



UNIVERSITY OF BOTSWANA

FACULTY OF EDUCATION

**INDUCTION FOR NEWLY APPOINTED SCHOOL HEADS IN PRIMARY SCHOOLS
IN BOTSWANA – THE CASE OF MAHALAPYE SUB-REGION**

**A RESEARCH PROJECT PRESENTED TO THE FACULTY OF EDUCATION
IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE IN
MASTERS OF EDUCATION**

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AUGUST 2015

APPROVAL PAGE

STATEMENT OF ORIGINALITY

The work in this Research Essay was completed by the researcher at the University of Botswana. It is my original work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.

Researcher's Signature

Date

ABSTRACT

The purpose of this study was to determine whether induction is necessary in order to reduce the challenges faced by novice school heads in Botswana. The ultimate goal of the study was to come up with strategies that can be employed in order to develop a well- structured induction programme for novice school heads in Botswana.

A qualitative approach was used whereby a case study design was the most appropriate for the study. A purposive sample of six novice school heads, six deputy school heads in primary schools were selected from Mahalapye Sub Region and two officials from the Ministry of Education and Skills Development (MOESD). The data was collected through face to face interview from novice school heads and deputy school heads, including document analysis as well as semi structured questionnaire for the MOESD officials.

The study indicated that novice school heads in Botswana primary schools are not inducted hence they face several challenges. As a result the findings indicate that novice school heads face the following challenges; lack of skills in leadership and management, lack of skills in financial management and staff appraisal. The study further revealed that there is inconsistency on the provision of induction for novice school heads and that there is lack of support and supervision offered to novice school heads by their supervisors. Despite these, the study revealed that novice school heads employed some coping strategies to deal with the challenges such as networking, and even using available records found in their offices. In conclusion it is evident that there is no established induction programme for novice primary school heads in Botswana.

Some recommendations made by the study are that the MOESD must establish a policy guideline for induction to be used by regions to develop induction programme for the novice school heads. In addition, the new strategies are that the induction should be done at Regional level then to specific schools. The programme should include the following; mentoring, networking, workshops and conferences for new school heads. It may be ideal for the Ministry to engage retired school heads through contract.

This study was carried out on a limited scale and the findings of the study cannot be used to generalize induction for newly appointed school heads in Botswana. Instead a similar study can be undertaken using a bigger sample across the regions in which more schools will be included

DEDICATION

I dedicate this piece of work to my late father Gabatsosiwe Mack Bathuleng, who lived not long enough to see his daughter achieve M.Ed. qualification, may his soul rest in peace.

ACKNOWLEDGEMENTS

I would like to offer my profound thanks to the people who supported me to successfully complete this research project. Important among these people is my supervisor, Dr. B.C. Pheko who through her support and encouragement I managed to complete my work. She supervised me with patience and guided me throughout with appropriate, fruitful and encouraging suggestions.

In the same vein, I acknowledge the support and encouragement that I got from my son and daughter, Letsile and Monkgogi respectively. Most importantly I would like to thank my mother, Poloka, who endured the hardship of taking care of my grandson, Phalana while I was away.

In the same vein, I am thankful to all the school heads, deputy school heads and MOESD officials for allowing me to interview them and answer the questionnaire. Special thanks to my colleagues, Mr. Olebile Mothoteng, Ms. Kankane Sephiri, Ms. Madulo Mmopi and Mrs. Kari for their useful suggestions and assistance in completing the project. Not forgetting Margaret Maoni and Rabson Mgawi for their technology support.

Again, I would also like to thank my employer for the opportunity to further my studies.

Above all I thank God, my heavenly Father who gave me His grace to complete this study.

LIST OF ACRONYMS AND ABBREVIATIONS

MOESD	Ministry of Education and Skills Development
MOLG	Ministry of Local Government
PSH	Primary School Head
LEA	Local Education Authority
NDC	National Development Centre
TTA	Teacher Training Agency
NPQH	National Professional Qualification for Headship
HEADLAMP	Headteachers' Leadership and Management Programme
LPSH	Leadership Programme for Serving Headteachers
HIP	Headteachers' Induction Programme
KESI	Kenya Education Staff Institute
RNPE	Revised National Policy on Education
DfID	Department of International Development
SMT	Senior Management Team
PSMDP	Primary School Management Project
UK	United Kingdom
NCSL	National College for School Leadership
DEO	District Education Officer
PEO	Principal Education Officer
CEO	Chief Education Officer
TSC	Teachers' Service Commission

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CHAPTER 1

Background of the study

1.0 Introduction

Effective school leadership has been identified as an essential ingredient in quality education and efficiency in both developed and developing countries (Chapman and Burchfield, 1994). In order to ensure this, the developed countries train school heads in educational management and offer induction. Both skills are critical because newly appointed school heads need to be professionally equipped with the necessary skills and competences so as to face challenges and to meet the increasing demands of the 21st century (Simkins, Sisum and Memon, 2003). Botswana as a developing country has put in place a policy that allows some school heads to be trained in educational management but in general most school heads in Botswana are not inducted when resuming headship. As a result there is lack of appropriate knowledge and skills to manage schools.

This study therefore seeks to investigate whether novice school heads are facing any management and leadership challenges as a result of inadequate or poor induction. The aim is to find out strategies that can be used in order to establish induction policy for newly appointed school heads in primary schools in Botswana. The chapter presents a background to the study, brief history of induction programme, conceptual framework, statement of the problem, research questions, purpose and objectives of the study as well as significance of the study. It also discusses limitations and delimitations of the study. It further discusses definitions of technical terms, summary and organisation of the research essay.

1.1 Background

There is an increasing recognition among researchers and scholars in the field of educational management and leadership that to be appointed to the school headship one requires both leadership knowledge and skills to be effective school head. Therefore, to acquire these skills one needs training and induction (Westhuizen and Erasums, 1994). If both leadership knowledge and skills are absent, a novice school head will experience frustration and professional isolation due to incompetency in managerial skills. Studies from some developed countries revealed that

induction of newly appointed school heads has been made compulsory because it grounds novice school heads in practical skills in management (Weindling and Dimmock, 2006).

In the United Kingdom research reveals that around 1960-1970 there was inadequate provision of training courses to prepare either prospective head teachers or deputy head teachers for future duties and also that training was unsystematic (Brundrett, Fitzgerald and Sommefeldt, 2006). According to Bolan (2004) the training was offered by the Local Education Authorities and some universities to help heads manage the curriculum, organisation and staffing. Furthermore, the introduction of self-managing schools which shifted all the responsibility and accountability to schools made the head teacher to be individually responsible for the quality of teaching and learning required for effective training and induction of head teachers (Brundrette et al. 2006). Bolan (2004) revealed that a review was done around 1980s' to assess the impact of courses offered to heads and the outcome of the review was that the management training across the country was inconsistent and have to be restructured. As a result in 1983 the Department of Education proposed that extra grants be made available for management training courses for both head teachers and senior staff so that they could be better equipped with knowledge and skills of running the schools (Blandford and Squire, 2000). In response to the proposal the British government funded the National Development Centre (NDC) for School Management Training. The NDC was responsible for 20-day basic course and one-term training opportunity for head teachers and deputy head teachers (Bolan, 2004).

Moreover, in the mid-1990s' the Teacher Training Agency (TTA) introduced a comprehensive structure for leadership development with three components being; preparation, induction and in-service training (Bolan, 2004). Bolan (2004) further states that the preparatory component was covered by the National Professional Qualification for Headship (NPQH), the induction component was covered by the Headteachers' Leadership and Management Programme (HEADLAMP) and lastly the in-service training was covered by the Leadership Programme for Serving Headteachers (LPSH). Blandford and Squire (2000) indicated that the HEADLAMP was the first programme to be introduced and started operating in 1995. The programme was offered by LEA, Teachers' Union and other registered consultants to TTA. (Blandford and Squire, 2000) stated that the HEADLAMP aimed to provide access to an open market of induction and management development opportunities for newly appointed headteachers.

In 1998 the HEADLAMP programme was reviewed (Brundrett et al. 2006). The report according to Brundrett et al. (2006) revealed that, “there was insufficient focus on leadership in context and variability in the quality of the programme and there was no continuity and progression from NPQH to HEADLAMP” (p.15). Some recommendations were made and a well-structured and systematic programme was introduced in 2003 known as the Headteacher Induction Programme (HIP) to replace the HEADLAMP. Brundrett et al. (2006) explained that, “the HIP was made responsive to the individually expressed needs of first time headteachers, thus maintaining high degree of choice and flexibility in its make- up and delivery” (p.15).

According to Bush and Jackson (2002) the programme ensures that current and future school heads develop skills, capability and capacity to lead and transform the school education system into the best in the world. Ibrahim (2011) stated that through the programme aspiring headteachers are prepared for school leadership before appointment and then continuously developed after appointment to enhance performance of their duties. This implies that newly appointed school heads have the opportunity to gain knowledge and skills of leadership before taking up appointment. In 2004 the HIP was mandatory and a requirement of every newly appointed headteacher (Ibrahim, 2011). To make this possible Brundrett et al (2006) explained that each novice school head has an entitlement of two thousand five hundred pounds for the purchases of training within two years of their appointment and they have the choice of an institution to enroll with only those registered to TTA.

The induction programme puts great emphasis on shared leadership; leadership learning and school organisation. It also consists of workshops, orientations and conferences. Bush and Jackson (2002) observed that induction helped some novice school heads’ confidence level to improve and they have also developed clear understanding of their roles and responsibilities. Hence it is necessary to induct novice school heads.

On the other hand Scotland’s induction programme has the most comprehensive provision for novice school heads (Cowie and Crawford, 2008). Cowie and Crawford (2008) revealed that, “the programme is meant to assist the novice school heads to be open to change and develop as confident professionals willing to exercise urgency and be able to deal effectively with multiple accountabilities of headship and complexity of leadership and management” (p.687). The

programme runs for a year and is divided into the following activities, a four-day orientation course, full day workshops and five day retreats followed by coaching.

The novice school heads are then attached to mentors for guiding, nurturing and help them develop necessary leadership skills (Daresh and Male, 2000). Cowie and Crawford (2008) observe that because novice school heads bring along their own set of values, beliefs and role expectations, the knowledge and skills acquired during training and induction are necessary because they help to assume new identities with relatively high levels of confidence in relation to key aspects of their roles.

Though the significance of effective leadership and management for successful schools and student outcome is being recognized globally, Africa seems to be lacking behind in the development and training of school leaders. In Kenya the means by which principals are trained, inducted and in-serviced are ill-suited to the development of effective and efficient school managers (Kitavi and Westhuizen, 1997: p.251). The government of Kenya established the Kenya Education Staff Institute (KESI) in 1988 to offer in-service training largely to serving heads and not to future or beginning heads (Kitavi and Westhuizen, 1997). The KESI programme offered to school heads focuses more on the management of resources rather than curriculum management or staff development (Kitavi and Westhuizen, 1997). Hence the study by Okoko, Scott and Scott (2014) illustrated that, “ school heads still experience some problems in the managerial aspects, applying of policies and guidelines for the ministry, failure to build sound relationships with the community that the school is located as well as understanding the culture of the community” (p.9). Okoko et al (2014) continue to reveal that the programme offered very limited opportunities within the regions. This reflects why new school heads grapple with their new managerial roles. This is confirmed by Eshiwani (1993) who observed that school leaders lack the requisite skills to carry out their roles.

Even though KESI has been in existence for a long time, it provided in-service training largely to serving principals and rarely to deputy principals and heads of departments (Kitavi and Westhuizen, 1997). This reveals that newly appointed school heads take up their appointment without any proper preparation and induction which result in poor management of schools.

Although there are some courses offered by universities, professional association and consultants Eacott and Asuga (2014) hold it that school leadership preparation and development in Kenya remains ad hoc, haphazard and not responsive to the needs of current and aspiring principals. This has led to continued school heads' lack of knowledge and skills in the running of schools. Even those head teachers who have attended the courses feel that they had not been prepared for their role or lack the administrative skills (Eacott and Asuga, 2014).

In Botswana since independence education has been given the highest priority in public policy under the mandate of nation building, improving productivity and global competitiveness (Eacott and Asuga, 2014: p.7). This is revealed by the Presidential Commission of 1993 which led to the promulgation of the Revised National Policy on Education of 1994 (RNPE) which has drawn attention to lack of adequate preparation for the head teachers' role and poor support structure. The policy recommended that;

A structured national in-service training programme should be developed to guide in-service activities starting from an orientation of newly appointed teachers . . . to the training of newly appointed head teachers (Republic of Botswana, 1994: p.47).

To address the recommendation in 1999 the Botswana government through the then Ministry of Education with the support of the Department of International Development (DfID) in UK engaged a team of consultants to run Primary School Management Development Project (PSMDP) to assist primary school management teams to acquire some skills and knowledge on management. It was found that primary school managers were unable to develop school development plan, they were weak in teacher management, there were no induction programme for teachers and managers had poor interpersonal skills (Pansiri, 2008). The team was spearheading the training of School Management Team (SMT) which comprised of school head, deputy school head and heads of departments (Pansiri, 2008; Tsayang, Monyatsi, Bulawa and Mhozya, 2010). Pansiri (2008) stated that the overall goal of PSMDP was to improve the quality of primary education in Botswana by providing effective management training and support to SMT and enhance the quality of teaching and learning.

