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Ethical Leadership for School Governance: Case study of four selected
Senior Secondary Schools in Gaborone

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degree of Master of Education in Educational Management

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Approval page

This supervised research project has been examined and approved as meeting the required standards of scholarship for the partial fulfilment of the requirements for the Degree of Master of Education in Educational Management.

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Declaration

I declare that the dissertation titled “Ethical Leadership for School Governance: Case study of four selected Senior Secondary Schools in Gaborone” was completed by the principal investigator at the University of Botswana between August 2020 and November 2021. It is the original work except where references are made, and neither has it been nor will it be submitted for the award of any other degree of any other institution of higher learning.

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Date

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Dedication

This research work is dedicated to my daughter, Amantsi Iris Ugwu, who saw her first daylight while I was conducting this study, and her elder sister Oluchi Sesame Ugwu.

Abstract

One of the core characteristics shared by successful leaders is their ability to use effective leadership styles during governance. It has been shown that ethical leadership (EL), a leadership style that is grounded in ethical norms and practice, is a tool for achieving good governance (GG). Even with well laid down education policies on ethics, cases of unethical practices in schools abound. This study, therefore, examined the place of EL in promoting school GG. This was done by exploring the EL and GG perspectives of teachers and school leaders, the extent to which school leaders practice ethics, and the extent to which they ensure that ethics is embedded in their schools' organizational culture. Using a post-empiricist paradigm, the study adopted a concurrent/convergent mixed method research design which involved collecting and interpreting qualitative and quantitative data at the same time. The population of the study was teachers and school leaders in four government senior secondary school (SSS) in Gaborone. Simple random sampling technique was employed to select 97 teachers for the quantitative part of the study while purposive sampling was employed to select 9 school leaders for the qualitative study. Questionnaires were used to obtain quantitative data which was analyzed using SPSS 22, while oral interviews were used to obtain qualitative data which were analyzed using codes to arrive at themes. The respondents' understanding of rule of law, virtues for leadership, integrity and ethics showed clearly that their perspectives on EL and GG synchronize with what they stand for. The findings showed that school leaders are ethical in the course of governance as evidenced by both the qualitative and quantitative data. However, in triangulating the qualitative and the quantitative data, it was found that whilst the school leaders are of the view that they involved stakeholders in decision-making, 55% of the teachers concurred while 45% say otherwise. This raises concerns about the style of leadership applied by the school leaders. Furthermore, the majority of the teachers (76%) and school leaders argued that they are not faced with ethical dilemmas as instructional leaders and leaders respectively. This contradicts the available literature and therefore, calls for the need to organize EL training for educators in order to make them ethically aware to take the right decisions when faced with ethical dilemmas. Although there is no unified code of ethics used by the schools studied, the respondents indicated that there are some "unwritten" codes of ethics that are embedded in their schools' organizational culture and generally implemented in their schools. This approach could be used to implement any code of ethics that will be enacted in future. Exactly 79% of the teachers admitted that ethics is embedded in their organizational culture, while 21% stated otherwise. This calls for swift action since the situation may deteriorate if proper actions are not taken. Overall, the study showed that EL leads to school GG. However, it is recommended that immediate steps should be taken to enact ethical code of conduct in Botswana using the blueprint presented in this study.

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List of Acronyms

ASQ-	American Society for Quality
BGCSE-	Botswana General Certificate for Secondary Education
CAPA-	Creative and Performing Arts
CEO-	Chief Executive Officer
CDC –	Centers for Disease Control and Prevention
DCEC-	Directorate on Corruption and Economic Crime
DPP-	Directorate of Public Prosecutions
ECA-	Economic Commission for Africa
EL-	Ethical Leadership
ELQ-	Ethical Leadership Questionnaire
GG-	Good Governance
HOD –	Heads of Department
IELT-	Implicit Ethical Leadership Theories
IRB -	Institutional Review Board
JSE-	Junior Secondary Examination
MoHW –	Ministry of Health and Wellness
PMS-	Performance Management Systems
RNPE-	Revised National Policy on Education
RQ-	Research Question
SA-	South Africa
SDP-	School Development Plan
SL-	School Leadership
SMT –	School management Team
SPSS-	Statistical Package for Social Sciences
SSS-	Senior Secondary School
TI-	Transparency International
TL-	Teacher Leadership
TRCN-	Teachers Registration Council of Nigeria
UN-	United Nations
UNESCAP-	United Nations Economic and Social Commission for Asia and the Pacific
UNESCO-	United Nations Educational, Scientific and Cultural Organization
US-	United States
UNDP-	United Nations Development Program
OECD -	Organization for Economic Cooperation and Development
ORD –	Office of Research and Development
UB-	University of Botswana
WIT-	Works Improvement Team

Chapter 1: Orientation of the study

1.1 Introduction

One of the core characteristics shared by successful organizations is their ability to recognize effective leaders and harness them in order to maximize results (Miller, 2014). In other words, no organization can grow to its full potential without effective leadership. Leadership produces and provides higher quality and efficient goods and services, a sense of good direction and vision, alignment with the environment, a healthy mechanism for innovation and creativity, and a resource for building a vibrant organizational culture and climate (Enwereonye, Ibe, Adioha & Njoku, 2015). A major differentiating factor between an effective and ineffective organization is, therefore, the type of leader and quality of governance. This is so because governance plays a very important role in fostering shared aims, commitment and accountability, and in providing strategic direction for leaders (Lord, Martin, Atkinson & Mitchell, 2009) while the type of leadership gives the organization an ethical shape desired by its clientele. It is, therefore, necessary for organizations to embrace ethical leadership and good governance (Okagbue, 2012) to promote competitiveness.

Ethical leadership (EL) and good governance (GG) are mutually related. A critical vehicle for fostering GG and for achieving organizational goals is a leadership style that is grounded in ethical norms and practice (Okagbue, 2012), that introduces morality as a core element (Zaleha & Rashidah, 2014). Several studies (Erani & Ozbilen, 2017; Okagbue, 2012; Sharmini, Azlin, Mohd & Khadijah, 2018) have shown that EL can serve as an instrument for attaining GG. GG as implied herein is a type of governance that is transparent, inclusive, equitable, efficient, responsive, effective, consensus- oriented, participatory and accountable (Woleola, 2017). Such governance is further characterized by minimal corruption, and the views

of the subjects are taken into account in decision-making. This is in agreement with the findings of African Development Bank Group (2008) which states that the key elements of GG are promoting enabling and judicial framework, accountability, participation, transparency and combating corruption. It is, therefore, evident that one major way of providing GG is through EL. This is true because EL promotes employee trust towards their leader, thereby providing the organization with opportunities to build trust, gain cooperation, commitment, and thus, create long term wealth and sustainable competitive advantage (Rahim, Putera & Salleh, 2010).

Although considerable research has been devoted to ethics and to leadership individually, significantly less attention has been paid to EL, especially, in schools in Botswana. Hence, the main purpose of this study was to explore EL and gain an in-depth understanding of its capacity to create and sustain GG in schools. This study also created awareness among school leaders, teachers and even students on the value of EL in enhancing GG. It also served as a viable instrument for social change in the administration of the education sector as a whole. Furthermore, it contributed to knowledge on the importance of EL and its relevance in promoting schools' GG.

1.2 Background to the Study

Ethics has an important place in all areas of life. The term is derived from a Greek word *Ethos* which means character. It is related to our values and virtues, and so our everyday life experiences are subject to ethics (Gulcan, 2015). Primarily, it is the individual, employee, consumer or the human social unit of the society that benefits from ethics. In addition to satisfying the basic human needs, creating credibility, uniting people and securing the society, ethical behaviour also has the ability to improve decision- making and leadership (Kolzow,

2014). The role of ethics in leadership studies is very important for organizations (Israr, Shafei & Yongqiang, 2017). It has been shown to have considerable benefits for both general or public organizations and businesses (Cheteni & Shindika, 2017). However, in the last two decades, the credibility of leaders has constantly come under questioning and scrutiny. This can be seen in many infamous corporate scandals reflecting contradicting appeals of leaders such as the cases of Enron, Tyco and Olympus (Zaleha & Rashidah, 2014). In all these cases, poor governance practices were linked directly to unethical leadership and so, this led to an increased attention of mainstream media and scholars in leadership ethics (Israret *al.*, 2017). Evidently, unethical leadership is a cankerworm that has, and is still eating deep into the society (Badejo, 2018). This section, therefore, highlights the rationale for this study in the international, regional and Botswana contexts.

Countries with advanced education systems are very much aware of the importance of ethics in the education system. No wonder Utah, a state in the United States (US), dedicated strand 5 of the “Utah State Standards for Educational Leadership” to ethical leadership. According to them, effective educational leaders are to act professionally and ethically in order to promote each student's well-being and academic success (Utah Educational Leadership Toolkit 5, 2019). It went further to state that leaders in the education sector must model and promote professional attributes of integrity, fairness, transparency, and trust. These are in line with George Marshall's Eight Principles of EL which include personal courage, public interest ahead of self, recognizing talent, requiring high ethics from everyone, inclusiveness, sensitivity and understanding, task and employee centeredness, self-control, self-discipline and integrity (Lynch, 2015). Just like the US, the Australian education system has codes of conduct which are designed for different states or territories. One of the prominent ones among them is the code of ethics drafted in 2005 by

Victorian Institute of Teaching for schools in Victoria State. This document forms a basis for code of conduct and it is not a disciplinary tool, but a tool for guidance in the decision-making process (Forster, 2012). Unlike the US and Australia, England has a single code of conduct for the whole nation. The ethical principles reflected in the code of conduct include honesty, truth, transparency, accountability, fairness, democratic governance, personnel and systems improvement. However, compared to the codes of conduct for teachers in other countries with similar systems (for example, Ireland) and other parts of the United Kingdom (for example, Scotland), the codes of conduct in England lay less emphasis on internal ethical values of teachers and more on observing the rules of the school and statutory regulation (Maria &Valts, 2017).

In addition to creating a code that is not embedded in professional culture, other challenges and gaps inherent in the codes of conduct highlighted above are lack of ownership, lack of clear implementation framework and rules without an aspirational value statement(Maria & Valts, 2017). This leaves us with four major questions. Firstly, are prescriptive codes whose implementation is based on legal instruments that regulate serious breaches of profession likely to be effective in promoting EL in the education sector? Secondly, are laid down rules sufficient to promote value-based judgment and necessary strategic thinking? Thirdly, do these codes focus more on the external duties of school leaders towards the state or institution rather than their inner ethical values of the profession such as integrity, accountability and quality of education? Finally, do school leaders see EL as a tool for promoting GG in schools? These questions are answered in part by a study conducted by Ethics Resource Center in the United States of America in 2008, which reveals that at least 57 percent of government employees reported that they witnessed violations of policies, laws or ethical standards in their places of work in the

previous 12-month period, and a third of these violations were not reported (Cheteni & Shindika, 2017). These violations were in the form of sexual harassment, unfair treatment of workers, misquoting work hours and even violations of privacy. This has led to a growing interest in public service ethics in both national and international levels, to ensure good governance. Some international bodies like the United Nations (UN), the World Bank, the Organization for Economic Cooperation and Development (OECD), and Transparency International (TI) have emphasized the importance of ethical practice among government officials and have linked EL to GG (Okagbue, 2012). In summary, the gaps in the EL policies in these developed countries are: lack of a clear plan of implementation, lack of ownership and rules without an aspirational value statement (Forster, 2012; Maria & Valts, 2017).

