its own features that differentiate it from the old curriculum. These characteristics are discussed as follows;

3.1.1.7.1 Multi-disciplinary curriculum

A multi-disciplinary curriculum combines different subjects to a single learning area. Sesotho and English combined in a single learning area called Linguistics and Literacy. A teacher combines different disciplines in an approach to solve the common problem. As the teacher interacts with other disciplines, learners begin to understand concepts taught (Klein, et al., 2006). When different disciplines combined in one learning area, learners are able to link the information and think critically, and, as a result, the learners do not forget the concepts easily.

3.1.1.7.2 Inter-disciplinary curriculum

In an inter-disciplinary curriculum, different topics combined in a single discipline (Boix-Mansilla, 2010) to deepen the learners 'understanding. It involves horizontal organisations that break down the walls of traditional academic disciplines by providing learning experiences that explicitly link content, skills, and values of different disciplines within the common subject area (Drake, 1998). The teacher connects old knowledge from previous topics with the current topic so that learners can link the information. The purpose of inter-disciplinary teaching and learning, according to Klein et al (2006), is to help the learner focus and blend information. As a result, a learner will have different intelligences and higher-order thinking skills within a context of performance assessment and under the simultaneous assumption that knowledge cannot be boxed into subjects (Hartzler, 2000).

3.1.1.7.3 Trans-disciplinary Curriculum

Harper (2012:76) writes that the prefix “trans” comes from Latin and is defined as across, over, beyond and through. Various learning areas are brought together to address a common problem. Choi & Pak (2006:351) report that trans-disciplinary is a difficult approach consisting of different disciplines using a shared research framework uniting discipline-specific theories to address common problems. Collin (2009) believes that it encourages disciplinary boundaries to intersect so that information can be re-assembled and then re-combined. Choi & Pak (2006) explain that this term allows for development of new perspectives. Apart from that, (Klein, 2004) stipulates that a trans-disciplinary curriculum encourages intercommunicative action among participants and contributions from its members to generate knowledge that does not only address societal challenges, but also address an understanding of the actual world. Through a trans-disciplinary curriculum, all learners will be able to identify day-to-day problems, then develop and analyse the world (Lawrence & Després, 2004; Jantsch, 1972; Choi & Pak, 2006) so that they could be independent in the future.

3.1.1.8 Importance of the integrated curriculum

The integrated curriculum is beneficial to learners since the curriculum is specifically meant for them. The benefits of implementing the integrated curriculum are discussed below: depth of knowledge, opportunities for individualisation, motivational improvements, problem solving, enhanced sense of community, it saves time and it is a brain development tool.

3.1.1.8.1 Depth of knowledge

As learners think critically, they gain knowledge which they can transfer to different disciplines (Jacobs, 1989). Hartzler (2000) and Drake (2007) confirm that integration promotes thinking abilities that assist learners to make good decisions. If learners are fully participating, their brains work more effectively. As a result, Basotho children would avoid being influenced by peer pressure that leads to unprotected sex, early pregnancy

and marriage.

3.1.1.8.2 Opportunities for Individualisation

The integrated curriculum was introduced so that learners could be self-employed (MOET, 2009) as it reveals more individualised learning opportunities than traditional methods (Hartzler, 2000). If learners are unable to go to high schools or tertiary level, skills gained at lower level should assist them to be independent as Weber & Englehand (2011) observe that teaching and learning instruction creates job opportunities. In this study, all the stakeholders have to learn how to be self-employed.

3.1.1.8.3 Problem solving

The integrated curriculum allows for critical thinking. Learners are trained to solve social, economic and political problems in their own so, by the end of each grade, learners are expected to solve problems for themselves. MOET (2009) asserts that the new curriculum will help Basotho learners to reduce poverty, which hinders Lesotho as a country. This would be done through practicing theory in a teaching and learning situation. At the end of each grade, Parsons (2004) believe that learners should be able to solve life problems with acquired information from integrated curriculum. Wolf & Brandt (1998) stipulate that the best way to solve problems is through linking several disciplines in the integrated curriculum. In this case, learners will make their own products using the knowledge obtained in the classroom situation to solve the problem of unemployment in our country.

3.1.1.8.4 Save of time

In the integrated curriculum, different subjects are linked together in the teaching and learning. Park (2008) writes that Korean teachers confirm that the implementation of the integrated curriculum saves time because concepts and ideas around different learning areas overlap. However, in a subject-based curriculum, teachers had to treat subjects in isolation. It also means that teachers can make one lesson plan for different disciplines (Brophy & Alleman, 1991) allowing them to complete the syllabus quickly and attend to

learners' individual challenges

3.1.1.9 The role of stakeholders in the implementation of the integrated curriculum

The components of relational leadership, discussed above, apply to the implementation of the integrated curriculum. Meyer & Bushney (2008) note that during the implementation of the integrated curriculum, all the stakeholders should monitor the performance of learners who are assessed during the learning process. The groups that will be involved are curriculum designers, inspectors, principals, teachers, learners and parents. This section discusses how each stakeholder will participate in the implementation of the integrated curriculum.

3.1.1.9.1 National Curriculum Development Centre (NCDC)

The curriculum designers are employees from the NCDC. According to Ntoi (2007), subject panels from NCDC develop the primary and junior secondary curriculum and the primary and secondary curriculum materials such as textbooks, teachers' guides and other teaching aids. Other than developing instructional materials, curriculum designers also train teachers when implementing the new curriculum in schools so that they understand it better.

3.1.1.10.2 Functions of the inspector

According Lesotho (2010), one of the duties of inspectors is to inspect how the school functions annually and report on improvements, challenges and on general implementation of policies. One of the policies is the curriculum and assessment policy so the inspector makes sure that the new curriculum is effectively implemented and provide support and advice where needed and make sure that it is effectively implemented.

3.1.1.10.3 The principal

The implementation of the integrated curriculum cannot be done without the inclusion of

the principals. Below are the roles of the principals.

3.1.1.10.3.1 Communication with staff

Bitso (2012) asserts that the principal has to make sure that there are meetings between teachers and learners, amongst teachers, inspectors, resource teachers, parents and the community to overcome challenges of the new curriculum. The principal should communicate with the teachers, so that all learners can learn and experience success (Briggs & Sommefeldt, 2002). If communication is effectively done, the National Curriculum Development Centre (NCDC), inspectors, principal, teachers, learners and parents will work together for improvement.

3.1.1.10.3.2 Leading by example

The principal is someone who should lead by example. Briggs & Sommefeldt (2002) note that the principal should know how to apply managerial skills for improvement. Hoy & Miskel (2008) stipulate that instructional leadership involve those actions the principal takes and directs others to do the work to others to promote growth in student learning. The instructional leadership of the principal has a positive and direct effect on student achievement. The principal has to have instructional leadership skills for the good management and implementation of the integrated curriculum (Briggs & Sommefeldt, 2002).

3.1.1.10.3.3 Monitoring and supporting the teachers

The integrated curriculum could not be effectively implemented if teachers were not supported and monitored (Cunningham & Cordeiro, 2000). Lesotho (2010) reports that the principal ensures that meaningful teaching and learning occurs during class visits and by providing teachers with relevant instructional materials needed to ensure the implementation of the integrated curriculum. Briggs & Sommefeldt (2002) maintain that the principal has to have necessary policy documents, circulars and guidelines are provided to internalise all the fundamentals of the curriculum. If the teachers are equipped

with the materials, the integrated curriculum should succeed.

3.1.1.10.4 Teachers

Taole (2013) asserts that teachers are the importance of stakeholders of the curriculum and they are used to analyse the new curriculum. They are required to instruct in any class and in any subject appropriate to their qualifications and experience (MOET, 2002). They equip learners with relevant information that will assist them to be self-reliant in the future.

Briggs and Sommefeldt (2002) indicate that, regardless of who makes the final decision, the teachers should be consulted as a group and they should take part in the final decision. As teachers participate in decision-making, Mason and Whetherbee (2004) argues that they gain power. Bitso (2012) also indicates that teachers develop assessment tasks and strategies, provide constructive feedback, keep the records, and implement and maintain classroom behaviour.

3.1.1.10.5 The learners

As the teacher is the facilitator, so the learner is responsible for changing his/her behaviour (Bitso, 2012) to ensure that the implementation of the integrated curriculum takes place. Bitso (2012) stipulates that learners are at the centre of the integrated curriculum and they are actively and directly involved in its implementation. The achievements of the learners show whether the integrated curriculum has failed or succeeded.

3.1.1.10.6 Parents

Parents assist their children with schoolwork, and with assignments. They also guide children to follow the right path and refrain from bad behaviour. Bitso (2012) notes that parents have to monitor the performance of their children, help, and support them where necessary. If all the participants carried out the duties mentioned above, the implementation of the integrated curriculum will be effective and whole community will

benefit.

This section covered the conceptualisation of the integrated curriculum. The next section conceptualises relational leadership.

3.1.2 Conceptualising relational leadership

In this section, relational leadership is considered in the implementation of the integrated curriculum.

3.1.2.1 Principles of relational leadership

The principles of relational leadership discussed are:

- A way of being in the world;
- Collaborative relationship;
- Communication in the community;
- Openness.

3.1.2.1.1 A way of being in the world

The stakeholders involved will deeply look into the implementation of the integrated curriculum; they will express their feelings on how they can improve the implementation of the integrated curriculum so that the whole world could benefit from it. Shotter (2008) writes that relational leadership involves discussion with people and working together. All the stakeholders engaged in the implementation of the integrated curriculum critically considered ways to bring about change.

3.1.2.1.2 Collaborative relationship

In this study, there were co-researchers involved in the implementation of the new curriculum. Komives et al (2007) understood it as a process of people who come together trying to bring improvement for the benefit of others. Different groups involved in the implementation of the integrated curriculum had a sense of belonging together for the

common goal, which is transformation. “It does not only offer a way of reconceptualising relationships between leaders, organisational members and other stakeholders as an on-going inter-subjective shaping of social circumstances and surroundings, but also offers practical theories for creating collaborative relationships” (Cunliffe & Eriksen 2011:150).

3.1.2.1.3 Communication in the community

The stakeholders attended meetings and discussed problems that affected them. In most cases, the challenges teachers face arises from the community. The community was therefore involved in discussions for effective implementation. Cunliffe & Erickson (2011) state that the researcher in the relational leadership should have a dialogue with the community, provide feedback on what is going on, what the needs of the community are, and their activities. The stakeholders held the meetings and discussed the problems that affected them leading to transformation in the implementation of the integrated curriculum.

3.1.2.1.4 Openness

The relational leadership is said to be open because all the stakeholders have a chance to express their opinions to improve the new curriculum. In the process, there is negotiation and people are willing to change. These social processes are relational in the sense that they concern the processes of being in relation to others and the larger social system (Uhl-Bien, 2006).

3.1.3. Advantages of relational leadership (RL)

The advantages of relational leadership are discussed below:

3.1.3.1. Aims for change

Relational leadership aims to transform situations for the better. Uhl-Bein (2006) notes that through relational leadership, there is construction of new ideas, approaches, values and attitudes for change for the better. Komives et al (2007) also show that RL aims to

change the lives of people. Co-researchers would implement the curriculum together to improve the delivery of the integrated curriculum in Lesotho.

3.1.3.2 Promotion of equality

RL promotes equality, an action of treating people fairly regardless of their social differences. According to Pears & Capaldi (2001), equality is “a notion that involves respect and treating people in a special way by ensuring identical treatment or restoring it to all individuals”. The most undermined co-researchers of the study were parents and learners since some of them are illiterate. With RL, restoration of equality is made in implementing the new curriculum. Carroll et al. (2008) demonstrates that “relational leadership is a collective and focuses on discourse, narrative and rhetoric”.

3.1.3.3 Allows communication

Relational Leadership allows communication. When people aim for improvement, there has to be communication, which would allow participants to express their views on the challenges they experience and the way forward. Uhl-Bein (2006) proves that members communicate for implementation, routine and practice. Shakeshaft (2006), Raelin (2011) and Cunliffe & Ericson (2011) also mention that there is open communication in a relational leadership, so co-researchers proposed the strategy for RL in the new curriculum implementation.

3.1.3.4 Ensures collaboration

RL ensures that there is collaboration. Shakeshaft (2006) maintains that one of the aspects of RL is teamwork, which involves members of the community. Smit (2014) states that RL offers care, vision, courage and collaboration so it was appropriate for the study since it aims for change at individual, school and community levels. Uhl-Bein (2006) affirms that RL is the process through which emergent coordination and change are constructed and produced.

3.1.3.5 Empowerment of everyone

The last advantage of RL is that it empowers people in the process of action (Smit, 2014) so that members feel free to participate. In this study, all co-researchers shared their power so that the implementation of the new curriculum would bring positive impact.

3.1.3.6 Components of relational leadership

Spears (2010) postulates that in a relational leadership model, people take part in decision-making, demonstrating caring toward others, adhering to ethical behaviour, showing interest in the growth of their direct reports and other affected parties, and seeking success and improvement for the organisation. For implementation of the integrated curriculum to be successful, components of relational leadership should be included, as discussed below. These are purpose, inclusiveness, empowerment, ethics and oriented process (Komives and McMahon, 2007).

3.1.3.6.1 Purpose

Every project exists because it wants to achieve goals (Nanus, 1992). Komives et al (2007) and Yukl (1989) report that all the people involved make decisions and have the passion to share a common purpose. In the process of implementation of the integrated curriculum, participants focused on the goal of the integrated curriculum, which is to help learners solve problems that they may encounter in their lives through teaching and learning.

3.1.3.6.2 Inclusiveness

Inclusive means working together to achieve similar goal without neglecting undermined people. An improvement can occur when people with different perspectives are organised into groups in which everyone is regarded as equal (Petru, 2011). He adds that there should be interactions among the members and they should focus on goal setting, planning, monitoring and coordination.

Komives et al (2007) write that the researcher and the community believe that everyone can make a difference if they have talents and listening skills. Through inclusivity, the researcher ensured that decision-making, the process of implementation and the results were analysed together as a group.

3.1.3.6.3 Empowerment

Komives et al (2007) believe that everyone involved has something to contribute to the success of a project. People are empowered if they express their views on the new curriculum implementation. The fifth Sustainable Development Goal (SDG5) is to achieve social justice and empower women and girls (MOET, 2016). Peter (1989) says that changing for the better demands the empowerment of every person in the organisation even those who have little knowledge. During the meetings, the co-researchers together with the researcher, shared information about the integrated curriculum implementation without undermining anyone.

3.1.3.6.4 Ethics

Komives et al (2007) assert that all the stakeholders need to care for each other and use ethical decision-making. In line with this statement, the vision for the Education Sector Plan 2016-2026 is to have productive society with well-grounded moral and ethical issues (MOET, 2016) so the implementation of the integrated curriculum will be responding to this goal. In this study, all the groups who took part involved in the process of implementing the integrated curriculum respected each other.

3.1.3.6.5 Oriented process

The oriented process involves how the participants make decisions for the new curriculum implementation. All co-researchers took part in the process of the integrated curriculum implementation. As a result, members reflected on challenges, how to overcome them, conditions for successful implementation, reviewed progress, threats for implementation and evaluated indicators of success.

The participants began by planning together and going through the process together with the aim of transforming the lives of the people. The researcher and co-researchers: curriculum designers, inspectors, principal, teachers, learners and parents were involved in the process to implement the integrated curriculum.

3.2 The related literature on the objectives of study

There are six objectives of the study which were listed above, but only five objectives were attended to in this chapter.

3.2.1 To identify the challenges faced in implementing the integrated curriculum in Lesotho

Manona (2015) states that there are many problems encountered in the implementation of the new curriculum that include: lack of clarity on curriculum change, limited training, teachers' resistance in implementing the integrated curriculum, workloads, shortage of instructional materials and high absenteeism all which are discussed below:

3.2.1.1 There is a lack of clarification on curriculum change

United States of America, United Kingdom, and Canada face a challenge of lack of understanding of an integrated curriculum (Daly et al., 2012:2). The findings from study Selepe (2016) also show that Lesotho is no exemption; teachers did not have information about the implementation of integrated curriculum.

This means that the stakeholders do not have clear information what they are expected to do before they implement the integrated curriculum. Rasebotsa (2017) states that a lack of clarity means unavailability of communication on what needs to be improved in the curriculum. Curriculum has moved from a state where learners aimed to pass an examination to a situation where learners have to use their skills and values to transform their lives in order to be self-reliant.

Fullan (1992), Tankiso (2014) and Selepe (2016), believe that Lesotho teachers do not

have clarity on the implementation of the integrated curriculum. According to Nhlapo (2018), Lesotho teachers perform poorly in the integrated curriculum since they lack understanding which makes them reluctant to implement the new curriculum.

3.2.1.2 Limited Training

Teachers have limited training in the implementation of the integrated curriculum. Training is a planned activity meant to bring new knowledge and skills. In Kenya, Mutimba (2014) and Nkwe (2012) in Botswana also report that there is limited training of teachers in the implementation of the integrated curriculum. In Mozambique, Sedel (2003) implies that a majority of the stakeholders were not trained in the new curriculum. Ralebese & Jita (2018) further show that adequate training enhances teachers with teaching approaches to the teaching and learning. A lack of training would therefore mean a lack of planned activities to improve teachers' knowledge, skills and attitudes for effective implementation of the integrated curriculum. Thaanyane (2010:28) agrees that "training sessions were presented once and no follow-ups were made and the information becomes vague".

In Lesotho, Ntoi (2007) confirms that teachers' lack of training resulted in a lack of success in implementing the integrated curriculum. The integrated curriculum aims to solve practical life challenges but Tankiso (2014) shows that the teachers still need to be trained because they do not include the world of work in teaching and learning as most of them do not know about this. As a result, they teach in order for the students to pass an examination without considering the needs of the nation. Parker 2003 agree that teachers lack knowledge and only have basic knowledge of assessment. Nkosi (2014) adds that most of the studies conducted show that limited training impact the implementation of the new curriculum by lowering the performance of the learners. When there is limited training, it means teachers would not know exactly what they are expected to do so they will be resistant to the new curriculum.

3.2.1.3 Teachers' resistance to implementing the integrated curriculum

Teachers are resistant to implementing the integrated curriculum. According to Franklin

& Aguenza (2016), resistance is any action done by individuals or a group that perceives a change as a threat. Often, when a new curriculum is implemented, teachers have negative attitudes towards it. Mosothoane (2012) contests that Lesotho teachers and parents are resistant to change. Nhlapo (2018) also observes that teachers misunderstand the new curriculum and this contributes to teachers' reluctance to implement the integrated curriculum. When the teachers are resistant to change, the implementation of the integrated curriculum will not succeed because teachers are expected to motivate the students. If teachers were provided adequate training, it is believed that there could be no resistance.

3.2.1.4 Workloads

Hornby (2005) defines a workload as the amount of work that has to be done by a particular person. Teachers have heavy workloads to implement the integrated curriculum that includes preparations, teaching, learning and other extra-mural activities. This is caused by high student/teacher ratios in Lesotho (Selepe, 2016). Kirkgoz (2008) mentions that teachers are over-worked in the new curriculum and this leads to poor performance.

Malik & Malik (2011) and Fu & Sibert (2017) indicate that the integration of the integrated curriculum covers more of planning, organisation and execution. In South Africa, Hameyer (2007) notes that teachers are forced to teach many subjects in one learning experience even though some of them are unfamiliar with them. The new curriculum requires teachers to plan and implement differently which can be overwhelming for teachers (Selepe, 2016). Warui (2015) points out that teachers are challenged with workloads. This also says if teachers are given too much work, they tend to be resistant to implementing this curriculum, hence its failure.

3.2.1.5 Shortage of instructional materials

Integrated curriculum is faced with shortage of instructional materials for implementing the curriculum effectively. Instructional materials are the teaching and learning materials used to facilitate teaching and learning for positive results. According to Nkwe (2012),

Botswana educators were unable to succeed in the implementation of the integrated curriculum because there was a scarcity of financial resources for teaching and learning. Park (2007:78) and Nkosi (2015) in South Africa maintains that teachers have a lack of instructional materials for implementing curriculum integration. According to MOET (2016), Lesotho schools lack instructional materials to implement the integrated curriculum therefore teaching and learning is not effective. This is because teaching materials assist in employing learner-centred-approach. Ralebese (2018:213) shows that “shortage of teaching and learning materials makes the implementation ineffective since teachers need guidance regarding the curriculum and new ways of teaching it”. It is also noted in MOET (2016) that instructional materials remain a challenge in Lesotho schools. Shortages of instructional materials affect the curriculum negatively. If teachers do not have instructional materials, they feel demotivated to teach and resist implementation of integrated curriculum.

3.2.1.6 High absenteeism

Absenteeism is being away from work or school especially without good reason (Hornby, 2005). The implementation of the integrated curriculum has brought high absenteeism of teachers and learners. Kanu (2007) shows that some Canadian students did not attend school regularly because of their economic challenges that led others to dropping off school for work or baby seating children at home. Even if a child does not attend school, he/she will proceed to the next class. This concept is known as “push push”. The parents therefore keep their children away from school without reason. If teachers are resistant in implementing integrated curriculum, it means they will not teach learners with passion and learners will consequently get demotivated. As a result, students’ attendance will decrease. This says all the challenges need to be addressed for effective implementation of integrated curriculum.

3.2.2 Solutions to the challenges faced in the implementation of the integrated curriculum in Lesotho

In order to solve the challenges described above, the following solutions should be implemented: clarity on curriculum change, more training, and cooperation amongst the stakeholders, availability of instructional materials and establishing motivation.

3.2.2.1 Clarity on curriculum change

The effectiveness of the integrated curriculum will only be successful if there is clarity on curriculum guidelines and the conduciveness of context (Ralebese, 2018). Nhlapo (2018) indicates that MOET should ensure that teachers understand clearly what the integrated curriculum entails for effective implementation to assist learners to acquire self-reliance skills which is the purpose of curriculum and assessment policy. Raselimo & Mahao (2015) also emphasise this by stating that, without adequate understanding of the integrated curriculum, Lesotho will not implement it effectively.

3.2.2.2 Adequate training provided

Badugela (2012) writes that teachers need adequate training. Lassig (2009) adds that adequate training changes the attitudes of teachers towards the teaching and learning. Mosothoane (2012) believes that there should be teacher development programmes to assist teachers in the implementation of the integrated curriculum. Ralebese (2018) also supports the idea of pre-service training so that teachers know how to implement the integrated curriculum. Similarly, Mdutshane (2007) claims that teachers are confident and competent only when they are equipped with knowledge and strategies for effective implementation of the integrated curriculum.

Nunalall (2012:17) states that, “policy changes require teachers to engage in professional learning on a continuous basis”. One of the goals of Education Sector Plan 2016-2026 is to develop quality education and training relevant at all levels, so training should also be considered at basic education for teacher development (MOET, 2016). The findings from

the study of Nkosi (2015) show the training of South African teachers on implementing integrated curriculum was inadequate. This means adequate training is needed for teachers to understand thoroughly about the implementation of integrated curriculum. Badugela (2012) states that adequate training helps teachers to be more competent and improves the implementation of the integrated curriculum.

Daly et al. (2012) writes that workshops and training are most suitable for development of teachers in the implementation of the integrated curriculum. They equip teachers with enough knowledge and skills to be used in the classroom situation (Baek & Shin, 2008). This means that, before the integrated curriculum is implemented in schools; all the staff members should be trained on how they are to implement the curriculum.

If there is a curriculum change, enough training should be done so that curriculum implementation does not fail (Kirkgoz, 2008 and Selepe 2016). Thaanyane (2010) and Nhlapo (2018) note that training equips teachers with useful skills for implementation of the integrated curriculum.

3.2.2.3 Cooperation among all the stakeholders

Peter (2013) explains cooperation as an act of doing things together with someone. Nkosi (2014) writes that principals, teachers, parents and other stakeholders, such as the private sector, should cooperate in children's education by reporting to the parents about the progress of their children. Sclafani (2004) indicates that support of the parents improves the performance of the learners.

3.2.2.4 Adequate instructional materials

Instructional materials are resources, including the facilities, which are used to facilitate smooth teaching and learning. Instructional materials, according to the MOET (2016), improve students' performance since they are used as part of planning and delivering information in the classroom. Harrison (2003) agrees that teaching materials support the teaching and learning process because a teacher may use them for introducing problem-

based learning.

Kirkgoz (2008) and Ralebese (2018) affirm that teachers need to have adequate resources to assist them in implementing the new curriculum. Mdtshane (2007) believes that schools with adequate instructional materials perform better than those with limited teaching and learning materials. Also, Badugela (2012) and Nhlapo (2018) report that availability of resources leads to effective implementation of the integrated curriculum. For the integrated curriculum to progress smoothly, instructional material should be provided to schools when the year begins to assist teachers in the teaching and learning.

3.2.2.5 Establishing motivation

Nkosi (2014) writes that teachers should be motivated as a way of supporting them. According to Thohir (2017), motivation is an internal drive which forces one to do something. The study would use motivation is an act of arousing teachers' interests in the teaching and learning by doing different activities especially by providing financial and social benefit. Spady & Marshall (1991) report that the principal should acknowledge teachers and be an example, advise them to share their knowledge with others. In supporting this, Barab & Landa (1997) indicate that, when students focus on problem solving, motivation and learning increase because participation promotes motivation in academic learning. When students are motivated, they are eager to learn therefore the objectives of curriculum implementation will be achieved.

3.2.2.6 Communication with the staff

Communication is the best way to deal with a lack of clarity, lack of training and a shortage of instructional materials. If teachers do not get enough training, they should communicate their ideas on how they think the integrated curriculum could be implemented and improved. According to Briggs & Sommefeldt (2002) notes that, the principal should ensure that teachers understand what they are doing and should focus on changing the mind-set of all co-researchers, while developing the internal functioning and the key functions of the school, namely, teaching and learning. Nhlapo (2018) also indicates that

principals and teachers need to communicate with parents because they know their children's' background better. If communication is effectively done, teachers, parents, learners, and subject advisors will show the principal where there are problems and where they can improve in implementing the integrated curriculum.

3.2.3 To understand conditions for successful implementation of RLS in implementing the integrated curriculum in Lesotho

The implementation of the integrated curriculum could work well on the condition that the community is supportive, resources are available, and there is constant and adequate funding.

3.2.3.1 Supportive communities

Community support is an important agent in the new curriculum implementation because there are different expectations that would help learners in their projects. Nhlapo (2018) maintains that a community that supports community members also supports the school and the implementation of the integrated curriculum. Similarly, Clark (2005:5) states that supportive learning communities make strong curriculum integration as the skills in cooperative teaching and learning help teachers, students, parents and administrators. Nkosi (2015) also shows that there is need for parental involvement in South Africa, which will lead to better communication between teachers and parents, therefore effective implementation of integrated curriculum will occur. The community, especially the marginalised people, will express their views on how to implement the integrated curriculum. Briggs & Sommefeldt (2002) state that working as a team ensures involvement of planning from the beginning to the end.

3.2.3.2 Availability of the resources

According to Searson et al. (2011) and Mcleod & Richardson (2013), skilled personnel are needed for effective implementation of the integrated curriculum. If resources are available, teachers will be able to provide practical activities to help the learners

understand. Nhlapo (2018) notes that the presence of different kinds of resources makes the work to run smoothly for teachers during new curriculum implementation. Nkosi (2015) also indicates that schools need teaching and learning facilities and resources in order to implement the curriculum effectively. Lastly, Ololube (2014a) advise that transport for inspectors is required so that they could do school visits to assist with the implementation of the curriculum.

3.2.3.3 Constant and adequate funding

The new the integrated curriculum would be best implemented if there is constant and adequate funding. Funds are needed for the construction of infrastructure, workshops for training of teachers, teaching and learning materials and other resources which may be used in implementing the integrated curriculum. Mcleod & Richardson (2013) report that there should be on-going school funding to develop infrastructure and staff and motivate teachers (Badugela, 2012) since the new curriculum needs expensive instructional materials and several workshops and school inspections. Richardson (2013) also reports that constant funding should be provided to support infrastructure and staff development. Nkosi (2015) suggests that schools need financial support from the government, parents, and the private sectors.

3.2.3.4 Shared vision

The integrated curriculum could be best implemented if there is shared vision to plan for the future. Hornby (2005) explain it as having an imagination of what one needs to do. Searson et al (2011) and Mcleod & Richardson (2013) indicate that the implementation of the integrated curriculum must begin with understanding. This means that all the stakeholders should understand the integrated curriculum clearly before they implement it. Who you are, indicates the aim of implementation (reason for existence), where you are going means the future holds and what will guide the journey are the guidelines for daily behaviour and decision-making (Blanchard & Buchs, 2015).

3.3 To anticipate possible threats that could hinder the successful implementation of the integrated curriculum.

There are many threats that could constrain the implementation of the integrated curriculum. They include a lack of support, shortage of teachers and financial constraints.

3.3.1 Lack of support

Lack of support is the absence of help from stakeholders. Kirkgoz (2008) argues that the integrated curriculum implementation will be hindered if there is a lack of support. Nkosi (2014) suggests that lack of support from the community affects the MOET curriculum negatively.

Kirkgoz (2008) asserts that there is a lack of support from MOET officers in implementing the integrated curriculum. These includes skills and knowledge for handling the new curriculum. Warui (2015) demonstrates that there is inadequate support from the government and school principals to encourage educators in preparing instructional materials for the implementation of the integrated curriculum. A lack of support affects the new curriculum implementation.

3.3.2 Shortage of teachers

Some schools do not have enough teachers because the government does not have grants to pay teachers' wages. This means that teachers end up teaching more classes and assisting learners with different learning abilities that prevents them from planning and participating actively in every class. The literature also shows that the classes are too big for individual attention (Selepe, 2016) (see 3.2.1.4) which leads to a negative outcome (Klein et al, 2006) in the implementation of the integrated curriculum.