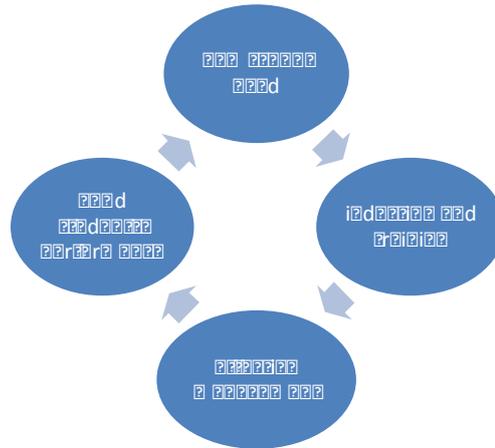
Furthermore, the project intended to alter the teachers' beliefs and practices in order to assist them to develop new attitudes and acquire better skills for improving their classroom instructions (Siduna, 2003). Though newly appointed heads were part of the cohort, the project did not address their challenges and needs in detail. It is revealed that by the end of the project the area of instructional leadership was not adequately treated in the management units and in training session (Siduna, 2003). This implies that some veteran school heads and novice school heads may still be unable to manage their schools and coordinate the school functions and activities effectively and efficiently.

The above scenario shows that despite the fact that the recommendation clearly states that induction is necessary to new school heads, to date nothing has been done towards the induction of new school heads. Most importantly, one needs to understand that school heads in Botswana are appointed on the basis of their teaching records and leadership at deputy- headship level (Bush, 2007; Pheko, 2008). Pheko (2008) further notes that, the practice seems not to take into consideration that the school head's role has changed from instructional leader to include leadership and management tasks. Furthermore, the role of the school head in Botswana has changed overtime as it is clearly stated in the Management Manual (2000) that the school head is the key factor in ensuring proper management of the school, staff and pupils in order to improve school performance. This means that lack of formal induction of new school heads in Botswana is an indication that most of them are thrown in at the deep end to swim and sink.

Little or no research has been conducted on the induction of new school heads in primary school in Botswana. Therefore this study seeks to investigate the needs and challenges of novice schools in managing primary schools in Botswana and whether their induction could be a solution to their problems.

1.2 Conceptual framework

Cyclical Learning Model for improving skills



Cognitive development presumes that people who are trained understand their environment better and can function effectively. The diagram above shows that newly appointed school heads need induction and training in order to gain skills and knowledge necessary for effective management of the school. Their skills on effective management might lead to high quality teaching and learning which might result in good students’ performance. According to Buckley and Caple (1995:p.1-2) training is,

...a planned and systematic effort to modify or develop knowledge, skills, and attitudes through learning experience to achieve effective performance in an activity or a range of activities. Its purpose in the work situation, is to enable an individual to acquire abilities in order that he/she can perform adequately a given tasks or job.

Buckley and Caple’ is definition indicates that training should be organized and specific to the tasks, which are in turn related to the job (Pheko, 2008). As such one of those training is an effective induction for novice school heads.

1.3 Statement of the problem

Researches reveal that school heads would perform best when they have been trained on educational management as well as inducted (Bush, 2007; Kitavi, 1995; Daresh, 1987). But in Botswana primary schools some school heads have been trained on educational management while others are not. In addition there is a high proportion of newly appointed school heads that are neither trained on educational management nor are they inducted. Therefore the problem is that most of these school heads have no knowledge and skills to manage schools effectively hence ineffective schools. As a result the researcher seeks to investigate whether there is need to

develop an induction programme for novice school heads in order to improve their capacity and ability to lead.

1.4 Purpose of study

The purpose of the study was to investigate how newly appointed school heads are inducted in order to carry out their managerial roles in Botswana primary schools. The study further aimed at establishing the type of support offered to novice school heads and strategies to mitigate their challenges.

1.5 Objectives of the study

The objectives of the study are as follows;

1. To understanding the concept of induction
2. To find out the type of training offered to newly appointed school heads before taking up headship.
3. To determine the type of support offered to newly appointed school heads during their first year of headship.
4. To ascertain the form of induction that is deemed relevant for novice school heads prior to taking up the post.
5. To identify strategies that can be employed to improve induction programme for novice school heads

1.6 Research questions

In addressing the problem the following research questions will guide the study;

1. What is induction and how participants perceive it?
2. What training do newly appointed school heads receive prior to taking their headship?
3. What support do newly appointed school heads receive from their superior during their first year of headship?
4. What type of induction is relevant for novice school heads?
5. What strategies could be used to establish an induction programme for novice primary school heads in Botswana?

1.7 Significance of the study

This study is significant as it is believed that its findings will reveal the extent to which induction of newly appointed school heads can have a positive bearing on the school heads' effectiveness in the management of their schools. The results obtained from the study will guide the education authority in understanding the importance of induction as a reform that can improve the performance of the school heads in the running of schools. The findings could also assist officials from the Ministry of Education and Skills Development to institute an induction programme that will help new school heads to acclimatize to their new environment. This study will further provide a basis for future studies, that is, other researchers might be influenced by the results of this study to carry it out in other areas and provide more information that could help improve strategies to establish induction programme for newly appointed school heads in other educational levels and other School Management Teams.

1.8 Limitation of the study

Due to limited time in carrying out the study less number of participants would take part in the study. As such it will be inappropriate to generalize the results to all primary school heads in Botswana. There is also limited research done on induction in Botswana primary schools, as such the research will rely mostly on studies carried out elsewhere for literature review.

1.9 Delimitations of the study

The study will be concerned with induction needs of newly appointed school heads in six primary schools in the Mahalapye Sub Region. A small sample will be used in order to make an in-depth study of new school heads needs while carrying out their managerial duties.

1.10 Definition of technical terms

INDUCTION - "the process designed to acquaint newly appointed employed individuals with the knowledge and skills necessary to adapt and be successful in the community, organisation and with the colleagues" (Bonnie, 2008 as cited in Oburu, Onderi and Ajowi, 2014: p.12)

INDUCTION PROGRAMME –"A well- structured, comprehensive professional development plan of activities that a school system or an educational institution design to develop among new

principals knowledge, skills, attitudes and values essential to carry out their respective roles effectively” (Legotlo, 1994:p.11).

NOVICE SCHOOL HEADS – newly appointed school heads who took up their appointment during the school year 2012 – 2014.

VETERAN SCHOOL HEADS – refers to, “School heads with 4 years and more experience as school heads” (Legotlo, 1994: p.6).

MENTORING is described as, “that phenomenon which takes place during the induction phase of the newly appointed principal, where a mentor (experienced principal) and the new principal commit themselves within a work relationship to enhance the professional development of both persons” (Westhuizen and Erasmus, 1994: p.2).

For the purpose of this study, the terms school head, head teacher and principal shall be used interchangeably. The terms novice and new school heads shall be used interchangeably.

1.11 Summary

The chapter presents on the background of the study which briefly discussed the importance of the induction programmes of newly appointed school heads which is being implemented in both developed and developing countries. It is revealed that in some of the developed countries induction of newly appointed school heads is mandatory. While in some of developing countries new school heads are thrown in the deep end. However, in Botswana induction for newly appointed school heads is not done. Furthermore the chapter presented the statement of the problem, research questions, purpose and significance of the study. Finally it explained both the limitation and delimitation of the study. The next chapter discusses a literature review on induction programme for new school heads.

1.12 Organisation of the research

This research essay is divided into five distinct chapters. Chapter1 provides the background of the study, statement of the problem, research objectives and questions. Chapter 2 on the other hand focuses on the literature reviews. Chapter 3 discusses the methodology, where the paradigms, research design, data collection instruments and procedures and ethical consideration

are discussed. Chapter 4 deals with data analysis and interpretation and lastly the research essay provides discussion, summary, conclusion and recommendations.

CHAPTER 2

Literature review

2.0 Introduction

This chapter provides the review of literature on the importance of an induction programme for novice school heads. The aim of the chapter is to discuss background information on the beginnings of the induction programmes. The purpose of induction, model developed for induction programme. Furthermore the chapter discusses the implementation of induction programmes in different countries. It further discusses the limitations of the induction programme and finally it presents the summary.

2.1 Concept of induction

The term induction as defined by Redman and Wilkinson (2002) is derived from a latin word 'inductus' which means 'led in', guide, especially into something demanding. Induction may also mean introduction, orientation, initiation, training and support (Gorton, 1983). In any organisation induction is a key factor for workers in different occupational fields and professions. It assists newly appointed workers to adapt quickly in the new environment. Obura et al. (2014) concur by defining induction as the process designed to acquaint newly employed individuals with the knowledge and skills necessary to adapt and be successful in the community, the organisation and colleagues.

Castetter (1986) further defines induction as, "a systematic organizational effort to maximize problems confronting new personnel, so that they can contribute maximally to the work of the school" (p.236). Therefore induction processes is a comprehensive, coherent, and sustained professional development process that is organized by a school district to train, support, and retain new teachers (Wong, 2005). The definition suggests that the induction activities are designed to promote the teachers' professional growth and integrate them more effectively into the school. Similarly, the new school heads also need to be integrated more effectively in their new environment so as to adjust with less disruption. Although various definitions of induction have been given, what is common in all the definitions is that, induction aims at developing

among new school heads knowledge, skills, attitudes and values essential in fulfilling their roles effectively.

Dube (2008) contends that the best way of developing novice school heads is to have a clear understanding of their problems and adopt a constructive induction programme that can train and sustain them in their roles. This is necessary because induction is the period of improvement and transition and a process whereby novice school heads need support to demonstrate competencies (Dube, 2008). As such beginning school heads need well- structured induction strategies that will make them effective and efficient educational managers (Bush and Oduro, 2006).

2.2 Background on the development of an induction programme

In the 21st century there is a growing realization that headship is an occupation which requires specific preparation (Bush, 2012). This is so because of the expansion of the role of school principal. Most of the developed countries have long embarked on the preparation of the school leadership. This can be traced back to the 20th century in the United Kingdom (Brundrett, 2011). Around 1960 the United Kingdom (UK) began to develop programmes that offer systematic training and development opportunities for senior staff in schools (Brundrett, 2011). Bolan (2004) revealed that there are three major phases in the history of leadership development in the UK. These are, phase1 known as the ‘Ad Hoc Provision’. This period began around 1960s and 1970s which was the starting point of head teacher training at that time (Bolan, 2004). The second phase was known as ‘Towards Coherence and Coordination’ which was around 1974-1995. Bolan (2004) posits that in the mid-1990s the Teacher Training Agency (TTA) introduced a comprehensive structure for leadership development with three components- preparation, induction and in-service training.

The third phase is known as ‘A National College’. According to Bolan (2004) a national college was set- up in 2002 referred to as the National College for School Leadership (NCSL). The goal of the college according to (Bush and Jackson, 2002) was, “ to ensure that current and future school leaders develop the skills, the capability and capacity to lead and transform the school education system into the best in the world” (p.419). The NCSL programmes and activities did build on the existing ideas and practices (Bolan, 2004). But one of the programmes that the NCSL introduced in 2003 was the Headteachers Induction Programme (HIP) (Weindling and

Dimmock, 2006). The HIP was meant to address the training needs of newly appointed head teachers.

Contrary to the developed countries, recognition of the need for preparation and development of school leaders and aspiring leaders is very slow to emerge in the developing countries (Bush and Jackson, 2002). In Africa preparation and training is not a requirement for appointment to headship and there is still an assumption that good teachers can become effective leaders without specific preparation (Pheko, 2008; Bush and Oduro, 2006). This reveals that strategies for training and supporting school leaders are inadequate throughout Africa (Bush and Jackson, 2002).

2.2.1 School heads' needs and challenges

It is none disputable that effective managers need good judgement, the ability to make decisions, the ability to win respect from others, and the ability to produce results (Mulder, 1988 as cited in Kitavi, 1995). This also applies to school heads. As a result, it could be said that by and large one way which school heads can be assisted is by identifying skills necessary for carrying out the process of effective educational management (Daresh, 2002). These skills would reflect the induction needs of novice school heads which would also guide the development of a comprehensive induction programme (Daresh and Playko, 1994).

But Daresh and Playko (1994) indicated that there has been little attention towards the identification of skills that are presumed to be important for novice school heads in the United Kingdom. Daresh and Playko (1994) as well as Daresh (2002) highlighted that school heads need skills in three areas, which are technical skills, socialization skills and self-awareness skills.

2.2.1.1 Technical skills

According to Sergiovanni and Starratt (1988) technical skills fall under two categories, instructional and non- instructional. The instructional technical skills presume an understanding of and skill in the methods, process, procedure and techniques of education. On the contrary, non- technical skills are those which school heads must possess to perform tasks such as budgeting, scheduling, and other administrative responsibilities. In the same breath, Daresh and Playko (1994) maintain that technical skills are important for they deal with how to do things one

is supposed to do. Some of the skills are; how to evaluate staff, how to facilitate group meetings, how to organize and conduct parent- student- teacher conferences.

Sergiovanni and Starratt (1988) as well as Daresh and Playko (1992) affirm that technical skills are important for supervisory and administrative roles of a school head. These technical skills are appropriate for novice school heads in handling most of the challenges.

2.2.1.2 Socialization skills

According to Musaazi (1982) social skills refers to the ability of the newly appointed school head to work cooperatively with a number of people from different walks of life. This skill is demonstrated by the way the novice school heads cope with their immediate supervisors, teachers, students, parents and the members of the community. Daresh and Playko (1994) indicate that, school heads need socialization skills to establish a positive and cooperative relationship with other school heads, understand the role of every member of staff and relate well with stakeholders.

Furthermore Sergiovanni and Starratt (1988) assert that these skills require a considerable level of self- understanding and acceptance, as well as appreciation, empathy and consideration for others.

2.2.1.3 Self – awareness skills

There are different views from different authors on self- awareness skills. Gorton (1983:p. 394) views self-awareness skills as those skills which the school head need in order to see the school as a whole picture and its relationship among its various parts. It is the school head's ability to view the school, district and the educational programme as a whole that will result in an effective school. Gorton (1983) pointed out that the novice school head should understand himself/herself first, his/her strength and weaknesses, his/her vision and mission of the school and she/he must also be aware of the branches of the school and how they are related to the larger community. Furthermore Gorton (1983) emphasized that school heads must know their job responsibilities and must see the interwovenness and interreactiveness of the social structure of the school. Further new school heads need self-awareness skills to demonstrate awareness of organizational

power and authority, portray a sense of self- confidence, and understand as well as see that changes is ongoing (Daresh and Playko, 1994).