EL is also a major issue in the African continent owing to the fact that most African countries have witnessed huge corruption and misappropriation of public funds (Atuobi, 2007; Ojo, 2018) which can be attributed to unethical leadership. The Economic Commission of Africa (ECA), a branch of the UN, has claimed that unethical practice among public officers is a major stumbling block to the development of the African continent (Okagbue, 2012). No wonder the South African government launched the “*Batho Pele*” initiative in 2005 which stands for “people first” (Charlotte, 2014). The aim of this initiative according to Charlotte (2014) was to make public servants service-oriented, commit themselves to continuous improvement in the delivery of services, strive for excellence in service delivery, allow the populace to hold them accountable for their actions and adopt an approach of service delivery that is citizen-oriented. In short, *Batho Pele* is aimed at improving integrity through consistent monitoring of performance and compliance with ethical practices by public servants. The Department of Education in South Africa (SA), in its part, rolled out a School Management and Leadership programme in 2007

with a focus on facilitating real transformation in schools and in instilling values underpinning the South African constitution. This, according to Kgomotlokoa, Matshidiso, Stephen and Newman (2016), was aimed at creating a school leadership that is dynamic, ethical and competent to the ever changing educational climate. However, a report by Naidoo (2015) reveals that teachers, principals, union members and departmental officials in South Africa have all been cited in different reports and research studies regarding unethical conduct in the Department of Education. This is further confirmed in a report by Head (2017) on how a teacher in Durban, a region in SA, was suspended after his relationship with a 14-year-old Grade 9 pupil went public.

In Nigeria, the need for EL in education is clearly highlighted in the Teachers Registration Council of Nigeria (TRCN) Code of Conduct. In Chapter 4 of this document, it is stated that academic/administrative leaders should act as a source of inspiration and motivation, and they should exhibit charisma, foresight, justice, empathy, self-respect, selflessness, honesty, consistency and moral-uprightness in their services (TRCN Code of Conduct, 2013). It is also clearly stated that they should eschew sexual misconduct and related abuse of office, examination malpractice, patronage of illegal learners' group, corrupt practices, indiscipline and corporal punishment. In Egypt, reforming education was one of the key objectives of the 25th of January, 2011 revolution. Hence, after the revolution, four standards in relation to leadership skills, learning environments, instructional strategies and learning differences were proposed in order to rectify the education system (Gelan, 2018). With the well-crafted policies on EL as seen in these three countries in Africa, it remains to be seen the extent to which these policies are actually implemented. A recent report by Oramadike (2020) reveals the involvement of about forty one teachers in examination malpractice in a state in West Africa. This shows that EL policies are far from being implemented in the continent. The policies are further marred by lack

of ownership since education leaders view these policies as rules and regulations that are to be obeyed rather than viewing them as the right thing to do. In summary, and as seen at the international level, it is evident that the gaps in EL policies in Africa include poor or lack of implementation and lack of ownership as evidenced by several reports(Naidoo, 2015; Head, 2017; Oramadike, 2020).

The Government of Botswana, in a bid to promote EL, enacted the Directorate on Corruption and Economic Crime (DCEC) Act in September, 1994 to fight unethical conduct and poor governance (Cheteni & Shindika, 2017). The DCEC is also in charge of investigating allegations of corruption and economic crime, as well as suspicious transactions. They also share investigative results with the Directorate of Public Prosecutions (DPP) for possible trials. Other mandates of the DCEC are to prevent corruption in the public sector by auditing government and state-owned institutions. This institution also fights corruption by raising awareness of the risks of corruption through public education activities. The importance of EL is also well taken into account by the Botswana Ministry of Basic Education. The Ministry has, through many programmes, extended the spirit of democratic governance that exists at the macro-political level in the country to schools. Efforts to achieve this are being made partly through the School Management Manual, which in part, states that leadership that promotes working relationships in the school to establish high morale should be provided (Moswela, 2007). Programmes such as the School Development Plan (SDP), Works Improvement Teams (WITS) and Performance Management Systems (PMS) were also introduced with emphasis on transparency, collegiality, partnership, shared decision- making, mutual trust and respect for each other's opinion and a common purpose (Moswela, 2007). These are important attributes of EL.

Despite the government's emphasis on EL, little or no effort is made to ensure that leadership in schools is carried out in an ethical manner by those at the helm of affairs. Sebudubudu (2014, as cited in Cheteni & Shindika, 2017) points out that the public sector in Botswana is still prone to several cases of unethical practices, including sophisticated white-collar crime and corrupt practices by senior public and private leaders, politicians and senior government officials. A report by Riddoch and Riddoch (2004) reveals that a majority of the staff in tertiary institutions in Botswana put little effort in course content, rarely revise syllabus and sometimes plagiarize course outlines and course content. The report further reveals a case of how the Deputy Vice Chancellor of the University of Botswana at that time reprimanded the entire academic staff for avoidance of teaching responsibilities and for delegating more onerous and time-consuming chores to demonstrators or teaching assistants with little or no supervision. In fact, Pansiri, Ugwu and Maundeni (2021) reveal several ethical leadership lapses in Botswana schools ranging from sexual misconduct, corruption to maladministration. With a rise in such cases of unethical behaviour, demands for EL in schools have continued as a result of the continuous change in the education system. A study by Pheko (2008 p. i) highlights "the need for Botswana to establish a leadership training policy to guide the training of head teachers and ensure that schools become effective". This is because the bulk of the leadership roles in schools are carried out by the head teacher. Their leadership role largely comprises of personnel management (both students and teachers) and decision-making. Head teachers in Botswana are also responsible for adjusting pupils' activities, checking the schemes and records of work, conducting staff meetings, visiting classrooms and teachers' work rooms, measuring the efficiency of instruction, appraising teachers and giving teachers instruction on appropriate teaching methods (Oyetunji, 2006). No school is high performing without an efficient and

effective head teacher. The head teacher is, therefore, supposed to be the gospel that his/her staff and pupils read and a model of behaviour and work attitude to be copied by all. Nevertheless, it remains to be seen if school heads play their leadership role in an ethical manner and the extent to which they feel EL can lead to GG in schools. In summary, it is also evident that the major gaps in EL policies in Botswana are lack of implementation and ownership.

This study was motivated personally by the concern the researcher observed about law enforcement, ethics, management and GG in the course of his progressive career and experience in the public sector, and his quest for EL and GG to be the emblem of every sphere of a productive society. The findings of this study may go a long way in improving the quality of education that has continued to be on the decline in recent times in Botswana. School leaders have continued to be held accountable for responding effectively to shifting societal issues as a result of current social trends (Denver, 2014). However, for a leader to be perceived as an ethical leader, and to influence ethics-related outcomes, followers must perceive them as attractive, credible, and legitimate (Demirtas, 2013). This can be a difficult milestone to achieve. For example, consider a school head that is posted to a school in a rural community where examination malpractice is the order of the day, especially, in an external examination, and this act is generally accepted by the school community, students and even teachers. Upholding the rightness of the principle, instead of the norm or practice of the community is what distinguishes EL. This can be quite challenging since the educational leader has to decide whether to uphold what is generally accepted by the community or to follow what is deemed right by him/her as the Chief Executive Officer (CEO). On the other hand, it remains to be seen if making the correct ethical decision can be viewed by the school head as a pre-requisite for GG. Being aware of the challenge(s) associated with making ethical decisions, Raga and Taylor (2005) argue that

legislation on ethical codes of conduct would not put unethical behaviour to an end. They suggested that public officials should be indoctrinated with virtues and attitudes for guiding human conduct since they encounter numerous testing situations due to the diversity of the public sector. This shows that making legislation is not enough to promoting EL.

From the foregoing, it is evident that Botswana and many other countries in the world such as US, Australia, Nigeria and SA, have well-laid down principles for EL in the education sector. However, there are no clear plans for implementation of these principles. At the organizational level, no matter how sophisticated or thorough the codes of conduct, reporting, training and review of programs are, they are not enough if the management does not adhere to or promote them. These are tools rather than solutions. The solutions come from leaders using the tools and showing others how to do the same. This takes reinforcement, practice, and collaboration at all levels of an organization. The result, of course, will be a culture of ethics that permeates the organization from top to bottom (Utah Educational Leadership Toolkit 5, 2019). There is, therefore, the need to ascertain the place of EL in schools' GG. Against this background, this study explored the place of EL in enhancing GG in schools with specific and deliberate focus on Southern region of Botswana (Gaborone specifically).

1.3 Statement of the Problem

Just as in years past, and even today, school leaders all over the world are under tremendous and increasing pressure to improve the school system. The demand is even higher in Botswana, especially, in the face of declining quality of education as reported by the World Bank (2014). A study conducted by Neeta (2015) reveals that effective leadership makes a difference

in improving learning; thereby, improving the quality of education. It is, therefore, evident that a leadership style that promotes GG can go a long way in improving the quality of education. As posited by Okagbue (2012), lack of ethical practices is disruptive to GG and makes service delivery difficult. In fact, many bodies of literature have given credence to the claim that school improvement will likely take place when school leaders practice EL EL (Okagbue, 2012; Denver, 2014; Eranil & Ozbilen, 2017; Sharmini *et al.*, 2018; Pansiri *et al.*, 2021). Consequently, the absence of EL in schools can have a negative effect on the school climate; thereby, affecting governance negatively.

Despite the importance attached to EL, unethical practices have remained a major source of concern in Botswana schools. This is seen in numerous newspapers report of sexual misconduct (The Voice Newspaper, 2014; Sunday Standard, 2014; Pansiri *et al.*, 2021), child sexual abuse (Diraditsile & Rankopo, 2018; Pansiri *et al.*, 2021), maladministration (Baputaki 2009a; 2009b) and embezzlement (Basimanebotlhe, 2017; Serite, 2018; Pansiri *et al.*, 2021). In fact, a very recent and worrying report by Kabelo (2021) on how a school head was caught with stolen cooking oil from his school is of grave concern. These reports are worrying, especially as there is no official code of ethics for teachers in Botswana education system (Moswela & Gobagoba, 2014) to guard against such behaviour. The reports also show that EL is far from being implemented and this could be one of the major factors affecting GG, and the quality of education in Botswana.

Previous research (Rahim, Putera & Salleh, 2010; Alshammari, Almutairi & Thuwaini, 2015; Eranil & Ozbilen, 2017) focused on the effect of EL on organizational climate, employee trust, integrity and task initiatives, especially, in the business world. Little or no research has been conducted on the role of EL in schools' GG. Many authors have indicated that EL remains

largely unexplored (Brown & Trevino, 2006; Denver, 2014). This study, therefore, offered research opportunities for new discoveries and hoped to present a necessary moment for school leaders to improve their effectiveness. The study is also an answer to a call by Pansiri *et al.* (2021), for an indigenized research approach on EL and GG in Botswana schools. The crux of this study, therefore, was to ascertain the role of EL in schools' GG in Government Senior Secondary Schools (SSSs) in Gaborone.

1.4 Purpose of the Study

The purpose of this mixed-methods case study was to examine the role of EL in schools' GG. This was done by studying school leaders' and teachers' practices in Government SSSs in Gaborone.

1.5 Research Questions

1.5.1 Main Research Question

What role does Ethical Leadership (EL) play in schools' Good Governance (GG)?

1.5.2 Secondary (sub) Research Questions

1. What are the perspectives of school leaders and teachers on EL and GG?
2. What extent are school leaders ethical in their conduct in the course of governance?
3. What extent do school leaders ensure that the school's organizational culture promotes ethics?
4. How does the existence of EL influence GG in schools?

1.6 Objectives of the Study

The general aim of the study was to ascertain the place of EL in schools' GG in Government SSSs in Gaborone. In order to achieve this general aim, the specific objectives of this study were to:

1. Ascertain school leaders' and teachers' perception of EL and GG in schools.
2. Determine the extent to which school leaders' practice and apply EL in governance
3. Find out how the school's organizational culture promotes ethics
4. Determine the impact of EL in improving GG in schools.

1.7 Significance of the Study

This study was worthwhile for several reasons. First, the primary purpose of this study was to gain an advanced understanding of EL and how its practice could lead to GG in Botswana schools. The findings of this study have provided an insight into the relationship that exists between EL and GG, and this may in turn help school leaders to make the right decisions when faced with ethical challenges and knowing the implication that exists therein. As a result, this study significantly addressed the dilemma surrounding the role of EL in sustaining GG in schools. Second, the long-term detrimental effects of unethical leadership are well established (Enwereonyeet *al.*, 2015). One of the objectives of this study was to find out the perspectives of school leaders on EL. This information is useful to policy makers and implementers in making decisions regarding the way forward on EL in Botswana. So, the study has indeed identified implications for policy and decision- making. There is no better way of establishing the school leaders' view on EL if not by conducting this study. Third, the rising cases of unethical conduct by leaders have made such behaviour to appear as the "new-normal" in the society. This has led

to increased moral decadence in the society, especially, among the younger generation. This study exposed the benefits of ethical conduct to the younger generation and to leaders in other sectors of the society. Knowing the benefits associated with ethics can help to improve the level of morality in our society. Furthermore, this study has contributed to the literature on EL and may be used for further research in investigating the role of EL in GG in other levels of education and other sectors such as health and economy. The study has also contributed immensely to national and international debates on EL by showing clearly that EL is not limited to leadership that is devoid of corruption and other forms of misconduct, but it also encompasses other areas of leadership such as involvement of subjects in decision-making and the abolishment of unnecessary static bureaucratic decadence in leadership.

