

**Exploring Instructional Leaders' Experiences in Implementing and
Managing Accelerated Teaching and Learning Strategy in Lesotho
schools**

By Bojoalo Belinah Kao-Sello (200501672)

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CERTIFICATION

This is to certify that this dissertation has been read and approved as having met the requirements of the Faculty of Education at the National University of Lesotho, for the award of the degree of Master of Education (M.Ed.).

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Supervisor

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.....

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DECLARATION

I, Bojoalo Belinah Kao-Sello, declare that “Instructional leaders’ Experiences in Implementing and Managing Accelerated Teaching and Learning in Lesotho schools” is my own work that has not been submitted for any degree or examination at any other university. All the sources have been acknowledged by means of references. In case of failure to comply completely with the mentioned declaration, I apologise and confirm that it was not my intension to do so.

Student’s Name: Bojoalo Belinah Kao

Signature: _____

Date: _____

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DEDICATION

I dedicate this study to God almighty under whose guidance and empowerment I was able to complete and to my late father in law, Mr Mosiuoa Sello for wishing me success in my entire life and loving me whole heartedly.

LIST OF ABBREVIATIONS

ATL	Accelerated Teaching and Learning
MoET	Ministry of Education and Training
NCDC	National Development Curriculum Centre
AL	Accelerated Learning
TLT	Transformational Leadership Theory
HoD	Head of Department
NUL	National University of Lesotho
DRT	District Resource Teacher
RCC	Roman Catholic Church
ACL	Anglican Church of Lesotho

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ABSTRACT

The study explored instructional leaders' experiences in implementing and managing the Accelerated Teaching and Learning in Lesotho schools. The study adopted a qualitative methodology and semi-structured interviews to gather data from nine participants purposely selected from three schools in the Berea district. The data collected included (1) How the AL/ATL was introduced in schools; (2) Instructional leaders' roles in implementing and managing the strategy; (3) The challenges they encountered in fulfilling their roles; (4) Strategies they used to solve the challenges and the effectiveness of such strategies; and (5) The general views about the introduction of AL/ATL in schools, whether it has achieved its intended purpose. The findings revealed that the strategy was introduced in schools upon re-opening of schools after closure due to the COVID-19 pandemic. The purpose of introducing AL/ATL was to assist teachers in covering content not done when schools were closed together with the current grade content quickly. Instructional leaders were not familiar with this strategy prior to its introduction. The findings also established that the roles played by instructional leaders were to supervise and support teachers, provide resources and to encourage and monitor teachers to work properly. The findings revealed that instructional leaders encountered challenges in fulfilling their roles, namely a lack of resources and knowledge to implement the strategy and demotivated teachers and learners. They solved those challenges by engaging parents, improvising, teaching theory and leaving out practical part of the syllabus, inviting District Resource Teachers and counsellors. It was revealed that some of these strategies were effective while others were not. The findings indicated that the strategy achieved its purpose to a certain extent. Based on the findings, it is recommended that the MoET should provide intense training to the instructional leaders and teachers and provide resources to achieve the desired outcomes in Lesotho schools.

Keywords: Accelerated Teaching and Learning, Instructional Leaders and COVID-19 Pandemic

CHAPTER 1: INTRODUCTION AND BACKGROUND

1.1 INTRODUCTION

In Lesotho, the Ministry of Education and Training (MoET) introduced Accelerated Learning (AL) or Accelerated Teaching and Learning (ATL) strategy in schools in March 2021 upon the re-opening of schools after the 2020 closure due to the Covid-19 pandemic. However, principals and heads of departments' (who are henceforth referred to as instructional leaders) experience some challenges in implementing and managing the AL or ATL strategy. As a result of the closure in 2020, the schools lost most of their teaching and learning time and were behind with the school year curriculum. The AL/ATL strategy was introduced to address the issue of lost learning time by making teaching and learning quicker, covering more curriculum within a short period of time. This chapter introduces this study. The chapter is divided into the following sections: Introduction (this section), Background to the study, Problem statement, Research purpose and questions, Research aims and objectives, Significance and rationale, Operational definitions, Summary and the outline structure of this.

1.2 BACKGROUND TO THE STUDY

In 2020, teaching and learning processes were affected by the spread of the COVID-19 pandemic which started in December 2019. The health professionals identified this outbreak which had unfamiliar pneumonia that was described by fever, dry cough, fatigue, an occasional gastrointestinal symptoms in Hubei, China (Huang, Wang, Li, Ren, & Zhao, 2020). When it broke out, there was no cure for this virus and it was spreading at extraordinary speed and rate, and the governments around the world had to respond and find measures which could effectively fight the spread of this virus (Chere-Masopha & Makafane, 2021; Nulanda, Mandzukb, Petrickc, & Cooperd, 2020; Pravat, 2020). After learning about the virus, how it is transmitted, and the consequences of infection, the scientists and public health officials established the following effective strategies for containing its spread:

- National lockdowns that restricted human movement and gathering;
- Social distancing of about at least a meter apart;
- Wearing of face masks and washing of hands frequently with running water and soap;

- Use of disinfectants;
- Covering of mouth and nose with a folded elbow or tissue when coughing and sneezing and disposing the tissue immediately; and
- Avoiding touching the eyes, nose and mouth (International? Monetary Fund, 2020; WHO, 2020).

The national lockdowns led to the closure of schools and this had negative impact on the learning institutions whose teaching and learning activities depended on the face-to-face mode of education. The closure of learning institutions by governments forced teachers and learners to stay home resulting in the loss of teaching and learning time (Di Pietro, Biagi, Costa, Karpriski, & Mazza, 2020). Not only teaching and learning were affected by these closures, but learner assessment activities such as tests and end-of-year examinations were suspended indefinitely. Generally, the speed at which the lockdowns happened did not leave room for any planning for how all these would be recovered.

In Lesotho, the first national lockdown that came as a result of the Covid-19 pandemic, and whose main intention was to restrict and contain the transmission and spread of the virus, happened on the 30th of April 2020 (Ministry of Health, 2020). This lockdown suspended large gatherings such as church services, political rallies, wedding ceremonies, and schools, for example (Shale, 2020). Thereafter, a series of lockdowns and short-period openings of the schools followed. The lockdowns came to an end in 2021 when the schools were permanently re-opened.

1.3 PROBLEM STATEMENT

Worldwide, there was a loss of teaching and learning time due to Covid-19 pandemic (UNICEF, 2020). To recover the lost teaching and learning time, governments along with the higher learning institutions and schools in particular, provided online, television and radio programmes. For distance learning, instructional packages were distributed (Schleicher, 2020). All these measures presented different challenges, and the situation was exacerbated by a lack of resources for both teachers and learners in the developing countries (Kali, 2021).

In Lesotho, in 2019 teachers in public schools went on intermittent strike that lasted for almost the whole academic year, working just one to two weeks a month (Ramolibeli, 2020). The disruption of 2020 Covid-19 pandemic followed that of the teachers' strike. This means even before Covid-

19, there was already a loss of instructional time. Thus, when the schools re-opened permanently in March 2021, the government of Lesotho saw a need to address the issue of lost instructional time while also observing the Covid19 protocols. In order to avoid large gatherings in schools, the government introduced a shift-system-schooling (also called rotation system). This system allowed teachers and learners to attend schools in shifts or to rotate times of attendance. The way schools implemented this system differed in the sense that some of them rotated in terms of hours, days, or weeks (LENA, 2021). However, it was not long before the government decided that this strategy was not working because each class rotation or shift had less instructional time than when things were normal. As such, only a limited amount of curriculum content could be covered.

This is when the Government decided to introduce accelerated learning (AL) also referred to as Accelerated Teaching and Learning (ATL) strategy. The government introduced this strategy to fast-track curriculum content coverage without compromising teaching and learning. It is believed that where AL/ATL strategy is planned and implemented properly, it can make teaching and learning process enjoyable to learners while covering a considerable amount of content in a short period of time. Basically, this strategy is not about targeting teachers to teach curriculum content quickly and finish the syllabus. Instead, it enables teachers to identify learners' needs and where they need assistance where they are not able to learn on their own (Steiner, 2021).

With the adoption of the AL/ATL strategy, teachers were encouraged to apply methods that are learner-centred and offer psychosocial support to enable a smooth learning process. The psychosocial support was particularly important for learners who had been negatively affected by the pandemic learners in many ways. Some learners contracted this virus, while others lost their relatives and friends due to the virus. This is why the government wanted to ensure that, irrespective of how they had been affected by the pandemic, all learners had access to psychosocial support. As Lee and Horsfall (2010) argued, for this strategy to be effective, teachers were to ensure that they used learning methods that emphasise learner participation and a wide range of practices that are intended to enhance learning that could be accomplished within a stipulated timeframe. Further, for this strategy to be effective, learners should have unlimited access to grade-level materials and be provided with activities and homework that are suitable to support critical gaps in learning (Hedger, 2021).

This strategy also requires instructional leaders to improve their responsibilities by checking teachers' lesson plans, scheme and record of work books as well as other professional books to ensure that teachers teach as this AL/ATL strategy demands (Schools Supervision and Management, 1998). For example, teachers should teach in such a way that they cover the content of the current grade syllabus and that of the previous grade that was not covered.

Information pertaining to instructional leaders' experiences in the implementation and management of AL/ATL strategy in Lesotho is very limited as no studies have investigated this phenomenon. This strategy was implemented for the first time in Lesotho, therefore, the study sought to explore instructional leaders' experiences in the implementation and management of the phenomenon.

1.4 RESEARCH PURPOSE AND QUESTIONS

The purpose of this study was to investigate the instructional leaders' experiences in implementing and managing AL/ATL strategy in Lesotho schools. As thus, the main question asked in this study was,

Main research question

What are the experiences of instructional leaders of implementing and managing AL/ATL.

Sub-questions

The following questions were posed to guide the study: (Research questions are asked to guide the study while questionnaires and interviews are used to collect data.)

1. What are the views of instructional leaders about the way the AL/ATL strategy was introduced in schools?
2. What was the leadership role of instructional leaders in implementing and managing AL/ATL strategy?
3. How do instructional leaders view the challenges that the AL/ATL strategy presents, and how should they be addressed?
4. How can the view posed by AL/ATL be addressed?
5. What are the views of these leaders about the effectiveness of this strategy for achieving its purpose?

1.5 RESEARCH AIMS AND OBJECTIVES

(Align the aim with the main research question, and the objectives with the revised sub-questions.)

The study aimed at investigating the experiences of instructional leaders in implementing and managing Accelerated Teaching and Learning strategy. In line with the aim, the study has the following objectives;

1. To establish the instructional leaders' views' about how the AL/ATL strategy was introduced in schools.
2. To investigate the views of the instructional leaders about their leadership roles in the implementation and management of AL/ATL strategy in their schools.
3. To investigate the views of the instructional leaders about the challenges presented by the implementation of this strategy and how they address them.
4. To investigate the instructional leaders' views' about the effectiveness of the AL/ATL strategy in achieving its purpose.

1.6 LITERATURE REVIEW

The literature that was reviewed for this study included Accelerated Teaching and learning Strategy as a concept that framed this study, the theory of Transformational Leadership and empirical studies on AL/ATL.

1.7 RESEARCH METHODOLOGY

The study adopted an interpretive paradigm that believes that realities are socially constructed, implying that truth and reality are created, not discovered (Rehman & Alharthi, 2016). Interpretivists seek familiarities, understanding, and insights of individuals for their data to uncover reality rather than relying on statistical numbers (Thanh, 2015). This study embraced qualitative approach which inspects human conduct in social contexts in which they occur (Green & Salkind, 2014). Teachers from three schools in the Berea district were selected to participate in this study. The selection of the participants was purposeful based on the proximity, size, and the assumption that leaders in these schools implemented and managed the AL/ATL strategy. Data was collected through face-to-face semi-structured interviews and analysed using Braun and Clarke's (2006) thematic analysis method.

1.8 SIGNIFICANCE OF THE STUDY

The outcomes of this research are expected to contribute significantly to the existing pool of information on the implementation and management of AL/ATL strategy. The study outcomes could also inform the Ministry of Education and Training in Lesotho about instructional leaders' challenges and experiences in implementing and managing the AL/ATL strategy. Therefore, it is expected that the results would inform the designers and developers of professional training programmes on the training needs of instructional leaders which should be addressed to support the implementation of this strategy. Moreover, the outcomes of this research could also be useful to the MoET about implementation success and milestones of the AL/ATL strategy. The information generated by this study is likely to inform the MOET about the support that instructional leaders require for the successful implementation and management of the strategy. Finally, researchers who are interested in this strategy may use the results of this study as a baseline study for future studies on the implementation and management of newly introduced strategies in Lesotho schools.

1.9 DEFINITION OF TERMS

The key concepts used in this study are defined below.

