Analysing Factors Inhibiting Teacher Leadership Initiatives in Lesotho Secondary Schools

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Abstract: Some secondary school principals are complaining about teachers' reluctance to participate in any activities beyond classroom teaching. To understand this phenomenon, the study attempts to explore the inhibiting factors that hinder teachers in selected secondary schools in the Maseru district from supporting and engaging in teacher leadership (TL) activities. This qualitative inquiry is underpinned by the critical theory (CT), which among others aims at revealing the core factors that contributed to teachers' lack of enthusiasm in performing various TL related activities. Also, to suggest strategies that could pioneer a change in teachers' attitudes towards participation in school leadership beyond teaching. The study generated data from ten (10) purposively selected secondary school teachers. Using the thematic analysis method, despite participating teachers being able to conceptualise TL, they cited that, factors including; unmanageable teaching loads, inadequate induction, and use of top-down leadership approaches inhibited TL initiatives. To mitigate the abovementioned factors, participants suggested the creation of a supportive school environment, teacher training and recognition.

Keywords: *Inhibiting factors, Lesotho secondary schools, teacher leadership.*

Introduction

Schools are formal establishments designed to equip learners with an assortment of survival competencies (Kuswemi et al., 2020). In Lesotho, school principals are appointed by the Teaching Service Commission (TSC) after the school board (SB) has conducted interviews (Sepiriti, 2021, 2023). Despite the Ministry of Education and Training (MoET) playing an oversight role, secondary schools in Lesotho are headed by two main offices, that of the SB and the principal. The SB is at the helm of school governance while the principals are responsible for daily school administration (Education Act, 2010). Since the principals have the executive powers to assign, organise and direct school activities, they are expected to be proficient at all times. They are required to influence teachers and the entire school community to work towards achieving stated aspirations (Education Act, 2010). To further guarantee effectiveness in schools, literature asserts that, teachers' aptitudes should be harnessed through distributed leadership approaches for them to enthusiastically partake in other activities beyond classroom related activities (Clarke, 2013; Sharar & Nawab, 2020; Warren, 2021). Given the opportunity, teachers could contribute towards the inception of innovative ideas, which include piloting of new and improved pedagogical approaches. This school of thought is propagated by the new trends reimagining teachers' roles in schools (Clarke, 2013). To influence overall school success, the suggested teacher leadership (TL) lens are powered by the need to endorse participative leadership model over the bureaucratic leadership model (Kamaruzaman et al., 2020; Shah, 2017; Sharar & Nawab, 2020). This paradigm shift is based on the premise that teachers are equally accountable in swaying the realisation of educational aspirations which among others, call upon schools to be learning organisations (Shah, 2017). With the above in perspective and despite significant scholarship on TL (Alegado, 2018; Aliakbari & Sadeghi, 2014; Berg et al., 2014; Clarke, 2013; de Villiers & Pretorius, 2011; Kasapoğlu & Karaca, 2021; Rajagopaul, 2007; Sawalhi & Chaaban, 2019; Sharar & Nawab, 2020; Warren, 2021; Webber & Okoko, 2021; Wenner & Campbell, 2017; Yusof et al., 2017), reasons for continuing research on the subject are still valid. To be precise, the motive for this paper sprang from the reports that some Lesotho secondary teachers are hesitant to participate in activities beyond classroom teaching. Due to the reported teachers' antagonism, some principals admitted that they are overwhelmed while attempting to steer the schools in a desired direction. As a consequence, by factoring into teachers lived experiences, this

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study aims to exploring and documenting core factors inhibiting TL initiatives in some secondary schools in Lesotho. The study further aims at identifying strategies that could be used to improve teachers' enthusiasm to participate in various activities beyond teaching and facilitation of learning in the classrooms.

Research Questions

The study is guided the following research questions:

- How do teachers in secondary schools perceive TL concept?
- Which factors inhibit TL in Lesotho secondary schools?
- Which strategies can be used to enhance TL in secondary schools?

