

**MANAGING CURRICULUM CHANGE: A STUDY OF SIX SECONDARY SCHOOLS IN MASERU,
LESOTHO**

by

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DECLARATION

I declare that **Managing curriculum change, a study of six secondary schools in Maseru, Lesotho** is my own work and it has not been submitted in any form by another person for the award of the degree or diploma at any university or other institute of tertiary education.

All the sources that have been used or cited have been listed and acknowledged by means of comprehensive references.

DEDICATION

This work is dedicated to the following unforgettable people in my life;
My mother who always wished me to complete my studies.

My loving wife Mamakoqa and children, Makoqa, Molise, Mapita and Kekeletso.

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ABSTRACT

The purpose of this study is to explore the experiences that the principals encounter when managing curriculum change at the secondary schools in the Maseru district. The study is qualitative in nature and employed a case study to investigate principals' experiences with the LGCSE curriculum change. This study used Kotter's theory of change management as a theoretical foundation for the analysis of the data. Semi-structured in-depth –interviews and non-participant observations were used to collect data. A total of six principals from urban and rural secondary schools were interviewed and observed. Content analysis was employed to analyse data in this study.

The findings revealed that the secondary school principals in the Maseru district lack skills and knowledge to manage the LGCSE curriculum change. The findings showed that the majority of the principals were not thoroughly trained on how to manage and implement the LGCSE. The principals needed continuous support from the Ministry of Education and Training. There was also a need for relevant and adequate resources to support curriculum changes. This study revealed that most principals delegated the instructional roles to the Head of Departments and the deputy principals to manage lesson plans, selection of teaching and learning materials as well as monitoring lesson presentations. This study found that most principals concentrated on administrative roles. Team work and school based workshops were found to be the strategies that principals used to manage the LGCSE curriculum change.

KEY TERMS Curriculum, Change Management, Curriculum Change Management, Adoptive Model, Rational – Empirical Model.

LIST OF ABBREVIATIONS

AL	Advanced Level
ASL	Advanced subsidiary Level
CAPF	Curriculum and Assessment Policy Framework
CASS	Continuous Assessment
CEO	Chief Education Officer
COSC	Cambridge Overseas Syndicate Certificate
ECCD	Early Childhood Care and Development
ECOL	Examination Council of Lesotho
HOD	Head of Department
JC	Junior Certificate
LCE	Lesotho College of Education
LGCSE	Lesotho General Certificate of Secondary Education
LHWP	Lesotho Highlands water Project.
MDGs	Millennium Development Goals
MOE	Ministry of Education
MOET	Ministry of Education and Training
NA	National Assessment
NCDC	National Curriculum Development Centre
NUL	National university of Lesotho
PSLE	Primary School Leaving Examination

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CHAPTER ONE

1.1 INTRODUCTION

Schools, in common with most organisations, embark on processes of change with the goal of improving defined aspects of their work (Kobola, 2007). Existing literature shows that school principals are key players in curriculum change and that the high degree of responsibility derived from their strategic position requires them to be knowledgeable about the day-to-day activities of the organisation (Rouleau & Balogun 2011).

Curriculum change can be defined as the process that involves changes in education system, programmes, structures and objectives which lead to changes in approaches to teaching and learning as well as changes in student's learning outcomes (Chan and Luk, 2013; Seehorn, 2012). Accordingly, curriculum change requires well-informed principals who will lead their staff in managing curriculum changes (Mohapi et al 2014). It's thus clear that for principals to manage curriculum change effectively, it is essential that they possess skills and knowledge required to facilitate this process.

This study sought to understand change management in the school context with specific reference to the implementation of a new curriculum. It would appear that managing change is one of the most difficult challenges facing managers, especially because change is often unexpected and, in most cases, it represents what is new and people may resist it. Thus, those who lead change must possess the relevant skills and competencies to deal with the management of change. In addition, they should ensure that proper guidelines are in place and communicated to all those involved. Bennis 2016, explained three types of curriculum changes that can take place in education. They include planned change, coercion change and interaction change.

In planned change, those involved have equal power and a voice. But in coercion change, there is imbalance of power; the powerful group determines the goals. There is lack of input from the weak groups. For instance the government or administrators creates a

curriculum and imposes it on teachers to implement it. In interaction change there is equal amount of power among all those who have interest. However, there is weakness relating to communication and execution. The implementation process is not thought out and developed.

In this regard, Lesotho embarked on a large scale curriculum change in the basic and secondary education. The curriculum change process revealed features of coercion change as it was initiated by the government and stakeholders had to accept it and implement it.

It is imperative to note that the previous curriculum in Lesotho was the product of the British colonial rule since 1966 till 2013. This curriculum was subject and examination oriented whereby learners had to pass specific and individual subject to gain admission in institutions of higher learning. Teachers had to master the content and were guided by a-teacher-centered approach to teaching and learning. (Curriculum Policy and Framework 2009).

According to (Raselimo and Mahao 2015) the new curriculum and assessment policy 2009, marked the departure from the subject and examination oriented curriculum to a new dispensation wherein curriculum is organised into learning areas, reflecting practical life challenges. Here teachers facilitate learning and learners develop knowledge by themselves using research and this new curriculum encourages learner centred approaches to teaching and learning.

However, although the present curriculum has more benefits over the old one, the implementation process was challenging for teachers and principals who had very little training in the implementation of the new curriculum. The government of Lesotho decided on it with limited consultation with stakeholders including the teachers and principals. Therefore this study investigates how principals managed the implementation of a curriculum on which they were not consulted in their respective schools.

According to Ramparsad (2001) in Ndou (2008), school leaders have struggled to develop new ways of doing things in schools because they were not clear on what they had to manage and they were not given practical guidelines for managing the implementation of

the curriculum changes in education. In addition, they were also not sufficiently trained on the challenges inherent in the new curriculum implementation.

As a point of departure, the school principal should ensure that he/she has the necessary policy documents, circulars and guidelines pertaining to the curriculum on hand. He/she should study these documents and internalise all the fundamentals of the curriculum change. It is also important that the principal knows how to manage and lead the process of change (Monaheng, 2007). In other words, principals need knowledge on change. In support of this assertion, Oktober (2009) explains that the best way in which to lead and manage change is to develop a better understanding of the change process.

In this vein, Kyahurwa (2013:22) indicates that for principals to manage curriculum issues effectively, they need to understand the significance of their role in these issues. An understanding of this role would promote the optimum performance of both teachers and learners as the outcome of effective curriculum change management. It is possible that although the principals may be informed about curriculum issues, they may lack the specific strategies and support required to manage curriculum change successfully. In a study conducted by Taole (2013), it was explained that a lack of training in curriculum change management and implementation remains a challenge for the majority of principals.

This study highlighted the following important areas in respect of the process of curriculum change.

- Curriculum change is both inevitable and necessary in teaching and learning. The main reason for this is that, by its very nature, teaching and learning are dynamic and also responsive to changing contexts and knowledge development. Accordingly, an understanding of change and a clear conception of the curriculum are conditions for the improved implementation of the new curriculum in practice (Sahlberg, 2004).
- Leading curriculum change is both complex and difficult. In line with this assertion, Geduld (2016) expresses the view that engaging and leading educators in a process of curriculum change is not easy. He further explains that this may be a

difficult and, sometimes, chaotic journey, primarily because this process involves people who have their own beliefs and views, which may result in resistance and thus must be carefully changed. In addition, this process requires the availability of resources which may, sometimes, be unavailable, thus frustrating those implementing the curriculum change. This signifies a need for dynamic and transformational curriculum change leaders in the schools and who are informed about the change management process.

According to Fullan (2003), educational change is a dynamic process involving interacting variables over time, with educational leadership as a vital variable in this process. It is thus clear that, without effective leadership, there is little chance of successful educational change. For curriculum change to be effectively executed in the schools, it is vital that school leaders possess leadership skills. Sharing this sentiment, Razzaq (2012) quotes Wallace and Pockhington (2002), who declared that leadership, is integral to the management of change to ensure that the change is both inspired and directed, that the change is accepted and its progress monitored. This emphasises that change requires leadership (Pollad, 2010; Chew & Andrew, 2010). A study conducted by Manghan et al. (2012) found that leadership is an important aspect of positive change in teaching and learning. They cite various forms of leadership that the principal may employ to effect change. Accordingly, principals are urged to utilise appropriate styles of leadership when leading curriculum change in their respective schools.

1.1.1 Rationale of the study

As a parent, a principal of a school, a citizen of Lesotho and a student of higher learning, I realised that school principals have different experiences of educational changes in schools. The introduction of an integrated curriculum into basic and secondary education, defined by the Ministry of Education and Training (MOET) in the Curriculum and Assessment Policy Framework (CAPF) of 2009, introduced changes in terms of which subjects are integrated. This demands a new approach in teaching and learning. It also requires the use of computers and other technological teaching and learning materials in suitable classrooms. Unfortunately, the majority of schools in Lesotho do not meet these requirements. In addition, there are very few formally trained computer teachers in most

of the secondary schools. There is also a lack of the required resources and infrastructure, thus contributing to the challenges encountered in the management of curriculum change. In an effort to improve my own practice and, hopefully, to indirectly guide others in a similar situation, I embarked on this study to determine the practice of my colleagues in their respective schools and inform the principals' practice in this process. The challenges I had experienced as a principal tasked with implementing a complex curriculum change process prompted this study. It made me realise that other principals were likely to face similar challenges. When implementing the new curriculum I had experienced challenges in guiding both teachers and learners as I lacked the necessary guidelines and had also not been trained on how to manage the process. I had delegated the heads of departments to supervise lesson planning, selection of teaching and learning materials as well as the assessment of subjects. However, this had caused me some embarrassment I had had to rely on the heads of departments (HODs) without being able to offer them any guidance. I had also struggled to obtain the relevant textbooks from the suppliers because they were not available. In addition, there had also been a problem with appropriate resources in respect of infrastructure, teaching and learning materials, as well as a shortage of qualified teachers in certain subjects.

Accordingly, I decided that I wanted to explore the experiences of the principals in Maseru as they managed this process. In understanding the experiences of these principals I hoped to discover how the principals in this school district viewed the process, the strategies that they used, the challenges they encountered and the support provided to them. In short, this study sought to understand what school principals need to know and to do in order to manage curriculum change.

1.1.2 Significance of the study

It was hoped that the study would be beneficial to both principals and policy makers in view of its focus on the challenges involved in embracing curriculum change. In addition, the study may also provide a valuable source of reference for principals as they seek to carry out their role in terms of the management of the curriculum. It is possible that principals may possess the requisite information but lack the strategies required to

overcome the challenges affecting them. In addition, it was hoped that policy makers would find value in the study in respect of the invaluable insights offered by the study to which they do not always have access. In other words, the insights into the actual process of policy implementation would be of benefit to the policy-making process.

1.2 BACKGROUND TO THE RESEARCH PROBLEM

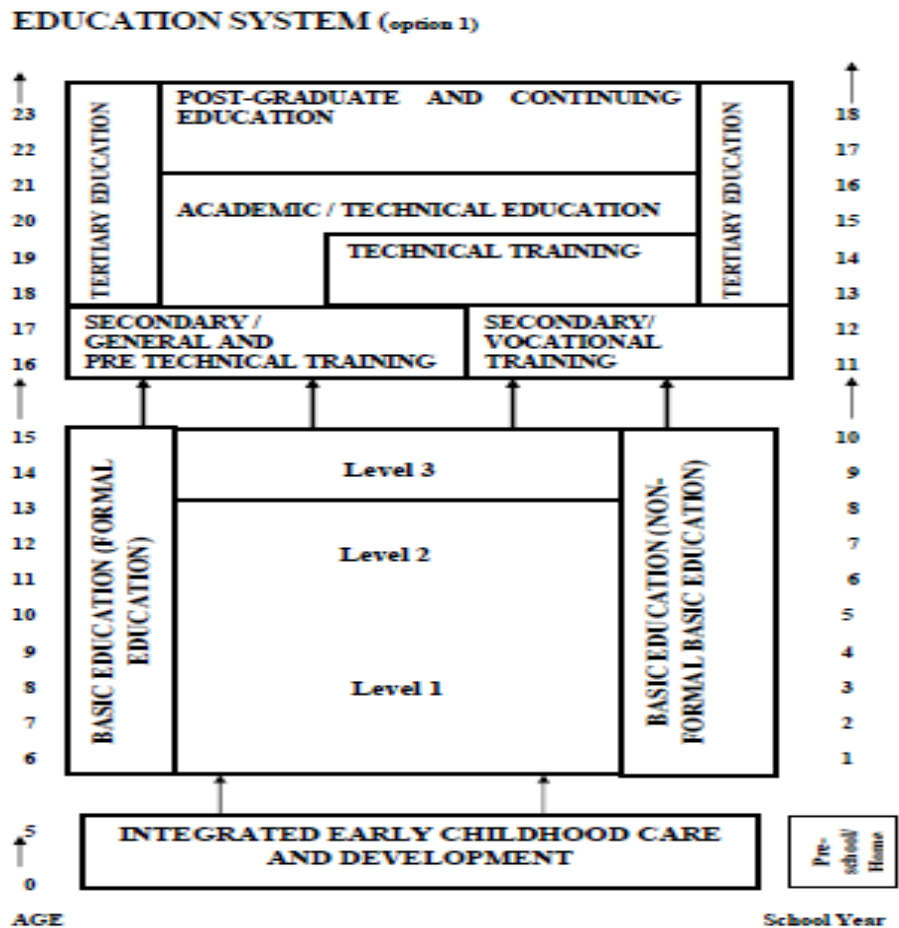
1.2.1 The education system in Lesotho

The education system in Lesotho provides for both basic and secondary education. The system is divided into four levels and learners are assessed at the end of each level. It also includes the Integrated Early Childhood Care and Development (IECCD) for pre-school children. Pre-school education caters for children between the ages of 2 and 5, while the basic and secondary education levels accommodate learners from the ages of 6 to 17.

It is important to note that in Lesotho, the name of the ministry of education has been changed by different governments when they got into power. Initially this Ministry was called the Ministry of Education, Sports and Culture abbreviated MOE, and currently the same Ministry is called the Ministry of Education and Training abbreviated MOET. Hence there are different abbreviations referring to the same ministry of education in this document.

The table below depicts the structure of the education system in Lesotho.

Table 1.1 Education system in Lesotho



Source: Curriculum Assessment Policy and Framework (2009) Ministry of Education and Training; Lesotho

Lesotho is a small country in Southern Africa. It is just over 30 000 km² in size and has an estimated population of 2.2million. It is known as the kingdom in the sky because of its high altitude. The highest point of any country in the world is in Lesotho (1400 m). Lesotho is surrounded by South Africa (SA).

This kingdom in the sky comprises mainly highlands. The majority of the villages in the highlands are accessible only on foot, horseback or by light aircraft. In view of the harsh

environment of the highlands plateau and the limited arable land in the lowlands, Lesotho often experiences food shortages, thus depending heavily on imports from South Africa. For decades, thousands of Basotho men have been forced by the lack of job opportunities in the country to seek work in the mines in South Africa.

After the completion of the Lesotho Highlands Water Project (LHWP) in the 1990s, Lesotho started to gain some revenue from the export of water to South Africa. In addition, at the time of the study there were several mines operating in the highlands of Lesotho, providing job opportunities for the Basotho and revenue from the diamonds sold abroad.

Lesotho is divided into ten districts. The capital of Lesotho is Maseru. The Maseru district is also the largest district in the country. There are several secondary schools situated in both the urban and rural areas of Lesotho.

Lesotho has experienced various challenges in its endeavour to implement educational reforms. These include the following (MOET 2012)

- the high cost of curriculum implementation
- teacher professional development programmes
- resistance to change by teachers and parents
- alignment of curriculum in tertiary institutions to socioeconomic needs.

Nevertheless, despite all the challenges faced since independence in 1966 the Government of Lesotho has continued to implement curriculum and assessment reforms, although with little success (Raselimo & Mahao, 2015). In 2013, Lesotho introduced the basic and integrated curriculum and also localised the senior secondary examinations by introducing the Lesotho General Certificate of Secondary Education.

This study addresses the experiences encountered by principals in managing curriculum change. The study focused on secondary schools in the Maseru district. As already mentioned the schools in this district are located in both the urban the rural areas. The

majority of the secondary schools in the rural areas lack access to proper infrastructure such as roads and libraries. In addition, there is no electricity and thus the use of technological equipment remains a huge challenge. Moreover, to remedy this situation in the foreseeable future the development of such infrastructure would require extensive funds which the government currently does not have while the schools themselves would not be able to install the required infrastructure.

Most of the secondary schools in the rural areas lack well-established school facilities such as standard classrooms and libraries. There is also no electricity and no access by road to other schools. It is common for the learners to have to travel long distances from their homes to school every day. Lekhetho, (2017) confirms that the standard of facilities and the quality of teachers and learning conditions in rural schools are generally poor compared to those of urban schools. On the other hand, the secondary schools located in towns have access to transport, electricity and clean water. The change in the curriculum calls for all schools to implement the changes, regardless of their situation. The disadvantaged schools as well as those that are privileged in terms of resources and infrastructure are expected to implement the curriculum change prescribed by the Ministry of Education and Training (MOET). In Lesotho, there are state-owned schools which are fully equipped with the requisite infrastructure and other important teaching and learning materials. Some of the schools are owned by various church denominations while others are privately owned. However, all schools are required to implement the same curriculum change even if they do not have the necessary resources.

There are numerous challenges facing principals in this regard, for example, lack of training on the management of curriculum change. Because the principals have not been trained in the new curriculum, the managerial skills and competencies of individual leader has to be used to manage their situation. The importance of the elements of the curriculum that have been changed means that the principals are facing serious challenges as they should be in a position to guide the teachers on the planning of lessons to ensure learner-centred lessons. In addition, they should be able to guide and lead their teachers on the application of the assessment tools as designed by the MOET.

The key elements of the new curriculum include pedagogy and assessment (Curriculum and Assessment Policy Framework 2009). The new curriculum policy prescribes three strategies to be used for assessing learning. These include formative assessment, remediation and the monitoring of educational progress in the form of continuous assessment (CASS). However, it should be noted that the notion of CASS is not new in the Lesotho education system as it has been practised in the past decades.

In addition, the new curriculum policy emphasises the use of summative assessment in the form of public examinations at the end of Grades 10 and 12. These public examinations provide for the certification and selection of learners for higher education. The policy document states that both group examinations and subject examinations should be administered for learners with different abilities and in different circumstances (CAPF, 2009:24).

The focus of pedagogy is on teaching and learning methods that develop the creativity, independence and survival skills of learners. This approach is also not new in the Lesotho education system (Ministry of Education, 1995). The literature shows that this learner-centred pedagogy is currently the dominant paradigm in curriculum reforms in Africa as it is intended to expedite the process of democratisation (Chisholm & Leyendecker, 2008 as cited in Mahao & Raselimo, 2015).

According to the new curriculum policy document, the learner-centred approach is an indication that pedagogy has shifted towards teaching and learning methods that will further develop the creativity, independence and survival skills of learners. Learners are responsible for their own learning process and are called upon to identify, formulate and solve problems by themselves. This suggests that the current reform has introduced a shift from teacher-centred methods to learner-centred methods, thus implying new roles for both teachers and learners. Teachers are expected to act as facilitators of the students learning rather than as the transmitters of knowledge. On the other hand, it also implies that learners create knowledge and are responsible for their own learning.

Scholars have suggested that the new curriculum policy challenges the existing, dominant teacher-centred methods which were typical features of the classroom teaching and learning process in Lesotho (Nketekete & Motebang 2008; Raselimo, 2010).

1.2.2 Curriculum reforms in Lesotho

Since the end of British colonial rule in 1966, Lesotho has engaged in several curriculum reforms but with little success. The main aim of these reform attempts has been to achieve educational goals in the interests of national development (Raselimo & Mahao, 2015). A chronological overview of the curriculum reforms initiated in the education system in Lesotho is presented below.

The curriculum diversification reform was introduced in 1974 with the aim of introducing new practical subjects such as agriculture, home economics and technical subjects. This was done in an effort to promote the goals of self-reliance through education with production (Ministry of Education, Sports and Culture, 1982).

However, by 1993 it was clear that the reform had met with little success, with this diversification reform having had little impact on the career aspirations of learners and their subject preferences. This resulted in the learners lacking information on the aim of the diversification reform and how practical subjects contributed to the quality of secondary/high school education (Ministry of Education, 1993). This prompted a further review of the curriculum.

In 1995, national conferences and seminars were held on the localisation of the O level curriculum. These resulted in a report which articulated the following meaning of localisation in the context of Lesotho: “taking charge and control of all activities over curriculum development and assessment” (Ministry of Education, 1995:18). Aspects related to the relevance and appropriateness of the O Level curriculum in the Lesotho context were accorded greater significance as opposed to the Cambridge Overseas Syndicate Certificate (COSC), which was criticised as lacking these important aspects. The O-level curriculum was introduced in 1999 but was met with constraints and tension between the main implementers, namely, the National Curriculum Development Centre (NCDC) and the Examination Council of Lesotho (ECOL). This led to problems in the

coordination of the implementation of the curriculum (Nketekete, 2001). The journey on curriculum change has since met with various challenges especially in respect of implementation ,as those responsible for implementing the new curriculum were not clear as to how to implement it. The main other challenge had to do with the scarcity of resources.