1.8 Scope of the Study

This mixed-methods case study focused on exploring the role of EL in schools' GG. This study was conducted using the four (4) Government SSSs in Gaborone. The participants for the study were school leaders and teachers in the selected schools. A questionnaire was used to collect data from teachers while semi-structured interviews were used to collect data from the school leaders. The school leaders, as implied here, comprise of the school heads, the deputy school heads, and the Heads of Department in the four selected SSSs in Gaborone. This study examined ethical values such as fair play, concern for people and honesty, and some elements of good governance such as accountability, rule of law and access to information. Although the study was limited to only Government schools in a particular region in Botswana, the findings of the study serve as a resource for schools and other sectors in Botswana, Africa and the world at large.

1.9 Limitations of the Study

The major limitation of this study is that the data for the study were collected from one district out of seven districts in Botswana, and this presents a potential study bias. The researcher intended to use the entire teachers and school leaders in the selected schools for this study in order to increase the robustness of the data used for the study. However, only Ninety-Seven (97) teachers and Nine (9) school leaders gave consent to participate in the study, hence, limiting the study sample. Another limitation is inadequate literature on ethics in governance in Botswana, especially in the education sector. The researcher however explored EL principles not limited to any sector or geographical location.

1.10 Definition of Terms

Leadership: For the purpose of this study, leadership is defined in line with Kruse (2013) as the process of social influence that maximizes the efforts of others toward achievement of a goal.

Ethics: These are principles and values that guide wrong and right behaviour (Menzel, 1992 as cited in Okagbue, 2012). For the operationality of this study, ethics is viewed as the principles that guide one to differentiate between what is right and wrong.

Ethical Leadership (EL): EL is viewed as a type of leadership characterized by integrity, fairness, role clarification, power sharing, concern for others and concern for sustainability (Komal & Sheher, 2015). For the purpose of this study, EL is a form of leadership that is built in ethical norms and which introduces morality as a core element.

Morals: “Prevailing standards of behaviour that enable people to live cooperatively in groups” (McCombs School of Business, 2020, p. 1). In this study, morals are those qualities that one must

possess in order to work in unison with other members of an organization so that organizational goals can be achieved.

Governance: According to Fukuyama (2013) governance is the ability to make and enforce rules and to deliver services, regardless of whether the process is democratic or not. In this study, governance is the ability to guide the actions of a group of people.

Good Governance (GG): A type of governance that is transparent, inclusive, equitable, efficient, responsive, effective, consensus oriented, participatory and accountable (United Nations Economic and Social Commission for Asia and the Pacific (UNESCAP, n. d.).In this study, GG is the ability to make and enforce rules using ethical means that eventually leads to achievement of organizational goals.

Botho: In Setswana language, it translates to “respect”. It is a value that promotes harmony and respect amongst people living together (Mehring, 2013).In this study, *Botho* is defined as the ability to put the interest of others first before one’s own interest.

1.11 Sequence of the Study

In this study, Chapter one provides a general background and outlines the significance of the study, problem statement, research questions as well as definitions of key words. Chapter two discusses the reviewed literature and identifies the theoretical frame work underpinning the study. Chapter Three highlights the research methodology used in this study. The researcher adopted a mixed research approach which combines qualitative and quantitative approaches. Chapter Four presents the finding of this study and discusses these findings in line with the

research questions posed, while Chapter Five presents a summary of the study followed by conclusion and implications of the study.

1.12 Chapter Summary

The need to promote ethics and EL in schools is seen clearly in the ethical code of conduct in the education sector of many nations (US, UK, Australia, Egypt, Nigeria, SA). Although there is no official code of conduct for Educators in Botswana, several policies have been made to promote EL in the country. However, despite these policies and programmes, cases of unethical conducts abound. This study therefore deliberately focused on the role of EL in schools' GG in four (4) Government SSSs in Gaborone.

This Chapter has set the pace by highlighting the focus and parameter of this study. The background of the study shows that there is EL concerns locally, regionally and internationally. The local concern formed the major part of the statement of the problem that underpinned this study. In order to answer the primary research question, four secondary (sub) research questions that guides the objectives of this study were presented. The Chapter further presented the scope, significance and limitations of the study, followed by operational definition of terms and sequence of the study. The next Chapter critically reviews and analyzes literature that is relevant in exploration of EL in schools' GG.

Chapter 2: Literature Review

2.1 Introduction

This chapter is aimed at critically reviewing and analyzing relevant literature on ethical leadership (EL) and good governance (GG) with specific focus on educational organizations such as schools. The review seeks to develop a better understanding of the critical nature of EL and GG in educational leadership, as well as the theoretical framework surrounding these subjects. The review also critiqued the education system in Botswana, paying close attention to Government SSS which happen to be the delimitation for this study. The literature review further explored and engaged with multiple sources, especially, peer reviewed, and scholarly journal articles and dissertations related to the subject in order to ensure that the research questions (RQs) posed in this study were embedded in literature. In line with the RQs, the literature review will be based on the following themes; Understanding leadership; Ethics and EL; Governance and GG; and, EL and GG.

2.2 Understanding Leadership

Leadership is a universally desired concept, but to date, there is no explicit definition of the term. Different authors define leadership differently depending on their contexts. For Donald, Dale and Sonya (2006), leadership is a non-specific but process-oriented practice of inspiring a shared vision, modelling the way, challenging the process, encouraging and enabling others to act. Similarly, Surji (2015) views leadership as a position to listen with enthusiasm, having an inspiring mind to be able to make a decisive action, empower and encourage others in a responsible, supportive and humble manner to inspire them to achieve goals as planned. The two

definitions above view a leader as someone who acts as a role model and creates an enabling climate for the followers to work towards the common good. The key point inherent in these definitions is the ability of the leader to influence the followers. So, leadership in this context may be seen as the process or act of influencing the activities of an organized group of people “to achieve set goals” (Robbins & Coulter, 2012 p. 460). As Stogdill (1950 p. 3) puts it, leadership is “considered as the process of influencing the activities of an organized group in its efforts toward goal setting and goal achievement”. This argument is, therefore, suggestive that an effective or good leader is a continuous learner, honest, competent, dependable, motivating, value-driven, patient, tenacious, and a team builder that is able to get along with people. It is a position of influence (Maxwell, 1988) and not about power. One can therefore argue that “leadership revolves around vision, ideas, direction, and has more to do with inspiring people to direction and goals than with day-to-day implementation” (Bennis, 1989 p. 139).

Following a different line of inquiry, Bennis (1989) and Jaworski (2011) view leadership differently. For Bennis (1989), leadership is simply translating a vision into reality while for Jaworski (2011) it is the process of discovering the company’s destiny and having the courage to follow such discovery. These two definitions are somewhat insufficient since they failed to point out the mechanism through which the leader achieves desirable results with his/her followers. The argument here is that it does not matter if a leader achieves good results following steps that are deemed right, but what really matters is that good results are achieved. In a bid to succinctly clarify the concept of leadership, Bruce and Kathleen (2006) came up with what they described as an integrative definition of leadership. According to them, leadership is the process of selecting, equipping, training, and influencing one or more followers with diverse gifts, abilities, and skills. They went further to assert that leadership involves focusing the followers to the

organization's mission and objectives, causing them to willingly and enthusiastically expand spiritual, emotional, and physical energy in a concerted, coordinated effort to achieve the organizational mission and objectives. It is, therefore, evident that leadership is aimed at influencing a group of people in order to achieve a common goal using the best possible means, without flagging the rule of power on followers. Following this line of thinking, Bennis (1989 p. 139) observed that "a leader must be able to leverage more than his [/her] own capabilities and he [/she] must be capable of inspiring other people to do things without actually sitting on top of them with a checklist". In this vein, leadership can therefore be seen as the process of giving "meaningful direction to collective effort and causing willing effort to be expended to achieve purpose" (Jacobs & Jaques, 1990 p. 281). These points are summarized by Maxwell (1998) who opines that there is nothing more or less to leadership than influence. A leader must therefore be able to influence a group of individuals to achieve a common goal (Northhouse, 2004) using means that are deemed acceptable by the members of that group. To further understand leadership, it is necessary to review leadership qualities in order to unearth how these qualities are implicated in EL. It is also necessary to review school leadership and ethical dilemmas that accompany leadership in schools so as to have a deeper understanding of the concept of leadership in schools.

2.2.1 Leadership Qualities

The major challenge of leadership in an organization is getting others to do what is required to achieve the goals of the organization. This is a complex process, because the goals as well as the means for accomplishing them are often unclear, subject to discussion or negotiation, and can even change over time (Kolzhov, 2014). A true leader is supposed to be confident

enough to stand alone, courageously makes tough decisions while remaining compassionate enough to listen to the needs of others (Muteswa, 2016). With this enormous task facing a leader, there are, therefore, numerous qualities that a leader is expected to possess in order to be able to influence the followers towards goal achievement. These qualities are the differentiating factors between good leadership and bad leadership. Hasan (2019), in an article entitled ‘Top 15 Leadership Qualities that Make Good Leaders’, highlights fifteen qualities of a leader which include honesty and integrity, confidence, vision and purpose, inspirational, commitment and passion, good communicator, decision- making capabilities, accountability, delegation and empowerment, creativity and innovation, empathy, resilience, emotional intelligence, humility and transparency. Most of the qualities listed above such as empathy, transparency, honesty and integrity are typical characteristics of EL. Similarly, Muteswa (2016) enumerated nine qualities of a good leader which include honesty, integrity, transparency, humility and commitment, among others. For Chalef (2009, as cited in Hossain, 2015), one who is not a good follower cannot be a good leader, and so a leader must be honest, forward-looking, competent, intelligent and inspiring. Most of the qualities highlighted by Mutsewa (2016) and Chalef (2009, as cited in Hossain, 2015) are also typical of an ethical leader.

One important quality of a leader that is seen in every literature on leadership is honesty and integrity. A former president of the United States once said that the highest quality of leadership is unquestionably ‘integrity’ without which there will be no real success in an organization (Hasan, 2019). A study by American Society for Quality (ASQ) in the US in 2006 reveals that there is lack of integrity in leadership and that public confidence in leadership had plummeted to an all-time low (Denis, 2010). This is a huge source of worry exacerbated by the fact that successful organization leaders are known to exhibit moral and ethical courage by

setting an example for everyone in the organization, and the fact that a leader who lacks character or integrity will not endure the test of time (Hossain, 2015). Furthermore, a study conducted by the Pew Research Centre in 2015 reveals that out of all the qualities that a good leader is expected to possess, the one that matters most to people is honesty (University of Cambridge Institute for Sustainability Leadership, 2017). In agreement, Denis (2010) used the term ‘quality leadership’ to describe a leadership that supports constant pursuit of excellence with emphasis on creating an environment of trust, openness and honest communication in order to encourage individual quality development. Transparency is also an important facet of leadership. According to Norman, Bruce and Luthans (2010) transparency impacts followers’ perceived trust and evaluations of leader’s effectiveness. In support, Al-Samman (2012) attributes transparency to other attributes of EL such as participation, substantial information and accountability. This implies that when a leader is transparent, the leader ensures that there is accountability, equitable participation, and that information is passed adequately to all levels in the organization. So, it is evident that followers generally accept a leader that has a very high moral standard and is always ready to exhibit a character that is worthy of emulation at all times. Such a leader leads by example and will do anything to ensure that moral values, principles and ethics of the organization are maintained by his or her followers (Muteswa, 2016). These are important attributes of EL.