3.3.3 Financial constraints

Rembe (2005), Badugela (2012) and Nkosi (2014) report that financial constraints are a major threat to the implementation of the new curriculum. In Kenya, Mbach et al. (2016)

also maintain that a lack of funding threatened the implementation of the integrated curriculum. In South Africa, Nkosi (2015) stated that financial constraints had affected the implementation of integrated curriculum. Money is required to fund the workshops, buy instructional materials and improve infrastructure. Selepe (2016) also notes that the government of Lesotho cannot afford to pay for workshops, buy instructional materials and construct more classrooms. Mbach et al (2016) state that, in Kenya, there is also a problem of financial constraints in implementing the integrated curriculum.

3.3.4 Lack of transport

A lack of transport hinders implementation of integrated curriculum. Plessis (2014) writes that one of the main challenges of MOET is the problem of transport that is used to deliver curriculum designers for holding trainings, inspectors for school visits and school supply officers in delivering instructional materials. Hard to reach schools require transport in the integrated curriculum implementation. Wanzare (2002) writes that school inspections are done only once every two years due to lack of transport. In Lesotho, Nhlapo, et al., (2019) indicate that unavailability of resources and facilities hinder the implementation of integrated curriculum.

3.4 To identify indicators of success for the implementation of the integrated curriculum in Lesotho

In order to say the integrated curriculum is successfully implemented, there should be some indicators that prove that. These indicators are discussed below: Usage of subject-based and integrated approaches, usage of subject-based and integrated participation, Supportive Learning Communities, cooperation between the stakeholders and parental involvement.

3.4.1 Training provided to the teachers

Training provided to teachers is needed for the successful implementation of the new curriculum. Santoro et al. (2012) contend that skilled and knowledgeable educators are

needed for successful implementation of the curriculum. Nkwe (2012) in Botswana point out that they trained the administration and teachers to improve teaching and learning in the implementation of the integrated curriculum.

3.4.2 Strong community participation

The successful implementation of the integrated curriculum would be due to strong community support (Fu & Sibert, 2017). The participation of the community would provide skills that the teachers do not have. Fullan (1992) states that it is necessary for teachers and principals to engage communities since they understand their children better so they could assist in implementing the integrated curriculum. Guro & Weber (2010) in South Africa and Clark (2005) indicate that parental engagement in the life of the school improves students' learning of the integrated curriculum. Engaging the community in implementing the integrated curriculum, according to Nkosi (2014), serves as a means of communication about teaching and learning at the school.

3.4.3 Cooperation between the stakeholders

Wilson (2009) clarifies that cooperation between teachers, the school management team and parents play major duty for the effective implementation of the integrated curriculum. Because they have a shared vision, team members learn to communicate more effectively among themselves and with their colleagues. Skills in cooperative teaching and learning have an influence far beyond the classroom walls as administrators, teachers, students and parents begin to envision themselves as a community of learners in which each has different, but equally important functions (Clark, 2005). In Korea, teachers work together in the process of teaching and learning to ensure successful curriculum integration because students become more engaged, and promotes collaboration (Park, 2008) between teachers and the learners.

3.5 Summary

This chapter provided a review of the implementation of integrated curriculum. The major

focus was the implementation phase. The chapter initiated the discussion on conceptual framework (conceptualising the integrated curriculum), the link between subject based curriculum and the integrated curriculum, history of the integrated curriculum, philosophy of education for the integrated curriculum, language policy, characteristics of the integrated curriculum, benefits of integrated curriculum, the duty of stakeholders in the implementation of the integrated curriculum were elaborated. The related literature from the objectives were presented so that the reader could know how integrated curriculum had been implemented before data could be collected from the co-researchers. It was also reviewed so that it could guide the researcher during data analysis.

The following chapter discusses the research methodology.

CHAPTER FOUR RESEARCH DESIGN AND METHODOLOGY

4.1 Introduction

The study proposed a relational leadership strategy for the implementation of the integrated curriculum in Lesotho. In order to reach this aim; the study was based on the following objectives:

- Identifying challenges faced in implementing the integrated curriculum;
- Suggesting solutions to the challenges faced in the implementation of the integrated curriculum;
- Describing conditions for successful implementation of the integrated curriculum;
- Discussing possible threats that could hinder the successful implementation of the integrated curriculum;
- Exposing successes of implementing the integrated curriculum using relational leadership.

The first section of this chapter discusses **research paradigm** ~~to give more for better~~ understanding of the study. The second describes the process of generating data and how the data were analysed in chapter five to operationalize Ubuntu. The objectives of the study followed a qualitative research approach and PAR as the research design. The next section discusses research paradigm.

4.2 Research paradigm

Lather (1986) writes that research paradigm shows the truth about the way people live and what they are doing in their lives. Kuhn (1997:141) defines it as “research culture with a set of beliefs, values, and assumptions that a community of researchers have in common regarding the nature and conduct of research”. This study accepts that research paradigm is bringing about ideas that are essential and used for understanding of a particular subject. Research paradigms have four types, namely: positivism, post-

positivism, pragmatism and transformative paradigm. This study was grounded on a transformative paradigm, which focuses on changing the lives of the people, especially the marginalised. There are different stakeholders that are committed to the action of transforming the lives of the people for the better. Cram & Mertens (2016) explain that TP informs the improvement of all people in the community. (Lincoln, 2005) defines transformative paradigm as a basic belief system that shows direction to the investigator. This study defines transformative paradigm as planning and taking action together for positive change where people work together on what they have agreed upon without undermining or marginalising others. All the participants in a transformative paradigm have an equal say. The level of the stakeholders is not considered because the knowledge of everyone is believed to change the project positively, that is, views are shared to promote social justice (Mertens, 2010b). Transformative research involves reflection and action between knowing and doing (Mertens, 2008).

This paradigm also focuses on engagements allowing the freedom of speech. Co-researchers were allowed to state their views about change in the integrated curriculum implementation without being humiliated. Cram & Mertens (2016) report that, in this paradigm, there is communication between the stakeholders meant to address the aim of the transformation. As people express their feelings about curriculum implementation, they are set to transform people's lives socially, politically, and economically. "The transformative paradigm directly engages the complexity encountered by researchers and evaluators in culturally diverse communities when their work is focused on increasing social justice" (Mertens, 2009:10). It also provides a way for researchers, who see their duties as agents, to further social justice (Mertens, 2012; Cram & Mertens, 2016).

4.2.1. History of the transformative paradigm (TP)

According to Mertens (2005), TP was developed in the 1980s and 1990s because people were not satisfied with the then existing dominant research paradigms and practices. Creswell (2003:9) notes that people in TP felt that the interpretive or constructivist paradigms did not consider the views of marginalised people. Mertens (2007) also reports

that TP is associated with philosophical assumptions that provide a framework that promotes equality and justice in society using culturally competent, mixed methods and strategies, and affirms that a transformative paradigm was formed in response to people who had been marginalised. People such as the parents and the learners, who needed a way to express their views in the world of research (Mertens, 2010b). All co-researchers who took part in the study treated each other with respect, were treated equally, and were granted freedom of choice on participation.

Mertens (2005) reports that TP emphasises the engagement of all groups that have experienced oppression and discrimination in the past. Parents are the most undermined since most of them are illiterate but TP was used to improve the situation. Mertens (2010a) believes that TP promotes respect and beneficence in order to change the lives of people. Moreover, TP allows all participants to take action and then evaluate the results in order to apply the integrated curriculum effectively in schools. Using a transformative paradigm means that all co-researchers are involved in implementing the integrated curriculum for a positive change.

4.2.2 Philosophical basis

A transformative paradigm attempts to address issues of power and justice, and builds on a rich base of scholarly literature from mixed methods research (Tashakkori and Teddlie, 2003). According to Mertens (2010b), a transformative paradigm addresses issues related to power and justice. This enabled the researcher, as the coordinator of the study, to empower the co-researchers, especially the marginalised, and respect their rights. In this study, co-researchers were afforded the right to excuse themselves from the study whenever they needed. This was to ensure that their right to freedom of speech was respected.

4.2.3 Principles of transformative paradigm

A transformative paradigm is characterised by the principles which differentiate it from other paradigms. It is characterised by the inclusion of the marginalised, addressing

power and inequalities, and promoting human rights. These principles are discussed below.

4.2.3.1 Inclusion of the marginalised

A transformative paradigm addresses the inclusion of the marginalised. “TP was developed in response to lack of inclusion of members of marginalised communities in decisions about research and evaluation that affected their lives” (Mertens, 2010a:21). In most cases, the marginalised people in communities are not allowed to take part in decision-making even though they are affected by these decisions. Greene (2008) also explains that TP focuses on people who experience discrimination and oppression in the community. The lower classes are encouraged to take part in activities in the communities since their contributions could be valuable in assisting the community. TP provides a pathway to explore inclusion of the undermined people in the communities as to respect their multiple cultural aspects (Mertens, 2007, 2009, and 2010b). Parents therefore took part in forming the RL strategy for implementing the integrated curriculum.

4.2.3.2 Addressing power and inequalities

The transformative paradigm “pulls together many strands of philosophy that focus on issues of power and on addressing inequities in the name of furthering human rights and social justice” (Mertens and Wilson, 2012:162). Apart from engaging the marginalised, TP aims to empower participants Pitsoe & Letseka (2016). Brisolara, et al., (2021) and Cram & Mertens (2016) also affirm that TP ensures that there is reduction of inequalities. It ensures that people’s lives are transformed by promoting equality in all areas of life. The contributions made are shared equally.

Similarly, Mertens (2010a) claims that TP examines how the results of social inequality or inequalities are incorporated into political and social action and ensures that there is promotion of equality on social and political issues. Mertens and Wilson (2012) indicate that TP enforces a reduction of inequalities. Learners and parents were empowered by including them in this study. During the meetings, all co-researchers, including the

marginalised, were treated equally so that all could feel free to participate (Mertens, et al., 1994).

4.2.3.3 Promoting human rights

Transformative Paradigm promotes human rights (Guba & Lincoln, 1994; Mertens & Wilson, 2012; Cram & Mertens, 2016; Mertens, 2010). This means human rights were respected in this study to allow co-researchers freedom to participate and contribute to the design of a relational leadership for the implementation of the integrated curriculum in Lesotho. Mertens et al. (2009) believe that TP is a shift from concentrating on ethics regulation to a human rights agenda.

4.2.4 Philosophical Assumptions of Transformative Paradigm (TP)

There are four philosophical assumptions of TP. Those being axiological assumption, ontological assumption, epistemological assumption, and methodological assumption. These are described by Mertens (2015) as ethical principles and considerations, reality, knowledge, and obtaining findings about reality and reliable answers, respectively.

These four assumptions are discussed in detail below:

4.2.5 Transformative paradigm and Axiology

Mertens (2009:10) explains axiology as the branch of philosophy which focuses on ethical and moral behaviour". Cram & Mertens (2016) view axiology as cultural histories, norms, and identities. Ethics include among others, the freedom to take part in the study, respect for cultural norms and values, human rights and an increase in equality (Mertens, 2012). This means there was respect on norms of co-researchers, freedom to participate and freedom of speech were highly applied in this study. In this study, the voice of every co-researcher was respected and considered. Every point raised was discussed and evaluated to see whether it was beneficial to the implementation of integrated curriculum in Lesotho.

Mason et al. (2011) defines norms as practices considered natural in a particular society. Axiology involves a respect for cultural norms (Mertens, 2015). Similarly, Christie (2015) explains that cultural norms are practices that are culturally shared, and describe how people behave in a certain society. Teachers are the most respected people in the community since they provide new knowledge and skills that benefit the whole community. Teachers as co-researchers respected each other for effective communication during the meetings.

Ponterotto (2005:131) states that axiology in TP focuses on “unequal distributions of power and the resultant oppression of subjugated groups, a pre-set goal of the research is to empower participants to transform the status quo and emancipate themselves from on-going oppression”. In this study, TP involved the empowerment of the co-researchers, including the marginalised, so that they were on the same level during the meetings and all were given a chance to contribute to the decision-making. Mertens (2009:29) indicates that the major focus of TP is “axiological assumptions as a guiding force for conceptualising subsequent beliefs and research decisions”.

“The transformative axiological assumption replicates a cognisance of the ubiquity of perception that transpires in many groups and the principled liability of the assessor to understand perilous magnitudes of multiplicity to contest societal procedures that publicise a domineering status quo” (Mertens and Wilson, 2012:14).

Mertens (2010b) indicates that there is a sharing of ideas when one talks and the other listens attentively. During the meetings, members discussed their ideas freely while others listened attentively, enabling contribution to towards the raised points. The higher class (inspectors and teachers) empowered, respected, and listened to the lower class (parents and learners) as they shared their views for the development of the integrated curriculum.

Axiology refers to putting the ethics into practice for positive change. It includes

transformation in human rights, respect for cultural practices, equal distribution of power, taking part in decision-making, and sharing of information that affect local people. Through the meetings and considering ethics, co-researchers ensured that the integrated curriculum is successfully implemented in Lesotho.

4.2.6 Transformative paradigm and ontology

Mertens (2009) writes that ontology is “the assumption of the nature of what exists and multiple realities are shaped in social, political, cultural, economic, ethnic, disability and other values”. Lyons et al., (2012) explain that ontology is the nature of being and reality where there is awareness of people’s experiences and existence in the world. Guba & Lincoln (1994) argue that the reality of TP is consist of social, political, cultural, economic, ethnic, and gender values. It focuses on realities that are mediated by power relations that are socially and historically constituted (Ponterotto, 2005).

Nel (2014a) reports that an ontological assumption involves the nature of social reality where the nature of people’s relationships is shaped in such a way that there is an improvement. According to Mertens (2012:11), “transformative ontological assumption suggests that there are different opinions about what is really based on different lenses of privilege that people bring to the situation”. Ideas of the marginalised, being parents and learners, are equally important and they had a chance to express their views on the implementation of integrated curriculum.

Mertens (2010b:10) believes that “ontological assumptions are associated with post-positivism which believes that there is reality which can be known within a certain level of probability and [is] also associated with constructivism which believes that there are multiple realities in the research world”. Mertens (2010b) adds that ontological assumptions oppose cultural relativism and recognises knowledge determined by what is perceived to be real also realising the negative effects of accepting one version of reality over another.

Ontology is about reality of people’s social, political, economic, and cultural experiences.

Knowledge is based on experiences that the community had in the past. Prior knowledge could be employed to improve the new curriculum. Mertens (2010b) notes that an ontological assumption admires power engaged in decisions about the accepted definition of what is real.

4.2.7 The transformative paradigm and epistemology

Browaeys (2004) reports that epistemology is about thoughts, intelligence, knowledge, consciousness, imagination, perceptions, and sensations. Mertens (2009) states that epistemology is “the assumption about the nature of knowledge and relationship between the researcher and the stakeholders [that is] needed to achieve knowledge.” As co-researchers contributed to the study, good relationships were built between participants and the community, which led to positive results in the implementation of the integrated curriculum.

Mertens (2007:11) reports that “the epistemological assumption leads to the establishment of partnerships between researchers and community members, including the recognition of power differences and building trust through the use of culturally competent practices”. Mertens (2009) maintains that epistemological assumptions of TP are the nature and the types of relationships between the coordinator and the co-researchers of the study. The researcher made sure that all the members were given a chance to contribute their knowledge so that the study would bring positive change to the whole community.

According to Mertens (2009:59), “knowledge is socially and historically situated”. Epistemology is about the knowledge that people have that contributed to the success of the study. Epistemology involves the researcher and co-researchers working together towards research purpose, design and the implementation of the integrated curriculum in Lesotho.

4.2.8 Transformative paradigm and methodology (inquiry)

A methodological assumption is derived from the axiological, ontological, and epistemological assumptions (Mertens and Wilson, 2012). In their studies, Morgan (2007) and Guba & Lincoln (1994) indicate that methodological assumptions are made by the realisation of historical and contextual factors that relate to the undermined or the marginalised.

Mertens (2009) explains a methodological assumption as a discussion between the researchers and community members. Mertens et al. (1994) believe that the marginalised have to take part in the research so that they could also be heard. According to Mertens (2010:11), “methodological assumptions contribute the philosophical basis for making decisions about appropriate methods of systematic inquiry”. The oppressed should therefore take most of the part in all plans and actions as to empower them to improve their daily lives (Mertens et al, 1994).

4.2.9 Tenets of the transformative paradigm

In TP, the researcher interacts positively with the co-researchers and believes that the knowledge that they contribute would bring positive effects to the life of the community. According to Mertens (2010b), a tenet of a transformative paradigm is the interaction between researchers and co-researchers. Mertens (2014) shows that knowledge is socially and historically situated and promotes power and trust. This means that the new knowledge of implementing the integrated curriculum will be acquired through interacting with the core researchers as they are empowered and trusted. Studies by Sieber (1992) show that one of the basic tenets of TP is the right and welfare of co-researchers, which generally leads to greater involvement of co-researchers themselves.

4.2.10 Strengths of the transformative paradigm

Using TP in the study benefitted both the researcher and the co-researchers as it addressed inequality, engaged in social action and experienced intellectual skills. These

benefits are elaborated below:

4.2.10.1 TP addresses inequality

One of the advantages of TP is that it addresses inequality. In most cases, when people of different levels (rich or poor) are engaged in a project, people of higher levels are superior to those in the lower classes but, in TP, there is equality amongst the participants (Cram & Mertens, 2007; Mertens, 2016; Alkin, 2013). The use of TP in this study allowed all co-researchers to observe the importance of the implementation of the new curriculum as everyone took part.

Cram & Mertens (2016) agree that TP ensures that there is reduction of inequalities. Mertens & Wilson (2012) point out that TP addresses inequities in order to promote human rights and equality. All core-researchers of the study were committed to promoting equity (Tuck and Yang 2012) as “it pulls together many strands of philosophy that focus on issues of power and on addressing inequities in the name of furthering human rights and social justice” according to (Mertens and Wilson, 2012:162). Similarly, Mertens (2010) claims that TP observes how the results of social inequality or inequalities are incorporated into political and social action.

4.2.10.2 Engagement of social issues in TP

The transformative Paradigm engages social action by including the skills and experience of all co-researchers in the study that are critically analysed for positive change and to promote social justice (Mertens, 2010; Alkin, 2013). Cummins and Sayers (1997:97) argue that TP assists students to bring forth their knowledge in relation to social issues and thereby take action for positive change. Alkin (2013) also explains that TP focuses on social justice. For this study, co-researchers shared information that could be used in implementing the integrated curriculum as “it encourages students to critically examine their assumptions, grapple with social issues and engage in social action” (Meyers, 2008:1). Mertens & Wilson (2012) indicate that TP promotes social action. This helped the study in the development of the integrated curriculum as teachers brought their

experiences in addressing the challenges of the integrated curriculum. TP also “provides an umbrella for researchers who view their duties as agents to improve social equality” (Cram and Mertens, 2016:16).

4.2.10.3 Experiencing intellectual skills

Co-researchers acquired intellectual skills and new experiences in this study, which they will use in the future for change for the better. There was a sharing of ideas where one spoke while the others listened carefully (Mertens, 2010). At the end, they expressed their feelings during their meetings without hesitation. Mezirow (1991:2) says “students experience personal and intellectual growth when they grapple with disorienting dilemmas because they examine their assumptions related to the contradictory information, seek out additional perspectives, and ultimately acquire new knowledge, attitudes, and skills in the light of these reflections”. All the participants, including learners, brought their knowledge and proposed a relational leadership strategy for the implementation of the integrated curriculum. Since human rights were also considered, co-researchers were allowed to express their emotions (Mertens, 2010).

4.2.11 Weakness of transformative paradigm

A transformative paradigm addresses social inequalities, especially issues related to power. When there are people who are superior to others, this might lead to conflicts caused by different opinions, attitudes, and knowledge (Curseu, 2011). Some co-researchers in TP had more influence than others since the co-researchers were made up of people who were educated and those who were not educated. The latter may have felt discouraged from expressing their views in meetings or may have not understood the language. The researcher emphasised the relevance of participating in implementing the new curriculum, and how people could benefit if the study succeeded.

This section has discussed the transformative paradigm and the next discusses the qualitative research approach as per the hierarchy.

4.3 Research approach

Mertens (2010b) explains research approach as an activity that helps the researcher to respond to research questions. Research approach provides for a collection of relevant evidence with optimum effort, time, and expenditure (Pandey & Pandey, 2015). According to Kothari (2004), a research approach is based on attitudes, opinions and behaviour. There are three main research approaches, namely: qualitative research, quantitative research and mixed methods. This study followed a qualitative research approach. It is a situated activity that locates the observer in the world (Mertens, 2010b). Joubish (2011) argues that a qualitative research approach explores events as they appear in their natural setting, uses verbal data to present the research findings, and that the researchers examine a particular problem using the knowledge of the participants. In order to explore all the events, I followed a qualitative research approach.

As a research design, PR is grounded in a transformative paradigm that recognises the value of marginalised people in research (see section 2.4.5.2). This shows that PAR links with the transformative paradigm and Ubuntu as the theory of this study. To explain the PAR as a research design, the link between action research and PAR is discussed below.

4.5 Link between action research and PAR

There is a difference between action research and PAR. Stringer (2007:1) maintains that action research assists one to solve everyday life challenges. "Action research is a form of participatory research in which action and research complement each other and the researcher and participant are involved in decisions regarding the entire research process with the aim of emancipation for the participants" (Babbie and Mouton, 2001). MacDonald (2012) illustrates that PAR promotes social justice and covers large-scale improvement hence it is used in implementing the integrated curriculum in Lesotho. In action research, the researcher is involved in doing research alone but, in PAR, more people with different levels (rich and the poor) are engaged in the research and the coordinator (the researcher) makes sure all co-researchers are empowered. PAR was used to obtain data for this study because it engaged co-researchers. The study is meant to improve

integrated curriculum implementation in general by empowering one another.

4.6 Participatory Action Research (PAR)

Participatory action research is the design for gathering data. Turnbull et al. (1998) assert that participants work together in the study. People take part in the study through active participation and then evaluate their achievements in order to change their lives. According to Kemmis & McTaggart (2007), PAR projects are more meaningful and bring positive results when they involve people who are involved and affected by the problem identified. In this study, all the stakeholders involved have to take part in the implementation of integrated curriculum. Kemmis & McTaggart (2007) note that PAR mixes action in social investigation and in teaching and learning. PAR focuses on effective participation for all participants in a research study (Tshelane, 2013; Hlalele, 2014).

Mbhele (2008) notes that PAR consists of people, interpersonal relations, personal values, meanings, beliefs, thoughts, and feelings. Maguire (1987) and McTaggart (1991:169) indicate that PAR consists of people who are part of the community and work collaboratively to solve socio-economic problems regardless of their status, power, wealth, and education. These people are treated with respect so that they can express their feelings during data collection (MacDonald, 2012). The focus of this study was to propose a relational leadership strategy for successful implementation of the integrated curriculum in Lesotho. The study used PAR to improve the implementation of the integrated curriculum in Lesotho. This section below provides conceptual framework, objectives, characteristics, process, ontology, and epistemology of PAR.

4.7 Origins of Participatory Action Research

Lewin and Freire first introduced PAR as a research design from 1944 (Smith, 2006; McNiff & Whitehead, 2006; Gillis & Jackson, 2002). PAR was established against the background of approaches to international assistance and development in the 1960s and 1970s. Jordan (2003) shows that PAR was used for research in countries which were colonised and where people began take action to change their lives. According to

MacDonald (2012), co-researchers do not focus only on theories of implementing the integrated curriculum but they participate for positive change to take place.

Apart from that, Macedo (2000) notes that the roots of PAR can be developed from Freire who focused on the empowerment of the poor. PAR was developed because people were undermined so they needed to empower themselves. In this study, PAR empowered the parents and the learners who were marginalised in implementing the integrated curriculum in Lesotho. The principles of PAR are discussed in the following section.

4.8 Principles of PAR

The principles of PAR discussed below are the acknowledgement of the problem, planning, active participation, collaboration, identifying and valuing knowledge, empowering the marginalised, awareness of individual own resources, analysis, and evaluation (reflection).

4.8.1 PAR ensures active participation of co-researchers

One of the strengths of PAR is that it ensures active participation (Glassman & Erdem, 2014). Scherer & Mckee (1993) note that PAR is a design that allows active participation. In addition, McTaggart (1997) indicates that, in PAR, participants work together during the research process. All stakeholders actively participate to implement the integrated curriculum. Co-researchers work together to change a negative situation and attitudes.

Kemmis (2009:127) asserts that the members should collectively work together with a similar goal to improve a situation. Active participation in this study helped the researcher to formulate a relational leadership strategy for the implementation of the integrated curriculum. Aliakbari & Faraji (2011) state that there is active participation of the community throughout the research process through PAR. MacDonald (2012:40-43) also note that “people in the community are involved in action by addressing problems of inequity, assisting people to solve problems and initiate for change”. In this study, all the people involved improved the implementation of the integrated curriculum so that

learners, the community, and the nation would benefit.

4.8.2 PAR ensures collaboration

One of the important aspects of PAR is that it promotes collaboration for transformation. “It involves discussion, pooling skills and working together, and it is intended to result in some action, change or improvement on the issue being researched towards more socially and environmentally just outcomes” (Whitman et al., (2015:625). The implementation of the integrated curriculum impacts all stakeholders, including people in the community (Tsetetsi, 2013). PAR seeks to identify the cause of oppression by involving all the co-researchers in the process of development (Ledwith, 2007; Mahlomaholo, 2009).

Pain et al. (2013) assert that PAR involves co-researchers with diverse knowledge engaging in action for transformation. Through the use of PAR, all co-researchers understood the importance of taking part in the community collaboratively for development (Aliakbari & Faraji, 2011). They brought change in the implementation of the integrated curriculum for the benefit of the community. With RL advocating for inclusiveness, all co-researchers worked inclusively for change. This was due to their commitment to positive results.

4.8.3 PAR values sharing of information

The PAR approach allows co-researchers to share information owing to its basis that everyone has ideas or skills that can contribute to the success of the project. All the participants shared information on the planning, implementation, & evaluation of the study. Khanlour & Peter (2005) argue that knowledge is gained through collective efforts and action. Even marginalised people can contribute their knowledge including the parents who were reluctant to express their views due to fears of illiteracy. As the co-researchers discuss the challenges, solutions, opportunities, threats, and the anticipated successes of implementing the integrated curriculum, there was knowledge transfer amongst the participants. Mahlomaholo (2009) adds that PAR can also be an educational

process for the researcher and co-researchers involved in a process of analysis through collective discussions and interactions. The curriculum designers, inspectors, teachers, learners, and parents collectively benefited from the study.

4.8.4 PAR acknowledges the knowledge of the individuals

According to Loewenson et al., (2014), PAR recognises the knowledge that the community has by including the members in actions to bring about improvement. As the co-researchers worked together, they shared information and acquired new knowledge. Participation in the study was inclusive regardless of the co-researchers' level and literacy. All including the illiterate were granted equal chance to contribute towards the implementation of the integrated curriculum. "When indigenous peoples become the researchers and not merely the researched, the activity of research is transformed" (Smith, 1999:193). Cameron and Gibson (2005) state that PAR ensures that new knowledge acquired is used in order to change the lives of the community. In this study, PAR acknowledged the skills that co-researchers have to bring transformation to the community.

4.8.5 PAR empowers the marginalised

According to Amaya & Yeates (2015), PAR empowers marginalised people. The marginalised, who are mostly the poor and illiterate parents and the learners, were empowered to participate in this study. While co-researchers implement the integrated curriculum, they considered arguments by Freire (1998) stating that the researcher should empower the marginalised so that there are opportunities for improvement.

The researcher ensured that participants were in the same position as the coordinator in order to gain their trust (Freire, 1998) and to change their life for the better. According to Freire (1974) and Freire (1970), PAR empowers the underprivileged by allowing them to take part in the research. The oppressed community critically thinks of the situation they are in and how they could improve it (Burnes & Cooke, 2013). Consequently, in the process of implementing the integrated curriculum, the co-researchers would be

empowered to improve their situations.

4.8.6 PAR opts for democracy

Another principle that PAR promotes is democracy. Democracy is the ability to take part in freedom, rights, and empowerment (Eruera, 2010; Mahlomaholo and Netshandama, 2010). The participants had the right to freedom of speech in order to implement the integrated curriculum effectively for the sake of the Basotho children, the community and the nation. Democracy is also characterised by equal treatment. All the co-researchers were treated equally in this study.

4.8.7 PAR works for transformation in the community

The co-researchers learnt new skills that would help them tackle the challenges they might encounter in implementing the integrated curriculum. The importance of PAR is that it changes the lives of the people (MacDonald, 2012) and Foley (2007). Chapman and Dold (2009:1) state that, "PAR promotes situation where people are eager for positive effect on their lives after critical reflection". Mahlomaholo (2009:226) notes that PAR "seeks to identify root sources of oppression through collaborative participation, thereby involving all the participants in the process of change". PAR requires that all the participants show commitment regarding their participation by owning the research process to ensure good results.

4.8.8 PAR solves day-to-day problems

The PAR approach is meant to solve daily life challenges. It is used to propose a relational leadership strategy to implement the integrated curriculum. The function of PAR according to Maree (2007) and MacDonald (2012) is to solve challenges identified in the research. Similarly, Reason & Bradbury (2001) and Chen et al (2007) show that PAR overcomes challenges identified in a research study.

PAR enables all people to become experts in identifying their problems and finding ways

to overcome those challenges (Boog, 2003). Co-researchers learnt to solve everyday life challenges through the implementation of the integrated curriculum.