The other developments in curriculum reform in the Kingdom of Lesotho included an integrated ten-year Education Sector Strategic Plan (ESSP) between 2005 and 2015 (Curriculum and Assessment Policy 2008). The ESSP provided a useful framework for facilitating the operationalisation of its vision, thus enabling the expansion of access to quality education and providing a response to the inadequacies in the education system at both the primary and post primary levels as well as in the technical and vocational schools. The ESSP was aimed at improving the access to and also the efficiency and quality of education and training at all levels.

However, the following factors constrained the implementation of this development, namely, the shortage of qualified teachers and overcrowded classrooms which contributed to low quality, inefficient education. A further factor related to socioeconomic constraints.

1.2.3 The current curriculum reform

The Curriculum and Assessment Policy of 2009 represents the latest education reform and marks a departure from the subject-examination oriented curriculum to a new dispensation in terms of which the curriculum is organised into learning areas reflecting practical life challenges (Raselimo & Mahao, 2015). The overall aim of the MOET with the new curriculum and assessment is “to ensure access, quality and relevance in the education sector” (MOET 2009:1). However, doubts about the ability of school principals to effect these changes remain a challenge.

As part of Lesotho’s national educational development, the Government of Lesotho introduced the Lesotho General Certificate for Secondary Education (LGCSE) curriculum in 2013. The LGCSE curriculum brought about changes in assessment in Lesotho. This

curriculum is deemed to be more relevant than the COSC curriculum, which had been used since 1961, as the LGCSE curriculum provides for a qualification, with performance in each subject being individually recognised, as opposed to the COSC curriculum which was based on a group award system (Examinations Council of Lesotho, 2013).

Ntoi (2013) points out that the Examination Council of Lesotho localised the LGCSE to suit local needs. The LGCSE stemmed from the COSC governing body, thus the Cambridge International Examinations (CIE), which was focused on drawing up examinations for Lesotho. Lesotho's changing of the curriculum and the examination were the result of the overwhelming pressure exerted on Lesotho in respect of localisation since 2007 (Ntoi, 2013). Localisation involves the adoption of the entire curriculum change process, followed by adaptation, in order to suit local situations.

It must be noted that Lesotho had decided on the COSC examinations in 1961 after opting out of the Joint Matriculation Board of South Africa. The decision was intended to be temporary only as it was hoped that Lesotho would develop its own local curriculum and examinations for the secondary school level rather than relying on outside examinations.

However, the secondary school principals were not trained on how to manage the process. The infrastructure that had been used for the COSC curriculum had not been upgraded to enable the implementation of the newly introduced curriculum. This may have resulted in challenges for the school principals and, hence, the intention of the researcher to undertake this study.

The study focused on the experiences of six school principals in the Maseru district in relation to their management of the recent curriculum changes. It was anticipated that an investigation into the experiences of principals in performing their role of managing curriculum change would provide a more detailed picture of those factors that either enhance or hinder the success of the process. It was hoped that this understanding would significantly inform further efforts on the part of both the policy makers and the principals to identify appropriate strategies to employ for the successful management of curriculum change.

1.3 PROBLEM STATEMENT

When an organisation is going through change, it is incumbent on the management to exercise leadership and become role models for the rest of the staff, exhibiting behaviours that demonstrate what is expected of the employees in relation to the change.

In other words, it is imperative that those who are responsible for managing change must be aware of the importance of the change management process so that they harmonise all change activities in the interests of a successful outcome. In the school context, principals must be informed about the process as a lack of knowledge in this regard may result in the poor implementation of the change process and a failure to realise the expected change.

The behaviour of managers in the change process is crucial. Effective leadership in the context of the process involves helping colleagues to manage the change in their lives in ways that acknowledge the challenges involved and enable them to realise their own potential (Tshubwana, 2006). The principals, as the managers of the curriculum change, should ensure the effective leadership that provides support to the teachers as they work on all the areas involved in the successful implementation of curriculum change at the schools.

This study sought to explore the experiences of the principals as they managed curriculum change in their schools.

Using a transport metaphor, Kimberly and Mae (2001:270) assert that we prefer to have control over our journey in life and we also like to choose our own method of transport. In addition, we all reach our destinations in the end, prepared for what is to come. In other words, there is a best way of carrying out any activity in order to achieve success. Ideally, school principals should have control over the process of curriculum change in their schools and they should create nurturing and conducive conditions for change so that the choices that individuals/teachers make will promote growth and achieve the curriculum change, thus ensuring no individual involved retreats into familiar and comfortable zone. However, my experience as a principal showed that this rarely, if ever, happens. At meetings of principals I have often heard them express their dissatisfaction about the way

in which they are expected to manage curriculum changes in the secondary schools. These concerns are usually expressed in the principals' meetings with the Ministry of Education. The principals complain about the lack of proper consultation on the part of the MOET. They also make repeated references to inadequate training on curriculum implementation and a lack of guidelines for managing and monitoring the implementation of curriculum changes. Mafora and Phorabatho (2013) state that, without a clear understanding of their role in managing the implementation of curriculum change, principals are likely to be ineffective in terms of discharging their broader instructional leadership responsibilities.

The next section describes the research questions that guided this study.

1.4 RESEARCH QUESTIONS

1.4.1 Main question

What do principals do or not do as they manage curriculum change in their schools.

The sub-research questions included the following:

- How are principals trained to manage curriculum change?
- What strategies do principals employ when managing curriculum change in their schools?
- What challenges do principals encounter in managing curriculum change in their schools?
- What are the factors that enable principals to manage curriculum change successfully?

1.5 AIMS AND OBJECTIVES OF THE STUDY

1.5.1 Aims

The overall aim of this study was to explore the way in which principals in schools in the Maseru district manage curriculum change. Specifically, the study sought to ascertain the

current management approaches to curriculum change adopted by principals, as well as those factors that impact on the role of principals in managing curriculum change.

1.5.2 Objectives

This research study was aimed at achieving the following objectives:

1. To determine the skills that principals possess for curriculum change management.
2. To determine the strategies that principals may employ to improve the management of curriculum in secondary schools in the Maseru district.
3. To explore the principals' views their challenges and successes in relation to their management of curriculum change in their school.

1.6 RESEARCH DESIGN AND METHODOLOGY

1.6.1 Research approach

This study used a qualitative research approach. According to Rampersad (2000:289), problems in education require a research methodology that provides the broadest and deepest insight into the education system. Guy and Airasian (2000:56) highlight the fact that qualitative research is used to explore and understand people's beliefs, experiences, attitudes, behaviours and relations. Accordingly, this approach was deemed to be suitable for this study as it provided opportunities for the participants to interact with the researcher and describe their experiences and the challenges they had encountered, as well the strategies they used to manage curriculum change in their respective schools. The researcher's intention was to understand the participants' world as they perceived it.

1.6.2 Research paradigm

Mertens (1998:6) refers to the research paradigm as a way of looking at the world. He identified the following types of research paradigm, namely, positivist, interpretive and emancipatory. Each of these paradigms aims at answering three fundamental questions, namely: What is the nature of reality or what is there to know about reality (ontological)? What is the nature of knowledge and the relationship between the researcher and the

participants (epistemological)? How can the researcher obtain the desired knowledge and understanding (methodological)?

Newman (2006:222) states that for the interpretive researcher, the goal of social research is to develop an understanding of social life and discover how people and, in this case, principals construct meaning within their natural settings. Thus, interpretive social science is concerned with how people interact and associate with each other. Generally, the interpretive approach involves the systematic analysis of socially meaningful actions through a direct and detailed observation of people in their natural settings in order to arrive at understandings and interpretations of the way in which people create and maintain their social world.

In the context of what Newman (2006:222) explained, I understood that the interpretive paradigm offered an opportunity for the study to produce a subjective interpretation of the way in which the principals experienced their role as curriculum managers in a changing educational system. This study was therefore, situated in an interpretive paradigm to enable me to interact closely with the participants in an attempt to gain an insight into and form a clear understanding of the experiences of schools principals during curriculum change. The study was underpinned by an acceptance that meaning is constructed through interaction and experience. In short, the aim of the study was to understand how principals interpret and construct their roles and responsibilities as leaders in the curriculum change process.

1.6.3 Selection of participants.

Six participants from six secondary schools of the Maseru district were interviewed. Three of the principals were from schools in the urban areas of Maseru, while the other three were from schools in the rural areas. Purposive sampling was used to ensure that those selected were qualified to provide adequate and relevant information for the study.

The participants were selected based on the following criteria:

- They must have been principals for at least five years to ensure that they had gained experience in school leadership.

- They had to have a minimum qualification of a B.Ed.
- They could not be acting teachers or principals.
- They had to be willing to provide valuable information for the research study to proceed.
- They had to be secondary schools principals.
- They had to have been involved in a curriculum change process.
- The sample comprised three principals from the rural areas in the Maseru district and three from the urban areas of the Maseru.

1.6.4 Instrumentation and data techniques

The main data collection tools used in the study were interviews and non-participant observation. In-depth, individual interviews, consisting of semi-structured questions, were conducted with the participants. The in-depth interviews sought to provide information on the role of the principals in managing the LGCSE and to identify factors enabling the process, as well as the challenges the principals had encountered when fulfilling their role. An interview guide was developed and used. According to Patton (in Du Plessis, 2005:154), an interview guide is a list of questions or issues that are to be explored in the course of an interview. The interview guide is prepared to ensure that a number of participants respond to the same questions.

The interview schedule comprised two sections, namely, section A which was aimed at gathering demographic information, and section B, which was aimed at obtaining data on the participants' experiences, strategies and challenges in managing curriculum change. The closed and open-ended questions were used to investigate detailed and specific data. I travelled to the selected study areas to conduct the interviews on the agreed upon dates. Each interview lasted approximately one hour.

Non-participant observation was also conducted to collect data from a natural setting. The aim of this non-participant observation was to observe the principals in their natural

settings so as to establish how they were coping with the challenges they encountered. Schuh and Upcraft (2001) assert that, in this case, the observer is the instrument used for the data collection (see Appendix E). Accordingly, I travelled to the schools which had been identified and took notes on what the principals had to say as well as what they had done to manage curriculum change.

1.6.5 Data analysis

The study used content analysis to analyse the qualitative data collected in order to categorise the participants' responses to the open-ended questions. Content analysis is described as a systematic, replicable technique for compressing several words of text into a few content categories based on explicit rules of coding (Steve, 2001). During this process, concepts from the interviews and observations were grouped together, based on the main and sub research questions.

Concepts that were similar or formed a pattern were grouped together into codes. Codes with a similar meaning formed categories that were grouped into themes. The themes that had been identified were then analysed to enable the researcher to make interpretations and draw conclusions.

The quantitative data (biographic) was presented in a table to show the characteristics of the participants (see Table 4.1.1 page 71).

1.6.6 Validity and reliability

Validity in the research context refers to the extent to which a specific measurement provides data that relates to the commonly accepted meaning of a particular concept (Babbie, 1995:133).

According to Hitchcock and Hughes (1993:105), validity in qualitative research refers to the degree to which the explanation of a phenomenon matches the realities of the world. These authors further stress that validity refers to the extent to which the description of events accurately captures the instrument or techniques used, data, findings and explanations of what is being claimed. On the other hand, reliability refers to the accuracy of the research methods and techniques used (Mason, 1996:24). In qualitative research, the concepts of validity and reliability are interpreted as trustworthiness and

transferability. Trustworthiness is used to determine the quality of the inferences made while transferability is used to determine whether the results of a study may be applicable to another context.

This study used various sources of data, including non-participant observation and semi-structured interviews. Khumalo (2014:80) maintains that the triangulation of data provides the researcher with an opportunity to reconcile any material differences from the participants. I used a voice recorder to ensure the accuracy of the information and transcribed this information verbatim. The participants were given the research transcriptions to read through to enable them to make corrections if they felt them to be necessary.

1.6.7 Ethical considerations

According to McMillian and Schumacher (2010:15), educational research typically involves human subjects and thus it is incumbent on researchers to protect the rights and welfare of the subjects who participate in a study. They further point out that the majority of institutions have guidelines in place for protecting the rights of the subjects participating in the research studies overseen by these institutions. The Unisa Research Ethics Committee granted approval to the researcher to conduct the study in accordance with the policy requirements stipulated by the University of South Africa. The Ethics Approval Certificate is attached as Appendix A.

The emphasis on ethics highlights the importance of guaranteeing the participants both confidentiality and anonymity. McMillian and Schumacher (2010:339) point out that guaranteeing confidentiality involves protecting the participants' disclosures from other persons in the setting.

Confidentiality and anonymity were maintained throughout this study. The names of the participants were not written on the research scripts but were, instead allocated numbers in serial order. Participation in the study was voluntary and the study commenced only after the researcher had obtained the participants' consent. The consent form which detailed the aim of the study was drawn up and explained and then signed by those who

had agreed to participate. The participants were informed of their right to participate freely and voluntarily in the study without any form of remuneration and also of their right to withdraw from the study at any time without penalty should they could feel uncomfortable. The participants were given the names and contact details of the researcher in case they wished to know more about the study at a later stage. I maintained confidentiality and anonymity throughout this study and ensured that each participant was not aware of the identities of the other.

1.7 CLARIFICATION OF CONCEPTS

1.7.1 Education curriculum

An education curriculum is the plan that has been drawn up for the education of learners. It stipulates everything that should be taught and learned and thus, what the students learn or the content of instruction. The curriculum is usually framed in sequence with organised sets of tasks/topics which are broken down into objectives. For the purposes of this study curriculum was defined as the acquisition of skills, their application and the synthesis of the knowledge imparted through the learning process. On the other hand, Carl (2010) defines the curriculum as everything which takes place within a school, including co-curricular activities, guidance and interpersonal relationships.

1.7.2 Change management

According to Creasey (2009:2), change management refers to the process, tools and techniques used to manage people and to achieve the required business outcomes. As such, it incorporates the organisational tools that may be utilised to help individuals to make the successful personal transitions which result in the adoption and realisation of change. In this study, change referred to the school-based change and those changes which have been introduced, especially during the process of curriculum change in the education system in Lesotho.

1.7.3 Curriculum change management

Curriculum change management refers to a process whereby human resources are utilised to ensure the successful implementation of an innovation. In the school context this refers to what is to be done at a school with the aim of fulfilling particular teaching and learning needs and achieving the stated goals of the school (Ndou, 2008:16). It may

be said that the principal has an important role to play in supporting both teachers and learners and, thereby, mobilising the necessary resources to enable the teaching and learning of the new curriculum so that the predetermined change is realised.

1.7.4 The adaptive model of curriculum change

This is the model in terms of which change originates from members of the organisation from the lower level and is implemented by the lower-level members of the organisation. With regard to curriculum change, teachers are placed at the centre of the innovation process in order to identify both the problem and the need for change. They further play an active role and find solutions to the problems they encounter in their own classrooms. They are free to initiate certain changes to inform their classroom practices, thus implying a bottom-up approach to change. However, this was not visible in their daily practice as teachers seldom undertake action research that would, ultimately, lead them to this model of curriculum change. The challenge is also that teachers may lack the necessary skills to plan and implement the new or reviewed curriculum (Mncube et al., 2013).

1.7.5 The rational-empirical model

In the education context, in terms of this model the change agents introduce the new curriculum in the belief that it will benefit the teachers because they are assumed to be rational people who will adopt the proposed change. Phakisi (2008) explains that this model involves the formulation of an innovation by the “originator”, who starts by identifying the problem and then finding the solution to the problem. Similar to the power coercive model this model uses a top-down approach. In the case of curriculum change in Lesotho, the government, through the NCDC as the “originator”, identified the deficiencies in the existing curriculum and decided to change the curriculum. Thus, the change to the curriculum was decided upon by authorities at the top and then scaffolded down to teachers to implement in the schools.

1.8 CHAPTER DIVISIONS

Chapter one provided a background to the study and stated the research problem. The chapter also discussed the rationale of the study, issues relating to education reforms in Lesotho as well as the research methodology used in the study.

Chapter two presents the literature review. It discusses the concepts of change management, the models of curriculum change, and the roles of principals when managing curriculum change, the strategies they adopt and the challenges they face.

Chapter three explains the research design and methodology used in the study. The qualitative approaches, which include interviews and observations, are discussed as are the concepts of validity and reliability.

Chapter four focuses on the data analysis and the interpretation of the data obtained from the interviews and observations. This process included pre-coding to identify codes and grouping similar codes into categories which then formed the themes. This enabled the researcher to derive findings for the subsequent discussion and analysis of the themes that had emerged.

Chapter five presents the research findings, recommendations and conclusions of the study. It is the final chapter of the dissertation and provides closure to the study.

1.9 CONCLUSION

In this chapter I presented the introduction and the background to the study. The chapter also discussed the aim of the study, the research questions, research methodology, ethical considerations and clarification of the relevant concepts. The next chapter contains the literature review.

CHAPTER TWO: LITERATURE REVIEW

2.1 INTRODUCTION

The purpose of the literature review is generally to analyse critically a segment of a published body of knowledge through the summary, classification and comparison of prior research studies, reviews of literature and theoretical articles. McMillian and Schumacher (2006:75 in Mohale, 2014) explain that without conducting a literature review, it would be difficult to build a body of scientific knowledge relating to phenomena in question. Accordingly, the researcher deemed it necessary to allocate considerable time to review the literature related to the research topic to ensure that the study would produce scientific knowledge on the experiences of principals when managing curriculum change.

The literature review started by presenting the theoretical framework on which this study was based. This section discussed a theory of change management, provided a definition of curriculum change management and presented both the model of curriculum change as well as the phases of curriculum change. The next section focused on the process of managing curriculum change and discussed curriculum changes in schools, including leadership for curriculum change. The roles of principals in the curriculum change process and the factors that promote and/ inhibit curriculum change were discussed. Finally, the chapter discussed the challenges encountered in relation to curriculum change.

2.2 THEORETICAL FRAMEWORK

Theoretical frameworks are deemed to be an important component of research because they map a way for the researcher to conduct appropriate research. According to Grant and Osanloo (2014:12), the theoretical framework provides a base or an anchor for the literature review and, most importantly, the methods and analysis used. Thus, it serves as a guide for a researcher and assists in determining the aspects the researcher will measure and examine. Grant and Osanloo (2014:12) continue by explaining that, if research is based on a theoretical framework, this strengthens the study and ensures an organised flow from one chapter to the next.

This study uses Kotter's model for change as a practical expression of change theories. The model offers a structured to guide understanding and evaluating a theory of change.

Kotter's (need a date) based his model of change on the Kurt Lewin (need a date and make sure it is in the ref list) model and described a more detailed process of change management. He devised an eight-step model that provided a basis for this study. Kotter's theory of change offered a more holistic approach to the change process.

It was the researcher's belief that, if school principals understand the change process, they would be able to apply this understanding to managing the LGCSE curriculum change successfully. The Kotter theory of change provided a guide for the exploration of existing literature on the perceptions, roles and challenges of school principals when managing the LGCSE. According to Kotter (2012), most organisations fail to realise change because they do not adopt the holistic approach required to see the change through. Using Kotter's (2012) change process would help schools to succeed in the process of curriculum change. It is essential that the leader in this change process understands and develops the appropriate urgency in order to create a sense of urgency for others. Kotter's theory of change encourages aligning both the people and the culture with strategic shifts in organisational direction in order to overcome resistance and increase engagement in the interests of effective transformation.

In curriculum change management, the principal helps to instil in others determination to move and win, creating messages that are simple, imaginative and inspiring. Guiding coalition groups are created and empowered to lead change with teams of leaders acting in concert and making productive decisions. Trust is an essential factor in this process. The leader clarifies how the future will be different from the past. A change vision is developed which provides effective guidance that inspires action and guides such actions. This vision is communicated and made simple to ensure that as many people as possible understand and accept it, thus enabling buy-in from all the stakeholders.

Kotter (no date) encourages the empowerment of broad-based action, thereby removing barriers and unleashing people to do their best work. It is essential that short term wins

are generated in order to ensure success. These short term wins must be both visible and unambiguous. Successful efforts and initiatives should be celebrated and teams motivated to perform even better than before. In this way an increasing number of projects are launched to drive change deeper into the organisation. Leadership is invaluable if the organisation is to survive these actions. The leader must take time to ensure that new practices are firmly grounded in the organisation's culture while it must be clearly demonstrated that the new ways are superior to the old ones. It is in this way that the leader anchors new approaches in the organisational culture, thus ensuring sustained change. The new practice must be firmly embedded to ensure its survival.

This study used Kotter's eight-step change process as a blueprint for principals to employ when managing curriculum change. Kotter's change process explicitly defines change management approach for use by school leaders. The theories of Lewis and Kotter were deemed to be appropriate to this study as they provide comprehensive descriptions on how to successfully manage change and also detailed information which should facilitate the process of curriculum change. They describe change management strategies, actions to take and how certain forces may affect the change.

2. 2.1 Change management

Change management is viewed as a way of attending to organisational change transition processes at the organisational, group and individual levels (Hughes, 2008, as cited in Ndou, 2015). Change is a process that must be well managed and thus it is essential that the leaders of change possess the knowledge and skills required to manage this process effectively.