Teaching and Learning Strategy. *Teaching* is defined as the process whereby a teacher conveys information, skills, attitudes and values to a learner or group of learners in a manner that compliments their intellectual integrity and capacity with the aim of changing the behaviour of such learners (Frimpong, 1990; Nilsen & Albertalli, 2002). Schumaker and Deshler (1992) defines *learning* as a process of attaining new understanding, information, manners, skills, values, approaches and preferences so that an individual can establish and apply a particular set of skills and accomplish intended tasks more successfully and proficiently in a school as well as in non-academic settings. *Strategy* refers to a list of detailed steps that are followed in order to accomplish one's aims and objectives. It involves stating goals and priorities, determining activities to achieve the goals, and organizing resources to perform the actions (Lawrence, 2013). It describes how the means and resources will achieve the goals (Luca, 2020). Therefore, in this study, *teaching and learning strategy* is defined as a specific plan of action for the achievement of teaching and learning processes. The strategy used to achieve teaching and learning process is AL/ATL.

Accelerated Teaching and Learning Strategy. A scheme or techniques that are used to increase the learners' ability to absorb, understand and retain information and allow them to progress through learning at a rapid speed. Basically, it is about speeding up teaching and learning processes (Bernstein, Lubinski & Benbow, 2021).

Instructional Leaders. These are school leaders concerned with the teachers' and schools' impact on students learning and instructional issues, conducting classroom observations, ensuring professional development and they enhance student learning, communicate high academic standards and ensure that the school environment is conducive to learning (Hatties, 2015).

Covid-19 Pandemic. For this study, Covid-19 has been used as a transferable infection caused by a unique coronavirus called Severe Acute Respiratory Syndrome Coronavirus-2 (SARS-CoV-2) (Koh & Cunningham, 2020). Pandemic is an outbreak of a disease that occurs over a worldwide geographical zone such as multi nations or regions, typically affecting a significant proportion of the population (Porta, 2008; Kelly, 2011). Covid-19 Pandemic is an outbreak of a disease that occurs globally caused by a coronavirus called SARS-CoV-2 spreading worldwide (WHO, 2020).

1.10 THE STRUCTURE OF THE STUDY

The study is structured as follows:

Chapter 1 introduces and gives an overview of the study. It describes the background and states the research problem, purpose of the study, research questions and objectives, and the significance of the study.

Chapter 2 reviews literature, this review includes the theory of transformational leadership, accelerated learning/accelerated teaching and learning strategy as a concept that framed this study, and the existing studies on accelerated teaching and learning.

Chapter 3 describes the research methodology followed in this study. The description includes the design, selection of participants, data collection and analysis tools and technique as well as ethical deliberations.

Chapter 4 presents and analyses data and interprets the findings.

Chapter 5 discusses the findings, conclusions, and recommendations of the study.

1.10 SUMMARY

This chapter introduced and gave an overview of the study. It presented a background to the study, statement of the problem, purpose of the study, research questions and objectives, the significance of the study, literature review and methodology used in the study. The next chapter reports on the literature reviewed for this study.

CHAPTER 2: THEORETICAL FRAMEWORK AND LITERATURE REVIEW

2.1 INTRODUCTION

This study explores the experiences of instructional leaders in implementing and managing the accelerated learning (AL)/teaching and learning (ATL) strategy in Lesotho schools. The previous chapter introduced this study and described the background that led to the conceptualization of the study. This chapter reports on the literature reviewed for this study. The Chapter is structured into three main sections, which are Introduction (this section), Literature Review, and Summary

2.2 LITERATURE REVIEW

The section is divided into three sub-sections, namely: Introduction (this section), Theoretical Framework, Conceptual framework, Studies on Accelerated Teaching and Learning, and Summary

2.2.1 THEORETICAL FRAMEWORK

This study is framed guided by transformative leadership theory (TLT), also known as transformational leadership theory. In this study, these terms are sometimes used interchangeably. TLT was first introduced by Burns in 1978 who defined transforming leadership as a practice in which leaders and subordinates assist one another to progress to a more advanced stage of determination and inspiration. According to Hall, Johnson, Wysocki and Kepner (2021), transformational leadership theory emphasises and promotes the guidance of subordinates by leaders. This is supported by Hall et al. (2021) who further indicate that this theory encourages leaders to create vision, motivate, and encourage subordinates to work towards fulfilling the vision. For leaders to be able to motivate and encourage subordinates to work towards achieving the organisational vision, they must possess the skills that enable them to mobilise, inspire, and boost subordinates' morale (Farazja & Khademi, 2010). Transformational leaders should be exemplary and act in a manner that is expected by the subordinates (Hall et al., 2021). In their leadership, these leaders incorporate empathy, support and inspiration, and often exhibit confidence and selflessness (Mortazavi & Nikkar, 2014). The main aim of this leadership style is to bring about change in an organisation, increase output, and ensure that subordinates have the confidence that

enables them to work. Transformational leaders trust their subordinates to take authority over decisions in their assigned duties. They give room for their subordinates to explore their creativity and find solutions to problems and they ensure this by offering them training (Eskandari, 2014). The following are some of the qualities of a transformational leader identified by Northouse (2016). A transformational leader:

- Gives followers authority through training to do what is best for the organisation;
- Is exemplary to all followers through high organisational values and moral;
- Pays attention to all the followers' perspectives to improve and encourage essence of collaboration and teamwork;
- Generates an organisational vision and uses followers to work towards the vision;
- Acts as an agent of transformation within a workplace by setting an example on how to initiate and put a change into practice;
- Helps subordinates to be active and positive in engaging in an organisation's activities.

Adopting this leadership style in an organisation can transform both leaders and followers to improve their job performance, helping an organisation to be more productive. Practicing this type of leadership style in a school setting can change principals, deputy principals, HoDs and teachers to work towards a common goal of delivering quality education. Transformational leaders assist teachers to work towards realising the school's vision and achieving its mission by producing good school results. They also ensure that teachers are well trained so that they can do their work properly and lead by example.

Dimensions of Transformational Leadership

Transformational leadership has four dimensions, which are individualised consideration, intellectual stimulation, inspirational motivation and idealised influence. These dimensions are discussed here after.

Individualized Consideration. This dimension is about the degree to which a leader can take into consideration the needs of an individual follower. This leader acts as a tutor or coach to the subordinates, listens to their concerns, and requests (Amor, Abeal Vazquez & Faina, 2020; Osong, 2006). Under this component, the leader gives empathy and support, keeps communication open,

and places challenges before the followers. In this dimension, all the players in an organisation have respect for each other and celebrate the input of an individual to the team (Mortazavi & Nikkar, 2014). The subordinates also have a drive for self-development and intrinsic motivation to carry out their tasks (Canty, 2005; Tummers & Bakker, 2021).

Intellectual Stimulation is concerned with the degree to which a leader challenges and accepts the rules, is willing to take risks, and questions the followers' ideas (Wang, Demerouti & LeBlanc, 2017). Leaders under this dimension inspire and boost their followers to be more creative (Patiar & Mia, 2009). They value, appreciate, and develop subordinates that think self-sufficiently. Transformational leaders consider learning new skills as a value and challenging situations as opportunities to learn (Canty, 2005). With this transformational leadership dimension, followers are free to make enquiries, think intensely about issues, and come up with better techniques in performing their tasks.

Inspirational Motivation is about the degree to which a transformational leader states the organisational vision to capture and arouse the interest of the followers (Norris, 2005). Leaders with inspiring motivation challenge subordinates with great values, transfer happiness about forthcoming goals, and offer significance to the task at hand (Wang et. al., 2017). In this dimension of transformational leadership, followers need to understand their organisational goals to become motivated to act. A leader under this dimension is supposed to have clear communication skills in order to make the vision clear, detailed, powerful, engaging, and interesting to the followers. On the other hand, the subordinates must be willing to invest more effort in their tasks, be encouraged and positive about the future of an organization, and believe in their capabilities (Khorshid & Pashazadeh, 2014).

Idealized Influence. This dimension is about the extent to which the leader becomes a role model for high ethical conduct to the followers. To attain this attribute, the leader instills a sense of pride and honour to followers to connect with others and acts in a manner that increases others' respect and trust (Canty, 2005; Demerouti & Peeters, 2018). Moreover, the leader must be able to sacrifice personal interest for others' interests.

2.2.2 CONCEPTUAL FRAMEWORK

The study also uses Accelerated Learning (AL) as a conceptual frame. In Lesotho, the strategy was introduced as Accelerated Teaching and Learning (ATL) even though many scholars call the strategy AL (Hidayatullah, 2010; Anastasi, 2007; Lee & Horsfall, 2010). In this study, the AL/ATL is used to refer to Accelerated Learning/ Accelerated Teaching and Learning. In this section, the concept of AL/ATL is defined, its models, learning cycle, and benefits are outlined, the principles and practices of implementing it effectively are described, and the leadership roles and challenges in the implementation of the strategy are explained.

Defining Accelerated Learning/ Accelerated Teaching and Learning

According to Hidayatullah (2010), Accelerated Learning (AL) was introduced by Bulgarian psychiatrist Georgi Lozanov who called it 'suggestopedia' or 'suggestology' in 1966. The AL/ATL approach was first used in the learning of the English language. According to Lozanov, this strategy focuses on imparting knowledge through the use of different senses by deploying a variety of non-traditional techniques such as visual and auditory methods. It uses a multi-method combining instructional games, physical, symbolic activities, and background music in learning (Zemke, 1993). AL/ATL approach has changed over time, and it is now used beyond English language learning. Today, many countries such as Lesotho adopted this strategy after Covid-19 with the aim of bridging the learning gap, to recover the lost instructional time and grade content.

Today, AL/ATL is defined differently by different authors. Anastasi (2007) defines it as a process through which learners complete required learning faster. They say it is an organised approach that is used to assist learners to achieve their individual educational goals by giving straightforward lessons. This process is intended to reduce performance shortages and enable learners to learn more quickly and obtain high level of improvement in skills (Simunich, 2016). Kucsera and Zimmaro (2010) and Lucas (2012) agreed that this strategy, compared to the traditional arrangements and approaches can speed up the teaching and learning process for the attainment of the desired learning outcomes more efficiently. Marques (2012) considers AT/ATL an approach to teaching and learning in which learner-centered strategies are creatively used. Marques (2012) further explains that AL/ATL is as an approach to learning where a teacher creatively engages learners' minds, bodies, and emotions in the process of teaching with the intention to compose their multi-faceted systems of learning capacities (Lee & Horsfall, 2010). McKeon (1995) views

AL/ATL as a multisensory method in which learners are the focal point and learning is collective. Russel (2011), on the other hand, views AL/ATL as a scheme or series of techniques used by teachers to help increase learners' abilities to absorb, understand and retain information and allow them to progress through learning at a rapid speed. It involves preparation of a non-threatening environment, knowledge acquisition through interactive activities, integration to increase retention, distributed practice and presentation in a virtual situation (McKeon, 1995).

Based on the definitions by different authors, it could be concluded that AL/ATL is a strategy used to provide learners with content and knowledge, applying methods of teaching which are learner centred. It is an acceleration strategy adopted mostly where there has been an interruption of teaching and learning of any form. Therefore, to catch up on the lost learning time, teaching and learning should be accelerated. In an accelerated classroom, learners are actively engaged, and they use different senses to acquire knowledge. Eventually, grade content is quickly completed and covered in a shorter period of time than in regular classes and learners are still attentive. This is because accelerated classes are meant for the completion of course or grade content within a short period of time.

Models of Accelerated Learning

There are many models of accelerated learning such as prioritizing competence model, focusing on the present and grade-level standards model, and reducing repetition model as explained below.

Prioritizing Competencies. This model focuses on exposing learners to particular competences or skills (Menendez et.al., 2016). For instance, with this model, the completion of curriculum does not become an objective of teaching and learning (Menendez et.al., 2016). Learners are taught or exposed to the mastery of literacy and numeracy. Another way of prioritizing competences is by integrating subject matter. For instance, mathematics teachers may use problem solving with actual experiences known by learners.

Focusing on Present and Grade-level Standards. When implementing this model, teachers follow the current academic year's grade-level syllabi time, incorporating the missed prerequisite skills at the same (Menendez et.al., 2016). Rather than dwelling on the missed skills of another academic year, this model helps to maintain learners' motivation and interest (Tatum, 2010).

Reducing Repetition. Menendez et al. (2016) suggest that reducing repetition is an effective model of acceleration. Lee and Horsfall (2010) indicate that repetition reduction is done through the compression of the curriculum by reviewing and rewriting it to eliminate the overlaps. This revision is done so that subjects that are not core are deleted from the curriculum such that only the core subjects are taught. Another way of reducing repetition is doing away with the two years' competency cycle in which the first year's content provides introduction skills and competencies then the subsequent year covers the same content in greater depth (Menendez et.al., 2016). Teachers who use this model are given an opportunity to present curriculum in the sequence of their choice.

In an attempt to simplify accelerated learning process, Smith (2003) developed a cycle with four activities or phases. The four phases are shown in Figure 2.1 and explained thereafter.