Literature Review

TL Concept

TL originated in the 1980s (King, 2017), though to date, there exists many competing and confusing definitions (Harris, 2003; King, 2017). Nonetheless, for the purpose of this study, the following definition is adopted: TL is a non-positional bearing portfolio in which teacher(s) voluntarily take on extra administrative roles beyond their normal job description (Chan, 2019; Sharar & Nawab, 2020; Warren, 2021). TL is characterised by activities that are undertaken by teachers beyond their appointments, formal titles and positions to a more integrated and hybrid type of school leadership (Derrington & Angelle, 2013; Harris, 2003; Kasapoğlu & Karaca, 2021). The emphasis made in this regard is that, teachers are expected to broaden their responsibilities beyond leading instructional activities (Fairman & Mackenzie, 2015). For the preceding to happen, they should deter from their comfort zones overly elaborated by the traditional job descriptions to initiate the desired change in schools (Carver, 2016). With above in perspective, scholars caution that for TL initiatives to yield desired results, transformative engagements should begin with the actual teaching before spreading to other activities outside classroom through authentic approaches (Chan, 2019; Fairman & Mackenzie, 2015; Warren, 2021). The view presented is that teachers should not leave their instructional duties and be appointed as leaders; rather it is about reimagining their traditional roles. Thus, TL is centrally founded on the premise that if all teachers could utilise their know-how, schools could easily achieve stated objectives (Clarke, 2013; Yusof et al., 2017). The ultimate goal of TL is to enable and sustain the creation of a positive school culture ideal for influencing sustainable instruction and optimum school improvement (Sharar & Nawab, 2020).

Despite teachers being mandated to lead instructional activities, they can perform a variety of leadership roles to support school management structures. TL could be practiced in schools through a number of responsibilities either formal or informal (Alegado, 2018). TL includes the very basic activities such as organising and supervising sporting activities, learners' study, and the cleaning campaigns. It further extends to more complex initiatives including advising school principals about the additional resources needed for sustainable teaching and learning activities (Warren, 2021). According to Berg et al. (2014) and Chan (2019) TL further entails sharing of instructional materials and ideas amongst teachers on how to plan their lessons. They additionally allude that it involves rendering of support to others especially while using new approaches by coaching, observing and providing feedback. Moreover, Consenza (2015) asserts that TL activities could be seen when teachers at their own accord volunteer to institute remedial classes for low performing learners. The above examples demonstrate that teachers could lead in various ways to influence curriculum, pedagogical and general teacher professional practices. Given the wide range of TL activities, literature asserts that every teacher could assume some roles that fit his/her talents and interests (Alegado, 2018). The above as a consequence, suggests that TL is not positional based, but a voluntary act that individual teachers or collectively could at any time and at their conveniences initiate for the betterment of their schools (Carver, 2016). TL advocacy is based on the foundation that due to teachers' proximity to learners, their voluntary efforts could yield immediate and desired results (Derrington & Angelle, 2013; Sawalhi & Chaaban, 2019; Warren, 2021).

According to Sharar and Nawab (2020) for efficacy to be achieved, leadership should not be monopolised by individuals occupying some formal positions; rather it should be fluid and distributed. As a result, principals should offer limitless support and autonomy for teachers to surpass expectations (Kasapoğlu & Karaca, 2021; Msila, 2020; Wenner & Campbell, 2017). However, some principals control teachers' participation and as such, they are disheartened to showcase their competencies (Msila, 2020). This disapproval behaviour gradually demolishes collegiality and TL initiatives (Harris & Jones, 2019). The unreceptive behaviour amongst some principals is often attributed to the classical and hierarchical school organisation adopted in schools which limits teacher's role to classroom teaching (Alegado, 2018; Kasapoğlu & Karaca, 2021). Also, it is suggested that low self-esteemed principals' resorts to controlling instead of engaging teachers in a concerted practice (Alegado, 2018).

Literature further cites that some teachers, actively or impulsively frustrates TL activities in schools (Yusof et al., 2017). This behaviour presents a permanent opposition to those willing to transform their school environment. This antagonistic behaviour could be caused by unfavourable and unsupportive school culture and jealousy (Kasapoğlu & Karaca, 2021; Yusof et al., 2017). Taking school culture for example, to facilitate the transition from ordinary teachers to

teacher-leaders, a school culture that balances both commitment and flexibility is needed (Coleman, 2012). However, literature cites that many schools are characterised by poor school culture which constantly reproduces hazy expectations, poor communication, and unclear goals (Verma, 2021). As a result, a non-supportive school culture depresses teacher-leaders as they are restricted to their teaching role (Msila, 2020). Such toxic school climate normally hinders reforms in all its forms including TL (Verma, 2021). For the above reasons, Msila(2020) articulates that unfavourable school cultures make it less likely that teachers will fully take initiatives and participate in overall school leadership with confidence.