According to Lewis (1951), change maybe achieved in three steps. The first step involves unfreezing the organisation and dispelling any negative attitudes to the proposed change. The leader must create a vision for a better future by providing information and establishing the urgency of the change. The next step involves shaping and moving through the change process by engaging people and creating equilibrium between the driving and restraining forces within the organisation. Finally, the leader undertakes to refreeze the organisation, thereby creating and maintaining the new situation. The leader must stabilise the change in staff norms, attitudes and behaviours through the

internalisation and modification of the organisational policy and structure (Lunenburg, 2010).

In building on the Lewis model of change, Kotter (1996) developed a more comprehensive approach to managing change which included an eight-step process. Breaking the change management process down into steps simplifies. In view of the fact that this study investigated curriculum change management in schools, this change management theory was considered to be important in the study as the theory provides detailed guidelines for managing change successfully.

According to Creasey (2009:2), change management refers to the process, tools and techniques used to manage people and side of change to achieve the required business outcomes. As such change management incorporates the organisational tools that may be utilised to help individuals to make the successful personal transitions which result in the adoption and realisation of change

Change management involves several factors, including quality, resources, staff, funding and, in the school context, learners. However, above all, it is about processes and people and about how to get to where the organisation wants to be by maximising the full potential of all the staff members (Jones & Duckett, 2006; Curee, 2010). Accordingly, the ability of the leader to adopt suitable strategies to realise the desired goals is of great importance. In addition, as cited in the Change Management Survey Report of 2007, change management is a structural approach to transitioning individuals, teams and organisations from a current state to a desired state to fulfil or implement a vision and strategy. It is an organisational process aimed at empowering employees to accept and embrace changes in their current environment.

Based on the literature on change management, Ndou (2015:90) explained that successful change management may be attained by implementing Kotter's eight-step process for leading change. These eight steps include creating a climate of change; increasing urgency; guiding teams; formulating the right vision; engaging and enabling the organisation; communicating to ensure buy-in; empowering action and creating short term wins.

2.2.2. Curriculum change management

This study examined the experiences of the principals in Maseru secondary schools as they managed curriculum change. Curriculum change management refers to a process whereby human resources are utilised to ensure the successful implementation of an innovation at a school with the aim of meeting particular teaching and learning needs and achieving the stated goals of the school in question (Ndou, 2008:16) This implies a process in which the human resources and other resources are utilised in a certain way to produce the desired outcomes of change in the curriculum. In other words, it involves managing the people, tools and infrastructure at the school in certain ways with the aim of introducing innovations in respect of what is taught and learnt.

The management of curriculum change is, therefore, an important task that requires that procedures for managing this change are predetermined, recorded and reviewed to reduce the associated risks. All the stakeholders involved in curriculum change should be informed about and trained on the new methods, content and equipment, as well as other related issues included in the change. It is thus clear that the school principals and management teams should possess a comprehensive knowledge of the process of change management. In addition, they must be sufficiently competent to assist the school personnel to adopt the change so that the anticipated outcome may ultimately be attained.

The next section discusses the model of curriculum change used in Lesotho at the time of the study.

2.4.3 Implementation

Ornstein and Huskins (2014) highlight that curriculum implementation is a change process and that it requires teachers to acquire knowledge about the new curriculum. This suggests that if curriculum change is to be effectively implemented, principals should also have a clear understanding of the management of curriculum implementation and the challenges involved. Mafora and Phorabatho (2013) state that without a clear understanding of their role in managing the implementation of curriculum change, principals are likely to be ineffective in discharging their broader instructional leadership responsibilities.

Principals will be able to lead the implementation of the curriculum change effectively only if they possess knowledge and managerial skills in relation to the process of curriculum change implementation and the steps and procedures involved so that they may apply the relevant measures appropriate to ensuring that the process is successful. A lack of change management skills may make it impossible for principals to effectively implement the curriculum change at schools in Lesotho. It is therefore important that the teachers are motivated and assisted to ensure that the new curriculum is implemented properly. During implementation it is incumbent on the leader to ensure that everyone involved understands what the organisation is trying to achieve. The intended outcome should be aligned with the strategy of the organisation and should be both easily understandable and inspiring.

This suggests that there should be a comprehensive implementation strategy which is communicated to everybody in the school. The principal must observe activities taking place in order to be able to provide reinforcement and feedback to the implementing team. It is also important to note that, since the implementation of change is difficult, people often react in unexpected ways, the required resources may not be available and/or the external environment may shift. It is therefore imperative that the curriculum change manager should be in position to address such challenges. If the teachers' efforts are not aligned and lack support from the principal and the management team, the implementation of the anticipated change in curriculum is likely to fail.

There is no doubt that implementation is very important in curriculum change management because this is the stage in which the new curriculum is practically brought into action. This stage needs a principal who can display the leadership skills to influence the staff and learners to enact new ways required by the new curriculum.

At this stage the management of the implementation of the new curriculum plays a vital role whereby the principal has to ensure effective planning, organising resources needed for the new curriculum, leading the implementation and controlling the activities. According to Harold (2008), management is the art of getting things done through and with people in formally organised groups. This implies that the principal has to undertake

to managerial tasks to ensure effective implementation of the new curriculum thereby plan, organise, lead and control the activities.

Planning involves making decisions and setting goals and objectives. It would be advisable that the principal as the leader of the change involves the teachers in decision making about how to tackle the new curriculum. The principal has to organise the resources need which could be in the form of human and physical resources. It is imperative to note that without relevant and enough resources the implementation of the new curriculum would not be effective.

The principal has to demonstrate leadership skills to mobilise and influence teachers and learners to act in certain ways to attain the set goals for the new curriculum. There should be an effective control of the activities to ensure completion and accomplishment by the implementers.

2.3 CURRICULUM CHANGE MODEL USED IN LESOTHO

A curriculum change model may be defined as a laid down framework that is systematically followed in order to achieve organisational goals. Thus, curriculum change models seek to provide answers to basic questions related to the building and restructuring of educational programmes (Ivowi,2008).

There are various models of curriculum change. However, it would appear that Lesotho has adopted the adoptive model of curriculum change. This model is power coercive. According to Phakisi (2008), the adoptive model of curriculum change is a model by in terms of which power is applied by those holding great power and enforced on those with less power to comply with the model. In terms of curriculum change it is a top-down approach to curriculum change. However, this approach may result in various conditions and contexts in the schools being ignored. Mncube et al (2013) posit that this top down approach assumes that change is linear and is motivated by authority figures. This model suited Lesotho as the government, through the MOET, makes decisions on curriculum changes and then imposes its decisions on the teachers who implement the changes in the schools.

The next subsection discusses the phases in managing curriculum change:

2.4 PHASES IN MANAGING CURRICULUM CHANGE

Change is best received when it is implemented in bites. This suggests that, in view of the fact a change process is a process which is carried out for a specific purpose; it must be effectively managed so that the organisational goals are ultimately attained. It is therefore essential that the process is implemented gradually or in phases. Such phases ensure logical stages through which the change takes place with clear a focus on each phase.

According to Mampuru (2001:195), there are five phases that need to be managed in curriculum change. These phases include diagnosis, planning, implementation, stabilisation and evaluation.

2.4.1 Diagnosis

Diagnosis entails a self-introspection process during which stakeholders identify the problems, needs and interests which inform their intention for change. In the educational curriculum change context a purposeful evaluation may be conducted of the present curriculum to determine whether it is still serving current needs and interests. If not, changes in the curriculum are then proposed to address the needs which have been identified.

The stakeholders may feel dissatisfied with the current outcomes of the curriculum and suggest certain changes. Van der Westhuizen (2009:94) maintains that dissatisfaction among a group of participants is usually diagnosed by means of the following: the school management team may become aware of a situation that requires alteration in the school and/or the teachers may become aware of the need to change the curriculum.

The education system in Lesotho was blamed for issues such as a lack of quality, relevance and equity. These were the issues that were diagnosed as the problems in the education system at that point. This led to the introduction of a new, integrated curriculum in terms of which issues of quality, relevance, equity, as well as the challenges posed by HIV and AIDS, were vehemently addressed in the new education systems. The Ministry of Education and training (MOET) was forced to find alternatives to the problems

diagnosed in the education system, analyse the alternatives and, finally, decide on the best possible solution. It was imperative that the proposed solutions should have the potential to limit dissatisfaction as well as establish mechanisms against the forces of resistance to change.

2.4.2 Planning

Planning change and the implementation of new norms, practices and infrastructure form the basis for managing curriculum change. Curriculum change is most effective if it is adequately planned. Such planning entails the identification of mechanisms to address the diagnosed problem with these mechanisms then being analysed to provide for the best alternative solutions to address the prevailing dissatisfactions in the curriculum (Mampuru, 2001:195). This implies choosing the best ways and solutions to address the problem which has been identified, while the means selected must provide for forces that are well planned so as to work against the forces of resistance to change.

Curee (2010) suggests the following functions for curriculum managers to carry out as they plan for the implementation of the curriculum change:

- Be realistic about timelines and the resources required for effective curriculum change.
- Consider staff readiness and capacity to implement the change.
- Identify and nominate change leaders from within the departments who will motivate others during the change.
- Allow for collaborative participation from the planning stage to ensure buy-in and ownership of the change efforts by team members.
- Encourage more efficient working by setting deadlines by which certain curriculum tasks would have been completed.
- Ensure two-way communication from the curriculum change planning to the implementation phases to promote openness.

If school principals were sufficiently competent to undertake the effective planning of curriculum change, the management and implementation of this process should be

successful. Mafora and Phorabatho (2013 in Van Deventer & Kruger, 2008:78) allude to planning as an important managerial aspect that alone may determine the success or failure of the school management team. In other words, planning together and sharing decision-making throughout the process of curriculum change is a vital exercise which school principals should undertake while also ensuring that it is realistic.

In line with this, Wiggins and Mctighe (2010) highlight that ensuring that curriculum change planning activities are carried out and that there is teamwork should guarantee and enhance acceptance of the need for curriculum change on the part of all department members and also guarantee the success of the curriculum change efforts. Ndou (2008) confirms that the success of curriculum change depends on the identified need for change being shared with and accepted by all stakeholders. Seen in this light, successful curriculum change thus requires a shared vision and consolidated efforts.

2.4.3 Stabilisation

According to Ndou (2009:36), in the stabilisation stage new norms come into existence and there is an urgent need to motivate and encourage people to adapt to the changing norms. During this phase the leader instils confidence in the implementers who are embarking on the changes to the curriculum and ensures adherence to the new norms and ways. It is essential that the principal provides extensive support to the teachers and learners during this stage to encourage them to use and adhere to the change in practice. In other words, the leader ensures the stable practice of the new ways and motivates both teachers and learners. Bantwini and Makenzie (2011:17) assert that, without support from the school and the district officials, teachers will be unable to apply their newly acquired knowledge and skills to benefit the learners. Unfortunately, in respect of the LGCSE, such stabilisation seems to be out of reach as there are probably few or no structures which have been established to support the curriculum change process. In addition, the principals are not always able to support and assist the teachers because they may lack the requisite knowledge and thus they also need support and assistance from the Ministry of Education and Training.

According to Makeleni (2013:30), teachers require adequate financial support to enable access to basic teaching resources as well as workshops to enhance their classroom

practices. This suggests that for the stabilisation of the new curriculum, there needs to be well established support structures in terms of resource persons to assist the teachers as well as the other facilities and resources necessary to ensure successful curriculum change. The principal, as the leader of the school, is responsible for ensuring a stable situation so that activities may be carried out in a consistent manner. Teachers and learners should be motivated and rewarded for their efforts in bringing about change. Regarding the LGCSE, which was launched in 2013, the principals and teachers have not received on-going support from the MOET to assist them to implement the newly introduced curriculum. Training was only offered during the initial stage with short workshops being held. According to the ECOL Report (2014:47), the principals and ECOL staff attended a training workshop for two days which aimed at helping them to understand the similarities and differences between O level and IGCSE/LGCSE and to assist them to explain the LGCSE/IGCSE assessment to other stakeholders. However, this was not sufficient training for the principals to enable them to implement the process of LGCSE curriculum change and further training was required to equip them with the skills required to manage the LGCSE curriculum change.

2.4.4 Evaluation

The evaluation of the new curriculum change helps to determine the degree of success of the change implementation. This phase is extremely important because it provides the principal and teachers with an opportunity to reflect on the current practice to determine either its success or its failure. Kyahurwana (2013:28) asserts that the principals should be able to determine whether the expected outcomes have been attained and also the strengths and the weaknesses of the curriculum before its implementation. It is therefore vital that evaluation is conducted throughout the process of change to determine its success or failure. This will help principals to provide solutions and corrective measures in time and also to determine progress. Evaluation of the curriculum implementation also enables principals to assess the levels of participation by teachers and students.

The following section discusses the management process of curriculum change.

2.5MANAGING CURRICULUM CHANGE

2.5.1 Curriculum changes in schools

Curriculum change presents teachers, schools and management boards with a special opportunity to engage in professional development and improve teaching and learning and also prepares the learners for the challenges and opportunities of the future (Suluiman & Mohdayub, 2015). Thus, the curriculum leaders play a very important role in convincing the teachers to accept and adopt the new curriculum. The teachers are the key implementers of the curriculum and curriculum change demands that the teachers acquire new knowledge and change both their existing attitudes and their instructional practices (Ornstein & Hunkins, 2014).

There are several types of curriculum change which the schools may opt to undergo depending on their needs. McNeil (2009) identified these as substitution, alteration, perturbation, restructuring and value orientation changes.

In substitution change new elements are substitute for other elements which are already present. For example, teachers may be required to substitute new textbooks for the old textbooks. This type of change is both the easiest and the most common type of change undertaken by schools.

Alteration changes involve adding new content, materials or procedures to the existing programmes. These are minor changes that are easy to adopt. The perturbation changes in the curriculum first affect and interrupt the existing programme and are then attuned by teachers to the on-going programme. For example, the class schedules may be affected but may be adjusted within a short time.

In restructuring the whole school system is modified. This change occurs when a new curriculum is introduced to the teachers and learners. For example, the change in curriculum may require teachers to adopt new teaching roles, new curriculum content and new textbooks. In Lesotho, this is the type of change that was recently initiated through the introduction of the Basic and Integrated Curriculum in 2013. This involved large scale type of curriculum change which was implemented country wide and which affected various components of the education system. It modified the existing curriculum

documents and organisation as well as introducing windows and learning areas. The main challenge that arose was in the readiness of the schools in terms of structural, human and other resources.

2.5.2 The principal and curriculum change

Principals are the leaders of the curriculum change process and they have to initiate, manage and support this process. They must take the lead and supervise others during the change process. To do this effectively, they are usually required to develop new skills, attitudes and behaviours in order to manage the challenges that may arise and to counter any resistance to change so as to ensure the successful implementation of the change. According to Schagen (2011), effective school leadership with change management capacity is crucial for successful curriculum change implementation.

This view was supported by Yulianti (2015), who found that the school leaders played an important role in the implementation of the new curriculum in Indonesia by exercising both transformational leadership and shared instructional leadership. The principals motivated the teachers to participate actively in the reform and involved them in achieving the shared goal of improving student learning.

According to Smith (2008), an understanding of the curriculum change process and the competing forces enables the principal to plan and implement curriculum change successfully. In this regard, it is not possible to overemphasise the leadership roles and responsibilities of the principal as the curriculum leader. It is therefore of the utmost importance that the principals possess the comprehensive knowledge and skills required to deal with curriculum change.

Change demands school principals, support staff and teachers who are sufficiently competent to shape the school vision and realise the aspired changes in terms of the school improvement domains and elements (Tekalign, 2016). In other words, leading change requires skills that are relevant to driving change. Sharing his views, Fullan (1993) highlights that effective curriculum change and implementation require time, personal interaction, in-service training and other forms of people based support. In order to do

this, it is essential that the principal possesses the required competences without which the change would be both ineffective and unsuccessful.

2.6 THE PRINCIPAL'S ROLE IN CURRICULUM CHANGE MANAGEMENT

2.6.1 Planning

Planning is an important aspect of the principals' role as they manage curriculum change. For the school to implement curriculum change there must be a plan and shared ideas about the tasks to be completed. According to Curee (2010), curriculum change is most effective if it is adequately planned. Such planning also includes costing the process in terms of resources and time. Mace (2001) and Curee (2010) suggest the following functions for the managers (principals) as they plan to manage the implementation of the change:

- Encourage more efficient working by setting deadlines by which certain curriculum tasks would have been completed.
- Allow for collaborative participation from the planning stage to ensure buy-in and ownership of the change effort by team members.
- Ensure two-way communication from the curriculum change planning to the implementation phases in order to promote openness.
- Consideration of staff readiness and capacity to implement the change, and identifying and nominating change leaders from within the departments who are able to motivate others during the change.
- Being realistic about timelines and the resources required for effective curriculum change.

Thus, planning for curriculum change requires a knowledgeable principal who is sufficiently competent to ensure effective planning. A lack of the knowledge and skills required for effective planning would, in all probability, lead to poor curriculum change implementation.

Van Deventer and Kruger (2008:78 in Mafora & Phorabatho, 2013) allude to planning as an important managerial aspect that alone may determine the success or failure of the school management team. It is thus clear that planning together and sharing decision making throughout the process of curriculum change is a vital exercise that the school principals must undertake while also ensuring that the plans are realistic. Ornstein and

Hunkins (2009:267) state that for teachers to commit to change and innovation, they must be involved. Once teachers are involved in the decision making process, they become motivated to carry on the requisite tasks because they take ownership of the decisions made.

This implies that not engaging teachers during the planning phase and giving them an opportunity to provide their input as the implementers of the curriculum change will make the change process difficult and perhaps ultimately cause it to fail. It is therefore vital that principals engage teachers in joint decision-making on how best they may attain the required change in the curriculum. In addition, this would help the teachers to develop a sense of ownership and also share a common understanding of what is to be changed, the motives behind the change and the reasons for them to engage fully in order to make it a success. Wiggins and Mctighe (2010) emphasise the importance of working together and ensuring that curriculum change planning activities are carried out together through team work to ensure and enhance the acceptance of the need for curriculum change by all involved as this would guarantee the success of the curriculum change efforts.

According to Kyahurwa (2013:23), it is essential that principals involve their staff in planning so that they own the decisions they made as a team. During planning decisions are made and important objectives are set as a way of achieving the required curriculum change.

2.6.2 Establishing sound work relations and team work

According to Doecke, Parr, North, Gale, Long and Mitchell (2008:10), successful teams are supported by their school leaders who build a climate of openness and trust in the school in the interests of improving performance in curriculum matters. Concurring with these writers, Rudhumbu (2014) posits that for curriculum managers to ensure team spirit among staff members during curriculum change, they should do the following:

- Provide staff rooms where staff members may meet regularly as teams to discuss and share ideas on curriculum change.
- Use the accommodation available to promote a positive team ethos.

Hosting interactive sessions on curriculum change encourages whole team participation. Curee (2010) recommends that school leaders should form teams to enable staff members to support each other in the form of paired or group collaboration as they make changes to their practice. In other words, principals should form curriculum teams to provide support to enable the teachers to cope efficiently with their tasks. Building effective teaching/learning relationships between staff and learners is one of the strategies in curriculum management.

2.6.3 Providing instructional leadership

Mendels and Murphy (2013) assert that instructional leadership in the context of curriculum change requires the principals to be adept at building teams, establishing a vision and mission, cultivating leadership skills in teachers and using data to inform both the instruction and school improvement. Team work in matters relating to curriculum change will facilitate the process of change as those involved will learn from one another to inform their practice. The principal may formulate the departmental teams for teachers so as to collaboratively address and share new pedagogical methods and approaches. This may also be done with the learners to encourage group work among them.

The principal may affect outcomes for the learners by inspiring group purpose and also by ensuring that the teachers work as a team towards a common goal (Walker & Islear, 2011). This view was shared by Murphy, Elliot, Goldring and Porter (2011), who define the instructional leader as effective when the leader engages in the following:

- Facilitates the creation of the school vision that reflects high and appropriate standards of learning, believes in the educability of all students, and high levels of personal and organisational performance.
- Emphasises ambitious goals that call for the improvement of the status quo. In particular, the instructional leader makes certain that goals are focused on students, feature student learning and achievement, and are clearly defined.
- Ensures that responsibilities for achieving targets are made explicit and that timelines for achieving objectives are specified.
- Ensures that the resources needed are identified and made available to the school community.

This in short means that the instructional leader is visionary, goal oriented and resourceful, thus ensuring successful attainment of the anticipated results. However, in curriculum change, the principals may encounter a challenge in carrying out all these responsibilities because they may lack strategies to align themselves or lack the required orientation in respect of matters relating to curriculum change. From the researcher's experience as a principal in Lesotho, there are challenges associated with instructional leadership as matters relating to the curriculum are addressed by the departmental heads, while the principals are primarily concerned with administrative matters. However, curriculum change is not possible unless the principals are well trained in instructional leadership so as to enable them to effect curriculum change. This notion is supported by Taole (2013) who revealed that a lack of training in curriculum change management and implementation remains a challenge to most principals.

