

A QUANTITATIVE STUDY OF PRINCIPALS' PERCEPTIONS DURING CURRICULUM REFORM IN LESOTHO

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ABSTRACT

Policymakers are continually seeking a reform blueprint that would transform schools into beneficial institutions. Amid these reforms are the principals who drive the implementation of these mandated curriculum reforms. This quantitative study explores the perceptions of primary school principals in Lesotho as they lead the implementation of the integrated curriculum, popularly known as the 'new curriculum'. The study relies on quantitative data obtained from 83 principals purposively drawn from the Maseru district in Lesotho. The SAS program was used to compute descriptive statistics that were used to interpret the principals' views using the sense-making framework. The results of this study showed that the principals exhibit high and positive perceptions regarding their roles and responsibilities as leaders of curriculum reform. These results are surprising given that they have neither been prepared nor developed to lead the implementation of this reform. Moreover, their views should be interpreted in light of current literature regarding the implementation of curriculum reforms. This existing literature portrays a gloomy picture regarding the implementation of this reform in Lesotho. This study expands the literature on reform implementation in developing countries such as Lesotho. Future studies should compare the perceptions of the principals with those of the teachers to corroborate the seemingly high scores obtained from the principals' self-ratings.

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INTRODUCTION

As a British Protectorate, Lesotho has been using the British education system since the arrival of the missionaries in 1833 (Raselimo & Mahao, 2015; Selepe, 2016). When Lesotho attained its independence from Britain in 1966, numerous attempts to reform the education system were undertaken to align education with the country's developmental needs. The main reason was that the country's education was deemed irrelevant to her needs.

“Since education was seen as the main vehicle towards achieving the national aspirations of self-reliance and economic independence, change of educational content and practice was seen as a central task towards the achievement of these aspirations” (MoET, 2009:2).

Moreover, the rise of globalisation and increasing socio-economic challenges such as HIV/AIDS and environmental degradation spelt an urgent need for Lesotho, as a developing country, to reposition itself in response to these demands. The recognition that education can play a decisive role in equipping the citizens with the necessary survival skills for the competitive world also provided a stimulus for fundamental reforms in curriculum and assessment within the country's education system.

To this end, CAP advocates *‘approaches placing primacy on survival of a learner, not only in his/her daily school routine but also as a member of a broad community life, today and tomorrow, locally and globally’* (MoET, 2009:4). In this way, teaching and learning should revolve around the learner's philosophical environment whilst preparing him/her to survive as a local and global citizen.

Aims of CAP

The overall aim of the policy framework is to provide guidance on *teaching, learning and assessment, with the purpose of making education accessible, relevant, and efficient, and of the best quality’* (MoET, 2009:6). First, the framework seeks to align assessment with teaching, in order to establish a strong link between what is taught, learned and assessed’ (MoET, 2009: 15). This is an attempt to minimise the negative influence of examinations on teaching. The concern was that the examinations did not appropriately measure competencies and skills (Raselimo & Mahao, 2015).

Secondly, it seeks to *‘address the emerging issues pertaining to new demands and life challenges of the global world’* (MoET, 2009). The inclusion of emerging issues and life challenges is a deliberate step by policymakers to make education relevant to the global context. The framework counteracts the flaws of the previous curriculum (heavy reliance on examinations and irrelevance) by integrating curriculum with assessment to ensure a balance between them (MoET, 2009).

In short, the New Integrated Curriculum policy in Lesotho is the most radical reform initiative since independence, which seeks to change teaching and learning. It also aims to integrate teaching and learning with assessment, such that assessment can be used to inform teaching and learning; and link learning with everyday life experiences of learners (MoET, 2009). This is done in order to reduce heavy reliance on high-stakes summative examinations (MoET, 2005). Teachers are expected to function as facilitators of learning, while learners should construct knowledge by assuming greater responsibility for their own learning (MoET, 2009).

Implications of Pedagogical Changes on Principalship

To effect the changes that the policy stipulates in the classroom requires a radical shift in pedagogy. By moving from traditional teaching approaches, the policy advocates for teaching methods that *“develop creativity, independence and survival skills of learners”* (MoET, 2009: 18).