Furthermore, literature suggests that huge teaching loads inhibit TL. Due to large numbers of learners in some schools, literature contends that teachers normally prioritise on instructional related activities (Hairon et al., 2015; Kamaruzaman et al., 2020; Wenner & Campbell, 2017). These purported loads together with limited time result in teachers who are reluctant in engaging in TL activities (Kamaruzaman et al., 2020).

According to Alegado (2018), TL is most effective if teachers are allowed to make contributions. Therefore, for teachers to be motivated to participate in TL activities, an enabling structure and relationship should be created and sustained (Angelle & DeHart, 2011; Yusof et al., 2017). Consequently, principals' and all other stakeholders should take the responsibility to enable the emergence of a participative school structure and environment that permits the culture of TL to flourish (Sharar & Nawab, 2020; Wenner & Campbell, 2017).

The viewpoint driven by literature is that principals should appreciate that some teachers have talents and may be willing to contribute in school leadership affairs beyond leading classroom activities (Angelle & DeHart, 2011). As a result, it is asserted that principals in particular should lead while changing the restrictive status quo (Flood & Angelle, 2017; Sawalhi & Chaaban, 2019). Positional power should not be abused; rather teachers should be supported and treated with respect for their empowerment (Angelle & DeHart, 2011; Kamaruzaman et al., 2020). Without principals' support, it is nearly impossible for teachers to plan and execute their TL roles because they will not have access to resources, either financial or physical, which are under the principal's control (Angelle & DeHart, 2011).

Moreover, to promote TL amongst teachers, it is asserted that they should be inducted, and reminded about the critical role they are expected to play to influence positive learning experiences (Yusof et al., 2017). This assertion is upheld in this study because according to Msila (2020), new teachers are hardly inducted upon joining schools. As a result, through proper training, teachers could be coached on the expectations and priorities. These programmes according to Msila (2020) will empower teachers with essential competencies including pedagogical insight and TL. The suggested training initiatives could help in broadening teachers' outlook on their roles. This could boost their enthusiasm to assume larger and more challenging school roles.

Theoretical Framework: Critical Theory

The study is underpinned by the Critical Theory (CT) which originated in Germany and later developed in the USA (Višić, 2023). CT does not regard the reluctance of teachers becoming teacher leaders as arbitrary, but rather as a behaviour triggered by numerous factors. The above is argued because CT is concerned with examining and criticising structures and practices that play a role in discouraging TL initiatives in Lesotho secondary schools (Mahmoud et al., 2018; O'Mahony, 2023). CT is based on the premise that the current school organisational structure and other upsetting factors nourish and reproduce dominance and injustices that have gradually hindered TL activities (Nieuwenhuis, 2016; Omodan, 2023). By revealing the triggering factors, it endeavours to emancipate both the teachers and the entire school leadership team from oppressive traditional structures and outlook that defy school reform (Mura &Wijesinghe, 2021; Nieuwenhuis, 2016; O'Mahony, 2023). CT as a result, is not only motivated to examine and expose inhibiting features that demoralise TL but to change the impractical circumstances (Mura &Wijesinghe, 2021; Prasad & Caproni, 1997). It is relevant to this study because it enables critical inquiry of the conditions that impedes TL initiatives. It also has the ability to transform schools from being traditional to learning organisations that prioritise the attainment of stated educational goals (Oliveira, 2018). Therefore, CT is considered for the current study due to its ability to critically unpack the ingrained reservations that have overtime compelled teachers not to actively participate in school leadership affairs and to suggest strategies that could be used to mitigate them.

Methodology

Research Design

This qualitative study is guided by the interpretivist paradigm. This paradigm is chosen because it enables understanding of teachers' perceptions regarding TL and the core factors limiting its full realisation in some Lesotho secondary schools (Kivunja & Kuyini, 2017). Thus, it aids in construction of meaning given the data generated from the participating teachers (Okesina, 2020; Pulla & Cater, 2018).

The qualitative approach was chosen for this study because it enables a friendly and a close conduct between the researcher and the participating teachers in their natural setting (Vasileiou et al., 2018). Therefore, it was chosen because it objectively enabled the attainment of first-hand data on the phenomenon understudy.