4.8.9 Critical analysis by PAR

One of the principles of PAR is that it critically analyses situations. Crane & O'Regan (2010) note that PAR is characterised by good relationship, promotion of inequality, and justice. When the members have implemented the integrated curriculum, they together analyse the results and express their opinions regarding the data generated. "The criterion of success is not whether the participants have followed the steps faithfully, but rather whether they have development in their practices" (Kemmis and McTaggart, 2007:276-277). This means that, through co-researchers' participation, they were able to critically analyse problems, solutions, opportunities, threats, and anticipated successes of the implementation of the integrated curriculum. The analysis relates to critical discourse analysis that was used by the researcher to analyse the generated data.

4.8.10 PAR works for outcome through reflection

A positive outcome through reflection is ensured by PAR. Eruera (2010:1) writes that, "PAR allows critical discussion without fear and giving power to all participants, including the marginalized and oppressed". Following the analysis of the results, critical reflection is carried out to assess whether the purpose of the study is achieved or not. Reason & Bradbury (2001) indicate that the purpose of PAR is to make sure that new knowledge obtained is applied to change the lives of the people.

At the beginning of the study, some co-researchers did not realise how the implementation of the integrated curriculum would affect their lives in the future. However, by the end of the study all co-researchers had gone through critical discussion and realised that a relational leadership strategy for implementing the integrated curriculum in Lesotho would improve their lives. PAR is a "deliberate social process designed to help collaborating groups of people to transform their world so as to learn more about the nature of the recursive relationships" (Kemmis and McTaggart, 2007:282-283). McDonald

(2012) argues that action is the process of implementation and evaluation. Co-researchers actively participate and critically share their knowledge without undermining the marginalised. The process of implementation only ends on the reflection of the results. The following sections discusses the epistemology, ontology, and rhetoric of PAR.

4.9 PAR and Epistemology

Minkler & Wallerstein (2003) believe that everyone in the study has to be given chance to express their views in order to implement the integrated curriculum. In line with this, Kendall et al (2011:4) also maintains that “epistemology refers to the approach to understanding the knowledge that one adopts and the knowledge adopted leads to practice” (Herr and Anderson, 2005:2).

Browaeys (2004) reports that epistemology includes thought, intelligence, knowledge, consciousness, imagination, perceptions, and sensations. Mertens (2009:59) states that epistemology is “the assumption about the nature of knowledge and relationship between the researcher and the stakeholders needed to achieve knowledge.”

According to Kincheloe (2009), PAR’s epistemological stance allows the marginalised to express their ideas and use their experiences on issues which affect their lives. During the discussion, knowledge is critically discussed and shared amongst co-researchers. This implies that, everyone in the study can bring more contribution to the implementation of the integrated curriculum.

Mertens (2009) explains that, “knowledge is socially and historically situated”. Epistemology refers to the knowledge that people have that could contribute to the success of the study. Epistemology involves working together as participants. That being in mind, research purpose, design, and implementation of integrated curriculum in Lesotho.

4.10 PAR and Ontology

According to Maree (2010:53), “ontology is the study of nature and the form of reality”. Lyons et al (2012) describe ontology as the nature of being and reality where there is awareness of people’s experiences, existence, and the universe. Mertens (2009:59) explains ontology as “the assumption of the nature of what exists and multiple realities that are shaped in social, political, cultural, economic, ethnic, disability and other values”. As the respondents expressed their opinions on how they viewed reality in implementing the integrated curriculum, they practiced freedom of speech and the marginalised were empowered to share their experiences as discussed in Ubuntu theory and the transformative paradigm.

Romm (2014) reports that ontological assumption involves the nature of social reality. During the meetings, the voices of the marginalised, being the parents and learners, were equally heard and critically depict the implementation of the integrated curriculum.

Mertens (2010b:10) contends that

“Ontological assumptions are associated with post-positivism which believes that there is reality which can be known within a certain level of probability and also associated with constructivism which believes that there are multiple realities in the research world”.

This means that knowledge comes from multiple realities. Mertens (2010) states that ontological assumptions oppose cultural relativism and recognise that knowledge is determined by what is perceived to be real whilst also realising the negative effects of accepting one version of reality over another.

Ontology is about the reality of people’s experiences. Their knowledge is socially, politically, economically, and culturally based. In this study, prior knowledge from different perspectives was employed to develop the implementation of the new curriculum. Mertens (2010b) notes that ontological assumptions lead to decisions about the accepted

definition of what is real.

Ontology in PAR relates to the Ubuntu theory as the theoretical framework that governed this study owing to the empowerment of both the researcher and participants that was applied due to the involvement of the community (Usher, 1996).

4.11 Rhetoric in PAR

The language practiced in PAR empowers the marginalised. “PAR does not treat participants as objects of research, but provides a space for growth by encouraging people to work together as knowing subjects and agents of change and improvement” (McTaggart, 1997:9). This means that PAR improves peoples’ lives. If the marginalised are empowered, the implementation of the integrated curriculum will be effective thereby impacting change on the lives of the community. The next section views the weaknesses of PAR.

4.12 Weaknesses of using PAR and how they can be overcome

The PAR approach has a few weaknesses that include being a voluntary approach, time consuming, limited resources, conflicts, and bias. These are discussed below.

4.12.1 It is a voluntary approach

Participation in PAR should be voluntary. The co-researchers had freedom to excuse themselves from the study whenever they wanted to. According to Bennett & Bennett (2004) and Abdel-Fattan (2015), it is hard for researchers to follow PAR because not all the people may be interested to participate.

4.12.2 Time consuming

Following PAR might be time consuming, as time is spent planning, implementing, and analysing. Karim (2001) supports this notion of being PAR a time-consuming approach. The researcher and the co-researchers would have to be patient because their goal is to

bring change. Abdel-Fattan (2015) notes that PAR wastes time and requires commitment from people.

4.12.3 Conflicts

As the approach involves different people, the disabled and the abled, poor and rich, lower and the upper class, and the marginalised, there may be conflicts during the discussions because everyone is allowed to express their views. Danley & Ellison (1999) state that PAR projects can produce disagreements since the process is not straight forward, linear, and clean. In an event of any possible conflicts, the researcher would have to intervene immediately by showing importance of all co-researchers participating in the study and emphasising empowerment as all co-researchers need each other for effective implementation.

4.12.4 Bias

There might be bias in PAR as a design. Co-researchers who participated in this study were the illiterate and literate so the educated co-researchers might depower the marginalised (parents and learners) by not giving them freedom of speech. Brydn-Miller and Maguire (2009:82) report that participants might be

“Threatened internally by the sometimes-unexamined biases of its practitioners and externally by the increased de-politicization of action research as a tool for educational problem solving disconnected from theory and critiques of unjust social conditions and relationships”.

If there is bias, the researcher would remind all co-researchers about the research ethics discussed earlier. That is, the researcher would remind them that there should be freedom of speech to each co-researcher and remind them to empower one another for effective integrated curriculum implementation. This section has viewed limitations of PAR and next section discusses the process of gathering data using PAR.

4.13 Process and steps of generating data

This section describes how the researcher and co-researchers worked together to generate data. Data generated was based on research purpose and objectives of the study. Discussions through meetings and documents were used as instruments for gathering data. The stages of PAR discussed below were used in proposing relational leadership strategy in the implementation of the integrated curriculum.

4.13.1 Research site

The research site is a place where the study is to be conducted. It is important to describe the research site because it will assist the reader to understand the place and link it to the results obtained. Danley & Ellison (1999) believe that the stakeholders will also use the research site to identify the community's historical background and the current context. Jansen (2004) reports that it may help in the community's way of doing things which would consequently impact their way of life.

The study was held at Mmelesi Primary School (pseudo name), a school in which the integrated curriculum is implemented. The school is situated in Mokhotlong district in Lesotho. It has 671 students with only nine teachers. It is situated in a place called Ha-Koeneho (pseudo name) and the community of this village earns their living through engagement in small businesses. People living in this community are very poor, mostly illiterate and unemployed.

Lesotho is also characterised by poverty. Most of the learners are unable to use knowledge acquired for self-reliance. With the knowledge they have obtained, they are found not to be self-reliant as the CAP advocates (MOET, 2009:12). Two parents from this community were used as the co-researchers of the study since it is believed that they have skills and knowledge that could contribute in the development of children, the school, and the community.

4.13.2 Population

The targeted population was MOET officers (Curriculum designers and inspectors), principal, teachers, learners and parents of Mmelesi Primary school in Mokhotlong district. The curriculum designers were selected because of their role of producing teaching materials and taking part in training teachers during the implementation of the new curriculum. The work of the inspectors is to ensure that all MOET policies are implemented so they would also take part in ensuring CAP. The principal also monitors effective teaching and learning an example being in the new curriculum. Teachers were selected for their possession of relevant information on how to implement the new curriculum. Without them, teaching and learning could not exist. Lastly, students are the mostly engaged in the teaching and learning and it was believed that through their participation they would be able to put into practise what was discussed and therefore be able to motivate other students. Parents from Ha-Koeneho were involved as the co-researchers of the study since it is believed that they have skills and knowledge which could assist in the development of children, the school, and the community.

4.13.3 Selection of the participants

The study consisted of a team of two curriculum designers, two inspectors, a principal, two teachers, two learners, and two parents who were involved in implementing the integrated curriculum in Lesotho. The names for the school and for all co-researchers given in this study are pseudonyms. This section discusses the roles of participants and their roles in the study.

4.13.3.1 The coordinator (researcher)

The coordinator of the research was the researcher. Throughout the researcher's nine years of teaching experience, the observation was that teachers failed to implement the new curriculum in such a way that the knowledge obtained could assist learners to be self-reliant as indicated by the curriculum (MOET, 2009). It was discovered that there was a problem with the implementation of the integrated curriculum and the researcher proposed the relational leadership strategy for the implementation of the integrated

curriculum. The decision was to include different stakeholders to participate together in the study for the benefit of the community. Before the participants planned the project, the researcher ensured that the operational matters of the study were attended and adhered to. It was also ensured that the organising material and resource documents were in order and present for members in preparation and as part of the collaborative learning community.

4.13.3.2 Curriculum designers

These are the people who were engaged in designing the integrated curriculum to be implemented in schools. A male and a female aged around 35 to 40 years, respectively. They had over 20 years of experience as curriculum designers. They were from different disciplines for provision of diverse information. They were equipped with knowledge on the weaknesses, strengths and the requirements for the improvement in the implementation of the integrated curriculum. Their participation was valuable since they contributed a lot on how to solve some challenges such as limited training. Teachers recognised that they could also have meetings or what is called in-service training in their different centres.

4.13.3.3 Inspectors

The inspectors are the people who make sure that there is curriculum implementation. They ensure that all policies of MOET are implemented. There were two inspectors who contributed vastly to the study owing to their experience garnered from various challenges they encountered while inspecting the teaching and learning of the integrated curriculum in schools. They had a background on how schools implement the integrated curriculum, hence their knowledge assisted other co-researchers on how to improve for the better whenever there would be challenges which could not be solved immediately by the ministry or other stakeholders.

4.13.3.4 The principal

The principal of the above named school was a male principal aged 39. He held a Bachelor of Education (B.Ed.) qualification and 15 years of teaching experience. He was an active principal who was always willing to inspire change for the benefit of Basotho children. The principal was part of the school board and a leader of the teachers, learners, and the community. He had knowledge of how best parents could be approached for them to take part in the implementation of the integrated curriculum. That is why one of the successes of the implementation of integrated curriculum was active participation of parents.

4.13.3.5 Teachers

The school has teachers with a range of qualifications. Two teachers were selected to participate, one male and two females. They taught different grades; two from the upper grade and the other one from the lower grade. This is because self-reliance is practised from all grades. They came from different backgrounds. These teachers were selected because they were readily available at school and were passionate to participate in the study. They also had different views on how to implement the new curriculum. Their knowledge contributed to the positive change since teachers play a vivid and critical role in the implementation of integrated curriculum. Their passion contributed immensely in raising possible solutions for improving the implementation.

4.13.3.6 Students

The learners of grade 6, aged 12-13 regardless of their gender, were asked to take part in the study. The researcher selected grade 6 since she thought that they would understand clearly the meaning of life challenges and acquire knowledge and skills of being self-employed. These students were passionate about learning and meeting other learners, they were much involved in the development of the projects as well as in teaching and learning. These learners made the teachers' work easier.

4.13.3.7 Parents

It was also important that parents as members of the community were engaged in the study. This is because they had knowledge that could help in the implementation of the new curriculum for the benefit of themselves and their children. Two parents took part because they provided different views. The parents who took part were the parents of the very same learners who took part in the study. The researcher wanted views of those parents since they were the ones who were expected to support those learners. That also meant that challenges, solutions, conditions, threats, and the success on the implementation of the new curriculum would be borne by the parents. As a result, they would be able to support since they would have understood and taken part in the study. The parents also had knowledge on how to conduct projects done in this curriculum. Their participation was of significant contribution since they were also used as specialist to this curriculum and motivated other parents to take part in the school.

4.13.4 The role of the researcher in PAR

The researcher was the coordinator between the co-researchers in the research process. She ensured that all meetings were held and that all the participants took part in the study. McTaggart (1997:198) reports that the researcher is the facilitator in PAR and coordinates co-researchers in the study. The researcher is therefore a leader who develops trust with the co-researchers in a research process. In a leadership role, the researcher leads by example, meaning one ought to always be on time and implement what the group agrees to do. The researcher made sure that the study brought change in the lives of the community. Kemmis & McTaggart (2007) agree that the responsibility of the researcher in PAR is to develop theory and let participants implement the plan that is seen.

4.13.5 The relationship between the researcher and the participants

Researcher made ensured cooperation between the members so that the process of implementing the integrated curriculum was done effectively. The cooperation, empowerment, and expression of feelings were included. Kemmis & McTaggart (2007)

note that PAR allows people to act collaboratively. The researcher and co-researchers were engaged in the study of the implementation of the integrated curriculum owing to their different skills which may bring change to the community.

4.13.6 Ethical considerations

The University of the Free State Faculty of Education Curriculum studies (see Appendix A and the Ministry of Education and Training Lesotho (refer to appendix C) gave the researcher permission to contact the participants for data generation. Co-researchers were requested to sign the consent forms as proof of agreement to voluntarily participate in the study. Co-researchers' agreed to have meetings on the first Friday of each month (afternoon hours). During the formal meetings, all the participants discussed the ethical considerations which would be applied in the study. This study was organised in such a manner that all co-researchers were not harmed. Co-researchers were also reassured of their anonymity of all information they provided in the study. According to Ritchie & Lewis (2003), anonymity refers to hiding the identity of those taking part. Hence, in this study, co-researchers were reassured that they would be assigned pseudonyms, instead of their real names including the name of the school used in the process of gathering and analysing data.

Co-researchers were made aware of their freedom to excuse themselves from the study whenever they may feel need to. The records of the meetings with the stakeholders were to be kept to monitor the progress of the project. The researcher had to explain what was expected from the co-researchers.

4.13.7 The researcher's personality on the chosen study

The researcher discovered throughout her experience at her school that similar to other local schools in Lesotho, her own school had to implement the integrated curriculum, however, the teachers were unable to teach learners in a way that the knowledge acquired could help learners to be self-reliant (Tankiso, 2014). Theory dominated practice. This was due to the teacher-centred approach that was used as opposed to the

learner-centred approach stipulated in MOET (2009). In this way, the researcher realised that the integrated curriculum could not transform the lives of Basotho learners. From these learners a transformative change was expected for the community, the nation, and the whole world with the acquired knowledge from teaching and learning.

The researcher also discovered that there were challenges and threats that were encountered during the implementation of integrated curriculum in Lesotho. These were due to how MOET introduced the integrated curriculum to the teachers. For instance, there was limited training which led to resistance from teachers. As a result, the teachers could not effectively deliver the syllabus due to their use of the learner-centred approach. Unfortunately, the very same teachers (centre implementers) were mostly affected by the challenges and the threats and even though MOET expected them to implement the curriculum effectively. As the study coordinator, the researcher realised that there was a need to formulate a relational leadership strategy for the implementation of the integrated curriculum.

This section dealt with the process of gathering data and the next discusses the stages of PAR as a design for gathering data.

4.13.8 Strategic Plan

The strategic plan involved eleven activities. Ten meetings held fortnightly over five months. The first meeting had two activities which discussed ethical considerations and role of stakeholders. This was done so that co-researchers could work together without harming other people and to inform them on the roles of each stakeholder in the project. This would aid in understanding their contribution to the implementation of the integrated curriculum. The next entailed how RL would be used in implementing the integrated curriculum. It was then followed by a meeting on how PAR works so that the co-researchers could know how to apply it in this study.

The next involved discussing challenges, followed by suggestions on the solutions, while the following was to suggest the conditions for effective implementation. There was also

reflection stage where co-researchers reflected on the implementation. This was to assess whether the solutions and conditions suggested to solve the challenges raised in implementing the integrated curriculum were effective. A meeting on the discussion on the threats of implementing the integrated curriculum was also done. There was monitoring of the teachers' work and community support on the implementation of the integrated curriculum. The principal, teachers, and parents were given this activity and had to report as a way of checking progress. The last priority was to show the indicators of success.

Table 4.1 Strategic Table

Activities	Resources needed	Duration	Person responsible	Indicator
1. Ethical considerations and role of stakeholders' roles.	Pamphlets	1 hour	Researcher	Minute book
	Pamphlets, Pen and note pad	1 hour Break 1 hour	MOET	Minute book
2. Discussion on oh RL works	Pamphlets Pen and note pad	1 hour Break 1 hour	Researcher	Minute book
3. Discussing how PAR works	Pamphlets Pen and note pad	1 hour Break 1hour	Researcher	Minute book
4.Exploring the	Pen and note	2 hours	Researcher	Minute book

challenges	pad			Learners' attendance register Inventory book
5.suggesting the solutions	Pamphlets Pen and note pad	1 hour Break 1 hour	Researcher	Minute book
6. Conditions	Pen and note pad	1 hour Break 1 hour	Researcher	Minute book
7.Reflection on suggested solutions and conditions	Pen and note pad	1 hour Break 1 hour	Researcher	Minute book
8. Discussion on Threats	Pen and note pad	1 hour Break 1 hour	Researcher	Minute book
9.Monitoring teachers work and community support	Pen and note pad	1 hour Break	Principal and teacher	Learners' Attendance register

		1 hour		
	Pen and note pad	1 hour Break 1 hour	Principal and teachers	Minute book Community Attendance register
10.Exploring indicators of Success	Pen and note pad	1 hour Break 1 hour	MOET inspector	Learners' attendance register

4.13.8.1 Activity one and two: Research Ethics and roles of stake holders

The first meeting addressed the research aim and ethics. The researcher started off by explaining the aim of the study in such a way that the co-researchers understood. Co-researchers were reminded of the purpose of the integrated curriculum in Lesotho, which is, solving life challenges for self-reliance (MOET, 2009). Further on, the researcher and co-researchers discussed how they will relate to one another. This means research ethics was elaborated so that there could be good relationships between the researcher and co-researchers. Being a coordinator of the research, the researcher gave co-researchers an opportunity to set ground rules of the meetings. Ground rules included expressing their views freely, listening to what was said, commenting after a person had spoken, empowering one another during the discussions, no negative comments during the meetings, and reporting if a person could not attend the meeting. All co-researchers promised to obey the ground rules. In addition to that, the dates and times (appointments) for meetings were scheduled. The duties of stakeholders were also shared so that people had a clear understanding of their roles in implementing the new curriculum.

4.13.8.2 Activity three: Discussion on RL works

Another meeting was held to discuss how RL works and included its elements which were to be employed for effective implementation. These elements included vision, planning, sharing of duties, active participation, and outcome for reflection.

4.13.8.4 Activity four: Discussion on how PAR works

There was a meeting again on the discussion of how PAR works, including the principles, advantages, and disadvantages so that they could take note of them. This was done to understand how RL will be implemented using PAR.

4.13.8.5 Activity five: Challenges of implementing the integrated curriculum in Lesotho

In the following meeting, the challenges of implementing the integrated curriculum in Lesotho were discussed in relation to and in response to objective one. The challenges included a lack of clarity on curriculum change, limited training, resistance to change, workload, absenteeism, and shortage of instructional materials. In conclusion of the first meeting, co-researchers were given an assignment to think about what could be done to solve the challenges discussed on that day which would form an agenda for discussion in the following meeting.

4.13.8.6 Activity six: Solutions for the successful implementation of the integrated curriculum in Lesotho

Another meeting held focused on conditions for the successful implementation of the integrated curriculum in Lesotho. Co-researchers started by reminding themselves the challenges for implementing the integrated curriculum in Lesotho, then came up with possible solutions for the implementation. This was a stage where co-researchers were asked to discuss what their thoughts on the government, through MOET units at central and at district level, school administrations, teachers, learners and parents, were on what they could do for the successful implementation of the integrated curriculum. All the

participants were reminded of their freedom of opinion. As one of the co-researchers probed the teachers, they were free to speak. The solutions raised were: the provision of adequate training and instructional materials; motivation; several school inspections; and regular meetings. After discussing each solution, co-researchers explained how each solution could benefit learners in the teaching and learning of the integrated curriculum. These solutions could lead to the successful formation of a relational leadership strategy in responding to the challenges of the integrated curriculum. Every co-researcher was expected to go and discuss with their colleagues and employ the suggested solutions. Additionally, the assignment was also given to co-researchers to think of things whose availability could lead to the best implementation of the integrated curriculum.

4.13.8.7 Activity seven: Conditions for successful implementation of the integrated curriculum in Lesotho

Following the last meeting where solutions for the successful implementation of the integrated curriculum were explored, another meeting was held that presented the conditions for the successful implementation of the integrated curriculum in Lesotho. The meeting commenced by a recap on the solutions discussed in the previous meeting. Then the co-researchers discussed the conditions for successful implementation of the integrated curriculum in Lesotho, and these were:

- community support;
- Adequate funding and grants for teachers;
- Availability of transport and,
- The collaboration of MOET units; school administrations and the community.

Co-researchers believed that these conditions could lead to the successful implementation of the integrated curriculum only if MOET units could collaborate during the implementation. In a similar manner as before, co-researchers were given an assignment to think about the threats which could hinder the implementation of the integrated curriculum.

4.13.8.8 Activity eight: Reflection meetings

There was also reflection stage where co-researchers reflected on the implementation of the integrated curriculum. This was to assess whether the solutions and conditions suggested to solve the challenges raised in implementing integrated curriculum brought any change or other suggestions had to be made. The reflection showed that a solution for regular meetings was in progress. Regular discussion meetings would respond to the following challenges: lack of clarification, limited training, teachers' resistance, shortage of instructional materials, and high absenteeism and drop out. The community engagement was better as compared to the beginning of the study where the community did not take part. Parents took part to ensure that theory was put into practice. This activity was given to the principal, teachers, and parents. However, the condition for adequate funding in response to lack of training was a challenge. Another condition which was a challenge being the unavailability of transport. The discussion went further to discuss alternatives on how these challenges could be solved. MOET officers were responsible for this activity.

4.13.8.9 Activity nine: Anticipated threats which hinder the successful implementation of the integrated curriculum

The meeting started by listing all conditions for effective implementation. From there, co-researchers discussed the anticipated threats that could hinder the successful implementation of the integrated curriculum. Threats identified were lack of community support, lack of funding, inadequate grants, lack of transport, and lack of collaboration. Co-researchers stressed that these threats hinder attempts made to develop effective implementation of the integrated curriculum in Lesotho. From here major assignment was given. These were to go and observe the progress made after all our discussions. It was true there could be no progress found within a short period to some challenges and threats but in some of them, co-researchers believed there could be some progress.

4.13.8.10 Activity ten: Monitoring progress in implementing the integrated curriculum

The following duty was given to all stakeholders to monitor how the integrated curriculum was implemented and this was mainly done by MOET officers, principal, teachers, and the parents. The progress focused on whether there were indicators of success following the reflection meeting. The four indicators were identified.

4.13.8.11 Activity eleven: Anticipated successes for the implementation of the integrated curriculum using relational leadership

During the last meeting, co-researchers critically anticipated success for the implementation of the integrated curriculum using relational leadership. Community engagement, regular meetings, regular school inspections, and theory and practice were anticipated successes for the implementation of the integrated curriculum. With these, co-researchers discovered that there was progress done. These indicators showed that there was a bit of practice which was done by learners for self-reliance. The teachers understood the implementation of the integrated curriculum better through regular meetings and inspections.

4.14 Resources for data generation

In generating data, there are natural resources, man-made resources, and human resources which are used in order to generate data. These are discussed below.

4.14.1 Human resources

According to Hornby (2005) human resources are skills and abilities which could be used for an organisation. The people who took part in the study were the researcher and the co-researchers. They also took part in the implementation of the integrated curriculum. They added great value to the study (Barney & Wright, 1998). The most important part which was used was their memory for critical thinking in order to address the challenges, provide solutions, describe conditions, and threats and in designing the strategy

mentioned above.

4.15 Data instrumentation

Data instrumentation is about the techniques that are used to generate data from the co-researchers. Gillis & Jackson (2002) and Leininger (1985) articulate that qualitative research involves methods like observation and documentation. Meetings, discussions, and documents were used to generate the data for this study.

4.15.1 Meetings and discussions through focus group

In the meetings, there was discussion on the formulation of the strategy to implement the integrated curriculum in Lesotho through the use of a focus group. Meaning, the two instruments were used at the same time. Discussion through meetings which were done in a focus group best suited the study since the co-researchers discussed issues in a group without meeting separately. This saved time since enough and relevant data was gathered in the discussions.

4.15.2 Focus group

A focus group is a research method that brings people together in a meeting and discusses certain issues concerning them (George, 2022). Wilkinson (2011) stipulates that a focus group is a small group-based interview that is involved in discussion of ideas, opinions and thoughts (Lope et al., 2022). In this study, there was a focus group where co-researchers met and discussed the five objectives of the study. This part has dealt with data instrumentation and the next section conceptualises a focus group.

4.15.2.1 Principles of focus group

A focus group must have a clear purpose, location, setting, length, and the number of people involved.

4.15.2.2 Clear purpose

The focus group needs an identified purpose of the study. Freitas, Oliveira, Jenkins and Popjoy (1998) maintain that the researcher should clearly state the aim of the study to co-researchers. The purpose was clearly discussed so co-researchers knew the expected outcome of the study.

4.15.2.3 Location

The location includes the site where the focus group will meet, so all the people who are to be involved in the study should be considered. Vaughn et al. (1996) suggest that a location should suit the participants; that it should be reachable and that the research schedule should not pose any difficulties for the participants.

4.15.2.4 Setting

The way the members sit in a focus group should be conducive for all the members. Wilkinson (2011:1) states, “the room itself should be conducive to a smooth-flowing discussion and basically comfortable for the availability of refreshments, nearby toilets, suitable seating and table arrangements”. George (2022) notes that participants should be relaxed. Tables should be placed in such a way that no one sits behind the other so that face-to-face discussions could be easily done. The participants sat in a circle to allow face-to-face interactions.

4.15.2.5 Length

The length of the focus group should always be considered so that the participants, particularly the learners, do not lose focus during discussions. Wilkinson (2011) implies that most focus group researchers agree that a discussion should take between one and two hours for adults and a maximum of one hour for sessions involving children.

4.15.2.6 Number of participants

People interact with one another to achieve a common objective. There should not be more than 12 participants. George (2022) states that a focus group involves six to 12 individuals with a similar goal. He further notes that small groups are more manageable than large groups. There were 11 co-researchers and the researcher (coordinator) in this study therefore the team was manageable.

4.15.2.7 Analyse the results

The data should be analysed following its generation and collection (Pandey & Pandey, 2015). The findings from the focus groups are also analysed (George (2022)). The analysis was made to propose a relational leadership strategy for the implementation of the integrated curriculum in Lesotho.

4.15.2.8 Strengths of focus groups

The strengths discussed below are: valuable data, time saving, saving on resources, clarifications, ease of conducting and exploring the problem in depth.

4.15.2.8.1 Valuable data

There is interaction between the researcher and co-researchers. As the participants discuss the challenges, solutions, conditions, and threats, the researcher will get important data which will assist in formulating a relational leadership strategy for the implementation of the integrated curriculum in Lesotho. Cheng (2007) indicates that focus groups can produce valuable data which are not available from other instruments such as interviews or surveys. This is because everyone is allowed to express their views.

4.15.2.8.2 Time saving

A focus group saves time because, during the focus group discussion, the researcher gets more information than in a single meeting. She can also ask questions where information is not clear. Freitas et al (1998) claim that a focus group allows researchers

to generate data within a short period of time. In support, George (2022) states that focus group is much less time consuming as opposed to survey and experiment.

4.15.2.8.3 Saving on resources

A focus group saves resources, such as money. Freitas et al 1998 (cited by Casey & Krueger, 1994) maintain that focus group meetings use few resources.

4.15.2.8.4 Adequate clarity

The advantage is that it is easy to find clarification of something that is unclear. Whenever there is the need for an explanation, co-researchers are free to ask for more elaboration during the discussion (George, 2022). Responses can be clarified and expanded upon with probing follow-up questions since it allows discussion (Rabiee, 2004). Also, elaborations could be made where it is not clear.

4.15.2.8.5 Explores the depths of the problem

Lastly, a focus group explores a problem (George, 2022). This in depth exploration of problems equips co-researchers with knowledge and experienced on the research problem. Maree (2010) declares that a focus group helps the researchers in the data analysis due to their presence in its generation. Most importantly, co-researchers involved in a focus group might practice what was discussed since they were part of discussion.