Bekuretsion (2014:62) explains that instructional leaders play a major role by coordinating curriculum change in schools; they ensure open communication lines with all members of staff; promote a strong staff development programme, thus providing teachers with an opportunity to become involved in the process of curriculum change and they stimulate interest and enthusiasm in relation to the new curriculum, thereby encouraging and helping staff members on a daily basis.

2.6.4 Monitoring

Various studies have articulated the importance of and need for monitoring and supporting the process of curriculum change (Ndou, 2008; Olibie, 2011; Mafora & Phorabatho, 2013). According to Fullan (2008), it is incumbent on principals to monitor the way in which the curriculum is taught and participate in its development. In the context of curriculum change, the principal monitors the curriculum change implementation process and gives teachers the necessary support. It is imperative that the principal provides regular reinforcement and communicates the intended outcomes effectively. The principal must ensure that the practice is aligned to the goals of the intended change in the curriculum and communicate the progress in achievement through multiple channels such as meetings, informal conversations and written messages. The curriculum leader also monitors possible enablers of and barriers to change so that

decisions or alterations may be made to maintain the momentum of the change process. It is important that the inputs of the employees are recognised and active contributions towards the achievement of change rewarded.

2.6.5 Promoting teacher development

The aim of teacher development is to empower teachers so that they improve the quality of their teaching. This may be done by holding workshops, in-service training, research and development, as well as undertaking advanced study. Kyahurwa (2013: 24) asserts that principals should assist in creating conditions that enable staff members to develop so that the school may achieve its goals more effectively. It is therefore important that principals promote the on-going process of professional development in order to renew and update the teachers' skills, knowledge and attitudes.

In order to ensure that the new curriculum is implemented effectively, it is vital that teachers are well trained, dedicated and professionally competent (Mohd, Halim, Abdullah, Hassan & Ismail, 2010:50). In their research study on the challenges facing teachers in teaching design and technology in the lower primary phase in Botswana, Moalosi and Mlwane (2010:33) found that the teachers had received little training when the new curriculum had been introduced: "Teachers lacked in-service training to empower them for curriculum implementation and this led them to teach only components of the curriculum which they felt comfortable with." This suggests that the training that teachers receive will have a direct impact on their practice regarding the newly introduced curriculum.

Curriculum change in education requires teachers to expand their knowledge and skills. The demand to respond to the challenges of the global changes taking place requires teachers to equip their learners with a wide range of skills and knowledge. Scheerens (2010:32) notes that researchers emphasise the notion of on-going and lifelong professional learning as a natural and expected component of the teachers' professional activities and also a key component of school improvement.

Therefore, it is important that the principals value in-service training for teachers. As one of the strategies to improve the knowledge and skills of teachers in respect of the

curriculum change, principals should set aside time for training workshops, seminars and/or discussions.

This notion is supported by Nana (2010), who emphasises that teachers are expected to possess both management and professional skills in the interests of growth and development. He further stressed that this may be achieved if they continue to attend in-service training programmes after their initial teacher education and training. This suggests that the principals and teachers should undergo on-going, on the job training to keep them up to date with the relevant knowledge and skills that will facilitate the process of curriculum change.

The key element to successful curriculum change is well trained and confident teachers in respect of delivering the new curriculum (Thompson, Bell, Andrea & Robins 2013:1). In line with this notion, Mosha (2012:48) highlights the need for well-trained teachers who will implement curriculum change effectively. It is not possible to overemphasise the significance of training to empower teachers for curriculum change. This applies to most countries, including Lesotho which tends to undertake curriculum change without adequately training the teachers to ensure efficient, effective curriculum change. Most countries tend to give little attention to the demands of and support for teachers in respect of curriculum change.

2.6.6 Managing resources

The Centre for the Use of Research and Evidence in Education (2011) indicates that staff ownership of curriculum change flows from involving staff members collaboratively in developing and refining the required resources. The principal acts as a coach and mentor to the staff. In other words, staff involvement and active participation are vital if curriculum change is to be implemented and managed successfully.

When managing resources, the principal should identify the resources required for the anticipated change and make sure that there are adequate resources. It is imperative that the resources are allocated to the right people at the right time to avoid delays that might hamper the change process. Thus, it is the duty of the principal to identify the resources needed and then organise and secure such resources. Booyse and Du Plessis (2008:68)

indicate that when managing resources, it is essential to determine the resources that are available in the school for the effective delivery of the learning programme. This suggests that, for curriculum change to be effectively delivered, the principal must identify the resources that the school has in relation to the new curriculum. In the event of the school not having the required resources at its disposal, it is the responsibility of the principal to organise relevant resources and provide these in time to benefit the curriculum change process.

Mafora and Phorabatho (2013:118–119) explain that curriculum objectives are not likely to be achieved if schools fail to organise relevant and adequate resources.

2.6.7 Creating a culture of collaboration and enabling environment

In their research into Irish educational studies, Halbert and Macphail (2010) acknowledged that effective change involves not only altering the context in which the individuals in the organisation operate, but, more fundamentally, changing the culture of the organisation. They further highlighted that, in the case of school change, it is important to consider how the system promotes change and the impact of leadership on the impetus for change.

As cited in the *Waikato Journal of Education* (Morrison, 2008), highly effective principals are aware that prevailing contextual factors determine organisational readiness for change and the pace at which change may occur. This suggests that principals must align elements of the school system adroitly to produce optimal learning and teaching conditions and to establish the internal coherence necessary to sustain educational reform.

When people are recognised and entrusted with important responsibilities, they become motivated and do their best. According to Curee (2010), leaders who lead by example in respect of hard work, flexibility, responsiveness and commitment are a catalyst for curriculum change. In order to do this, principals must provide a clearly articulated vision and communicate such vision in an inspiring manner. In addition, they must recognise and value the contribution of team members and also interact with individuals, teams and

departments about the curriculum change (Blandford, 2006; Thrash, 2012; Wood, 2004; Northhouse, 2007).

The findings of a recent study on certain high schools in Lesotho revealed the absence of a collegial environment as a result of the teachers' epistemological beliefs and the schools' organisational structures (Raselimo, 2010). This implied that the prevailing school atmosphere did not promote effective team work and cooperation, thus compromising curriculum change. Effective curriculum change requires teachers to work as colleagues to share their skills, thus facilitating the process of curriculum change. It would appear that the individual teachers were adhering to and maintaining their basic knowledge of teaching methods without sharing with their colleagues because they were not encouraged to do this. The effective delivery of curriculum change requires that teachers are mobilised to share their skills and work as a team to achieve curriculum change.

2.7 CURRICULUM CHANGE MANAGEMENT STRATEGIES

Jones and Duckett (2006) and Curee (2010) suggest the following curriculum change management strategies, namely, effective leadership to drive change, team building to promote effective change, making curriculum change a priority, providing support to achieve success as well as planning and resourcing for effective curriculum change.

2.7.1. Providing effective leadership to drive change

Curee (2010) posits that curriculum leaders who lead by example in respect of hard work, flexibility, responsiveness and commitment are a catalyst for curriculum change. In order to do these principals must provide a clearly articulated vision and communicate such a vision in an inspiring manner. They must recognise and value the contributions of team members and also interact with individuals, teams and departments about curriculum change (Blandford, 2006; Thrash, 2012; Wood, 2004; Northhouse, 2007).

The literature continues to highlight that the school, as an organisation, requires effective leadership which results in the creation of a culture of change management. The school

leader must lead from the front by setting an example of hard work, flexibility, responsiveness and commitment (Mace, 2001; Jones & Duckett, 2006; Curee, 2010). It is further explained that the curriculum leader must carry out the following roles:

- Provide a clear vision and communicate this vision in an inspirational way. This is only possible if principals possess the comprehensive knowledge and skills required for change management. The researcher doubts that this in the case in respect of the majority of principals.
- Explain what the change means in positive terms to the staff and, most importantly, to the learners. Since principals are often not well trained to manage change, there is a high possibility that they will not be able to explain the meaning of the curriculum change to the teachers and learners.
- Arrange regular staff meeting to update the staff on progress.
- Recognise and value the contributions made by individuals.
- Develop good listening skills and the ability to respond to what is being said.
- Have a clear communication plan at the outset and keep to it.
- Seek opportunities to talk to individuals, teams and the organisation as a whole about the change.
- Develop excellent mentoring and coaching skills.

The above suggests that the principal must be actively involved in all the measures taken to bring about change in the school.

2.7.2 Team building to promote effective change

The literature explains that human strengths are often accompanied by counterbalancing weaknesses. Thus, if team members demonstrate a variety of characteristics, there is a greater probability that the change will be successful. This implies that, that when the principal forms teams, he or she must ensure diverse team members so that their knowledge and efforts complement one another in the interests of improving performance (Jones & Dunckett, 2006; Curee, 2010).

Walker and Slear (2011) are of the opinion that principals may affect the outcomes of the students by inspiring group purpose and also by ensuring that teachers work as a team towards a common goal. This suggests that, for principals to ensure effective curriculum

change, they must form teams with diverse members who all possess different skills and capacities so that their knowledge and efforts may complement one another in the interests of effective curriculum change.

2.7.3 Making curriculum change a high priority

According to Huy (2011), Mace (2001), Curee (2010) and Jones and Duckett (2006), curriculum change managers manage the change process by placing curriculum change at the top of the agenda in departmental meeting and providing a clear picture of how the curriculum changes will affect staff, students and departments as a whole. The literature further informs us that, when the principal accord a high priority to curriculum change, this creates a conducive environment for effective change to take place. However, in order to do this, it is essential that the principal is fully conversant with the demands of the newly introduced change. It is incumbent on the principal to communicate and demonstrate priorities clearly to avoid negative perceptions and assumptions on the part of some teachers who may believe that maximising funding is a key priority rather than effective curriculum change. Accordingly, the purpose of any actions that are intended to assist in attaining change must be effectively communicated and understood by all concerned to avoid any confusion and/or resistance. It is further explained that the daily, visible actions of the principal and the management team will set the tone for all curriculum change initiatives (Jones & Duckett, 2006; Curee, 2010).

2.7.4 Providing support to achieve success.

When providing support, the principal breaks big curriculum changes into small, manageable and familiar changes to enable teachers to become familiar with the changes one step at the time (Mace, 2001, Curee, 2010). A comprehensive action plan which articulates specific short-term objectives and actions may be formulated to support teachers to attain the specific changes cited in the action plan.

Teachers are able to accept changes to the curriculum if they are given additional practical and relevant support during the development and implementation phases. Jones and Duckett (2006), Mace (2001) and Curee (2010) suggest the following ways of providing support to ensure successful curriculum change management:

- Break big changes down into manageable and more familiar steps.

- Demonstrate commitment to change by being visible and available to staff.
- Adopt a problem-solving approach.
- Continually evaluate the methods, systems and procedures involved in implementing curriculum change and be prepared to make amendments where necessary.

2.8 FACTORS FACILITATING CURRICULUM CHANGE

When managing curriculum change in a school the principal should encourage both the learners and the teachers to express their different identities in a cooperative environment in which they are all equal. The principal should refrain from creating a new set of rules which is unfamiliar to teachers and learners.

It is important that the principal establish sound work relations in terms of which stakeholders interact and share views about how they cooperate and integrate knowledge. The principal should take the initiative and lead the change by example. The following factors help to facilitate the process of curriculum change:

2.8.1 Effective communication

The principal must ensure effective communication about the change with his/her attitude and behaviour being seen to communicate/signal the anticipated change. Qamar and Ali (2012 in Victor & Franckeiss, (2002) emphasise the importance of communication to ensure appropriate approaches and desired behaviours on the part of department members during the process of curriculum change.

This was confirmed by Mumm (2015 in Victor & Franckeiss, 2002), who articulate that clarifying the curriculum change process, policies and procedures ensured that change was effectively implemented and the altered goals achieved in a consistent manner. The curriculum leader must provide a clear vision and communicate it in an inspiring way. He/she must formulate a clear communication plan at the outset and adhere to this plan (Curee, 2010; Mace, 2001). It is incumbent on the principal to consistently communicate the anticipated outcomes and practice that will lead to the attainment of curriculum change. Teachers need to be motivated and given feedback about their performance during the curriculum change process. In other words, effective communication is one of the facilitating factors in a successful curriculum change process.

2.8.2 Availability of teaching/learning materials

Teaching and learning materials play a major role in facilitating curriculum implementation. A lack of appropriate resources impedes effective curriculum implementation in the classrooms. Lunenburg (2010) emphasises that teachers must have access to curriculum guides, textbooks and training related to the school curriculum. The availability of specific and relevant teaching/learning aids makes it easier for teachers and learners to work towards the desired curriculum change.

Pillay (2014 in Korkmaz & Ozkuk, 2008) indicate that curriculum change in Turkey has been affected by the scarcity of support materials, inadequately trained teachers, shortage of resources and poor physical facilities. It is thus imperative that principals equip teachers with the essential resources as this will assist principals to attain and uphold the teachers' allegiance to reform (Pillay, 2014). The required resources must be provided to the schools before the curriculum is actually implemented in classrooms because any delays or the absence of such resources would impact negatively on the management and implementation of curriculum change.

In other words, principals should mobilise the necessary resources for the school as failure to organise and provide the required resources will jeopardise the change process and affect the performance of those responsible for implementing the curriculum change. The provision of resources in advance determines the success of the change process and enhances the motivation of both teachers and learners. Altun and Sahin (2009) concluded that curriculum change had an impact on the psychological status of teachers in different ways and therefore they should be psychologically supported. In addition, the physical and infrastructural characteristics of the schools should be improved to enable the effective implementation of the curriculum change. In the case of the LGCSE curriculum change in Lesotho, there was a scarcity of support materials while the infrastructural setup remained the same. This, in turn, impacted negatively on the management and implementation of the curriculum change.

2.8.3 Parental support and cooperation

All stakeholders play a vital role in bringing about change in a school. Parents are among those whose contribution is vital in a school because they may be extremely resourceful

in various ways, thus contributing to the success of school projects. Inadequate involvement of parents in a school is detrimental of the school while full participation and involvement will contribute significantly to the life of the school. If a school is to achieve curriculum change, the school requires the assistance and support of the parents to facilitate all school activities. Taole (2013) pointed out that parents play a crucial role in supporting their children’s learning and also in the implementation of the curriculum. They should come to the school on a regular basis to check their children’s books and to understand what both the teachers and learners are doing in the school. However, parents often lack a meaningful voice in the reform process although they are among the most important stakeholders in any educational reform (Adams & Onei, 2010). It is therefore imperative that principals persuade parents to become involved in school affairs and to participate in curriculum change related matters. A lack of parental involvement in and support for curriculum change may result in a slow rate of curriculum change as parents are often resourceful in various ways. However, there must be a way in which parental involvement and support are sought while their roles must be explained to them.

Authorities in curriculum matters have identified several factors that enable the successful implementation and management of curriculum change. Rudhumbu, (2015) highlighted the following factors which are necessary for the success of curriculum change process, thus, adequate resources, professional knowledge, time, school ethos, professional support and participative leadership

The table below contains a description of these enabling factors.

Table 1: Enablers of curriculum change (extracted from Fullan, 2005; Hargreaves & Fink, 2006)

Enabling factor	Description
Adequacy of resources	This refers to the adequacy of the equipment, facilities and general resources required to implement curriculum change.

Time	Curriculum change is a complex process that requires adequate time for planning and delivering the requirements of the changed curriculum. For example, teachers need sufficient time in which to develop their own understanding of the new curriculum after the changes
School ethos	The overall, institutional philosophy in respect of curriculum change and the curriculum plays a significant role in the success of any curriculum change in the institution. An institutional philosophy that recognises the importance of curriculum change in the interests of seeking improvement is important for the success of the curriculum change process.
Professional support	Adequate support for the staff within the institution as a whole and within departments is crucial for effective curriculum change. Such support could be in the form of ongoing curriculum professional support.
Professional adequacy	The ability and competence of staff members to implement curriculum change with confidence is critical for the success of a curriculum change effort
Professional knowledge	The knowledge and understanding of the teachers in relation to curriculum change, especially regarding the different ways of teaching to foster student learning are an

	integral aspect of successful curriculum change.
Professional attitude and interest	The attitudes and interest of staff in relation to change in terms of their keenness to implement the changes are important cogs in the success of curriculum change
Participative leadership	Both institutional and department leadership that facilitates a collaborative approach to curriculum change is critical for the effectiveness and success of the curriculum change process.

2.9 FACTORS INHIBITING CURRICULUM CHANGE

The following are some of the factors which inhibit curriculum change:

2.9.1 Failing to create a sufficiently powerful guiding coalition

If the principal undermines and takes for granted the difficulties involved in bringing about change in a school and does not provide relevant and sufficient inputs to bring about solutions to the problems encountered, the anticipated change is likely to fail. In this regard, teams need to be formed that assist in the collaboration of efforts to facilitate change. It is not possible for the principal to be the sole player in leading curriculum change at a school.

Kotter (1996:15) sees failure as associated with underestimating both the difficulties involved in bringing about change and the importance of a strong guiding coalition.

2.9.2 Underestimating the power of vision:

Kotter (1996:19) highlights that, without an appropriate vision, a transformation effort may easily disintegrate into a list of confusing, incompatible and time-consuming projects. Thus, vision is a vital element if the organisation is to function effectively. In addition, the vision must be communicated to all the stakeholders and a mission statement designed

to ensure a focused direction. If the principal is not able to clarify the vision of the school in respect of change, the teachers' efforts in relation to change will lack both direction and motivation and this, in turn, would result in the failure of the school to attain the anticipated change.

2.10 CHALLENGES IN THE MANAGEMENT OF CURRICULUM CHANGE

There are various challenges related to the management of curriculum change. These include, among others, a lack of knowledge due to poor training, a lack of resources and resistance to change.

2.10.1 Lack of knowledge due to poor training.

If the principal and the teachers are not trained in the concepts of the new curriculum, they will, in all likelihood, experience serious problems in implementing the curriculum. Serrao (2008:1) and Kgosana (2006:1) explain that poor teacher training hampers the implementation of curriculum change. It is vital that the implementation of the curriculum change is both planned and managed. If principals are not empowered to manage curriculum change, this may lead to failure. In other words, the on-going training of both principals and teachers facilitates the attainment of the desired curriculum change.

In their research study into the challenges facing teachers in teaching design and technology in lower primary schools in Botswana, Moalosi and Mlwane (2010:33) found the teachers had received little training when the new curriculum was introduced and that this had led them to teach only those components of the curriculum with which they felt comfortable. This suggests that the quality of the training that teachers receive has a direct impact on their practice in relation to the newly introduced curriculum. Thus, lack of knowledge to manage curriculum change as well as poorly trained teachers remain a significant challenge to the success of curriculum change in most countries.

2.10.2 Lack of resources

A lack of resources appeared to be one of the major challenges facing secondary schools in Lesotho where schools are under resourced and there is a shortage of teaching and learning materials, including textbooks. A shortage of classrooms is a further challenge

which leads to overcrowded classrooms. This shortage means that the teaching and learning activities occur in an environment that does not favour the integrate approach. Serrao (2008) and Rogan (2006) firmly believe that a lack of resources is one of the key challenges that hinder the successful management and implementation of curriculum change. This was confirmed by Phorabatho (2009:119), who indicated that a lack of resources leads to management problems which are associated with poor commitment, frustration and stress in teachers and learners. It is, therefore, the responsibility of the management team to ensure that the required resources are organised and supplied to facilitate the change as their absence may threaten the process of curriculum change.

2.10.3 Resistance to change

Guhn (2009) defines resistance to change as a human tendency that is easily understood because change typically requires new competences and may lead to undesirable outcomes such as exposing an individual's lack of competency. When an individual is faced with new ways or new practices that are unfamiliar, there is a chance that the individual in question may resist these new practices. Thus, principals themselves may resist managing new curriculum change because they may not possess the relevant skills necessary to handle it.

According to Suluiman and MohdAlyb (2015), teachers often resist curriculum change because they are accustomed to the former curriculum. If they are to adopt the new curriculum, they need to change their knowledge, attitudes and instructional practices and these expectations may make them feel uncomfortable. In addition, Ornstein and Hunkins (2014) assert that, in the teachers' view, new curriculum programmes often signify new teaching skills to be learned or new competences to be developed and this require them to attend extra courses or workshops. This highlights the challenges facing principals in respect of managing teacher resistance. Thus, principals are often called upon to demonstrate a high level of competencies so that teachers are prepared to accept the intended change in the school.

In the Mediterranean Journal of Social Sciences, Suluiman and MohdAlyb (2015) further emphasised that it may be possible that teachers resist curriculum change because they do not possess the knowledge and skills required by the new curriculum although, at the

same time, they do not want to be told that they are incompetent to teach the new curriculum. In addition, the new curriculum may be implemented at short notice or the training period may be shortened due to budgetary constraints and, consequently, teachers are not adequately equipped and not ready to deliver the new curriculum to their pupils. According to Lai, Wood and Marrone (2012), staff members are often not willing to adopt a new system because they consider that the change might significantly increase their workload. The teachers' resistance to the LGCSE curriculum change may have been the result of a variety of reasons, for example, the teachers felt they would have to adopt new pedagogical approaches which may have required new knowledge and skills or that they may have experienced a serious shortage of teaching learning materials.