Participants' Selection and Data Generation

The study was conducted in Maseru district, the capital of Lesotho. Ten teachers were purposively selected to participate in this study. Purposive sampling was used to gain insight into the extent of the challenge in schools where the problem was visible. Data from the participants was generated through semi-structured interviews. This type of interviews permits asking of follow-ups and probing questions to gain further clarifications (Nieuwenhuis, 2016). The interviews were recorded and were later transcribed.

Ethical Considerations

To observe the ethical issues, letters of invitation stating the aim of the study and participants' rights were issued to the participants concerned (Cohen et al., 2018). These invitation letters enabled the researcher to obtain a written consent from the participants willing to take part in the study. To maintain participants' anonymity and confidentiality, pseudonyms were used to mask their identity (Maree, 2016). The following names were given to the participating teachers: Mollo, Tšepo, 'Malineo, Rethabile, 'Malerato, 'Mafusi, Maliba, Khoali, 'Mathabo and Thulo.

Table 1. Teachers' Biography

Pseudonyms	Sex
Mollo	M
Tšepo	M
'Malineo	F
Rethabile	F
'Malerato	F
'Mafusi	F
Maliba	M
Khoali	M
'Mathabo	F
Thulo	M

Data Analysis

Thematic analysis was used to analyse the generated data. Thematic analysis is a systematic coding process of data which encompasses identification of patterns in the data (Braun & Clarke, 2006; Roberts et al., 2019). To identify the themes, the six-layered data analysis framework suggested by Braun and Clarke was used (Braun & Clarke, 2006). To avoid any biasness and to guarantee reliability of the data, themes presented in the subsequent section were finalised and named after the participants had checked the correctness of transcribed data. Some of the direct quotes from the data generated are included to strengthen the sincerity of the findings and interpretations (Eldh et al., 2020).

Findings

The findings portray teachers' perceptions of TL and the core factors that inhibit them to fully participate in such activities. The mitigating mechanisms to the factors inhibiting TL initiatives are also presented in this section. The findings are categorised into the following broad themes.

Table 2. Themes and Sub-themes

Research Themes	Sub-themes
Teachers' perceptions of teacher leadership	• Collaborative initiative
Factors inhibiting teacher leadership	• Principals threatened by teachers
	• Unmanageable teaching loads
	• Inadequate induction
	• Top-down principals' leadership approach
Teacher leadership enhancing strategies	• Creation of supportive school environment
	• Teacher training
	• Teacher recognition/praise

Theme 1. Teachers' Perceptions of Teacher Leadership

In regard to how participants perceived and understood TL concept, their responses were organised in the following single sub theme.

Sub-theme 1.1: Collaborative Initiative

Despite participants Rethabile and Maliba not commenting on this particular construct, other participants regarded TL as the act of configuring traditional teachers' roles from being confined to classroom activities to more participative roles. For example, some stated:

> TL means our collective responsibilities in order to contribute to learners' good performance (Mollo).

> TL means working together as a team in a school to promote effective learning ('Malerato).

> I perceive TL as a formal and informal role. As teachers, we take on additional roles in and outside the classroom. For example, the teacher will not just let learners misbehave either in school or outside the school compound ('Mafusi).

> TL consists of a set of skills demonstrated by teachers who continue to teach learners but also have an influence that extends beyond their classroom (Thulo).

> I understand TL as how teachers perform their everyday roles in and out of the classroom ('Mathabo).

Based on the responses provided above, it can be concluded that besides teachers' job description illustrating that they are solely responsible to facilitate learning, some teachers perceive TL as initiatives that should be undertaken in schools so that overall school competitiveness could be achieved. The above therefore implies that given the opportunity and support, some teachers are willing to contribute towards enacting various planned school activities.

Theme 2. Factors Inhibiting Teacher Leadership

The study further sought to explore the inhibiting factors that deter TL in schools. Participants' responses were analysed and categorised into the following sub-themes.

Sub-theme 2.1: Principals Threatened by Teachers

Participants admitted that they are reluctant to participate in TL initiatives because principals appear to be threatened by their competencies and what they could achieve. As a consequence, their voluntary efforts were not only closely monitored but controlled. For instance, they argued:

> Teachers are often reminded that they are not principals, but mere teachers. Some principals feel that teachers are likely to sabotage them and, as control mechanism, they dictate and limit teachers' participation. This strategy has compelled teachers to become rebellious and reluctant to participate in school leadership-related issues (Mollo).