It is clear that the self-awareness skills are as important as the technical and social skills that newly appointed school head need to possess in order to carry out his/her roles of headship. Thus, if the management skills of the school heads are to be improved, the education authority must have an induction programme in place that will equip the school heads with the needed managerial skills.

Novice school heads face various challenges and difficulties in their early stages of headship. These include inadequate pre-service training, poor induction and or lack of induction and ambiguous job description (Daresh, 1987). These challenges differ from one school head to the other depending on their geographical location, training and school situation. Studies by Weindling and Dimmock, 1987; Sergiovanni and Starratt, 1988; Daresh and Playko, 1992; McMillan, 1994; Legotlo.1994; Kitavi, 1995; Bush and Oduro, 2006 revealed the challenges of newly appointed school heads. These challenges as already mentioned differ from one school head to the other and also differ from developed countries to developing countries. According to the researcher's understanding and experience, challenges faced by novice school heads in developing countries are more intense than of developed countries.

2.2.1.4 Professional isolation and loneliness

One of the major challenges facing novice school heads is that of being isolated immediately they resume the headship (Hobson, Brown, Ashby, Key, Sharp and Benefield, 2003). Kitavi (1995) indicates that isolation without guidance, resulting in novice school heads making mistakes which can cause disastrous long-term consequences for themselves and the profession. McMillan (1994) revealed that, “ once one takes up the responsibility a feeling of isolation begins to emerge as some teachers who were friends and colleagues are now subordinates” (p.141).

A study by Weindling and Earley (1987) in England which looked at the concern of novice school heads revealed that most of the time heads are isolated from teachers and from other administrators of the school. Similarly Daresh (1986) revealed that there is a general feeling of isolation and lack of collegial support among novice school heads in the United States. Therefore

Daresh (1986) findings concluded that there is need to understand that novice school heads need support in order to be successful in performing their duties.

It can be perceived from the above authors that one factor that weigh to the challenges of novice school heads is that they do their jobs in isolation.

2.2.1.5 Lack of feedback

Another challenge that novice school heads experience is lack of feedback. Hobson et al. (2012) revealed that, “ feedback about performance and discussion of organizational mission has a significant impact on the way novices develop commitment to a system, their sense of personal efficacy and loyalty to the goals and values of the organisation” (p.16). That is performance evaluation by supervisors may provide guidance to novice school heads. The feedback may reveal the gaps that the school heads need to work on and even the well performed areas.

A study carried out by Murphy, Hallinger and Peterson (1985) in England noted that most novice school heads reported that they are neither supervised nor evaluated on regular basis. Similarly Nelson (1986) found out that most school heads wished they had received more specific feedback from their supervisors about their job performance but formal feedback was rarely given. Daresh (1987) also reported similar concerns among novice school heads in America about inadequate feedback on their performance. Without feedback from supervisors novice school heads felt anxious, become indecisive and uncomfortable about their performance.

From the discussion it is clear that novice school heads’ performance may be improved when appropriate feedback, encouragement and counselling are provided by supervisors. Feedback is an important aspect of effective personnel management; it serves as a gauge to the school heads’ strengths and weaknesses (Kitavi, 1995).

2.2.1.6 Dealing with incompetent teachers

According to Daresh’s (1986) study, novice school heads do not have the necessary experience and skills to deal with incompetent teachers. Kitavi (1995) clearly stated that incompetent is difficult to prove especially by novice school heads. When dealing with incompetent teacher, the school head is expected to follow uncharted steps to build a case against such a teacher which occurs after he/she has made several honest steps to help the teacher improve. However, the

strategies of helping the teacher in, clinical supervision, evaluation, and peer observation require skills and experience of which novice school heads do not possess.

Bridges (1986:p.120) as cited in Kitavi's (1995) study gave some forms of incompetence displayed by some teachers:

Technical this is a deficiency in one or more of the following; discipline, teaching methods, knowledge of the subject matter, explanation of concepts, evaluation of pupils' performance, organisation and planning. Secondly is the bureaucratic which is a deficiency whereby the teacher does not comply with the school rules and regulations of supervision, for example, failure to follow suggestion for improving performance or refusing to be observed by supervisor. Thirdly is the ethical which shows that a teacher does not conform to the standards of conduct applicable to the teaching profession such as engaging in physically, psychologically or sexually abusing students. Fourthly is the productive which is failure to obtain desirable results in the classroom, for example, poor academic progress of students. Fifth and finally the study showed that there is personal failure. This is where the teacher lacks emotional or physical attributes deemed instrumental in teaching, like poor judgement, emotional instability, lack of self-control and insufficient strength to withstand the rigorous of teaching.

The forms of incompetence are not easy to deal with and to dismiss incompetent teachers is not easy for novice school heads as they do not possess necessary skills and experience in dealing with incompetent teachers. As such novice school heads must be equipped with appropriate knowledge and skills of dealing with incompetent teachers.

2.2.2 Purpose of induction

The main purpose of induction is to integrate novice school heads into the leadership situation within the shortest time possible (Castetter, 1986). Induction prepares novice school heads to face the challenges of leadership. From the first day of their appointment novice school heads take on the same responsibilities as veteran school heads and are expected to perform. Unfortunately, novice school heads are often incapable because they possess less knowledge and skills to perform their duties diligently. This makes them feel incompetent and may lead to disappointment resulting in most of them leaving the profession.

According to Dube's (2008) study induction serves as a potential remedy for school heads attrition. Dube (2008) further points out that there is need to have induction to provide support to novice school heads through approaches such as: mentoring throughout the year, cohort group network to foster collaborative growth and on-going inquiries into practice like attending seminars.

These are necessary because induction reduces turnover which follows when new teachers fail to cope and have negative feeling towards the profession (Dube, 2008). Armstrong (2006) further supports this view as he states that, "employees are far more likely to resign during their first month after joining the organization due to first impression" (p.472). Induction facilitates adjustment of novice school heads to the work environment in which they are to render service to the organisation (Kempen, 2010). It also inspires the employee towards excellence, for purpose of the position satisfaction and professional growth of the novice school heads, and ability to carry out their management roles more effectively and efficiently (Ibrahim, 2009).

2.3 The model developed for an induction programme

In order to address the needs of novice school heads Daresh and Playko developed the Tri-dimensional model. Daresh and Playko (1992) as cited by Legotlo (1994) view induction as a tri-dimensional conceptualization. From their perspective induction process encompasses three phases which have three dimensions (Kitavi, 1995). These make up professional development of the school principal. The three phases of induction process are; pre-service preparation, induction and in-service education.

PHASE I: Pre-service preparation

The phase consist of learning activities and other processes that take place prior to initial job placement, recruitment, selection, training, licensure. This phase involves taking academic course from colleges or universities (Kitavi, 1995).

Daresh and Playko (1992) in Kitavi (1995) emphasised the importance of this phase as it is the beginning of professional development of the principal's career and courses serve as the proper strategy for imparting theoretical knowledge to the principal. The courses taken during this phase help the principal to assimilate (Kitavi, 1995).

PHASE II: The induction phase

Daresh and Playko (1992) define this phase as the period in a person's career when one is in a new position in an organisation and playing a new role (Kitavi, 1995). Kitavi (1995) declare that the process of induction cannot be concluded in one year but may take several years to complete.

PHASE III: In-service education

Phase three is the last phase of the tri- dimensional model developed by Daresh and Playko (1992). The phase consists of learning opportunities that are provided to the principals while they are engaged in their job (Kitavi, 1995). According to Daresh and Playko (1992) the in-service education phase must have the following characteristics:

- It is directed towards meeting local school needs;
- Participants are involved in planning, implementation and evaluation process;
- It is based on participants' needs;
- It provides quality control and is conducted by competent people;
- It is part of the long- term systematic staff development plan;
- It has both intrinsic and extrinsic incentives to participants'
- There is a plan for an ongoing evaluation process; and
- Activities for an in-service are provided during school time.

Kitavi (1995) emphasised that the three phases must be seen to be interactive and interwoven in nature, in that pre-service education leads to induction which in turn relates to in-service education. This indicates that the phases follow each other chronologically. It must also be noted that the principal's professional development career must be viewed in a holistic manner (Daresh, 2004).

Following is a discussion of induction programme of both developed and developing countries in relation to the Tri-dimensional model of induction programme by Daresh and Playko (1992).

2.4.1 Induction programme for novice school heads in the United Kingdom.

England has the National College of School Leadership (NCSL) that provides the professional programmes for school leaders (Bush, 2012). The college provides learning to aspiring principals before taking up appointment of headship as they are expected to have completed an approved pre-service qualification, which is the National Professional Qualification for Headship (NPQH)

as it is a mandatory for one to be considered for headship (Bush, 2012). The induction programme for England consists of initial leadership training, induction programme and in-service training (Ibrahim, 2011). This reflects phase I of the Tri-dimensional model of induction programme.

For one to be a school head vacancies must exist and recruitment made. It is stated that “recruitment is an active pursuit for potential candidate with the main purpose of influencing them to apply for a vacant post” (Gorton, 1983:p. 159). The purpose of recruitment is to generate a pool of applicant who possesses the qualities needed for the position (Gorton, 1983).In England recruitment of school heads lies with the school governing body. Newspapers, online job boards, regional newspapers and the Local Education Authority networks are used to communicate vacancies to a wide population (MacBeath, 2011). Those legible for the headship post are those with National Professional Qualification for Headship, qualified teachers’ status, adequate teaching experience, appropriate management knowledge and skills, experience as deputy head teacher which is optional (MacBeath, 2011).

The next stage is the selection process which still falls within phase I of the model. Various methods are employed to screen the applicants. These are; panel interviews by committee, presentations by applicants and finally interview through psychometric tests (Weindling and Dimmock, 2006). During the interview the following competencies as given by Huber and Pashiardis (2008) are assessed from an applicant; administrative, interpersonal, and communication competencies as well as the personal versatility. The last phase of selection comprises of information and feedback to applicant. If unsuccessful applicant is entitled to be given reasons for rejection and the list of successful applicants is forwarded to LEA to make appointments (Huber and Pashiardis, 2008).

Before taking up appointment the newly appointed school heads are invited by Local Education Authority (LEA) to visit their schools to meet the outgoing principal in order to familiarize her/him with the school environment and meeting school personnel (Weindling and Dimmock, 2006). During the orientation the novice school heads are introduced to LEA officials, familiarized with LEA policies and procedures. In addition novice school heads would be attached to mentors who would support and guide them in their new role of headship. This reflects phase II of the Tri-dimensional model of induction.

Throughout the year seminars and workshops are held to help the novice school heads adjust to their job; support the acquisition of necessary skills. Some of the areas that are covered during the workshops and seminars are; finance planning, teacher supervision, curriculum development, staff development and staff appointment (Weindling and Dimmock, 2006). This reflects the in-service training and its phase III of the model.

2.4.2 Induction programme for novice school heads in Kenya.

In Kenya though pre-service training of principals is not an obligation, aspiring principals are expected to have attended at least one of the KESI organized in-service course that is offered to senior teachers, deputy principals and principals (Ibrahim, 2011). These courses are offered by KESI, Kenya National Union of Teachers, the private sector (The Steadman Group) and the Non- Governmental Organization (Community Based Development Services) (Ibrahim, 2011).

According to Kitavi (1994) recruitment of principals is a process that mainly involves the District Education Officer (DEO) and the Provincial Education Officer (PEO) and the Teachers' Service Commission (TSC). If there are vacancies, circulars are sent to schools through DEO's office, further sent to the Zonal Education Officer who distribute them to schools within his jurisdiction for advertisement (Kitavi, 1994). To qualify for the headship the applicant must have a certificate in Educational Management, secondly, should have been a senior teacher for 3 years and three years as deputy school principal and there must also be a recommendation from the principal (Ibrahim, 2011).

Selection is done based on the merits. Issues considered during selection are good performance, excellent in teaching, minimum of three years as deputy principal and recommendation of the principal (Kitavi, 1994; Bush and Oduro, 2006; Ibrahim, 2011). After screening the applications those selected are called for interview, then the Teaching Service Commission does the final selection and appointment is made (Ibrahim, 2011).

After appointment new principals are posted to their respective schools without any support offered (Bush and Oduro, 2006; Ibrahim, 2011). Newly appointed principal will then be expected to attend in-service training courses offered by KESI (Kitavi and Westhuizen, 1996). According to Ibrahim (2011) for the principal to attend the KESI courses the school has to pay for him/her fees.

The induction programme of novice school heads in Kenya covers partly phase I of the Tri-dimensional model of the induction process. The programme does not cover phase II of the

model as there is no orientation, induction and mentoring offered to novice school heads that is they are thrown to the deep end to swim or sink (Bush and Oduro, 2006). Phase III of the Tri-dimensional model is also not well covered because for the novice school head to attend the in-service courses offered by KESI the school must have enough funds to pay for his/her fees (Ibrahim, 2011).

Since the novice school heads in Kenya are not adequately prepared and supported in their headship role much of what is expected of them cannot be accomplished. These school heads lack the knowledge and skills of achieving their missions and visions in order to improve school and students performance.