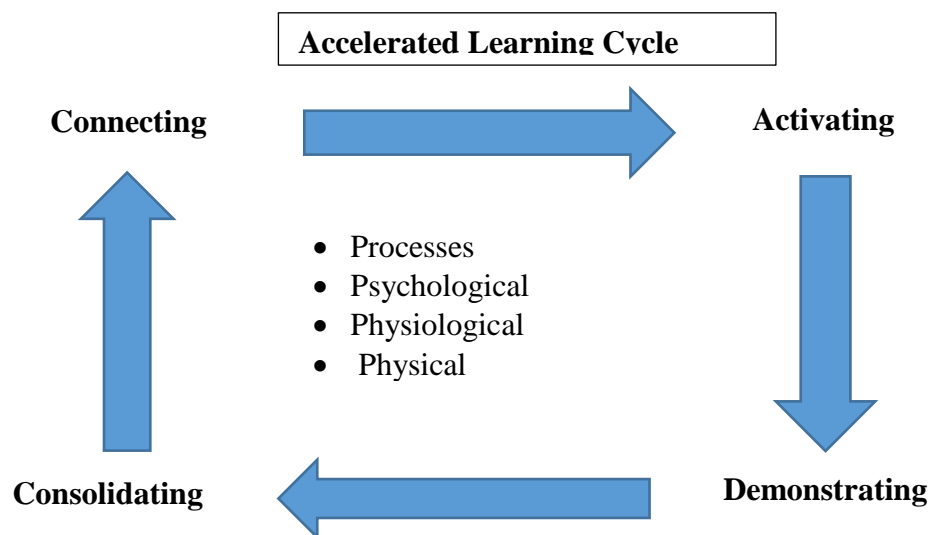


Figure 1: Accelerated Learning Cycle [Smith, 2003]

1. *Connecting Phase.* In this phase, the teacher assesses and determines what the learners already know, what they need to know and the benefit of knowing. This means what they are about to learn and the benefit of learning.
2. *Activating Phase.* This is the phase where the teacher selects and uses strategies and content that require learners to activate their knowledge in order to carry out tasks collaboratively, solve a problem at hand, and ask questions.
3. *Demonstrating Phase.* A teacher prompts learners to think about how they can use an opportunity to demonstrate their understanding of the new concept to be dealt with.

4. *Consolidating Phase.* A teacher brings together all the activities by asking learners what and how they have learned, and the benefit of what they have learned (Baxter & Bethke, 2009).

The cycle has core elements that provide the physical and psychological space in which children learn more effectively, indicate the need for the teacher to create an environment that is warm and welcoming (and free of corporal punishment) and require effective teaching.

- *Processes.* A teacher makes learners aware of the learning processes that would be followed during a lesson.
- *Psychological.* The teacher should establish rapport for learning and ensure that learners are psychologically ready for learning and ensure that learners are free from any form of fear. and corporal punishment.
- *Physiological.* A teacher has to make sure that all learners are physiologically ready for learning.
- *Physical.* A teacher has to ensure that there is enough space for movement and other learning activities to be carried out both by the teacher and the learners.

Benefits of AL/ATL Strategy

First, this strategy is best known for fast-tracking the coverage of grade-level content since it connects the prerequisite skills with the current learning, speeds up the learning process considerably, and reduces time on teaching new content (Preziosi & Alexakis 2011). In support, DePorter and Mike (2004) point out that accelerated learning enables learners to learn at an incredible pace, with a standard effort and joy. Ganiron (2013) added that the adoption of AL/ATL benefits learners by making them learn more, faster and better, and practise what they were taught in class when working on their projects, and thus, improve and become more imaginative pacesetters.

Another benefit of AL/ATL is to join together elements that were at first glance not showing any similarities, such as entertainment, games, colours, and how to have positive thinking, physical fitness and emotional health (DePorter & Mike, 2004). Bringing these elements together motivates learners to learn. AL/ATL enables learners to get educational credits more quickly than it would occur in an ordinary way of teaching (Wlodkowski, 2003). This form of teaching results in

learners' intense understanding of concepts (Lucas, 2005). This intense understanding happens as an outcome of connecting the prerequisite knowledge with the learning of new content (Serdyukov, 2005). When learners connect their background knowledge with learning of new information, they are able to understand the new concept more quickly and intensely. Moreover, Wolfe (2001) AL/ATL argue that it increases learners' success in learning new concepts since gaps and weaknesses are addressed, and the gaps are identified and dealt with in the acquisition of the prerequisite skills. Preparing necessary background knowledge for learners is a foundation for learning of new knowledge, therefore, learners with good foundation have high chances of succeeding in the acquisition of new content knowledge (Lutus & Davies, 2012). Furthermore, good background knowledge increases learners' confidence and creates a more positive experience as they engage in productive struggle with appropriate challenging tasks.

On the other hand, AL/ATL encourages teachers to be creative, and thoroughly plan their lesson prior to classes and become facilitators in their classrooms (Wyatt, 2016). This means that the AL/ATL strategy encourages teachers to prepare and identify and adopt the approaches and activities that will allow learners to be actively engaged and learn in a more accelerated fashion. As a result, teachers become facilitators as most of the work is done by learners, which means that teachers' lessons become lively as opposed to where teachers become sources of all information and do not allow learners the opportunity to do the work.

AL/ATL prevents teachers from being stressed out and burnout (Serdyukov, 2008). Since classes are active and engaging, most of the work is done by learners. Therefore, teachers are secured from burnout and stress. Gomleksiz (2014) added that engaging activities in acceleration make it easier for teachers to identify learners' strengths and weaknesses as according to the strategy learners should be encouraged to express themselves better in their learning and be given opportunities to be heard and understood (Serdyukov, 2008).

Core Principles for Successful Implementation of AL/ATL

AL/ATL has core guiding principles that need to be used by teachers. According to Lucas (2005), the principles that make this strategy effective are:

- When learners are not emotionally affected by negative emotions, are free, and they enjoy the learning process;
- When learners are active in their learning process;

- If learners can relate information learned to their experiences or what they know and teachers encourage them to connect their current learning to the knowledge they already have about a topic, to other topics and subjects or to real life applications of a topic;
- If teachers offer a variety of learning approaches for the improvement of a wider range of learners' skills;
- When learners are given chances to discuss among themselves or with teachers or to talk through their learning. This process requires teachers to involve learners in meaningful dialogue that encourages them to share ideas with one another and to explain concepts in their own words.
- If the information is accessible to the learners through all of their senses. Teachers are encouraged to use different teaching techniques to give learners a chance to learn and exhibit their understanding in various ways.
- If their experiences are unforgettable. This requires teachers to make learning practical, innovative, and, where possible, exceptional. Learners remember situations rather than content.
- If learners are frequently required to evaluate the information they have acquired. Thus, teachers need to provide learners chances to reflect and assess what they have learnt.

Challenges of Implementing and Managing AL/ATL

AL/ATL strategy engages learners in an intense, focused learning that is faster than traditional way of teaching and learning. As a result, it can be difficult for some learners to keep up the workload and the pace set for learning (Walvoord, 2003). According to Daniel (2000), this learning approach can lead to increased stress and anxiety to learners, especially those who struggle to meet deadlines. These learners may feel overwhelmed and find it difficult to manage their studies (Walvoord, 2003). Also, that this strategy requires more independence from learners, and those who are used to regular or traditional learning styles, which is more structured, may struggle with this teaching approach which is less structured (Boyd, 2004).

Baldwin and McInnes (2002) observe that this strategy requires small class sizes, between 40 and 45 learners per class. As a result, in large schools, more classrooms may be needed to reduce the class sizes, which could be challenging to some schools. This observation has been supported by

Nyabanyaba (2009), particularly with reference to schools in developing and poor countries, which lack infrastructure such as classrooms to accommodate learners.

The strategy requires teachers to use various teaching methods that are suitable for individualised learning. This often overloads teachers because they have to do extensive and thorough planning of lessons. A need to train teachers for this strategy may also impose a serious challenge on the schools whose budgets are small and restrictive (Lee & Horsfall, 2010).

Furthermore, Lee and Horsfall (2010) indicate that parents, caregivers and community need to be empowered about the strategy so that they can assist learners even at home. This might impose another challenge in some communities, particularly to the parents who do not appreciate quality education, and to some families headed by children. Nyabanyaba (2009) indicates some families are headed by orphaned children. Therefore, such children who look after their siblings, as well as the parents who have limited understanding of issues relating to teaching and learning, may not be able to assist in the implementation of AL/ATL strategy.

Leadership Roles in the Implementation and Management of AL/ATL Strategy

In the implementation and management of the AL/ATL strategy, the instructional leaders are responsible for building teachers' understanding of the strategy and proper implementation (Gomleksiz, 2014). This is because the teaching and learning approaches associated with AL/ATL may be counter-intuitive or overwhelming to some teachers or contradict how these teachers were taught from different learning institutions to enact this strategy. Thus, by helping them to understand the rationale behind the strategy may build teachers' confidence. When teachers are clear about this strategy, they are likely to be positive towards its implementation (Lee & Horsfall, 2010).

Another instructional leaders' role is to provide teachers with training and continuing support to implement this strategy effectively and use the related instructional materials (Wlodkowski, 2008). Wlodkowski further indicates that in addition to training, teachers should be provided with clear guidance by their instructional leaders on where and how to allocate their time among the broad array of challenges they face in classrooms when using AL/ATL strategy; how they should identify

and prioritize strategies that are likely to lead to the greatest impact; and how they should translate those strategies into everyday practice.

It is also the role of the instructional leaders to provide instructional materials that teachers should use to plan and deliver lessons that accelerate teaching and learning (Castro & Verdisco, 2002). The materials can include but not limited to teachers' guiding books, spacious classrooms occupied by a small number of learners, projectors, laptops, as well as internet connections for carrying out research. On the other hand, learners should also be provided with self-guided textbooks to assist them to grasp the content matter for the grade level while at school and when studying on their own at home (Castro & Verdisco, 2002).

Furthermore, the role of instructional leaders is to build and reinforce relationships between parents, caregivers, and guardians and the local communities so that they understand and value AL/ATL strategy used by schools and be better positioned to support their children (Lucas, 2005). Ilahi (1986) argues that in schools, when managers focus on the actions that ensure that learners are assigned appropriate work, teachers have the support they need to deliver lessons well. Further, it has been established that when caregivers, parents and guardians are empowered and equipped to support learners at home, any curriculum changes or reforms are possible.

Moreover, the instructional leaders should ensure that learners' emotional health is taken into consideration so that they can be ready to use the AL/ATL strategy. Where necessary, these managers should organise psychosocial support for learners who need it (Lee & Horsfall, 2010).

2.2.3 STUDIES ON ACCELERATED LEARNING

There are several studies that have been carried out on the accelerated learning strategy. Some focused on its implementation in certain subjects and others focused on its successes and challenges experienced by teachers and learners.

Implementation of AL/ATL in Teaching Specific Subjects

Sulaiman (2018) study aimed at describing how the AL/ATL strategy was implemented in the teaching and learning of English at Madrasah Tsanawiyah Negeri Model Makassar revealed that there was little difference or no difference in assisting learners to graduate faster than their friends

who were in the same age range. Learners complained about being given more of homework by the teacher. On the other hand, teachers complained about the length of time in teaching and learning process in accelerated strategy. They explained that it takes a long time and results in the learners feeling bored and tired.

The findings of Sulaiman (2018) were similar to those of Radler (2017) who investigated how AL/ATL was implemented in residential distant learning courses. The participants in this study were undergraduate learners and instructors. In this study, the learners found the AL/ATL strategy-based classes to be shorter compared to the traditional mode of teaching. They also appreciated the problem-solving tasks that they were engaged in during the instruction. Teachers in this study complained about the difficulty in selecting the best teaching practices for learners to obtain the targeted knowledge and skills.

Ashraf and Lodhi (2021) studied the impact of the AL/ATL strategy on the English proficiency of Grade 8 learners in the Bahawalpur district in Pakistan. The study aimed at investigating how efficient and effective this strategy could be in achieving the estimated language proficiency of these learners. The study established that there was no impact on the learning outcomes. It also found that teachers in the AL/ATL programme faced difficulty because the program was too compressed and it did not include all the language components and skills.

On the contrary, Waziri, Ali, Mustapha and Bukar's (2020) study on the effects of AL/ATL on learners' reading skills in English, particularly comprehension and vocabulary revealed that AL/ATL was effective in improving learners' reading comprehension. Learners who were taught using AL/ATL techniques performed better than those who were exposed to conventional vocabulary retention.

In 2010, Horsfall and Lee explored the experiences of AL/ATL at the University of Swinburne and interviewed the faculty members who were involved in the 12- and 6-week AL/ATL programs. The findings established that learners enrolled in a 6-week program complained about workload. These learners suggested that they needed to be motivated to learn and to have a close relationship with fellow students during the delivery of course content. Learners who were taking 12 weeks did not finish the survey. Therefore, their views were not heard. While in this study learners

seemed to be complaining about AL/ATL, in the study of Van Rooyen, Ontong and Mitchell (2021), where the perceptions of South African students with regards to AL/ATL were explored, the results suggest that learners had positive opinions with this strategy.

Generally, literature shows that there are different views about this AL/ATL strategy. In some studies, learners and teachers embrace this strategy, while in others they do not. This implies that is experienced and perceived differently by different people.