2.11 CONCLUSION

This chapter provided an overview of the theoretical framework for curriculum change management which enabled the researcher to formulate the research problem and also the research design for the study.

The literature review discussed the models of curriculum change and explained the approaches behind each model as well as the implications of these models. It also discussed the theories behind each model to enable those involved in managing curriculum change to align themselves with such theories in order to ensure the success of the change in curriculum.

Furthermore, the literature review discussed the roles and experiences of principals as they manage curriculum change, the imperatives of the management of change process and the issues related to instructional leadership as significant aspects of curriculum change management. It is not possible to rule out the fact that principals operating in different school contexts with various challenges may have different experiences that merit investigation.

To summarise, this chapter highlighted the relevant literature that formed the basis of this research study.

The next chapter discusses the research methodology used in the study.

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 INTRODUCTION

This study aimed to explore the experiences of principals in the Maseru district in their management of curriculum change. The objectives of the study included the following:

- Determine the principals' understanding of curriculum change management.
- Determine strategies that principals may employ to improve the management of curriculum change in secondary schools in the Maseru district.
- Explore the views of the principals about the challenges they encountered while managing curriculum change in their schools.

This chapter focuses on the research methodology and research design used in this study. It also describes the following: the research approach, research paradigm, selection of settings and participants, data collection techniques and instrumentation, data analysis and data interpretation, as well as the validity and reliability of the study. The next section discusses the research design and research methodology used in the study.

3.2 RESEARCH DESIGN AND METHODOLOGY

3.2.1 Qualitative research approach

The researcher decided to employ a qualitative research approach. Krathwohl (2009:238) explains that qualitative research is characterised by the following features:

- It enables the researcher to reveal the nature and give a detailed description of the situation, setting, processes, systems, or people in question.
- It also enables the researcher to gain new insights into a particular phenomenon and the problems that exist in relation to that phenomenon. A qualitative research approach provides a means by which a researcher is able to judge the effectiveness of particular policies, practices or innovations.

- It uses qualitative procedures which are ideal for exploring complex phenomena about which there is little knowledge. In this approach the researcher explores the perceptions of participants of the phenomenon under study.
- It also allows the researcher to remain committed to the opinions of the participants as the major data source.
- Furthermore, it allows the researcher to obtain data from the participants' natural context with minimum disruption of that context.

This study used interactive qualitative research to enable the researcher to collect data in a face-to-face situation by interacting with the selected principals in their natural settings. This is in line with McMillan and Schumacher (2010:315), who explain that according to the qualitative method of inquiry, the researcher collects data in a face-to-face situation by interacting with selected persons in their natural setting and then describing and analysing their individual and collective social actions, beliefs, thoughts and perceptions. This approach was used to collect data from the secondary school principals selected where semi-structured interviews and non-participant observation were applied. It is worth noting that qualitative research allows for the use of multiple data collection techniques.

Accordingly, six principals from six secondary schools were interviewed in a face-to-face situation in their respective schools. They were also observed to ascertain their practices when managing the LGCSE curriculum change in their schools. I interacted with and observed the actions and behaviours of the principals in their own schools in order to understand the complexities of their socio-cultural world as they experienced it. Qualitative research is a situated activity that locates the observer within the world of others (Bloomberg, 2012:119).

The following subsection discusses the methodology used to conduct the study

3.2.2A case study method

Maree (2011:5) highlights that in qualitative research case studies may be used to investigate small, distinct groups as a representative sample of the targeted population in order to obtain an in-depth understanding of the phenomenon under study. Babbie (2007:298) defines a case study as an in-depth collection, examination and presentation of detailed information on some social phenomenon, such as a particular participant, a village, a school, a family or a juvenile gang. In this study, I chose the case study method as it is deemed suitable for obtaining an in-depth understanding of a situation relating to a specific and small number of participants or else a few cases within their natural settings.

According to Yin (2009:93), a case study is an empirical inquiry that investigates a contemporary phenomenon in depth and within its real-life context, especially when the boundaries between the phenomenon in question and its context are not clearly evident. On the other hand, according to Maree (2010:76), the case study strives to provide a comprehensive understanding of how the participants relate to and interact with each other in a specific situation and how they create meaning about the phenomenon under study.

Creswell (1998:37) explains the case study approach as a form of qualitative descriptive research which is used to investigate a small group of participants. The end product of a case study is a rich, “thick” description of the phenomenon under study. A thick description refers to the complete, literal description of the incident or entity which is investigated within a context that is bounded by time and place (Creswell, 1998:37).

This research involved a case study of a small unit of six secondary school principals. The small group of six participants, one principal from each school, was interviewed to investigate their practices when managing the LGCSE curriculum change. This case study was, therefore, relevant to exploring the perceptions, strategies and challenges of principals regarding the management of the LGCSE curriculum change in their respective schools. This case study method also enabled me to use multiple sources of data collection, including interviews and non-participant observation. Regarding data collection, the case study allows for the use of multiple sources of evidence such as

interviews, questionnaires, observations and document analysis. I conducted one-to-one, semi-structured interviews with the principals to determine their perceptions, roles and challenges in relation to the LGCSE curriculum change process. Non-participant observation was also undertaken to determine the environment in which they practised.

Bekuretsion (2014) asserts that a case study may use either a single case or a compilation of series of cases. The case study may focus on an individual unit such as a person, school or social group within the environment. This study examined secondary school principals as curriculum leaders with the aim of acquiring an in-depth understanding of their experiences, roles and challenges as they managed the LGCSE curriculum change in the secondary schools where they were in charge.

The population and sampling method used in the study are discussed next.

3.3. POPULATION AND SAMPLING

3.3.1 Population

The population for this study comprised all the secondary school principals in the Maseru district. There are 71 secondary school principals in this district and the sample of six principals was selected from these. The secondary school principals in Lesotho are involved in the management of the LGCSE curriculum change and, thus, as they possessed the necessary information about curriculum change matters, the researcher deemed them to be relevant for the purposes of the study.

The rationale for the selection of secondary schools in the Maseru district was that this district is characterised by a mixture of urban and rural secondary schools and thus it ensured an adequate representation of secondary school principals who had faced difficulties in addressing the problems encountered in managing curriculum change.

The principals of the secondary school in Maseru were considered to be relevant for this study because its purpose was to explore the experiences of principals as they manage curriculum change in secondary schools. The geographical location of the secondary schools selected was in line with the researcher's intention to explore all the challenges

that secondary school principals encounter, bearing in mind that secondary schools in urban areas have better access to libraries, laboratories, internet and bookshops than their rural counterparts, as secondary schools in rural areas are disadvantaged in terms of access to resources. According to McMillan and Schumacher (2006:319), the criteria for site selection are guided by both the research problem and the research purpose.

3.3.2 Participant sampling

According to William (2006), sampling refers to the process of selecting units (e.g. people, organisations) from the population of interest so that, by studying the sample, the researcher may fairly generalise the results to the population from which the sample was selected. Drew, Hardman and Hosp (2008:82) indicate that the researcher should consider the following relevant aspects when selecting the participants for a study; namely, the participants must be of relevance to the research question and, also, the researcher must consider whether the participants constitute a representative sample of the population being studied. Consideration must also be given to the sample. Most importantly, the choice of sample must be appropriate to the topic under investigation.

Springer (2010:383) asserts that the sampling process in qualitative research usually focuses on a few individuals who are likely to be informative because of whom they are and also because the researcher anticipates that there will be an opportunity to interact with them extensively. This study complied with the suggestions in the literature in respect of selecting samples for qualitative research in that a small sample was selected to provide the requisite information. This sample was selected to enable the researcher to conduct detailed, in-depth interviews to obtain rich information. I was of the opinion that the selected participants had the potential to share rich information on curriculum change management, strategies and challenges.

The study used a purposive sampling method to elicit information from suitable participants. Cohen, Manion and Morrison (2011:157) explain that purposive sampling is a suitable approach to use to select individuals who possess in-depth knowledge about particular issues as a result of their professional experience. Accordingly, the participants for this study were purposively selected to enable me to collect valuable information from individuals who were deemed to be reliable and who were also directly involved in the

management of curriculum change in secondary schools. The purposive selection was based on the fact that principals are actively involved in the management of curriculum change at schools as had been determined prior to approaching them as potential participants.

At the time of the study there were 71 secondary school principals in the Maseru district. A total of six secondary school principals were selected – three from rural secondary schools and three from urban secondary schools. This sample size was ideal for the purposes of the study as it was fully representative of a population that was assumed to possess relevant knowledge and experience of the research topic. The small sample size of six was selected to enable the researcher to conduct detailed, in-depth interviews to obtain rich information from the participants.

3.3.3 Biographical information

Table 3.1: Biographical information of the participants

Principals Code	A	B	C	D	E	F
Gender	Male	Female	Female	Male	Male	Female
Age	43	44	57	47	47	64
Nature of post	Permanent	Permanent	Permanent	Permanent	Permanent	Permanent
No. of years as principal	5 years	6 years	11 years	9 years	9 years	26 years
Highest qualification	BEd Hons	MEd	MEd	BEd Hons	BEd	BEd
No. of staff	23	30	39	27	32	28
School roll	947	800	1000	688	600	765

The biographical data collected from the six participants and presented in Table 3.1 above shows that half of the participants were males while the other half was females. Their ages ranged from 43 to 64 years. They all held the leadership position on a permanent basis while their experience as the principal of their school ranged from five to 26 years.

Based on their experience and the context in which they operated it was possible to conclude they were all in a position to make an invaluable contribution to the study.

3.3.4 Inclusion criteria

The following criteria were used to select the participants for the study: the participant had to be the principal of a secondary school, have at least five years' experience as a secondary school principal, be in possession of at least a B.Ed. qualification, be willing to sign the informed consent form and provide the necessary information, could not be an acting teacher or principal and had to be involved in LGCSE curriculum change process. The participant had to be working as a principal in the Maseru district. A letter requesting permission to conduct the study at Maseru district secondary schools was written to the chief education officer and permission was granted (see Appendices B and C).

The section below discusses the data collection methods used in the study.

3.4 DATA COLLECTION METHOD

Johnson and Christensen (2008:379) point out that qualitative research approaches typically make use of a number of different data collection techniques. Data collection methods may be defined as the procedures and techniques that the researcher uses to collect the requisite data. In this study I used semi-structured, in-depth individual interviews and non-participant observation to gather the data required to provide answers to the research questions on the experiences of school principals in managing curriculum change successfully.

3.4.1 In-depth, individual interviews

According to Glanz (2006a:66–67), interviews are the most suitable method of data collection if the aim of a study is to gain an understanding of others and the meaning they make of the phenomenon under study. In essence, the purpose of qualitative interviewing is to find out what is in an individual's mind regarding the predetermined objectives of the interview. Mohale (2014) cites Mason (2009:62) as saying that "during semi-structured interviews, predetermined questions are posed to each participant in a systematic and consistent manner but the participants are also given an opportunity to discuss issues

beyond the questions confines". Creswell (2010:599) further explains that semi-structured interviews allow the researcher to ask both open-ended and closed-ended questions.

The qualitative semi-structured interviews conducted in this study comprised open-ended questions aimed at eliciting realistic and detailed data on the experiences of school principals when managing curriculum change at secondary schools in the Maseru district. These interviews gave me an opportunity to interact with the participants at their schools where they had been/were involved in curriculum change management. These interviews also enabled me to observe their reactions and listen to the words of the participants as they expressed their feelings and views in relation to their experiences regarding curriculum change issues.

I used an interview guide (attached as Appendix D) and probed deeply to gain an in-depth understanding of the participants' opinions and experiences regarding their role as a principal managing curriculum change. The interview guide covered areas relating the principals' experiences in respect of curriculum change, the training offered, their roles and strategies, as well as the challenges they had encountered. An interview guide is also an organised strategy to ensure relevant questions are posed during the interview session.

I played the role of an active listener during the interviews and ensured that the participants were given enough time to answer the questions. I probed for more detailed information, recorded the interviews and took notes. Follow-up interviews were conducted following the observations and analysis of the first interviews so as to allow the researcher to probe for greater elaboration in relation to the participants' responses (Creswell 2008).

I conducted six in-depth interviews with six secondary school principals in order to find answers to the questions about the way in which curriculum change is managed and how it should be managed by the school principals. All the interviews were held with the principals in their respective school offices. Each interview lasted for forty-five minutes to an hour, while the follow-up interviews lasted for fifteen to twenty minutes. The aim of the follow-up interviews was to verify the information gathered during the earlier interviews and to obtain further information on certain aspects that appeared to require clarification

after the interviews had been transcribed. A total of six interviews were conducted and three follow-up interviews conducted with three of the participants to obtain greater clarity on certain aspects. Immediately after the first interviews, I transcribed them, read through the transcriptions and identified gaps; hence the follow-up interviews with three participants were conducted in the interests of greater clarity in respect of their responses from their previous interviews.

I sought and obtained permission from the participants to audiotape the interviews. Field notes were also taken to support the recorded data and were also used during the transcription and data analysis processes. Maree (2011:89) posits that interviews should be recorded in a meticulous manner. Accordingly, I took great care when using the voice recorder to ensure proper recording of the interviews with full details. I also developed an interview schedule and used it during the interviews with the principals to ensure that the data captured and recorded was accurate, reliable and relevant to the research questions on the way in which school principals manage curriculum change.

The following measures were taken to render the interview instrument suitable in this study:

I used the interview guide to ensure that all the necessary areas that were important for the purposes of the research study were included. The interview guide enabled me to obtain detailed, multiple responses to the questions set and promoted active interaction between me and the participants through the process of asking questions, listening to the participants and gaining insight into their perspectives on the phenomenon under study. In other words, the questions allowed me to draw out more information about the perceptions, roles and strategies of the participants in respect of managing the LGCSE curriculum change in their respective schools. In addition, I established a rapport with the participants to ensure that they felt free to share information on all aspects of the interview questions. The participants were tape recorded during the interviews to enable me to collect and capture full details.

3.4.2 Observation

According to Marshal and Rossman (2006:98 in Mohale, 2014), observation entails a systematic noting and recording of events, behaviours and artefacts (objects) in the social setting chosen for a study. In this study, I carried out naturalistic observation with the aim of conducting a descriptive observation of the school environment and the activities of the principals in their respective schools when managing curriculum change. In other words, I observed the principals in their natural settings as well as they way in which they coped with the challenges they encountered in their respective schools.

According to Simons (2009:55), observation is useful in case study research where the researcher closely observes a specific case or interprets the findings from the sources or methods in context. Accordingly, I used naturalistic observation to gather data to supplement the information collected from the interviews.

Observation was also used for triangulation purposes with the researcher observing the school environments and the actions of the principals as they managed curriculum change at their respective schools. Creswell (2009:181) highlights that, in qualitative observations, the researcher notes the behaviour and activities of the participants in the context of the research site. This process entails the researcher engaging in a careful, systematic experience and consciously recording the details of several aspects of a situation (Dhlamini, 2008:56). Accordingly, I developed and used an observation guide which included the school environment, the principal's office and their activities, time management and participants' interactions with the school community. I wanted to determine the principals' daily practice in respect of curriculum change and also their actions and behaviours, and thus observed how the principals managed their time in relation to implementing the schedules for curriculum change, how they provided for and used their time to monitor progress, how they shared views with both the teachers and learners and how they engaged in classroom practice and provided feedback. For example, when principals use time effectively in respect of curriculum change, they follow clear schedules that inform their actions for change.

In addition, I examined the principals' interaction with staff and learners closely and also determined how conducive the school environments were in terms of suitable

infrastructure that would enable curriculum change. Active interaction between the school principal and staff members and learners is crucial during curriculum change with the principal providing support, promoting team work, sharing information and inviting the views of the staff members. In other words, I wanted to determine the extent to which the principal interacted with staff and learners so as to create a positive atmosphere for active participation in the change process, reduce elements of resistance to the change and promote the effective communication between the principal and the school community that is vital for curriculum change.

The principal's office and the general school environment were examined to determine the conditions and suitability for curriculum change management. A conducive environment with the requisite resources and infrastructure is key for curriculum change.

I used the field notes as written accounts of what was seen and heard to collect and reflect on the data. The field notes comprised descriptive notes that were intended to provide a picture of the setting, people, actions and conversations observed and included reflective and analytic notes. I conducted two sessions of non-participant observations in each school, thus a total of twelve observational sessions were conducted in the six secondary schools. I arranged beforehand with the principals to start the observations before lessons commenced and throughout the visit to the schools. Thus, the first observation session took place from 07:00 prior to the interview sessions and throughout the school day. This same exercise was repeated after two days as a follow up to confirm the information from the first observation.

The observation guide that was used during the observation sessions is presented in as Appendix E.

3.5 DATA ANALYSIS

Data analysis in qualitative research is a process of categorisation, description and synthesis (Creswell 2008:190). Rammapudi (2010:147) defines data analysis as a technique used to examine categories or recombine the evidence to address the research question. According to Creswell (2009:175), data analysis involves the collection of open-ended data by asking questions and then analysing the data supplied by the participants.

Qualitative data analysis is primarily an inductive process of organising the data gathered into categories and identifying patterns and relationships between those categories (McMillan & Schumacher, 2010:367). Adding to this, Welma and et al (2006:211) posit that raw field notes and tape recordings from qualitative interviews must be processed and converted into write-ups which should be intelligible products that may be read, edited for accuracy, commented upon and analysed.

I reviewed the field notes made during the in-depth interviews and observations. As Maxwell (2005:95) advises, all the tape-recorded interviews were transcribed immediately after the interviews as it is important that the researcher should not allow field notes and transcripts to accumulate. An inductive data analysis was conducted. Creswell (2009:175) defines inductive data analysis as a strategy which is used by the researcher to build patterns, categories and themes by organising the data into increasingly more abstract units of information.

I transcribed the interviews to make meaning of the participants' expressions. All the transcriptions were read through one by one several times and notes taken to indicate the meanings they conveyed. Codes were used to find patterns and meanings. The process of coding includes putting names, tags and labels to pieces of the data (Punch, 2009). The codes with similar meanings were grouped together to form categories which were then further grouped to form related themes. Direct quotations from the participants' responses were used to illustrate and enrich the narratives. The audio files were replayed and transcribed to enable me to identify the emerging codes, categories and themes which I used to organise the data. Common patterns and themes were noted and analysed.

3.6 VALIDITY AND RELIABILITY

In qualitative research the concepts of validity and reliability are interpreted as trustworthiness and transferability. Masekoameng (2014:160) explains that validity and reliability are ways of demonstrating and communicating the rigour of the research processes and the trustworthiness of the research findings.

According to Ezzy (2011:51), validity refers to a scientific theory that is internally coherent and accurately reflects the external world. On the other hand, Dhlamini (2008:58) defines validity as the extent to which an independent researcher may discover the same phenomena as emerged from the study in question. In order to ensure the validity of this study, I used in-depth interviews and non-participant observations triangulate the data collection methods and ensure that the weaknesses of one method were complemented by the other method. The interview guide and an observation guide were developed and used to make sure that data generated was related to the phenomenon under study (experiences of the principals when managing curriculum change).

In addition, I used verbatim accounts and member-checking strategies to ensure the validity of the study.

3.6.1 Verbatim accounts

Verbatim accounts are word-for word accounts of interviews, transcripts and direct quotations from recorded documents to illustrate the participants' meanings (Dhlamini, 2008:61). I used a voice recorder in all the interviews. The voice recorded interviews were transcribed verbatim and some direct codes used in discussions of the data. The voice recordings helped me to illuminate any short comings that may have resulted from potential forgetfulness. In addition, they provided evidence for the data interpretations and ensured the accuracy of the data analysed.

3.6.2 Member checking

The participants in the study were given the opportunity to read through the research transcriptions to enable them to add information or make corrections. According to Krathwohl (2009:346), member checking refer to the procedure whereby the research participant read through the research report to determine whether it has portrayed what they said accurately. In other words, the aim of member checking is to verify the accuracy of the data collected as the participants are given time to read through the transcripts and to comment. In the context of this study, this helped to validate the data generated from the interviews.

The interviews and observations provided me with a true picture of what takes place at schools when principals manage curriculum change. While the quotes from the

participants during the interview sessions assisted in the interpretation of the data to ensure that it was accurate.

3.7 DELIMITATIONS OF THE STUDY

The study was confined to the Maseru district while the population for the study was limited to secondary schools in the Maseru district. Secondary school principals from three urban and three rural areas took part in the study.

3.8 ETHICAL CONSIDERATIONS

Prior to the collection of the data, the researcher submitted the research proposal to the UNISA Ethics Review Committee for ethical clearance. The committee's approval was obtained and is attached as Appendix A. Thereafter, I sought the permission of the Ministry of Education and Training to conduct the study in the identified schools in the Maseru district. In addition, letters were sent to the prospective participants requesting their participation in this study. Having gained the necessary permission, dates and times for the data collection sessions were arranged. I used codes for the selected schools in order to ensure their anonymity.

Confidentiality and anonymity were maintained throughout the study. The names of the participants were not recorded on the interview guide and, instead, the participants were allocated alphabet letters in serial order. In other words, the principals were allocated the same codes as their schools, namely, A, B, C, D, E and F respectively. In addition, no information that could potentially identify the participants was included in the research report, thus ensuring that there was no possibility of the participants being identified even if the participants were given the dissertation after its completion. Participation in the study was voluntary and data collection commenced only after I had obtained the participants' consent to participate in the study. The participants were free to withdraw from the study at any time and without any penalty. A consent form which indicated the aim of the study was drawn up and signed by those who had agreed to participate in the study.