2.2.2 School Leadership (SL)

There is no doubt that anyone seeking for quality education must give high priority to school leadership since outstanding leadership has emerged as a major characteristic of outstanding schools (Bush & Glover, 2003). This has led many scholars and practitioners in

different countries to recognize that effective leadership plays a significant role in school improvement (Bush, 2018). SL has not only become a priority in education policy agendas locally and regionally, but also internationally. This is so because it plays invaluable role in improving effectiveness and school climate, and in motivating both teachers and students (Pont, Nusche & Moorman, 2008; Hallinger & Huber, 2012). Effective SL is necessary because school is dynamic, and an organization's culture can be eroded as more people come into the organization with their various values and behaviours (Kuye, Uche & Akaighe, 2013). A study by Minnesota and Toronto researchers reveals that SL is crucial because it has the potential to unleash hidden capacities in schools (Wallace Foundation, 2013). This is in tandem with a report by United Nations Educational, Scientific and Cultural Organization, UNESCO (2016) which posits that SL is a lever for efficiency, effectiveness and quality enhancement. No wonder improving SL ranks very high on the list of priorities for school reform (Pont *et al.*, 2008). Although the need for effective leaders is acknowledged widely, it remains to be seen which leadership behaviours are likely to produce desired outcomes (Bush, 2007). Hallinger (2011) proposed four dimensions of leading for learning which include: values and beliefs, leadership focus, sharing leadership and contexts for leadership.

The principal or school head/head teacher is charged with the majority of the leadership roles in schools, although there may also be informal leaders such as specialist leaders whose influence is as a result of their subject knowledge, or individuals who have social influence with their colleagues (Cambridge Assessment International Education, 2017). The school head works closely with the deputy school head and the different heads of department. They are more generally known as School Management Team (SMT). The manner in which the head teacher and his/her team carry out leadership activities is a major source of concern since it has an

important effect on the followers (both teachers and students) and in the overall performance of the school (Sharminiet *al.*, 2018). For Day and Sammons (2014), a head teacher and his team are effective or successful when they provide a clear vision and sense of direction for the school. There is enormous evidence that the ability of a school to improve and sustain effectiveness is not primarily the result of the school leader's leadership style, but of their understanding of the school's needs and application of multiple strategies which are embedded in the school's work, culture and achievements (Day, Gu & Sammons, 2016). Core personal values of successful school leaders are concerned with the modelling and promotion of respect for individuals, fairness and equity, caring for the wellbeing and whole development of students and staff, integrity and honesty (Bush & Glover, 2003). These core values are typical of an ethical leader. Consequently, it is necessary to ascertain if school leaders are ethical in their conduct in the course of governance.

With the role of school leaders in creating a positive school climate (Pont *et al.*, 2008) among other roles clearly revealed, the findings from a research by Oyetunji (2006) that in Botswana secondary schools, a positive climate is more of an idea than a reality, is indeed a major source of concern. It is, therefore, evident that to be rated and ranked successful, school leaders must possess the right personal values (Begley & Johansson, 2008) and strong moral and ethical standards evidenced by regular professional dialogue about teaching and learning, strong social support in problem- solving, shared goals and collective responsibility, norms of equity and justice. Given this understanding of the role of school leadership it becomes necessary to identify school leaders' perspectives of EL, how much they are ethical in their conduct, the extent to which they ensure that ethics is embedded in their schools' organizational culture and their view on the place EL has in GG.

2.2.2.1 Ethical Dilemmas in School Leadership

The nature of ethical decision-making by school leaders as moral agents has increasingly become a major area of focus in educational administration (Keith & Kutsyuruba, 2013). As proposed by Benninga (2013), several incidents in schools present ethical dilemmas for educators. The ability of a school leader to make the correct ethical decision is the main factor that makes an ethical leader to stand out. A study titled “Ethical Challenges in School Administration: Perspectives of Canadian Principals” by Keith and Kutsyuruba (2013) is quite revealing. Using a sample of 177 school principals from ten provinces and three territories, they were able to discover that work-related ethical issues in schools arose between school administration and teachers and other staff. The result of the study further shows that in their dealings with ethical dilemmas, participants experienced internal pressure of staying true to personal values and external pressure of stakeholder groups with different agendas. Furthermore, Cherkowski, Keith and Kutsyuruba (2015) assert that as moral agents, school heads need to be wide awake to the ethical challenges and issues that permeate their day-to-day work lives. They further state that modelling moral agency is necessary for encouraging others to also engage their own moral agency in the best interests of the students/pupils. School leaders, therefore, cannot afford to focus on curricula only, they have to also “assume responsibility for empowering teachers to negotiate the diverse values in their schools”(Shapira-Lishchinsky, 2010 p. 1). Are school leaders in Botswana braced for this enormous task? Do they take the correct action and decisions when they are faced with ethical dilemmas? Answering these questions involves finding out the EL perspectives of school leaders and the extent to which they apply EL in the course of governance.

2.2.3 Teacher Leadership (TL)

Teachers also play leadership roles in schools, although their roles in this regard cannot be compared with those of the head teacher. In fact, James, Haigen and Elaine (2017) reveal that both the principal and the TL are necessary for school improvement. In fact, when teachers are allowed to participate in decision-making they become active participants in school management process and this makes them to have greater and wider ownership of the school, its vision and priorities (Wadesango & Bayaga, 2013). However, as posited by Gemechu (2014), non-involvement of teachers in decision-making affects the overall activities of the school including teaching and learning. In England, for instance, middle teachers function as department heads, learning managers responsible for analyzing performance data and developing focused interventions and assistant head teachers rotating on and off the senior leadership team (Pont *et al.*, 2008). TL is also seen in the South Africa (SA) education system and it lays emphasis on a move towards participatory and shared approach in the management and leadership of schools (Grant, Gardner, Kajee, Moodley & Somaroo, 2010). In the Botswana context, little or no emphasis is laid on the concept of TL. Concerted effort, it seems, is made towards building the senior management leadership capabilities (Mphale, 2014). Despite this, one cannot deny the existence of TL in the Botswana education system. This concept becomes even more important since it is teachers that later end up becoming school leaders.

Although teachers have very few opportunities to influence programs and policies (Berry, Daughtrey & Wieder, 2010), their role as instructional leaders in the classroom is very well defined. Cheung, Reinhardt, Stone and Warren (2018) argue that the leadership role played by teachers is widely accepted to be critical to school improvement efforts. However, school heads play an important role in enhancing TL by empowering teachers and delegating authority that

will allow the teachers to influence processes and decisions in the school (James, Elaine & Haigen, 2016). James *et al.* (2016) concluded that effective school heads use TL to improve learning climate while they work on school program coherence and professional development.

Studies show that in schools where teachers are given authority and empowered to lead, leadership becomes a much stronger driver for change and school improvement (Harris & Muji, 2003; Pont *et al.*, 2008; Gomendio, 2017). This opens up the possibility of teachers to become leaders at various times; thereby, making leadership a collective and shared effort that engages many instead of a few. As leaders, teachers are expected to build confidence and skills in others, use available resources effectively and above all, build an atmosphere of trust and rapport between them and their followers (Lieberman & Miller, 2005). Greenleaf (2003) used the term servant leadership to explain the fact that teachers can serve the needs of students and proceed further to consciously encourage them to become leaders for themselves.

From the foregoing, it is evident that teachers have very numerous roles to play as leaders in the education sector. It is, therefore, important that teachers constantly reflect on the ethics of their activities so as to exhibit the best possible ethical example to those they are morally educating (Sawhney, 2015). This is highly required because teachers are involved in educating young people which indeed, is one of the most ethically demanding jobs. However, growing cases of unethical conduct by teachers have been noticed. Such cases have led to a corresponding demand for teachers to be professional in their conduct. Professionalism in this regard includes adherence to desired standards of behaviour, identification of unique body of occupational knowledge and commitment to what the profession regards as morally good or right (O'Neill & Bourke, 2010). Teachers, just like school leaders (Cherkowski *et al.*, 2015), are therefore,

expected to carry out their duties as leaders in a manner that is ethically and morally acceptable by the society at large.

2.2.3.1 Ethical Dilemmas in Teacher Leadership

As instructional leaders, teachers are faced with many ethical issues in the course of their practice. This is not surprising given that teaching is a moral activity that is heavily values-laden (Ehrich, Kimber, Millwater & Cranston, 2011). Such issues include “inappropriate allocation of resources, situations in which pupils are being discussed inappropriately, and irresponsible colleagues,” among others (Shapira-Lishchinsky, 2010 p. 1). For Rogers and Sizer (2010), ethical dilemmas faced by teachers include conflicts of interest, using school equipment inappropriately and engaging in inappropriate behaviour to get ahead. For them, the difference between right and wrong is widely known and so teachers only need to remember these “differences, seek information and choose to act in order to overcome the moral malaise that allows these violations go unchallenged” (Rogers & Sizer, 2010 p. 244). Helton and Ray (2005, as cited in Ehrich *et al.*, 2011) summarized the ethical dilemmas faced by teachers as follows: the need to go beyond the law such as protecting students from home abuse; administrative decisions contrasting with professional or personal ethics; students actions such as ethic of care, plagiarism and behavioural issues; colleagues’ actions including discriminatory behaviour towards students and staff; and tension with professional ethics.

A study by Atkin (2012) shows that greater preparation is required for all teachers as this will help them recognize the conflicting values in challenging dilemma situations and to better assist them to comprehend their moral duty in resolving such situations. Are educators in Botswana aware of these ethical dilemmas? If they are, do they resolve them appropriately when they encounter them? These questions are answered partly in this study.

2.3 Ethics

Ethics has to do with the feelings of what is right or wrong (Valasquez, Andre, Shanks & Meyer, 2010). This concept can mean different things to different people. However, in organizational context, it entails “coming to know what is right or wrong in the workplace and doing what’s right- this is in regard to effects of products/services and in relationships with stakeholders” (Krishnamurty, 2011 p. 4). Simply put, ethics is the study of what is morally right and what is not, and it is the moral fibre that one represents on a day to day basis. Attributing ethics to what is obtainable according to law, religion or society is indeed misleading. Nazi society, for instance, saw the unethical persecution, humiliation, deportation and killing of Jews as the right thing to do (Bialas, 2013).

Ethics is sometimes used interchangeably with morality. Although the two terms are related, they are not synonymous. Ethics basically names a field of inquiry while morality, on the other hand, names the object of that inquiry (Gilman, 2005). While *morals* define our own character, *ethics* dictates the inner working of a social system (Ropiak, 2011). *Ethics* is, therefore, based on a given set of *moral* codes adopted by a group of people. It asks people to be responsible for their actions and beliefs, and to live that as their own. It answers questions on the best way to act and the best option that brings reality to the fore in a given situation. It questions, defends and discovers people’s values, purpose and principles, thereby, helping human beings to stay true to who they are in the face of uncertainties, temptations and challenges (Fieser, 2010).

2.3.1 Importance of Ethics in Education

Educators are faced with the challenge of balancing local, national and global norms as well as ethical values in the process of education (Gluchmanova, 2015). This has led many

nations to create different policies related to ethics in education for teachers and learners alike. For instance, the Council for Teaching Profession in Malta (2012) gave a list of guidelines that members of the teaching profession must follow. Prominent among these guidelines are that they must act with fairness, integrity and honesty, and they must uphold confidence and public trust in the teaching profession. Different schools also have rules and regulations that are laid down for students to follow. Most of these rules and regulations are built on the principles of ethics and morality. For instance, in the rules and regulations in most schools, students are mandated to eschew vices such as examination malpractice and sexual misconduct, and to remain disciplined in their dealings with teachers and their fellow students. There is no doubt that such rules are based on ethical foundations.