2.5 SUMMARY

This chapter has reviewed and discussed the existing literature on accelerated learning or accelerated teaching and learning as it is called in Lesotho. First, the chapter discussed transformational leadership theory guiding this study. AL/ATL has been explained as a conceptual framework for this study. The studies on AL/ATL were also explored thoroughly and the gap that exists in the literature which could be closed by this study was identified as a lack of information pertaining to leadership experiences in implementing and managing the strategy. In the next chapter, the methodology used in this research to investigate the instructional leaders' experiences in implementing and managing AL/ATL in Berea schools is described.

CHAPTER 3: METHODOLOGY

3.1 INTRODUCTION

The purpose of this study was to investigate the experiences of the principals and heads of departments (who will henceforth be referred to as instructional leaders) in implementing and managing accelerated teaching and learning (AL/ATL) strategy in Lesotho schools. In the previous chapter, the key concept Accelerated Teaching and Learning Strategy, and the empirical literature relating to this concept were reviewed. This chapter presents the research methodology used in this study. The chapter has three main sections which are Introduction (this section), Methodology and Summary. The Introduction section introduces and gives an overview of this chapter. The Methodology section describes the research paradigm, approach design, and the population and selection of the participants, and techniques and tools used to collect and analyse data in this study and other research methodology related issues, and the Summary section summarises this chapter.

3.2 METHODOLOGY

This section describes the research paradigm that oriented this study, the research approach used, the study design, population and selection of participants, techniques of collecting data, and instruments of data analysis and the ethical issues.

3.2.1 Research Paradigm

Denzin and Lincoln, (2000) define paradigm as social structures, which deal with the first principle that indicates where the researcher is coming from. They argue further that the paradigm comprises ethics, epistemology, ontology and methodology. A research paradigm comprises a whole system of thinking, including certain logical assumptions that guide and direct thinking and actions of a researcher (Mertens, 2010). This means that it is a simple set of beliefs or worldview that directs research action or an investigation. Paradigms are thus important because they provide beliefs and dictate which scholars in a particular discipline influence what should be studied, and how to interpret the results of the study. Choosing a paradigm in any scientific endeavour is very vital in that it does not only set down the intent, motivation, and expectation for the research, but without having it as the first step, there is no subsequent choices regarding methodology or methods (Mackenzie & Knipe, 2006).

This research is positioned in an interpretive paradigm which has been borne by a qualitative approach (Henning, 2005). Interpretive research paradigm has its goal to understand how people construct meaning in their natural settings (Neuman, 2007). Moreover, Nieuwenhuis (2007) advocates that since reality is not objectively determined but socially created, there are several truths of phenomena and can differ across time and space. Therefore, in the case of interpretive paradigm, the assumption is that knowledge is socially created by people and the researcher should try to understand the complex world of lived experience from those who lived it (Pring, 2000).

Muhammad (2014) indicates that the interpretivists look for meaning and motives behind people's actions like behaviour and interactions with others in the society and culture. The interpretive perspective permitted the researcher to create an understanding and insight into how the participants relate and interact with each other, and how they derived meaning from the phenomena under study (Creswell, 2010).

Kivunja and Kuyini, (2017), specify that a significant relationship exists between paradigm and methodology because the methodological ideas of paradigm choice inform the research question(s), participants' selection, and data collection and analysis instruments and procedures.

Cohen et al. (2018) state that interpretivists attempt to understand and consider the world in terms of its actors. Thus, reality is what research participants experience and not what is defined by philosophies from researchers. This approach makes an effort to 'get into the head of the subjects being studied and to understand and interpret what the participant is thinking or the meaning she or he is making of the context (Kivunja & Kuyini, 2017).

This study adopted an interpretive paradigm, which according to Hammersley (2013, p.26) allows, "The diverse ways of seeing and experiencing the world through different contexts and cultures". Interpretivism resonated with this study because investigated the principal and HoDs experiences in implementing and managing the AL/ATL strategy in Lesotho schools. The study explains the lived experiences of these instructional leaders who are in the frontline in the management of school in the delivery of quality education to Basotho children.

3.2.2 Research Approach

This research embraced a qualitative research approach in its attempt to describe, understand, and interpret the experiences of instructional leaders in implementing and managing the AL/ATL

strategy in schools and the challenges they encountered. Creswell (2014) indicates that a qualitative research approach begins with assumptions and the use of interpretive theoretical frameworks that inform the study of research problems that are about the meaning individuals or groups assign to a social or human problem. Roller (2018) states that the use of qualitative research is often supported with the claim that qualitative methods enable the researcher to reach beyond quantitative numerical data to grasp the meaning and motivation in which the why is associated with particular attitudes and behaviour. Qualitative research is a complete research strategy that seeks to understand actions in their natural setting rather than in isolation in order to gain trust and understanding, and to get close to the participants who form the focus of the subject under investigation (Cohen, Manion & Morrison 2011). Moreover, Green and Salkind (2014) asserted that the general purpose of qualitative research is to inspect human behaviour in the social, cultural and political contexts in which they occur. The exploratory research that depends on the qualitative methods of analysis asks explanation of deeper meanings and understandings through the subjective views of the participants (Akinyode, 2017). This means, qualitative approach provides a comprehensive analysis of the views and explanations of the participants.

This research approach was found appropriate for this study because the study explored the experiences of instructional leaders in the implementation and management of the AL/ATL strategy in schools. It attempted to obtain detailed insiders' (instructional leaders') views about their experiences in implementing and managing of AL/ATL strategy in schools.

3.2.3. Research Design

According to Cohen et al (2018), a research design is a plan or strategy that is drawn up for organizing the research and making it practical so that research questions can be answered based on evidence and justifications. Merriam (2009) goes further to show that this plan assembles, organises, and integrates information and results in a certain end product, which is research results. However, research design should not be taken as a mere plan, but a sound arrangement of an inquiry that is aimed at responding to the research questions. McMillan and Schumacher (2010) advocate that research design is a description of when, from whom, and under what conditions the data was obtained.

The design which was found suitable for this study was a case study. Wilson (2013) indicates that a case study is an orderly way of considering events, gathering data, analysing information and producing a report with results, and the end goal of fully analysing the situation explored. Kumar (2011) is also of the view that a case study is a significant research design that is adopted when investigating an area where information is scarce or where people want to have an extensive understanding of the situation, phenomenon, episode, site, group, or community. The structure of this study was designed in line with this outline.

3.2.4 Population and Selection of Participants

The participants of this study were purposely selected. This approach targets participants who are well-informed and enlightened about the phenomena being explored (McMillan & Schumacher, 2014; Cohen et al., 2011). Kumar (2011) stipulated that the major consideration in selecting participants purposively is the decision as to who can provide the required information to attain the objectives of the research. This involves identifying and choosing individuals or groups of individuals that are believed or considered knowledgeable about and have experience with a phenomenon of interest. Neuman (2014) states that purposive sampling selects cases with a specific purpose and unique cases that are informative.

In this study, three large schools in the Berea district were purposely selected. From each school, a principal and two heads of department were selected. The principals, as the supervisors in the schools, were deemed appropriate to provide the management information relating to the implementation of the AL/ATL strategy. Head of departments on the other hand were considered to be of great value as they are also hands on in management of teaching and learning. Their duties include ensuring that effective teaching and learning takes place in classrooms. No other criterion was considered except the positions held by these participants in their schools. It was assumed that coming from different schools and departments would provide a broad spectrum of experiences.

3.2.5 Methods and Instrument of Data Collection

This research used interviews to gather data from the participants. A research interview is a conversation between the researcher and the participants or a participant with the semi-structured questions (Creswell, 2014). Also, these interviews provided an opportunity for participants' voice

to be heard and this enabled the researcher to understand the phenomenon being studied from their perspective (Rosalind & Janet, 2013).

Semi-structured interview, which was used in this study, involves a set of questions that are prepared prior to the interviews and are used to initiate the discussions that are coupled with further questions that manifested from the discussion (Rule, 2011). Semi-structured interview save time and provide consistency in which the predetermined questions were asked and answered. Interview with predetermined questions allowed both the researcher and the interviewees opportunities to clarify questions and answers. The probing that is used during the interviews assists a researcher to get more information from the participants.

An interview protocol was developed specifically for this study (see Appendix 3). Other instruments that were used were audio recording devices that were used with the permission of the participants. The field notes were also used to capture data.

3.2.6 Methods of Data Analysis

According to Louis, Lawrence and Keith (2011), data analysis in a qualitative study involves organizing, accounting for, and explaining the collected data. At this stage, the researcher tries to make sense of the information gathered from the participants. This information may include definitions of concepts and descriptions of situations. During this process, the researcher notes patterns, categories, regularities and themes.

There are many models or approaches used to analyse qualitative data. In this study, thematic analysis was used. Thematic analysis is a method for identifying, analysing and reporting patterns (themes) within data (Braun & Clarke, 2006). Thematic analysis summarizes data through the interpretation of larger themes that can be presented in tabular and graphical form (Darzi & Athanasiou, 2011). Using this analysis was advantageous as it allowed much of the richness and meaning of data to be explored, ensuring that materials being analysed were from the interviewee (Hunter, Emerald, & Martin, 2013). It allowed the researcher to understand variety of data types including written text, electronic communication and oral material, and to draw conclusions from this data with a goal to obtain new knowledge or insights to the problem being studied (Drummand & Reyes, 2017). The following steps developed by Braun and Clark (2006) were followed during data analysis:

Step 1: The researcher familiarized herself with the data by reading through it several times then search for meaning and patterns.

Step 2: at this step identified neither the similarities nor the differences among all the participants with the purpose of creating themes. Then made themes. Themes are abstract, often ambiguous, hypotheses which the researchers identify during and after data collection (Louis et al., 2011).

Step 4: The researcher reviewed the themes to ensure they form logical pattern, she read all scripts for each theme.

Step 5: Themes were named and the data to be captured under each theme was identified.

Step 6: The report was them produced. This is telling a story about the collected data in a way that will convince the reader of the merits and validity of the analysis a (Jason & Glenwick, 2016).

3.2.7 Ethical Considerations

According to Neuman (2011), ethical issues are the worries, difficulties and conflicts that arise over the appropriate way to conduct research. Johnson and Christensen (2011) add that research ethics are a regulatory set of ethics that assist researchers in conducting decent studies. A researcher undertaking a qualitative study should consider these issues to protect the participants from any kind of harm. Cohen et al., (2018) suggest that educational researchers must take into account the effects of research on participants and must ensure that the dignity of the participants and respect for them as human beings is maintained throughout the study. The following ethical issues were considered in this study: the principle of do no harm, informed consent, confidentiality and anonymity, research credibility, conformability and dependability.

The principle of ‘do no harm’. According to Miles et al. (2014), all researchers must be guided by the classic principle of humane conduct: first, do no harm. Australian Council for International Development (2017) emphasizes that to achieve this principle, research must be of importance to participants, their community, country, or development. It must be intended to diminish risks and participants must be accordingly knowledgeable of possible benefits and risks of the research. Harm to participants can come in different ways: from disappointments to self-esteem or “looking bad” to others, to threats to one’s interests or to loss of funding for a program, up to being sued or arrested (Miles et al., 2014). This research should be viewed as an intervention in exploring experiences of instructional leaders when implementing and managing the strategy. The researcher discussed interview questions with participants to ensure they understand them. Before starting the

data collection exercise, interview questions were discussed extensively with the supervisor and there was no potential harm identified them.

Informed consent: Informed consent is often about access, for example, to people, documents, institutions, settings, and information (Hamersley, 2013). Kumar (2011) states that informed consent implies that participants are made adequately aware of the type of information the researcher wants from them, why the information is being required, what purpose the information will be put to, and how they are expected to participate in the study, and how the study will directly or indirectly affect them. Cohen et al., (2018) clarify that consent protects and respects the right of self-determination and places some of the responsibilities on the participant should anything go wrong in the research.

In this study, seeking concern began with the letter to the Ministry of Education, specifically to the District Education Manager (DEM). This letter sought permission to undertake this study in the schools selected (see Appendix 1). The DEM provided a letters introducing the researcher to the identified schools, requesting the concerned principals to permit the researcher to collect data in their schools. Thereafter, the principals and the heads of departments were recruited and made aware of the purpose of research and about their participation. All participants who volunteered to take part in the study, were asked to read for more understanding and to sign a letter of concern if willing to participate (see Appendix 2). The researcher also requested for their consent to audio-record the interviews. Some participants agreed to be recorded while others did not. The researcher also made a declaration to keep all the information collected confidential and to use it only for the purpose explained. In addition, they were promised that their identities would be kept anonymous.

Confidentiality. Cohen et al. (2018) point out that any violations of confidentiality of participants' identities should be made with the agreement of the participants. Kumar (2011) observes that sharing collected information about a participant with others for other purposes than research is unethical. In research, the researcher needs to make sure that the information that is provided by participants is kept confidential, as it is unethical to identify an individual respondent and the information provided. Confidentiality also involves the right of the participants to control information about them (Pieterse, 2010). It is unethical for a researcher to discuss the individuality of the participants with anybody else, including the supervisor of the researcher. Thus, while Cohen et al. (2018) emphasise that one way of ensuring privacy and protection from harm is by

anonymity, the essence of anonymity is that the information from the participants should in no way reveal their identity even to the researcher. Hamersley (2012) suggests that if anonymity cannot be assured then it should not be guaranteed.