4.15.2.9 Weaknesses of a focus group

Because a focus group consists of between six and 12 members, their views are generalised (George, 2022) to the whole community or even to the whole nation. Maree (2010) notes that since focus group samples are small, some groups may not be represented in the discussions. However, the results will be shared so that suggested ideas could be implemented.

4.15.3 Meetings

A meeting is an occasion where people come together to discuss important issues. Hornby (2005) writes that a meeting is an occasion when people interact on issues which affect their lives. Cunliffe and Erickson (2011) believe that meetings are held to discuss issues that are challenging. The meetings were held with participants using a focus group to discuss the objectives of the study bearing in mind the purpose of the study.

4.15.4 Discussion

A discussion is communication between two or more people about a certain issue. Hornby (2005:416) sees it as “a conversation about something”. In discussions, people will communicate with each other. For a discussion to succeed, the researcher should ensure that there are no interruptions during the discussion (Wilkinson, 2011). Meetings and discussions were used simultaneously as one instrument of data generation.

4.15.4.1 Strengths of meetings and discussions

A meeting has strengths discussed below. These are: a large amount of data is gathered, good relationships between the members, and a development of empowerment

4.15.4.1.1 Large amount of data is gathered

A meeting gathers data within a short time (Jacobson et al., 2009) and provides more information. Members gather at the same time to discuss their issues regarding the study.

4.15.4.1.2 Promotion of good relationship amongst members

Meetings make good relationships between the researcher and co-researchers. Chisholm & Chilisa (2012) reveal that, through the meetings, co-researchers would trust one another and unite. If there is trust and unity, members will participate, which will lead to the success of the study.

4.15.4.1.3 Empowerment is promoted

Meetings create empowerment. The researcher empowers the team and depowers him/herself as relational leadership (RL) and PAR stipulates. Every participant is given a chance to discuss issues that may aid development of the study regardless of their status, thus, members feel empowered to participate in the study. Chisholm and Chilisa (2012) support this by stating that PAR meetings empower co-researchers since they are free to express their feelings.

4.15.5 Weaknesses of meetings and discussions

Meetings and discussions have limitations that include the time they consume, also, the discussion may be subjective.

4.15.5.1 Time consumption

Although discussions may save time, they may also consume time. Before the meeting starts, the researcher has to organise the members for the meeting and then set the date (Jacobson et al, 2009). The researcher will have to be patient if the meeting has to be postponed.

4.15.5.2 The discussion might be subjective

Some of the members are very influential so some members might support other people's ideas without giving their own ideas in a discussion (Freitas et al, 1998 and Pollock et al. (2009). The researcher had to make co-researchers aware of their importance in contributing with their ideas in this study.

4.15.6 Documents

Documents were also used to generate data. A document is an official paper which is formally designed to provide information. Collecting data using documents, according to Maree (2010), focuses on written communications that may relate to the study. Hornby

(2005) also sees it as an official paper which provides information about something and could be used as a proof. Khalifa (2012) and Maree (2010) report that documents involve syllabi, faculty journals, minutes in a meeting, strategic plans, and newspapers in qualitative research. Minute book, attendance register, and inventory book were used to gather data. This means these documents provided information related to the study (Jacobson et al, 2009).

4.16 Data analysis

Following data generation, data analysis took place. Analysis means to examine something in detail so that it could be understood in relation to the study. Data was analysed using Critical Discourse analysis (CDA).

4.16.1 Definition of CDA

“CDA is a form of practice which analyses detailed structures, strategies and functions of text and talk, including grammatical, pragmatic, interactional, stylistic, rhetorical, semiotic, narrative or similar forms of verbal and preverbal organisation of communicative events” (Van Dijk, 2001:97).

Bloor & Bloor (2007), Bayram (2010) and Breeze (2011) assert that the researcher identifies and interprets written or spoken data by summarising words and interpreting what those words mean.

4.16.2 Origin of Critical Discourse Analysis

According to Fairclough (2013:7), “CDA emerged in 1970s and has a bub area of discourse and text analysis and focused on the role of language in organising power relations in society”. Given (2008) stipulates that CDA was circulated through the works of European linguists during the late 1980s and, according to Fairclough & Graham (2002), CDA is from the notion of language as product, producer, and reproducer of social realisation.

4.16.3 Importance of CDA

CDA has advantages which encouraged the researcher to analyse generated data. The importance of CDA discussed below is: it focuses on social problems; it interprets and explains text; and it considers power relations, ensures change, and ensures democracy.

4.16.3.1 Focus on social problems

CDA focuses on social problems that affect the community. Riasati & Rahimi (2018) reveal that CDA focuses on social problems, most importantly, where people are marginalised. Riasati & Rahimi (2018) claim that CDA identifies social problems and disparities in an event through the narration of words in text and discourse. The challenges of implementing the integrated curriculum were seen through the narration of words.

4.16.3.2 Consideration of power relations

Van Dijk (1993) writes that the goal of CDA is to empower people who are marginalised. Apart from that,

“It strives to explore how these non-transparent connections are a factor in fortifying power and hegemony, and it draws attention to power imbalances, social inequities, nondemocratic practices, and other injustices in hopes of spurring people to corrective actions” (Fairclough, 1992:32).

Also, Fairclough (1993) sees CDA as discourse analysis which focuses on identifying social and cultural structures, relations, and processes. Parents and learners were empowered in implementing the integrated curriculum, thus, the data generated focused on issues of empowerment.

4.16.3.3 Change

The researcher considered change in lives of the community and the nation in analysing

data. According to Morgan (2010), critical discourse analysis ensures that there is sustainable social change in people's lives (Jorgensen & Phillips, 2002). This means a strategy developed through CDA would be beneficial to the next generation because it focuses on sustainable development.

4.16.3.4 Democracy

Democracy implies freedom, rights, and equality of the people. Van Dijk (2001) notes that the experiences and feelings of marginalised members are taken seriously in CDA to make sure that there is equality. Van Dijk (2001:352) further argues that, "CDA is a type of discourse analytical research that focuses on issues of social abuse, dominance, and inequality [that] are enacted, reproduced and resisted by text and talk in the social and political milieu". Similarly, Jorgensen & Phillips (2002) show that CDA ensures that there is equality in order to promote democracy. The researcher observed whether the words spoken promoted equality or inequality in the areas where the study took place.

This section has covered the importance of analysing data through CDA; the next section discusses analysing data through three levels, textual, discourse, and social practice.

4.16.4 Analysis at a textual level

Data are first analysed through textual level. Text is written or spoken information. Textual analysis means translating data that are written or spoken. Huckin (2002:9) indicates that textual analysis involves "genre, heteroglossia, framing, extended metaphor, foregrounding, omission and auxiliary embellishments". Mogashoa (2014:108) notes that "texts are indeed multi-discursive, that is, they draw from a range of discourse, fields of knowledge and voices". According to Fairclough (1993), a textual analysis should respect all levels of analysis, structure, and organisation. In this study, generated data at a textual level were analysed through interpreting spoken and written words.

4.16.5 Analysis at a discursive level

According to Ybema & Byum (2011), a discursive level explores issues that promote unequal power relations. Groud (2018) reports that it ensures unequal power relations. This means that a discursive level of analysis is used to observe how spoken or written words develop or maintain unequal power relations. In this study, it was used to analyse whether the oral and written words from the documents promoted inequality in implementing the integrated curriculum.

4.16.6 Analysis at a social level

The last level of analysing data was through a social level. Fairclough (2002) postulates that a social practice level consists of exclusion and inclusion in society from written or spoken words (Wodak, 2011). Similarly, Blommaert and Bulcaen (2000:449) point out that “social practice is the ideological effects and hegemonic processes in which discourse is a feature”. Rogers (2011:28) believes that it is used in order to promote social practices “to ensure solidarity, the distribution of social goods and power”. The inclusion or exclusion of people shows whether people are empowered. In this study, it was used to interpret whether spoken words or written words from the first four objectives of the study implied exclusion or inclusion of people in implementing the integrated curriculum.

CDA was used using these three levels of analysis in this study because they match with Ubuntu as the theoretical framework that underpins this study and have characteristics of a transformative paradigm. The three emphasise working together for empowerment, freedom and rights of the participants. Through CDA, the researcher analysed and interpreted generated data from the five objectives of the study.

4.16.7 Strengths of CDA

The strengths of CDA below are: focus on the problem, empowerment of the undermined people, and the acquisition of knowledge.

4.16.7.1 Focus on the problem

CDA addresses a problem. The analysis is based on the problem and at the end on solving the problem. It is problem or issue oriented, that is, it focuses on the problem that affects the community negatively. Van Dijk (1995) also supports that the researcher focuses on the problem that impacts the community. On this basis, a relational leadership strategy for implementing the integrated curriculum was formed.

4.16.7.2 Empowerment of the undermined people

Secondly, undermined people are empowered. “CDA can help to construct a variety of new and alternative social subject positions that are available, which in itself can be very empowering to the most vulnerable individuals” (Morgan, 2010:4). All the stakeholders were recognised in analysing the data so that they could be empowered to implement the integrated curriculum. In short, it pays attention to all levels and dimensions of discourse, schematic organisation, and interaction (Van Dijk, 1995).

4.16.7.3 Acquisition of knowledge

Through the use of CDA, the participants who are illiterate received information and acquired knowledge they did not have before the study. Likewise, Caballero-Mengiba (2015) asserts that discourse is a system of representations involving acquiring knowledge through language.

4.16.8 Limitations of critical discourse analysis

CDA has some challenges as discussed below.

4.16.8.1 Subjective analysis

The first limitation is that the researcher may be subjective in the analysis, which may lead other participants to recognising the stance of the researcher in terms of religion and politics. The researcher’s commitment in politics is seen in analysis (Breeze, 2011). In

this case, the researcher followed research ethics and was not biased during the collection of the data.

4.17 Summary

Qualitative research approach has guided this study. PAR as a design was used. Ethics were discussed so that there could be good relationship between co-researchers. Generated data was gathered using meetings and discussions through a focus group. Data was analysed using critical discourse analysis.

The next chapter entails data presentation, discussion and analysis of the first five objectives of the study.

CHAPTER FIVE

DATA PRESENTATION, DISCUSSION AND ANALYSIS

5.1 Introduction

The study proposed a relational leadership strategy for the implementation of the integrated curriculum in Lesotho. It presents, discusses and analyses the generated data that emanated from use of the qualitative research approach and the Participatory Action Research (PAR) as a design for generating data. The researcher followed Critical Discourse Analysis as a technique for analysing data. Empirical data was analysed in three levels which include textual analysis, social analysis and discursive analysis. Not all levels were used in analysing data but each level was used where applicable, depending on the generated data. Analysed data were extracted from the co-researchers that included curriculum designers, inspectors, the principal, teachers, learners and parents.

Data generated were presented, discussed, and analysed in accordance with the following objectives:

- To identify the challenges faced in the implementation of the integrated curriculum in Lesotho;
- To suggest the solutions to the challenges faced in the implementation of the integrated curriculum in Lesotho;
- To describe conditions for successful implementation of RLS in implementing the integrated curriculum in Lesotho;
- To discuss possible threats that could hinder the successful implementation of the RLS to respond to challenges pertaining to the implementation of the integrated curriculum.

5.2. To identify the challenges faced in the implementation of the integrated curriculum in Lesotho

There were numerous challenges identified by the co-researchers in implementing the new integrated curriculum in Lesotho. This was done in the fourth meeting in response to objective one. The challenges included a lack of clarity on curriculum change; limited training; resistance to change; high absenteeism of teachers and learners and shortage of instructional materials. The following section discusses the lack of clarity on curriculum change.

5.2.1 Lack of clarity on curriculum change

Some co-researchers raised concerns regarding the implementation of integrated curriculum in Lesotho. During the meetings on the challenges of implementing the new curriculum, co-researchers noted:

“I am not clear of what has to be done during the implementation of the new curriculum but what I know is that the new curriculum is push push.” (Teu)

“I do not understand exactly how the integrated curriculum is to be done but the information which was clear to us was the entire learners pass.” (Matau)

“My answer is the opposite; I did not get any clarity from the principal or teachers about how the new curriculum was to be implemented. What I know is that it’s push push which is called ‘pele feela’.” (Mapea)

The feedback from meetings with co-researchers shows that there was lack of clarity on implementing integrated curriculum. A lack of clarity on curriculum change means that stakeholders involved misunderstood what they are supposed to do before they implement the new integrated curriculum.

At a textual level of analysis, the conversation above implies that if teachers lack clarity on curriculum change, they would not be able to transfer information to the learners during

the teaching and learning, so learners could not be as self-reliant in future as the goal of the Ministry of Education and Training illustrates (MOET, 2009). This is because teachers would not know exactly what they are expected to do during planning, implementation and evaluation of the new curriculum for improvement.

This also confirms the literature noting that a lack of clarity on curriculum change is due to a lack of communication on what is expected to be changed in the curriculum (Rasebotsa, 2017) (see 3.2.1.1). The findings from the United States of America, United Kingdom and Canada also reveal that teachers face a challenge of understanding the integrated curriculum (Daly, et al., 2012). The findings of the study confirm the research done by Selepe (2016) that Lesotho teachers were restricted by a lack of clarity in implementing the integrated curriculum. This means that not enough information, which could assist teachers to understand the integrated curriculum was provided. Fullan (1992) also confirms the findings by noting teachers do not get clarity on what they are supposed to do (see 3.2.1.1).

The findings from literature also show that Lesotho teachers perform poorly in the integrated curriculum since they lack understanding that makes them reluctant to implement the new curriculum (Nhlapo, 2018) see 3.2.1.1. Bennie & Newstead (1999) also indicate that a lack of clarity restricts people from implementing the new curriculum as a result they get demotivated. According Tswiredo (2013) lack clarity on the curriculum change confuses and demotivates teachers. Once teachers are not sure of what they are supposed to do, they get confused as a result get demotivated in their learning.

The quotes above show that, both the teachers and the parents lack clarity on the integrated curriculum yet they are also supposed to take part during the implementation. I believe that all the stakeholders, especially teachers, should understand clearly how to implement the integrated curriculum because teachers are the main stakeholders who play the most important part of the curriculum. The findings from the related literature and co-researchers are similar as Selepe (2016) has stated that Lesotho teachers are restricted by the lack of clarity in implementing the integrated curriculum.

This study has also proven that teachers and parents lack clarity on the implementation of the integrated curriculum. Lack of clarity on curriculum change is against PAR since it opts for the involvement of all co-researchers in the implementation of the new curriculum (McTaggart, 1997) (see 4.8.2). This study, guided by relational leadership, brings people together for the benefit of all (see 3.1.2.1.2). If all co-researchers, including teachers and parents understand the curriculum differently, it would mean there would be no positive change and the five elements, which include relational leadership, purpose, inclusiveness, empowerment, ethics and process will not be addressed for positive change. The theoretical framework of the study, Ubuntu, also stresses that co-researchers should work together without de-empowering other co-researchers in curriculum implementation (see 2.4.5.3). Some co-researchers believe that teachers and parents were disempowered as they did not get any clarity on the integrated curriculum implementation.

5.2.2 Limited training

Co-researchers were worried about limited training offered. Curriculum designers, inspectors and teachers pointed out that:

“There is limited training on the integrated curriculum since teachers are trained once or twice a year while there are many workshops for SIP.”
(Mathabo)

“What I have seen is that teachers are not given enough training in the new curriculum. They are only trained for some days at the beginning of the year and they encounter some problems in the classroom situation because everything was covered within a short period of time and, with this, they could not understand.” (Tefo)

“Well, there is limited training since we only had the workshop for some days and not all the teachers go to the training and sometimes some teachers do not give the feedback of what they have learnt from the workshop”. (Matau)

The above quotations show that there was limited training provided to the teachers. Mathabo's quotation above shows that there is a level of imbalance in the training of teachers as teachers should have several trainings on both new curriculum training and the implementation of SIP. Unprepared teachers who have limited training are often found in schools serving more learners, thus affecting Lesotho's desire to produce children who are self-reliant (MOET, 2009). Thus, social exclusion through limited training for teachers and a lack of sharing of information by teachers who attend training is against the spirit of Ubuntu that advocates for shared vision and communalism (see 2.2.5). MOET document (teachers' minute book) has also shown that there is limited training since teachers were trained annually or biannually so the integrated curriculum could not be implemented effectively, leaving teachers incompetent to implement the new curriculum.

Martinelli et al. (2018) emphasise that limited training leads to poor job performance and increased absenteeism. If teachers have limited training, they are likely to be resistant to implementing the new curriculum (Mosothoane, 2012). Without training, teachers can have difficulties addressing the different needs of the learners as suggested by the new curriculum (Khoaeane, 2012). Warui (2015) agrees that teachers without updated information on how to implement the new curriculum may teach areas from the old curriculum. MOET (2005) stated that one of the objectives of the ministry is to develop quality education and training but this is inadequate to prepare teachers for effective implementation of the new curriculum. This has also been confirmed by Selepe (2016) (see 3.2.1.6). Parker (2003:140) in the study of Maimela (2015) agrees that teachers have basic knowledge of assessment but little knowledge of the new curriculum (see 3.2.1.6). The findings from the related literature (Thanyane, 2010:28) and from data gathered indicated that there is limited training since teachers are trained only once or twice per year. However, the co-researchers reported that some teachers get limited training since teachers who attended the workshop do not give report to other teachers.

Since the study was guided by a relational leadership strategy, I suggest that inspectors, principals, teachers, learners and parents should all be trained and support one another in the training so that the implementation of the integrated curriculum could be effective

(see 3.1.2.1.2) and improved. This is because the study is also guided by transformative paradigm that opts for transformation. If all stakeholders could be involved in the training they could support one another. This will assist in addressing all key elements especially the inclusive element of the relational leadership strategy (Komives et al, 2007).

The foregoing discussed limited training as a challenge, the following discusses resistance to change.

5.2.3 Resistance to change

Resistance to change is one of the challenges which were raised by the co-researchers. The inspectors, teachers, and parents stated:

“No one can be against the idea that our teachers are resistant to change.”
(Tefo)

“Yes, it is true that we are resistant to change since we do not understand clearly what we are supposed to do in employing the integrated curriculum. I am not motivated to go to the classroom and teach.” (Malefa)

“I think we are wasting our time here, since we were not made to understand the new curriculum, there is no reason why we should work hard to assist our children with their school work while the curriculum is push push so our learners have to assist us sometimes with family issues.” (Masebui)

The quotations above show that teachers and parents are resistant to the new curriculum. The old curriculum used in Lesotho was exam-oriented and shifted to integrated curriculum where teachers and parents show resistance. The discussion above also implies that parents are resistant to change due to exclusion. They believe that their children would go to the next grade even if they do not attend classes. If the sharing of information, as emphasised by Ubuntu, was put into practice (see 2.3.5.8), this would lead to active participation as stipulated by PAR (Scherer & Mckee, 1993) (see 4.6.3). MOET (2009) asserts that the aim of the curriculum and assessment policy is to assist

students to be self-reliant in future (see 1.2), therefore, all co-researchers should work together in implementing the integrated curriculum, as suggested by relational leadership (see 1.1).

When there is resistance to change in implementing the integrated curriculum, it means teachers will not teach by passion and this will demotivate learners; as a result, they will not have a better future. Pardo-del-val & Martinez-Fuentes (2003) confirm by pointing out that resistance to change hinders the process of development by aiming to keep the status quo. Ansoff 1990 (as cited by Snyder, 2017) clarifies that resistance to change leads to delays into the change process. Alas and Sharifi (2002) see it as a refusal to learn that disrupts the change process. Some co-researchers noted that they spend much time motivating the teachers and parents who resist change. The findings from the literature (Mosothoane, 2012) also show that teachers are resistant to change. Data from co-researchers have also indicated that both teachers and parents are resistant to change since they lack understanding. This means the results are the same, some stakeholders are resistant to change.

This sub section presented resistance to change and the next challenge discussed is high absenteeism.

5.2.4 High absenteeism by teachers and learners

Another challenge found is high absenteeism of teachers and learners. Co-researchers noted:

“Absenteeism is mostly high on the closing and the opening of the year or quarter on teachers and learners. Most of the teachers do not teach during the closing date and opening date. In most cases, they only come to make the meetings. Learners only come to eat and go home so parents have recognised this behaviour.” (Malefa)

“This is hectic; parents also make their children miss school because they were

told that learners do not fail so they think their absenteeism will not affect their education.” (Matau)

“I don’t see any problem; we freely make our children to miss school because we know for sure that our children are not going to fail but to proceed to the next grade.” (Masebui)

The quotations above show that both teachers and learners are often absent. Munro (2007) sees absenteeism as a situation where the person is not found on work premises. The above discussion shows that teachers sometimes come to school without teaching the learners who are present at school. This denies learners to free primary education as a result teachers might fail implement of the integrated curriculum. Data gathered from the documents of MOET (attendance register) show that there is high absenteeism of learners especially during the opening and the closing days of the school. This also says learners do contribute in the failure of implementing the integrated curriculum. This is because teachers proceed with teaching even when learners are not all present at school. The school calendar for 2019 showed that learners have to be taught for 180 days but parents seemed to ignore this since they do not send their children to school regularly. MOET (2012) states that a school (principal) must monitor attendance and absenteeism of teachers and learners. Lesotho (2010) stipulates that free primary education was introduced so that all Basotho children could attend school but learners are still absent from school. Lesotho (2010) points out that a learner shall attend school every day and each day there will be instruction provided to the learner.

Teasley (2004) confirms that a main problem in the classroom situation is that learners are sometimes found absent from school since they are sometimes at work as a result of poverty or taking care of the young children (see 3.2.1.4). Garcia & Weiss (2018) note that absenteeism affects students’ performance (see 3.2.1.4) as they are not engaged in the activities. High student absenteeism is often a result of high-risk behaviours that lead to juvenile justice system (Smink & Reimer, 2005). Balkis & Arslan (2016) explain that students’ absenteeism does not only affect students’ education but also affects their

social development. When a teacher is frequently absent from school, learners get demotivated which leads to poor performance. Karande & Kulkarni (2005) state that absenteeism impacts students' performance since they have poor class participation and poor interaction with teachers and peers. MOET (2009) emphasises that the pedagogy has moved to teaching and learning strategies that can further creativity, self-reliance and survival skills of the learners only through effective attendance.

In the literature (see 4.6.3), all the stakeholders in PAR should take part in the implementation of the new curriculum, but parents in Lesotho do not seem to employ their effort in the implementation of the integrated curriculum. Parents' cooperation has deteriorated in schools (David, 2014). The transformative paradigm aims for development so if learners do not attend school regularly, they will not be able to improve their lives in the future. Parents need to ensure that learners attend school since high absenteeism leads to learners' poor performance.

The challenge discussed above was high absenteeism and the next challenge discussed is the shortage of instructional materials.

5.2.5 Shortage of instructional materials

Shortage of instructional materials is another challenge voiced by the co-researchers in implementing the integrated curriculum. Tefo and Malefa indicated:

"Indeed, shortage of instructional materials like textbooks destruct us, however, we have heard some other districts have some textbooks which we do not have in our districts." (Tefo)

"You see, this issue of textbooks. In grade six, there are no text books; we only have the syllabus, the teacher's guide and pupil's books without assessment package for grade seven." (Malefa)

The discussion above shows that there is shortage of instructional materials. A shortage of instructional materials is a state where there is lack of natural, man-made and human

resources, and facilities that could be used for effective teaching and learning. According to Isola (2010), instructional materials are resources that assist educator to do the lesson more understandable to students. When there is shortage of instructional materials, teaching and learning will be teacher-centred since learners will not be engaged in activities. Document from MOET (Inventory book) has also shown that there is shortage of instructional materials in a school. Ogbu (2015) maintains that inadequate instructional materials demotivate teachers. The findings from the literature (MOET, 2016) show that instructional materials are a challenge to the country of Lesotho and data obtained clearly indicate that there is a scarcity of instructional materials. This hinders integrated curriculum implementation (Owuor, 2010) since learner will be forced to listen to a teacher without being involved.

When there is shortage of instructional materials, teachers will not actively participate during the implementation and PAR would not have been applied (see 4.6.3). In Ubuntu, there is availability and sharing which has not been employed here because the teaching materials are not available for teachers to share the information (see 2.3.5) with other teachers using a relational leadership strategy (Nanus, 1992) (see 3.1.2.2.1). To prevent this, MOET, through the school supply unit (SSU), should work together with teachers by giving them instructional materials needed to implement the new curriculum. If instructional materials were available, teachers would be able to refer back to the textbooks in order to close the gap of limited training.

5.3 Solutions to the challenges faced in the implementation of the integrated curriculum in Lesotho

This part has discussed solutions to the problems raised in section 5.1.

5.3.1 Provision of adequate training

The fifth meeting suggested solutions to the challenges faced in implementing integrated curriculum. For the integrated curriculum to be implemented effectively, co-researchers stipulated:

“I think we need to understand the integrated curriculum much better so I strongly believe that all stakeholders need adequate training as to develop more knowledge and skills so that they could participate. Not denying the fact that we sometimes go to workshops.” (Matau)

“Yes, you see ... really we need to get enough training like teachers who always go to the workshops about the new curriculum as we learn that we are also expected to take part in the integrated curriculum implementation.” (Masebui)

The quotations above show that there has to be adequate training for the teachers and parents. This is to equip teachers and parents with practical skills and techniques to effectively manage the learning process and develop teaching materials that would assist learners (see 3.2.2.2). In the quote above, Masebui shows that there is inequality in training teachers and parents with regard to the integrated curriculum. Teachers attend little training while parents were not yet, but they are all expected to help learners in teaching and learning of the integrated curriculum. Mosothoane (2012) indicates that there should be a teacher development programme which will help educators with the implementation of the integrated curriculum so, the inspector's duty is to monitor the effectiveness of teacher training so the inspectors also need training to acquire new skills and knowledge which would assist in implementing the new curriculum (Lesotho, 2010). Ralebese (2018) also recommends pre- and in-service training in integrating implementation of the integrated curriculum. Data from the co-researchers showed that parents, as stakeholders, should also get adequate training on the implementation of the integrated curriculum since they are also engaged in the classroom situation.

The literature shows that PAR is a research design that allows participants to actively participate in the research process (Scherer & Mckee, 1993) (see 4.6.3) so teachers will not actively participate in implementing the new curriculum while there is limited training. Ubuntu also stresses that co-researchers should care for one another (Muzvidiwa & Muzvidiwa, 2012) (see 2.4.5.2) therefore, principals should provide training for the parents to improve their knowledge about the new curriculum. The literature in section

2.1.4 stipulates that RL is a relational process where people unite to make a positive impact in the lives of people (Komives et al, 2007). The researcher is also of the view that there should be adequate training to ensure transformation.

The solution to the challenges of the integrated curriculum discussed above is the provision of adequate training and the next solution discussed was the delivery of adequate instructional materials.

5.3.2 Provision of adequate instructional materials

In the discussion, co-researchers also suggested provision of adequate instructional materials. Co-researchers stated:

"I think if the textbooks could be delivered early and at the same time in all districts, I don't think teachers could struggle in their teaching and learning".
(Mapalesa)

"Hard to reach schools delay to get textbooks on time so if all schools could get enough instructional materials at the beginning of the year, implementation of the new curriculum could be effective." (Matau)

The quotations above show that schools need to get adequate instructional materials at the beginning of the year. In the discursive level of analysis, the statement of Mapalesa above shows that there has been unequal distribution of instructional materials in different districts since it is stated that reachable schools could get the textbooks early and hard to reach schools get them later. This could hinder the implementation of the new curriculum since teaching and learning materials are used in delivery of the content. MOET (2012) notes that one of the child friendly standards expected in schools is to enhance the development by providing textbooks and other instructional materials to schools for the effective implementation of the integrated curriculum.

According to Agina-Obu (2005), instructional materials include sound and visual resources that help in the teaching and learning. MOET (2016) believes that instructional

materials increase the learners' success rate since they are used as part of planning and delivering information to them. Harrison (2003) also argues that instructional materials support the teaching and learning since a teacher may use them for introducing problem-based learning. The application of instructional materials makes it easier for learning process (Nhlapo, 2018). Ralebese (2018) shows that there are insufficient instructional materials which lead to ineffective implementation of the integrated curriculum so both data gathered from the literature and co-researchers is the same. However, co-researchers added that these materials should be provided at the beginning of the year before the school opens. It means teachers will have enough time for preparing themselves before they get into classrooms.

The literature in PAR (see section 4.6.5) stipulates that knowledge is obtained through collective effort so if the government of Lesotho assists the School Supply Unit (SSU) with aeroplanes for the distribution of materials, teaching and learning could run fluently in all schools. Sharing is one of the principles in Ubuntu so instructional materials should be delivered at the same time in all schools whether reachable or unreachable (Hornby, 2005:1343) (see 2.4.5.6). If resources could be used at the same time in all schools, there could be equality, which is promoted in RL.

This part has discussed the provision of adequate teaching and learning resources as solution to the challenges of implementing the integrated curriculum and the next part presents motivation.

5.3.3 Motivation

Motivation was found to solve challenges such as a lack of clarity, training and instructional materials, and resistance to change. Co-researchers indicated:

"You see, motivation is needed to empower learners and teachers so that when they get into classroom they could perform better since the new curriculum is stressing." (Teu)

“Exactly my point, we need motivation because of the challenges we meet but Examination Counsel of Lesotho (ECOL) once invited motivational speaker (Mr Majara) in 2007 to motivate teachers but only grade 7 teachers were invited while we encounter the challenges for all of us.” (Malefa)

The responses above show that learners and teachers need to be motivated. Miller & Brown (2013) write that motivation is the enthusiasm to do something. Lai (2011) adds that motivation covers a group of closely related beliefs, perceptions, and values. Both teachers and learners need to be motivated. Ashraf (2018) explain that motivation for teachers includes an attractive environment and salary, opportunities for curriculum development, and the availability of infrastructure and learning materials. Teachers need to be motivated mostly because they are the co-researchers in the new curriculum implementation who encounter most of the stress. In a discursive level of analysis, Malefa indicated that there is inequality between grade 7 teachers and other teachers as ECOL has only motivated grade 7 teachers while ignoring the other teachers who also use the new curriculum. Teachers should all be motivated so that they could have interests in teaching and learning by doing different activities and by providing support to the learners. If teachers and learners were motivated, they could be empowered to achieve goal of the new integrated curriculum which is to assist learners to be creative for survival (MOET, 2009) (see 1.2).