Specifically, CAP pronounces major changes in the teaching-learning discourse:

Therefore, the new trend should be a move from teaching to facilitating learning; from transfer of facts to student construction of knowledge; from memorisation

of information to analysis, synthesis, evaluation and application of information; from knowledge acquisition to development of knowledge, skills, values and attitudes; from categorised knowledge (traditional subjects) to integrated knowledge (broader learning areas); from didactic teaching to participatory, activity-centred and interactive methodologies (MoET, 2009:viii).

The above excerpt stipulates explicit policy implications for teachers' classroom practice. However, the policy also has implicit implications for the school principals. The principals have to lead, facilitate, monitor and manage the implementation process to ensure that the envisaged changes actually take root in the classroom.

CAP also espouses an integrated approach as an implementation strategy. The integrated approach represents a shift from the disciplinary subject approach. It is a more holistic teaching approach whereby teachers have to flexibly draw content from different learning to address life challenges. As a result, this strategy challenges the status quo in Lesotho primary schools.

By virtue of their position, principals are regarded as the custodians of educational policies and should act as change leaders (Fullan, 2009). A host of prior studies are unanimous that principals play a key role in turning reform agendas into reality (Abdullah, Ali, Mydin, Aiza, & Amin, 2019; Ganon-Shilon, Shaked, & Schechter, 2022; Shaked & Schechter, 2017). For instance, Murphy and Datnow (2003) wrote that principals are '*crucial to the success of comprehensive school reforms.*' For Qian and Walker (2012) a principal is a '*curriculum leader*'. Recently, Beattie (2021) stated that '*school principals play a critical role in leading change at their schools.*' In this regard, the Lesotho Education Act of 2010 stipulates that the principal has to ensure that effective teaching and learning take place in their schools.

Despite this glaring evidence, the curriculum reform policy in Lesotho is silent about the role of the principal, yet is explicit on how teachers ought to transform their teaching. In fact, this confirms the observation by The Wallace Foundation (2009) that school leadership is evidently missing in major school reform plans. However, research on school leadership abounds with evidence which shows the critical role that it plays in implementing curriculum reforms and school improvement. For instance, Hallinger and Huber (2012) indicate that continuous reforms led to remarkable growth in the significance of the principals' role. Moreover, Squires (2015) shows that, for schools to be instructionally effective, leadership is critical.

Notwithstanding the scant attention given to them by the policymakers, principals have to oversee the overall implementation of the new curriculum. To this end, The Wallace Foundation (2013) concludes that '*without effective principals, most of the goals of educational improvement will be very difficult to achieve*'.

The Lesotho Education Act (2010) says, '*A principal shall ensure that meaningful teaching and learning take place at the school*' (Education Act, 2010 section 21). This indicates that the principal is regarded as an overseer of teaching and learning in schools. To ensure meaningful teaching and learning, the principal has to use subtle strategies (Spillane et al, 2002) that influence and motivate teachers to implement the mandated change effectively (Squires, 2015). The Wallace Foundation (2013) describes the principal as a leader of learning who is capable of developing a team that delivers effective instruction. However, Hourani and Stringer (2015) advise that principals should possess sufficient curriculum and instructional knowledge in order to provide effective leadership.

It is also noteworthy that the response of the principal towards educational change can either support or inhibit the change intended (Lai, 2015). Actually, a principal is a sense-maker during policy implementation (Spillane et al, 2002). Policy implementation is, therefore, subject to the principal's interpretation. Principals first understand what the policy means and then decide to ignore, adapt or adopt the policy to their particular context. Principals are not just passive receptors of policy but they endorse the policy. Moreover, as local implementers, principals tend to presume that they are equal in status with

policymakers. Hence, they are in a position to query, reconfigure, adapt, acknowledge or even refuse the instructions and directives from central policymakers (Werts & Brewer, 2015).

Many reforms come with innovative ways of teaching and have thus rendered both novice and veteran principals less capable of leading learning (Bush, Kiggundu & Moorosi, 2011). As a result, it appears that principals who have not received proper training may lack sufficient knowledge in curriculum and instruction. Currently, there is a shift from traditional pedagogies focused on knowledge transfer to more complex constructivist approaches. (Quinn, 2002). With technological advances and a reframed role in the global community, teaching and learning have become more complex and sophisticated. (Sim, 2011). As a result, principals face challenges while striving to fulfil their leadership responsibilities.