The importance of ethics in education is revealed in several studies (Gulcan, 2015; Chowdhury, 2016). Josefova (2016) in a study entitled “The Importance of Ethics in the Process of Education in Today Globalised Society” shows that ethics in the process of education should be aimed at leading students to multicultural perception of the society and the world. He also points out that more attention must be paid to ethics in primary, secondary and university education. These findings led Chowdhury (2016) to propose a range of teaching, learning and pedagogical techniques that will foster ethics, values and morals in students’ minds. Ethical education helps students to develop in- depth awareness and knowledge of their own and other cultures (Gluchmanova, 2015). Creation of subjects that are aimed at teaching ethics is indeed an effort towards inculcating ethical principles to members of the society. Despite this, cases of ethical misconduct in schools and in the society at large continue to increase. This points to the fact that teaching ethics as a course is not enough. There is need for school leaders and teachers to exhibit characters that show high ethical standards and act as role models for their numerous

students. Reading, writing and solving algebra is only important when they help our children to become more human. There is, therefore, need for educators to help their students to become more civilized human individuals as opposed to educated monsters that become skilled psychopaths (Gulcan, 2015). One major way educators can achieve this fit is perhaps, by being ethical in their conduct.

With the importance attached to ethics in education clearly revealed, the result of a study by Moswela and Gobagoba (2014) is a major source of concern. The study entitled “Ethics Education Adherence by Teacher Trainees during Teaching Practice: A Botswana Perspective”, reveals that even though teacher trainees have a fair understanding of what teacher ethics and professionalism entail, their knowledge does not translate into practice. This is because they indulge in unethical behaviours with their students; thereby, undermining their academic performance. The authors concluded that the reason behind this is mostly the absence of enacted code of ethics that teachers can relate to in their practice and this has led to the flouting of professional conduct with impunity. Although teacher trainees were used in this study, the findings are indeed useful, since these trainees will later become teachers and school leaders.

2.4 Ethical Leadership (EL)

One major vehicle used by successful leaders is a leadership style that is built on trust. This is true because trust acts as glue that binds the leader to the followers, and provides the capacity for both organizational and leadership success (Mineo, 2014). A study by Wart (2012) reveals that the most important element that a leader must possess in order to be fully accepted by their followers is trustworthiness. There is no doubt that trust can be built by using a leadership style grounded in ethical norms and practice (Okagbue, 2012) which introduces

morality as a core element (Zaleha & Rashidah, 2014). This type of leadership is called *ethical leadership* (EL). The perceptions of followers on the ethical integrity of their leader correspond to the overall success of such a leader (Chambers, 2011).

The term EL is defined differently by different authors. For Sharminiet al. (2018), EL is a practice of leadership that is focused on character building, ethically aware, team interest orientated, truthful, unselfish, civil minded and trustworthy while Shacklock and Lewis (2006) view EL as the creation and fulfilment of opportunities that are worthwhile using means that are deemed honourable. Shakeel, Kruyen and Thiel (2019) conceptualized EL using different models. According to the authors, the basic model includes the ethical virtues of leaders and the activities they undertake to inculcate these virtues into their followers, while other models include some aspects of leadership debate such as sustainability (Shakeelet al., 2019). EL is, therefore, the process of influencing employees through principles, values and beliefs based extensively on the accepted norms in the organizational behaviours (Alshammariet al., 2015).

Studies on the importance of EL in organizations are numerous (Israret al., 2017; Okagbue, 2012; Shakeel et al., 2019). An empirical research by Rubin, Dierdorff and Brown (2010) reveals that EL has a positive impact on job satisfaction, moral identification and empowerment, and employees' commitment. This indicates that EL model is indeed an effective leadership model that contributes to positive outcomes in an organization. Israr et al.(2017) shows that leadership without integrity and ethics can be harmful to both organizational stakeholders and the entire society. This has further engendered research in the field of EL behaviour exacerbated by growing unprofessional and immoral conduct of leaders affecting both private and public sector organizations (Shakeelet al., 2019). Another study by Rahimet al. (2010) reveals that ethical leadership promotes employee trust towards their leader; thereby,

providing the organization with opportunities to build trust, gain cooperation, commitment and thus, creating long term wealth and sustainable competitive advantage. Ethical factors can also influence a leader to make sound decisions in an organization (Emmet, 2015; Arar, Haj, Abramovits & Oklatka, 2016). In schools, EL in practice enables positive work engagement which leads to increased school effectiveness and so it can serve as a value-based leadership alternative (Sharminiet *al.*, 2018). The positive relationship that exists between school principal's EL levels and positive climate practices in school is seen clearly in a study by Eranil and Ozbilen (2017). It is, therefore, obvious that school leaders can inculcate positive climate practices in the school's organizational culture by raising their EL levels. As Mendonca (2001) puts it, the enduring survival and success of an organization rests on EL.

The need for EL in schools is well established as seen in previous studies. These studies point to the fact that schools where EL is not practiced is bound to fail. Boydak, Yavuz and Yirci's (2017) assertion that school leaders are faced with ethical dilemma while deciding certain issues, should be a major source of concern for every stakeholder in the education sector. Even with the ethical codes that are seen in many education systems, cases of unethical behaviour continue to rise on a daily basis. This shows clearly that creating the codes is not enough; rather further actions should be taken to inculcate the code in education administrators and make them see these codes as their own and not just as rules and regulations that must be obeyed. Naidoo (2015) explored the understanding, experiences and practices of EL in SA schools and discovered that unethical conduct of school heads, teachers and learners occurred regularly and they even seem to be on the increase. Unethical behaviours, according to the researcher, originate from inside and outside the school environment. It is, therefore, imminent that EL could and should be used to stem unethical conducts within schools. This is true because ethical

leaders do not only lead by example but are able to communicate and enforce ethics and practice by grounding their conduct and decisions in ethical values and ideals.

In the Botswana context, there are some reports and studies that have shown that EL challenges are indeed a huge source of concern. This has been proven by numerous reports and studies. Most of these reports and findings show that unethical practices in Botswana schools are either in the form of sexual misconduct, maladministration or corruption. A study by Diraditsile and Rankopo (2018) entitled “Students’ Views and Experiences on Child Sexual Abuse in Botswana: Implications for Educational Research and Policy Implementation” shows that sexual abuse of students exists in Botswana schools and that the majority of female students are negatively affected by this troubling reality. They propose that further empirical research should be conducted to generate more data on the dynamics of sexual abuse in schools and understand students’ perspectives on the issue. A report by Sunday Standard (2014) on how a head teacher was demoted for failing to take action against sexual misconduct by a senior teacher shows that the school leaders may not be doing enough in ensuring that their leadership is ethical; hence, it remains to be seen if school leaders are ethical in their conduct. If they are, it is still not clear if they believe that EL leads to GG.

Several studies have pointed to the fact that corruption is on the decrease in Botswana. A study by Jones (2017) entitled ‘Combating Corruption in Botswana: Lessons for Policy Makers’ shows that Botswana has recorded success in combating corruption owing to the role of anti-corruption bodies such as the Directorate of Corruption and Economic Crime (DCEC). This is further confirmed in a previous study by Mbao and Komboni (2010). These findings show that organizations and individuals are eschewing corruption primarily because they are scared of facing law enforcement and not because they see it as the right thing to do. Despite the concerted

effort of the government in fighting corruption, many cases of corruption and maladministration have been reported in the Botswana Education system. Baputaki (2009a) reveals how the results of a school in Botswana were investigated for cheating due to alleged maladministration. A recent report by Basimanebotlhe (2017) shows a clear case of embezzlement in a certain school in the country while another report by Serite (2018) shows clearly how a head teacher was accused by his subordinates of fuelling corruption and maladministration. These are indeed clear cases of unethical practices.

2.5 Governance and Good Governance

One major question that people always ask when they look at successful organizations such as Google, Facebook, DangoteGroup in Africa and Debswana in Botswana is what differentiates them from other organizations that are not successful or that have even failed in the past. What are the things they do that others do not do? One core characteristic inherent in these successful organizations is their ability to recognize and harness effective leaders (Miller, 2014). It is also obvious that a major differentiating factor between an effective and ineffective leader is the style of governance. This is so because governance plays a very important role in fostering shared aims, commitment and accountability, and in providing strategic direction for leaders (Lord *et al.*, 2009).

UNESCAP (n. d.) defines governance as the process of making and implementing (or not implementing) decisions. One key term that is inherent in the definition of governance is decision- making. The ability of a leader to make the right decisions is what differentiates good governance (GG) from bad governance. This has led to a shift of focus from mere governance to GG. This paradigm shift is summarized by Vanlalhlmpuii (2018) who posits that governance

merely implies the interaction between people and formal institutions, and the manner of making and implementing decisions in an environmental setting, while GG entails creating an environment that is sensitive, inclusive and responsive to the needs of the people and effective to challenges it encounters. Such governance is characterized by minimal corruption, and the views of the subjects are taken into account in decision-making.

2.5.1 Elements of GG

Different authors have highlighted the different elements that make up GG. For United Nations Development Program (UNDP) and the World Bank, the elements of GG are participation, rule of law, transparency, responsiveness, consensus-oriented, accountability, effectiveness and efficiency (Legas, 2015). These elements were further confirmed by Onichakwe(2018) and UNESCAP (n. d.) and are shown clearly in Fig. 1. “Poor or bad governance, on the other hand, is characterized by arbitrary policy-making, unaccountable bureaucracies, unenforced or unjust legal systems, the abuse of executive power, a civil society unengaged in public life, and widespread corruption” (Samuda, 2010).

Figure 1. Elements of Good Governance



Source: Hudhra, Gomez, Marta & Aurora (2014).

Three important elements of GG enshrined in ethics and morals are accountability, transparency, equity and inclusiveness. Accountability has to do with acknowledgement and assumption of responsibility for actions, policies and decisions, including the governance, administration and implementation within the scope of the role or employment position and encompassing the obligation to report and be answerable for resulting implications (Legas, 2015). UNESCAP (n. d) explained transparency in three ways. Firstly, transparency is said to be present when decision- making and enforcement are done in a manner that follows rules and regulations. Secondly, it is also said to be in existence when information is readily available and directly accessible to those affected by certain decisions and their enforcement. Finally,

governance is said to be transparent not just when enough information is provided, but when it is provided using forms and media that are easily understandable. Equity and inclusiveness are very necessary in ensuring GG. According to Legas (2015), an organization's progress depends on ensuring that all its members feel that they have a stake in such organization and do not feel excluded in any way. This involves ensuring that everyone has opportunities to improve or maintain their well-being, and this can be achieved only if such opportunities are made available; otherwise, the followers have no chance to reflect their interest. As posited by Onichakwe (2018), effective leadership and GG remain the only known panacea for improved and timely national development.

2.5.2 Good Governance in Education

Discussing governance in education is a very broad topic which encompasses governance at the regional, country, state, local government and school levels. For the purpose of this study, this part of the review will focus on governance at the level of the schools. Emphasis on GG in education is crucial for education systems to fulfil their essential education (Risteska, Mickovska & Kraja, 2010). Lewis and Gelandar (2009) show that GG can serve as an entry point to raising institutional performance in the delivery of education services. Just like every other sector, GG in education should have the traits of responsiveness, accountability and transparency, and also encompass engagement of citizens and other necessary stakeholders in the education sector (Risteska *et al.*, 2010). But is this how school leaders view GG? Since it is imperative that GG can enhance both quality education and performance in schools, the question is “are stakeholders in the education sector doing enough to ensure that the elements of GG are practiced and

enshrined in the organizational culture of different schools?’ This question also forms part of the questions that the current study addresses.

Just as in the case of ethical codes of conduct, different nations have well laid down policy framework on school governance. England, Northern Ireland and Wales operate similar systems of school governance for state schools, whereas Scotland does not have formal school governors and instead has Parent Councils (Wilkinson, 2017). In South Sudan, the South Sudan Education Act of 2012 and the School Governance Policy of 2014 in part, state that the professional and administrative management of the school shall be the responsibility of the head teachers under the supervision of relevant ministries (School Governance Handbook, 2016). Further guidelines for the school heads are outlined in the School Governance Toolkit of 2014. Despite these guidelines, it is left to be seen the extent to which they are implemented in order to ensure that GG exists in the school system. A study by Kadir (2019) on the GG issues in education system and management of secondary schools in Kwara State, Nigeria, shows the need to ensure effective management of resources, accountability and participatory decision-making towards the realization of effective management of schools. These factors required for effectiveness as indicated in the study are all attributes of GG.