Nkosi (2014) implies that teachers should be motivated as a way of supporting them (see 3.2.2.5) and this is supported by the above data gathered from the co-researchers. This also means that there is no collaboration of teachers who work together to achieve the same goal since some teachers do not get counselling as RL (3.3.1.2) and PAR (4.6.7) emphasise equality is one of the characteristics of democracy and MacDonald (2012) states that, through PAR, all participants are similarly treated in research process. Some of the co-researchers, teachers (grade 6 learners), have not been treated equally since they were not given a chance to be motivated while they all encounter the same challenges. One of the principles of Ubuntu is unity, which also shows that all co-researchers should participate in all the stages of new curriculum implementation. One of

the components of RL which governs this study is inclusivity, which means engaging all co-researchers for a similar goal. Petru (2011) notes that teamwork is needed in a process for positive outcomes. When there is teamwork, all co-researchers should go through all the stages of curriculum implementation together.

Motivation as a solution to the challenges of implementing the integrated curriculum was discussed here and next solution discussed is school inspections.

5.3.4 Regular School inspections

Due to the lack of training, co-researchers showed that there should be regular school inspections. Teu and Mathabo suggested:

“Well, it would be a great advantage to the schools if they could all be visited regularly to check whether what was said in the training of curriculum implementation is put in practice.” (Teu)

“It would be great if even hard to reach schools could be visited regularly.”
(Mathabo)

The quotations above show that there should be regular visits for inspection as to solve the challenges like lack of clarity and training, and teacher resistance to change. Ololube (2014a) defines school inspections as the type of evaluation that consists of measurement, testing and evaluation of educational activities in a school system. In a discursive level of analysis, the statements above show that there is inequality between schools in the district. Hard to reach schools are not always visited for inspection and it means that implementation of the integrated curriculum is not the same so all schools should be visited regularly.

Baxter (2017) writes that school inspectors ensure that the curriculum is implemented to achieve the national objectives. By visiting schools regularly, the inspector gets a clear picture of school performance and the challenges that the school encounters in implementing the integrated curriculum. Lesotho (2010) states that the duty of the

inspector is to observe the performance of the school annually and report on trends, achievements and on general implementation of the policies. One of the policies of MOET is CAP so the inspectors have to observe schools regularly to check how teachers implement the integrated curriculum and assist where administration and teachers encounter problems. However, Wanzare (2002) states that school inspections are done once in a year.

Gustafsson (2014) and Wanzare (2002) indicate that school inspection improves the performance of the school and Frimutus (2014) adds that one of the duties of inspectors is to make sure that CAP is implemented. The new curriculum is very challenging so Ehren & Visscher (2008) agree that school inspections improve the performance of the school. School inspections also develop the standards and the quality of teaching and learning offered to schools (Ololube, 2014a).

There is no literature to the researcher's awareness that shows that several school visits could be one of the solutions to the challenges of implementation of the integrated curriculum. However, Selepe (2016) indicated that a lack of school visits by school inspectors could lead to ineffective new curriculum implementation; hence, co-researchers suggested that there should be several school inspections as to address challenges of the new curriculum implementation. This means regular school inspection is one of the solutions to challenges of implementing integrated curriculum which is indeed, a new idea.

Similarly, data gathered in Lesotho (2014) notes that the duty of the inspector is to monitor the schools and report on acts, improvements and on the general implementation of policies (see 3.1.1.8.2). In this case, inspections would bring improvements as one of the stages of PAR advocates (see 4.6.4). In addition, Ubuntu should be used to share information (see 2.3.5) so the aim of the inspectors in going to school is to share information on curriculum implementation to motivate teachers. Inspections enforce empowerment for everyone in the Ministry of Education and Training (MOET), which is illustrated in the components of RL (Peter, 1989) (see 3.1.2.2.3).

The solution to the challenges of implementing the integrated curriculum presented here is several school inspections and the next solution to be discussed is regular meetings.

5.3.5 Regular meetings

Since there is a lack of training on the integrated curriculum implementation, the co-researchers needed to have several meetings. Co-researchers stipulate:

“There is lack of training so inspectors should visit the schools and teachers should have regular meetings to discuss challenges of the new curriculum and how to overcome them.” (Mapalesa)

“Regular meetings are required by DEMs, inspectors, District resource teachers (DRT), principals, teachers, parents and learners and each group should be discussing challenges they encounter in their participation as there is lack of training.” (Mathuto)

“We have been meeting at the beginning of the year to do scheme and record of work and to do assessments, then it would be good if we could get into the teaching and learning of our new curriculum and discuss challenges we encounter.” (Malefa)

In a textual analysis, the above quotations show that DEMs, inspectors, District Resource Teachers (DRRs), teachers, learners and parents should have meetings to discuss the new curriculum. Data gathered from co-researchers imply that there should be meetings where different stakeholders meet together to discuss problems on the implementation of the integrated curriculum. Documents from Lesotho (2010) report that School Boards (SBs) meetings are held at least four times a year but do not clarify about meetings of other stakeholders. This also proves that regular meeting is one of the solutions to integrated curriculum challenges.

(Draper & Duffy, 2009) indicate that regular meetings develop a close relationship between parents and teachers. The literature emphasises that there should be

communication through the meetings to achieve the implementation of the integrated curriculum (see 2.2.2.9). When there is regular discussion through the meetings, the PAR research design would be employed because there will be collaboration of the members in solving the challenges faced in implementing the integrated curriculum. Mbigi (1997), Nussbaum (2003:2), Broodryk (2006), Hailey (2008), Mulaudzi et al (2009) and Wichtner-Zoia (2012) report that Ubuntu strengthens unity (see 2.3.5) so when there are regular meetings, the stakeholders can solve different problems encountered in implementing the integrated curriculum. This study was guided by RL where members reflect on challenges, implementation and evaluating progress of the implementation (Komives et al, 2007) (see 3.1.2.2.5). Teachers discuss their challenges and learn from others how the integrated curriculum is implemented so that they could all receive positive results.

The last solution to the challenges of the integrated curriculum discussed here was regular meetings and the next presents conditions for the effective implementation of RLS in implementing the integrated curriculum.

5.4 Conditions for successful implementation of RLS in implementing the integrated curriculum in Lesotho.

The following part addresses the conditions proposed by the co-researchers for successful implementation of the integrated curriculum in Lesotho in sixth meeting.

5.4.1 Community support

Community support was one of the conditions which was believed to lead to successful implementation of integrated curriculum. Co-researchers mentioned:

“I think we need to engage the community on different angles; community members have natural resources which would be used to make projects at school. The community would also support if they could stop absenteeism of learners.” (Mathuto)

“Those are the good ideas; the community would also assist our learners with

assignments and train our learners without looking for a resource person who would be paid to train our learners for making the projects yet we have talented community members.” (Matau)

“Yes...it is clear that if we could support our learners with available resources to make projects, we will produce productive learners rather than engaging in activities such as drinking alcohol.” (Malefa)

In the textual level of analysis, the quotations above show that if community members could supply learners with their skills and natural resources found in the community, the new curriculum would lead to positive effects. The community members could also assist in reducing absenteeism. If learners could be engaged in teaching and learning, it is also believed that they would also practice what they have learnt in schools. Therefore, they would be self-reliant. In a social practice level of analysis, the above quotations show that there has been exclusion of learners on the teaching and learning, because parents have not been assisting their children in their education as they have been busy with their social lives.

Verspoor (2006) affirms that community support is important for the implementation of the integrated curriculum. Beveridge (2005) asserts that the community produces positive results for the learners by providing the basic needs of the learners which assists teachers for effective implementation of the new curriculum (Warui, 2015). Parents could assist learners to do assignments, to make school projects and could also reduce absenteeism of their children in schools. Gehrke (1991), Jacobs (1989) and Lipson (1993) indicate that parents and community should support educators in the implementation of the integrated curriculum (see 3.2.3.1). The Lesotho Child Friendly School Standards (CFS) asserts that there should be school-community partnership and cooperation (MOET, 2012). The school networks with the community in the teaching and learning for change.

The literature states that supportive learning communities ensure strong curriculum integration as skills in cooperative teaching and learning help teachers, students, parents

and administrators (Clark, 2005) (see 3.2.2.16). Clark (2005) adds that parents' involvement improves students' learning of the curriculum integration as they help them with the questions asked at school (see section 3.8.2). Epstein (2001) explains that the community could also contribute to elevate children's educational progress.

Data gathered from the co-researchers and the literature support the idea of community support. The Pillar of Lesotho Child Friendly School Standards (CFS) asserts that there should be school-community partnership and cooperation (MOET, 2012). The co-researchers further noted how community members could help in the implementation of the new curriculum. It is therefore advised that the community members could support learners through assignments, natural resources available in the community, treated as resource persons and could also reduce absenteeism of learners.

PAR involves the ability to stimulate recognition of the individuals' own resources, which could help them become independent (MacDonald, 2012) (see 4.6.6) so if the community assists learners with resources, they will learn to produce and be independent in future. Similarly, Mbigi (1997), Nussbaum (2003), Broodryk (2006), Hailey (2008), Mulaudzi et al (2009) and Wichtner-Zoia (2012) also report that Ubuntu strengthens unity. Basotho people are commonly known to do things together for the better of all. In this regard, they emphasise teamwork (Petru, 2011) in RL (see 3.1.2.2.2).

This section discussed community support the condition for successful implementation of the integrated curriculum in Lesotho. The next subject is adequate funding.

5.4.2 Adequate funding (aid)

Co-researchers stated that integrated curriculum could be implemented successfully if there was adequate funding. In a meeting, co-researchers suggested:

"I suggest that if MOET and NCDC could look for funds from non-governmental organisations, teachers could have more training about new curriculum implementation." (Mathuto)

“Yes, if our Ministry in the district level could work hard to ask for funds from American Embassy, Irish Aid, World Food Programme (WFP), non-governmental organisations (NGOs), there could be easy implementation of the curriculum.” (Mathabo)

“We would be much thankful if our school administration could ask for funds in order to buy instructional materials used for new curriculum implementation.” (Mpho)

The above response show that co-researchers suggested that the integrated curriculum would be successful if there could be adequate funding. Funds from NGOs could be requested to hold workshops for training teachers and buying adequate instructional material, the new curriculum would be implemented successfully and smoothly. According to Hornby (2005), funding is an amount of money that has been made available for a particular purpose, so adequate funding in this study would mean ensuring availability of resources being made available to ensure good implementation of the integrated curriculum.

Ololube (2014a) reveals that school inspections are very expensive and affect education, therefore MOET needs to be funded so that so that adequate training and several inspections a year could also be made. Lesotho (2010) highlights that the Minister may, after consultation, are responsible for finance to provide assistance in educational institutions, including schools that provide educational services, educational management services and educational supervision services. Meador (2015) asserts that funding is a vital resource in the performance of a learner. According to Meador (2019), funding is a major resource that assists in the performance of a learner and develops innovation in the teaching and learning practice (University of Queensland, 2018). Lesotho is characterised by poverty so the resources of the nation cannot accommodate all the needs of the nation, therefore there is a need for adequate funding.

If all co-researchers were actively involved in asking for funds as PAR (see 4.6.3)

indicates, the integrated curriculum could be successful since all co-researchers will be trained to deepen their knowledge. The literature emphasised that RL involves working together and sharing knowledge with other people (Shotter, 2008) (see 3.1.2.1.2) so if MOET could collaborate with non-governmental organisations and ask for funds to build instructional materials, teaching and learning would improve. It is argued that solidarity in Ubuntu empowers people by supporting their feelings (see 2.4.5.1). There is no information supporting the fact that successful implementation of RL strategy for the implementation of the integrated curriculum in Lesotho could be done through adequate funding. Data from co-researchers have clearly stated that if there could be funding from NGOs, MOET and NCDC, schools could have adequate training, several school inspections and teaching and learning materials could be bought for effective implementation of the new curriculum.

Adequate funding was discussed in this part is the condition for successful implementation of RLS in implementing the integrated curriculum in Lesotho. The next section discusses the provision of adequate grants.

5.4.3 Provision of adequate grants

Provision of adequate grants is believed to be one of the conditions for successful implementation of the integrated curriculum. As the discussion continued co-researchers stressed:

“You know like we have stated earlier, teachers are teaching too many learners so the government should add grants in schools where there are many learners so that every learner could be attended.” (Mapalesa)

“I don’t think there is a problem with that since there are some schools which have one teacher so new curriculum would be best implemented if more grants could be provided so that the teacher/learner ratio could be applied for effective teaching and learning.” (Mathuto)

“Surprisingly, there are some schools where teachers are overstaffed while other schools are understaffed. Really, there is need for provision of more grants in schools, otherwise transfer overstaffed teachers.” (Malefa)

In textual analysis, the above co-researchers believe that workload could be reduced if grants were given to schools so that teachers could teach a lower number of learners in each stream. In a discursive level of analysis, the quotations above show that there is inequality between the teachers. If a school is understaffed, Ashraf (2018) points out that there would be too many students in one class, which leads to ineffective work. This study proves that data gathered from the co-researchers and the literature both show that there is need for the provision of adequate grants since Lesotho teachers have very big classes (Selepe, 2016) (see 5.1.4 and 5.3.3 above), so there is need for MOET to make sure that grants are available in schools.

García & Weiss (2019) indicate that when there is shortage of teachers and, current teachers would be stressed by the marking and producing instructional materials (Warui, 2018), that is why there is a need for adequate grants to be provided. Muzvidiwa & Muzvidiwa (2012) show that Ubuntu cares for people’s well-being (see 2.4.5.2) so the government of Lesotho should make sure that grants are given to schools so that teachers have smaller classes. PAR and RL could not be achieved during the implementation of the integrated curriculum if teachers are not empowered in their teaching and learning (Peter, 1989) (see 3.1.2.2.3).

Provision of adequate grants was discussed in this part as the conditions for successful implementation of RLS in implementing the integrated curriculum in Lesotho. The next section discusses availability of transport.

5.4.4 Availability of transport

During the discussion about conditions for RL strategy on the implementation of the integrated curriculum, co-researchers raised availability of transport. Mathabo, Tefo and Malefa, remarked:

“I suggest our government should also add more transport so that we could be able to assist teachers on new curriculum implementation since they encounter some challenges.” (Mathabo)

“Yes ... we would be glad if transportation could be improved in our ministry for improvement of curriculum implementation.” (Tefo)

“I strongly agree that if cars for officers might be two in each district, inspectors may go to different schools and inspect more schools annually than waiting for one car.” (Malefa)

The co-researchers quoted above believe that if there was transport in MOET, inspectors could visit the schools several times a year for the integrated curriculum to be successful. When there is transportation, people are able to get to hard-to-reach areas and do their duties as planned. Transportation would also benefit stakeholders to effectively implement the integrated curriculum. The statement by Malefa above, in a discursive level of analysis, shows that there is inequality in delivering the resources of the nation because of a lack of transport. The resources of the nation should be shared equally so that all people could benefit for the purpose of improvement. If transport would be available for the inspectors, challenges faced by the teachers in the new curriculum could be attended to and resolved by the inspectors. In this regard, co-researchers were united as this is a principle of Ubuntu, which governs this study (see 2.4.5.3).

In MOET, transport is used to deliver curriculum designers for holding trainings, inspectors for school visits and school supply officers in delivering instructional materials. Ololube (2014a) declares that school inspectors are challenged by a lack of transport especially when they visit schools which are in rural areas so if there was transport, service delivery in the new curriculum implementation will be successfully done.

The literature does not show that the availability of transport is one of the conditions of effective implementation of integrated curriculum. However, data gathered from co-researchers indicate that availability of transport could be the condition for effective

implementation of the integrated curriculum. This means this study has brought the new idea that availability of transport is one of the conditions for successful implementation of new curriculum.

The presence of transport was discussed here is the condition for successful implementation of RLS in implementing the integrated curriculum in Lesotho. The next section presents collaboration.

5.4.5 Collaboration

The last condition discussed as best suiting the successful RL strategy for the implementation of the integrated curriculum in Lesotho was collaboration. Co-researchers suggested:

“ECOL, NCDC, MOET at national and district level should work hand in hand to assist principals and teachers in the teaching and learning of the integrated curriculum.” (Malineo)

“Collaboration is needed so that principals and teachers could receive the same information on the integrated curriculum.” (Mathabo)

“If ECOL and NCDC could unite together and agree on the same information given to us, we could not be confused by different information which really confuses us.” (Matau)

The quotations above show that the implementation of the integrated curriculum could be successful if there was collaboration so that information disseminated about the new curriculum could be the same for everyone. Collaboration would mean all stakeholders involved in new curriculum implementation should be involved in all processes needed for effective implementation.

The literature proved that collaborative meetings bring the community together (Drake & Reid, 2007) for the benefit of the Mosotho child. Juneja (2015) and Creech et al (2017)

connote that collaboration brings unity in a workplace and makes workers work hard, be cooperative and support one another whenever there is a challenge to be faced. Juneja (2015) asserts that people should sit together and make an action plan to fulfil their goal. Wehbe (2017) maintains that individuals share different ideas and experiences that will help in the implementation of the integrated curriculum. The data gathered from the co-researchers and from the related literature show that if there was collaboration of MOET inspectors, NCDC, teachers, learners and parents, there could be effective implementation of the integrated curriculum. Ralebese (2018) also shows that all stakeholders who have a direct influence on implementation of the integrated curriculum should work together to enhance the success of the new curriculum. Nhlapo (2018) also emphasised the collaboration of teachers.

The literature emphasises that RL involves working and sharing information together with other people (Shotter, 2008) (see 3.1.2.1.2) therefore, if all co-researchers cooperated, the implementation of the integrated curriculum would be a success. Himonga (2013) notes that, in Ubuntu, there is solidarity where people support those who are around them so that there could be improvement in their well-being (see 2.4.5.1). If stakeholders practise solidarity, collaboration will be achieved.

5.5 Threats that could hinder the successful implementation of the RLS to respond to challenges pertaining to the implementation of the integrated curriculum

This section is associated with threats that hinder the new curriculum implementation in Lesotho. After reflection stage (solutions and conditions), there was an eighth meeting which discussed threats which hindered curriculum implementation.

5.5.1 A lack of community support

The first threat that was found to hinder successful implementation of RLS to respond to problems pertaining to implementation of the integrated curriculum was a lack of community support. Co-researchers noted:

“Some of community members really hinder the school since they fail to support schools since they fail to attend meetings where issues of the integrated curriculum are discussed.” (Mathabo)

“That is true; the community absent their children to school and this affects the teaching and learning of the integrated curriculum.” (Tefo)

“We are really sorry, some of us do not support the teachers since we use our children as child labour while they are supposed to attend school every day and sometimes, we do not offer them things needed at school.” (Masebui)

The quotations above show that there is lack of support from community members hinders the implementation of integrated curriculum in Lesotho. Lack of community support means inadequate support for the implementation of the integrated curriculum. If community does fails to support teachers, the participation in the teaching and learning will suffer as one of the stages of PAR is active participation (see 4.6.3). Alam (2015) writes that community support is the help given to schools by the community, including the parents, in order for integrated curriculum to be implemented effectively. Meador (2019) writes that parents who mis-regard education of their children do not contribute to the implementation of the integrated curriculum. At the end, there will be a decline in the classroom performance.

If the community supports the teachers, there would be sharing of ideas on the new curriculum implementation as stated in Ubuntu (2.3.5) by Mbigi (1997), Nussbaum (2003), Broodryk (2006), Hailey (2008), Mulaudzi et al (2009) and Wichtner-Zoia (2012). The principles of RL illustrate that people should collaborate with each other to produce positive results (Cunliffe & Eriksen, 2011) (see 3.3.1.2). Lesotho will not achieve effective implementation of the new curriculum if the community fails to work co-operatively with the teachers. Data gathered from the literature and the co-researchers show that a lack of community support hinders the implementation of the integrated curriculum. Nkosi (2014) notes that lack of parental engagement affects the MOET's curriculum negatively.

Co-researchers explained that parents absent themselves from the meetings where the integrated curriculum is discussed and they also absent their children from school because of child labour that leads to children dropping out of school.

A lack of community engagement was presented in this part as a threat that hindered the successful implementation of the RLS to respond to problems pertaining to the implementation of the integrated curriculum. The next section discusses the lack of funds.

5.5.2 A lack of Funds

Co-researchers showed that another threat that hinders the integrated curriculum implementation is a lack of funds. The co-researchers stated:

“Teachers need several workshops for the new curriculum but we fail to assist them according to our will since there is lack of funding.” (Mapalesa)

“...and we heard curriculum designers also trained other teachers from another district and could not train us since they said the money granted was not enough.” (Malefa)

“And that it was very painful indeed because some teachers told us.” (Matau)

Using these quotations above lack of funding is one of the threats in MOET. The facilitators were not able to hold workshops that were needed by the teachers. Co-researchers agreed that lack of funding leads to a shortage of instructional materials to implement the integrated curriculum.

“...and we heard curriculum designers also trained other teachers from another district and could not train us since they said the money granted was not enough.” (Malefa)

“Teachers need several workshops for the new curriculum but we fail to assist them according to our will...” (Mapalesa)

In the discursive level of analysis, the quotations above show that there is inequality when facilitating workshops as not all teachers in Lesotho were provided with workshops because of funding. Mapalesa, who is one of the trainers, was also aware that training teachers severally is important but is not carried out due to a lack of funding.

Nhlapo (2018) also notes that MOET is faced with the challenge of funding. In Kenya, Mbach et al (2016) noted financial constraints in implementing the integrated curriculum (see 3.7.4). According to Nakagawa (2002) when there are no funds, there will be poor education. In these workshops, teachers share their ideas on the new curriculum implementation as stated in Ubuntu (2.3.5) by Mbigi (1997), Nussbaum (2003), Broodryk (2006), Hailey (2008) and Mulaudzi et al (2009). Wichtner-Zoia (2012) says that this lack of funding hinders the Ubuntu theory as stakeholders cannot collaborate with other people to produce positive results, (Cunliffe & Eriksen, 2011) (see 3.3.1.2). Co-researchers have stated that several workshops for the implementation of the integrated curriculum were not held due to a lack of funding. Selebe (2016) also notes that the Government of Lesotho cannot afford to pay for workshops, buy instructional materials and construct more classrooms at the same time. These views indicate that a lack of funding hinders the implementation of the new curriculum.

A lack of funds was presented in this part as the threat that could hinder the successful implementation of the RLS. The next section discusses the shortage of grants.

5.5.3 A shortage of grants

A shortage of grants hinders the integrated curriculum implementation in Lesotho as discussed in the meeting. Co-researchers commented:

“There are few or just one grant in most of our schools which leads to multi grades and encounter problems in the teaching and learning of the integrated curriculum.” (Mathabo)

“Shortage of grants hinders the new curriculum since most of the teachers are

not good at teaching multi grades so they struggle to reach every learner.”
(Tefo)

“It is true inspectors and DRTs normally hold workshops on how to handle multi grades but this is still a threat since the integrated curriculum needs more effort on all those classes.” (Matau)

The above co-researchers believe that a shortage of grants hinders the implementation of the integrated curriculum in Lesotho. It means that there is a scarcity of teachers in the schools. The number of students exceeds the number of teachers present in a particular school. In the discursive level of analysis, the quotations above show that there is inequality in the allocation of grants. I strongly believe that, though co-researchers stated that there are several workshops are held for multi-grades, their performance would not be good since they are overloaded. Schools with enough grants would have quality of learners' performance. There are some with more than seven teachers. These schools are able to perform well in the implementation of the curriculum since in most cases there are seven grades.

Projest (2013) claims that whole world is hindered by a shortage of teachers. Co-researchers commended that shortage of teachers affects the teachers, learners and the community. When teachers are overloaded, they will fail to do all the work and learners will suffer. Apart from that, Ingersoll (2019) believes that teachers are unable to prepare fully for implementing the integrated curriculum because there are too many learners in one class.

This study used PAR, an interpretive and qualitative method that mixes social investigation, educational work and action, as an approach to generate data (Whitehead, 2012; Kemmis & McTaggart, 2007:339) (see 4.4). A shortage of grants it means there is not going to be effective implementation since teachers will be faced with more learners to assist. Shotter (2008) writes that RL involves discussing ideas with people (see 3.3.1.1) and Mahlomaholo (2009) states that, in Ubuntu, voices of the individuals are heard and

respected. When there are few grants, a learner centred approach will not be practiced effectively. Both the related literature and data from co-researchers show that a shortage of grants hinders the new curriculum. The literature says that the whole world is hindered by the shortage of teachers (Projest, 2013). García (2019) claims that shortage of teachers affects the teachers, learners and the community. Co-researchers agreed that a shortage of grants affects the implementation and they further elaborate by showing that, when the schools have a shortage of grants, teachers end up teaching multi grades which is difficult to do.

Shortage of grants was presented in this part as the threat that could hinder the successful implementation of the RLS to respond to problems pertaining to the implementation of the integrated curriculum. The next section discusses a lack of transport.

5.5.4 A lack of transport

A lack of transport was another thread that was encountered during the implementation of the integrated curriculum in Lesotho. Co-researchers responded:

“There is really a challenge with transport, sometimes we don’t go for school inspections since transportation hired by the government would have reached the mileage while some districts would continue with school inspections since theirs are for the government.” (Mathabo)

“Oh... that is why you normally visit our schools using public transport. I understand those schools which are hard to reach will not get assistance.” (Malefa)

In the textual analysis, the quotations above show that transportation is the major factor that hinders the implementation of the integrated curriculum in Lesotho. This means that hard to reach schools are not often visited and inspections are only done once every two years. In the discursive level of analysis, the quotation above by Mathabo shows that there is inequality in the distribution of transport resources. My understanding here is that

districts with government transportation will perform better in the integrated curriculum implementation since there are no problems with transport.

This study used PAR as a design to generate data. PAR is an interpretive and qualitative method that mixes social investigation, educational work and action (Kemmis & McTaggart, 2007:339) (see 4.4) so if there is a lack of transport it implies that inspectors will only investigate nearby schools and therefore those schools will perform better than others that are difficult to reach. If there is a shortage of transport, teachers will be affected because they will not be visited regularly to discuss their information about the implementation of the integrated curriculum.

A lack of transport was discussed in this part as threat that could impact the successful implementation of the RLS to respond to challenges pertaining to the implementation of the integrated curriculum. The following section discusses the lack of collaboration.

5.5.5 Lack of collaboration

A lack of collaboration was found to be one of the threats that the stakeholders met in implementing the integrated curriculum. Co-researchers stated the following:

“Sometimes collaboration does not exist between ECOL, NCDC and office of inspectorate. The three offices can’t meet together; discuss issues of the integrated curriculum before the information is disseminated to the teachers. As a result, teachers obtain different information from different stakeholders and this hinders the new curriculum.” (Malineo)

“That is true team; we normally have workshops from the two offices (ECOL and NCDC) with different information especially for assessing the learners.” (Tefo)

“We are really confused with the information we get from the three offices (ECOL, NCDC and MOET national and district level. They cannot work together to deliver the same information.” (Malefa)

In the textual analysis, the quotations above show that there is a lack of collaboration between ECOL, NCDC and MOET at national and district level and this hinders the implementation of the integrated curriculum in different ways. Basotho has a proverb: *“kopano ke matla, ntja peli ha e hloloe ke sebata”* which means the work would successfully be performed when people work jointly. Lack of collaboration in the education system would mean different stakeholders working separately but aiming to achieve one goal. Buckley (2012) proves that collaboration “spreads responsibility” so if there is a lack of collaboration, the implementation of the curriculum will fail since everyone will be working alone.

If there is a lack of collaboration, one of the stages of PAR, which is active participation (see 4.6.3), will not be achieved. It also means there will be no sharing of ideas on the new curriculum implementation as stated in Ubuntu (2.3.5) by Mbigi (1997), Nussbaum (2003), Broodryk (2006), Hailey (2008), Mulaudzi et al (2009) and Wichtner-Zoia (2012). The principles of RL include people collaborating with others to produce positive results (Cunliffe & Eriksen, 2011) (see 3.3.1.2) so Lesotho will not achieve effective implementation of the new curriculum if there is lack of collaboration. There is no information in the literature that the researcher is aware of that shows that a lack of collaboration is a threat to the implementation of the integrated curriculum.

A lack of collaboration was discussed here as the threat that could hinder the successful implementation of the RLS to respond to problems pertaining to the implementation of the integrated curriculum. The next section presents the reasons for dropping out of school.

5.5.6 Poor attendance and drop out

During the discussion with co-researchers’ poor attendance and drop out was found to be a threat in implementing of the integrated curriculum in Lesotho. Co-researchers noted:

“When looking at the attendance registers, there is high dropout and absenteeism and the reasons are learners are involved in early and

unintended pregnancy and their parents use the boys to work at the fields and girls are left with the young children.” (Mathabo)

“Some parents do not understand because they still absent their learners and let them work as child labour.” (Malefa)

“As parents, we talk to one another but some parents still use their children as child labour.” (Masebui)

The above quotes show that there is poor attendance and drop out which is due to unintended pregnancy and child labour. Learners are found absent and drop out of school due to child labour, unintended pregnancy and early marriage. As a result, there would be poor performance during the implementation of the new curriculum since learners miss some of the lessons and sometimes, they do not finish their education. In the social practice of analysis, the discussion implies that children are disadvantaged if they work for the family while they are expected to be at school. Children are denied free primary education since their parents want them to attend to family matters while they should be in school.