2.4.3 Induction programme for novice school heads in Botswana

In Botswana pre-service training of aspiring principal is not offered. According to the Ministry of Education and Skills Development (2014) the recruitment of school heads involves the Ministry of Education and Skills Development as it advertises the vacancies nationally. Circulars would be sent to Regional Directors who in turn sent them to schools within their jurisdiction. The advertisement will clearly stipulate the requirements. Ministry of Education and Skills Development (2014) clearly states that for one to apply for the post of headship should meet the following criteria, “possess bachelor’s degree in primary education or its equivalent, and have a minimum of ten years’ experience of which two years must have been served as deputy school head”. The circular would further stipulate the skills and competencies that one is expected to possess. When looking at the skills and competencies that one is expected to possess, one wonders how one can have acquired those since there hasn’t been any pre-service training for aspiring principals. Everard and Morris (1996) as cited in Pheko (2008) noted that it is important for teachers’ employer to invest in training because school management is as complex as any other profession. Their argument being that the role of school heads has changed from instructional leader to incorporate leadership and management tasks and school heads need to attain new skills to meet the new challenges (Pheko, 2008).

The applicants are to forward their applications to the Permanent Secretary. Then selection is done. Screening of the applications takes place and those who do not meet the requirements are automatically disqualified, but no regret letters are written to them (Ministry of Education, 2014). Those who qualify are called for written interview and if they pass they are called for oral

interview which is the final stage of selection and appointment would then be done (Ministry of Education, 2014).

The Ministry will then send letters of appointment to respective Regional Directors who would forward them to appointed new heads. The new heads will be expected to report to their new regional offices before proceeding to schools. On their arrival at schools, the deputy and other members of senior staff will conduct an orientation to familiarize the new school head with the new environment. The orientation normally covers introduction of school personnel, students and parents, tour of the school, visit to the Government departments within the area and the handing over of some important documents. Then the novice school head takes over the office and would be expected to perform his/her duties effectively and efficiently.

The situation of Botswana implies that school heads are selected basing on their teaching experience and performance without any formal preparation and they are left on their own to face the challenges of headship. Given the importance of school head's leadership and the potential influence of induction on the novice school head (Kitavi, 1995) it is clear that the Ministry of Education and Skills Development does not address novice school heads needs and challenges. It is on this basis that this research aims to investigate if the induction programme is necessary for newly appointed school leaders in Botswana.

2.5 Limitations of the induction programme in the United Kingdom.

There are some limitations of induction programmes in Britain. One of the limitations is that the schemes are tied to academic year and require all headteachers to follow the same programme (Hobson et al. 2003). That is to say new appointed school heads are expected to have gone through certain programmes of induction within their first year of appointment. This does not take into consideration the geographical setting of the school, size of the school, and social, political and economic context of the school (Brundrett, 2011). Daresh and Male (2003) emphasised this by saying that "headteachers induction programmes do not offer flexibility in relation to their timing and duration" (p.385). Hobson et al. (2003) further highlight that the induction programme does not differentiate between the needs of headteachers in primary schools and secondary schools. There is a need to consider that problems encountered by primary school heads differ from that of secondary school heads.

Further on Daresh and Male (2003) revealed that support offered to novice school heads is sometimes offered by senior administrators who are deemed to be out of touch with the needs of the new heads. On the issue of mentoring, growth and development may not occur if the mentee becomes too dependent on the mentor (Daresh and Playko, 1992). This occurs when the mentee relies more on the mentor as a provider of all the answers to all the possible questions that arise. Though induction is mandatory in UK, some LEA offer elements of a more comprehensive induction programme while others provide limited programme (Hobson et. al 2003).

2.6 Summary

In this chapter, I have discussed the concept of induction and its purpose. Different authors have given their definitions and what is common from their definitions is that induction aims at developing new school heads' knowledge, skills, attitudes and values essential in fulfilling their roles effectively. Further on, I discussed the challenges faced by novice school heads in both developed and developing countries, being professional isolation and loneliness, and dealing with incompetent teachers, limited technical expertise, and lack of feedback. The needs of newly appointed school heads are also discussed. They need to acquire certain skills in order to function effectively. The skills discussed are; technical skills, socialization skills and self-awareness skills. The chapter continues to look at the induction programmes of England, Kenya and Botswana in relation to the Tri-dimensional model of induction programme developed by Daresh and Playko (1992). Finally the chapter discussed some limitations of induction programmes in UK.

CHAPTER 3

Methodology

3.0 Introduction

The purpose of the chapter is to discuss the methodology and methods chosen for the study. The chapter begins by discussing the research paradigms used in educational research. It addresses how the study will be conducted, that is, research design, population of study, data collection procedures, data analysis and addresses the ethical considerations. Finally it presents the summary.

3.1 Paradigms

A paradigm represents a world view that defines for its holder the nature of the world, the individual's place on it and the range of possible relationship to the world and its parts (Denzin, 1994). There are three paradigms that are commonly used in educational research. These are post-positivism, interpretive and transformative paradigm. Each paradigm is based on a set of assumptions about the nature of reality, knowledge and human behavior (Chilisa, 2012). These paradigms use the three major research designs which are quantitative, qualitative and mixed method approach respectively. This study therefore seeks to adapt the interpretive paradigm which calls for an in-depth understanding of challenges faced by novice school heads in primary schools in Botswana.

3.1.1 Interpretive paradigm

Interpretive paradigm uses a qualitative research method. It could be traced back to Edmund Husserl's philosophy of phenomenology and the German philosopher Wilhem Dilthey's philosophy of hermeneutics (Chilisa and Preece, 2005). Chilisa (2012) posits that phenomenology is the study of human consciousness which describes and attempts to explain human experiences. In phenomenological perspective truth lies within human experience and it is therefore multiple and bound by time, space and context. On the other hand, hermeneutics involves the reading and interpretation of some human text which may be competing for interpretation (Chilisa and Preece, 2005). The intensive study of the texts give insight of pictures which provide a full understanding of the human experience (Guba, 1994). Both phenomenology

and hermeneutics inform assumptions on the nature of reality, knowledge and values in the interpretive paradigm (Chilisa, 2012).

The interpretive paradigm expresses the assumption that there are multiple realities that are socially constructed (Senabye, 2010). That is, the research should describe and interpret the activities of what is being researched in order to reach the deeper level of reality. The assumption of the interpretive approach is that knowledge is based on personal experience that originates from the context. The other assumption is that this approach views interpreting knowledge as a process of improving self-understanding of the social reality from those researched. In the interpretive approach the researcher plays a central role in the interpretation of the behaviors observed (Best and Kahn, 2006). It offers opportunities for conducting exploratory and descriptive research that uses the context and setting to search for a deeper understanding of the people being studied (Chilisa, 2012).

3.1.2 Post- positivist paradigm

On the other hand is the post-positivist paradigm which uses the quantitative research method. The post-positivist paradigm has its roots in physical or natural science. It holds that the methods, techniques and procedures used in natural science offer the best framework for investigating the social world (Chilisa, 2012). The paradigm can be traced back to the works of western philosophers among them Aristotle (383-348 BCE) who believes that the world operates on fixed laws that can be discovered through observation and reasoning and these laws can be tested and measured (Chilisa, 2012). The positivists believe that truth and objectivity can be achieved through scientific research (Johnson and Christense, 2008).

The post- positivism holds the assumption that reality is single, tangible and consistent regardless of the researcher's context and time (Chilisa and Preece, 2005). The other assumption is that knowledge is objective, neutral, stable, universal and unbiased because it is independent of the mind and it is empirically generated through systematic steps (Chilisa and Preece, 2005). It also holds the assumption that although the research is value free, background experiences of both researcher and participants are acknowledged or have influence on how research is conducted (Chilisa, 2012).

From the discussion of the paradigms, the researcher will use the interpretive paradigm for the study because the research takes place in a natural setting where the participants make their living so as to understand human experience.

3.2 Research design

Research design refers to the outline, plan and strategy the researcher uses to seek answers to research questions (Bogdan and Biklen, 2006). This study will use qualitative design. The qualitative design refers to the type of inquiry in which the researcher explores and understands peoples' experiences in their natural settings, using a variety of techniques (Chilisa and Preece, 2005). The qualitative design will help the researcher to understand school heads from their frame of reference. In qualitative research the researcher develops concepts, insights and understanding from patterns in the data rather than collecting data to assess preconceived models, hypothesis or theories (Bogdan and Biklen, 2006). It also helps the researcher to acquire more in-depth information.

The qualitative approach enable the researcher to views human behavior and what people say and do as a product of how people define their world (Anderson, 2002). In this study qualitative approach will give the researcher an opportunity to allow the interviewees (school heads) to be able to discuss issues relating to their induction for leadership post. Anderson (2002) posits that, "to understand human phenomena we need to put aside our established views and assumptions and learn to see things as they present themselves in our experiences and describe them in their own terms" (p.122). In this study the qualitative approach will enable the researcher to have face to face interview with school heads to try to understand the present trend of induction and training of new school heads through both the interview and observation. The issue of induction and training of newly appointed school heads need an in-depth study hence the use of qualitative approach and the case study.

3.2.1 Case study

A case study involves a detailed study of a single phenomenon or unit of analysis with the intention of making a holistic description of those particular phenomena (Chilisa and Preece, 2005). It is also regarded as an inquiry that investigates a phenomenon within its real life context and uses multiple sources of evidence (Chilisa, 2012). In qualitative research a case study is used to concentrate on a single phenomenon, individual, community, or institution in order to uncover

the evident interaction of a significant characteristics of a phenomenon (Senabye, 2010). The case study probes deeply and analyse interaction between factors that explain present status (Best and Kahn, 2006). This means that the case study provides a unique example of real people in real situations and therefore enabling the reader to understand ideas more clearly and how such ideas and abstract principles can fit together (Cohen, Manion and Morrison, 2011).

In case study more than one data collection tools are used in order to have an in-depth understanding of the variables within a case (Best and Kahn, 2006; Cohen et al. 2011).Stake (1994) as cited in Cohen et al. (2011) identified three types of case study: the intrinsic case studies, instrumental case studies and collective case studies. Stake (1994) posits that collective case studies deal with groups of individual studies that are undertaken to gain fuller picture, while instrumental case studies examine a particular case in order to gain insight into an issue or theory. Cohen et al. (2011) state that, “intrinsic case studies are studies that are undertaken in order to understand a particular case and question (p.291).

In this study the researcher wants a deep and better understanding of induction needs and challenges of newly appointed school heads; therefore the study will use the intrinsic case study because of its essential value to the researcher. Case study presents the realities of a problem or issues according to the thoughts and feelings of the researched (Cohen et al. 2011). It is concerned with a rich and vivid description of events relevant to the case (Best and Kahn, 2006). The other factor that encouraged the researcher to employ the case study in investigating the induction needs and challenges of novice school heads is that, the method uses multiple data gathering techniques to study a single phenomenon (Chilisa and Preece, 2005). It is exploratory and descriptive hence it provides a chronological narrative of events relevant to the case (Cohen et al. 2011). The researcher will use interview, open ended questionnaire, official documents and observation techniques to collect data. Six novice school heads and their deputy school heads will be selected to explore through description, analysis and perceptions of views about challenges of novice school heads and need for induction and two officers from the Ministry of Education and Skills Development.

3.3 Population of the study

Population “is any group of individuals that has one or more characteristics in common and that are of interest to a researcher” (Best and Kahn, 2006:p.13). In this study the population consists of 54 school heads of Mahalapye cluster. A sample of 6 novice school heads and 6 deputy school heads was selected to participate in the study because I believe that they have rich data to explain the phenomenon of induction for newly appointed school heads. The reason for having less number of participants taking part in the study was because of limited time and also the need for in-depth investigation of the phenomenon. The target population of the study was novice school heads because they are the main people who can and did provide greater insight into their knowledge of school management and whether the absence or presence of induction may make any difference to their leadership and management skills.

3.4 Sampling procedure

According to Best and Kahn (2006) sampling is the process of selecting a group of subjects for a study in such a way that the individuals represent the larger group from which they are selected. In this study purposive sampling strategy was used to choose appropriate school heads as informants. Best and Kahn (2006) posit that, “purposive sampling allows the researcher to select participants who are judged to be thoughtful, informative, articulate and experienced with the research topic and setting” (p.114). Cohen et al. (2011) state that, purposive sampling is used to access people who have in-depth knowledge about a particular issue, maybe by virtue of their professional role. In this study novice school heads and deputy school heads were used since they have in-depth knowledge about issues pertaining to their induction.

3.5 Data collection instruments/tools

For the qualitative research the main instruments for data collection are semi-structured interview, open ended questionnaire and. The semi-structured interview was used for school heads and deputy school heads. The use of interview guide is credited for making data collection to be systematic for each respondent, which means logical gaps in data can be closed (Cohen et al. 2011). During interview the researcher may add or modify questions when appropriate and as such may collect data on unexpected dimension of the topic. The research may also further explore and probe participants’ responses to gather more in-depth data about their experiences and feelings (Chilisa and Preece, 2005).

On the other hand, the use of questionnaire helps to ensure confidentiality and anonymity and further eliminates intimidation and instead elicits more candidates' responses and enhances the response rate (Chilisa and Preece, 2005). Semi structured questionnaire (appendix G) that contains open-ended questions gives respondents the freedom to respond in their own words thus shed light on the problem. The questionnaire was administered to the Ministry of Education and Skills Development officers. Best and Kahn (2006) revealed that the use of multiple data collection techniques and sources helps researcher to minimize bias and therefore assist to improve the validity and reliability of data.

3.6 Piloting research instruments

A pilot study is a small scale preliminary investigation designed to notify researcher with errors and problems that need attention before the major study is conducted (Legotlo, 1994). The interview guide and open-ended questionnaire was given to colleagues within the University of Botswana to assess the content and construction of the instrument. The data collection instruments were also given to the supervisor to assess for face validity that is, whether it appeared at face value to measure what it is design to measure. Piloting of data collection instruments allows the researcher to test how long it takes respondent to complete them, to assess that all questions and instruction are clear and to enable the researcher to eliminate any items which do not yield usable data (Chilisa and Preece, 2005; Chilisa, 2011).