The implications of this policy for principals include the expectation that they need to lead, monitor and manage the envisaged changes. The success or failure of the policy intentions to take root in classrooms, therefore, depends on principals. This is the case even though the role of the principals is not clearly defined in the policy. However, the pedagogical changes expected of teachers are explicit.

Problem Statement

The study investigated principals' roles and responsibilities in Lesotho's education reform using the sense-making framework. With heightened expectations on principals, their perspectives still remain unknown. It is therefore imperative to investigate their views, especially during curriculum reform, to better understand how they make sense of their roles and responsibilities. This study aims to provide a systematic empirical investigation into their thinking, paying careful attention to their perceptions as they lead the implementation of this reform. Therefore, the overarching question addressed by this study is: What are the principals' perceptions regarding their leadership of curriculum reform implementation in Lesotho?

Theoretical Framework

Scholars claim that principals struggle to balance reform demands and local needs (Abdullah, et al., 2019; Ganon-Shilon & Schechter, 2019). The implementation of reforms is significantly impacted by the sense-making process that principals engage in. This process involves empowering principals to become local policy-makers and mediators who create flexible strategies (Bellibas, et al., 2020; Seashore Louis & Robinson, 2012; Shaked & Schechter, 2017; Spillane & Kenney, 2012). Therefore, principals' perception of their role determines the extent of reform in a school (Urlick & Bowers, 2014). Principals navigate a complex implementation process by interpreting and enacting both internal and external contexts. According to Ganon-Shilon and Schechter (2017), leaders shape their mindset while facing conflicting demands. Therefore, To gain insight into policy implementation, researchers must examine how and why principals carry out their duties in specific manners.

METHODOLOGY

Sampling technique and procedure

In this study, we combined probability and purposeful sampling strategies. According to Creswell and Plano Clark (2018), a random purposive sample is credible but not necessarily representative because its purpose is to yield in-depth information about the phenomenon and it is suitable when the resources and time are limited. However, for purposive sampling, each selected case must meet the minimum criterion of being information-rich.

The choice of primary school principals that participated in the study was made from the list of primary schools found in the Maseru district. According to the Lesotho Education Statistics Report (2016), Maseru has 252 registered primary schools which translates to 17% of primary schools in Lesotho. From this population, we decided to purposively select 100 principals who met the following broad criteria: (a)

principals have leadership experience in both old and new curricula (b) their schools are accessible by road transport, and (c) they have at least two years' experience as school leaders.

In selecting the principals for my investigation, we made a thorough consideration of the limited resources at my disposal, easy and regular access to the schools and the richness of data that we needed for the in-depth study. Based on these considerations, we purposefully chose five centres/clusters within the Maseru district which would give 100 principals.

Development of Research Instruments

The aim of this quantitative study was to explore principals' views and understanding of their roles and responsibilities in leading curriculum reform in their schools. Therefore, a questionnaire was developed by the researcher after careful consideration of the other already existing questionnaires in the field of school leadership literature. Most of the questionnaires dealing with instructional leadership (e.g., Principal Instructional Management Rating Scale [PIMRS] by Hallinger, 1987) were studied. It was not in the scope of this study to deal exclusively with the instructional leadership of the principals but with their leadership of curriculum reform. Moreover, most studies that treat curriculum reform leadership do so from the qualitative approach (for instance, Mestry, 2017; Schechter et al, 2016). As such, the researchers decided to develop a new questionnaire based on the reviewed literature, mindful of the aim of this study and the Lesotho Curriculum policy.

In this regard, the items in the questionnaire sought the views of the principals regarding their roles and responsibilities during their leadership of the curriculum reform in Lesotho.

Validity and Reliability of the Questionnaire

It was important to establish the validity and reliability of the questionnaire. Firstly, we constructed the items from the themes that we derived from the literature review on instructional and curriculum leadership as well as curriculum reform. We then grouped the items under the domains. The validity and reliability of the questionnaire were considered to be important because it contained self-constructed questions. As such, the reliability of the questionnaire could be threatened by poor wording and poor correlation between the items. As a result, the questionnaire was scrutinised by a curriculum researcher. The feedback from the curriculum researcher helped us to re-align items to the research topic and most importantly it helped to align the items to the research questions. For validity, the questionnaire items were also scrutinised by two curriculum experts from the National Curriculum Development Centre, Lesotho. Moreover, we piloted the questionnaire. The pilot test gave us an opportunity to drop out some irrelevant items and to remove any ambiguities found.