Psaki (2015) supports this idea by saying that 50% of the girls are affected by child marriage in South Africa. Psaki (2015) declares that pregnancy in schools causes drop outs. If drop outs increase, this means that, in future, Lesotho will still have people who are dependent since they will be illiterate and have not gone through the implementation of the integrated curriculum.

The co-researchers who are teachers follow PAR as their research design in the study in order to transform the community. They went to learners' homes to look for learners who do not attend school but some learners did not listen to their advice that attending school will benefit the whole community (MacDonald, 2012; Foley, 2007) (see 4.6.9). Also, there were parents who did not want to collaborate with the teachers in the implementation of the integrated curriculum (Cunliffe & Eriksen, 2011). Mugumbate & Nyanguru (2013) report that Ubuntu has been introduced in order for the people to unite on issues of

common interest (see 2.3.3) but some of the parents want their learners to work as child labour, which is against the curriculum and assessment policy.

Poor attendance and drop out were discussed in this section as the threat that hinders the successful implementation of the RLS. The next section presents indicators of success during the implementation of the integrated curriculum in Lesotho.

5.6 Indicators of success during the implementation of the integrated curriculum in Lesotho

This section presents, discusses and analyses empirical data that responded to the 5th objective.

5.6.1 Community engagement

The first indicator of success found during the implementation of the integrated curriculum in Lesotho was community engagement. Co-researchers responded:

“We congratulated those who participated; there is a difference on making of the school projects as compared to last year.” (Malineo)

“Yes, you are right. Parents volunteered to come and assist our learners with the projects during parents meeting and they fulfilled their promise.” (Malefa)

“Our children enjoyed these projects so much they kept themselves busy in doing the projects at home and projects are about to be sold.” (Mapea)

“Our parents also provided the natural resources which we used in our projects, even those whom their homes did not have resources needed; some parents voluntarily provided them so that they could work.” (Mpho)

In the textual level of analysis, the above quotations show that there was much cooperation between the parents and the school. Parents provided natural resources found in the community. Co-researchers emphasised that the cooperation of the

community made the implementation of the integrated curriculum a success. They voluntarily assisted learners to do the projects that were part of their syllabus. This was done so that there could be quality education, which will solve the problems of Basotho such as the high unemployment rate as MOET (2009) has indicated. The curriculum and assessment policy (MOET, 2009) stipulates that skills acquired in teaching and learning should assist learners to be independent (see 1.2) so parents in this study tried their best to do what is stipulated in the curriculum.

Warui (2015) affirms that parents provided the basic needs of the learners, such as food before going to school, which assisted teachers in the effective implementation of the new curriculum. Nhlapo (2018) shows that community members became useful teaching aids and resources since they brought new knowledge, skills and talents to the learners who then made products for themselves. The community supported the learners by helping them write their assignments (Clark, 2005), making school projects and reducing absenteeism which hinders new curriculum implementation.

The community, including the parents, played a vital role because they assisted teachers in the practice of the projects done at school. Clark (2005) notes that true curriculum integration occurs when what is to be learned is related to the learner's life experience. Co-researchers demonstrated cooperation by bringing transformation, which is stated in one of the stages of PAR (Ledwith, 2007; Mahlomaholo, 2009) (see 4.6.4). Mpho's statement above shows that community members ensured equality, which is one of the characteristics of RL (see 2.2.5.2). Parents cared for the well-being of all the learners by providing them with resources. Even those who did not have guardians were provided with resources that supported the theory of Ubuntu (Muzvidiwa & Muzvidiwa, 2012) (see 2.4.5). Both data from the related literature and from the co-researchers show that community plays a vital role in assisting in learners' school work. The literature shows that the community could also assist by reducing learners' absenteeism (Clark, 2005). Co-researchers also reported that parents assisted learners with their projects which also assisted the teachers.

Community support was the first indicator to be discussed on the success found during the implementation of the integrated curriculum in Lesotho. The next indicator discussed is about regular meetings held.

5.6.2 Regular meetings held

Another indicator of success during the implementation of the integrated curriculum was that regular meetings. In a meeting with co-researchers, it was noted:

“As we visited the schools, we found that in the minutes of the school that the principal held meetings fortnightly with the teachers and once in quarter with the parents rather than in the past where they had one meeting per session so this was seen to be the success in implementing the new curriculum.”(Mathabo)

“We normally had one parent meeting per session but now we had one parent meeting per quarter to analyse our work and look at way forward. We also had several meetings with the school administration and discussed how learners could be taught in their crowded class and we decided that learners should be taught even on weekends so that slow learners could be attended.” (Tefo)

“After we had the long discussion of implementing the new curriculum, we decided to have our own meetings at centre levels where we discussed and addressed the challenges we met on the whole curriculum in different grades and came up with the solutions.” (Matau)

In the textual level of analysis, the above quotations show that the principal had several meetings with the teachers and the parents, and the teachers also had their meeting at centre level in order to address all the problems of the implementation of the new curriculum. In the discursive level of analysis, the quotations above show that several meetings were held to address the challenges encountered with people who are engaged in the participation (teachers and parents). In the social level of analysis, parents who

were previously marginalised are now involved in decision-making as training was provided to them about the curriculum.

In the discursive level of analysis, the school administration, the principal and the teachers did their level best to produce quality of education for the slow learners because there were too many in the class therefore the teachers were not able to attend to the problems of all the learners. Apart from that, the discussion with the principal also showed that there is an element of inclusion since slow and fast learners are catered for so that there could be improvement in the implementation of the integrated curriculum. As a result, every learner will acquire the skills that help to sustain life in future.

In the discursive level of analysis, Matau's quotation shows that teachers have realised that it is difficult for the NCDC, ECOL and Ministry to hold more workshops so they have decided that they should hold their own meetings at centre level to improve their teaching and learning for better results which will benefit the learners, the community and the nation.

MOET documents (teachers' and parents' minutes book) also proved that there were several meetings held where the implementation of integrated curriculum was discussed. The literature also proved that collaborative meetings bring the community together (Drake and Reid, 2007) so parents' meetings have allowed the community to unite for the interest of their children, as reported by Mathabo, above.

One of the first the stages of PAR are that participants should acknowledge that the problem starts in the community and parents can also contribute to solving the challenges of the new curriculum. Therefore, the quotations above show that the principal called a parent meeting so that the parents could address the problems. According to Selenger (1997:6) and MacDonald (2012:39), the participants in PAR acknowledge that the challenge comes from the community and it should be defined, analysed, and solved by the community (see 4.6.1) so they were included in the meetings. Because the study was grounded on RL (see section 2.2.5.1), it emphasised the lives and experiences of diverse

groups, such as the parents, that traditionally have been marginalised (Mertens, 2010b) but who are now engaged in solving the problems of the curriculum. After the long discussion with different stakeholders, the teachers now have their own meetings with other teachers and there were also several meetings with parents with regard to the implementation of the integrated curriculum. The literature indicates that some countries (Botswana and Kenya) succeeded in implementing the integrated curriculum through several training sessions which this study also held.

Regular meetings were second indicator discussed on success of the implementation of the integrated curriculum in Lesotho. The next indicator discussed is regular school inspections.

5.6.3 Regular school inspections

Co-researchers mentioned that regular school inspections indicated that the new curriculum implementation was a success. Co-researchers noted:

“Though not all the schools are part of SIP, we have really worked in this fourth quarter. Because we managed to visit more schools than we ever did through the project of SIP.” (Mathabo)

“We are glad with the kind of the visit made by our inspectors and DRTs because they were also able to assist teachers where there were questions and on the students’ projects and gave out strategies to reduce absenteeism and one was to call parents meeting.” (Tefo)

“Since we are the reachable school, our DEM in one meeting requested that every time we had questions, we should call the office we did that and inspectors came to our rescue.” (Matau)

“The officers normally came to our school and assisted in the teaching and learning. Most importantly, they were interested in helping and seeing our projects and we therefore acknowledge MOET for introducing the integrated

curriculum on us since it is going to change their life for the better.” (Lineo)

The quotations above show SIP fund have assisted inspectors to visit more schools visited. Inspectors indicated that they were unable to visit schools regularly due to a lack of transport. The quotations above show that inspectors are committed to their work to empower the learners and the teachers as in the stages of PAR (see 4.6.12). The literature indicates that the duty of the inspector is to monitor the schools and give feedback on acts, strengths, on the general implementation of policies (Lesotho, 2014) (see 3.1.1.8.2). Several inspections have contributed to the development of the teachers since they were able to express their feelings on the threats that hinder new curriculum implementation. There was also a spirit of humanity, which is clearly illustrated in Ubuntu (Ramose, 2009) (see 2.4.5.8). Inspectors and teachers met to share their views in order to make decisions which will fulfil the common purpose of implementing the integrated curriculum. This is seen in RL (Komives et al, 2007; Yukl, 1989) (see 3.1.2.2.1). There is no literature the researcher was aware of which showed that regular school inspections could assist to the success to the implementation of the integrated curriculum. However, data gathered from co-researchers found that regular school inspections have led to the success of the implementation of the integrated curriculum in Lesotho. It is therefore concluded that regular school inspection is one of the indicators of success for new curriculum implementation.

Regular school inspections that contributed to the success of the implementation of the integrated curriculum in Lesotho were discussed. The next indicator to be discussed is the NCDC workshop.

5.6.4 Theory and practice workshop

The last indicator raised was theory and practice workshop. Co-researchers noted:

“With the funds from UNESCO, we decided to assist teachers from the two districts who did not perform well though some other districts have not done well too.” (Malineo)

“Really, I am very much thankful with the workshop held and I hope the teaching and learning will be improved with the skills got from the workshop.”

(Tefo)

“Among all the workshops I have attended on curriculum implementation, this was the best ever and, if all teachers were called, it would be much good because all would hear from horse’s mouth but we will give them a report so that we could all be in the same level.” (Malefa)

The quotations above show that the workshop held by NCDC on arts and entrepreneurship motivated and assisted teachers to make projects using available resources. The statement by Malineo implies that although NCDC tried to assist teachers who have performed badly, only two districts got training even though other districts have not performed well. With this workshop, NCDC has motivated and empowered the teachers as seen in the stages of PAR (see 4.6.12). Earlier, co-researchers indicated that workshops took only a few days and therefore teachers were unable to put practice of what they have learnt. They mentioned in a meeting that there was an NCDC workshop for arts and entrepreneurship which emphasised the theory more on practice than theory as to achieve a successful implementation of the integrated curriculum in Lesotho. The literature confirms that Ubuntu transforms, empowers and addresses the objectives of the study (see 2.3.2). If all teachers were empowered, learners’ would-be creative and self-supporting (Komives et al, 2007) (see 3.1.2.2.2). There was no literature to the researcher’s awareness that showed that theory and practice could be the indicators of success but co-researchers have proved that the application of theory and practice was a success for the implementation of the integrated curriculum in Lesotho.

5.7 Summary

This chapter presented, discussed and analysed data generated using CDA on the textual, discursive and social level of analysis paying attention to the five objectives. The next chapter will draw a strategy for implementing the integrated curriculum in Lesotho.

The next chapter discusses findings and proposes a relational leadership strategy for the implementation of the integrated curriculum in Lesotho.

CHAPTER SIX

FINDINGS AND RELATIONAL LEADERSHIP STRATEGY FOR THE IMPLEMENTATION OF THE INTEGRATED CURRICULUM

6.1 Introduction

The study proposes a relational leadership strategy for the implementation of the integrated curriculum in Lesotho. This chapter summarises the findings and presents the relational leadership strategy for the implementation of the integrated curriculum. The objectives aligned to the findings were:

- To identify the challenges faced in implementing the integrated curriculum in Lesotho.
- To suggest the solutions to the challenges faced in the implementation of the integrated curriculum in Lesotho.
- To describe conditions for successful implementation of the integrated curriculum in Lesotho.
- To discuss possible threats that could hinder the successful implementation of the integrated curriculum.
- To explore indicators of success for the implementation of the integrated curriculum in Lesotho.

The findings were presented from both the related literature review and empirical data from PAR.

6.2 The challenges faced in implementing the integrated curriculum in Lesotho

The findings of the problems faced in implementing the integrated curriculum in Lesotho, are divided into the following subheadings:

- Lack of clarity on curriculum change
- Limited training
- Resistance to change
- Absenteeism and
- Shortage of instructional materials.

6.2.1 Lack of clarity on curriculum change

The challenge noted by some co-researchers was a lack of clarity on curriculum change. Observations by the core researches that Lesotho teachers were restricted by lack clarity in implementing the integrated curriculum were consistent with finding of Selepe (2016) and Rasebotse (2017). Parents also were found to lack understanding on the curriculum change, thereby making it hard for them to assist their children. The community, including the parents, have skills which would assist in supporting schools for the implementation of integrated curriculum, but they might be restricted as Bennie and Newstead (1999) reported. The lack of understanding in the curriculum change thus renders the implementation of the new curriculum ineffective because it leads to an exclusion of other members from being involved. PAR, as a research design for this study, has not been practiced because it advocates for empowerment of the poor and the marginalised (Freire, 1974; Freire, 1970) (see 4.6.7). Parents, as stakeholders, were neglected which explains their lack of clarity. However, for this study, the concept of Ubuntu used is in line with PAR since it also emphasises that all stakeholders should work together without de-empowering others (see 2.4.5.3). The research approach, theory, and RL of the study also illustrated that all stakeholders should be empowered. If there could be clarity to all the stakeholders, it means people will be empowered in implementing integrated curriculum.

6.2.2 Limited training

Co-researchers and empirical data emphasised a lack of training for the new curriculum implementation. Empirical data showed that training which was provided to the teachers

was not enough for them to effectively implement the integrated curriculum (Thaanyane, 2010). This is because teachers are only trained once or twice per year. Moreover, the co-researchers noted that teachers who attend the workshop do not impart knowledge with other teachers.

When there is a lack of training for teachers and other stakeholders, the implementation of the new curriculum will not produce positive change as stated in the stages of PAR (see 4.6.4). When people are trained, they acquire knowledge (Selepe 2016; Parker, 2003 cited in Maimela, 2015) to implement the integrated curriculum. According to Mbigi (1997), Nussbaum (2003), Broodryk (2006), Hailey (2008), Wichtner-Zoia (2012) and Mulaudzi et al (2009), the sharing of information empowers other people on the Ubuntu theory (see 2.2.5). This study found that the sharing of information about the new curriculum has not occurred successfully as some co-researchers lack knowledge about the new curriculum. If stakeholders lack training on the new curriculum, they will not act collaboratively for change (Shotter, 2008).

6.2.3 Resistance to change

Literature Review (Mosothoane, 2012) and data collected from co-researchers implies that some teachers and parents are resistant to the implementation of the integrated curriculum (see 5.2.3) since they lack understanding and training as discussed in 5.2.3., Ansoff (1990) declares that due to resistance to change, people are delayed to be engaged in the process of implementation for positive change. When people lack understanding and have limited training, they resist change as a result lack motivation to implement the integrated curriculum for positive change.

When there is resistance, implementers of the curriculum do not collaborate for positive effect in lives of the learners as pointed out in the stages of PAR (see 4.6.4). If the sharing of information, emphasised by Ubuntu, was put into practice (see 2.3.5.8), there would be no resistance to curriculum change. MOET (2009) maintains that the purpose of implementing integrated curriculum is to assist learners to be self-reliant in the future (see

1.2) so if co-researchers would work together in the process of implementing the integrated curriculum, as suggested by Relational leadership (see 1.1), it would be successful.

6.2.4 Absenteeism

The researcher discovered that one of the challenges of the integrated curriculum was absenteeism. Data gathered and documents of MOET (attendance register-grade six) have shown that there is high absenteeism especially during the opening and the closing of the schools. This means that the integrated curriculum will not bring positive change to the learners if learners are not present at least 180 days in a school year. When learners are absent, the teachers continue with the syllabus. Even though there is free primary education in Lesotho, (Singh & Steyn, 2017) claim that learners who are often absent perform poorly. If parents do not cooperate with the teachers, there will be no positive change in the implementation of the integrated curriculum (Komives et al, 2007) as stated in RL. The data generated shows that learners are de-empowered by their parents who do not make them attend school regularly.

6.2.5 Shortage of instructional material

A shortage of instructional material was the last challenge emphasised by co-researchers. The findings from the literature (MOET, 2016) confirm that there is lack of basic resources, such as chalkboards, books and policy guidelines on teaching and learning, and materials supplied by the MOET. Data from co-researchers also indicated that there is shortage of instructional materials in the teaching and learning of the integrated curriculum.

The Education Act (Lesotho, 2010) notes that the Education Advisory Council should advise the Minister of MOET on curriculum materials used in schools. MOET (2016) reports that a National Assembly study discovered that instructional materials remain a challenge in Lesotho schools (see 3.2.1.5). MOET (2005) disclosed that the Government of Lesotho has continued to make more effort towards financing its system. In addressing Ubuntu, the discussion showed that Lesotho teachers were not equally treated since

some teachers had instructional materials while other teachers did not. When there is a shortage of instructional materials, Ogbu (2015) believes that teachers will not feel motivated to teach (see 5.1.6) as PAR marked (see 4.6.7) since they will lack clarity and training on the new curriculum. One of the components of RL is to work together to achieve similar goals (Nanus, 1992) (see 3.1.2.2.1) so co-researchers must be treated equally to achieve positive results for the implementation of the integrated curriculum.

6.3 Solutions to the challenges faced in the implementation of the integrated curriculum in Lesotho

This section discusses the findings on solutions to the challenges raised in 6.2 above.

6.3.1 Provision of adequate training

The study found that teachers and parents should be given enough training so as to assist them with information and skills to implement the integrated curriculum effectively (see 5.2.1). One of the goals of the Education Sector Plan 2016-2026 Lesotho is to develop quality education and training relevant at all levels. Training should therefore be considered at basic education level for teacher development (MOET). Mosothoane (2012:13) indicates that there should be teacher development programmes which will assist teachers in the implementation of the integrated curriculum. Ralebese (2018) also recommends pre- service and in-service training on how to implement the integrated curriculum while data from the co-researchers emphasised provision of adequate training for parents as well because they are also engaged in the teaching and learning. Warui (2015) highlights that, if there was enough training, teachers would acquire skills that would help in classroom situation. (See 3.2.2.2) (Daly, 2012).

If more workshops could be held for the training, the stakeholders would be able to plan and participate actively as stipulated in stages of PAR (see 4.6.2.3) because they would know what they are expected to do. In this way, the Government of Lesotho would show care for the Basotho teachers as stipulated by Ubuntu (Muzvidiwa & Muzvidiwa, 2012) (see 2.4.5). Principals could also show care by giving enough in service training for the

parents to develop their knowledge about the new curriculum. If all co-researchers are provided with training, people will collectively bring change to the lives of the Basotho (Komives et al, 2007) (see 2.1.4).

6.3.2 Provision of adequate instructional material

Another solution that was thought to solve challenges of implementing the integrated curriculum was the provision of adequate instructional material. Co-researchers believe that instructional materials should be provided at the beginning of the year before the school opens.

According to MOET (2016), teaching material improves students' success. Harrison (2003) writes that teaching material supports the teaching and learning because teachers use it for introducing problem-based learning. Samuel (2009) claims that the use of instructional material exposes the learner to primary experiences. The resources should be readily available for co-researchers to be able to share information and interact with one another using the resources, as Mahlomaholo (2009) suggests in one of the stages of PAR (see 4.6.5). Sharing, which is encouraged by Mbigi (1997), Nussbaum (2003), Broodryk (2006), Hailey (2008:100), Mulaudzi et al (2009) and Wichtner-Zoia (2012) in the principles of Ubuntu (see 2.3.5) will be accomplished and the lives of the learners will be changed.

6.3.3 Motivation

In solving the challenges of a lack of training and instructional materials, teachers and learners should be motivated to take part in the implementation of the new curriculum and develop new relationships (Dressel, 1958 (see 3.2.2.19) as noted by Freire (1974) and Freire (1970) in stages of PAR (see 4.6.7). Motivation goes together with empowerment, Ubuntu and RL. Nkosi (2014) implies that teachers should be motivated as a way of supporting them (see 3.2.2.5) which is supported by the data gathered from the co-researchers. Both the literature and the empirical data support the idea of motivation to address new curriculum implementation challenges.

6.3.4 Several school inspections

The co-researchers suggested that there should be regular visits by school inspectors to solve the challenges of a lack of clarity and training, teacher resistance to change and high absenteeism. Lesotho (2010) points out that the duty of the inspector is to monitor the schools and report on improvements in schools and on overall implementation of policies (see 3.7.2) including the integrated curriculum. Umunadi & Ololube (2014) believe that, if schools are visited regularly, their teaching and learning will improve as one of the stages of PAR advocates (see 4.6.4). In this case, inspectors, principals, teachers and learners would be working together for progress as RL demands unity among the members. Selepe (2016) indicated that a lack of school visits by school inspectors could lead to ineffective new curriculum implementation. The researcher concludes that several school inspections are one of the solutions to the challenges of implementing integrated curriculum since inspector will support schools by monitoring (CAP) the implementation of integrated curriculum as its their duty as stated earlier.

6.3.5 Regular meetings

Regular meetings would allow people to express their views on what affects them, positively or negatively. Draper & Duffy (2009) state that regular meetings promote good relationships between parents and teachers as parents are part of the community. Through the meetings, the implementers of the curriculum would state their views on how the new curriculum could be implemented. The literature emphasises that there should be communication through the meetings so that implementation of the integrated curriculum will be successful (see 2.2.2.9). Data also gathered from co-researchers implies that there should be meetings where stakeholders meet separately and together to discuss challenges of the implementation of the integrated curriculum. Documents from Lesotho (2010) report that there are meetings of School Boards (SBs) held at least four times a year but do not mention meetings of other stakeholders.

When there is regular discussion through meetings, PAR should be employed because

there will be collaboration of the members in solving the challenges faced in implementing the integrated curriculum (see 4.6.5). Broodryk (2006) reports that Ubuntu strengthens unity (see 2.3.5) so, when there are regular meetings, the stakeholders can solve problems encountered in implementing the integrated curriculum. This study was guided by RL, which emphasises that there should be a process where members reflect on problems, implementation and evaluation of the progress (Komives et al, 2007) (see 3.1.2.2.5). Teachers would discuss their challenges and learn from others how the integrated curriculum is implemented to ensure positive results.

The findings discussed here are based on the solutions for implementing the integrated curriculum in Lesotho.

6.4 Conditions for a successful RLS in implementing the integrated curriculum in Lesotho

This part discusses the conditions for successful implementation of the integrated curriculum in Lesotho. These conditions are:

- Community support
- Availability of transport and
- Commitment and motivation.

6.4.1 Community support

In solving the problem of a lack of resources, co-researchers have shown that parents in the community can contribute a lot for successful implementation of the integrated curriculum. The literature also showed that parents' involvement improves students' learning in the integrated curriculum as they assist them with the questions asked at school (Clark, 2005; Epstein, 2001) (see 3.2.3.1). Pillar of Lesotho Child Friendly School Standards (CFS) asserts that there should be School-Community Partnership and cooperation (MOET, 2012) and the co-researchers further noted how community members could support the implementation of the new curriculum. In this regard, the new

idea in this study is that the community members could support learners through assignments given at school by providing natural resources available in the community, being treated as resource persons and reducing the absenteeism of learners.

Clark (2005) also states that supportive learning communities support curriculum integration. One of the stages of PAR states that there should be transformation (see 4.6.9) so if people in the community are allowed to take part in the school, they would transform the lives of their children with the knowledge they have.

6.4.2 Adequate funding

It was suggested in this study that MOET at district level and school level should provide funds for classrooms and infrastructure. According to the literature, there is no information which supports the fact that adequate funding leads to the successful implementation of RL strategy for the implementation of the integrated curriculum in Lesotho. However, according to Lesotho (2010), the Minister may, after consultation, be responsible for finance to provide assistance in educational institutions, including schools that provide educational services, educational management services and educational supervision services. This means the study through empirical data, has found the new idea that adequate funding is one of the conditions for effective implementation of the new curriculum. Data from co-researchers stated that, if there was funding from NGOs teachers could have adequate training, and several school inspections would be performed. Aliakbari & Faraji (2011) (see 4.6.3) state that PAR advocates for active participation of the community at all levels of the research process so the inspectors and the school administration should work hand in hand to ask for funds in order to buy the resources needed for improvement in curriculum implementation.

6.4.3 Adequate grants for teachers

The other condition for successful implementation of the integrated curriculum is presence of adequate grants. If there are many learners in a school, the government should provide more grants so that teachers cannot be overloaded (see 5.1 4). If the

school roll is high, MOET should provide more grants for teachers so that there can be effective implementation of the new curriculum. This study proves that data gathered from the co-researchers and the literature is similar since it shows that there is need for provision of adequate grants. Lesotho teachers felt that their heavy workload was time consuming as there were too many learners than grants. (Selepe, 2005) (see 5.1.4 and 5.3.3)

6.4.4 Availability of transport

Availability of transport was believed to be a condition for successful implementation of the new curriculum. The literature does not show that the availability of transport is a condition for the effective implementation of the integrated curriculum. It only indicates that school inspectors are challenged by a lack of transport especially when they visit schools in rural areas (Ololube, 2014a) (see 5.3.4). However, data gathered from co-researchers indicated that the availability of transport could be one of the conditions for effective implementation of the integrated curriculum and further noted that the availability of transport allows for frequent school visits to ensure that the new curriculum is implemented effectively (see 5.3.3). With this statement, it means the researcher has also found that availability of transport would be another condition for effective implementation of integrated curriculum.

6.4.5 Collaboration

The last condition for successful implementation of the new curriculum is collaboration. Co-researchers thought that if all stakeholders could work hand in hand in implementing the integrated curriculum, there could be effective implementation. MOET units at district and central levels, school administration and the community should collaborate to improve the future of Basotho children. Both the literature gathered from the co-researchers and from related literature show that if there is a collaboration of MOET inspectors, NCDC, teachers, learners and parents, there could be effective implementation of the integrated curriculum as there will be communication between

them. Ralebese (2018) also states that all stakeholders who have direct influence on the implementation of integrated curriculum should work together to ensure the success of the new curriculum.

6.5 Threats to the RLS which may hinder the implementation of the integrated curriculum

The threats that hinder the new curriculum implementation are:

- Lack of community support
- Lack of funds
- Inadequate grants
- Lack of transport
- Lack of collaboration.

The threats listed above are discussed as follows;

6.5.1 Lack of community support

The first threat to the implementation of the integrated curriculum is a lack of community support. One of Sustainable Development Goals (GDG4) (MOET, 2016) is that there should be inclusive and equitable quality education which results in life-long learning opportunities for all. If there is lack of community engagement, the new curriculum implementation will not be successful. MOET (2012) also affirms that there should be school-community partnership and cooperation. Both data gathered from the literature and the co-researchers show that a lack of community support hinders the implementation of the integrated curriculum. Co-researchers indicated that parents do not participate during the meetings where the integrated curriculum is discussed. Additionally, they deliberately absent their children from school, which could result in the children dropping out of school. It was mentioned earlier that parents lack clarity on the implementation of the integrated curriculum, but it is reported that parents do not support the new curriculum because they do not show up on meetings. Nkosi (2014) notes that a

lack of support from the community affects MOET curriculum negatively.

6.5.2 Lack of funds

One of the threats identified in this study is the difficulty in raising funds to hold workshops regularly and for constructing more classrooms so that learners are not overcrowded. Inspectors and the school administrations have applied for funding with no success (see 5.4.1). Co-researchers have stated that several workshops for the implementation of the integrated curriculum were not held due to a lack of funding. Selepe (2016) also notes that the Government of Lesotho cannot afford to pay for workshops, buy instructional materials and construct more classrooms at the same time. These views are similar in that they both indicate that a lack of funding hinders implementation of the new curriculum.

6.5.3 Shortage of teachers` Grants

Another threat emphasised by the stakeholders is the lack of grants to hire more teachers. The literature shows that the whole world is hindered by a scarcity of teachers (Projest, 2013) and García (2019) claims that a shortage of teachers affects the teachers, learners, and the community. Co-researchers agreed that a shortage of grants affects the implementation of the integrated curriculum and that, when the schools have a shortage of grants, available teachers fail to attend all learners. Schools' challenges are holding too many students in one class, which leads to heavy workloads (see 5.4.4). In this case, teachers end up not being able to attend all learners' problems (Reason & Bradbury; 2001:1; Chen et al, 2007:127) (see 4.6.10).

6.5.4 Lack of transport

A lack of transport is another threat which hindered the integration of the new curriculum. The co-researchers stated that a lack of transport affects the new curriculum negatively since education officers are unable to visit schools to help regarding the implementation of the integrate curriculum. Plessis (2014) agrees that one of the threats of MOET is a lack of transport which hinders inspectors and DRTs from travelling to rural schools to

assist teachers with the problems they encounter.

6.5.5 Lack of collaboration

There is no information in the literature to the researcher's awareness that shows that a lack of collaboration is a threat to the implementation of the integrated curriculum as reported by the participants. Collaboration in the classroom situation is required so that one of the stages of PAR, which is active participation (see 4.6.3), will be achieved. It also means there will be no sharing of ideas on the new curriculum implementation as stated in Ubuntu (see 2.3.5) by Wichtner-Zoia (2012). The principles of RL state that people should collaborate with others to produce positive results (Cunliffe & Eriksen, 2011) (see 3.3.1.2). Lesotho will not achieve effective implementation of the new curriculum if there is a lack of collaboration.