3.7 Reliability

Reliability is the degree of consistency with which the instrument measures an attribute (Best and Kahn, 2006; Bogdan and Biklen, 2006). Reliability of a measure can be improved by administering a pre-test or a pilot version before applying it in a real situation (Chilisa, 2012). It is important to note that the test of reliability in qualitative approach cannot be based on identical reproduction of findings because both time and context will often mean that the subject might slightly different version (Chilisa, 2012).

3.8 Validity

Validity is, "the quality of a data-gathering instrument or procedure that enables it to measure what it is supposed to measure" (Best and Kahn, 2006: p.289). As such, to check for validity and reliability of the instruments I did a pilot study that involved interviewing the second year students who are pursuing Masters in Educational Management to seek for their opinions and comments

that helped me in the instruments' design. The results helped me to rephrase the questions and made them more specific.

3.9 Data collection procedure

Data collection is a process that requires the involvement, participation and assistance of many people as well as organisations. In order to get permission to conduct the study from Botswana government primary schools and Ministry of Education and Skills Development, written permission was sought from the Permanent Secretary in the Ministry of Education and Skills Development. Once permission was given, (see appendix B), I went to Mahalapye Sub Region to sought for another permission (see appendix C). The Principal Education Officer 11 (PEO 11) who was acting on behalf of the Chief Education Officer gave me permission to carry out the study. The PEO11 helped by identifying the novice school heads within the Sub Region and he phoned them to arrange for a meeting. I managed to meet with the six school heads on that day because they were attending a meeting in Mahalapye.

In our meeting I explained to the novice school heads the aims and purpose of the study and I assured them of confidentiality and anonymity. All the six novice school heads agreed to take part in the study. I gave them the consent forms and the semi- structured interview guide to read before the interview in order to prepare for the session. I requested them to approach their deputy school heads to take part in the study and if they agree, the heads were requested to give them the consent forms to read. In addition I gave them the deputy school heads' interview guide. We managed to set appointment dates and time for the interviews. The interviews lasted for two weeks as I was to travel from one school to the other. The geographical setting of the schools was a challenge, since I had to drive on gravel roads. In this meeting the school heads chose to be interviewed at their respective schools.

Though dates and times were set for the interviews, I had to telephone each school head a day prior to actual date scheduled for the interview to remind them. Before the start off of every session I briefed both the school head and the deputy about the purpose of study and assured them of confidentiality. They agreed to be audio- taped. They signed the consent form before the face-to-face interview. Each one of them was interviewed in his/her office and each interview lasted for one hour. The interview was conducted in English though at times Setswana was used to express a point.

The second primary school that I visited I did not manage to meet with the school head nor the deputy school head because they had an emergency meeting to address within the school. I learned of this as I arrived at the school. I had to wait for two hours and we managed to reschedule the meeting to the following day as I had no school to visit. Refreshments were offered after every interview.

The second data gathering instrument was the open-ended questionnaire for Ministry of Education and Skills Development Officers (MOESD) (see appendixG). Two officers from the MOESD participated in the study. The Director chose these two officers from the Department of Training and Development. I met the officers and explained the purpose of study and also assured them of confidentiality and anonymity of information they will provide. The officers agreed to take part in the study and they promised to have completed the questionnaire in three days. I went to collect the questionnaire on the fourth day.

3.10 Data analysis procedures

In a qualitative study the data analysis is tied to the data collection and occurs throughout the study (Chilisa and Preece, 2005). Data analysis involves summarizing collected data in a dependable and accurate manner (Gay, Mills, and Airasians, 2006 in Senabye, 2010). The recorded interview and open ended questionnaires were transcribed and analyzed in a descriptive form. This means reading through the transcripts and identifying emerging themes and reoccurring ideas which were coded. Coding involves categorically marking and referencing units in the text with codes and labels as a way of indicating similar patterns and meanings (Chilisa and Preece, 2006). After the interviews, the information was transcribed immediately

3.11 Ethical consideration

Ethics refers to a set of standards or rules that guide the researcher on how they should interact with the researched (Chilisa and Preece, 2006). Research ethics helps the researcher to know what is acceptable and not acceptable in conducting a research (Pheko, 2008). This means that the researcher must follow the rules or standards in order to safeguard the safety of the researched.

To ensure the safety of the researched, I requested permission from the Ministry of Education and Skills Development, Mahalapye Sub Region and the consent of school heads, deputy school heads and officers from the MOESD. The participants were provided with information about the study, its purpose and how they will participate. They were also assured of confidentiality and anonymity. It was made clear to the participants that the information collected will be strictly used for the purpose of the study and their names are not be revealed in the study. The participants were informed that they have the right to withdraw from the study or from answering any question at any point whenever they wish.

During the interviews I was careful not to force participants to elaborate on issues that seem to be personal, such as their knowledge and skills on school leadership. I paid attention to what the participants were saying without interfering and probe where necessary. I assured all participants that their identity will not be revealed. In order to ensure this, school heads who participated in the study are referred to in ways that does not reveal their identities, such as Mr. James or PSH2 and their primary schools are given false names, such as Leruo Primary Schools. The deputy school heads are also referred to as deputy school head Leruo Primary School, depending on the school one is from. The MOESD officers are also referred to as officer1 and 2.

3.12 Summary

This chapter highlighted the methodology used in this study. The researcher intends to use interpretive paradigm through the qualitative approach by using the case study. This enabled the researcher to have in-depth understanding of the phenomenon which is induction for novice school heads. The chapter further discusses the population of study, data collection instruments. Further it discusses reliability and validity of the instruments that was used to test both piloting and data collection procedures. The chapter ends by discussing data analysis and ethical issues to be considered when dealing with participants.

CHAPTER 4

Data analysis and interpretation

4.0 Introduction

This chapter presents the qualitative case study data and the results from the open-ended questionnaire as well as from the in-depth interview carried out by the researcher. I start by presenting brief details on the geographical school location, the school heads' qualification and their year of appointment to the position. Then present the findings from the interview data with the school heads and deputy school heads and semi-structured questionnaire administered to In-service Training Officers 2 in the Ministry of Education and Skills Development (MOESD) on the basis of the themes that were prominent from the findings. The following themes emerged; school geographical location and school heads' qualifications, criteria of appointment, preparation prior to taking up appointment, challenges encountered by school heads on first months of headship, coping strategies adopted by school heads, support offered by supervising officers, and strategies to induct novice school heads.

The participants in this study were drawn from six primary schools; a school head and deputy school head in each school and two In-service Training Officers from the MOESD, giving an overall total of 14 participants. The findings of the study are presented below.

4.1 School geographical location and school heads' qualifications

The findings in this section are based especially on the interview with school head. Each school is described below with some details regarding its geographical location, the school heads and their months and year of promotion into the post of headship and qualification. In the discussion school heads are referred to in this chapter by false names with their reference code in brackets, for example, as Ms. Boago (PSH1). The geographical location of the school is important in order to determine if there is any difference in providing support to school heads due to distance from the Mahalapye Sub-Region where the Chief Education Officer is expected to provide all the type of support to school leadership.

Primary schools in Botswana are divided into three groups, which are group1 which has an establishment of 801 and more pupils, group 2 which is further divided into sub-categories of

category 1 with an establishment of 601-800 pupils and category 2 with an establishment of 451-600 pupils. Group 3 has four categories, which are category 1 with establishment of 251-450 pupils, category 2 has 152-250 pupils, category 3 has 51-150 pupils and category 4 has an establishment of 10-50 pupils. In terms of schools performance the Ministry of Education and Skills Development rate overall performance of schools as follows, 100% - 80% is excellent performance, 66% - 79% is very good, 56%- 65% is good, 50% -55% is average and 49% and below is poor.

The first school in the discussion is Leruo Primary School which is located in a small rural village about 70 kilometers west of the sub-region, Mahalapye. The school has a population of 512 pupils and 19 teachers is relatively medium size school. . The findings show that the school had a national Primary School Leaving Examination pass rate of 55 percent in 2014, this means that Leruo primary school is averagely performing.

Ms. Boago (PSH1) who is the school head of Leruo Primary School has a degree in Bachelor of Education (primary). She was promoted to the post of headship in June 2012. The findings show that before then she was a deputy school head for three years in the same school. It could be argued that Ms. Boago is a novice school head who is new in the post of headship.

The second school in these findings is Boitekanelo Primary School which is located in Shoshong village, about 40 kilometers from the sub-region, Mahalapye. The school has a population of 752 pupils and 25 teachers, which falls within group 2 category 1 school. The school obtained 51 percent in the national final examinations referred to as Primary School Leaving Examinations (PSLE). This pass rate is relatively on the same level with that of Leruo Primary School.

Mr. James (PSH2) who is the school head of Boitekanelo Primary School has a degree in Bachelor of Arts (Music). The findings show that Mr. James was promoted to the post of headship in July 2012. The findings further show that he served as a deputy school head for three years before being promoted to the post of headship.

The third school in the discussion is Remmogo Primary School. The school is located in a small village in the Tswapong area about 70 kilometers east of the sub-region, Mahalapye. The findings show that Remmogo Primary School has a population of 540 pupils and 18 teachers. Furthermore the findings show that in 2014, this school scored 81 percent in the national final examinations (PSLE). This pass rate is considered to be an excellent performance.

Ms. Dikatso (PSH3), who is the school head of Remmogo Primary School, has Diploma in Primary Education. Ms. Dikatso was promoted to the post of headship in August 2012. Ms Dikatso was Head of Department – Upper before promoted to the post of headship. She has never been a deputy school head.

The fourth school in the findings is Agang Primary School which is located in one of the small rural villages in the Tswapong area about 100 kilometers east of the sub-region Mahalapye. The findings show that Agang Primary School has a population of 563 pupils and 17 teachers. The findings further show that like Leruo and Remmogo Schools these are medium size schools. The school scored 50 percent in the national final examinations of 2014, which is an average performance

Ms. Same (PSH4) who is the school head of Agang Primary School and has a Diploma in Primary Education and was promoted to the post of headship in December 2012. The findings show that before promotion to school head she was Head of Department – Learning Difficulty. The findings also show that Ms. Same has never been a deputy school head before.

The fifth school in the discussion is Sarena Primary School located in a small rural village in the Tswapong area about 100 kilometers south east of the sub-region, Mahalapye. The school has a population of 278 pupils and 11 teachers. The findings show that the school is relatively small compared to the above mentioned schools. In 2014 Sarena Primary School scored 64 percent in the national examinations (PSLE). This pass rate is rated good according to the MOESD's rating.

The school head of Sarena Primary School is Ms. Dintle (PSH5). The finding shows that Ms. Dintle has a degree in Bachelor of Education (primary) and was promoted to the post of school head in December 2012. Furthermore the findings show that like Ms. Dikatso and Ms. Same has

never been a deputy school head. The findings show that she served as Head of Department – Learning Difficulty.

The sixth school in the discussion is Mpelega Primary School. The school is located in a small rural village about 60 kilometers east of the village the sub-region, Mahalapye. The findings show that the school has a population of 402 pupils and 14 teachers which is a group 3 category 1 school. The findings further show that the school had a final nation pass rate of 60 percent in 2014 which is a good performance.

Mr. Mpho (PSH6) who is the school head of Mpelega Primary School has a degree in Bachelor of Education (Management) and was promoted to the post of headship in July 2012. The findings show that before then he served as Head of Department – Upper. The findings further show that Mr. Mpho has never been a deputy school head like the other three school heads, PSH3, PSH4 and PSH5.

From the findings, the schools above represent different types of primary schools in terms of school size and level of experiences amongst school heads. The findings show that the schools are located in small rural areas except Boitekanelo Primary School which is in a big village. The locations of the schools pose challenges to school heads since most of them are far from the sub-region. The Ministry of Education and Skills Development Sub-Region provides support to school heads. In addition it provides supervision and monitoring of school heads as well as some resources needed by the school. The performances of the schools vary from best performance of 81 percent to 51 percent. The performance of the schools indicate that most of these schools are struggling as such there is need for the Sub Region to assist school heads in order to improve the performance of their schools.

It is important to note that all the school heads were promoted in 2012 even though it was in different months. Furthermore the findings show that the school heads' qualification differ from diploma to degree, as follows; two of the school heads hold Diploma in Primary Education (PSH3 and PSH4) while the other four school heads hold degrees- (PSH1, PSH2, PSH5 and PSH6). The findings continue to reveal that PSH1 and PSH2 served as deputies before promotion to headship while the rest were promoted from the post of head of departments. These findings show inconsistency in terms of the MOESD's application of the criteria of appointing

teachers to the post of school heads as stated by all participants that in order to be appointed to the position one has to have diploma/degree plus 3 years of deputy headship experience.

4.2 Criteria for appointment

The researcher sought to find out from both the school heads and officers the criteria used for appointing school heads. Findings from participants indicate that the current school heads applied for advertised vacancies and were selected on the basis of the criteria indicated in the advertisement. The findings from participants indicated that the criteria for appointment to headship were diploma or degree with 3 years of experience as deputy school head or head of department. In addition it was explained that one must meet the skills and competencies listed in the advertisement such as; interpersonal skills, creativity, planning, leadership and management, innovation management. The findings show that the above novice school heads met the requirements of the advertisement. The findings show that PSH1, PSH2, PSH5 and PSH6 have degrees and PSH3 and PSH4 have diplomas. Furthermore PSH1 and PSH2 served as deputy school heads before promotion and PSH3, PSH4, PSH5 and PSH6 served as head of departments before promotion.