> Some principals are very strict and autocratic, their word matters and stands. So, to avoid conflicts which might result in victimization, teachers decide to do as the principal says ('Malineo).

Participants exposed that principals' scepticism inhibit them from fully participating in school affairs. The reported principals' dubiousness could be attributed to a number of factors including the mistrust prevailing in schools and fear of being outperformed by the teachers. The implication as a result is that, although teachers may wish to contribute to school affairs beyond classroom walls, they resolve to be spectators to avoid being in conflict with the principals.

Sub-theme 2.2: Unmanageable Teaching loads

The findings depict that unmanageable teaching loads prohibit teachers from participating in TL related initiatives. Thus, some stated that;

> Acting beyond our scope could increase the teaching load further while the paid principals will literally be doing nothing (Tšepo).

> Teachers have multiple classes to teach, and are not paid well (Maliba).

Teaching loads compel teachers to prioritise their time to actual teaching instead of performing extra duties.

Sub-theme 2.3: Inadequate Induction

Inadequate teacher induction was identified as one of the factors that limit teachers from assuming other duties. To exemplify, some claimed:

> Teachers are made to believe that their main role is to teach, not to divide their attention with other roles (Rethabile).

> Teachers are not aware of their role as teacher leaders in schools ('Malerato).

> We are not principals; we are teachers who teach not lead (Khoali).

The above hint that due to inadequate induction, teachers limit their role to only classroom teaching. As a result, for TL to be realised in Lesotho secondary schools, principals, SB and MoET should prioritise induction of newly recruited teachers. They should thoroughly be inducted on both their core duties and other miscellaneous responsibilities.

Sub theme 2.4: Top-down Principals' Leadership Approach

The participants illustrated that the top-down leadership approach used by their principals prohibits them from undertaking TL related activities. Illustratively, some affirmed:

> The way schools are organised allows principals to make decisions alone (Thulo).

> Teachers' views are not taken into consideration by the school management. Top-down leadership style which is autocratic is a factor that inhibits TL ('Mafusi).

The data reveals that principals prefer the top-down leadership approach. This model has clearly formulated demarcations that restrict teacher participation since they occupy the lowest tier in hierarchy. Their position in the hierarchy implies that they only receive instructions from the principals. This model preferred by some Lesotho secondary principals relegates teachers to mere spectators. As a result, they become demoralised to participate in TL activities resulting to teacher dissatisfaction.

Theme 3. Teacher Leadership Enhancing Strategies

On the question of the instruments that could be used to boost TL initiatives in schools, the subsequent themes emerged.

Sub-theme 3.1: Creation of Supportive School Environment

Participants insisted that a supportive and engaging school culture should be created and nurtured so that teachers could freely contribute in various planned school activities. Thus, some appeal:

> The decisions made by teacher leaders should be supported by the principal to avoid reluctance to participate in extra activities (Tšepo).

> Healthy working relationships between the teachers and the entire school management should be created. This will enable teachers to freely exercise their leadership roles without any fear of being reminded that they are not principals ('Malineo).

The above hints that teachers could perform their leadership roles provided a supportive school environment is created and sustained. As a result, principals as instructional leaders should see to it that innovative school culture is created and sustained for teachers to freely incorporate their expertise in the running of the school.

Sub-theme 3.2: Teacher Training

Teacher training was identified as the strategy that could be used to promote TL initiatives in schools. Thus, 'Malerato suggested:

> Teachers must, on continuous basis, be trained in their new roles as teacher leaders in order for them to perform effectively.

The above suggests that teachers should continuously be trained. The suggested strategy is vital because it will not only capacitate teachers with essential competencies to undertake their core duties, but it will further empower them with the best TL practices. Teacher training institutions should also prepare student teachers with practical competencies distinctive to the profession.

Sub-theme 3.3: Teacher Recognition/Praise

The other strategy suggested by participants is that, teachers' efforts should be recognised by the principals. They pleaded:

> Principals should value and respect the role of teacher leaders. Teachers' efforts should be recognised through verbal praises or financial rewards ('Mafusi).

> Principals should motivate teachers individually or in groups but in the presence of others when they have performed as expected ('Mathabo).

The findings suggest that teachers' efforts should consistently be applauded by those in authority. Thus, if teachers were able to attain the set standards, they should be rewarded because failure to do so may negatively affect their commitment. The above views suggest that the SB and principals should develop teacher's recognition criteria and be applied consistently to those who meet and surpass expectations.