3.9 CONCLUSION

This chapter discussed the research methodology and research design used in the study. The data collection techniques and data analysis process were also described. The

research methodology and research design used in the study were deemed to be relevant to the purposes of the study, as the data collected addressed the research questions, thus fulfilling my intention of acquiring a deeper understanding of the experiences of secondary school principals in managing curriculum change. This also enabled me to maintain objectivity and to uphold all ethical considerations throughout the data collection process. The next chapter discusses the analysis of the data generated.

CHAPTER FOUR

4.0 DATA ANALYSIS AND INTERPRETATION

4.1 INTRODUCTION

This chapter presents an analysis and interpretation of the data which was generated during the individual, in-depth interviews, as well as the non-participant observations of the six secondary school principals. A qualitative research design was employed in the study to obtain answers to the main research question, namely: **What are the experiences of the principals in the secondary schools in the Maseru district as they manage curriculum change?**

The data generated was analysed using a content analysis method to determine similar patterns and trends. The field notes were transcribed and read one by one several times to determine codes. The codes were further analysed to find categories with similar meaning which were further grouped into themes. This process was done on both the interviews and observation transcriptions. The following themes were identified during content analysis and presented in the next sections.

The discussion in this chapter focuses on

- principals' perceptions of managing curriculum change
- the role of principals in managing the curriculum change
- strategies for managing curriculum change
- factors facilitating or inhibiting curriculum change
- challenges in managing curriculum change.

The data was collected on specific days – from 14 June to 10 August 2015. In order to maintain confidentiality and anonymity, the schools were assigned the following codes – **A, B, C, D, E** and **F** – as references in the order in which the schools were visited. In other words, the first school visited was A, the second school visited B, etc. The participants were assigned the same codes as their schools.

4.1.1 Context background

The majority of secondary schools in the rural areas are characterised by poor access to infrastructure such as roads and electricity. They also lack important facilities, including standard classrooms, computer laboratories and libraries. On the other hand, the secondary schools in the urban areas are better resourced with computer laboratories, libraries and standard classrooms. These schools also have access to infrastructure such as roads and electricity, thus improving the quality of life at these schools compared to the rural secondary schools.

Nevertheless, all these secondary schools were expected to adopt the national curriculum reforms introduced by the Government of Lesotho, regardless of their situation. This suggests that principals manage and implement curriculum changes in a variety of school situations with some schools being better resourced than others.

The principals explained that the recent curriculum change had been launched in 2013 when the country had localised its examinations. The LGCSE involved changes in pedagogical approaches with teachers being expected to use a learner-centred approach as opposed to a teacher-centred approach. New subjects were also introduced as well as new ways of assessing learner performance. In addition, new sets of books were introduced.

This meant that the schools had to have the physical and human resources required to adopt the LGCSE curriculum. The knowledge and skills of both teachers and principals in respect of managing and implementing this change were vital. However, the principals explained that they had not been effectively trained and empowered to manage and implement the LGCSE curriculum nor had they been involved in planning the curriculum change. In addition, they are still using the same infrastructure as before and lacked the required teaching and learning resources.

It is important to mention that, since independence in 1966, Lesotho has initiated several reforms in education. The aim of these reforms was to address the socio-economic problems in the country. However, these reforms met with little success, thus

necessitating more changes in the curriculum. In 2000, Lesotho introduced free primary education which was intended to address one of the MDG goals which proclaimed that, by 2015, all children must be afforded free primary education. During 2009, the Government of Lesotho developed the curriculum and assessment policy framework which introduced yet another change in the curriculum and whereby the basic and integrated curriculum were piloted in 2010 and rolled out countrywide in 2013 in all primary schools.

In 2013, through the Ministry of Education, the Government of Lesotho localised all examinations in the country by introducing the LGCSE curriculum and phasing out the COSC which had been used since independence. This new curriculum required that teachers and principals should adopt new ways of assessing learners and use a learner centred approach to teaching learners. New subjects were also introduced. In other words, principals would have to adopt new strategies and develop new skills to manage the new curriculum. The researcher decided to investigate the experiences of principals in secondary schools as they managed the LGCSE curriculum change in their respective schools.

4.2 RESEARCH FINDINGS

4.2.1 Principals' perceptions of managing curriculum change

This theme addresses the views and feelings of the participants in relation to the LGCSE curriculum change and speaks to how the participants understood the process of curriculum change management and their experiences.

The participants expressed the view that the LGCSE curriculum change had not been well planned as they had experienced a serious scarcity of resources and had also not been empowered to manage the change. Below are some of their responses during the interview sessions.

Principal E commented;

Most of the things we experience include a lack of relevant teaching and learning resources. Resources are very scarce and we lack the technical expertise to

implement the change. We are not knowledgeable about this change and we lack skills”.

According to principal **C**,

The Ministry of Education should make sure that principals and teachers have a thorough knowledge of the change in the curriculum so that they own it and make it a success. Principals must be empowered with skills and knowledge to lead the curriculum change in the schools. They must be supported continuously. Err, the involvement of all stakeholders from the initial stage and throughout is of great importance. The government should make available all the necessary resources before the curriculum is implemented.

Principal **B** stated;

Err, let me say, all stakeholders should be involved from the beginning of the process. We need continuous training to run the new curriculum and the necessary resources must be there.

Principal **D** said;

Err, you know, I’m not able to guide these teachers and assist them accordingly. I’m struggling to implement this change and it is very difficult because I lack specific guidelines and knowledge about it. I’m still learning about it like the teachers and this is embarrassing on my side.

It was clear from the statements above that the principals lacked both resources and the relevant skills to manage the LGCSE curriculum change. They felt that the involvement of stakeholders at all stages was of great importance. They expressed how they were struggling to implement the change and that their training for the LGCSE had not been specifically intended to empower them for the curriculum change, as it had just been information sharing. Of the six participants, only two indicated that they had attended some training while the other four participants had not undergone any training. Below are the comments of the two participants who had attended the workshops about the training they had received.

Principal **A** said;

Initially I attended a workshop for a week and, thereafter, some workshops were for a day and, in all the workshops, the emphasis was on making principals understand the importance of the curriculum to the nation and to persuade parents, teachers and learners to accept the new curriculum. There was also the notion of how the LGCSE should be assessed.

Principal **F** had this to say:

We had a workshop for two days and we were made aware of the change in the curriculum. These changes included the subjects added and the way learners should be assessed. We had to take all the information to our schools and make the parents and learners aware of it. So, the training was not specifically about how to manage the curriculum change.

The responses of principals revealed that principals had not been effectively trained to manage the LGCSE curriculum and, as a result, they were not able to guide either the teachers or the learners. The results revealed that four of the principals had not received any training from the Ministry of Education when the LGCSE was introduced. Even the other two principals, who had received training, explained that training had not been about the management of the LGCSE curriculum change but had been just information sharing whereby they were made aware of the changes. This included a new way of assessing learners and rating them, the change from a teacher-centred approach to a learner-centred approach and the introduction of the new subjects.

Taole (2013) asserts that it is important that principals develop a sound understanding of curriculum change as this would help them to provide effective direction in supporting and guiding teachers and learners towards the attainment of the change.

The next theme addresses the principal's role in managing the curriculum change.

4.2.2 Roles of principals in managing the curriculum change

This theme looks into the various roles that principals are expected to execute in the process of managing curriculum changes. These include the important duties that

principals were required to perform when managing and implementing the LGCSE curriculum change. The principals in the study indicated that they had performed different roles, including:

- Providing resources
- Monitoring teachers
- Supervising the planning of lessons
- Selecting teaching and learning materials
- Promoting staff development
- Ensuring parental involvement

4.2.2. 1 Provision of resources

This role requires the principals to organise the required teaching and learning resources and to allocate them to the staff timeously.

All six of the principals highlighted that they had had to buy or provide the necessary teaching materials for use in the new curriculum. They commented as follows:

Another role for me includes organising the necessary resources and allocating them accordingly (Principal D).

I organise the teaching/learning materials and provide financial support to the staff when they attend the workshops. I also have to buy new sets of books and make available the other required teaching learning materials, especially the technological devices (Principal A).

I attend principals' meetings and buy the necessary teaching materials".
(Principal E)

It was clear from the principals' responses above that they had had to organise and provide the necessary resources to teachers so as to facilitate the implementation of the LGCSE. They had had to equip teachers with the essential resources in an effort to attain and ensure the teachers' allegiance to the reform process (Pillay, 2014).

4.2.2.2 Monitoring teachers

The monitoring of teacher performance is extremely important as it is necessary to find out whether what is being practised is in line with expectations if the anticipated results are to be attained. Monitoring also entails providing support and feedback and, where necessary, making modifications as well as motivating staff to use their initiative. Tshiredo (2014) highlights that it is vital that serious attention is given to the people who are supposed to monitor and support curriculum changes. A shortage of skills and a lack of knowledge on the part of the people who are supposed to monitor and support curriculum change are problems that deserve serious attention during the planning for curriculum change. It is therefore extremely important that curriculum change is properly planned.

Principal D had the following to say about the role of monitoring:

My duty in this regard comprises checking teachers' preparations and keeping records about their performances, then discussing the findings with them with the purpose of improving performance. I also provide support in terms of the materials needed or recommend a teacher for further enrichment workshops. The HODs and the deputy principal help in the monitoring exercise.

Some of the other principals (Principals B and E) delegated this role to their HODs.

Principal **B** explained as follows:

Although the new curriculum requires that principals monitor and supervise the implementation of this curriculum, I monitor it with the help of the deputy principal and the HODs who are better informed in their respective subjects. I support them financially to buy them what they need.

Despite the fact that most of the principals mentioned that they monitored and evaluated the progress of their schools in relation to the LGCSE, it was observed that none of them had a specific schedule pertaining to this role, with the researcher noting that, during their observations, the majority of the principals did not have supervisory schedules in place which specified activities such as monitoring teachers and providing feedback. In other words, it appeared that most of the principals did not supervise the teachers and monitor their progress in respect of the implementation of the new curriculum and had in fact delegated this role to the deputy principals and HODs. According to Fullan (2008), it is essential that principals monitor how the curriculum is taught and also participate in its development. It is thus incumbent on them to draw up a roster which articulates specific activities and times for supervising teachers and monitoring the implementation of the LGCSE curriculum in the classrooms so that appropriate support may be provided.

4.2.2.3 Supervising the planning of lessons

When supervising the teachers in relation to lesson planning, it is incumbent on the principal to make sure that the lesson preparation is in line with the new curriculum. The LGCSE curriculum change requires that all lessons be learner-centred. Accordingly, the principal must share views with the teachers and agree on the formulation of a lesson plan format that will ensure that the lessons they teach are learner-centred.

However, it appeared that the majority of the principals interviewed were not directly involved in supervising the planning of lessons and had in fact delegated this role to the HODs.

When asked how they supervised their teachers' lesson plans to ensure that they were in line with the new curriculum, they commented as follows:

I only observe and monitor the implementation of the lessons but the planning of lessons is done by the HODs (Head of Departments) (Principal A).

I don't directly assist teachers because that duty is assigned to the HODs. The HODs assist in planning lessons. I only check the lesson plans to see that teachers plan their lessons (Principal B).

In view of the fact that there was a change in the format for lesson planning, I entrusted the HODs to assist me in the planning of the lessons with teachers (Principal D).

In response to the same question, principal E stated:

We have the HODs and we discuss the ways of planning lessons. Then different departments meet and share information about lesson planning. I'm not directly involved with the subject teachers.

If the principals were involved in supervising and assisting the teachers in the planning of their lessons, they would be in a position to determine whether the lesson plans were in line with the new curriculum objectives that they were expected to attain. The responses above revealed that the principals were not directly involved in assisting the teachers to plan lessons in line with the LGCSE curriculum change and instead they relied on the HODs to whom they had delegated the role. Only Principal E indicated that he met with the HODs to discuss the way in which lessons should be planned.

4.2.2.4. Selecting teaching and learning materials

The selection of relevant and suitable teaching materials is one of the roles of principals. In other words, the principal is expected to assist teachers in identifying the teaching and learning materials that will help to ensure learner-centred lessons and achieve the objectives of the LGCSE curriculum change. However, the study found that the majority of the principals were not assisting the teachers in selecting appropriate teaching and learning materials but rather had delegated this responsibility to the HODs. When asked how they assisted teachers in selecting the teaching/learning materials for the lessons in the new curriculum (LGCSE), they commented as follows:

Even in the selection of teaching aids, I'm not involved that much. This exercise too is done with the help of the deputy principal and the HODs. I just provide such materials when they are requested (Principal D).

Teachers know what they want, so I just buy them what they want. I may assist only on the quantities considering the money we have (Principal F).

With regard to the selection of teaching materials, I liaise with the HODs and buy the required materials. The HODs are in charge of this, I only facilitate financially (Principal A).

It was clear from the responses of the principals cited in this section that generally the principals were delegating the selection of the teaching and learning materials to the HODs. According to the Centre for the Use of Research and Evidence in Education (2011), staff ownership of curriculum change flows from involving staff members collaboratively in developing and refining the resources required for this change. The selection of the teaching and learning materials should be done jointly between the teachers and the principal. Murphy et al. (2011) explain that the instructional leader is effective when he/she ensures that the resources required are identified and made available to the school community. However, most of the principals who participated in this study indicated that they were not involved in identifying the requisite resources and that they provided financial support only.

4.2.2.5 Promoting staff development

Staff training in respect of the LGCSE curriculum change is vitally important to ensure that all staff members are equipped with the skills required to enable them to execute their duties. Thus, the principals are responsible for ensuring that the teachers are ready and equipped with the necessary skills to implement the changes. This may be done by arranging and providing teachers with an opportunity to attend training workshops or

encouraging them to further their studies. The study found that the principals seemed to be promoting staff development through training organised both internally and externally.

When they were asked what they did to promote staff development at their schools, the principals responded as follows:

*I hold regular in-service training and invite resource persons to facilitate. Sometimes I invite motivational speakers to share information with the teachers. We have established cluster groups to discuss important issues about the new curriculum and other related issues. I also send teachers to attend workshops organised by either ECOL or NCDC (Principal **A**).*

*Staff members are allowed to further their studies with institutions of higher learning to acquire knowledge and skills. I allow them to attend workshops with the Ministry of Education. Besides that, we hold regular school based workshops where we share information about the new ways of teaching and assessing the learners (Principal **C**).*

*We usually conduct internal workshops and sometimes we invite the experts or other teachers from other schools to present certain topics to our teachers. Some experts come from the Ministry of Education help us. Teachers also attend national workshops organised by the Ministry of Education (Principal **E**).*

All the principals explained that they promoted staff development in respect of the LGCSE.

It was clear from the responses of the principals to the questions about promoting staff development for the LGCSE curriculum change that the principals were holding school-based workshops and meetings to share information with their teachers. Moreover, they also encouraged their teachers to further their studies in their areas of specialisation.

Teachers were also sent to attend enrichment workshops organised by the MOET. The above finding is supported by Wilmot (2009) who indicated that external support in teacher professional development may be an effective strategy to ensure the successful implementation of curriculum reform. It is imperative that both the principals and the teachers are empowered by acquiring the knowledge and skills required that may help them to manage and implement the LGCSE effectively.

4.2.4.1 Ensuring parental involvement

Parental involvement in the LGCSE curriculum change would promote their participation in the education of their children. As important stakeholders it is important that the parents become involved in their children's schools so that they are able to provide support to facilitate the process of curriculum change and also to give them an opportunity to voice their views in curriculum matters. It appeared that the principals had involved parents when the LGCSE was implemented in 2013 to ensure that they accepted the change in the curriculum and provided financial support. However, the government had not involved the parents during the planning of the change to the LGCSE. The principals responded as follows when they were asked how they had involved parents in the LGCSE curriculum change;

... parents were involved and informed of the change and their fears were allayed. I held several meetings with them and we discussed all the information about this change (Principal A).

I involved parents and discussed the change together in a meeting. But they were not happy about the change because they felt they were left out during planning for the change and that they were not financially ready to buy the required textbooks (Principal E).

I held parents' meetings for each class. Parents were made aware of the change although it was at the latest stage and they were requested to buy new books for their children (Principal F).

Principals B, C and D also responded that they had held meetings with parents when the LGCSE curriculum change was introduced.

The responses cited above confirm that the principals had involved parents during the introduction of the LGCSE curriculum change. They had held meetings with parents to discuss issues pertaining to the new curriculum and defined the support expected of the parents. Such contact with parents is extremely important because it provides the parents with an opportunity to take part in the education of their children and to voice their concerns as stakeholders in their children's education. However, it is important to note that the parental engagement took place at an extremely late stage when they were requested to fulfil certain responsibilities such as buying textbooks for their children and accepting the implemented curriculum change. I realised that the parental involvement process had not been effectively carried out. According to Kyahurwa (2013:33), it is vital that schools are open to involving parents in the work they do and they must also consider ways of providing information that helps parents to engage with the school in the interests of their children's education.

The next theme addressed the strategies that the principals used when managing the LGCSE curriculum change.

4.3 Strategies to manage the LGCSE curriculum change.

The secondary school principals had had to make certain plans to manage the LGCSE curriculum change. The study found that the principals who participated in the study had applied various strategies in order to manage and implement the LGCSE curriculum at their respective schools. According to Jones and Duckett (2006) and Curee (2010), curriculum change management strategies include providing effective leadership to drive the change, team building to promote effective change, making curriculum change a priority, providing support to achieve success as well as planning and resourcing for effective curriculum change. The principals who were interviewed indicated that they had used the following strategies to manage the LGCSE curriculum change, namely, team work and school-based workshops.

4.3.1 Team building for LGCSE curriculum change

The formation of teams to ensure effective LGCSE curriculum change was one of the strategies that the principals highlighted during the interviews. The principals had formed teams to share information on the way in which to implement the new curriculum in their respective subjects. The study found that the principals had formed groups within their schools and also externally at the district level.

When the principals were asked what strategies they had used to manage the LGCSE, they responded as follows;

We have established cluster groups to discuss important issues about the new curriculum and other related issues (Principal A).

We have district subject groups where members of staff attend their organised seminars to support and empower one another (Principal B).

It was evident from the responses given by the principals that they had managed the LGCSE curriculum change by forming teams at both the school level and the district level. The literature explains the need for curriculum leaders to recognise and value the contributions of team members and also to interact with individuals, teams and departments as a whole about curriculum change (Blandford, 2006; Thrash, 2012; Wood, 2004; Northhouse, 2007).

4.3.2 Holding internal workshops

School-based workshops may help teachers to share information and ideas about the way in which to implement the LGCSE. The adoption of such a strategy enabled the principals to empower staff members. The study found that the secondary school principals interviewed had organised school based workshops for their teachers.

When they were asked about the strategies they had used for the LGCSE curriculum change management, they commented as follows;

I hold regular in-service training and invite resource persons to facilitate. Sometimes I invite motivational speakers to share information with teachers (Principal A).

We usually conduct internal workshops and sometimes we invite experts or other teachers from other schools in the area to present certain topic to our teachers (Principal E).

We regularly conduct school based workshops and I bought teachers the software so that they can download information and read about their subjects (Principal D).

I also organise school based workshops and invite resource persons to enrich our staff members with skills (Principal B).

It emerged from the principals' responses that they had used school-based workshops as a strategy to manage the LGCSE curriculum change. The majority of the principals highlighted that they had organised school based workshops to ensure that the new curriculum was implemented effectively as it was essential that the teachers were well trained, dedicated and professionally competent (Mohd et al., 2010:50).

4.4 Factors that influence the management of the LGCSE curriculum change

During the process of curriculum change, there are certain factors that influence the process in different ways. Some factors may enable the process of curriculum change while others may hamper the process. Experts in curriculum change have identified several factors that enable the successful implementation and management of curriculum change (*International Journal of Education, Learning and Development*, 2015). They highlighted the following factors as necessary for the success of the curriculum change process: adequacy of resources, professional knowledge, time, school ethos, professional support and participative leadership.

The principals were asked about the factors that either enhanced or inhibited their roles in managing the LGCSE curriculum change. The researcher started by citing certain enabling factors.

4.4.1 Enabling factors

The principals mentioned the following enabling factors they had considered as facilitating their roles, namely, team work, sound working relations and parental support.

4.4.1.1 Team work and sound working relations

Team work enables teachers to share information and collaborate on efforts to attain certain objectives at schools. It was incumbent on the school principals to form teams that would work together to achieve the LGCSE curriculum change. In addition, the principals had to ensure a conducive climate which would enable the teachers to develop good working relations and thus feel free to share their skills and solve problems together.

When asked about the factors that facilitated their role in managing the LGCSE curriculum change the principals provided the following response:

... really, the sound working relations between the staff and learners make my work easier as everyone here is willing to assist or seek assistance from colleagues. We are working as a team (Principal C).

Team spirit and oneness in our school help us to continue. There is nothing specific that I can single out that facilitates my role besides the team work (Principal D).