6.5.6 Learners' Poor attendance and drop out

Poor attendance and drop out is one of the threats encountered in the implementation of the integrated curriculum in Lesotho. The community will not be transformed if learners who do not attend school (MacDonald, 2012) (see 4.6.9). The Co-researchers have shown that learners absent themselves and or drop out of school due to pregnancy and early marriage, which lead to ineffective implementation of the new curriculum since learners cannot finish their education. Psaki (2015) agrees by saying that 50% of the girls are affected by child marriage in South Africa. The teachers were among the co-researchers who followed PAR as their research design in the study in order to transform the community. They also went to learners' homes to look for absent learners who did not heed the advice to attend school.

6.6 Indicators of success for the implementation of the integrated curriculum in Lesotho

There were some indicators that led to the success of the implementation of the integrated curriculum in Lesotho. These indicators are:

- Community engagement;
- Regular meetings;
- Several school inspections;
- Theory and practice workshops.

6.6.1 Community engagement

The second indicator of success found during the implementation of the integrated curriculum in Lesotho was community engagement. Though there were some threats that hindered this study, the support of the community played a big role during the implementation of the integrated curriculum. Warui (2015) affirms that parents who provide the basic needs of the learners help teachers in the effective implementation of the new curriculum. Clark (2005) says that parents' involvement improves students' learning as they help them with the questions asked at school (see 3.8.4). Community involvement proves that there is collaboration which will lead to transformation (see 4.6.9) so PAR was successfully achieved in this case. The data from the related literature and from co-researchers shows that the community plays a vital role in assisting in learners' work. The literature continued to show that the community could also assist by reducing learner absenteeism (Clark, 2005). Co-researchers added that parents helping learners with their projects also assisted teachers.

According to Selenger (1997:6) and MacDonald (2012:39), the participants in PAR acknowledge that the challenge should start at the community, and it should be defined, analysed, and solved by the community (see 4.6.1). Therefore, parents were included in the meetings so that they could discuss the problem of absenteeism.

6.6.2 Regular meetings

The second indicator of success found in the implementation of the integrated curriculum was regular meetings. The literature proved the importance of collaborative meetings as these unite the community (Drake & Reid, 2007). After a long discussion with stakeholders, teachers decided to have their own meetings with other teachers and there

were also several meetings with parents regarding the implementation of the integrated curriculum. Co-researchers showed that regular meetings were held by teachers at school level and at centre levels and the principal had a meeting with the parents. The literature indicated that some countries (Botswana and Kenya) succeeded in implementing the integrated curriculum through several training sessions and this was also done in this study.

Komives et al (2007) claim that RL deals with the relationships between the stakeholders to promote commitment towards a positive change. They add that good relationships promote commitment which leads to improvement of new curriculum implementation. It is important that all stakeholders be committed to their duty so that the aim of the curriculum can be achieved.

6.6.3 Regular school inspections

The third indicator of success found in the implementation of the integrated curriculum was regular school inspections. Co-researchers pointed out that regular school inspections contributed to the success of the new curriculum implementation. Inspectors indicated that because the School Improvement Project (SIP) fund provided funding, more schools were inspected. There is no literature the researcher was aware of which showed that regular school inspections contribute to the success of the implementation of the integrated curriculum. However, data gathered from co-researchers found that school inspections led to a successful implementation of the integrated curriculum in Lesotho.

Literature shows that the duty of the inspector is to monitor the schools and give feedback on acts, strengths and on the general implementation of policies (Lesotho, 2014) (see 3.1.1.8.2) and it was their duty to visit the schools to ensure that the curriculum and assessment policy are implemented effectively and to reduce absenteeism, dropouts and to raise retention. This implies that regular school inspection is one of the indicators that lead to successful implementation of integrated curriculum in Lesotho.

6.6.4 Theory and practice workshop

The last indicator of success found during the implementation of the integrated curriculum was putting theory into practice in a held workshop. There was no literature to the researcher's awareness that showed that theory and practice could be indicators of success, but co-researchers proved that the application of theory and practice contributed to the success of implementation of the integrated curriculum in Lesotho. Co-researchers agreed that the workshop for theory and practice added to the success of the new curriculum implementation. Due this response from co-researchers, it is evident that theory and practice is another indicator of success for new curriculum implementation. Co-researchers indicated that, because workshops were held for a short period, they were unable to practise what they had acquired in the classroom situation. They mentioned that the NCDC workshop for arts and entrepreneurship emphasised theory and practice as this was the best way to ensure the successful implementation of the integrated curriculum in Lesotho.

Summary

This chapter has given summary of the findings from all the objectives of the study.

The next chapter summarises the chapters, presented RLS, discussed limitations of the study, recommendations for future studies and a final word from the author.

CHAPTER SEVEN

CONCLUSION OF THE CHAPTERS, RLS, LIMITATIONS OF THE STUDY AND RECOMMENDATIONS

7.1 Introduction

This chapter highlights a summary of the chapters, presents RLS, limitations of the study, recommendations for future studies, and a final word from the author.

7.2 Summary of the Chapters

The researcher has summarised the six chapters of the study.

7.2.1 Chapter One: Introduction of the thesis

This chapter addressed the way the study was treated. It introduced the purpose of the study, which was to propose relational leadership for the implementation of the integrated curriculum in Lesotho. It discussed the history of the integrated curriculum in Lesotho and the five objectives of the study. The statement of the problem and the theory of Ubuntu were introduced. Participatory Action Research as a design and critical discourse analysis were discussed. Lastly, the value of the research and ethical considerations, summary of chapters, definition of operational concepts were outlined.

7.2.2 Chapter Two: Theoretical framework

This chapter mainly focused on the theoretical aspect of the study. The researcher conceptualised the transformative paradigm (TP). The purpose of the theoretical framework was addressed. The nature, principles, and phases of Ubuntu were outlined. Epistemology, ontology, strengths, and weaknesses were also part of the discussed topics. The duty of the researcher and relationship between the researcher and the co-researchers were stipulated.

7.2.3 Chapter Three: Review of related literature

This chapter provided conceptual framework and the objectives of the study. The researcher first conceptualised the integrated curriculum by giving the link between a subjects-based curriculum and the integrated curriculum. It provided history of the integrated curriculum, philosophy of education for the integrated curriculum, language policy, objectives of the integrated curriculum, benefits of the integrated curriculum, and the function of stakeholders in the implementation of the integrated curriculum. Secondly, relational leadership (RL) was conceptualised by stating the principles of RL, relationship between RL and Ubuntu, and a discussion on the related literature on the objectives.

7.2.4 Chapter Four: Participatory Action Research (research design) (PAR)

This chapter focused on participatory action research (PAR). The researcher discussed the link between action research and PAR, the origins, stages, epistemology and ontology of PAR, the rhetoric of PAR, the duty of the researcher, as well as the relationship between the researcher and the participants were outlined. The strengths and weaknesses of using PAR and how they were overcome were addressed. The research site, selection of the participants, resources for data generation, data instrumentation and generation, critical discourse analysis, origin, aims, steps, strengths and limitations of CDA, the transformative paradigm, and methodology were illustrated.

7.2.5 Chapter Five: Data generation, presentation, and interpretation

This chapter focused on the analysis, interpretation, discussion, and presentation of data on the five objectives of the study. Critical discourse analysis in three levels was used to analyse empirical data. Through the discussion and interpretation, the roles of the curriculum and assessment policy, participatory action research (PAR), Ubuntu, and relational leadership (TP) were shown and how they were employed in the study.

7.2.6 Chapter Six: Findings and relational leadership strategy

This chapter outlined the findings of the study in relation to the objectives of the study. These findings were obtained from data generation (meetings and discussions). It also presented the relational leadership strategy. This model showered elements of relational leadership strategy, duties of MOET's stakeholders with emphasis on collaboration.

7.4 Developing relational leadership strategy

The aim of the study was to propose a relational leadership strategy (RLS) for the implementation of the integrated curriculum in Lesotho. The relational leadership strategy was formulated from the related literature review and the empirical evidence of participants from Lesotho focusing on the objectives of the study. These include Ubuntu, as the theory of the study, the methodological context (PAR), and from the researcher's personal view. Below is the model for the RL strategy.

7.4.1 Model for relational leadership strategy

Figure 7.1 presents a model for Relational leadership strategy (RLS) for the implementation of the integrated curriculum in Lesotho and the duties and collaboration of elements of MOET's stakeholders as discussed above.

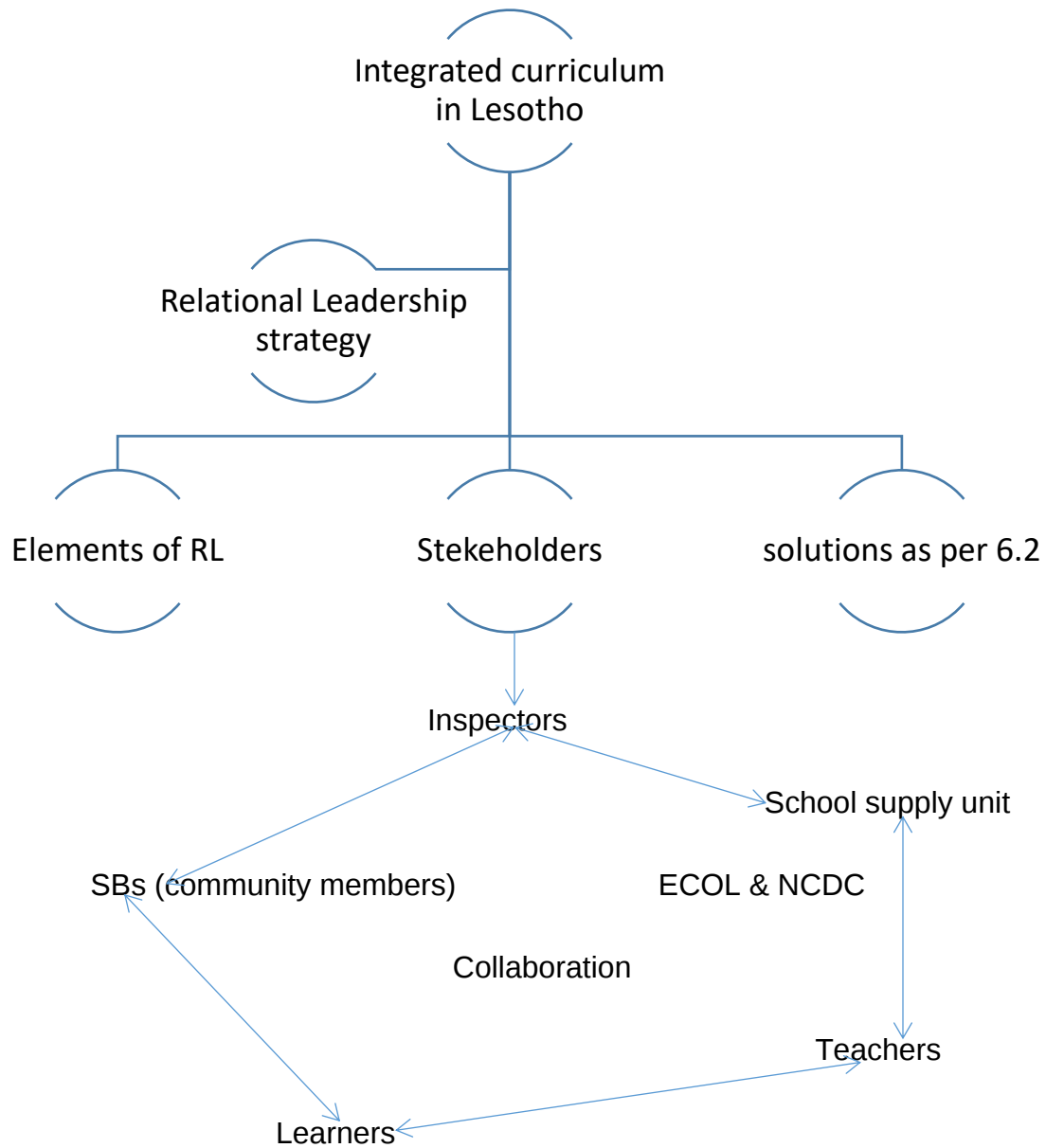


Figure 7. 1: A model for the relational leadership strategy (RLS) for the implementation of the integrated curriculum in Lesotho

The study was designed to propose a relational leadership strategy for the implementation of the integrated curriculum in Lesotho. The goal of the integrated

curriculum is to respond to the needs of the nation and one of the needs is to assist learners to be self-reliant (MOET, 2009). Relational leadership strategy was designed to respond to all the challenges and threats on implementing integrated curriculum.

The model above shows that there will be one representative from ECOL and NCDC who will come to the district level to meet all stakeholder (representatives) to plan, implement, analyse the results, and give feedback. The stakeholders in the district will be inspectors, SSU, SBs, teachers, and learners. They will be working hand in hand to plan, implement, and evaluate the results on the implementation of the integrated curriculum.

A relational leadership strategy (RLS) will encourage all stakeholders who participate in implementing the curriculum to unite for achievement of the same goal. Komives et al (2007) indicate that, in RL, people come together to bring change for the benefit the people. Different stakeholders involved in the implementation of the integrated curriculum will have a sense of belonging to achieve similar goals to bring transformation. In this case, it is hypothesised that a relational leadership strategy can assist in addressing the national needs through embracing the integrated curriculum. While employing RLS, stakeholders who implement the integrated curriculum have to bear in mind the core elements of RL, which are purpose, inclusiveness, empowerment, ethics, and process (Komives et al, 2007), in addressing the challenges so that there would be change for the better. A discussion on the elements of RL is presented below.

7.4.2.1 Vision

All stakeholders who take part in the implementation of the integrated curriculum should share a vision corresponding with the Education Sector Strategic Plan (ESSP) and the Curriculum and Assessment Policy (CAP). A vision is a plan of action for the future. Hornby (2005) defines a vision as a picture of what one expects. In line with this, Kemmis (2009) claims that members should collectively work together with a common vision to ensure that there is positive change (see 4.6.3). In this study, the vision of the new curriculum was to assist learners to acquire knowledge to solve daily life problems

(MOET, 2009). MOET, through ECOL, NCDC, SSU, inspectors and DRTs should share the vision of ESSP, the integrated curriculum, SGBs, principals, teachers, learners and community members as they all take part in the new curriculum implementation. The vision includes understanding the purpose of implementing the integrated curriculum, the goals of the integrated curriculum and how they will be achieved through the integrated curriculum implementation.

Searson et al (2011) and Mcleod and Richardson (2013) indicate that powerful integration and implementation of the integrated curriculum must begin with understanding it in context (see 3.2.3.1). As a result, there will be positive change that will improve the lives of the learners (Komives et al, 2007).

At the beginning of the study, stakeholders were reminded about the vision or purpose of implementing the integrated curriculum in Lesotho. That is achieved through the five objectives with response to the purpose of the integrated curriculum that responds to the needs of the nation, which is self-reliance (MOET, 2009). They were therefore able to express their views in the process. Stakeholders ensured that what was discussed will benefit Basotho children for the better at the end of their schooling.

7.4.2.2 Planning

Secondly, stakeholders ought to plan their duties based on the vision of the integrated curriculum and then share their plan with other stakeholders to discuss the implementation. Kemmis (2009) believes that communication is the most important tool in planning (see 4.6.2). The RL element emphasised here is the empowerment of the marginalised so all stakeholders could plan to solve daily life problems together (MOET, 2009) (see 1.1). The community must also express their views on how to help the school so that learners can be self-reliant in future. In this way, the community, including the parents, would be empowered to take part in the integrated curriculum implementation (see 4.6.7). Mcleod & Richardson (2013) maintain that planning should be around essential student learning outcomes and staff learning goals (see 3.2.3.2). This will also

be done by ECOL, NCDC and MOET at national and district levels, at schools and at the centre and community levels.

7.4.2.3 Sharing of duties

After planning, stakeholders should also share responsibilities in the implementation of the integrated curriculum. ECOL, curriculum designers, SSU, inspectors, principals, teachers, learners, and community members should discuss their roles in the new curriculum implementation (see 3.7.1-5). Everyone should understand all the duties other members so that they can assist where necessary. This will avoid situations where stakeholders get misleading information due to a lack of communication as shown in section 5.3.4.

7.4.2.4 Active participation

All stakeholders should actively participate in the integrated curriculum implementation. According to Shotter (2008), relational leadership involves discussing issues, participating collaboratively (see 3.3.11). It means members work together with the aim of achieving the vision of CAP.

While members are actively participating, they should be treated equally and be allowed to express their views. This is because this study followed PAR as a design that advocates for democracy, which is a way of living in equality, empowerment in culture, social well-being, and in economic activities (Brydon-Miller, 2001; MacDonald, 2012). Democracy also means giving stakeholders a chance to change the situation. One of the elements of RL is ethics so, while members are collaboratively participating, they should show ethical behaviour by respecting and caring for one another to encourage active participation from all participants (Spears, 2010) (see 3.6).

7.4.2.5 Outcome of reflection

In this stage, the stakeholders come together to reflect on how they have worked together.

They then share the outcome of the reflection with other MOET stakeholders. Mahlomaholo (2009) (see 4.6.5) illustrates that PAR can also be an educational process for co-researchers and researchers who take part in a process of analysis through collective discussions and interactions. Lewin in McDonald (2012:37) writes that the outcome for reflection is “an on-going process of reflection and action” (see 4.6.12) to evaluate their successes or failures. Burnes & Cooke (2013) state that the undermined community becomes involved by critically analysing their situation and organising actions for improvement (see 4.6.7). In this process, all stakeholder members reflected on whether the goals were achieved or not. In this study, stakeholders reflected and assessed whether they had achieved the five objectives, thereby identifying some indicators of success in the process. After employing the elements of RL, stakeholders also need to ensure that they address the challenges together (see 6.2). ECOL, NCDC, SSU, inspectors and DRTS have to ensure that they assist teachers, learners and community members in solving challenges they encounter (see 6.2). They should provide adequate training in solving problems of a lack of clarity and limited training. Provision of instructional materials could solve the challenge of a lack of teaching and learning material but only if a teacher collaborates with inspectors, other teachers, and community members. Inspectors should also motivate teachers and visit schools to address the challenges that teachers might encounter during the implementation. In addition, they should also have regular meetings with SGBs, teachers, learners and community members. Teachers themselves should have regular meetings with other teachers to assist each other in case there are only a few workshops. This will only be achieved through collaboration, empowerment, and commitment to their work.

7.4.3 Duties of stakeholders in ensuring RLS

The duties of every stakeholder has been discussed below.

7.4.3.1 Examination Council of Lesotho (ECOL)

The Examination Council of Lesotho is “a non-profit making organisation which is

responsible for conducting public examinations and assessment surveys on behalf of MOET” (Bohloko et al., 2019:75). It assesses learners in grades 4 and 7 (end of level assessment). However, co-researchers stated that ECOL holds workshops on assessment that are different from those of the NCDC (see 5.3.4). Ralebese (2018) reports that ECOL should disseminate information on the implementation of the integrated curriculum for teachers through MOET so that they agree on the content to be delivered. Apart from that, ECOL and NCDC need to collaborate, as illustrated in PAR, so that their duties will not negatively impact the new curriculum (see 4.6.2).

7.4.3.2 National Curriculum Development Centre (NCDC)

According to Shankanga (1985), the NCDC has staff members which include curriculum centre directors, subject curriculum specialists, and other officers. There are also subject panels which develop the primary and junior secondary curriculum and curriculum materials such as textbooks, teachers’ guides, and other teaching aids (Ntoi, 2007).

Shankanga (1985) notes that there are five duties of NCDC: awareness; diagnosis; situational surveys; needs assessments planning; and development, implementation, monitoring and evaluation. At the first stage, NCDC plans the new curriculum. It establishes the aims, inputs, process, outputs, and schedules (Shankanga, 1985). This is where the curriculum centre directors and subject curriculum specialists discuss the need for curriculum change by pointing out the strengths and the weaknesses of the new curriculum. In line with this, Mawson (2003) confirms that curriculum developers design and ensure that the curriculum is understandable to all stakeholders.

The second stage is where the NCDC plans the innovation. The content is selected and organised in line with the learning area, the curriculum aspects, and the core competences (Mosothoane, 2012). The following stage, done by the NCDC, is establishing and adopting the innovation. This is where different stakeholders come together, select and organise the content, and design instructional material and activities (Shankanga, 1985). Ralebese (2018) confirms that the work of the NCDC is to develop

curriculum materials.

The integrated curriculum is then implemented. Subject curriculum specialists disseminate the plans to all the stakeholders. Taba & Havelock in the study of Shankanga (1985) report that this stage is called adaptation, dissemination, and installation phase. For stakeholders to adopt the integrated curriculum, this is a stage where the SCSs hold workshops and train stakeholders on the integrated curriculum implementation. The last stage is through monitoring and evaluation.

7.4.3.3 Ministry of Education and Training (MOET)

MOET designed CAP in 2009 that is implemented by different stakeholders such as inspectors, DRTs, school governing bodies, teachers, learners, and the community who ensure that the integrated curriculum is implemented. The duties of all stakeholders are described below.

7.4.3.3.1 Inspectors

There are numerous duties of inspectors and, according to Lesotho (2010), one of the duties of inspectors is to inspect how the school functions annually and gives feedback on trends, improvements, and on general implementation of policies. The empirical data have confirmed that co-researchers were satisfied with the support from the inspectors during several visits to their school (see 5.5.3). The curriculum and assessment policy is the policy of MOET; hence the inspector enforces its implementation. The inspections contribute in the development of teachers since they are able to express their views on the threats that hinder the new curriculum implementation. In this way, there was a portrayal of a spirit of Ubuntu (Ramose, 2009) (see 2.4.5.8).

This also shows that inspectors are committed to their work to empower teachers and learners (Eruera, 2010) in the stages of PAR (see 4.6.12). It also indicates that inspectors, teachers, and learners collaborated and shared their views (Komives et al, 2007) (see 3.1.2.2.1) in order to make decisions about the common aim of implementing the

integrated curriculum. Collaboration, commitment, and empowerment of teachers and learners demonstrated the RL strategy. Although inspectors have positive impact to the teaching and learning, they are hindered by a lack of transport to do school inspections, so hard to reach schools are rarely visited (see 4.4.4).

7.4.3.3.2 School Boards (SBs)

The government of Lesotho has given power to School Boards (SBs) (Senekal, 2015) to ensure that schools perform well. It is therefore their responsibility to ensure that the integrated curriculum is implemented successfully in schools. Senekal (2015) asserts that the presence of SBs in schools promotes good relationships between schools and the community. Bagarette (2011) stipulates that SBs' responsibility is to ensure that the school and the community develop. The co-researchers mentioned that the SBs could ask for funds to buy instructional materials (see 5.3.2) so they play an important part in schools.

Co-researchers indicated that the community plays an important part in the integrated curriculum implementation (see 5.3.1). to be aware of available resources to be used at school. As PAR advocates (MacDonald, 2012), this so that learners can make projects during the implementation of the integrated curriculum in Lesotho (see 4.6.6). This is how teachers, learners, and the community collaborate. The researcher is of a view that SBs should be made part of the stakeholders in RL strategy so that they could perform their duties and collaborate with other stakeholders to ensure that they implement the new curriculum.

7.4.3.3.3 Teachers

According to Taole (2013), educators are the main stakeholders of the curriculum as they facilitate teaching and learning (Ralebese, 2018). Bitso, (2012) states that teachers are required to instruct classes and subjects appropriate to their qualifications and experience because they can equip learners with relevant information to be self-reliant in the future.

Briggs & Sommefeldt (2002) indicate that the staff should be consulted as a group and they should take part in the final decision even though they are not the administrators. As teachers participate in decision-making, Mason (2004) argues that they become empowered. Samli (2009) argues that educators should be the ones to implement the integrated curriculum since they plan it daily in a lesson plan.

Though teachers are the main stakeholders in the integrated curriculum, co-researchers stated that they were resistant to the implementation of the integrated curriculum since they were not provided with enough information, training, and skills that could help during the implementation (see 5.1.3). This means that the sharing of information, as emphasised by Ubuntu, was not practiced (see 2.3.5.8) so that teachers could actively participate as stipulated by PAR (Scherer & Mckee, 1993) (see 4.6.3). RL emphasises that stakeholders should work together. In order for learners to be self-reliant, the NCDC should collaborate with teachers and give them detailed information about the integrated curriculum, and MOET through inspectors and DRTs should take responsibility over addressing the challenges of the teacher.

7.4.3.3.4 Learners

Learners are the vital people in the curriculum. They are at the core of the integrated curriculum (Ralebese, 2018) since the integrated curriculum is meant to change their lives. From the empirical data, co-researchers have shown that learners did projects with the natural resources and man-made resources supplied by the community (see 5.5.1). This shows there was a spirit of humanity shown by the community members that illustrated Ubuntu (Ramose, 2009) (see 2.4.5.8). The literature confirms that the teachers are the facilitators and it is their responsibility to change learners' behaviour (Bitso, 2012) to ensure that the integrated curriculum is successful. Ralebese (2018) adds that learners are knowledge recipients while teachers are knowledge constructors.

The community members were aware that learners would take responsibility and change their behaviour if they were provided with resources. The challenge of a shortage of

instructional materials (see 5.5.6) was addressed and learners were empowered to participate as seen in PAR (see 4.6.12). In this manner, learners collaborated with the school administration, teachers, and the community by using resources provided to them to develop the nation, the school, the community, and their own lives. Therefore, it is important that learners be part of the stakeholders in the relational leadership strategy.

7.4.3.3.5 Community members

Community members are part of the stakeholders who participated in the integrated curriculum implementation. Co-researchers confirmed that community members need to be engaged in the integrated curriculum implementation since they support schools in different ways (see 5.3.1). One of the phases of Ubuntu is that learning starts in the community. Gehrke (1991), Jacobs (1989) and Lipson (1993) indicate that the parents and the community should support educators in the implementation of the integrated curriculum (see 3.2.3.1).

The community ensures that there is development in the implementation of the curriculum (Verspoor, 2006). Beveridge (2005) confirms that the community members support learners by providing their basic needs, which enables teachers to implement the new curriculum effectively (Warui, 2014). Bitso (2012) adds that parents have to monitor the performance of their learners, help, and support them (see 3.1.1.8.6).

The empirical data have shown that parents were neglected as they were not given training in the integrated curriculum (see 5.1.3) which explains why they did not take part in the integrated curriculum implementation. PAR, as a research design which governs this study, emphasises recognition of the individuals' own resources, that helps learners to be self-reliant (MacDonald, 2012) (see 4.6.6). If the community assists learners with resources and expertise, learners would be self-reliant in the future with the knowledge acquired.

The stakeholders promote collaboration, commitment, and empowerment for the RL strategy. All stakeholders need to work cooperatively, empower one another and be

committed to their work. Empirical data confirmed that MOET and NCDC should collaborate and source funds in order to hold workshops, to motivate teachers and buy instructional materials to minimise challenges of implementing the integrated curriculum. Mbigi & Maree (2005) (cited by Tutu 2004) indicate that Ubuntu promotes co-operation which will help stakeholders to share knowledge for implementing the integrated curriculum. Bitso (2012) asserts that the principal has to make sure that there are meetings between teachers and learners and amongst teachers (see 3.1.1.8.3.1) to ensure that there will be effective communication that promotes collaboration and empowerment.

As the stakeholders meet, they will be able to cooperate by sharing duties (Mbigi & Maree, 2005:93 cited by Tutu 2004) in order to make their work easier, as prescribed by Ubuntu (see 2.4.9.2). Stakeholders should also empower each other. The marginalised (community) should feel that they are part of the implementation of the integrated curriculum to promote collaboration.

After a discussion of the duties of MOET stakeholders, the RLS model is presented and is followed by a discussion of how the integrated curriculum could be implemented effectively through the use of RL strategy.

7.5 Limitations of the study and how they were resolved

The limitation addressed in this section is the change of schedule for the meetings and conducting research in one school.

7.5.1 Change of schedule for the meetings

One focus group was planned for different co-researchers during the meetings. However, due to co-researchers staying in separate areas thereby leading to difficulties in meeting on the set dates, the resolution was for the researcher to have three meetings. The first for curriculum designers, the second for two inspectors, and the third for the principal, two teachers, two learners, and two parents. At the end, the data from all the three meetings

was combined.**7.5.2 Conducting research in one school**

The researcher obtained detailed data which assisting a lot in proposing relational leadership strategy for the implementation of integrated curriculum. However, the challenges, solution, conditions, threats and successes may vary depending on geographical area. As to respond to this challenge, the results will be shared with MOET officers who will share and monitor all schools using the results obtained.

7.6 Recommendations for future studies

It is recommended that a study is undertaken on the effectiveness of teaching and learning materials for Lesotho schools and the use of technology in acquiring knowledge for the implementation of the integrated curriculum.

The government, through the School Supply Unit, distributes the teaching materials to schools but instructional materials often fail to get to schools on time, so a study on how the teaching and learning materials could be distributed to schools on time is recommended.

7.7 Value of the research

One of the strengths of this study was the construction of the relational leadership strategy (RLS) for the implementation of the integrated curriculum in Lesotho. As a newly promoted teacher working as a MOET inspector, the researcher realised that all stakeholders should collaborate and work together to implement the new curriculum. It is true that the inspectors must ensure that all MOET policies are implemented (Curriculum and Assessment Policy) however, inspectors cannot work alone but should work effectively with other stakeholders, including the community. The researcher has also learnt how to empower people who are illiterate as parents did not understand their duty in the implementation of the new curriculum. In this case, the researcher and the co-researchers had to be patient and humble to explain further until the parents understood their roles.

