

The Satisfaction of Stakeholders with Teachers and Principals in Lesotho Secondary Schools

Mapheleba Lekhetho

*Department of Educational Leadership and Management, University of South Africa, Pretoria,
South Africa
E-mail: lekhem@unisa.ac.za*

KEYWORDS Satisfaction. Teacher Absenteeism. Tardiness. Organisational Commitment. Lesotho

ABSTRACT The Lesotho education system is generally ineffective as reflected by high failure rates, particularly in the COSC examinations. Unavoidably, this situation is demoralising to learners, teachers and principals alike. With a sample of 1085 from each of these constituent groups, the study used simple frequency counts to assess the satisfaction of learners with their teachers and principals. For comparison purposes, schools were classified into high, average and low effective schools, and urban, peri-urban and rural schools on certain variables. The results of the study show that learners in high effective schools were generally more satisfied with their teachers, followed by those in average schools, with those in low effective schools expressing the lowest satisfaction level. To improve the situation, the study recommends that professional commitment of teachers should be enhanced, and school principals should play a more meaningful role by supervising the teachers at all relevant times and providing necessary support.