The prevailing school climate among staff members who work together and share information as well as their willingness to make our school successful helps me a lot. We have good working relations and work as a team (Principal A).

It was evident from the above responses that the principals considered that team work and sound working relations had facilitated their management of the LGCSE curriculum change. They indicated that they had worked as a team and that there had been sound working relations between them. According to Doecke et al. (2008:10), successful teams are supported by their school leaders who create a climate of openness and trust in the school to improve the performance in all curriculum matters.

4.4.1.2 Parental support

Parents are key stakeholders in the education of their children and thus parental support is necessary at schools as the parents may provide financial support and act as resource

persons by volunteering their skills. Taole (2013) pointed out that parents play a crucial role in supporting their children's learning and also in the implementation of curriculum change.

When asked about how parents had facilitated their role in respect of the LGCSE curriculum change, the principals mentioned that the parents had support the process of curriculum change in their schools. They responded as follows:

Parental support makes our work easier while teacher cooperation facilitates our activities because we are ready to help one another ... they accepted a change and bought books for their children (Principal F).

... they supported us by sending their children to school every day and started buying books for their children (Principal A).

It emerged from the responses of the participants in relation to the issue of parental support that the parents had been prepared to buy new books for their children and had played an important role in facilitating the process of change when given the opportunity to do so. Their contribution to the LGCSE curriculum appeared to have been limited to buying new textbooks but this was not enough. If parents are fully engaged in the education of their children, they will be prepared to offer their skills voluntarily to help the schools.

4.4.2 Inhibiting factors

Inhibiting factors refer to those factors which impact negatively on the performance of the principals when they are managing the LGCSE. It is thus essential that school principals are aware of these factors so that they may find ways to avoid them.

The study found that the principals had been inhibited by the following factors when performing their roles in managing the LGCSE curriculum change, namely, lack of resources, lack of support and training regarding the management of the LGCSE curriculum change as well as a lack of skills.

4.4.2 1 Lack of resources

The principals had been inhibited by a lack of resources when performing their roles in managing the LGCSE curriculum change, including a shortage of infrastructure and teaching/learning materials. The researcher had observed that some of the secondary schools did not have computers laboratories and that the computers were often located in the principal's office.

When asked about the factors inhibiting their roles in managing the LGCSE curriculum change, the principals commented as follows;

The scarcity of resources hinders our progress. We don't have all the necessary resources and skills but we are trying to make everything possible (Principal B).

We lack the resources to implement the required change as the government does not provide all the necessary teaching/learning materials. For example, no books for other subjects and there is a lack of facilities such as classrooms and computers, to name a few (Principal A).

We do not have enough resources to use for the change in curriculum and we are struggling to get relevant resources from the suppliers (Principal D).

Lack of relevant and enough resources hinder our work and make my duties very difficult (Principal F).

It emerged from the responses above that a scarcity of resources posed a significant threat to the successful management of the LGCSE curriculum change, thus indicating that principals were struggling to manage and implement it due to a scarcity of the required resources. This scarcity was resulting in the poor implementation of the change and a failure to achieve positive results. During the observation sessions the researcher realised that some of the secondary schools did not have any technological resources and there were no computer laboratories. This was observed in some of the secondary schools from both the rural areas and the urban areas. According to Phorabatho (2009:119), a lack of resources leads to the management problems which are associated with poor commitment, frustration and stress in both teachers and learners.

4.4.2.2 Lack of support for and training on the management of LGCSE.

Both internal and external support are required during a change of curriculum. Both the school and the Ministry of Education should offer support in the form of training so as to empower the teachers, supervise the teachers closely and motivate them during the process of change. The study found that the principals apparently lacked support from the Ministry of Education and, in addition, they were not receiving on-going training on how to implement and manage the LGCSE curriculum change. In their research study into the challenges facing teachers in teaching design and technology in lower primary schools in Botswana, Moalosi and Mlwane (2010:33) found that the teachers had received little training when the new curriculum was introduced and this, in turn, had resulted in their teaching only those components of the curriculum with which they had felt comfortable.

When asked how the lack of support and training had hindered their performance the principals had the following to say:

I was not trained on how to manage this change and there was a lack support from the ministry to provide guidance on the management of this curriculum but I'm doing all I can to manage it (Principal A).

Training the principals and teachers would make this change easy. We don't get enough support from the Ministry of Education (Principal B).

Lack of guidelines and clarity on the expectations concerning the management of this curriculum hinder my performance (Principal D).

These responses given by the principals on support and training provided clear evidence that the Ministry of Education and Training was not offering effective support and training to the principals in respect of the management of the LGCSE. The principals were aware that they were supposed to receive on-going training and support from the MOET when they implemented the new curriculum. Serrao (2008:1) and Kgosana (2006:1) explain that poor teacher training hampers the implementation of curriculum change. It was clear that the principals were not being effectively supported by the MOET through the inspections

and continuous training that would empower them with the skills required to manage and implement the LGCSE effectively.

4.4.2.3 Lack of skills to manage the LGCSE

A principal's ability to lead and supervise the LGCSE would reveal the extent of his/her skills, in particular, the skills necessary to perform the required roles effectively. However, if principals lack these skills they will not be to fulfil their roles effectively. The study found that the principals appeared to lack the skills required to manage the curriculum change as they themselves confessed that they lacked the skills and knowledge necessary to manage the LGCSE curriculum change.

They commented as follows;

Err, you know, I'm not able to guide these teachers and assist them accordingly. I'm struggling to implement this change and it is very difficult because I lack specific guidelines and knowledge about it. I'm still learning about it, like the teachers, and this is embarrassing on my side (Principal C).

We don't have all the necessary resources and skills but we are trying to make everything possible (Principal E).

Lack of guidelines and clarity on the expectations concerning the management of this curriculum hinder my performance (Principal D).

It emerged from the responses of the principals that they appeared to lack the skills and knowledge required to manage the LGCSE and they were struggling to manage the implementation of the process. Both administrative and instructional leadership skills are required in this situation. This implied that they were unable to assist the teachers with the appropriate approach and direction in respect of the attainment of the LGCSE curriculum change goals. Mumm (2015 in Victor & Franckeiss, 2002) indicates that clarifying the curriculum change process, policies and procedures ensures that the change is implemented effectively and that the change goals are achieved in a consistent manner.

Although the principals did not mention time as a factor in this regard, the researcher was of the opinion that the timing of all school activities plays a major role in ensuring both the pace and the effectiveness of the curriculum change process.

The principals also never mentioned effective communication which, in my opinion, is also another most important factor that principals should take into account when managing the LGCSE curriculum change. It appeared that the principals were not communicating effectively with the teachers and learners in their efforts to implement the LGCSE curriculum change.

The next section discusses the challenges that the principals had encountered when managing the LGCSE curriculum change.

4.5. Challenges

Various challenges are encountered when any curriculum change takes place in schools. Serrao (2008) and Rogan (2006) firmly believe that a lack of resources is one of the key challenges that hinders the successful management and implementation of curriculum change. This study revealed that the LGCSE curriculum change that had been initiated in 2013 encountered certain challenges, including a lack of support and some resistance from both the teachers and the parents. Those challenges are cited and discussed below.

4.5.1 Lack of support from the MOET.

The principals all complained of a lack of support from the government. They required ongoing support from the government through the Ministry of Education to ensure that they were trained and their performance appraised.

When asked about the challenges they had faced the principals responded as follows.

The training of the principals and teachers would make this change easy. We don't get enough support from the Ministry of Education (Principal B).

... there is not enough support from the Ministry of Education. I last met the education officer in 2012 when we were told of the change in the workshop and, since then, no support and appraisals about our progress (Principal C).

There is also a lack of adequate support from the ministry as we are not really sure about how to manage this process (Principal A).

It was clear from the principals' responses that they lacked support from the Ministry of Education. In addition, they were not being appraised to check how they were managing the LGCSE curriculum change process and to determine the challenges and opportunities they were facing during this process. The principals explained that the Ministry of Education and Training did not provide on-going support in the form of workshops to empower them with the skills required to manage and implement the LGCSE curriculum change process.

4.5.2 Teacher and parent resistance to the LGCSE

Guhn (2009) defines resistance to change as a human tendency that is easily understood, as change typically requires new competences and may also lead to undesirable outcomes such as exposing the individual's lack of competency. It was therefore not surprising that the change to the LGCSE curriculum would be met with some resistance from those affected by, in particular, the teachers, learners and parents.

When asked about the challenges they had encountered during the implementation of the LGCSE, the principals mentioned that both parents and teachers had resisted the change. They commented as follows:

The resistance of teachers, learners and parents to adopt the new curriculum change was a great challenge (Principal A).

... they were not happy about the change because they felt they were left out when planning for the change and that they were not financially ready to buy the

required textbooks. They are still reluctant to buy the necessary teaching and learning materials (Principal E).

There was a resistance from the teachers, learners and parents. People always fear the change and sometimes tend to dislike it (Principal D).

It was evident from the responses of the principals that some parents, teachers and learners had resisted the LGCSE curriculum change. It appeared that the parents had been against the adoption of the LGCSE because they felt that they had not been involved in the planning and they were not ready to buy new sets of books for their children. Although the principals mentioned that the teachers had also resisted the new curriculum they did not explicitly indicate how they had resisted it. Ornstein and Hunkins (2014) assert that teachers often view new curriculum programmes as signifying new teaching skills to be learned or new competences to be developed and that this requires them to attend extra courses or workshops.

The next section presents the observational report and the interpretation of the data

4.6 OBSERVATIONAL REPORT

This section presents the report on the observations during the data collection process. I conducted non-participant observation to compare the degree of consistency between what the principals had said during the interviews and their practice. Accordingly, I conducted twelve observation sessions in the six schools. Each session was conducted throughout the school day from 7:00 am until 4:30 pm. I observed how the principals interacted with the staff and the learners, the effective use of time and how conducive the school environment was to curriculum change.

4.6.1 OBSERVATIONS AND INTERPRETATION

SCHOOL A

During the second observation session at School A the principal was seen to observe the lesson presentations in two classes, thus confirming that, as he had mentioned during the

interview session, this principal did monitor the way in which the LGCSE was being implemented. The principal then made telephone calls to suppliers to enquire about the delivery of the new set of textbooks he had ordered in March but which had not been received. This served as an indication that the principal was organising the teaching/learning materials for the school as one of his roles as principal and also verified what had emerged during the interviews on the roles of the principal in managing the LGCSE.

SCHOOL B

The principal of School B had mentioned during the interview that she checked the lesson plans to ascertain whether the teachers were planning their lessons according to the new curriculum. However, this was not observed during the two observation sessions conducted at this school as I did not see the principal checking the teachers' lesson preparations. On the second day of the observation the principal arrived at school at 7:05 am and joined the Morning Prayer which was led by one of the teachers. After the prayer the principal addressed the learners. She encouraged them to work hard and use their time effectively for their studies. This observation verified what the principal had mentioned during the interview when she had said that she motivated the learners to work hard to achieve the new curriculum change. In addition, it also revealed that the principal interacted well with the learners and teachers in the school.

The principal had mentioned during the interview that she was hindered by a lack of resources. However, I observed several classrooms with furniture, science laboratories and computer laboratories, thus indicating a conducive school environment and providing evidence that the school's infrastructure was sufficient for the purposes of the LGCSE curriculum change. The principal had a spacious and well-furnished office with a computer, thus indicating that she had the space and resources required to manage the LGCSE.

SCHOOL C

The principal of School C had mentioned during the interview session that she held meetings for the teachers to discuss issues relating to the LGCSE curriculum change. She had also explained that she delegated some responsibilities pertaining to instructional matters to the HODs because they were experts in their respective subjects.

This was confirmed during the second observation session during which the principal held a meeting with the HODs and discussed issues relating to the way in which they should assess the learners according to the new curriculum. She delegated HODs to supervise the teachers on how to use the assessment tool. Clearly the principal at the school interacted well with the HODs and created opportunities for LGCSE curriculum matters to be discussed.

SCHOOL D

During the interview session the principal of School D had indicated that he provided instructional leadership, leading, supervising and motivating both teachers and learners. He mentioned that he checked on lesson preparations and held staff meetings to provide the staff members with an opportunity to share their views and also to evaluate their performance in respect of the new curriculum change. This was confirmed during the second observation session when the principal arrived at 7:15 am and read and checked the lesson preparations of the teachers in his office. He attended the Morning Prayer with teachers and learners at 8:00 am. After the assembly prayer he went around the classrooms to check that lessons had started.

At 2:15 pm he called a teachers' meeting during which he provided feedback on the lesson preparations and discussed with the teachers how best they could improve their lesson plans. The principal encouraged the teachers to ensure that their lesson presentations were learner-centred as required by the new curriculum. This verified the principal's statement during the interview that he performed instructional roles. It was also further confirmed that the principal supported and motivated his staff members to improve their performance in respect of the implementation of the LGCSE curriculum change.

The general school environment was observed to determine its conduciveness regarding the LGCSE. It was found that the school's infrastructure was good and that the principal was provided with the equipment required to enable him formulate his plans and carry out the management of all curriculum change matters. However, this did contradict what the principal's assertion that the school lacked both resources and infrastructure.

SCHOOL E

During the second observation session at this school the principal arrived at 8:10 am although the teachers and learners had arrived earlier and already started the school day. This contradicted the principal's statement that he started his duties at 7 o'clock and made sure that the teachers arrived at work punctually to start work.

The principal had indicated that he relied on HODs to monitor and support the teachers in respect of the LGCSE curriculum change. This was evident when the principal met the deputy principal and instructed her to meet with the HODs to share some views on the June test time tabling. This also indicated that the principal trusted the HODs and gave them the opportunity to decide on matters relating to the LGCSE.

The principal had asserted that they held regular workshops at the school. However, no workshops were observed during the two observation sessions at the school and nor was there any notice or schedule showing dates for such workshops.

The school had standard classrooms with furniture and a staffroom where the teachers could make plans and share their views about the new curriculum. However, this contradicted what the principal had said about the scarcity of resources at the school.

SCHOOL F

The principal of School F had mentioned during the interview session that she held staff meeting to discuss issues pertaining to the new curriculum. She explained that they were encountering challenges in respect of both the infrastructure and other teaching and learning materials. However, during the observation sessions I found that the

infrastructure of the school was sufficient and included science laboratories and a computer laboratory with several computers. There was also a library and numerous standard classrooms. This all indicated that the school had the required infrastructure to implement the LGCSE curriculum change. The teachers had two staff rooms while the principal's office was spacious and well-resourced to enable the principal to manage the LGCSE curriculum change. It was also noted that, although the principal had mentioned that she held meetings with the staff, this was not observed. In addition, the principal remained in her office and neither monitored the teachers and nor did she interact with the learners.

4.7 CONCLUSION

I have observed and noted that most of the principals interacted well with both staff and learners. They held morning prayers and addressed the learners. They also held meetings with the staff and observed some of the lesson presentations. This supported what the principals had said during the interviews held at Schools A and D. Although some of the principals had mentioned that they monitored and observed lesson presentations and used their time effectively, this was not observed at Schools C and F where the principals remained in their offices and did not appear to carry out any class visits.

It was observed that, although the majority of the schools had the basic infrastructure, this was not sufficient. However, all the principals had well-furnished offices where they could formulate their plans in respect of managing the LGCSE. Some of the schools had no technological equipment such as computers, for example, Schools D and E.

CHAPTER FIVE

5.0 SIGNIFICANT FINDINGS, RECOMMENDATIONS AND CONCLUSIONS

5.1 INTRODUCTION

This chapter presents a summary of the main findings of the research. An overview of the study is given, as well as a discussion of the research findings. This is followed by the conclusions and the recommendations. The main aim of the study was to explore how principals manage curriculum change, the strategies they implement and the challenges they encounter in the process.

5.2 OVERVIEW OF THE STUDY

In chapter one, I introduced the study by outlining the aim and objectives of the study. The significance of the study and the problem statement that influenced the researcher to undertake this study were clearly articulated. This research study explored: the experiences of principals in secondary schools in the Maseru district as they manage curriculum change. The research questions that helped to demarcate the research problem were also stated in this chapter.

Chapter two comprised an outline of the theoretical framework, providing a detailed review of the literature on the concepts of curriculum change, the models of curriculum change and the phases in managing curriculum change. The literature relating to the roles of the principal in curriculum change, as well as the factors facilitating or inhibiting curriculum change, were discussed. This chapter concluded with a discussion of the challenges encountered in curriculum change.

Chapter three dealt with the research methodology which included the research design and the data collection instruments, such as the open-ended interviews and non-

participant observation. It also comprised a discussion of validity and reliability in qualitative research, the limitations of the study and ethical considerations.

Chapter four focused on data analysis and interpretation. A pre-coding technique was used here to identify categories in the data. These were further grouped into six themes.

In chapter five, I present the research findings and the conclusions of the study and make a number of recommendations.

5.3 SUMMARY OF THE RESEARCH FINDINGS

This study explored the experiences of principals when managing curriculum change. The following findings are based on the themes that emerged from the interviews with the principals. The themes included the principals' perceptions of curriculum change, and the roles, strategies, factors and challenges encountered when navigating curriculum change.

This study was guided by the following main research question: What are the experiences of principals in secondary schools in Maseru district as they manage curriculum change?

The following sub-questions offered a structured plan to address the main research question:

- How do principals perceive the process of managing curriculum change?
- What roles do these principals play in order to successfully manage the curriculum change?
- What are the factors that help these principals to successfully manage the curriculum change?
- What challenges do principals experience in managing curriculum change in the secondary schools of Maseru district?

The following section provides a summary of the findings as they relate to the research questions.

5.3.1 Perceptions of the principals

The results of this study show that the majority of the principals were left out of the preparations for the LGCSE. The Ministry of Education and Training (MOET) through ECOL and NCDC has been actively involved in presenting the new curriculum at meetings. However, it was deduced that there was not enough time to prepare for these meetings as this new curriculum was launched at very short notice by the MOET. If the principals and parents had been involved it would probably have delayed the launch process but it would have created a significant opportunity for them to have a say in the new curriculum and form some sort of understanding of it. This has made the work of the principals very difficult because they are only now learning about the change in curriculum, even though they are supposed to be leading and supervising it. In other words, the top-down approach taken in the development of the LGCSE has meant that principals have not been adequately prepared for the planned changes.

The study found that principals lack a thorough understanding and the skills to manage the LGCSE curriculum change. This could arguably, be attributed to the fact that they were not adequately involved in the development of the new curriculum nor were they consulted about its implementation. They are confused and lack clarity on the ways in which this curriculum should be implemented. In the study conducted by Tshiredo (2014), it was found that serious attention needs to be given to people who are supposed to monitor and support changes in curriculum. Shortages of skills and lack of knowledge on the part of people who are supposed to monitor and support curriculum change is a problem that needs serious attention when planning for curriculum change. The findings revealed that principals were not ready to manage the LGCSE and that they lacked the skills and knowledge to manage it.

The participants stated that they had not been trained on how to manage the LGCSE, as a result they lack the skills and knowledge to manage it. They further explained that they do not get adequate support from the MOET. They experience many challenges that make their work difficult. These include, among others, inadequate teaching/learning materials and a lack of the skills and knowledge required to lead and supervise teachers and learners towards the accomplishment of the LGCSE curriculum change. Mosh

(2012:48) highlights that there is a need for well-trained teachers with sufficient knowledge and skill that will give them the confidence to teach the new curriculum effectively. However, Hoadly and Jansen (2010) argue that resources influence the quality of teaching and learning and the degree to which the curriculum can be managed and implemented.

5.3.2 Principals' roles in managing the LGCSE

Research has established that instructional leaders play a major role by coordinating curriculum change in schools (Bekuretsion 2014:62).

This study revealed that principals perform many roles, including monitoring teachers, promoting staff development and providing teachers with resources.

5.3.2.1 Monitoring teachers

It was found that most principals do not monitor the performance of their teachers because they are actively involved in administrative tasks and have delegated the monitoring of teachers to HODs. The results of the study show that in most secondary schools HODs assist teachers in planning lessons and selecting the required teaching/learning materials. This implies that principals are not effectively supervising or monitoring the implementation of the LGCSE. Principals must monitor the way curriculum is taught and participate in how it is developed (Fullan 2008).

5.3.2.2 Promoting staff development

The study revealed that the principals provide opportunities for teachers to undergo on-site training. The principals discussed how they encourage and organise training workshops in their respective schools. According to Mata (2012:512), the key factor on which the success of the curriculum innovations depends is the in-service training of teachers on the use of the new approaches. The principals indicated that they promote in-service training by providing financial support to ensure that teachers attend the external training organised by the MOET. Makeleni (2013:30) claims that to enhance their classroom practices, teachers need adequate financial support for accessing basic teaching resources as well as workshops. It is imperative that principals promote staff

development to help empower the staff with the skills and knowledge required to implement the LGCSE curriculum change effectively.

5.3.2.3 Providing resources

In this study, the research findings highlight that the principals organise and provide resources for the LGCSE. This finding supports Pillay (2014), who posits that principals must equip teachers with essential resources as this could help principals to attain and maintain teachers 'commitment to reform. The principals stated that they struggled to obtain the relevant resources from the suppliers, which included the textbooks for the newly introduced subjects.