In this study, anonymity was ensured to the participants, their identities were not revealed and the information collected from participants was safely kept in the device assigned a password known to the researcher only and no one would access it. To ensure confidentiality in this study, schools from which data was collected have been named School A (SA) and School B (SB) and School C (SC). The principals from those schools have been identified as SA Principal (SAP) and SB Principal (SBP) and SC Principal (SCP). The participants who were head of departments have been identified as SAHoD1, SAHoD2, SBHoD1 SBHoD2, SCHOd1, and SCHOd2.

Trustworthiness

In this study the following aspects of trustworthiness were followed, credibility, dependability and confirmability.

Study Credibility. Stewart, Gapp, and Harwood (2017) explain that in trustworthiness, the credibility of the findings is revealed in the representation with many feasible insights rebuilt from data. According to Harper and Cole (2012), member checking continues to be an important quality control process in qualitative research because the participants are given chance to review their statements for correctness. They point out that this exercise may result into a therapeutic benefit to the participants. During the confirmation, the participants have an opportunity to reject incorrectness, clarify or review some issues, reflect on their views, feelings, and experiences. If the accuracy and completeness are affirmed, then the study is considered to be credible (Creswell, 2007). To ensure credibility, in this study, all the interviews were audio-recorded, and then transcribed word for word. For verification of accuracy, each participant was given a chance to check the interview transcriptions (Creswell, 2014).

Study Dependability. Dependability is defined as the uniformity and consistency of the research findings and the degree to which research processes are acknowledged, allowing someone outside the research to follow, audit, and assess the research process (Moon, Brewer, Januchowski-Hartley, Adams, & Blackman, 2016). Korstjensa and Moserb (2018) indicate that dependability involves participants' evaluation of the findings, interpretation and recommendations of the study. These should all be supported by the data received from participants of the study. In this study, the

researcher recorded participants word for word to reveal their views, so that the reader can have an insight into what the participants said and compare that with interpretation of the views in the study.

Study Confirmability. According to Korstjens and Moserb (2018) confirmability is the degree at which the research results could be confirmed by other researchers. Moon et al. (2016) indicate that to attain confirmability, researchers must show that the results are clearly linked to the conclusions in a way that they can be followed or replicated. The recordings of this study are kept and stored in safe place so that they can be used at any time for verification of the final results.

3.4 SUMMARY

The chapter described the methodology adopted for this study. It explained the research paradigm, approach, design and method, the study population and selection of participants, tools and methods used during data collection, and analysis approach adopted, and ethical consideration. The next chapter presents the findings of this study.

CHAPTER 4: PRESENTATION OF RESULTS

4.1 INTRODUCTION

The main purpose of this study was to explore the experiences of instructional leaders in implementing and managing Accelerated Learning (AL)/ Accelerated Teaching and Learning strategy (ATL) in Lesotho schools. The previous chapter presented the methodology that was adopted to collect data for this study. The study used a qualitative approach and semi-structured interviews to gather data for this research, and a thematic approach was used to analyse data. This chapter presents the results from this analysis.

4.2 SCHOOLS AND INDIVIDUAL PARTICIPANTS' PROFILES

This section presents the profiles of schools from where data was collected and the participants' profiles.

4.2.1 Schools

Data was collected from three schools in the Berea district, which are named School A (SA), School B (SB), and School C (SC) for the purpose of anonymity. Three principals and six heads of departments (HoDs) (2 from each school) also participated in this study. For the purpose of anonymity, the principals are labelled as SAP, SBP, and SCP, and the HoDs as SAHoD1, SAHoD2, SBHoD1, SBHoD2, SChOD1 and SChOD2. The labelling of the participants depicts the label of a school, the position held by the participants in the school. A profile of each school and the individual participants from which they were recruited are presented hereafter.

School A. SA is located in the outskirts of the Berea district, near the Maseru district. The school has five departments, namely Sesotho, English, Commercials, Applied sciences, Mathematics and Science and Social sciences. It is a public school owned by the Roman Catholic Church (RCC) with the enrolment of 638 learners. The principal and two Heads of Departments from this school participated in this study, and they are accordingly named SAP (the principal) and SAHoD1 and SAHoD2 (Heads of Department).

SAP: SAP is a Mosotho female who is 57 years old. She started working as a teacher in 1990 and was appointed as an acting principal at School A in 2017. She held a Bachelor of Arts in Education

(BA. Ed) with Accounting and Commerce as specialisations and was teaching Accounting and Business studies in Grade 9.

SAHoD1: SAHoD1 was a Mosotho female teacher aged 49 years who started working as a teacher in 1996 at School A and was appointed as the head of English Department in the same school in 2000. She holds Bachelor of Education, Honours (B. Ed Honours) as the highest qualification. Her teaching subjects are English Language and English Literature. She was teaching English Language from Grade 8 to Grade 11 when this study was conducted.

SAHoD2: SAHoD2 is a Mosotho female aged 54 years. She started working as a teacher in 1992 in school A and was appointed as the Head of Sesotho Department in 2004. She holds a Bachelor of Education Honours (B. Ed Honours) as the highest qualification, majoring in Sesotho and Religion. She currently teaches Sesotho from Grade 9 to Grade 11, and Social Science in Grade 8. This department comprises Sesotho, Religion and Social Science.

School B. SB is a school located at the centre of the Berea district town. The school had six subjects' departments: Sesotho, English, Social Sciences, Practical subjects, and Mathematics and Science. This is a public school owned by the Anglican Church of Lesotho (ACL) with enrolment of 507 learners. The participants from this school were the principal and two HoDs. For anonymity purposes, the principal is labelled SBP, while the HoDs are named SBHoD1 and SBHoD2.

SBP: SBP is a 63-years-old Mosotho female teacher. She started working as a teacher in 1983 and was appointed as an acting principal in school B in 2020. SBP holds Masters of Education (M. Ed), with English and Geography specialisations. She is teaching Geography in Grade 9 and English Language.

SBHoD1: SBHoD1 is a Mosotho female aged 51 years. She started working as a teacher in the current school in 1997. She was appointed as the head of Geography department in 2002. She is holding Masters in Education qualification, majoring in History and Geography. The department headed by SBHoD1 comprises of History and Geography. She is teaching History from grade 8 to 10.

SBHoD2: SBHoD2 is a Mosotho female aged 53 years. She started working as a teacher in 1994. She has Bachelor of Science in Home Economics majoring in Home Economics and Fashion and Design. She was appointed as the head of department of the practical subjects in 2004. Her

department comprises Home Economics, Agriculture, Commercials, Design and Technology, and Information and Communication Technology. HoDB2 is teaching Home Economics from Grade 8 to 11.

School C. School C (SC) is a school located outside Berea, near Maseru district. SC has four departments namely Languages, History and Accounting, Geography and Life skills, and Mathematics and Science. The school is owned by the government and has a roll of 868 learners. From this school, three participants were selected to take part in the study, a principal and two HoDs. The principal is named SCP and HoDs SCHoD1 and SCHoD2.

SCP: SCP is a Mosotho female aged 64 years. She started working as a teacher in 1986 and was appointed as an acting principal in School C. SCP holds Master of Education with Sesotho and History specialisations. When the study was conducted, she was not teaching any Grade.

SCHoD1: HoDC1 is a Mosotho male aged 38. He started working as a teacher in 2012 teaching Mathematics and Physical Science from grade 9 to grade 11, and Pure Physics from grade 10 to grade 11. He holds Bachelor of Science in Education (BSc Ed) qualification. His major subjects are Physics and Mathematics. He was appointed as the Head of Mathematics and Science Department in 2016. The Department is made up of the following subjects: Biology, Physical Science, Pure Physics, Chemistry and Mathematics.

SCHoD2: SCHoD2 is a Mosotho male born in 1981. He started working in School C in 2007. In 2009, he was appointed as the HoD. He is holding Bachelor of Arts and Post Graduate Diploma in Education (PGDE) in Geography and Sesotho. His Department is made up of Geography and History subjects. He is teaching Geography in Grade 9, 10, and 11.

4.3 PRESENTATION OF RESULTS

This section presents the findings of the study. The results are presented as five major findings which are the instructional leaders' views about: 1) how AL/ATL was introduced in schools; 2) the role of school leadership in the implementation and management of AL/ATL; 3) the challenges that the instructional leaders encountered in the implementation of AL/ATL; 4) the strategies that the instructional leaders used to address the challenges, and 5) the effectiveness of the strategies adopted to solve the challenges. The general views of the participants about the AL/ATL strategy are also presented.

4.3.1 The Introduction of AL/ATL in Schools

The findings presented in this section include i) the instructional leaders' views on how the AL/ATL strategy was introduced in their schools, ii) the purpose of this strategy, iii) the instructional leaders' familiarity with the strategy, and iv) instructional leaders' preparedness to implement AL/ATL.

Instructional leaders' views on How AL/ATL Strategy was Introduced in Schools

This study revealed that the AL/ATL was introduced to school principals during a one-day workshop that was organised and facilitated by the MoET. A principal and a teacher from each school in Lesotho were invited to attend this workshop. The purpose of the workshop was to sensitise the participants about the AL/ATL strategy. The participants were also requested to lead and oversee the implementation of this strategy in their respective schools. Further, the participants were requested to sensitise and provide basic training to the rest of the staff in their schools. As such, the HoDs only learnt about this strategy from the principals and the teachers who attended the workshop.

Instructional leaders' knowledge about the purpose of AL/ATL

The participants indicated that the purpose of the strategy was indicated during the training. The reason for the MoET to introduce the AL/ATL strategy in Lesotho schools was to recover the lost instructional time. The strategy was aimed at compressing the school curriculum content and applying teaching methods that make learning enjoyable and understandable to learners while at the same time covering more content within a short period of time. SAP clarified this by saying:

Schools lost a lot of learning time during covid-19 crisis, and it has not been easy to cover the content. In order to address the problem, the MoET came up with the AL/ATL strategy with the purpose of recovering that lost learning time.

According to SAHoD1 and SBHoDB1, the AL/ATL strategy was introduced by the MoET to assist teachers to be able to incorporate the content for the previous level of school education into the content of the current level of education in a manner that it would be easier for both learners and teachers. This is how SAHoD1 put it:

We have been made aware that the purpose of this strategy is to incorporate content of the previous levels of education into the content of the current level so that learners do not struggle to understand what they are being taught and finish the syllabus quickly.

According to these participants, the government believed that the AL/ATL strategy can effectively apply where a lot of content needs to be covered or completed within a short time without putting too much pressure on the learners. This finding aligns with Kucsera and Zimmaro (2010) who explain that AL/ATL as a strategy or an attempt used to quicken the process of teaching and learning to attain the anticipated learning results faster and more proficiently than through traditional ways or approaches. Lee and Horsfall (2010) further expound that with the AL/ATL, teachers provide learners with compressed instructional content at the grade level by trying it on the learners' prior knowledge at a pace that allows learners to engage with the grade level content.

Instructional leaders' familiarity with AL/ATL

All the participants in this study showed that they were unfamiliar with the strategy before it was introduced by the MoET. This is how SAP shared her views:

It was my first time to hear about this strategy at a meeting held the MoET office. However, I found it to be a very important strategy that could make teaching easier when the related concepts are merged.

Other participants (3) stated that they only came to know about AL/ATL when they were sensitized by the teachers who attended a one-day workshop that was organised by the MoET. They explained that they viewed this strategy to be good strategy, only if it could be well implemented. SCHoD2 explained this by saying:

I learnt about AL/ATL at the workshop held at school by the teacher responsible for the strategy at school and it was my first time to hear about it.

Instructional leaders' preparedness to implement AL/ATL

The participants in this study claimed that, much as they were prepared to embrace any teaching and learning solution from the government, they did not think that the government provided enough training for them to be able to implement the AL/ATL strategy. This is how SCP expressed (his/her) views:

Looking at resources needed for the implementation of the ATL strategy and the resources the school is having, I am not sure if schools and teachers have been prepared for the successful implementation of this strategy (SCP).

From the participants' views, it can be noted that the AL/ATL strategy was introduced in schools and that school principals were sensitised and trained at a one-day workshop. On the contrary, the HoDs were trained by teachers who attended the same workshop and had been appointed to be responsible for the implementation of the strategy in their respective schools. These findings further reveal that, before the workshop, the participants in this study knew very little about this strategy. This then suggests that the principals and the heads of departments did not receive enough preparation to participate in the implementation.

4.3.2 The Views of Instructional Leaders about their Roles in the Implementation of AL/ATL Strategy

The results presented in this section include (i) the leadership roles in supervising and supporting teachers, (ii) provision of resources, (iii) and other aspects of teaching and learning.

Supervising and Supporting Teachers

Some participants claimed that their main role was to supervise and support teachers in the implementation of AL/ATL strategy. However, even though some participants claimed that they had been carrying out this role, others explained that they were unable to supervise or support teachers for various reasons.