Some participants agreed that some current school heads did not meet all the requirements. This is verified by PSH3 who confessed that; *I only applied because I met part of the requirements, especially some competencies and skills I knew that I did not meet them.* The findings from the participants further show that after submission of applications, selection was done and those who qualified were called for oral interview. The findings show that after the interview, those who qualified, letters were written to their Directors and subsequently applicants received their copies from their Chief Education Officers at the Sub Region. Findings also show that letters of appointment came at different times even though participants said they all attended the interview in April 2012. This is testified by PSH4 who said, *I was called for an oral interview in April at Botsalo Hotel. Around June I heard that some people have been promoted. I waited but nothing came up until December 2012 when my school head called me and gave me the letter of promotion.*

4.3 Preparation prior to taking up appointment.

The researcher sought to find out from the participants the type of training offered to new school heads prior to taking up appointment. The findings from the school heads, deputy school heads and ministry's officials show that five of the school heads had no management training background. Despite that none of the newly appointed school heads had an induction before they took up their positions. This is explained by one of the school heads referred to as PSH6 that; *when I took up appointment the Chief Education Officer had interest in orientating me, which she termed it a favour but failed to do that.* The findings also show that the Sub Region does not make any effort to prepare new school heads for their roles nor to introduce them to their respective schools. PSH6 indicated that; *I went to the extent of introducing myself to the staff and members of the community.* Furthermore, the findings show that transition to the post of headship is taken informally as indicated by one of the deputy school head who indicated that, *I introduced the school head to the senior management team and all the staff and then handed her the office keys.*

From the findings above it is clear that there are no procedures put in place that indicate process to be followed after one has been appointed. This finding is further clarified by PSH5 who said that; *when I arrived at the school and introduced myself as the school head, the deputy school head told me that she cannot accept me since they have not received any communication about me from the sub-region. I showed her my promotion letter but she still refused and told me that she has to confirm with the sub region first.* This statement shows that the appointing authorities do not communicate to schools if there are new appointments. Furthermore, this findings show that novice school heads have a problem of who to communicate with at the new school and who at those schools should hand over the work to be done. This could mean that **failure to welcome** the new school head could make her/his working relationship with teachers difficult.

The findings further show that the school heads had the problem of where to start and who to contact when issues arise at the new school. These findings also indicate that the novice school heads need orientation in order to familiarize them with the management environment and introduce them to their staff. In addition, the findings show that a mentor to guide them in their daily leadership and management of the school is necessary before the novice school heads take over the school.

4.4 Challenges that novice school heads encountered on their first months of headship.

The research question 4 in both interview guide for school heads and deputy school heads and semi-structured questionnaire for MOESD officials wanted to find out challenges encountered by novice school heads on their first months of their appointment from school heads and MOESD officials. The data gave a number of problems such as resistance from teachers, lack of skills and knowledge on financial matters, lack of resources, lack of interpersonal skills, and inability to appraise staff.

4.4.1 Resistance from teachers

One of the findings from the data analysis indicates that new school heads encountered resistance from teachers. PSH5 testified to this by saying that, *the legacy left by the previous school head pose threat to my leadership as most of the time when issues are discussed during staff meetings some teachers will explain how they use to deal with some issues during the previous school head's time.* The results show that resistance to accept change of leadership was not confined to one school and it is a general problem. The other finding show that resistance was not only related to the new leader but it was also against new innovation. PSH3 verified this view by saying that, *when I arrived at Remmogo Primary School I realized that there was daily assembly, then I introduced a system where assembly is on Mondays, Wednesdays and Fridays as more time is taken in assembly but teachers refused saying that they are used to daily assembly.* The evidence shows that new school heads think that teachers undermine their authority.

4.4.2 Lack of financial skills

The other sub theme that emerges as a challenge is lack of financial skills. From the findings majority of the school heads explained that they do not have the accountancy skills. The respondents stated that they are expected to audit the school treasurer who is the deputy school head and submit monthly report to the sub-region. The results show that both school heads and deputy school heads have no accountancy skills. This means that the school heads are not able to guide and supervise their subordinates effectively in the area of auditing their books. PSH6 acknowledge this by stating that, *since I do not have the financial skills, I decided to liaise with the school bursar of a junior secondary school in the village to audit our books.* Furthermore the findings show that the schools have been awarded some money for overtime and are expected to make a budget. This money is for the financial year 2015-2016. PSH5 stated that, *I am failing to*

make a budget of this money because I have never attended any training on finance and my staff expects a lot from me. This shows that school heads are frustrated because they are aware that their performances are below the expectation by their supervisees.

4.4.3 Lack of resources

The findings indicated that the third challenge faced by novice school heads is lack of resources such as text books and stationary. In addition there is inadequate teaching staff which is being addressed by employment of temporary teachers. The findings show that the school heads are not aware of the procedures to follow when they encounter such challenges. The results show that due to lack of induction all the novice school heads did not know that they have to plan for the following year at the end of the academic year or third term. This is confirmed by one of the participants that there was shortage of teachers at the beginning of 2013 and she called the Sub Region for assistance but she was not helped because shortage of teachers was not reflected in her submission of 2013 school plan. This is also affirmed by PSH6 who said that, *at the beginning of the year I called the CEO's office to inform them that I have shortage of staff only to be told that I did not state that in my end of year report.*

The findings further show that the school heads were not aware of the procedures to follow when ordering books. This is revealed by PSH3 saying that, *at the time of filling the requisition, the deputy school head and I ordered less number of stationary. When I requested for some during the course of the year I was told that I was given my supply so I cannot be supplied. I had to request from other schools and pleaded with parents to buy pencils, pens and exercise books for their children.* There seems to be lack of these due to inadequate skills from school heads. Lack of these will be where a school has 100 pupils but is allowed to order for 70 due to lack of money from the Ministry of Local Government.

4.4.4 Lack of interpersonal skills

From the findings the participants show that lack of interpersonal skills was a challenge. The results show that some school heads could not create a good working environment for themselves and other teachers. The findings show that novice school heads were not assertive in decision making. First coming to a new environment and holding a post of responsibility created uncertainty on how to relate to other teachers. With no induction the findings show that novice

school heads keep to themselves. Furthermore, the results show that some lack assertiveness. This scenario is verified by PSH5 stated that, *I had problems in appraising the deputy school head at the end of the term, she was uncooperative, she did not agree with the ratings, I decided to ask for assistance from the Sub-Region and I did not get any assistance. That year I did not appraise the deputy school head.* These findings are corroborated by the views of the officers confirming the statements made by school heads that indeed school heads encountered some challenges such as human resource management. All the participants agree that the Ministry is aware of the challenges that newly appointed school heads encounter yet there are no readily available solutions to use. These findings also reflect that novice school heads are expected to acquire knowledge and skills of leadership and management through trial and error approach.

4.5 Coping strategies developed by novice school heads

The researcher sought to find out from both the school heads and deputy school heads the coping strategies that school heads used to overcome the challenges. The findings show that the school heads developed some coping strategies to cope with the management problems that they encountered during the first months of their headship.

One of the coping strategies was to network with their peers especially the veteran school heads. The findings indicated that novice school heads contacted or visited the veteran school head when they needed assistance in some of the management issues. This is stated by PSH4 saying that, *I always visit a nearby school whenever I get stuck, like one time I failed to compile statistics because I did not know how to do it. Then I decided to go there to seek for assistance fortunately the experienced school head assisted me.* According to the participants networking with neighboring school heads helped the former to dealing with a lot of challenges.

Furthermore, the findings show that novice school heads created their own mentors to help them deal with some challenges. This is testified by one of the novice school head who stated that, *I relied on my sister who was once a Principal Education Officer to deal with some problems which I did not know how to handle (PSH5).* Furthermore, PSH4 revealed that; *the former school head use to visit the school and we discuss how some of the management issues can be addressed.* This finding is further reflected by deputy school head of PSH6 who stated that, *my school head relied on me most of the time because I was the acting school head for one year*

before he was promoted. Most of the participants agreed that school heads relied on their deputies and heads of departments since the former took responsibilities of school head before their promotion. The other strategy that emerges from the findings is the use of available records in the office.

The findings from the participants show that the novice school heads used the available records in the office to help them address the challenges. PSH4 points out that, *whenever I have a problem to address I will go through the records to find out how it was previously addressed.* All the participants agreed that records help one to overcome some problems. Furthermore, PSH3 stated that; *the records helped me to deal with a problem teacher. I took my time to read through the log book and the Public Service Act and see how best I can address the problem.* These findings do not show that novice school heads have adequate support from their supervisors.

4.6 Support offered by supervising office

The researcher sought to establish from all the participants type of support offered by supervising officers to novice school heads. The findings indicate that during the first 5-8 months of new school heads appointment, the supervising officers; Principal Education Officers 2 (PEO2) were supportive when they were called to assist. But since the implementation of Organisation and Management (O&M) recommendation which indicated that school heads have more work than PEO2s and as such the former should be paid more than the latter. The PEO 2's have ceased to assist the school heads. This is finding testified by PSH2 who said that, *I called my PEO2 for assistance and she told me that she is no longer my supervisor so she referred me to the Chief Education Officer. Unfortunately the CEO is always not in the office.* This statement shows that the school heads do not receive adequate support from the supervising officers.

The findings further show that from the In-service Training Office all school heads are to be given support by the PEO2s. But this expectation is not realized as the PEO2s do not run workshops for new school heads. Another theme was the nature of school heads' induction.

4.7 Nature of novice school heads' induction

The researcher wanted to find out from all the participants the type of induction which was offered to newly appointed school heads. Findings indicated that most of the school heads had different experiences of induction. The major finding here reveals that there is an expectation that majority of school heads have to be inducted. But the findings further show this expectation is not carried out as PSH3, PSH4, PSH5 and PSH6 were not inducted. These findings show that these school heads learned to deal with issues while on the job. However, from the findings only PSH1 and PSH2 were inducted two months after being promoted. These findings also show that there is inconsistency on the provision of induction to newly appointed school heads by the Ministry as the employer.

The findings from the participants indicated that the following topics were addressed; financial management, emotional intelligence, disciplinary hearing, leadership qualities. This is verified by PSH2 who said that, *we were advised on how to account for the incoming and outgoing of the money*. It is also clear from the findings that the participants were advised that it was important to choose those who will be signatory to the school account and there should be transparency among all stakeholders about how money is used and this could be achieved through the issuing of financial statement. PSH1 agrees and further pointed out that; *the consequences of misuse of government funds can lead to one losing his job*. Furthermore the findings reveal that the novice school heads were advised from the induction workshop to regularly audit financial books in order to detect mismanagement of funds on time. The findings show that despite the fact that some novice school heads attended induction they were not satisfied with time frame for the induction as it took a week

The other findings show that participants were addressed on Emotional Intelligence as the school heads were advised to understand themselves; their weaknesses and strengths and work on their weaknesses. This is verified by PSH1 who stated that; *we were advised to learn to deal with people of different characters*. Furthermore, the findings show that the school heads were taught listening skills. PSH1 confirmed this by saying that; *we were advised to learn to listen and try to understand issues from another person's point of view. We were also advised to*

research about issues before attempting to take action. Furthermore, the findings show that participants were encouraged to manage stress through proper planning and time management. From PSH1's perspective this is true because *we were advised to be good time managers and adhere to our plans as that will allow us to have time to ourselves and our families.*

In addition, the findings indicated that the participants were advised on how to conduct a disciplinary hearing. PSH2 reported that; *we were advised to preside over cases within the school and that we should avoid being part of them.* Furthermore, *we should find out whether proper steps have been followed before one is accused.* The findings show that school heads were encouraged to follow established disciplinary procedures in order to help the teacher to change his/her unacceptable behaviour before he/she can be called for a hearing. It was further shown that it was necessary to have records which show those steps and even the warnings. The finding is verified by PSH2 who said, *we should write letters to the convict well on time and within the letter we should state the purpose of the hearing, venue and time for the hearing, also advise the convict to come with anyone whom he /she feels is rightful to listening to the case but not a lawyer.*

The findings further show that though the 2 novice school heads attended the induction they felt that some of the important topics were not addressed. This view was expressed by PSH2 stated that, *some topics that I believe to be important were not covered such as; professional conduct, interpretation of the statutes, teacher appraisal.* These findings show that needs assessment for novice school heads were not carried out before embarking on induction. The above induction was done through a workshop.

The results show that for those who were not inducted they were invited to attend general workshops called by the Sub Region. The findings show that although the workshop was mounted to induct some of the novice school heads it did not focus on issues that relate to newly appointed school heads because it was attended by other veteran school heads. despite this the participants believed it was beneficial because PSH4 stated that; *the corruption workshop was an eye- open to me as I was able to realized that some of the decision that I take are corrupt decision, for example, one day I photocopied our church's programme using school machine.*

The other beneficial is stated by PSH5 that; *workshop on ordering of stationery and text books helped me to learn the steps to follow before ordering.* The findings show that requisition of text books and stationery requires one to be aware of the number of textbooks in stock, lifespan of the existing textbooks on that basis one could calculate shortage of items to be ordered. Furthermore the findings show that novice school heads learn a lot even from meetings which are called by the Chief Education Officer. From the findings it is clear that there is no formal procedure that is followed for inducting school heads.

4.8 Strategies to induct novice school heads

The researcher was interested in finding out from all participants the strategies that could be used to induct novice school heads across the country at primary school level. The findings from all participants stated the following strategies to be used: orientation, mentoring, networking, job shadowing, workshops and conferences.