A study by Akter and Giridharan (2016) entitled “Implementation of Good Governance in Secondary School of Bangladesh” is quite revealing. The study shows that there is corruption in the education sector, especially secondary schools, due to lack of GG, which is characterized by reduction of efficiency of school managing committee and the head teacher, distortion of the decision- making process and undermining of the social value as well as the ethical phenomena. This degenerating level of GG has led to an increasing demand for GG, especially, in public education schools (Majdulien, 2016). This has in turn led to a continuous search by stakeholders

in the education sector, for leadership practices that are characterized by participation, accountability, transparency, equity and other attributes of GG. Perhaps, EL is the solution in this regard.

A study by Sebudubudu (2010) entitled “The Impact of Good Governance on Development and Poverty in Africa: Botswana- A relatively Successful African Initiative” shows that GG in Botswana has facilitated development and also impacted positively on stability and the poverty rate in the country. The country’s success, according to the United Nations Economic Commission for Africa (2008 p. 14), is attributed to good policy choices, the utilization of capable state machinery, and the operation of realistic economic development planning process”. Despite these encouraging reports, it is left to be seen if GG in Botswana is reflected in the education system.

2.6 Ethical Leadership and Good Governance

The relationship that exists between EL and GG is clearly shown in many bodies of literature. The majority of such literature points to the fact that EL leads to GG. Menzel (1997, as cited in Okagbue, 2012) in a review entitled “Ethics attitudes and Behaviours in Local Government: An Empirical Analysis”, argues that GG, a crucial ingredient for democracy, is largely dependent on EL. This also resonates with the findings of Enwereonye *et al.* (2015) that unethical practices and behaviour by public officials in government offices led to series of leadership crisis. International bodies like the United Nations and the World Bank also emphasize the importance of ethical practice and they have as well linked EL to GG (Okagbue, 2012). Vanlalhlmpuii (2018) shows that effective leadership has the greatest role in fostering GG. Although he did not use the term “EL” in the analysis, it has been well noted in the course

of this review that effective leadership can only be achieved by a leader who is well grounded in ethics and morality. Such a leader is said to exhibit attributes of EL.

The role of EL in GG is revealed in a research entitled “Ethical Leadership and Good Governance in Nigerian Local Governments” by Okagbue (2012). The research was conducted through face-to-face interview of 25 civil service employees purposefully selected from one local government out of the 774 local government areas in the country. Although eyebrows maybe raised on the sampling technique and sample size for the study, the result clearly shows that EL style has the potential to improve the quality of governance. There is also a major concern over the generalizability of this study. Can a study conducted in the local government system in a country be used as a guide for policy making and implementation in other sectors such as education? In fact, there is no specific literature on the role of EL in school governance. This research, therefore, studied the role of EL in school GG in the Botswana context.

2.7 Culture and Education of Botswana

The regard for ethics and morals in leadership is very much reflected in the Setswana culture and traditions that date as far back as the 19th century. This was clearly illustrated by Denbow and Thebe (2006). According to them, communities in Botswana are governed through an institution known as the *Kgotla*, where matters of economic or political importance to the family or community are discussed. Large towns are divided into segments that represent the major ethnic and family divisions in the community. Different segments are in turn grouped around that of the *Kgosi* (king) who is the most senior *Kgotla*. The *Kgotla* is usually located next to the central animal kraal. In terms of the traditional practice, a special fire place is situated at the entrance to prevent dangerous or harmful actions or people with personal jealousies or

grudges (*baloi*) from entering the *Kgotla* and interfering with useful deliberations. The *Kgotla* is the venue through which the chiefs (*dikgosi*) communicate directly with their subjects, creating a somewhat democratic institution, typical of EL, that permit (within limits) free speech while at the same time allowing the *Kgosi* to test public acceptance of matters already discussed in private with his counsellors and advisers. The *kgosi* is expected to be modest, compassionate, and diligent while showing respect for tribal customs and practices in his daily life as exemplified in the often-recited proverb “*Kgosikekgosikabatho*” which means “*kgosi* is a *kgosi* by the grace of the people” (Denbow & Thebe, 2006 p. 22). These are indeed attributes of EL. Perhaps, this leadership tradition of the 19th century clearly set the stage for the democracy that Botswana enjoys currently. It remains to be seen if these ethical principles used by the Batswana of old are still applied in the Botswana of today. Little wonder till date, the *Kgotla* has continued to play a significant role in giving individuals a platform for exercising their democratic rights (Moumakwa, 2010).

Society and culturally- based education existed in Botswana even in the pre-colonial era. This approach to education is known as traditional education which is divided in two parts (formal and informal) and was seen in most parts of pre-colonial Africa. There was informal education in the home, which was mainly parenting, and it included relations among siblings with emphasis on the aged as repositories of wisdom (Otukile, 2011). Formal education was characterized by the traditional initiation schools termed *bojale* for girls and *bogwera* for boys. These schools taught young people the responsibilities of adulthood, respect for elders and royalty, the virtues of obedience, and their rights and obligations in society. Traditional education included learning their history through praise poems and the teaching of acceptable behaviour through games, riddles, puzzles, and proverbs; the fundamentals of Tswana religious

beliefs and cosmology were also discussed” (Denbow & Thebe, 2006 p. 16). Young men were trained to be responsible men, warriors and fathers through vocational education which consisted of part-time individual apprenticeships in trades such as medicine, mining, smelting, farming and hunting (Otukile, 2011). The need to possess good virtues and the emphasis that there is dignity in labour go a long way to show that Setswana culture is hinged on honesty which is a very important attribute of EL and GG. It remains to be seen if these tenets are still maintained today, especially, in Botswana schools.

During the colonial era, western education replaced the traditional pre-colonial system of education, but when Botswana finally became independent in 1966, its education policy shifted from colonial education to the kind of education that would meet the needs of the emerging society (Otukile, 2011). This, according to Otukile (2011), is because education was (and is still) seen as a crucial aspect of economic and human resource development. Education in Botswana is free for the first 10 years, and the cycle is completed through middle school. The first 7 years are spent in Primary School, with a pupil-teacher ratio of approximately 13 to 1 in policy, but classes can have up to 40 pupils per teacher. One may wonder if it is ethical to say one thing on paper and then do another thing. For the first four years, the medium of instruction is the Setswana language, after which the English language takes precedence. Progression to middle school is no longer dependent on a pupil passing their Primary School Leaving Examination and so, every student, regardless of whichever grade is obtained, automatically progresses to middle/Junior Secondary School (Malejane & Diraditsile, 2019). One may wish to ask if this is really ethical. After the Junior Secondary School which takes exactly three years, students are expected to sit for their compulsory Junior Secondary Examination (JSE). Students that emerge successful after the JSE can progress to study at the Senior Secondary Schools in the country

while those that do not pass may wish to go to work afterwards. In fact, Botswana has one of the best education policies in Africa which is reflected in the Revised National Policy on Education (RNPE) of 1994, but unfortunately and as posited by Malejane and Diraditsile (2019), these policies are lying in the government enclave and its recommendations selectively implemented. For instance, the RNPE mandated the introduction of environmental education in Botswana schools, but a study by Ketlhoilwe (2003) among education officers and school heads at the secondary school level in Botswana confirms that there is lack of implementation due to some constraints with regard to logistics and commitment by these key players. The RNPE also asserts that the education system is to incorporate skills that will lead to the development of the country in the curriculum instead of emphasizing on arithmetic, reading and writing, but till date, teacher-centred approach with limited practical work has remained the primary method of teaching (Makwinja, 2017).

Botswana operates a nine subject system which includes Mathematics, English, Setswana, Science, Social Studies, Moral Education, Creative and Performing Arts (CAPA), Physical Education and Agriculture (Otukile, 2011). The inclusion of Moral Education in the syllabus goes a long way to show the value Botswana education system attaches to ethics and morality. However, it remains to be seen how much of these ethical principles enshrined in the school curriculum are actually implemented by school leaders, teachers and students alike. This is a very important line of conversation since the products of our education system today gives a clear picture of what our society will be in the days ahead. Are we really producing students that are ready to eschew conducts that are not typical of Setswana culture? To be able to make good products, the makers of the products must exhibit certain characteristics that will be duly transferred to the products. It is widely known that teachers and school leaders (makers of

products) play a very significant role in moulding the character of their students (the products). These teachers and school leaders are supposed to be ethical in their actions as one cannot give what he/she does not have.

2.7.1 Role of Government Senior Secondary Schools in Botswana Education System

Although primary education is completely free and has been touted as the most important level of education in Botswana, the importance of senior secondary education cannot be overemphasized. A recent report by Republic of Botswana (2015) shows that there are about 283 secondary schools, with Government schools constituting 84.0% percent of all secondary schools in the country. According to them, secondary school enrolment has increased by 0.4 percent over three years from 171,986 in 2009 to 172,669 in 2012 with female enrolment at 51.7 percent and 48.3 percent for males. Of this number, Government schools enrolled 92.3 percent of all students (Republic of Botswana, 2015) probably because they are cheaper than their private counterparts. This goes a long way to show that Government Secondary Schools are playing a major role in the Botswana Education system. Unlike the Junior Secondary School, SSS usually takes two extra years to complete. It is at this stage of a student's academic life that a final examination, called the Botswana General Certificate for Secondary Education (BGCSE) which determines whether the student is eligible for tertiary education or not is taken (Malejane&Diraditsile, 2019). It is, therefore, obvious that secondary education plays a major role in determining the career paths that students will follow which will lead to overall national development. This is clearly stated in the RNPE which asserts that the aim of secondary education which caters for the youths between the ages of 14-23, is to make available broad-based education at the secondary level so as to meet the human resource development needs of

the country (World Data on Education, 2006). As posited by Nwakpa (2017), secondary education prepares the recipients for higher education and for useful living within the society.

The majority of the students in SSS are at the adolescent stage, which is a period following the onset of puberty in which a person transforms from a child into an adult. This is indeed a very critical age because whatever the child learns at this point will go a long way in informing the child's decisions in life. There is, therefore, the need to surround such learners with school leaders and teachers that exhibit high moral standards that are built on strong ethical background; hence, the question on EL at that level. These education stakeholders should behave in a manner that is worthy of emulation. However, with the rising cases of unethical conduct in the society, such as a recent report by Pagonis (2020) on how a teacher poisoned 25 kindergartners out of revenge, and that by Head (2017) on how a teacher in Durban, a region in SA was suspended after his relationship with a pupil went public, it remains to be seen the extent to which stakeholders apply ethics in their day to day activities, and if they do (or do not), their perceptions of EL in promoting GG. This study, therefore, examined the role of EL in school GG in Botswana context.