Those who claimed to have been supervising and supporting teachers indicated that they regularly checked teachers' professional books to ensure that the content and skills which were not taught due to the closure of schools were incorporated into the scheme of work, and that the lesson preparation books were in line with the implementation of AL/ATL strategy. This is how one of these participants articulated this:

Every Friday I would have a meeting with the HoDs to get reports on how the implementation was going. Furthermore, professional books such as lesson preparation books and record of work were checked more frequently than in the normal situations when the strategy was not yet introduced (SAP).

All the HoDs from School A and School B indicated that they monitored the implementation of AL/ATL in their schools by ensuring that the strategy was reflected in all the activities done by teachers, from scheming to lesson preparations and classwork. They confirmed the claims made by the principals of School A and School B. They explained that they also checked from the tasks that were assigned learners that the AL/ATL strategy was reflected. In the scheme of work, they made sure that the content planned by teachers was in line with the compressed curriculum, teaching methods, teachers and learners' activities and as well as assessment criteria. The following are some of the views of the HoDs:

I try all I can to monitor this strategy by making sure that teachers scheme together in the department, and I have to check that the compressed curriculum is reflected in their schemes of work (SAHoD1).

Teachers in this school are being monitored. We frequently check that the content planned is in line with the requirements of AL/ATL. Also, the teaching methods, classroom activities, and the way learners are assessed are expected to correspond with this compressed curriculum (HoDB2).

All the participants from School A and School B indicated that they offered teachers support by allowing and facilitating the school-based workshops, where they equipped teachers with knowledge and skills that could enable them to implement the AL/ATL strategy effectively in their various classes. This is how this view was expressed by one of the participants:

Since AL/ATL is a new strategy to all of us at school, we held school-based workshops where we assisted teachers on how to compress curriculum and how to deliver content in a flexible, enjoyable and time-saving manner (SAP).

On the contrary, participants from School C indicated that they were not using this strategy. SCP explained that they were not enacting AL/ATL strategy in their schools because they did not understand how it works and that it requires the resources that they could not afford. This is how SCP expressed this view:

I did not implement the strategy in my school due to a lack of understanding and resources required. Therefore, I did not supervise and support teachers in the implementation of AL/ATL.

Motivating and Encouraging Teachers

The instructional leaders viewed motivating and encouraging their teachers who were very demotivated by COVID-19 crisis as one of their responsibilities. These participants explained that at the time when the AL/ATL strategy was introduced in schools, teachers appeared to be demotivated and discouraged to carry out their professional duties such as daily lesson planning, attending classes, giving and marking learners work, and providing feedback. These participants believed that teachers' unprofessional behaviour had been caused by trauma and the fear that COVID-19 crisis had induced on them. Both the principals and the HoDs explained that they considered it their responsibility to encourage their teachers to do their job properly and to embrace the new developments in their professional field, which was implementing AL/ATL. The following are the example, of what the principals said:

I encouraged all my teachers to do their work properly. I also encouraged HoDs to monitor teachers and to ensure that they adhere to the principles and practices of AL/ATL as stated by the MoET (**SAP**).

I had to move around the school campus frequently during the school days to ensure that effective teaching and learning was taking place and that learners were not idling due to poor teachers' class attendance. It was during this time when I introduced a teachers' register in every classroom so that they would sign in and out of class (**SBP**).

Provision of Resources

The participants who claimed to be enacting the AL/ATL strategy said that they also supported teachers with resources that enabled them to implement the AL/ATL strategy effectively. According to these participants, because the implementation of AL/ATL involves a lot of research done by both teachers and learners, they ensured that the internet connection and related resources were easily available to the teachers and learners at school. This is how SBP expressed her view on the matter:

We allow our teachers to print many materials for the assignments of learners and classwork as well as for tests. Furthermore, we allow these teachers to print, compile and make information easily available to learners to use both at home and at school.

The participants from School C continued maintained that their school could not afford to provide any resources for the implementation of the AL/ATL strategy because the school was already lacking even before this strategy was introduced. The principal from this school explained that their school was charging a standard school fee set by the MoET in 2012. As a result, it was not easy to buy the resources required for the AL/ATL strategy. This is how SCP put it:

From 2012, when the government rationalized the fees, it has not been easy to run this school. With the little fees we collect, we cannot afford to buy resources required by this strategy. Teachers are only allowed to print question papers for monthly and quarterly tests.

Generally, these results show that some schools are able to support teachers through training and provision of resources to implement AL/ATL strategy. They also supervise teachers to ensure successful implementation of the AL/ATL strategy. Some schools are not able to implement this strategy because they are unable to provide training and resources required for the successful execution of this strategy. The finding appears to be in line with the view Castro and Verdisco (2002) that AL/ATL can only be successful if instructional leaders are able to provide training and instructional materials that assist teachers to plan and deliver lessons well.

4.3.3 Challenges of Managing the Implementation of AL/ATL Strategy

The results that are presented in this section are about the challenges encountered by instructional leaders when executing their duties of managing the implementation of AL/ATL strategies. These challenges include i) supervising and supporting teachers ii); providing resources, and iii) managing teachers.

Supervising and Supporting Teachers

The main challenge which has been revealed by the findings of this study is that instructional leaders are faced with a lack of funds to cater for teachers' access to resources. The participants complained about the internet costs that limit how teachers used the internet and other online resources. They further lamented about the rented textbooks which the government did not supply on time and were too limited and did not cater for every learner. According to the principals of School A and School B, during data collection, which was towards the end of the school calendar year, Grade 10 learners had not been supplied with any textbooks for any of the subjects they were taking. Yet they were to take their exit examination at the end of that year. As a result, schools

incurred high expenses for photocopying paper and ink for the production of materials to be used by learners while at school and at home. The explanation of one participant was that,

It becomes a challenge when the school has to provide the resources to facilitate the implementation of this strategy. For instance, it is too expensive to buy photocopying paper and ink for production of teaching materials. Due to a shortage of books, we have to photocopy teaching materials frequently (**SBP**).

This study also found that the HoDs had more lessons to teach per week than the usual load due to a shortage of teachers. An increased teaching load restricts the HoDs from doing their duties of supervising teachers effectively and efficiently. Thus, the HoDs have been unable to observe teachers frequently to ensure that they were properly implementing the AL/ATL strategy.

Another challenge that instructional leaders faced in this study related to learners' inability to learn on their own. According to the participants, learners were used to the traditional way of learning in the classroom, which in most cases provide them with the notes to read. The principals stated that their teachers raised concerns about learners who were unable to complete learning activities on their own, particularly when they were given assignments to work on at home.

One more challenge that was mentioned by the participants was that the AL/ATL strategy increased the workload for both teachers and learners. According to **HoDB4**, most teachers complained about having to teach a lot of content. This is how some participants responded:

I cannot monitor teachers' progress on the implementation of AL/ATL efficiently because I have been allocated many periods to teach in a week since there is a shortage of teachers (**SAHoD1**).

I am not able to supervise teachers and offer support in implementing the AL/ATL strategy. When checking professional books of teachers, it was difficult to tell whether it was properly implemented or not (**SAP**).

One participant indicated that he had a challenge with checking the professional books of subjects like accounting and design and technology in his department because he was not familiar with them. This is how this challenge was expressed:

I am not familiar with some of the practical subjects under my department. Therefore, I find it difficult to check the professional books of such subjects. For instance, accounting and design and technology are some of the subjects I am not familiar with. As a result, I am not able to assist teachers in anyway pertaining to implementing AL/ATL in teaching these subjects (**HoDB2**).

Provision of Resources

The instructional leaders claimed that lack of textbooks forced schools to incur more expenses for photocopying of materials. For instance, HoDB1 and SBP specified that practical subjects involved a lot of diagrams and measurements. So, printing them with black and white materials did not allow learners to clearly see some of these visuals. As a result, schools had to buy coloured ink, which is more expensive than black ink. All the participants indicated that Grade 11 learners did not have textbooks, so they relied on the photocopied materials. Other participants (2) added that learners did not have Sesotho and Religious Knowledge books that were supposed to be bought by parents. As such, they too relied on the photocopied materials. HoDB1 clarified this by saying:

Teachers in my department are not fully provided with the supporting materials they need due to a lack of funds and unavailability of some materials. My school does not have money to buy all materials for practical subjects, some of which were not available in the nearby shops (**HoDB1**).

Participants also indicated that during the introduction of the strategy they were made aware that the numbers of learners in the classrooms were to be reduced, but they were unable to make such small classes because they could not have additional classrooms and teachers. The following are the views from some of these participants:

In each of my classrooms, there are more than 60 learners, and this number does not permit teachers to reach the needs of individual learners (**SCP**).

We have been advised to reduce the number of learners in the classroom to prepare for the implementation of the strategy, but we are not able to do so because we have a shortage of teaching staff. In my school, the class size average is more than 45 learners (**SBP**).

Managing teachers

Instructional leaders reported that during the implementation of AL/ATL strategy, another challenge was the management of teachers. They stated that teachers were not motivated to plan their work daily, and absenteeism rates were high for both teachers and learners. For example, the participants from School B reported that the management of teaching and learning was affected the management of teachers and learners post Covid-19 crisis was difficult. For example, during the crisis, some learners lost parents and siblings and some teachers lost their parents, children, partners and some of their relatives. Both children and parents were in need of psychosocial support and counselling, but these services were not available. Also, the low teaching and learning morale was caused by everybody's (students, teachers, and parents) uncertainty about whether schools were opened for good, or they would soon close again. This is how SAP expressed her views:

The greatest challenge was that there was a high rate of absenteeism among teachers and learners. My observation was that some learners and parents who had lost their relatives because of Covid-19 were demotivated, and as a result, it was not easy to monitor teaching and learning.

In general, the principals and HoDs encountered challenges in executing their duties in implementing and managing of AL/ATL strategy in their schools. They had a challenge of lack of knowledge about the AL/ATL, hence, their inability to effectively and efficiently supervise and monitor its implementation. In some schools, the strategy was not implemented at all. A lack of resources was an additional challenge. All schools were not able to provide consistent supply of resources such as home economics ingredients, Wi-Fi, and coloured photocopying ink. They also encountered a challenge of teachers' reluctance to plan, high absenteeism by both teachers and learners and the effects of Covid-19.

4.3.4 Instructional Leaders' Strategies that Address the Challenges of Managing AL/ATL Strategy

The results presented in this section include the strategies that instructional leaders used to address the challenges encountered in fulfilling their roles of (i) supervising and supporting teachers (ii); providing resources (iii) dealing with teachers' morale.

Supervision and Support of Teachers

The outcomes in this study revealed that instructional leaders used different strategies to address the challenges they encountered when supervising and supporting teachers. They indicated that they relied on the information from their colleagues and social groups to address the challenge of lack of knowledge relating to AL/ATL, and they did a lot of research. According to the participants, all the departments adopted joint scheming and planning to assist one another on the compression of the curriculum content as per the requirements of the AL/ATL strategy. They also indicated that classes were extended to Saturdays and Sundays to allow for more teaching and learning time. The following are the experiences from some of the participants:

Since we did not have enough knowledge on how to assist and supervise teachers in the implementation of the AL/ATL, we asked colleagues where we needed help in our social groups and did a lot of research (**SAP**).

Regarding the checking of books in the subjects I am not familiar with, I requested my principal to allow me to get assistance from senior teachers (**SBHoD1**).

All the departments in my school adopted joint scheming and planning to assist one another on the compression of the curriculum content as requested by the ATL strategy (**SAHoD2**).

Provision of Resources

The results of this study reflect that the schools had to address the challenge of resources by incurring debts with network providers, buying data for the Wi-Fi and suppliers of printing and photocopying materials. Improvisation was another strategy used as well as the involvement of parents. All the participants from School A and School B explained that they involved parents by requesting learners to bring some cooking utensils from home for their Home Economics practical. The participants further claimed that they improvised by using firewood as a source of heat for experiments in the Science Laboratory. This is how these participants shared their views,

Since our school is owned by RCC, we are given a chance to get some stationery on credit from the church bookshop. Some items were bought on credit from Mazenod Bookshop (**SAP**).

In order to address some of our challenges we had to involve parents in the provision of resources, for instance, learners were requested to bring some cooking items from home for their Home Economics practical. Improvising was another strategy used, for instance,

in the Science laboratory firewood was used as a source of heat instead of burners since the school had no such equipment **(SBP)**.

Teachers' Morale

The participants in this study further claimed that they addressed the challenge concerning teachers' and learners' lack of motivation due to the effects of COVID-19 by organizing counselling sessions for them. Provision of counselling for teachers and learners is supported by Erlauer (2003), Wolfe (2001), Marzano (2003), and Lucas (2005) as they state that learners learn properly when they do not have negative emotions affecting them and they enjoy the learning process.

The participants also explained that the District Resource Teachers (DRTs) were deployed to schools to assist teachers with proper planning and explain its importance and the legal implications of high absenteeism. One participant explained by saying:

We invited the DRTs to assist teachers with proper planning for this strategy, to talk about its importance to teachers, and the legal implications for those who miss school frequently **(SBP)**.