Lastly, the internal reliability was established by Cronbach's alpha coefficient. This coefficient is used to establish the degree of correlation between the items in the questionnaire. The alpha coefficient above 0.70 shows acceptable reliability while 0.90 means high reliability (Tavakol & Dennick, 2011). After doing the reliability test through the SAS program the Cronbach's Alpha was 0.97. This value was considered to be very high. Using the guideline by Tavakol and Dennick (2011) we had to reduce the Likert scale from being 5-point scale to being a 4-point scale. This meant that we had to combine two scales (4=mostly and 5= almost always). The new scale was then 1= never, 2= seldom, 3= moderately and 4= mostly. The new scale gave a Cronbach's Alpha of 0.95 which was also considered to be very high. We then had to remove some items especially those that seem to be a repetition of others. We also removed those items which showed low and inconsistent correlation with others. As a result, we removed nine items altogether and the Cronbach's Alpha of 0.93 was achieved and we considered it to be very good.

Piloting the Questionnaire

After the questionnaire had been constructed, it became imperative to pre-test it to ascertain that it would provide valid and reliable information that addresses the research questions adequately. The

process of piloting is important as it brings confidence and assurance that the chosen procedures of investigation are suitable for the study (Cohen, et al., 2018). It also helped to correct identifiable errors before the main study was conducted.

The questionnaire was piloted to ten principals. Next, the data was analyzed to answer research questions. The pilot assisted me in removing ambiguous and irrelevant statements from the questionnaire.

Debriefing and Auditing

This process involves having another person critically review and ask questions about the study. This is to ensure that the study makes sense to other people apart from the principal researcher. Involving an interpretation of an independent person other than the researcher adds validity to the findings (Creswell & Creswell, 2018). Two volunteer critics from the faculty of education at the University of the Free State scrutinized my study.

Data Collection

A questionnaire was used because it is regarded as the best method to collect large quantitative data about perspectives (Cohen, et al., 2018). For this study, a questionnaire was an economical way of gathering a large amount of quantitative data from many participants (Creswell & Creswell, 2018). Moreover, the questionnaire provided the participants with an opportunity to state views that they would otherwise not disclose in an individual interview (Creswell & Plano Clark, 2018).

Distribution of Questionnaires

In order to reach the participants, we first sought permission from the District Education Manager, and then we contacted the centre/ cluster coordinators. The coordinators gave us the opportunity to address the principals during one of their regular centre meetings. We explained the significance of my study and anyone who expressed interest was given a questionnaire. One hundred questionnaires were given to the principals. We personally distributed the questionnaires and this gave us an opportunity to establish rapport with the principals and to explain in detail the purpose of the questionnaire as well as to clarify some issues that principals raised concerning the questionnaire and the study in general. On the agreed date we collected the questionnaires. This helped us to ensure a high return rate. In most cases the questionnaires were already completed when we arrived, it was in a few cases where we had to wait for it to be completed, or sometimes waited because the principal had misplaced the questionnaire. The returned questionnaires were 83 in total.

Data Analysis

The questionnaire data (N=83) was analysed using the SAS program. This program yielded descriptive statistics such as frequency tables, means, and standard deviations. The mean scores of the domains formed the basis of the analysis and discussions.

Ethical Considerations

The researchers obtained ethical clearance from the University of the Free State prior to conducting their research. The clearance stipulates the considerations that a researcher needs to adhere to. In the following sections, we elaborate on considerations made during the course of this study.

Permission from Ministry

We sent a letter to the District Education Manager seeking permission to access schools designated as study investigation sites. After receiving permission, we visited schools and met with principals to explain the study's purpose and related processes. We formally requested permission from the principals to conduct the study in their schools.