2.8 Theoretical Framework

Academic enquiry into Ethical leadership (EL) has continued to increase rapidly. However, it is mainly discussed as a subset of leadership or ethics and has touched upon a variety of theoretical bases (Okagbue, 2012). The major theoretical framework underpinning this study is the servant-leadership theory proposed in 1970 by Greenleaf (Greenleaf, Spears, Vaill & Shannon, 1998). According to this theory, a leader focuses first on the needs of others by

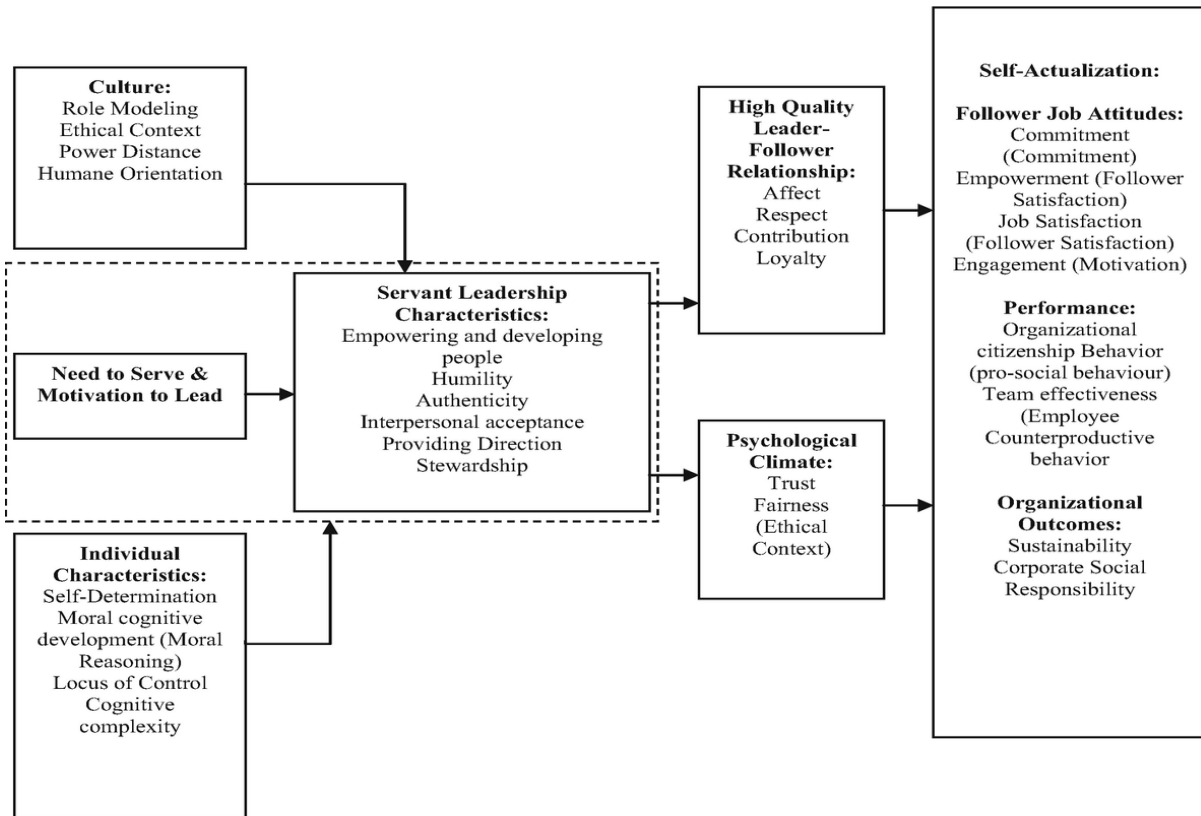
acknowledging other people's perspectives and supporting them to meet both personal and organizational goals through constant involvement in decision- making where necessary and building a sense of community with their team (Kolzow, 2014). The theory asserts that the primary purpose of leadership is to serve the followers' interest (Okagbue, 2012). Compared to other styles of leadership where achieving the goal of the organization, a servant leader is genuinely more concerned with serving his/her followers (Greenleaf, 1977).

Wahyu and Lantu (2014) made a critical assertion about servant leadership. According to them, leadership occurs when both leader and follower(s) raise themselves to a higher level of morality and motivation. Moral means raising the level of human conduct and ethical aspirations of both leader and followers. This implies that the leader must exhibit high moral and ethical standards typical of EL. The terms EL and servant leadership were properly integrated by Reddy and Kamesh (2016). According to them, the cultural perspectives of EL focus on ethical context and role modelling while servant leadership focuses on human orientation and power distancing. The focus of the latter can indeed synergize with the cultural perspectives of the former. This shows that a servant leader must possess qualities that are associated with an ethical leader. Figure 2 clearly shows the integrated model of servant and EL. From the figure, the characteristics required of a servant leader are clearly highlighted. Prominent among them is moral cognitive development, a characteristic that leads to psychological climate of trust, fairness and loyalty of the followers. This leads to an overall improved performance and organizational outcomes. This integrated model forms the basis for this research. The implication of this theory to this study is that it is assumed that a leader can only be regarded as an ethical leader if he/she imbibes the tenets of servant leadership. This is because the attributes of EL are in line with those of a servant leader. For instance, a servant leader is expected to respond to the

needs of his/her subjects and involve them actively in decision-making process. These two qualities underscore EL which is expected to be responsive and participatory.

A comprehensive understanding of how ethical leadership works requires a closer look at the variation in followers' expectations of the leader (Heres, 2014). The different expectations of followers are known as Implicit Ethical Leadership Theories (IELT), and they may be an important explanation for the different perceptions of ethical leadership. "Leaders who exhibit characteristics and behaviours consistent with their followers' own conceptualization and expectation of leaders and leadership are likely to have more influence on those followers' decision-making" (Heres, 2014, p. 90). This study, therefore, assumes that an ethical leader considers individuals' ideals, personal assumptions and expectations in the course of leadership.

Figure 2. Integrated Model of Servant Leadership and Ethical Leadership



Source: Reddy & Kamesh (2016)

2.9 Chapter Summary

This chapter explored relevant literature related to the topic of the study along with the set research questions. The review shows that EL is very necessary in an organization as it plays numerous positive roles. Prominent among these roles is the promotion of GG, which is characterized by equity, participation, efficiency and effectiveness, transparency, and accountability. Several studies (Denis, 2010; Hossain, 2015; Muteswa, 2016; Hasan, 2019) argue

that the best form of leadership is one that is built on strong moral and ethical background. This argument shows why this study explored the perspective of teachers and school leaders on EL, the extent to which school leaders apply the rules of ethics and how they ensure that these rules are practiced as part of their schools' organizational culture. During the review, it was found from numerous sources (Shapira-Lishchinsky, 2010; Ehrichet *al.*, 2011; Benninga, 2013; Keith & Kutsyuruba, 2013) that both school leaders and teachers are faced with ethical dilemmas. Their ability to handle these dilemmas is critical to EL. This inspired the RQ on the perspectives of teachers and school leaders on EL and GG and the RQ on the extent to which school leaders are ethical in the course of governance. Another argument from literature (Legas, 2015; Onichakwe, 2018; UNESCAP, n. d.) is that GG is characterized by participation, accountability and trustworthiness. This again encouraged this study to examine the perspectives of teachers and school leaders on GG in Botswana education system. It is necessary for the system to ensure that there is a positive relationship between EL and GG as also raised in the literature. The review also explored the culture and education of Botswana, and it was found that numerous parts of the Botswana culture and education are built on strong ethical and moral standards which date back to the pre-colonial era. This necessitated this study to explore the extent to which school leaders practice ethics during governance, and the extent to which they ensure that their organizational culture promotes ethics. Finally, the integrated servant leadership and EL model, which was the theoretical framework underpinning this study, was also explored. Therefore, this study assumed that a leader must exhibit servant leadership qualities which are deeply related to EL behaviour and should be critical to the Botswana Senior Secondary School system. The next chapter presents the overall methodology that was used in carrying out the investigation.

Chapter 3: Methodology

3.1 Introduction

A research methodology, according to Leedy and Ormrod (2005), is the overall approach the researcher adopts in carrying out the research project which in turn dictates the tools to be selected by the researcher. It focuses on the steps in the research process and the most unbiased procedures to be followed when conducting a study (Babbie & Mouton, 2005). In this study, research methodology is viewed as the step by step procedure adopted by the researcher in carrying out the research study. This chapter presents and justifies the methodology that was used in this study. This includes the research philosophy, research approach and research design underpinning this study, the sample population, sample size, sampling technique, data collection and analysis tools, and the method for testing the reliability, validity and trustworthiness of the different instruments used in data collection. The chapter also shows the ethical considerations made for this study.

3.2 Research Philosophy/paradigm

Research paradigm is “a system of assumptions and beliefs about the development of knowledge” (Saunders, Lewis & Thornhill, 2009 p. 124). It is the basis of research that involves the choice of the research strategy, problem formulation, collection, processing and analysis of data (Zukauskas, Vveinhardt & Andriukaitiene, 2018). For Johnson and Christensen (2012) paradigm can be seen as a perspective held by groups of researchers based on a set of shared assumptions, concepts, values and practices. Therefore, philosophy of research generally deals

with the general assumptions a researcher makes in the course of a research. These include assumptions about realities one encounters in a research (ontological assumptions), assumptions about human knowledge (epistemological assumptions), and assumptions about the ways and extent the researcher's values influence the research process, also called axiological assumptions (Saunders *et al.*, 2009). The implication is that “researchers can have different assumptions about the nature of truth and knowledge and its acquisition” (Zukauskaset *al.*, 2018 p. 123).

The choice of paradigm reflects the views of the researcher on the world around him/her (ontology) and the belief held that knowledge is created (epistemology). While ontology specifies the nature of social reality to be, epistemology shows the nature of the relationship between the researcher and what can be discovered. Ontology and epistemology therefore influence the methodology applied by a researcher while conducting a research. Methodology, in line with Mckerchar (2008), specifies the identification, study, and justification of research methods. On the other hand, axiology, which is also a branch of philosophy, focuses on values and ethics while rhetoric specifies the art or science of language and oral and written communication (Creswell, 2009). From the foregoing, it is obvious that paradigm clearly shows the nature of research. It is therefore evident that the manner and way human beings act or take certain actions cannot occur without making reference to the paradigms. The choice of a paradigm in turn influences the methodology chosen to conduct research. The methods, observation and the interpretation of results, are all embedded on the choice of the paradigm. Hence, it was of paramount importance that the researcher chose a paradigm that guided this research.

Four major trends of research philosophy are discussed by Zukauskaset *al.* (2018). These are realistic, interpretivist, positivist and pragmatic research philosophy. For Mackenzie and

Knipe (2006) the research paradigms include positivism, pragmatism, constructivism, post-positivism, critical theory and postmodern, among others. Three of these paradigms are described briefly in the next paragraphs with more emphasis on the paradigm that underpinned this study.

3.2.1 Positivism Paradigm

Positivism is concerned with uncovering truth and presenting it by empirical means (Henning, Rensburg & Smit, 2004, p. 17). It uses scientific approach (Creswell, 2009) and mostly tends toward quantitative methodology, with the main focus on the utilisation of ontological and epistemological prescriptions that show how the methodology should be used to conduct research (Creswell, 2013). The approaches in this paradigm are founded on a belief that the study of human behaviour should be conducted in a similar way as studies conducted in the natural sciences (Collis & Hussey, 2003). Positivism therefore is an approach in the social sciences that seeks to apply the natural science model of research to investigate social phenomena and explain the social world (Denscombe, 2001).

Research carried out within this paradigm is mostly objective because the researcher believes that he/she is independent and separated from their research, with no relationship with the area of the research, thus minimising any personal bias that may affect the research results (Pollard, 2002). So, for the positivist, the primary purpose of research is to describe and understand the phenomena of the world. As argued by Blanche, Durrheim and Painter (2006), positivism is most appropriate if the researcher believes that what is to be studied is a stable and unchanging external reality, detached from epistemological stance towards that reality. Hence, he/she employs a methodology that relies on control and manipulation of reality. One major

issue associated with positivism is that it is based on the assumptions about scientific inquiry. Science however is interested in producing theoretical explanations but not just on the basis of what can be observed. Critics of this assumption point out that there is no such thing as a theory-free observation. However much of the phenomena of interest in educational researcher are not directly observable but still are important to research, such as feelings, intentions, interests, values, interests and cognition of individual persons (Borg, Gall & Gall, 2003).

3.2.2 Interpretive Paradigm

This paradigm is a “response to the over-dominance of positivism” (Grix, 2004, p. 82). As posited by Mertens (2010), it is recognized as a viable alternative to the highly criticized positivism paradigm. It rejects the notion that reality exists independent of our senses, and so it refuses “to adopt any permanent standard by which truth can be universally known (Guba& Lincoln, 2005). Researchers are important part of the social reality being researched, and so they cannot be ‘detached’ from the subject they are studying (Grix, 2004). “In the case of different well-argued interpretations about one phenomena, one interpretation is not chosen or preferred over others as the “correct” one but the existence of multiple knowledge is accepted with the acknowledgement that different researchers bring different perspectives to the same issue” (Rehman&Alharthi, 2016 p. 55). The major goal of interpretive research is not to discover universal, context and value free knowledge and truth but to try to understand the interpretations of individuals about the social phenomena they interact with. Hence, the interpretivist paradigm sees the world as constructed, interpreted and made up of experiences people attach to their everyday interaction with one another and with their social systems (Ulin, Robinson & Tolley,

2005). Taking an interpretative view and having close relationship with the participants enabled the researcher to gain a deeper understanding of EL in GG in school.