The findings conclude that instructional leaders who participated in this study used different strategies to solve the challenges that prevented them to fulfil their roles. In addressing the challenge of lack of information for the implementation of AL/ATL, participants relied on the information on the strategy they received from colleagues from other schools and the research. They addressed the challenge of provision of resources by improvising and involving parents. Also, sometimes the schools had to go into debts to acquire resources. Another strategy that was used, which is not so plausible was to teach using a theoretical approach only. Some concepts were taught theoretically and those that needed practice were left out. The participants also claimed that they used negotiation skill with teachers. They encouraged them to plan for their lessons to make teaching effective.

4.3.5 Effectiveness of the Strategies adopted to Solve the Challenges

The results presented in this section include the effectiveness of the strategies adopted by instructional leaders in solving the challenges encountered in fulfilling their roles (i) Supervising

and supporting teachers (ii) Provision of resources (iii) Other aspects relating to teaching and learning.

Supervising and Supporting Teachers

The results reflected that the strategy of getting assistance from other colleagues was not effective because all the school principals and HoDs in Lesotho were introduced to the AL/ATL strategy in the same way (SAP). The results also established that researching from the internet about the strategy was not that effective since the participants got a lot of information and they were not sure about its appropriateness. The participants explained that the strategy of scheming together in the departments was successful mainly on compressing curriculum content of each subject. Two participants explained this by saying:

Not all strategies adopted to address the challenges were successful. For instance, consulting colleagues and getting information about the AL/ATL were not effective. We got a lot of information that we could not establish whether it was appropriate (**HoDB2**).

What worked well in my school was the common scheming by departments, since in each department there are people specializing in the same subjects. We were able to assist one another on how to compress the curriculum content of each subject and to identify the best learner-centred methods for teaching particular concepts (**SAHoD1**).

Provision of Resources

The participants stated that the improvisation strategy did not work well in the Mathematics and Science department. They reported that learners did not see true pictures of experiments in the laboratory, therefore, the pass rate was not good. This is how **SBHoD2** put it:

The performance in my department was not satisfactory at all due to lack of practical. Learners were provided with theory and no practical, yet for the examinations, they were expected to do practical too. Therefore, the strategy of teaching theory only when resources were lacking was not successful.

All the principals in this study said that even though the strategy of buying goods and services on credit from suppliers had been effective because it made resources available, schools were drowning in debts. The principals further explained that at the re-opening of schools after COVID-19, the MoET instructed schools to allow all learners to attend including those who owed school

fees, promising them that the Ministry of Social Development would pay for them. Based on that promise, schools incurred more debts to accommodate every learner knowing that they would be payment. However, the schools never received anything promised by the government. SBP explained this by saying,

Buying the resources from the suppliers was an effective strategy though schools got into debts, which were not easy to pay since the government never kept the promise of paying for learners who were owing **(SBP)**.

The participants also mentioned that the involvement of parents was a good and effective strategy since they were able to assist with some materials such as mealies (maize meal) for practical and buying data for learners to use while at home. The following are the views from the participants:

The parents helped a lot because simple practical in the Economics department was done with materials such as mealies (maize flour/wheat flour) from home **(HoDB1)**.

Some parents have been supportive because they supplied their children with data, which enabled learners to carry out tasks on the topics done by learners on their own. This made us cover more content quickly and easily **(HoDB2)**.

This involvement of parents in the implementation of AL/ATL is in line with Lucas' (2005) view that parents, caregivers and guardians have to be equipped and empowered to support learners at home with their studies.

Managing and Motivating Teachers

The participants indicated that engaging some professionals for counselling teachers and learners and involving the DRTs to present on planning was an effective strategy to a certain extent.

In my school most of the teachers after counselling sessions and presentations by the DRTs, started to attend classes properly with well-planned lesson, said **SBP**

SAP said, for the teachers and learners who were directly affected by Covid-19, for instance, those whose close relatives lost their jobs and life the counselling sessions were partially effective. As for proper class attendance and planning, the DRTs presentations did not change their behaviour.

In general, some of the strategies used by the instructional leaders to address the challenges encountered in fulfilling their roles were effective while others were not. For example, counselling services brought back teaching and learning motivation to some teachers and learners. Inviting the DRTs also encouraged some teachers to attend classes well and do proper planning. However, some teachers' and learners' behaviours did not change even after receiving these services.

4.3.6 General Views about the ATL Strategy

All the participants believed that the strategy was good, and it was introduced at the right time for a good purpose. They believed that if instructional leaders and teachers were trained properly, many of the challenges encountered in the implementation and management of AL/ATL could have been avoided. However, they clarified that neither the instructional leaders nor the teachers received proper training and did not have access to resources required by this strategy. For example, SCP reported that even after receiving a one-day training workshop on this strategy, there had not been any monitoring and follow-up on how they were to implement and manage the strategy. Therefore, the participants felt that it was critical that the Ministry of Education and Training should reconsider how it introduces reforms in schools if the objectives are to be achieved. The concerns of these participants are also in line with Chere-Masopha, Tlali, Khalanyane, and Sebatane (2021) who established that curriculum reforms in Lesotho are characterised by poor preparation of schools and stakeholders such as school managers, teacher educators, teachers, learners and parents. The suggestion is that the education policy makers in Lesotho should reconsider how they introduce and manage curriculum reforms if they are to be successful (Chere-Masopha, 2022).

4.4 SUMMARY

The chapter has presented the findings from the analysis of data collected from the principals and heads of departments from Lesotho schools. The findings reveal that instructional leaders who participated in this study had not been prepared well for this strategy. As such, they encountered many challenges in their attempt to supervise and support teachers to implement AL/ATL strategy. Therefore, they could not successfully support teachers because of their limited knowledge and the scarcity of resources needed for the implementation and management of AL/ATL. They used various strategies to address the challenges they encountered, some of which were effective while

others were not. The views of these leaders are that the government should reconsider how it introduces reforms in Lesotho schools because the current practices are not working.

CHAPTER 5: DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

The study investigated the experiences of instructional leaders in implementing and managing AL/ATL strategy in high schools in the Berea district. The research aimed at finding out the knowledge and skills that these leaders had about this strategy, describe the roles they played in implementing and managing it, the challenges they encountered in fulfilling their roles, and the strategies they used to solve the challenges. The views of these managers on whether the AL/ATL has achieved its curriculum objective were also explored. This is qualitative study collected data through structured interviews and used a thematic approach for analysis.

The previous chapter presented the study results. This chapter presents and discusses the key findings, and draws conclusions. It also highlights the limitations of this study, which inhibit the generalization of the findings highlighted and proposed the recommendations based on the research conclusions. Thus, this chapter is structured in four main sections, which are Introduction (this Section), Key findings, Discussion, Conclusions, Study limitations, and recommendations.

SUMMARY OF THE STUDY

Chapter 1 provided an introduction, background and overview of the study. It stated the research problem, main research question and aim of the study, research questions and corresponding objectives and preliminary literature review.

Chapter 2 was about the conceptual framework, theoretical framework and previous studies on the Accelerated Teaching and learning strategy

Chapter 3The chapter described the methodology adopted for this study. It explained the research paradigm, approach, design and method, the study population and selection of participants, tools and methods used during data collection, and analysis approach adopted, and ethical consideration.

Chapter 4 presented the findings from the analysis of data collected from the principals and heads of departments from Lesotho schools. The findings are about leaders' views about the introduction of AL/ATL in schools, their preparedness for the implementation of the strategy, the many challenges they encountered in their attempt to supervise and support teachers to implement

AL/ATL strategy. The chapter also presented the strategies leaders used to solve the challenging they were encountering, the effectiveness of such strategies was also presented and whether the introduced strategy of AL/ATL achieved its purpose.

Chapter 5 presents the discussions of the findings, and draws conclusions. It also highlights the limitations of this study, which inhibit the generalization of the findings highlighted and proposed the recommendations based on the research conclusions.

5.2 KEY FINDINGS AND DISCUSSIONS

This section is about the presentation and discussion of the key findings of this study. Thus, the findings and discussions are presented in line with the major themes of this study which are: the instructional leaders' views about how AL/ATL strategy was introduced in Lesotho schools and the role they played in implementing and managing the strategy; the challenge the managers encountered in managing the implementation of this strategy; the strategies they adopted and their effectiveness in solving the challenges they encountered; and their general views about the effectiveness of AL/ATL for achieving its objective.

RESEARCH QUESTIONS

The following questions were posed to guide the study.

1. What are the views of instructional leaders about the way the AL/ATL strategy was introduced in schools?
2. What was the leadership role of instructional leaders in implementing and managing AL/ATL strategy?
3. How do instructional leaders view the challenges that the AL/ATL strategy presents, and how should they be addressed?
4. How can the view posed by AL/ATL be addressed?
5. What are the views of these leaders about the effectiveness of this strategy for achieving its purpose?

5.2.1 Instructional Leaders' Views about How AL/ATL was Introduced in Schools

The principals and HoDs had the same view on how the AL/ATL strategy was introduced Lesotho schools. They explained that the strategy was introduced to fast-track the coverage of the

curriculum, which was affected by school closures because of COVID-19 crisis. The participants claimed that they first heard about this strategy in a one-day training workshop hosted by the MoET when schools were just about to re-open after closing down in 2020 due to Covid-19. All the participants indicated that before this workshop, they knew very little about this strategy.

The reason why AL/ATL strategy was introduced in Lesotho schools is in line with Kucsera and Zimmaro's (2010) view that this strategy facilitates and fast-tracks teaching and learning process to achieve learning outcomes faster and more efficiently. Simunich (2016) concurs that, with AL/ATL, learners are assisted to move more quickly than would be normal through course requirements and pursue high level of skill development.

However, the manner in which AL/ATL was introduced did not give instructional leaders enough time to learn about it so that they could assist and supervise its implementation effectively. Accordingly, the instructional leaders in this study appeared to have not been well equipped with the strategy. This is in contrast with Pearce and Robinson's (2009) view that transformational leaders need to be well equipped with knowledge and skills since it is their duty to give direction and assistance to subordinates for the achievement of organizational goals and objectives.

5.2.2 Instructional Leaders' Roles in Implementing and Managing AL/ATL Strategy

Some instructional leaders claimed to have been involved in implementing and managing the AL/ATL strategy while others claimed that they had not been involved. Those who claimed that they supervised and supported teachers to implement it purported that, where possible, they provided resources needed to implement this strategy and offered training to teachers through school-based workshops. They reported that they also ensured that the HoDs worked with teachers to ensure that they were effectively implementing this strategy.

In this case, the instructional leaders' belief appears to be in line with Ross's (2021) assertion that teachers need to be trained to enable them to carry out their instructional responsibilities.

The instructional leaders also claimed that they provided resources to teachers where they could. In a similar vein, Castro and Verdisco (2002) suggest that teachers should be provided with instructional materials for proper planning and delivery of accelerated lessons. This is also in line with Ross's (2021) viewpoint that managers should provide ongoing support to teachers that

includes instructional materials. Gomleksiz (2014) gives a general view about the role of instructional leaders in school reforms. Gomleksiz believes that instructional leaders should build teachers' understanding of any reform. They suggest that managers should be able to conduct research on a reform and share data to support teachers. In support of all these views, Northouse (2001) point out that empowering the supervisees to do their best for the organization is a good practice for any organizational change.

The instructional leaders in this study pointed out that in addition to training and providing resources, they supported teachers by ensuring their psychological well-being and encouraging and motivating them. These participants explained that when schools reopened, teachers had been terribly affected by Covid-19 pandemic. They were demotivated and discouraged to carry out their professional duties such as daily lesson planning, attending classes, giving and marking learners work, and providing feedback. For AL/ATL to be successful, teachers should be motivated so that they can explore their creativity. They should thoroughly plan their lessons and become facilitators in their classrooms (Wyatt, 2016). Wolfe (2001), Marzano (2003) and Lucas (2005) explain that teachers' negative emotions do not make learning process interesting. This is why the instructional leaders in this study found it important to ensure, through motivation and encouragement, that teachers are psychologically healthy.

5.2.3 Instructional Leaders' Challenges Presented by AL/ATL Strategy

The instructional leaders in this study encountered some challenges when implementing and managing AL/ATL strategy, notably limited knowledge and skill, lack of resources, learners' inability to learn on their own, and demotivated teachers

Lack of knowledge. The participants in this study claimed that they and their teachers had limited knowledge and skills about AL/ATL. Therefore, as instructional leaders, supervising and monitoring AL/ATL implementation was not easy for them. They did not know how to support teachers as well as to determine if their teachers were implementing the strategy properly. Lee and Horsfall (2010) does not support this situation for the successful implementation of AL/ATL. They believe that before the implementation of ATL, the school managers need to have comprehensive knowledge and skills that enable them to supervise and manage the implementation of this strategy. Farazja and Khademi (2010) concur that leaders should have knowledge and skill that enable them

to successfully motivate and encourage their supervisees to work towards achieving the organisational vision.

Lack of resources. Another challenge mentioned by the participants was the schools' lack of resources that support the implementation of AL/ATL. These instructional leaders explained that the required resources were not enough to consistently supply teachers and learners for their teaching and learning resources. They pointed out that this situation is partly caused by a lack or shortage of resources in schools and limited budgets which did not cover the costs for equipment for certain subjects such as Home Economics and Science laboratories.