Informed Consent and Voluntary Participation

Given the importance and sensitivity of the study, upholding ethical principles was paramount in ensuring the autonomy and integrity of the participants as individuals and professionals. Our foremost ethical consideration was to obtain informed and voluntary consent from the principals prior to their participation in the study. To this end, we prepared a consent letter that explicitly communicated the participants' freedom to withdraw from the study at any point without any negative consequences.

Confidentiality of Data and Anonymity of Participants

The participants were informed that all data collected during the study would be kept confidential. Therefore, all transcriptions, notes, and audio recordings used during the interviews were safely stored, with only the primary researcher having access. Participants' information was kept private and their identities were protected throughout the research process. Pseudonyms were used for names and schools to ensure confidentiality and privacy in the research report.

RESULTS

Overall views of principals regarding their role

From Figure 1 below, it is noticeable that principals in this study generally have a high positive view of their role as indicated by high positive aggregate mean scores across all the seven domains. The domains produced high aggregate mean scores that ranged from 3.55 for *Planning and implementing change* and 3.18 for *Monitoring and evaluating teacher performance*. Interestingly, no domain yielded an aggregate mean score below 2.50 (low and negative value) which also confirms that principals have high positive views concerning their position as leaders in the reform of curriculum. The subsequent sections provide an analytical overview of the seven domains in descending order according to their aggregate mean scores.

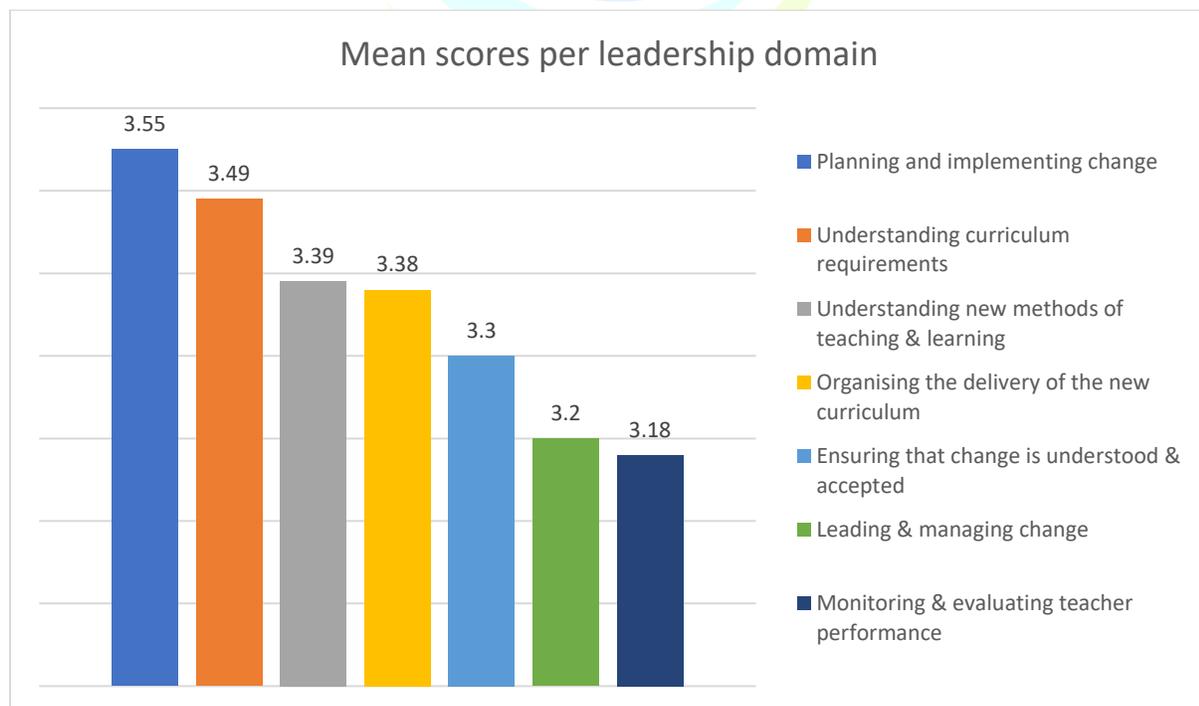


Figure 1. Aggregate mean scores of the seven leadership domains

From Figure 1, it can be deduced that principals in this study hold a high positive view of their role in implementing the new curriculum. However, it is surprising to find that principals revealed high views in *Planning and implementing change* and *understanding curriculum requirements* which obtained mean scores of 3.55 and 3.49 respectively, compared with a lower mean score for *Lead and manage change* which had a mean score of 3.20. This may mean that the principals have plans to implement the new curriculum and they regard themselves as knowledgeable about the new curriculum. However, they may not lead or manage the change in their schools to the same extent as they seem to have implementation plans and understand what it prescribes. Hence it would be interesting to uncover how the new curriculum is enacted in schools.