4.8.1 Orientation

The findings indicated that participants wished that orientation should be fully developed from the Ministry but to be effectively implemented at the Regions. The results show that once a Region has received letters of appointment for new school heads then it should plan the date of their induction. It was further suggested that once the induction has been completed at the Region then the CEO need to go to each school with a new school head to introduce the head and call the deputy and head of departments to brief their leader. This finding is corroborated by PSH5 who said that; *new school heads should be introduced to the personnel within the region, sub region and be briefed about their roles as this will help them (novice) know who to consult when need arise.* Furthermore one of the deputy school head pointed out that, *there is need for the outgoing school head to orientate the novice school head on important issues such as, school financial status, staff, school performance and even introduce the novice school head to parents and the community.* The findings further show that the participants wish that the two Ministries that run Primary Education, that is MOESD and Ministry of Local Government should collaborate in the orientation of novice school heads as this will give the Ministries a chance to explain their roles and their expectations from schools.

4.8.2 Mentoring

The findings from the participants show that mentoring can be used to solve some challenges that novice school heads encounter. The participants state that mentoring can be advantageous to mentees because it could provide knowledge and skills to mentees which will benefit the school's growth, stability and leadership. The findings further show that new heads could become more effective at an earlier stage of their career. The participants said that a veteran school head can be assigned to offer professional support, guidance and assistance to the novice school heads. On this note one of the deputy school heads said that; *since serving veteran school heads are overwhelm with work, retired school heads can be employed on contract to mentor novice school heads*. This is testified by one of the novice school heads PSH2 that; *a mentor will be able to assess my progress and assist me on where to improve, unlike now; I have never been assessed by my supervisor*.

4.8.3 Networking

From the participants it was clear that networking can be one of the strategies for induction. The findings show that novice school heads can create their own networks by linking with other school heads to share ideas on effective management practices and best practices to address certain concerns. The participants pointed out that since networking is initiated by an individual school head it is necessary to inform the CEO about the plan. The findings show that job shadowing can help novice school heads to see how other school heads interact with people, deals with problems and respond to crisis. This is deemed necessary because job shadowing gives the observers time to ask questions from those that know to clarify the issues. *PSH6 said that; visiting another school head to observe how he/she addresses certain problems can be of benefit to novice school heads and even to observe the set-up of the school*.

4.8.4 Workshops and conferences

The results also show that workshops and conferences could be other strategies that can be used to induct novice school heads. The participants indicated that there is need for the Ministry, Region and Sub region to organize workshops that would address issues that relate to school management for the benefit of the new school heads. This is also supported by one of the In-service Training Officers who said that; *if funds allow novice school heads need regular*

workshops that will equip them with knowledge and skills of leadership and management. PSH1 said that; the workshops should be held during school vacations so that sufficient time is allocated to the workshop.

The issues raised by the results that could be addressed by the conferences are leadership and management related. This is also agreed by PSH3 who stated that; *the last conference that I attended was not of benefit to me as most of the time was allocated to business people who were selling their products like; Botswana Life Insurance, Pension Fund and book publishers.* In addition the results indicate that it was necessary for the organizers of the conference to conduct needs assessment. Thereafter request some school heads to research on the topics to be presented at the conference. The emphasis was that school heads conferences should be held at regional and national level. The respondents proposed that induction should take 12 months and that an induction programme should be developed taking into consideration the above suggested strategies.

4.9 Summary

The findings of the study from both the interview and the questionnaire show that the participants are concerned about lack of preparation of novice school heads prior to taking up their headship appointment. It is clear from the findings that there are no procedures in place that indicate the process to be follow after one has been appointed. The findings further show that novice school heads were not introduced to their schools and they encountered some challenges upon taking up appointment. Some of these are resistance by teachers to accept their new school heads, problems in understanding and administering staff appraisal, inability to discipline teachers, financial skills and interpersonal skills. Furthermore the study show that novice school heads developed some strategies to cope with management problems through networking, mentoring, reading available information they found in their new office, relying on their deputy school heads, and heads of departments and their teachers who were willing to provide the needed information.

The study further revealed that school heads have different experiences of induction though all the participants recognize the importance of induction. The findings show that two school heads went for induction two months after their appointment while four of the novice school heads did

not have induction. From the results it is evident that there is inconsistency on the provision of induction to newly appointed school heads. Furthermore the findings stated the following topics were presented during induction of those who were inducted; disciplinary hearing, financial management, emotional intelligence, leadership qualities. As a result participants suggested some strategies for inducting novice school heads because they deem to be very important as it prepares the newly appointed school heads for the post of headship. In conclusion participants suggested the following strategies to be used in improving induction process for new school heads: orientation, mentoring, networking, job shadowing, workshops and conferences. There was also a suggestion on the length for induction to be one year and that an induction programme should be developed taking into consideration the needs of novice school heads.

CHAPTER 5

Discussion, summary, conclusion and recommendations

Introduction

The aim of the study was to investigate the challenges faced by newly appointed school heads in primary schools in Botswana. The purpose was to find out if they had encountered any challenges while taking up their headship without induction. This chapter present the discussion arranged according to themes that emerge from the research questions. The themes are: criteria of appointment, preparation prior to taking up appointment, challenges new school heads encounter, coping strategies developed by novice school heads, support offered by supervising officers, induction for novice school heads offered by the MOESD and strategies to induct school heads. The chapter will also provide a summary, conclusion and recommendations based on the findings of the study.

5.1 Criteria of appointment for primary school heads

The findings show that the novice school heads had applied for the advertised vacancies of the school heads in different primary schools. They were selected because they met the requirements for appointment to headship. The results show that four of the school heads have bachelor's degrees, while two of the school heads have Diploma in Primary Education. All the school heads had different leadership experiences as two of them served as deputy school heads while four of them served as heads of department.

From the findings participants were not shown that they met the competencies requirement because they were neither asked questions in relation to them nor asked to present anything. This is not consistent with the view by Huber and Pashiardis (2008) that, in order to determine the ability of the applicants all of them have to do some presentations. It is from this that applicants' ability with regard to the following are determined: administrative, interpersonal, and communication competencies as well as personal versatility. Furthermore Bush (2012) reveals that academic qualification alone is not an indication of good leadership but effective preparation and development make a difference. Therefore novice school heads need to be provided with relevant induction and training in order to become effective leaders. The findings in Botswana primary schools in Mahalapye Sub Region show a great gap in selection of school leaders.

5.2 Inadequate preparation of novice school heads prior to taking up appointment

The participants in the study revealed that novice school heads did not receive any preparation prior to taking up appointments. This is verified by the findings that there was no orientation offered to school heads. Lack of induction on how to manage a school made it impossible for the newly appointed school heads to first understand how they will relate to their teachers. Secondly, novice school heads did not even know where to begin their daily activities in their respective offices. This is stated by PSH4 that, *the first week of my headship was a nightmare as I would walk into the office and would not even know what to do and how.*

Lack of introduction to the new schools made some of the novice school heads to be inadequate leaders as PSH6 said that she could not appraise the deputy school head because the latter undermined her authority. This is parallel to the international practice where in UK the study by Obura, Onderi and Ajowi (2014) show that, novice school heads are placed on the right path in their new posts so that they can carry out their tasks independently and confidently in order to reach the set goals of their schools. Furthermore the findings show that the novice school heads are given letters of appointment and expected to resume duty without any guidance. This is an anomaly because in any instance any new employee in any new environment has to be introduced. This is verified by Weindling and Dimmock (2006) that, before taking up appointment the newly appointed school heads are invited by Local Education Authority to visit their new schools to meet out-going principal in order to familiarize him/her with the school environment and meet school personnel. It seems that the Mahalapye Sub Region is not adequately prepared to understand and implement processes that will anchor novice school heads to become effective school heads.

5.3 Challenges encountered by novice school heads during their first months of headship.

From the findings above it is evident that newly appointed school heads encountered numerous challenges. All the participants have a common view that novice school heads were not well prepared and they lack knowledge and skills in many issues.

5.3.1 Lack of financial skills

The findings show that one of the challenges that they encountered was lack of financial skills. The findings indicate that managing school funds is one of the major tasks of the school head. This means that it is important that all the school heads are to have sufficient knowledge of finance to be able to effectively manage school finances. However, the findings show that the novice school heads have neither pre-service nor in-service training on financial management prior to taking up appointment. This is verified by PSH6 that, *since I do not have the financial skills, I decided to liaise with the school bursar of a junior secondary school to audit our books.* Furthermore the findings show that the novice school heads are to supervise the school treasurer, who is the deputy school head and also to audit the finance books. Lack of training on financial management makes it difficult for the novice school head to carry out his/her duty of supervision and auditing financial books appropriately. This also makes the novice school head to be undermined by the subordinates.

Furthermore the findings show that the novice school heads are expected to draw the school budget by consolidating the departmental budget and be able to determine the areas that require immediate action. They are also expected to account for the school finances and prevent misappropriate use of school funds and illegal spending. Without adequate knowledge and skills the novice school heads cannot draw the school budget, account for school finances and cannot determine illegal spending of school funds. PSH6 reflected that failure to manage school funds can lead to one losing her/his job.

5.3.2 Teachers' resistance

The findings show that some novice school heads experienced resistance from their teachers. Lack of introduction to the school by the Sub Region made the teachers to undermine the capability of their new school head. This is verified by PSH5 who said that the deputy school head did not accept her as the school head because she had not been informed about her appointment from the Sub Region. This shows that the Sub Region does not do enough to create conducive working environment for the novice school heads by introducing them to their subordinates and help them adjust to the new environment quickly so as to perform their duties.

5.3.3 Lack of resources

The findings show that lack of resources was one of the challenges that novice school heads encountered. The findings reveal that novice school heads were not inducted on how to order the resources. Secondly, they were not provided with manual that explains the procedures to follow when ordering school resources and whom to contact when issues of resources arise. PSH6 revealed that she had shortage of teaching staff at the beginning of the year 2013 and called the CEO's office only to be told that she did not state that on her end of year 2012 report. Likewise, PSH3 said that she had shortage of stationery in the middle of the year 2013, when requesting for supply she was told that she was given her order so she cannot be given more than what she has ordered. This is anomaly because in any instance a newly appointed employee has to be briefed on their roles and procedures of the organisation. The employer has to provide the employee with manuals that the employee can use as a guide in her/his daily activities. This is in congruent with what Kitavi and Westhuizen (1997) posit that, new principal manuals should be provided outlining some of the major issues facing new principals. The Regions and District Councils seem not to be ready to assist novice school heads in order to carry out their duties diligently.

5.3.4 Lack of interpersonal skills

Lack of interpersonal skills was one of the challenges that novice school heads encountered. The findings show that novice school heads were not able to create conducive environment for themselves and their subordinates because of lack of interpersonal skills. Tsayang et al. (2010) indicate that, good interpersonal skills, or self-discipline and empathy are more important in today's world of work... Lack of induction about the new environment created uncertainty to novice school heads on how to relate to other teachers. Furthermore, the findings show that some novice school heads were not assertive. This is verified by PSH5 who said that she had problems in appraising her deputy school head. Tsayang et al. (2010) indicate that appraisal is used as a technique to influence and control employee behaviour in order to increase productivity and effectiveness. Therefore failure to appraise teachers is an indication that novice school heads lack the interpersonal skills. Further on, novice school heads revealed that they had no one to assist them when such issues arise as most of the time the CEO was not in office.

Lack of assistance and support may lead to some novice school heads leaving the headship as they will see themselves as being ineffective leaders. This is supported by Armstrong (2006) that, employees are likely to resign during the first months after joining the organisation due to the first impression. Novice school head need to be assisted and supported in their position in order to acclimatize to the new environment and be effective in their duty.

The Mahalapye Sub Region seem not to be prepared to support and facilitate personal and professional growth of the novice school heads by providing them with the strategies that will enable them to acquire knowledge and skills to deal with management issues.

5.4 Coping strategies adopted by novice school heads

The findings show that novice school heads adopted some strategies such as networking, mentoring, use available records found in the office in order to cope with the management problems. The findings reveal that novice school heads contacted or visited other school heads whenever they need assistance in management issues. The findings further show that novice school heads used their deputies, heads of departments, teachers and retired school heads as their mentors to help them deal with some challenges.

This is different from the situation in UK where the study by Weindling and Dimmock (2006) as indicated that during orientation, novice school heads are attached to mentors who would support and guide them in their new role. Furthermore the findings show that novice school heads relied on the available records that they found in the office. The finding validates the importance of proper record keeping. The reliance of novice school heads on their deputy school heads, available records and former school heads and relatives is an indication that Mahalapye Sub Region does not provide proper support and assistance to novice school heads that will enable them to develop appropriate skills of leadership and management.

5.5 Support offered by supervising officers

The findings show that majority of the participants asserted there was inadequate support offered by supervising officers to novice school heads. This concurs with the findings by Murphy et al. (1985) who said that in UK most novice school heads reported that they were never supervised nor evaluated at regular basis. Furthermore Bush and Oduro (2006) observed that, too often and without consideration, principals in developing countries ... are tossed into the job without pre-

service training and without guarantee of in-service training and without support from their supervisors. This suggests that there is no facilitation of personal and professional growth on novice school heads. This testifies performance of schools revealed in section 4.1. {The national results of the schools are as follows starting with the least performing; 50%, 51%, 55%, 60%, 64% and 81%}. The results indicate that novice school heads are not assisted on how to improve performances of their schools. It is vital that novice school heads are to be regularly assessed and be given feedback about their performance, this provide professional growth. The Mahalapye Sub Region seems not to take interest in providing professional growth to novice school heads through supervision and monitoring.

5.6 Induction for novice school heads by the MOESD

From the findings all the participants acknowledged that there is inconsistency on the provision of induction to newly appointed school heads by the MOESD. The findings show that two of the novice school heads were inducted while four novice school heads were not inducted. In regard to this finding Pheko (2008) raised a concern that, lack of well- structured induction programme for novice school heads leaves much to chance and creates possibilities for malpractice. The Training Officers cited inadequate funds as the cause of inconsistent provision of induction.