Learners' caliber. The participants also stated that the caliber of learners who are unable to learn on their own is another challenge. They said their learners were used to traditional methods of teaching which provide learners with information instead of demanding them to search for such information for themselves. This challenge is confirmed by Boyd (2004) that learners are used to regular or traditional learning styles that is more structured than AL/ATL teaching approach. As such, with the AL/ATL style of learning, learners tend to struggle.

Demotivated teachers. Another challenge experienced by the participants in this study was that the teachers' morale and motivation were low. As a result, they were reluctant to plan for their daily work and their absenteeism rate was high. This created serious problems for managers, especially regarding supervision. Canty (2005) believes that teachers must have a will, drive for self-development, and intrinsic motivation to carry out their tasks.

5.2.4 The Effectiveness of the Strategies Used by Instructional Leaders to Solve the Challenges

The instructional leaders in this study used different strategies to solve the challenges. They claimed that some of these solutions were effective while others were not. They claimed that they mostly relied on their colleagues and internet-based information about AL/ATL. They asked parents to contribute as a way of raising funds for resources. This approach is recommended by Lee and Horsfall (2010) that the implementation of the AL/ATL strategy in a school should engage the community, parents and caregivers. The instructional leaders pointed out that the involvement of parents was an effective strategy since learners were able to do basic practical with resources from home.

The participants claimed that sometimes they bought some resources on credit, which left their schools in debts, and created more financial problems.

In some cases, where it was not easy to raise funds for the needed resources, the participants indicated that they allowed their teachers to teach only the theory part of some concepts that needed to be taught both in theory and practice. Teaching theory on some concepts that required both theory and practical was seen as an ineffective strategy. The strategy is also viewed to be against the principle and practices of AL/ATL, which advocates for learners' active engagement (Lucas, 2005). AL/ATL requires teachers to create opportunities for learners to learn and exhibit their understanding in different ways (Erlauer, 2003; Wolfe, 2001; Marzano, 2003; Lucas, 2005). To compensate for this, teachers sometimes compiled and printed some simplified reading materials for their learners. According to the participants, these resources assisted learners a lot even though they were too expensive to produce.

Some of the participants claimed that they invited DRTs from the MoET to assist teachers with teaching strategies and any other issue relating to teaching and learning, and organised counselling sessions for teachers by counsellors. This strategy concurs with the views of Ilahi (1986) and Walvoord (2003) that emotional health needs to be taken into consideration for the academic progress and this could be done by offering psychosocial support and counselling. Thereafter, teachers' absenteeism rate dropped, and they improved in terms of lesson planning and motivation.

5.2.5 The Effectiveness of AL/ATL Strategy in Achieving its Purpose

The instructional leaders believed that AL/ATL was introduced in Lesotho schools to assist teachers to complete curriculum within a short time after losing instructional time due to the Covid-19 pandemic. Participants' views about the effectiveness of AL/ATL differed as some said the strategy was not successful in achieving its objective. For example, they claimed that when the strategy was introduced, teachers were not able to complete the curriculum and learners' performance was very poor. Some participants said the pass rate in their schools was higher than other years. They attributed this success to the implementation of the AL/ATL strategy, which enabled them to complete their syllabi. Other participants said nothing about the effectiveness of the strategy since they did not implement it.

5.3 CONCLUSIONS OF THE STUDY

The study concludes that the AL/ATL strategy was introduced for the right purpose. However, the instructional leaders who were to supervise and monitor the implementation of this strategy did not receive enough preparation through training. A one-day training workshop that they received from the Ministry of Education and Training was not enough to equip these leaders. As a result, many of them were unable to supervise and manage the implementation of this strategy effectively. It is also concluded that the prevailing conditions in schools when this strategy was introduced were not conducive to successful implementation. For example, the instructional leaders reported that schools lacked resources; teachers lacked knowledge and skill relating to this strategy; learners could not learn on their own because they were used to the traditional way of teaching; and teachers and learners had low motivation and morale because of Covid-19 crisis.

Furthermore, the study concludes that due to a lack of resources and limited knowledge, some schools did not implement the strategy. The instructional leaders appeared to have attempted to adopt different strategies to solve the challenges. For example, they involved parents, relied on colleagues and the internet to get information about AL/ATL, adopted a theoretical teaching technique, bought some resources on credit, and invited the DRTs and counsellors from the Ministry of Education and Training to work with teachers. However, very few of these strategies were effective.

5.4 LIMITATIONS OF THE STUDY

The limitation of this study is in the methodology. Initially, the researcher intended to select three schools from different areas of the Berea district, one from the rural area, another one from the centre of the district and the third one in the urban area but a bit far from the centre of the district. These were going to be determined by the location of schools and accessibility. However, schools in the rural areas had small enrolments, therefore, they had not been allocated the HoDs. They had the principal and teachers only. This was a limitation because only schools with more than one head of department were targeted.

Another limitation is the authenticity of the data collected because the researcher is an inspector in the Berea district where the study was done. Therefore, it is likely that the participants provided

false information by exaggerating their experiences. Thus, the participants might have hidden their true experiences to impress the researcher or portray themselves as good leaders.

Moreover, data was collected through only interview questions. The researcher believes that if other data collection methods were used, the results could have been different and richer. For instance, engaging an observation method could bring different results. The last limitation is the size of the participants because only nine participants took part in the study. Therefore, the findings cannot be generalized to all the principals and HoDs in the district or to all schools in Lesotho.

5.5 RECOMMENDATIONS

The findings of the study indicate that there is a dearth of knowledge among instructional leaders in Lesotho about the strategy. For effective and efficient implementation and management of the strategy, recommendations are made to the following:

Recommendations for the Ministry of Education and Training

The MoET inspectorate department (District Education Manager (DEM), inspectors and District Resource Teachers (DRTs) should equip school principals and HoDs with the necessary AL/ATL knowledge and skills to enable them to guide, supervise, monitor, and manage the implementation of this strategy.

Recommendations for curriculum specialists

The curriculum specialists from NCDC should develop training manuals and carry out intensive trainings for the teachers on AL/ATL so that they are able to implement it effectively and train school leaders on monitoring and supervision.

Recommendations for principals

Principals need to ensure that intense training on how to monitor the newly introduced strategy is done on school leaders. On the other hand, ensure that the teachers are well trained prior to the implementation. Ensure that there are enough resources to sustain the implementation of the strategy.

Recommendations for heads of departments

Prior to the implementation of the new strategy, heads of departments need to be capacitated with content relating to the strategy, monitoring skills and resources. Thereafter, they need to monitor teachers as they implement the strategy. Frequently check their professional books to ensure that they are implementing the strategy effectively and efficiently.

Recommendation for teachers

Teachers need to be well trained on the new strategy, thereafter, prepare their work thoroughly so that they implement the strategy effectively. Teachers need to ensure that before going to classes they have planned their work daily,

SUGGESTIONS FOR FUTURE RESEARCH

In future a study could be carried out on How does lack of intensive training of school leaders on AL/ATL strategy affect both learners, parents and the school management. Lastly, the research used semi-structured interviews to gather data from a small number of instructional leaders, which could not be considered representative of all the instructional leaders in the Berea district or in Lesotho. It is recommended that future studies use different data collection methods that could cover a larger number of population and come up with broader information on AL/ATL.

5.6 CONCLUDING REMARKS

This study investigated instructional leaders' experiences in implementing and managing AL/ATL in selected schools in the Berea district. The study investigated their views about the introduction of AL/ATL, the role of instructional leaders and the challenges they encountered in managing the strategy, as well as their general views about the effectiveness of AL/ATL in Lesotho classrooms. This chapter discussed the results of this study and drew conclusions from the discussion, outlined the limitations and made recommendations for policy, practice and further research.

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APPENDICES

APPENDIX 1: LETTER OF INTRODUCTION FROM N.U. L

THE NATIONAL UNIVERSITY OF LESOTHO

Telephone: +266 22340601/3631 P.O. Roma 180

Fax: +266 22340000 Lesotho <http://www.nul.ls> Africa



FACULTY OF EDUCATION

08 March 2023


Dear District Education Manager - Berea

My name is 'Mathabo Julia Chere-Masopha, a Postgraduate Research Programme Coordinator and the supervisor of Ms. Bojoalo Belinah Kao (200501672) whom I would like to introduce to you. Ms. Kao is a postgraduate student who is enrolled in the Master of Education Programme in the Faculty of Education. As part of her studies, Ms. Kao is investigating '*Instructional leaders' Experiences of Implementing and Managing the Accelerated Teaching and Learning Strategy in Lesotho schools: The views of the school Leadership in the Selected Berea District Schools*'. The Faculty has approved her research proposal and she has identified your school/schools in Berea District as a site for possible data collection for her study. On behalf of the Faculty of Education and Ms. Kao, I am making a request that your good office gives her an opportunity to collect data for her proposed study.

Should you require additional information regarding Ms. Kao and her study, please contact Dr. Chere-Masopha through one of the following contacts:

Mobile #: 5775 6658 **Email address:** juliachere@gmail.com.

Yours Faithfully,



Julia Chere-Masopha (Ph.D)

APPENDIX 2: LETTER OF CONSENT

Consent form for the participants for research study

TITLE OF THE RESEARCH STUDY: *Exploring Instructional leaders' Experiences in Implementing and Managing Accelerated Teaching and Learning Strategy in Lesotho schools.*

Name of the researcher: Bojoalo Belinah Kao (200501672)

I confirm that I have read and understood the information on the letter of consent written to the participants by the researcher of the above study. I have had the opportunity to consider the information, ask questions and have had the questions answered.

I understood that my participation is voluntary and that I am free to withdraw at any time, without giving any reason, without my legal rights being affected.

The information I provide will be strictly used for academic purpose and it will be treated as confidential by the researcher.

Name of participant

Date

Signature

Name of the researcher

Date

Signature

APPENDIX 3: RESEARCH PROTOCOLS

INTERVIEW PROTOCOL

Instructional leaders' (Principals and heads of departments) views about the implementation and management of ATL strategy in schools

- 1) Tell me about the ATL strategy that was introduced in your school.**
 - a. When was this strategy introduced?
 - b. For what purpose was this strategy introduced?
 - c. To what extent were you knowledgeable (knowledge and skills) or familiar with this strategy?
 - d. How well were you, as school leadership, prepared to implement this strategy and how were you prepared?
- 2) What was your role in the implementing and managing of this innovation in terms of?**
 - a. Supervising and supporting teachers?
 - b. Provision of resources?
 - c. Other aspects of teaching and learning?
- 3) Describe the challenges you have been encountering in an effort to fulfill your role in terms of**
 - a. Supervising and supporting teachers.
 - b. Provision of resources.
 - c. Other aspects of teaching and learning.
- 4) Tell me the strategies you have been using to address the following challenges**
 - a. Supervising and supporting teachers;
 - b. Provision of resources;
 - c. Other aspects of teaching and learning;
- 5) Of these strategies that have been used, which ones did you find effective and ineffective relating to**
 - a. Supervision and support teachers?
 - b. Provision of resources?
 - c. Other aspects of teaching and learning?
- 6) What is your general view on the Ministry of Education and Training's decision to introduce this strategy?**
 - a. How effective is this strategy implemented?
 - b. What would you like to see happen in relation to this strategy in Lesotho schools?

APPENDIX 4: TURNITIN SCORE SHEET

Instructional Managers Experiences

ORIGINALITY REPORT

10%
SIMILARITY INDEX

10%
INTERNET SOURCES

1%
PUBLICATION

PRIMARY SOURCES

- 1** repository.tml.nul.ls
Internet Source
- 2** hdl.handle.net
Internet Source
- 3** vital.seals.ac.za:8080
Internet Source
- 4** repository.radenintan.ac.id
Internet Source
- 5** etd.uwc.ac.za
Internet Source
- 6** www.coursehero.com
Internet Source
- 7** repository.up.ac.za
Internet Source
- 8** ap.fip.um.ac.id
Internet Source
- 9** uir.unisa.ac.za
Internet Source

APPENDIX 5: EDITOR'S LETTER



National University of Lesotho
Faculty of Education
Department of Educational Foundations
P O Roma 180
Lesotho

03 August 2023

Dr. J. Chere-Masopha

The Faculty of Education

Department of Educational Foundations

National University of Lesotho

P O Roma 180

LESOTHO

Dear Sir/ Madam

Re: Copy-editing of Ms Bojoalo Belinah Kao-Sello's M.Ed. dissertation titled: *Exploring Instructional Leaders' Experiences in Implementing and Managing the Accelerated Teaching and Learning strategy in Lesotho schools*. I have copy-edited the above captioned dissertation by Ms. Kao-Sello's to the best of my ability. If there are any errors, omissions and other mistakes are solely the responsibility of the author.

Yours sincerely

A handwritten signature in black ink, appearing to read 'Tankie Khalanyane', written over a light yellow rectangular background.

Tankie Khalanyane (Mr)

Senior Lecturer, EDF & B Ed Honours Coordinator