Lastly, the ranking of the domains in accordance with their mean scores revealed the popular views among the principals in this study. It can be seen from Figure 1 that the two top-ranked domains are *'Planning and implementing change* and *Understanding curriculum requirements*. These views may reveal the general tendencies of principals concerning the enactment of the new curriculum. From the preceding results, it can be confirmed that the views of the principals in this study support and provide evidence for the study's objective: to investigate Lesotho primary school principals' perceptions of their roles and responsibilities in implementing and leading the new integrated primary school curriculum.

DISCUSSIONS

Positive View of Role

The findings of this study indicated that principals have high positive views about their role in the new curriculum. This was indicated by the high positive mean scores across all the domains of the questionnaire. The positive view that the principals exhibit regarding their role also suggests that they are committed to the implementation of the current reform. They regard themselves as critical change agents (Ganon-Shilon & Schechter, 2017), and they have positioned themselves at the centre of the current reform (Gawlik, 2015).

According to literature, the belief system of a principal is important, especially in the advent of curriculum reform (Botha, 2013; Krug, 1992). The principals may respond by either accepting or rejecting the reform demands (Werts & Brewer, 2015) mainly because reforms are ambiguous and also challenge the status quo by requiring the principals and their teachers to discard their extant practices and adopt new behaviours (Ganon-Shilon & Schechter, 2017). Therefore, the positive response of the principals in this study would suggest that they regard themselves as reform gatekeepers (Schechter, Shaked, Ganon-Shilon & Goldratt, 2016).

Although the Curriculum and Assessment Policy (MoET, 2009), which gave birth to the new curriculum, is silent about the role of school principals, the findings of this study show that the principals have assumed the leadership role whether designated or self-proclaimed. In this regard, Ng and Pun (2013) suggest that the principals may be bound by the existing expectations on them to assume the leadership of the reform. The assumption of leadership by the principals further reiterates their positive view regarding their role.

According to the literature, the principals' response towards reform can either reinforce or inhibit the desired change (Lai, 2015). It is therefore interesting to note that Principals in this study have positive beliefs towards their implementation role in the reform. However, the positive view of the role by the principals is in sharp contrast with the literature which claims that principals often have negative perceptions regarding their leadership. For instance, it is reported that principals have insufficient curriculum and instructional knowledge and their expertise and confidence as instructional leaders need improvement (Sim, 2011). As a result, principals do not regard themselves as instructional leaders due to obstacles like stress, power struggles with teachers, and lack of skills and training.

CONCLUSION

A possible explanation for the positive views of the principals regarding their role may be due to the role expectations. The principals seemingly understand what is expected from them as leaders. According to the Lesotho Education Act (2010: f), '*principal shall ensure that meaningful teaching and learning takes place at the school*'. Seemingly, the principals are mandated by this Act to lead teaching and learning in their schools. Mestry (2017) asserts that nowadays principalship is subjected to a range of expectations. For instance, research indicates that principals are accountable for improving students' achievement and attaining the outcomes of the education system (Hourani and Stringer, 2016). According to Mestry (2017), a principal is usually held accountable for students' academic performance.

However, the argument raised by this paper is that the conspicuous exclusion of school leaders in this reform policy is detrimental to its implementation as portrayed in literature (Bush, 2020; Ganon-Shilon & Schechter, 2017; Ganon-Shilon, et al., 2022; Moorosi & Komiti, 2020; Pont, 2020; Schechter & Shaked, 2017; Shaked & Schechter, 2019). Therefore, it is somewhat surprising that the principals in Lesotho understand their mandate in this reform yet the reform policy itself is silent about their envisaged roles and responsibilities. Moreover, with the implementation of this reform, the principals have barely been prepared and developed as reform leaders (Ralebese, Jita & Chimbi, 2022).