Furthermore, findings show that novice school heads who attended induction complained of time taken for induction. This concurs with what Bush and Oduru's (2006) findings suggest that short- term training has less impact and is less motivating to trainees since that training does not lead to proper acquisition of knowledge and skills. The findings indicate that those school heads who were not inducted were expected to learn to deal with issues while on the job. The findings contradict the assertion by Castetter (1986) that, induction is a systematic organizational effort that maximizes problems confronting new school heads so that they can contribute maximally to the work of the school. The findings show that workshops and meetings were held during the course of the year to equip novice school heads with knowledge and skills in dealing with management issues. The findings confirms the assertion by Weindling and Dimmock (2006) that through- out the year seminars and workshops are held to help novice school heads adjust to their job ...and acquire the necessary skills of management. The finding implies that novice school heads had the opportunity to share ideas and concerns with veteran school heads.

5.7 Strategies that can be employed to induct novice school heads

The findings show that induction can be a necessary tool that can prepare novice school heads for challenges that they will encounter in their first few months as school leaders. One of the strategies suggested by the participants is orientation. The participants suggested that novice school heads should be welcomed through orientation. This should be the responsibility of the Education Regions so as to acquaint novice school heads with different policies and procedures to follow that are by the two officers from the MOESD and MOLG. It is also evident that another orientation could be done by using the out-going school heads. The reason for engaging the out-going school head is that they will be able to provide the specifics per school which may not be written. One of the participants emphasizing the importance of sharing information by the post holder who knows more on such issues is PSH4 who said that, former school head use to visit the school to discuss some issues concerning management. This concurs with what happening in UK as stated by Weindling and Dimmock (2006) that, during orientation the novice school heads are introduced to LEA officials, familiarized with LEA policies and procedures and visit schools to meet the out-going principal in order to familiarize her/him with the school environment.

The second strategy that comes out clearly from the findings is that newly appointed school heads need to be mentored. The participants indicated that mentoring is an important strategy that can be used to induct novice school heads because mentors offer professional support, guidance and assistance to novice school heads on their daily management work. This concurs with what Weindling and Dimmock (2006) stated that, in UK novice school heads are attached to mentors who support and guide them in their new roles of headship. Secondly mentoring provides a trustworthy relationship between both mentee and mentor since confidentiality is important in this relationship. It can be said that mentees learn various new skills during mentoring process such as to communicate effectively, managerial skills, interpersonal skills, patience and diplomacy, resulting in the mentees gaining confidence about their professional competencies.

Furthermore the findings from the participants show that networking is another strategy that can be used to induct novice school heads. The findings reveal that networking allows novice school heads to liaise with fellow school heads to share ideas on effective practices and concerns. Most of the participants reveal that they relied on networking with fellow school heads to help them

deal with some leadership and management issues. This is also suggested by Kitavi and Westhuizen (1997) that, networking allows individuals who share the same concerns the opportunity to meet and gain support from their colleagues by sharing ideas and experiences. Novice school heads need the support of veteran school heads in order to learn the ropes of headship. Furthermore networking creates collegiality which brings about professional growth and development among school heads. The participants expressed the view that during networking novice school heads are to go out and observe other heads performing their duties. This also exposes them to different school settings.

The participants proposed that the MOESD and the Sub Region should provide in-service training to novice school heads through workshops, seminars and conferences as another strategy of induction. These workshops, seminars and conferences should address the challenges identified in this study and emphasis certain necessary skills. This will help novice school heads to acquire knowledge and skills on leadership and management. Finally the participants proposed that induction for newly appointed school heads should run for one year and an induction programme should be developed by the MOESD. This express that induction programme may be a new phenomenon in Botswana primary schools.

5.8 Summary

The study findings have revealed that preparation of novice school heads prior to taking up appointment is not an obligation of the MOESD. It has shown that novice school heads are promoted and posted to their respective new schools without any support and guidance. The study has also revealed that novice school heads encounter some challenges in performing their managerial duties such as lack of knowledge and skills in financial management, staff appraisal, teacher resistance, lack of interpersonal skills. From that, the study has shown that novice school heads devised some coping strategies such as networking, mentors, use of available records found in the office in order to deal with managerial challenges.

The findings further indicated that novice school heads are not supported by their supervisors which affect their performance. The study was able to investigate induction for novice school heads. The findings revealed that there is inconsistency on the provision of induction to newly appointed school heads. The findings also revealed that this is due to lack of adequate funds by

the MOESD. Finally the study suggested various strategies that could be used to induct newly appointed school heads and they are orientation, mentoring, networking, workshops, seminars, conferences.

5.9 Conclusion

This study was undertaken on a limited scale in six schools headed by novice school heads in Mahalapye Sub Region in Botswana. The study does not mean that the stated challenges affecting novice school heads are necessarily experienced by every novice school heads in Botswana, but can help to draw a general picture on the issue of induction in primary school of Botswana.

It must be noted that the goal of the study was not to generalize but to investigation challenges affecting novice school heads as there has been a concern of decline in performance in primary schools of Botswana. The study has revealed that lack of induction of newly appointed school heads lead to poor leadership and management of schools which results in poor performance by students as revealed by national examination results in section 4.1. If effective management practices are to be recognized, the current practices of trial and error approach for novice school heads should be replaced with well- structured induction strategies that will help novice school heads realize their potential. The study revealed that induction should not be the sole responsibility of the MOESD but other stakeholders such as the Ministry of Local Government should take part in induction. The study has shown that a well- structured induction programme should be established taking into consideration the needs of novice school heads. Finally, since little is known about problems facing newly appointed school heads in Botswana, this study tries to fill that gap.

5.10 Recommendations

Based on the study findings the researcher recommends that:

- The MOESD must establish clear criteria on appointment of primary school headship that are related to school leadership and management.
- The MOESD must develop a policy guideline for induction that will guide Regions to develop induction programme for newly appointed school heads.

- The Regions in collaboration with the District Councils must develop induction programmes and induct newly appointed school heads.
- Retired school heads must be employed on contract as mentors of novice school heads.
- MOESD to introduce short courses to address challenges of novice school heads.
- MOESD to introduce short courses on leadership and management for deputy school heads aspiring to be school heads.
- In view of the fact that the sample was drawn from six primary schools in one sub-region only, a similar study can be undertaken using a bigger sample across all regions in which more schools are included.

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APPENDICES

Appendix A: Letter of request for permission to conduct research

University of Botswana

School of Graduate Studies

Private Bag UB 00705

Gaborone

25 May 2015

The Permanent Secretary

Ministry of Education and Skills Development

Department of Teacher Training and Development

Private Bag 0067

Gaborone

Dear Sir/Madam

Request for permission to conduct Research Study- Ms Tshupo B. Bathuleng- student ID: 9400311- Omang: 239222304 – P/No: 58326.

As part of my studies (Masters in Educational Management) at the above addressed institution, I am kindly requesting for permission to conduct a research study in your primary schools within Mahalapye Sub Region.

The topic of my study is 'Induction Programme for novice school heads in primary schools in Botswana: the case of Mahalapye Sub Region'. My target population is novice school heads and officers of MOE&SD within Teacher Training and Development. The data collection instruments are semi-structured interview for novice school heads and open-ended questionnaire for TT&D officers.

Thanking you in advance.

Tshupo B. Bathuleng

Appendix B: Letter for permission to conduct research

TELEPHONE (027) 3655469
TELEX: 2944 THUTO BD
FAX: 3185167



REPUBLIC OF BOTSWANA

MINISTRY OF EDUCATION
AND SKILLS DEVELOPMENT
PRIVATE BAG 005
GABORONE

REFERENCE: DEPRS 7/1/5 XXI (8)

25 May 2015

Tshupo B. Bathuleng
PO Box 2
Radisele

Dear Madam

RE: PERMIT TO CONDUCT A RESEARCH STUDY

This serves to grant you permission to conduct your study in the sampled areas in Botswana to address the following research objectives/question/topic:

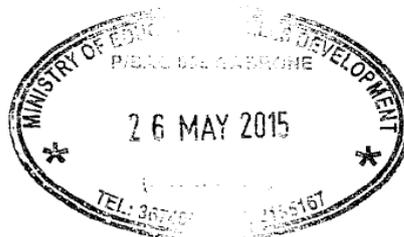
Induction programme for novice school heads in primary schools in Botswana: the case of Mahalapye sub-district.

It is of paramount importance to seek **Assent** and **Consent** from the Director of Central region, Director of Training & Development, T&D Staff and School Heads of selected Schools that you are going to collect data from. We hope that you will conduct your study as stated in your proposal and that you will adhere to research ethics. Failure to comply with the above stated, will result in immediate termination of the research permit. The validity of the permit is from **25th May 2015 to 24th May 2016**.

You are requested to submit a copy of your final report of the study as stated in the Research Guidelines (para 4.5 - 4.6, 2007) to the Ministry of Education and Skills Development, in the Department of Educational Planning and Research Services, Botswana.

Thank you.

J.T. Boikanyo
For/Permanent Secretary



BOTSWANA
Our pride, your destination

Appendix C: Permission to conduct research from the Sub-Region

SAVINGRAM

FROM: Chief Education Officer
MAHALAPYE SUB REGION



J. Chilalu
For/CEO

TEL: 4711744/4713074

FAX: 4711549

TO: School Heads
Mahalapye Sub Region

REF: 58326

DATE: 02 June 2015

PERMISSION TO CONDUCT A RESEARCH STUDY.

Kindly be informed that the office has authorized this officer to conduct a research in your school and you are asked to assist her.

See the attached copy.

Thank you.



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Appendix D: Consent form

ANNEXURE 2

INFORMED CONSENT FORM

TITLE:RESEARCHER: B.T. BATHULENG

Phone number(s): 71715803/ 73687871

What you should know about this research study:

- We give you this informed consent document so that you may read about the purpose, risks, and benefits of this research study.
- You have the right to refuse to take part, or agree to take part now and change your mind later.
- Please review this consent form carefully. Ask any questions before you make a decision.
- Your participation is voluntary.

PURPOSE

You are being asked to participate in a research study of *INDUCTION PROGRAMME FOR NOVICE SCHOOL HEADS*. The purpose of the study is to reveal the extent to which induction of novice school heads can have a positive bearing on the school heads' effectiveness in the management of their schools. You have been selected as a possible participant in this study because you are a school head. Before you sign this form, please ask any questions on any aspect of this study that is unclear to you. You may take as much time as necessary to think it over.

PROCEDURES AND DURATION

If you decide to participate, you will be informed about the date and time for interview.

RISKS AND DISCOMFORTS

There are no risks in the study.

BENEFITS AND/OR COMPENSATION

Though no benefits will be offered through this study, you will be given refreshments in appreciation of your time and effort involved in the tasks you will perform.

CONFIDENTIALITY

The data from this investigation will be used for educational purposes and will be treated as such. None of these will be used for commercial use.

VOLUNTARY PARTICIPATION

Participation in this study is voluntary. If you decide not to participate in this study, your decision will not affect your future relations with the University of Botswana, its personnel, and associated institutions. If you decide to participate, you are free to withdraw your consent and to discontinue participation at any time without penalty. Any refusal to observe and meet appointments agreed upon with the researcher will be considered as implicit withdrawal and therefore will terminate the subject's participation in the investigation without his/her prior request. In this event the subject will be paid what is owed to him/her or forfeit a proportionate amount of relative payment mentioned earlier in this document. In the event of incapacity to fulfill the duties agreed upon the subject's participation to this investigation will be terminate without his/her consent and no compensation will be offered under these circumstances.

AUTHORIZATION

You are making a decision whether or not to participate in this study. Your signature indicates that you have read and understood the information provided above, you have all your questions answered, and have decided to participate.

Name of Research Participant (please print)

Date

Signature of Participant

Appendix E: Interview guide for school heads

1. To begin our discussion, please tell me about your professional qualification and the post of responsibility held before promoted to headship.
2. What type of training did you receive/ go through prior to taking up appointment of headship?
3. After appointment to the post, what type of training was offered to assist you to acclimatize to the post?
4. What challenges did you encounter in performing your duties as a new head?
5. What type of support did you receive? And from whom?
6. What coping strategies did you adopt to overcome the challenges?
7. What do you think are the necessary skills required by novice school heads in order to meet the first year's leadership challenges?
8. How can the skills be imparted to novice school heads?
9. Is there any induction for novice school heads? If not, do you think it's necessary to have one?
10. How long do you think it should be?
11. What issues do you think need to be incorporated in this induction programme?

Appendix F: Interview guide for deputy school heads

1. To start our discussion, can you briefly discuss the criteria used to appoint school heads in primary schools in Botswana
2. What type of training do they receive/ go through prior to taking up appointment of headship?
3. After appointment to the post, what type of training is offered to assist them to acclimatize to the post?
4. What challenges do you think they encounter in performing their duties as new head?
5. What type of support do they receive? And from whom?
6. What coping strategies do they adopt to overcome the challenges?
7. What do you think are the necessary skills required by novice school heads in order to meet the first year's leadership challenges?
8. How can the skills be imparted to novice school heads?
9. Is there any induction for novice school heads? If not, do you think it's necessary to have one?
10. How long do you think it should be?
11. What issues do you think need to be incorporated in this induction programme?

Appendix G: Semi-structured questionnaire for Ministry of Education and Skills Development officers

Answer the following questions in the space provided.

1. What criteria are used for appointing school heads in primary schools?
 2. What type of performance is expected from them? What kind of support strategies does your department offer to novice school heads prior to taking up appointment and during their first year in office?
 3. What challenges do you think they have?
 4. Do you think the existing cadre of novice school heads is conversant with school management practices? If No. what does you department do to ensure that novice school heads adjust to the work situation? And if yes, what is that has been done to help them to adjust to the work situation?
 5. What are the existing models of professional training for primary school heads? When are they implemented?
 6. What are the future plans to improve novice school heads' management skills?
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