The stakeholders, such as ECOL, NCDC and inspectors, disseminate information to the teachers on the new curriculum. Through this study, they were able to recognise the importance of working together and sharing information so that teachers get the same resources to minimise the problems during the implementation of the integrated curriculum. These stakeholders should also ensure that they collaborate well with school governing bodies since they ensure that the schools link with the community.

Through this study, teachers became aware of how the challenges of implementing the integrated curriculum could be solved. Most importantly, teachers were able to realise how they can connect with other stakeholders and the kind of assistance they would get from them to improve the implementation. This was done in guidance of Ubuntu which guided the study. This is because collaboration and empowerment were mostly practised in the study. Learners were also made aware of their duties as the core stakeholders of the new curriculum and how other stakeholders empower them for effective implementation for self-reliance particularly as Raselimo & Mahao (2012) explain that the integrated curriculum is meant to solve life challenges.

7.8 Conclusion

The study has constructed the relational leadership strategy for the implementation of the integrated curriculum in Lesotho using the analysis from the related literature review, empirical data and documents. PAR was used as a research design for data collection and it added value to this study since all co-researchers were involved in the implementation of the integrated curriculum until indicators of success materialized. The stakeholders actively participated collaboratively to achieve the objectives of the study. They worked together to bring positive change to the nation, district, schools, community members, and most importantly, to the learners. Moreover, there was cooperation among all co-researchers since all of them expressed their views freely to inspire creativity (MOET, 2009) (see 1.2). Lastly, some stakeholders motivated the marginalised people (community members and learners) to empower them.

Relational leadership strategy was proposed due to the findings of the study. The

researcher realised that the integrated curriculum could only be effective if all the stakeholders could be involved and work collaboratively in the implementation. Through RL strategy, all stakeholders should share the vision of MOET's new curriculum, plan their responsibilities, share their duties, and actively engage in the implementation and reflect on failures and successes. As a result, the vision for ESSP and CAP would also be achieved.

Ubuntu as the theory that guided this study also indicated that effective implementation of integrated curriculum could only be done if stakeholders could unite during planning, implementation, and evaluation of the new curriculum. Empowerment was also emphasized as all stakeholders have ideas of how they could implement the new curriculum. All stakeholders should apply the Basotho proverb, "motho ke motho ka batho", which means that without collaboration, there could be no positive outcome to shape the life of the Basotho children.

The solutions that addressed the challenges were outlined in the related literature and the empirical data. Challenges were addressed through collaboration and empowerment of all the stakeholders involved. Relational leadership will therefore be effectively implemented for the benefit of Basotho children who will get quality education and be self-reliant. With this strategy proposed, collaboration, planning, implementation, and evaluation (strengths and weaknesses) will lead to good progress. This will be great achievement.

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Appendix A: Ethics Clearance Certificate



Faculty of Education

11-Jun-2018

Dear **Ms Libokoana Tankiso Mphunyane**

Ethics Clearance: A Relational leadership Strategy for the Implementation of Integrated Curriculum in Lesotho.

Principal Investigator: Ms Libokoana Tankiso Mphunyane

Department: School of Education (Bloemfontein Campus)

APPLICATION APPROVED

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

Your ethical clearance number, to be used in all correspondence is: **UFS-HSD2016/1026**

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
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Appendix B: Letter to District Education Manager

Researcher

Study Leader

Libokoana-'Mathaabe Tankiso-Mphunyane

Dr Cias Tsotetsi

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Phuthadichaba 9866

Botha Bothe 400

School of Education Studies

Lesotho

QwaQwa UFS

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E-mail: tankisomaed@gmail.com

TsotetsiCT@ufs.ac.za

Date: August 2018

Dear District Education Manager

RE: APPROVAL TO UNDERTAKE RESEARCH IN YOUR DISTRICT

I hereby ask for approval to take over the study in your school. I am a PhD student at the University of the Free State, currently working on my thesis: **A relational leadership strategy for the implementation of integrated curriculum in Lesotho**. Two inspectors (from your office), two teachers, two community members (parents) and two grade six learners (from Mmelesi Primary School) will be requested to take in the meetings.

The study is about using the relational leadership in the implementation of integrated curriculum in Lesotho. Different stakeholders of different levels are to work together to implement the new curriculum without undermining one another. The study will help the curriculum designers and the inspectorates to be aware of the challenges met, bring some changes for improvement and identify the strategy to employ integrated curriculum in

schools. The teachers would also be aware of how integrated curriculum is implemented and improve teaching and learning in such a way that learners would be self-reliant when they are through with their schooling. It is also believed that the results of the study will also benefit the parents (the community) by solving the challenges they face in life.

Privacy, anonymity and legality issues about this study will be discussed with you after ensuring that u fully understand the nature of the study. You will be free to withdraw from this study whenever you are willing to. This project will comply with the rules and regulations of conducting a research.

Your positive response will be highly appreciated in this matter.

Yours thankfully

Libokoana-'Mathaabe Tankiso-Mphunyane

Appendix C: Response from District Education Manager



Mokhotlong District

1st August 2018

Dear Tankiso-Mphunyane

Re: Permission to undertake the study at Mmelesi Primary School

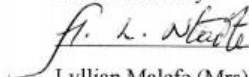
Dear Madam

The purpose of this letter is to inform you that **Tankiso-Mphunyane Libokoana-'Mathaabe (Student Number: 2015327428)** is allowed to conduct the study entitled **A Relational Leadership for the Implementation of Integrated curriculum in Lesotho** and collect data from MOET officers and teachers at Mmelesi Primary school.

However, please ensure that teachers' and learners' time is not compromised in any way. Use the after-school hours, weekend days or holidays. Hope your study will improve the teaching and learning in Mokhotlong district.

Thanking you in advance for your cooperation and support on this matter

Yours Faithfully


Lyllian Malefe (Mrs)

District Education Manager – Mokhotlong



Appendix D: Consent form to curriculum designers

Researcher

Study Leader

Libokoana-'Mathaabe Tankiso-Mphunyane

Dr Cias Tsotetsi

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Date: August 2018

INFORMED CONSENT

Dear Participant: Curriculum designer

Please accept my request for your assistance in conducting this research study: A relational leadership strategy for the implementation of integrated curriculum in Lesotho.

The study is about using the relational leadership in the implementation of integrated curriculum in Lesotho. Different stakeholders of different levels are to work together to implement the new curriculum without undermining one another. The study will help the curriculum designers and the inspectorates to be aware of the challenges met, bring some changes for improvement and identify the strategy to employ integrated curriculum in schools. The teachers would also be aware of how integrated curriculum is implemented and improve teaching and learning in such a way that learners would be self-reliant when they are through with their schooling. It is also believed that the results of the study will also benefit the parents (the community) by solving the challenges they face in life.

Your participation in the study is voluntary and your basic human rights will be respected and protected at all times. Privacy, anonymity and legality issues about this project will

be discussed with you as it is imperative that you fully comprehend the nature and purpose of this project. You are free to withdraw from this project at any stage. This project will follow the rules and regulations of conducting a research. Your involvement will add great value to this study.

Yours thankfully

Libokoana-'Mathaabe Tankiso-Mphunyane

1. I fully comprehend the nature and purpose of the research study
2. I therefore allow full consent to participate and do so freely without any coercion
3. I fully comprehend the implications and risks of participating in this research study.
4. I hereby admit to use of information obtained during the study and the use of the findings thereof.

Signature

Appendix E: Consent form to MOET inspectors

Researcher	Study Leader
Libokoana-'Mathaabe Tankiso-Mphunyane	Dr Cias Tsotetsi
P.O Box 100	Phuthadichaba 9866
Botha Bothe 400	School of Education Studies
Lesotho	QwaQwa UFS
Contacts: +26659819511/ +2668939654	Contacts: +27 (0)58 718 5003
E-mail: tankisomaed@gmail.com	TsotetsiCT@ufs.ac.za

Date: August 2018

INFORMED CONSENT

Dear Participant: MOET Inspectors

Please accept my request for your assistance in conducting this study: A relational leadership strategy for the implementation of integrated curriculum in Lesotho.

The study is about using the relational leadership in the implementation of integrated curriculum in Lesotho. Different stakeholders of different levels are to work together to implement the new curriculum without undermining one another. The study will help the curriculum designers and the inspectorates to be aware of the challenges met, bring some changes for improvement and identify the strategy to employ integrated curriculum in schools. The teachers would also be aware of how integrated curriculum is implemented and improve teaching and learning in such a way that learners would be self-reliant when they are through with their schooling. It is also believed that the outcome of the study will

also benefit the parents (the community) by solving the challenges they face in life.

Your participation in the study is voluntary and your basic human rights will be respected and protected at all times. Privacy, anonymity and legality issues about this study will be discussed with you after ensuring that you fully comprehend the nature and purpose of the study. You will be free to withdraw whenever you might be willing to. This project will consider the rules and regulations of conducting a research. Your participation will add great value to this study.

Yours thankfully

Libokoana-'Mathaabe Tankiso-Mphunyane

5. I fully comprehend the nature and purpose of the research study
6. I therefore allow consent to participate and do so freely without any coercion
7. I comprehend the implications and risks of participating in this research study.
8. I hereby allow to use of information obtained during the study and the use of the findings thereof.

Signature

Appendix F: Consent form to school principal

Researcher

Study Leader

Libokoana-'Mathaabe Tankiso-Mphunyane

Dr Cias Tsotetsi

P.O Box 100

Phuthadichaba 9866

Botha Bothe 400

School of Education Studies

Lesotho

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Contacts: +26659819511/ +2668939654

Contacts: +27 (0)58 718 5003

E-mail: tankisomaed@gmail.com

TsotetsiCT@ufs.ac.za

Date: August 2018

INFORMED CONSENT

Dear Participant: School principal

Please accept my request for your assistance in conducting this study: A relational leadership strategy for the implementation of integrated curriculum in Lesotho.

The study is about using the relational leadership in the implementation of integrated curriculum in Lesotho. Different stakeholders of different levels are to work together to implement the new curriculum without undermining one another. The study will help the curriculum designers and the inspectorates to be aware of the challenges met, bring some changes for improvement and identify the strategy to employ integrated curriculum in schools. The teachers would also be aware of how integrated curriculum is implemented and improve teaching and learning in such a way that learners would be self-reliant when they are through with their schooling. It is also believed that outcome of the study will also

benefit the parents (the community) by solving the challenges they face in life.

Your participation in the study is voluntary and your basic human rights will be respected and protected at all times. Secrecy, anonymity and legality issues about this project will be discussed with you after ensuring that you fully understand the nature and purpose of the study. You are free to withdraw from this project whenever you might be willing to. This project will comply with the rules and regulations of conducting a research. Your participation will add great value to this study.

Yours thankfully

Libokoana-'Mathaabe Tankiso-Mphunyane

9. I fully comprehend the nature and purpose of the research study
10. I therefore allow full consent to participate and do so freely without any coercion
11. I fully comprehend the implications and risks of participating in this research study.
12. I hereby allow you to use of information obtained during the study and the use of the findings thereof.

Signature

Appendix G: Letter to the principal

Researcher

Study Leader

Libokoana-'Mathaabe Tankiso-Mphunyan

Dr Cias Tsotetsi

P.O Box 100

Phuthadichaba 9866

Botha Bothe 400

School of Education Studies

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QwaQwa UFS

Contacts: +26659819511/ +2668939654

Contacts: +27 (0)58 718 5003

E-mail: tankisomaed@gmail.com

TsotetsiCT@ufs.ac.za

Date: August 2018

Dear Principal

RE: APPROVAL TO UNDERTAKE RESEARCH IN YOUR SCHOOL

I hereby request approval to undertake the study in your school. I am a PhD student at the University of the Free State, currently working on my thesis: **A relational leadership strategy for the implementation of integrated curriculum in Lesotho**. Two teachers, two community members (parents) and two learners (grade six) from your school will be asked to take part in the meetings.

The study is about using the relational leadership in the implementation of integrated curriculum in Lesotho. Different stakeholders of different levels are to work together to implement the new curriculum without undermining one another. The study will help the curriculum designers and the inspectorates to be aware of the challenges met, bring some changes for improvement and identify the strategy to employ integrated curriculum in

schools. The teachers would also be aware of how integrated curriculum is implemented and improve teaching and learning in such a way that learners would be self-reliant when they are through with their schooling. It is also believed that outcome of the study will also benefit the parents (the community) by solving the challenges they face in life.

Secrecy, anonymity and legality issues about this project will be discussed with you after ensuring that you fully understand the nature and purpose of the study. You are free to withdraw from this project whenever you might be willing to. This project will consider with the rules and regulations of conducting a research.

Your positive response will be highly appreciated in this matter.

Yours thankfully

Libokoana-'Mathaabe Tankiso-Mphunyane

Appendix H: Principal's response to the researcher

St James Primary School

Box 14

Mokhotlong 520

30th August 2018

Dear Tankiso-Mphunyane

RE: SCHOOL APPROVAL TO CONDUCT RESEARCH

The aim of this letter is to inform you that **Tankiso-Mphunyane Libokoana-'Mathaabe (2015327428)** is granted permission to conduct the research titled **RELATIONAL LEADERSHIP FOR THE IMPLEMENTATION OF INTEGRATED CURRICULUM IN LESOTHO** at Mmelesi Primary School Mokhotlong.

We hope your study will benefit teachers, learners and the community members as it is stated.

Thanking you in advance.

Yours Faithfully

Tanki Mojapela

Appendix I: Consent form to Teachers

Researcher

Study Leader

Libokoana-'Mathaabe Tankiso-Mphunyane

Dr Cias Tsotetsi

P.O Box 100

Phuthadichaba 9866

Botha Bothe 400

School of Education Studies

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Contacts: +27 (0)58 718 5003

E-mail: tankisomaed@gmail.com

TsotetsiCT@ufs.ac.za

Date: August 2018

INFORMED CONSENT

Dear Participant: Teacher

Please accept my request for your assistance in conducting this research study: A relational leadership strategy for the implementation of integrated curriculum in Lesotho.

The study is about using the relational leadership in the implementation of integrated curriculum in Lesotho. Different stakeholders of different levels are to work together to implement the new curriculum without undermining one another. The study will help the curriculum designers and the inspectorates to be aware of the challenges met, bring some changes for improvement and identify the strategy to employ integrated curriculum in schools. You would also be aware of how integrated curriculum is implemented and improve teaching and learning in such a way that learners would be self-reliant when they are through with their schooling. It is also believed that the outcome of the study will also

benefit the parents (the community) by solving the challenges they face in life.

Your participation in the study is voluntary and your basic human rights will be respected and protected at all times. Secrecy, anonymity and legality issues about this project after ensuring that you fully comprehend this project. You are free to quit at any time you may wish to. This project will consider the rules and regulations of conducting a research. Your participation will add great value to this study.

Yours thankfully

Libokoana-'Mathaabe Tankiso-Mphunyane

13. I fully comprehend the nature and purpose of the research study
14. I therefore allow full consent to participate and do so freely without any coercion
15. I fully comprehend the implications and risks of participating in this research study.
16. I hereby allow you to use of information obtained during the study and the use of the findings thereof.

Signature

Appendix J: Consent form to Parents

Researcher

Study Leader

Libokoana-'Mathaabe Tankiso-Mphunyane

Dr Cias Tsotetsi

P.O Box 100

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Botha Bothe 400

School of Education Studies

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Contacts: +26659819511/ +2668939654

Contacts: +27 (0)58 718 5003

E-mail: tankisomaed@gmail.com

TsotetsiCT@ufs.ac.za

Date: August 2018

INFORMED CONSENT

Dear Participant: Parent

Please accept my request for your assistance in conducting this research study: A relational leadership strategy for the implementation of integrated curriculum in Lesotho.

The study is about using the relational leadership in the implementation of integrated curriculum in Lesotho. Different stakeholders of different levels are to work together to implement the new curriculum without undermining one another. The study will help the curriculum designers and the inspectorates to be aware of the challenges met, bring some changes for improvement and identify the strategy to employ integrated curriculum in schools. The teachers would also be aware of how integrated curriculum is implemented and improve their teaching and learning in such a way that learners would be self-reliant when they are through with their schooling. It is also believed that outcome of the study

will also benefit the parents (the community) by solving the challenges they face in life.

Your participation in the study is voluntary and your basic human rights will be respected and protected at all times. Secrecy, anonymity and legality issues about this project will be discussed with you after ensuring that you fully comprehend the nature and purpose of the study. You are free to quit from the study whenever you might be willing to. This project will consider with the rules and regulations of conducting a research. His or her participation will add great value to this study.

Yours thankfully

Libokoana-'Mathaabe Tankiso-Mphunyane

17. I fully comprehend the nature and purpose of the research study
18. I therefore allow to participate and do so freely without any coercion
19. I fully comprehend the implications and risks of participating in this research study.
20. I hereby allow you to use of information obtained during the study and the use of the findings thereof.

Signature

Appendix K: Assent Form for Guardian

Researcher

Study Leader

Libokoana-'Mathaabe Tankiso-Mphunyane

Dr Cias Tsotetsi

P.O Box 100

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E-mail: tankisomaed@gmail.com

TsotetsiCT@ufs.ac.za

Date: August 2018

Dear Guardian, Mr or Mrs _____

Please fill in the assent form below and return it to the researcher.

I hereby allow my child named _____ to participate in the research study: A relational leadership strategy for the implementation of integrated curriculum in Lesotho.

My name _____ Surname: _____

My signature: _____ Date: _____

Appendix L: Fomoro Eatumello Ea Moholisi Ka Ngoana

Researcher

Study Leader

Libokoana-'Mathaabe Tankiso-Mphunyane

Dr Cias Tsotetsi

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E-mail: tankisomaed@gmail.com

TsotetsiCT@ufs.ac.za

Date: August 2018

Moholisi oa ngoana, 'M'e kapa Ntate _____

Ka boikokobetso tlatša fomoro ena, 'me u e khutlisetse ho mofuputsi.

Mona ke fana ka tumello ho ngoana ea ikarabellang ho 'na, ea bitsoang _____ ho nka karolo phuputsong ena: A relational leadership strategy for the implementation of integrated curriculum in Lesotho.

Mabitso aka: _____ Fane: _____

Motekeno: _____ Letsatsi: _____

Appendix M: Extracts from the co-researchers and the focus group

Phase 1
Discussion on establishing the aim of the research, research ethics and agreeing on dates of the meetings.
Proposing the relational leadership strategy for the implementation of integrated curriculum in Lesotho
Phase 2
Challenges faced in implementing in implementing integrated curriculum in Lesotho
<i>"I am not clear of what has to be done during the implementation of the new curriculum but what I know is that the new curriculum is push push."</i>(Teu) <i>"I do not understand exactly how the integrated curriculum is to be done but the information which was clear to us was all the learners pass."</i>(Matau) <i>"My answer is the opposite; I did not get any clarity from the principal or teachers about how the new curriculum was to be implemented. What I know is that it's push push which is called 'pele feela'."</i> (Mapea)
<i>"There is limited training on the integrated curriculum since teachers are trained once or twice a year while there are many workshops for SIP."</i> (Mathabo) <i>"What I have seen is that teachers are not given enough training in the</i>

new curriculum. They are only trained for some days at the beginning of the year and they encounter some problems in the classroom situation because everything was covered within a short period of time and, with this, they could not understand.”(Tefo)

“Well, there is limited training since we only had the workshop for some days and not all the teachers go to the training and sometimes some teachers do not give the feedback of what they have learnt from the workshop”. (Matau)

“No one can be against the idea that our teachers are resistant to change.” (Tefo)

“Yes, it is true that we are resistant to change since we do not understand clearly what we are supposed to do in employing the integrated curriculum. I am not motivated to go to the classroom and teach.”(Malefa)

“I think we are wasting our time here, since we were not made to understand the new curriculum, there is no reason why we should work hard to assist our children with their school work while curriculum is push push so our learners have to assist us sometimes with family issues.”(Masebui)

“Absenteeism is mostly high on the closing and the opening of the year or quarter on teachers and learners. Most of the teachers do not teach during the closing date and opening date. In most cases, they only come to make the meetings. Learners only come to eat and go home

so parents have recognised this behaviour.” (Malefa)

“This is hectic; parents also absent their children from school because they were told that learners do not fail so they think their absenteeism will not affect their education.” (Matau)

“I don’t see any problem; we freely absent our children to school because we know for sure that our children are not going to fail but to proceed to the next grade.” (Masebui)

“Indeed shortage of instructional materials like textbooks destruct us, however, we have heard some other districts have some textbooks which we do not have in our districts.” (Tefo)

“You see, this issue of textbooks. In grade six, there are no text books; we only have the syllabus, the teacher’s guide and pupil’s books without assessment package for grade seven.”(Malefa)

“Indeed shortage of instructional materials like textbooks destruct us, however, we have heard some other districts have some textbooks which we do not have in our districts.” (Tefo)

“You see, this issue of textbooks. In grade six, there are no text books; we only have the syllabus, the teacher’s guide and pupil’s books without assessment package for grade seven.”(Malefa)

5.2 Solutions to the challenges faced in the implementation of the integrated

curriculum in Lesotho

"I think we need to understand the integrated curriculum much better so I strongly believe that all stakeholders need adequate training as to develop more knowledge and skills so that they could participate. Not denying the fact that we sometimes go to workshops."(Matau)

"Yes you see ... really we need to get enough training like teachers who always go to the workshops about the new curriculum as we learn that we are also expected to take part in the integrated curriculum implementation." (Masebui)

"I think if the textbooks could be delivered early and at the same time in all districts, I don't think teachers could struggle in their teaching and learning".(Mapalesa)

"Hard to reach schools delay to get textbooks on time so if all schools could get enough instructional materials at the beginning of the year, implementation of the new curriculum could be effective."(Matau)

"You see, motivation is needed to empower learners and teachers so that when they get into classroom they could perform better since the new curriculum is stressing." (Teu)

"Exactly my point, we need motivation because of the challenges we meet but Examination Counsel of Lesotho (ECOL) once invited motivational speaker (Mr Majara) in 2007 to motivate teachers but only

<i>grade 7 teachers were invited while we encounter the challenges for all of us.”(Malefa)</i>
<i>“Well, it would be a great advantage to the schools if they could all be visited regularly to check whether what was said in the training of curriculum implementation is put in practice.”(Teu)</i> <i>“It would be great if even hard to reach schools could be visited regularly.”(Mathabo)</i>
<i>“There is lack of training so inspectors should visit the schools and teachers should have regular meetings to discuss challenges of the new curriculum and how to overcome them.”(Mapalesa)</i> <i>“Regular meetings are required by DEMs, inspectors, District resource teachers (DRT), principals, teachers, parents and learners and each group should be discussing challenges they encounter in their participation as there is lack of training.”(Mathuto)</i> <i>“We have been meeting at the beginning of the year to do scheme and record of work and to do assessments, then it would be good if we could get into the teaching and learning of our new curriculum and discuss challenges we encounter.” (Malefa)</i>

5.3 Conditions for successful implementation of RLS in implementing the integrated curriculum in Lesotho.

"I think we need to engage the community on different angles; community members have natural resources which would be used to make projects at school. The community would also support if they could stop absenteeism of learners."(Mathuto)

"Those are the good ideas; the community would also assist our learners with assignments and train our learners without looking for a resource person who would be paid to train our learners for making the projects yet we have talented community members."(Matau)

"Yes ... it is clear that if we could support our learners with available resources to make projects, we will produce productive learners rather than being busy with drinking."(Malefa)

"I suggest that if MOET and NCDC could look for funds from non-governmental organisations, teachers could have more training about new curriculum implementation."(Mathuto)

"Yes, if our Ministry in the district level could work hard to ask for funds from American Embassy, Irish Aid, World food programme (WFP), non-governmental organisations (NGOs), there could be easy implementation of the curriculum."(Mathabo)

"We would be much thankful if our school administration could ask for funds in order to buy instructional materials used for new curriculum implementation."(Mpho)

“You know like we have stated earlier, teachers are teaching too many learners so the government should add grants in schools where there are many learners so that every learner could be attended.”(Mapalesa)

“I don’t think there is a problem with that since there are some schools which have one teacher so new curriculum would be best implemented if more grants could be provided so that the teacher/learner ratio could be applied for effective teaching and learning.”(Mathuto)

“Surprisingly, there are some schools where teachers are overstaffed while other schools are understaffed. Really, there is need for provision of more grants in schools, otherwise transfer overstaffed teachers.”(Malefa)

“I suggest our government should also add more transport so that we could be able to assist teachers on new curriculum implementation since they encounter some challenges.”(Mathabo)

“Yes ... we would be glad if transportation could be improved in our ministry for improvement of curriculum implementation.”(Tefo)

“I strongly agree that if cars for officers might be two in each district, inspectors may go to different schools and inspect more schools annually than waiting for one car.” (Malefa)

5.4 Threats that could hinder the successful implementation of the RLS to respond to challenges pertaining to the implementation of the integrated curriculum

“Some of community members really hinder the school since they fail to support schools since they fail to attend meetings where issues of the integrated curriculum are discussed.”(Mathabo)

“That is true; the community absent their children to school and this affects the teaching and learning of the integrated curriculum.”(Tefo)

“We are really sorry, some of us do not support the teachers since we use our children as child labour while they are supported to attend school everyday and sometimes we do not offer them things needed at school.”(Masebui).

*“Teachers need several workshops for the new curriculum but we fail to assist them according to our will since there is lack of funding.”
(Mapalesa)*

“... and we heard curriculum designers also trained other teachers from another district and could not train us since they said the money granted was not enough.”(Malefa)

“And that it was very painful indeed because some teachers told us.”(Matau)

“... and we heard curriculum designers also trained other teachers from

another district and could not train us since they said the money granted was not enough.” (Malefa)

“Teachers need several workshops for the new curriculum but we fail to assist them according to our will...”(Mapalesa)

“There are few or just one grant in most of our schools which leads to multi grades and encounter problems in the teaching and learning of the integrated curriculum.”(Mathabo)

“Shortage of grants hinders the new curriculum since most of the teachers are not good at teaching multi grades so they struggle to reach every learner.”(Tefo)

“It is true inspectors and DRTs normally hold workshops on how to handle multi grades but this is still a threat since the integrated curriculum needs more effort on all those classes.”(Matau).

“There is really a challenge with transport, sometimes we don’t go for school inspections since transportation hired by the government would have reached the mileage while some districts would continue with school inspections since theirs are for the government.” (Mathabo)

“Oh... that is why you normally visit our schools using public transport. I understand those schools which are hard to reach will not get assistance.”(Malefa)

“Sometimes collaboration does not exist between ECOL, NCDC and office of inspectorate. The three offices can’t meet together; discuss issues of the integrated curriculum before the information is disseminated to the teachers. As a result, teachers obtain different information from different stakeholders and this hinders the new curriculum.”(Malineo)

“That is true team; we normally have workshops from the two offices (ECOL and NCDC) with different information especially for assessing the learners.”(Tefo)

“We are really confused with the information we get from the three offices (ECOL, NCDC and MOET national and district level. They cannot work together to deliver the same information.”(Malefa)

“When looking at the attendance registers, there is high dropout and absenteeism and the reasons are learners are involved in early and unintended pregnancy and their parents use the boys to work at the fields and girls are left with the young children.”(Mathabo)

“Some parents do not understand because they still absent their learners and let them work as child labour.”(Malefa)

“As parents, we talk to one another but some parents still use their children as child labour.” (Masebui)

5.5 Indicators of success during the implementation of the integrated curriculum in Lesotho

“We congratulated those who participated; there is a difference on making of the school projects as compared to last year.” (Malineo)

“Yes you are right. Parents volunteered to come and assist our learners with the projects during parents meeting and they fulfilled their promise.”(Malefa)

“Our children enjoyed these projects so much they kept themselves busy in doing the projects at home and projects are about to be sold.”(Mapea)

“Our parents also provided the natural resources which we used in our projects, even those whom their homes did not have resources needed; some parents voluntarily provided them so that they could work.”(Mpho)

“As we visited the schools we found that in the minutes of the school that the principal had meeting fortnightly with the teachers and once in quarter with the parents rather than in the past where they had one meeting per session so this was seen to be the success in implementing the new curriculum.’(Mathabo)

“We normally had one parent meeting per session but now we had one parent meeting per quarter to analyse our work [and] look at way forward. We also had several meeting with the school administration and discussed how learners could be taught in their crowded class and

we decided that learners should be taught even on weekends so that slow learners could be attended.”(Tefo)

“After we had the long discussion of implementing the new curriculum, we decided to have our own meetings at centre levels where we discussed and addressed the challenges we met on the whole curriculum in different grades and came up with the solutions.”(Matau)

“Though not all the schools are part of SIP, we have really worked in this fourth quarter. Because we managed to visit more schools than we ever did through the project of SIP.”(Mathabo)

“We are glad with the kind of the visit made by our inspectors and DRTs because they were also able to assist teachers where there were questions and on the students’ projects and gave out strategies to reduce absenteeism and one was to call parents meeting.”(Tefo)

“Since we are the reachable school, our DEM in one meeting requested that everytime we had questions, we should call the office we did that and inspectors came to our rescue.”(Matau)

“The officers normally came to our school and assisted in the teaching and learning. Most importantly, they were interested in helping and seeing our projects and we therefore acknowledge MOET for introducing the integrated curriculum on us since it is going to change their life for the better.”(Lineo)

“With the funds from UNESCO, we decided to assist teachers from the two districts who did not perform well though some other districts have

not done well too.”(Malineo)

“Really, I am very much thankful with the workshop held and I hope the teaching and learning will be improved with the skills got from the workshop.”(Tefo)

“Among all the workshops I have attended on curriculum implementation, this was the best ever and, if all teachers were called, it would be much good because all would hear from horse’s mouth but we will give them a report so that we could all be in the same level.”(Malefa)