The generally positive results obtained from principals' self-report ratings are consistent with the literature (Hallinger & Lee, 2013). However, these results should be interpreted in light of current studies in Lesotho. For instance, it has been revealed by scholars that the implementation of Lesotho's new curriculum has not met the expectations outlined in CAP. (Ralebese, Jita & Chimbi, 2022; Ralebese, 2018). For this reason, these positive results should be interpreted with caution.

Secondly, this paper depended solely on self-report ratings from principals. According to Paulhus (2020), self-report data about job performance is prone to inflation. Cognisant of this inflation, Hallinger and Lee (2013) analysed principals' self-report data in light of other studies that employed teachers' ratings of their principals' instructional leadership. These scholars were compelled to consider other studies in which the principals' self-report ratings were reported to be consistently higher than ratings obtained from teachers in Thailand. They argued that ratings obtained from the teachers would have been significantly lower than principals' self-ratings (Hallinger & Lee, 2013). Therefore, future studies should compare principals' self-reports with teachers' ratings of the leadership of the principals. It is believed that data from the teachers would help to validate principals' scores.

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APPENDIX

Table 1. Means and standard deviations of the seven leadership domains.

1. Planning and implementing change	Mean	SD
I encourage teachers to be innovative when implementing new curriculum	3.66	0.65
I effectively promote change in the school community	3.41	0.72
I actively communicate information about the new curriculum	3.56	0.74
<i>Aggregate mean score</i>	<i>3.55</i>	<i>0.58</i>
2. Understanding curriculum requirements	Mean	SD
I know the requirements of the new curriculum	3.49	0.67
I lead the teachers to understand the requirements of the new curriculum	3.28	0.85
I use the new curriculum requirements as a guide when I observe and assess teaching and learning processes	3.48	0.77
I encourage teachers to change their teaching strategies to meet the new curriculum requirements	3.73	0.52
I explain to the teachers what is expected from them in the new curriculum	3.46	0.75
<i>Aggregate mean score</i>	<i>3.49</i>	<i>0.59</i>
3. Understanding new methods of teaching and learning	Mean	SD
I understand new teaching methods that teachers have to use in the new curriculum	3.41	0.75
I know the new learning styles brought by the new curriculum	3.35	0.78
I share my knowledge of the new curriculum with the teachers	3.41	0.83
<i>Aggregate mean score</i>	<i>3.39</i>	<i>0.69</i>
4. Organising the delivery of the new curriculum	Mean	SD
I prepare a clear plan to implement the new curriculum	3.23	0.98
I ensure that the school policies and systems align to the new curriculum	3.53	0.82
<i>Aggregate mean score</i>	<i>3.38</i>	<i>0.58</i>
5. Ensuring that change is understood and accepted	Mean	SD
I make professional development plans for individual teachers pertaining to the new curriculum	2.76	1.02
I ensure that all teachers are actively involved in the professional development programs	3.51	0.69
I ensure that professional development is on-going and based on the needs of the new curriculum	3.31	0.85
I ensure that teachers understand the change, the need for change and the change process brought by the new curriculum	3.60	0.64
<i>Aggregate mean score</i>	<i>3.30</i>	<i>0.65</i>
6. Monitoring and evaluating teacher performance	Mean	SD
I conduct regular classroom observations and give feedback about teaching the New Curriculum	3.22	0.86
I evaluate and review classroom practices of teachers to ensure that they align to New curriculum	3.24	0.83
I develop a curriculum implementation plan for the school	2.86	0.97
I guide the teaching and learning processes of the New Curriculum	3.38	0.77
<i>Aggregate mean score</i>	<i>3.18</i>	<i>0.67</i>
7. Lead and manage change	Mean	SD
I make use of change theory to manage curriculum reform in the school	2.77	1.77
I believe in change and I am able to guide teachers to implement changes	3.23	0.93
I am able to deal with obstacles and uncertainties brought by curriculum reform	3.24	0.92
I am responsible for making sure that curriculum changes take place	3.56	0.72
<i>Aggregate mean score</i>	<i>3.20</i>	<i>0.68</i>