Discussions

The above findings suggest that the participants understood what TL concept is. In accordance to the literature, they conceptualised it as tasks performed by teachers both inside and outside classroom walls for the benefit of learners and the entire school (Chan, 2019; Sharar & Nawab, 2020; Warren, 2021). Despite TL being viewed as an important tool to improve schools (Kamaruzaman et al., 2020), it is established in this study that it is faced with multiple impediments in some Lesotho secondary schools. It is revealed that teachers' reluctance to perform some leadership roles is maintained by the following factors; principals being threatened by teachers, unmanageable teaching loads, poor induction and top-down principal's leadership approach

Firstly, the findings hinted that some teachers are inhibited by principals' scepticism. It is highlighted that some principals appear to frustrate TL initiatives, not only because they fear to be sabotaged by teachers but also because they are threatened by their abilities and what they could attain. The above could imply that instead of nurturing collegiality and ingenuity in schools, some principals are in a pointless power struggle with teachers. As literature has illustrated, this behaviour does not only curtail TL initiatives but also demoralises teachers (Angelle & DeHart, 2011). On account of the above, principals should not be threatened by teachers' potential rather should focus on the overall end results. As denoted by CT, principals' scepticism to deny teachers' autonomy could be attributed to the administrative habits enabled by school structural organisation (O'Mahony, 2023). Due to the structural organisation of secondary schools in Lesotho, principals perceive themselves as decisive in school administration. The structure has further permitted them to see teachers as subordinates whom should be directed. The current bureaucratic structure should be challenged to allow teachers to perform other duties other than being confined to teaching. The above is consistent with the CT premise that the status quo should be challenged to emancipate all members of the school community from the oppressive practices (Mura &Wijesinghe, 2021; Nieuwenhuis, 2016).

Secondly, it is asserted in this study that teachers are overloaded. As a result, they are indebted to disregard other duties and focus on classroom-related activities. The preceding discoveries are consistent with the literature which portrays that, excessive workloads deny teachers a chance to perform other duties even if they desired (Hairon et al., 2015; Wenner & Campbell, 2017). Consequently, efforts should be made to hire more teachers so that those who are overloaded could be relieved. The above is not only suggested to allow teachers to participate in TL activities, but also to enable them to have a manageable teacher-learner ratio which has a significant impact on learners' academic achievement.

Moreover, the findings suggested that teachers barely perform their roles in schools due to insufficiency of proper induction. The findings highlighted that, teachers are not appropriately inducted both on the job and off the job on issues pertaining to school culture and the vision. Lack of induction and preparation programmes has actively forced teachers not to see themselves as leaders but professionals restricted to classroom teaching. As illustrated by CT, the current teacher induction programmes either in schools or in institutions of higher learning depresses teachers' ingenuity (Nieuwenhuis, 2016; Omodan, 2023). As a result, it is reasoned in this study that besides principals' and other stakeholders' interventions, teachers should also take the initiative to re-imagine their roles by critically reflecting whether they are doing enough to help their schools and learners to attain the stated objectives.

Finally the findings revealed that, the top-down leadership approaches used by the principals largely contributes to teachers' haziness to participate in TL activities. As demonstrated by CT, since the current school structure in Lesotho schools has bestowed daily leadership responsibilities onto the principal alone, teachers and principals work parallel to each other resulting in waning of teachers' commitment (Mahmoud et al., 2018; O'Mahony, 2023). This bureaucratic organizational structure disregards teachers' expertise during planning and while making key decisions (Nieuwenhuis, 2016; Omodan, 2023). As a consequence, change of approach from bureaucratic to participative will not only enable teachers to collectively contribute to school leadership activities but also to take ownership of school planned activities (de Villiers & Pretorius, 2011; Wenner & Campbell, 2017).

To mitigate TL inhibiting factors, participants insisted that principals should at all-times engage teachers in a dialogue until a consensus is reached (Harris & Jones, 2019). The findings claimed that through consultations and positive school culture, teachers are likely to be rejuvenated to get things done. The principals through consultations should craft and maintain TL enabling culture. As demonstrated by CT, the advanced enabling and optimistic culture will emancipate teachers to participate in miscellaneous activities (Mura & Wijesinghe, 2021). Thus, the dialogue will liberate teachers from a constant fear of being in conflict with the principals or being prejudiced by their colleagues, to freely lead activities. The suggested approach is essential not only for teachers to showcase their varied skills but also for school overall effectiveness.