5.3.3 Strategies

Research has established that leaders who lead by example in terms of hard work, flexibility, responsiveness and commitment are a catalyst for curriculum change (Curee 2010). The current study reveals that principals employed a number of strategies to manage the LGCSE curriculum change. These include building teams for LGCSE curriculum change and holding internal and external workshops.

Curee (2010) advises that to enable staff to support each other as they make changes to their practice, school leaders should create teams in the form of pairs or groups. This study revealed that principals had not formed work teams to handle the curriculum change even though they mentioned that they worked as a team. During the observations, it was realised that in most secondary schools no teams had been formed to share or address certain aspects relating to the LGCSE. This might be a consequence of the lack of training, which could have empowered principals to form teams to address curriculum change. Wiggins and McTighe (2010) emphasise the importance of working as a team to ensure that curriculum change planning activities are carried out together. This ensures and enhances acceptance of the need for curriculum change by all and guarantees the success of the curriculum change efforts.

The principals revealed that they hold school-based workshops and send teachers to attend workshops organised by the MOET. However, principals never mentioned what they do to improve themselves in order to be well informed about running the changed

curriculum. Nana (2010) maintains that teachers are expected to have both management and professional skills for growth and development. The findings suggest that principals lack staff development programmes that are aimed at empowering them to manage and implement the LGCSE. Mosha (2012:48) points out that there is a need for well-trained teachers with sufficient knowledge and skills as this will give them the confidence to teach the new curriculum effectively.

5.3.4 Enabling and inhibiting factors

Research shows that there are enabling and inhibiting factors in the process of curriculum change. The *International Journal of Education, Learning and Development* (2015) highlights the following enabling factors: adequacy of resources, professional knowledge, time, school ethos, professional support and participative leadership. In this study, the principals mentioned sound working relations and parental support as facilitative factors. It was revealed that parents support the schools by buying the new textbooks for the LGCSE. However, this was deemed not to be sufficient because some parents have skills and knowledge, which means that if they could be given opportunity to act as resource persons, this would assist in the efforts to implement the LGCSE. The results of this study are supported by the research findings from other scholars, who indicate that parents play a crucial role in supporting their children's learning and in the implementation of the curriculum (Taole 2013).

This study also revealed that the lack of resources, training and skills inhibits principals in playing their part in managing LGCSE curriculum change. Serrao (2008) and Rogan (2006) firmly believe that a lack of resources is one of the key challenges that hinder the successful management and implementation of curriculum change. The results show that principals did not get enough training on the management and implementation of the LGCSE, which led to a lack of skills and poor management of this curriculum. In their research study on the challenges facing teachers in teaching design and technology in lower primary schools in Botswana, Moalosi and Molwane (2010:33) found that teachers received little training when the new curriculum was introduced. In the current study, four principals mentioned that they did not receive any training from the MOET when the LGCSE was introduced. However, two principals mentioned that they had received

training but it was not about how to manage the LGCSE. The results therefore show that principals were not effectively trained on the management and implementation of the LGCSE.

5.3.5 Challenges in managing the LGCSE curriculum change

This study revealed a number of challenges that principals encountered when managing the LGCSE. Of these, a shortage of resources and a lack of skills and knowledge were the major ones.

5.3.5.1 Shortage of resources

The research findings highlight that principals experienced a shortage of resources which included the new textbooks for the LGCSE subjects, as well as technological equipment. The results show that most secondary schools have no computer laboratories and even those schools that do have computer laboratories do not have enough space or enough computers to accommodate a reasonably sized batch of students at the same time.

In the study conducted by Phorabatho (2009:119), it was highlighted that a lack of resources leads to management problems associated with poor commitment, frustration and stress in both teachers and learners.

The study showed that there are several factors that facilitate the process of implementing and managing the LGCSE. These include sound working relations between principals and their staff, as well as a school environment that is conducive to teachers and learners working without interruption. The data also revealed that there are inhibiting factors, such as a lack of knowledge and skills, which result in low motivation and poor performance. Principals lack the knowledge and skills required to supervise the new curriculum. Moreover, the inadequate resources impact negatively on the performance of the principals, teachers and learners alike. Hence, there is a serious need for the MOET to intervene and provide assistance to improve the implementation of the LGCSE.

Kotter's theory of change management explains the process of leading change by outlining eight steps for attaining change. These include creating a climate for change; increasing urgency; guiding teams; identifying the right vision; engaging and enabling the

organisation; communicating for buy-in; empowering action; and creating short-term wins. This theory requires that the views and opinions of the people involved in change to be voiced and shared. This then creates an opportunity for stakeholders to have a common understanding of the vision for the change. The theory also holds that the roles and responsibilities to be performed should be well known and specified. This includes identifying the strategies to be used as well as the factors that could be facilitative or inhibitive of the change process. The findings in this research are compared and linked to this theory of change, which generally indicates that change should be planned, participation should be specified and the process should be evaluated. In this study, the findings are inclusive of the principals' perceptions, their roles, the strategies they employed, the facilitative and inhibitive factors, as well as the challenges encountered. These are some of the important aspects described in the theory of change used in this study.

According to Kotter's theory of change, it is imperative that the change process is planned, thereby involving all stakeholders who participate in setting the goals for the change. This helps to ensure a thorough understanding and acceptance of the need for the change. Here stakeholders voice their views and share opinions about the change. It is at this stage that the conditions necessary to enable the goals to be achieved are determined. The resources needed and strategies to be employed are also identified and organised.

However, the findings of this study revealed that stakeholders like parents and principals were not fully engaged in the preparations for the LGCSE. A top-down approach to this curriculum change was applied, hence the principals were not involved and thus could not give their input or develop a thorough understanding of the new curriculum; this despite the fact that they were the key leaders and facilitators of the implementation process. The principals were supposed to have had an opportunity to share their views with other stakeholders and colleagues to determine the resources needed. This had been intended so as to avoid a situation where the LGCSE was initiated without the necessary resources and clear strategies to implement it. Therefore, the planning of the LGCSE curriculum change has not been in line with the requirements of this change theory.

In terms of this change theory, leaders of change are required to be knowledgeable about the change process so that they can apply the necessary skills and suitable strategies during implementation. In my study, I found that the principals lack a thorough understanding of the change management process and they had undertaken the management of the LGCSE curriculum change with no clear strategies and actions in place that were specifically meant to attain the anticipated change. The principals should have been well trained in managing change by attending workshops held prior the introduction of the curriculum change and by being empowered with the skills required to monitor and supervise the process. Nevertheless, in order to address the lack of skills, the principals organised on-the-job training for teachers; this was facilitated mainly by the HODs and some external resource persons.

In addition, it is important to create a climate for change, where the vision is communicated to everyone involved, teams are set up and given clear tasks, and clear monitoring mechanisms are in place to monitor progress and evaluate performance. Although the results of this study show that the principals performed some roles, such as monitoring teachers, providing resources and promoting staff development, they delegated most instructional roles to the HODs whom they could not supervise. In addition, although the principals employed certain strategies such as forming work teams, organising workshops to empower the teachers, as well as acquiring some parental support, these were not effectively employed as most principals seemed not to be actively leading these processes.

The principals identified some factors that facilitate the process of LGCSE curriculum change and indicated that they used them. These included effective use of time and sound working relations. In this regard, these factors are recommended by change theory and the principals should take advantage of such facilitative factors while trying to avoid the inhibiting ones. Among the inhibiting factors identified that posed serious challenges to the management of the LGCSE were inadequate instructional materials and a lack of support from the MOET for empowering the principals for the new curriculum. Change theory emphasises the importance of relevant resources being available for the new

curriculum, as well as thorough knowledge on the part of the leader for the change process.

Well-planned on-going support from the authorities plays a huge role in the curriculum change process. This includes, amongst other things, specific mechanisms for monitoring and evaluating the change process so as to determine proper practice for the anticipated change. The findings reveal no such support on the part of the relevant authorities for the LGCSE curriculum change.

5.4 RECOMMENDATIONS

5.4.1 Training interventions for curriculum change management

The findings of my study revealed that the majority of the principals were not effectively trained and supported by the MOET to manage the LGCSE. I therefore recommend that principals be thoroughly trained to lead the LGCSE so that it can be effectively implemented in the secondary schools in Lesotho. There is a need for robust training interventions for principals in the management of the LGCSE so that they can at least establish the direction and an understanding to implement it effectively.

The MOET should reinforce on-going support and conduct follow ups to determine how the new curriculum is being implemented so that they are in a position to assist where necessary. The principals indicated that they are not being given effective support in terms of workshops to facilitate and capacitate them to manage the LGCSE. In addition, they mentioned that they are not being regularly appraised. Therefore, it is strongly recommended that the MOET establish a strong and effective support structure for the newly introduced curriculum.

It is essential that the MOET through the inspectorate department establish an inspection programme, where schools are visited regularly so that the implementation of the LGCSE is not left to the principals and the HODs. The principals need various types of on-going support from the MOET in order to address challenges such as capacity building for principals and teachers, assessment strategies and teaching methods, to name but a few.

In addition, the MOET should provide principals with comprehensive guidelines on managing and implementing the LGCSE process and practice. This will address the confusion and uncertainty experienced by principals when executing their roles.

5.4.2 Stakeholders' involvement in LGCSE curriculum change

The findings show that parents were minimally involved in the curriculum change and that generally their participation was limited to financial assistance. There is a need for active involvement and participation by parents in their children's education, especially during the planning and implementation of the new curriculum. I therefore recommend that parents be given a voice in the change process and that they should be fully engaged in voluntarily making the skills and knowledge they possess available to improve the implementation of the LGCSE. The principals and the MOET should involve parents in decision making on matters that affect them.

It is strongly recommended that all school principals use their time effectively. The study revealed that some principals do not do so because they arrive late at school and have no clear work plans for the day. There is a need for principals to have a schedule for their administrative and instructional activities. It was observed that most principals do not have a specific work plan that articulates specific functions every day. It is very important to allocate time for monitoring and supervising the implementation of instructional activities. In fact, the effective use of time promotes good communication and interaction between the principal and the teachers and learners.

5.4.3 Resources for LGCSE

The availability of resources in required quantities is a significant factor to consider before the change in curriculum is initiated. Before it was implemented, the Government of Lesotho should have established that schools have sufficient resources and where lacking should have provided such resources and the relevant infrastructure to cater for the change in curriculum. I recommend that the Government of Lesotho make the necessary resources available in adequate quantities to alleviate a situation where principals and teachers operate in schools without the required resources.

Lack of the necessary resources undermines the effort to bring about change and it demotivates the implementers in terms of achieving their full potential in curriculum change.

5.4.4 Planning for curriculum change

The successful implementation of the LGCSE requires that it be given enough time to be piloted in order to predetermine how a large-scale implementation might work. It also helps to identify which sections of the curriculum work and which ones need strengthening. I recommend that curriculum changes be well planned and piloted for a period of two years to determine the successes and challenges before it is rolled out countrywide.

5.5 RECOMMENDATIONS FOR FURTHER RESEARCH

Based on the findings of this study, I recommend that further studies be conducted to provide comprehensive guidelines and procedures for managing the LGCSE curriculum change in the secondary schools in Lesotho. Further studies could also be done to investigate the leadership skills principals require in managing curriculum change and the role that the MOET should play in supporting the implementation and management of curriculum change in Lesotho.

5.6 CONCLUSION

This study employed a qualitative case study, using in-depth interviews and non-participant observation to gain insight into the experiences of secondary school principals when managing the LGCSE. The study revealed that the principals were not effectively trained when the LGCSE was introduced. This led to poor management and inadequate implementation of the new curriculum. Although some principals attended the information sharing workshops, these did not address the strategies and specific roles that principals must perform for effective management of the LGCSE curriculum change process. This implies that the LGCSE is not being effectively implemented as a result of poor managerial skills on the part of the principals and poor support from the MOET. It was found that the LGCSE was not well planned and rolled out, hence various challenges were encountered, including a scarcity of resources such as infrastructure and teaching

and learning materials. To remedy the current situation there is a need to empower principals for the effective management and implementation of the LGCSE.

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APPENDICES

APPENDIX A: CLEARANCE CERTIFICATE

COLLEGE OF EDUCATION RESEARCH ETHICS REVIEW COMMITTEE

13 May 2015

Ref#: **2015/05/13/50401556/35/MC**
Student #: Mr KG Kaphe
Student Number#: 50401556

Dear Mr Kaphe,

Decision: Approved

Researcher

Mr KG Kaphe
Tel: +266 50126728/59009181
gkaphe@gmail.com

Supervisor

Dr TS Mkhwanazi
Department of Educational Leadership and Management
College of Education
Tel: +27 82 084 3635
mkhwats@unisa.ac.za

COLLEGE OF EDUCATION

2015 -05- 2 2

Office of the Executive Dean

Proposal: The role of the principal in managing curriculum change in secondary schools in Maseru District

Qualification: M Ed in Educational Management

Thank you for the application for research ethics clearance by the College of Education Research Ethics Review Committee for the above mentioned research. Final approval is granted for 2 years.

For full approval: The application was reviewed in compliance with the Unisa Policy on Research Ethics by the CEDU ERC on 13 May 2015.

The proposed research may now commence with the proviso that:

- 1) The researcher/s will ensure that the research project adheres to the values and principles expressed in the UNISA Policy on Research Ethics.
- 2) Any adverse circumstance arising in the undertaking of the research project that is relevant to the ethicality of the study, as well as changes in the methodology, should be communicated in writing to the College of Education Ethics Review Committee.



An amended application could be requested if there are substantial changes from the existing proposal, especially if those changes affect any of the study-related risks for the research participants.

- 3) *The researcher will ensure that the research project adheres to any applicable national legislation, professional codes of conduct, institutional guidelines and scientific standards relevant to the specific field of study.*

Note:

*The reference number **2015/05/13/50401556/35/MC** should be clearly indicated on all forms of communication [e.g. Webmail, E-mail messages, letters] with the intended research participants, as well as with the College of Education RERC.*

Kind regards,



Dr M Claassens
CHAIRPERSON: CEDU RERC
mcdtc@netactive.co.za



Prof VI McKay
ACTING EXECUTIVE DEAN



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APPENDIX B: LETTER REQUESTING PERMISSION

P.O Box 2188
Maseru 100
Lesotho

Date 18th August 2014

The Chief Education Officer
Post primary Schools
Maseru 100
Lesotho

Dear Sir

**RE: REQUEST FOR PERMISSION TO CONDUCT A STUDY IN POST PRIMARY SCHOOLS
IN MASERU DISTRICT.**

I am a Masters student at The University of South Africa (UNISA) currently undertaking a research dissertation on: The experiences of the principals when managing curriculum change at secondary schools. The main objective of this study is to investigate the role performed by principal in managing curriculum change. Also determining factors that impact on roles of principals as well as the strategies that principals employ to manage curriculum change.

The participating schools in this study will be drawn from the district of Maseru. Based on the above, I humbly request your permission to conduct the research on the above mentioned district.

Hoping that my request will meet your favourable consideration.

Faithfully Yours

G. Kaphe
Contact No. (+266) 50126728/59009181

APPENDX C: PERMISSION LETTER



MINISTRY OF EDUCATION AND TRAINING

P.O. BOX 47 MASERU 100
22312240

TELEPHONE: TEL:22322816 FAX: 00266

The Principal
..... High School
Maseru.

2nd June 2015

Sir/Madam

RE: A REQUEST OF Mr KAPHE TO CONDUCT A RESEARCH STUDY.

Permission is hereby granted to Mr Gabriel Kaphe to conduct a research study on the topic - Managing Curriculum Change. Your school falls within his sample. Please assist him in every way possible and ensure that teaching and learning times are not compromised.

Thank you for your usual cooperation

Teboho Moneri - Regional Inspector Central

Cc: SEO Maseru

APPENDIX D: INTERVIEW GUIDE

MANAGING CURRICULUM CHANGE: A STUDY OF SIX SECONDARY SCHOOLS OF MASERU DISTRICT-LESOTHO

SCHOOL STUDY ID

Part A. Biographical information

A1. Gender

Male	
Female	

A2. Age group:

25-30	
31-35	
36-40	
41-45	
46-50	
Above 50	

A3. Nature of post

Permanent	
Temporary	
Acting	

A4 Number of years in leadership position

1-5	
6-10	
11-15	
16-20	
Above 20	

A5. Highest educational qualifications

BED	
BA	
MED	
Other	

A6 Number of staff members

A7 Total school roll

B. INTERVIEWS : PRINCIPAL

Thank you for giving me the opportunity to interview you. As I indicated in the letter I wrote you, I would like to know more about your experiences with regard to management of curriculum in your school. Kindly respond to the following questions as openly as you can.

PRINCIPALS ROLES

B1 How long have you been in a leadership position?

B2 Give me a picture of your day as a principal

B3 what is your view about the educational changes that are introduced in the country?
e.g the integrated curriculum

B4 Did you receive any training from the Ministry of Education on management of curriculum change?

If yes, how long was the training and what was the content?

If no, what are the effects of having no training?

B5. What assistance do you give to the teachers on the following?

(a) Planning lessons?

(b) Selection of teaching materials?

B6 Tell me briefly about your role as a principal in managing this change?

B7 What role do you see yourself playing in learner involvement in this process?

B8 Did you involve parents in this process? Talk to me about that experience

B9 In what way do you as the principal monitor and support your teachers?

B10. What strategies do you use to motivate your teachers?

B11 Talk to me about the activities that you use to promote staff development in your school

B12 How does the Ministry of education ensure that you keep abreast with the changes that take place in the education system?

B13 what support do you get from the ministry of education concerning this process?

B14 Share with me the challenges you meet in this process?

B15 which factors facilitate your role as principal in this process?

B16 What are the factors inhibiting your role concerning management of curriculum?

B17 (a) Which component of your school policy if any, aims at leading teachers to effective curriculum change?

(b) Share with me how you, as the principal apply this component?

18. As a principal, what recommendations do you have concerning the management of curriculum change in Lesotho?

APPENDIX E: NON PARTICIPANT OBSERVATION GUIDE

MANAGING CURRICULUM CHANGE: A STUDY OF SIX SECONDARY SCHOOLS IN MASERU DISTRICT

SCHOOL STUDY CODE :.....

Non participant observation guide:

Criteria for non-participant observation

Areas for observation	Observational activities/points	Comments
TIME MANAGEMENT	training plans/scheduling time tabling new curriculum documents	
INTERACTIONS	Activities/actions	
PRINCIPALS OFFICE	resourcefulness e,g equipment	
GENERAL SCHOOL ENVIRONMENT	infrastructure and other resources the atmosphere for change, participation.	

APPENDIX F: CONSENT SHEET

UNIVERSITY OF SOUTH AFRICA - SCHOOL OF EDUCATION

Research title: Managing curriculum change. The study of six secondary schools in Maseru district.

Consent information sheet for participants

My name is Gabriel Kaphe. I am a student of MEd at the University of South Africa (UNISA) .As part of my degree I am conducting a study on:**The experiences of the principals when managing curriculum change**. The aim of the study is to investigate the roles performed by principals in the management of curriculum change. It has been shown that the principal plays a pivotal role in leading curriculum change at school. According to Monaheng (2007), it is important that principals must know how to manage and lead the process of change. Participants in this study will be principals from 6 selected secondary/ high schools.

There is no payment or direct benefit to you for joining the study. However, it is projected that the information gathered in this study will help the Ministry of Education and Training (MOET) and principals to fulfill their roles about issues related to the management of curriculum.

Your participation in this study is voluntary and all the information collected will be anonymous as participants names will not be used in the interview guide. Schools selected will be identified by codes developed by the researcher.e g school A, school B

It is anticipated that this study will pose no medical risk or physical harm to the participants. If you perceive that your participation in this study is posing any harm to you, you have the right to withdraw from the study without any penalty.

You are humbly therefore being requested to take part in this study which will take approximately 45 minutes to respond to some few study questions.

Permission to undertake this study is obtained from the MOET – Lesotho, and it has been approved by the UNISA research ethics committee.

If you have any questions regarding this study at a later stage you may contact the researcher:

G.Kaphe

Cell phone: 50126728/59009181

E mail: gkaphe@gmail.com

Thank you

PARTICIPANT CONSENT FORM

The purpose of the study is explained to me.

I have read and understood the information about the study and have received a copy of that information.

I understand that my participation is voluntary and I have the right to withdraw from the study without any penalty.

I understand that the information I give is confidential and will not be linked directly to my school.

I have been given the opportunity to ask questions.

I am given the name and contact details of the researcher in case I need more information.

I agree to participate in the study.

Participant' signature _____

Date _____

Researcher's signature _____

Date _____

EDITORS CONFIRMATION LETTER

Alexa Barnby

Language Specialist

Editing, copywriting, indexing, formatting, translation

BA Hons Translation Studies; APEd (SATI) Accredited Professional Text Editor, SATI

Mobile: 071 872 1334

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alexabarnby@gmail.com

14 November 2017

To whom it may concern

This is to certify that I, Alexa Kirsten Barnby, a language practitioner accredited by the South African Translators' Institute, have edited the dissertation submitted in fulfilment of the requirements for the degree of Master of Education, titled "Managing curriculum change: The study of six secondary schools in Maseru District, Lesotho" by Kaphe Gabriel.

The onus is, however, on the author to make the changes and address the comments.