Moreover, participants are of the view that teachers should be trained on TL-related issues. Thus, teachers should continuously be inducted either through retreats or short courses. These initiatives are likely to inform them about new

developments and best TL practices. As a consequence, institutions of higher learning, principals, SB and MoET must prioritise teacher training. Thus, experts should be engaged to capacitate teachers on aspects of TL and its implications for the development and strengthening of school efficacy. The suggested training is consistent with CT premise that aims at not only examining the inhibiting features but to change the circumstances (Mura & Wijesinghe, 2021; Prasad & Caproni, 1997). In this way, schools will be transformed to learning organisations that prioritise efficacy (Oliveira, 2018).

Lastly, participants are of the view that to endorse a TL mind-set amongst teachers, good performance should be recognised and rewarded either financially or otherwise. The suggested strategy is likely to benefit both the teachers and principals. On one hand, if teachers' efforts are recognised, they are mostly likely to exert extra effort towards reforming schools. Thus, the recognition provided is likely to liberate teachers to initiate activities and support one another (Mura & Wijesinghe, 2021). One the other hand, the recognition given to teachers could also imply that the principal will be leading a happy and motivated team of teachers. Motivated teachers are mostly likely to prioritise both learners and the school's interests. The foregoing is therefore advantageous because the principal will not struggle to influence teachers to get things done. As a consequence, both the SB and principal in consultations with the teachers should develop teacher recognition criteria and be applied consistently.

Conclusion

Although TL represents a perfect scenario whereby both teaching and learning activities are supported by all teachers (Kılınç et al., 2015), the idea of its effective realisation in some Lesotho secondary schools remains elusive. The above is assumed despite the fact that some teachers appear to appreciate that TL concept is anchored on voluntary initiatives aimed at broadening teachers' duties beyond classroom walls. As a result, school principals should support teachers while performing their leadership roles. The above entreaty is made because a closer scrutiny of the restraining factors reveals that, teachers are generally repressed by principal-related factors that could easily be mitigated by change of leadership approach, teacher induction and recognition. Due to teachers' proximity to learners, the suggested mitigating strategies will allow teachers to widen their impact beyond classroom walls. In addition, the realisation of TL will permit the principal to concentrate on other core duties including but not limited to policy implementation and administration of school funds. As a result, the principals should foster collegiality not individualism in schools so that the core business could be attainment..

Recommendations

Given the research findings presented and discussed above, the study recommends that more teachers should be hired so that the teaching loads could be lowered. The study further proposes that, teacher training institutions should equip student teachers with essential competencies for them to meet the expectations. Similarly, principals and the SB should collaborate to induct newly recruited teachers on issues pertaining to school vision and school culture to mention but a few before being influenced by the circumstances.

It is recommended that principals should be empowered through training programmes to adjust their leadership approaches from authoritarian to people-oriented. Also, SB, principals and MoET should facilitate the inception of a more flexible school organisational structure that will enable full and equal participation of all stakeholders for efficient functioning of Lesotho secondary schools. The suggested positional change is likely to enable teachers to participate in TL activities. It will further enable the emergence of a positive school culture which nurtures individual teachers' talents.

With the above in mind, it is however argued that even if the above recommendations are implemented, if teachers are not ready to change their attitudes towards school leadership, all stakeholders' efforts will be in vain. The preceding is upheld because scholars argue that, teachers have the ability to reform school culture and positively influence teaching and learning processes (Alegado, 2018; Chan, 2019; Yusof et al., 2017). As a consequence, it is recommended that teachers should be industrious stakeholders whom will collectively challenge schools' status quo for both learners' academic performance and overall school effectiveness. Teachers should not allow the existing conditions in their schools to negatively affect their commitment; rather they should adopt a positive outlook on school leadership. It is therefore declared in this study that teachers must be agents of the change they aspire because they are equally responsible for ensuring school success.

Limitations

This qualitative study cannot be considered to be widely representative as only a few teachers participated. Therefore, the findings could not be generalised. This study could also be critiqued on the fact that the data was generated only through semi-structured interviews, as a result the data could be judged as biased. In the light of the above, similar studies could be conducted but with multiple research methods and a larger number of participants so that more opinions could be captured.

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