This paradigm is most likely to rely on qualitative data collection methods and analysis or a combination of both quantitative and qualitative methods. By using this paradigm, our knowledge interest would not be technical, that is, to inform interventions through our research, but to develop a deeper understanding of a situation, person, community or the case” (Rensburg, 2001 p. 17). However, the paradigm is not without shortcomings- it is criticized for its subjectivity and inability to generalize findings beyond the studied situation (Maree, 2007). This is because such study lacks statistical analysis and use of emergent samples.

3.2.3 Post-positivism/ Post-empiricism Paradigm

Post-empiricism is an advanced form of positivism which follows the same principles but allows the researcher to interact more with research participants (Willis, 2007). The paradigm is an attempt to address the weaknesses inherent in the positivist paradigm. It takes the ontological position of critical realism, and “assumes a reality that exists independent of the observer, but which can only be apprehended imperfectly because of the complexity of social phenomena; it also recognizes the possibility of the researcher’s own beliefs and values affecting what is being observed” (Rehman & Alharthi, 2016 p. 53). This paradigm aligns in some sense with the interpretivists paradigm since post-empiricists see the world as ambiguous, variable and multiple in its realities- “what might be the truth to one person or cultural group may not be the truth for another” (O’Leary, 2004 p. 6). Post-empiricist methods in evaluation research therefore are empirically grounded, and research objectives are aimed at assessing the effectiveness and efficiency of interventions (Kim, 2002). The current expansion of evaluation research among

positivistic researchers reflects their increasing awareness to ensure the feasibility and utility of interventions formulated from research (Borg *et al.*, 2003). Hence, post empiricists are interested in employing multiple perspectives when studying a phenomenon rather than in a single reality (Creswell, 2009).

The paradigm allows the researcher to use multiple methods, diverse worldviews and different forms of data collection and analysis to offer and validate the steps used in carrying out a research. It is very much aligned to a mixed method research and additional methods like survey research and qualitative methods such as interviewing, and observation of participants can be applied (Creswell, 2008). As concluded by Johnson and Christensen (2012), the quality standards of this paradigm are objectivity, validity and reliability, and they can be modified with the use of triangulation of data, methods and theories. This is because post-empiricists accept that observations are not fixed and are open to change depending on the contexts (Trochim, 2006). Therefore, the major strength of the paradigm lies on its emphasis on the importance of multiple measures and observations. Although, each measure may possess different types of error, triangulation across different measures avail the paradigm the opportunities to try and get better information on what is happening in reality (O'Leary, 2004). However, this paradigm has its shortcomings as pointed out by Trochim (2006) who argues that all observations in this paradigm are theory-laden and scientists are inherently biased by their cultural experiences and worldviews. Another major limitation is the length of time involved in collection of data which involves two separate research studies that run concurrently up to the stage of data interpretation where the two mini researches are integrated (Kabir, 2016).

3.2.4 Paradigm that informed the study

This study was underpinned by the post-empiricist paradigm. This choice was influenced by the nature of the research questions being investigated. Post-empiricists focus on numerous perspectives when studying a phenomenon (Johnson & Christensen, 2012) thus, the main objective of the study was to examine how EL impacts school GG using teachers and school leaders in selected SSSs in Gaborone. The primary concern of this paradigm is to gain a deeper understanding of subjective and objective world of human experience. Based on this, the study solicited information from teachers and school leaders on their perspectives of EL, how it is applied in their schools and the role it plays in GG in schools. Adopting this method therefore allowed the researcher to get a holistic picture of the place of EL in GG in schools. In this study, the researcher remained objective as much as possible in order to minimize bias while at the same time, subjective enough to gain insight into the place of EL in GG in schools. Thus, this paradigm was considered adequate since it supports both positivistic and interpretive ideas.

Although post-empiricists acknowledge that people are biased, and this may affect the way they observe a phenomenon, the best hope for achieving objectivity is to triangulate across multiple perspectives as purported by Trochim (2006). The combination of numerous approaches enabled the researcher to carry out surveys (questionnaire) among the research respondents and closely study individuals' feelings, attitude, views and opinions through face-to-face interviews with selected respondents for in-depth understanding of the phenomena under study. Questionnaire (quantitative) was therefore used to collect data on certain aspects of the research questions while the interviews (qualitative) were used to strengthen quantitative data to understand the place of EL in GG in Gaborone schools. Survey was carried out using questionnaire among the subjects of a large sample to establish the trends and patterns while

interviews were used for in-depth understanding of the phenomena under study using a small group (Rensburg, 2001). Triangulation was then adopted across multiple strategies in order to fully understand what is happening in reality.

Finally, post-empiricist paradigm has the tendency of yielding important new knowledge about education. EL is a hugely unexplored field in the education sector especially in the Botswana context where there is no existent literature in this subject. For this reason, the paradigm was used in this study as it can possibly contribute new knowledge on the place of EL in GG in schools. In summary, the researcher adopted the post-empiricist paradigm firstly, because of its ability to develop researcher's experience in evaluating EL in GG in schools. Secondly, it allows the use of both qualitative and quantitative methods which permits the researcher to use questionnaires and to also interview the respondents in their natural environment. Thirdly, the paradigm assisted the researcher in quantifying data collected from teachers and school leaders so as to interpret different meanings from their perceptions on the place of EL in GG in schools. Lastly, the researcher believes that issues of subjectivity could be reduced or minimized through the use of the post-empiricist paradigm. This assertion is supported by Nieuwenhuis (2007) who pointed out that it is a useful paradigm for researchers who maintain an interest in some aspects of positivism such as quantification yet wish to incorporate interpretivists' views by pragmatic combination of qualitative and quantitative methods.

3.3 Research Approach

Research approach is viewed by Creswell (2008) as the plans and procedures that span the steps for research from broad assumptions to detailed methods of data collection, analysis,

and interpretation. Three major research approaches were proposed by Creswell (2009) consisting of the qualitative, quantitative and mixed-methods research approaches. These approaches are briefly discussed in the following sections while the approach adopted for this study is also presented and justified.

3.3.1 Quantitative Research Approach

Quantitative research approach is a means for testing objective theories by examining the relationship among variables which in turn, can be measured through instruments so that numbered data can be analyzed statistically (Creswell, 2008). This type of approach tests “objective theories by examining the relationship between variables” (Creswell, 2009 p. 22). In the words of Lelissa (2018), the approach explains a phenomenon by collecting numerical data that are analyzed using statistical tools. The researcher therefore employs strategies such as surveys and experiment to collect data on predetermined instruments (Creswell, 2009).

The greatest strength of quantitative research is that it produces quantifiable and reliable data that can be generalized to a large population (Lelissa, 2018). The advantages of carrying out this type of study are many; first is that a broader study can be done using this method, there by involving more subjects, thus enabling more generalization of results (Mander, 2014; Rahman, 2017). The second advantage is that quantitative research lays more emphasis on figures and numbers in data collection and analysis, thereby reducing the effort and time the researcher would have invested in describing the result (Daniel, 2016). Furthermore, it is easy to replicate a quantitative research, and bias is highly reduced since the researcher is not in direct contact with the participants (Daniel, 2016). Quantitative research is therefore mostly based on the positivist philosophy (Rahman, 2017).

Despite the advantages associated with this type of research, quantitative research is limited by the fact that it doesn't carry out an in-depth assessment of a phenomenon (Rahman, 2017). Researchers using this approach are likely to remain objectively separated from the subject matter (Maree, 2007). This is because the approach is objective and only seeks precise measurements and analysis of target concepts to answer the inquiry. Quantitative research therefore calls for typical research designs where the focus of research is to explain, describe, and predict phenomena, uses probability sampling and relies on larger sample sizes as compared to qualitative research designs (Cooper & Schindler, 2006). Studies carried out with this design are evaluated by level of reliability and validity related to the measurement procedures, the internal validity established through the design of the study, and the external validity or the degree to which the sampling procedures allowed for generalisation of the study (Creswell, 2008).

3.3.2 Qualitative Research Approach

Qualitative research “is a means of exploring and understanding the meaning individuals or groups ascribe to a social or human problem” (Creswell 2009, p. 22). It is defined as an attempt to collect rich descriptive data on a phenomenon with the intention of developing an in-depth understanding of that phenomenon (Creswell, Ebersohn, Eloff, Ferreira, Ivankova, Jansen, Nieuwenhuis, Pieterse, Plano-Clark & Van der Westhuizen, 2010). For Cropley (2019), the core property of a qualitative research is that it examines the way people make sense out of their own concrete real-life experiences in their own minds and in their own words. This makes the approach to be effective for “conducting a study in a natural setting, and it enables the researcher to develop a level of detail from high involvement in actual experiences” (Mohagan, 2018 p.1).

According to Sauro (2015) and as confirmed by Creswell (2009), qualitative methods of research are categorized into five. These include; ethnography, narrative, phenomenological, grounded theory and case study qualitative research design. Qualitative research is therefore advantageous because it allows the subjects being studied to provide better and richer answers to questions thereby helping the researcher to gain insights that might have been ignored by any other method. As argued by Hossain (2011), qualitative researchers examine the “how” and “why” questions and not just the “what”, “when” and “where” questions. For this reason, qualitative researchers demand smaller but focused samples rather than large random samples (Hossain, 2011). However, because of the smaller sample size when compared to quantitative research, qualitative researchers cannot be sure that the sample is representative of the larger population. Consequently, findings from this research approach may not be generalizable because of the small numbers and narrow range of respondents used in the data collection process.

3.3.3 Mixed Method Approach

While quantitative and qualitative research test theories and seek to understand the meaning ascribed to a phenomenon respectively, mixed-methods research on the other hand seeks an understanding of a phenomenon by combining both quantitative and qualitative research (Creswell, 2009). This approach involves the collection and analysis of both qualitative and quantitative data either concurrently or sequentially, and the integration of the data collected at one stage or more stages in the process of the research, and then making useful analysis and inferences from the data (Creswell, 2007). As posited by Bergman (2008) the aim and benefit of

this approach is to take the best out of the qualitative and quantitative methods and combine them.

Mixed method approach has become a widely used mode of inquiry (Terrell, 2012). It is highly advantageous because it provides opportunities for the researcher to compensate for the weakness or strength inherent in one method; thereby, offsetting inevitable method biases (Almalki, 2016). It allows the researcher to adopt methods that will help to answer the research questions. In addition to reflecting the participants' point of view, mixed methods also give a voice to the participants in the study and it ensures that their experiences are grounded in the findings of the study (Wisdom & Creswell, 2013). The approach provides the best opportunity to address the questions set, or specific sub-facets of the research topic. The growing tendency is to combine the use of different methods and different research strategies within individual investigations, playing to their respective strengths and compensating for their respective weaknesses, in order to achieve the most robust and valuable findings that are possible under the circumstances (Denscombe, 2001). As summarized by Johnson, Onwuegbuzie and Turner (2007) mixed methods research combines elements of qualitative and quantitative research approaches for the broad purposes of breadth and depth of understanding and collaboration.

3.3.4 Selection and Justification of Research Approach

For this study, the researcher adopted a mixed methods research approach. This approach is grounded in the post-empiricist paradigm. It allowed for combined application of both positivist and interpretive paradigms as complimentary partners, hence exploiting the advantages or strengths of both qualitative and quantitative research approaches and neutralizing the biases and weaknesses inherent in the two methods. The researcher chose the mixed methods design for

its appropriateness in assessing EL in schools' GG as it allows for formative and summative evaluation (Stufflebeam & Shinkfield, 2007). By using both quantitative and qualitative approach the research questions were answered in a single study (Mertens, 2010) there by increasing the confidence of the stakeholders in the findings of the study. Seeing things from different perspectives with the opportunity to corroborate findings enhances the validity of data and provides the best understanding of a research problem (Robson, 2005).

Mixed methods research is suitable in improving the understanding of human behaviour and experience, especially in unexplored areas of human endeavor. EL as stated earlier is hugely unexplored in the Botswana context. It is therefore not surprising that the mixed method approach was used in this study. This approach allowed the researcher to gain an in-depth knowledge on the place of EL in GG in schools. The use of multiple instruments of data collection served as a means of providing useful and relevant information to the phenomenon under study. Furthermore, the study by its nature identified the qualitative and quantitative views of teachers and school leaders comprising of school heads, deputy school heads and heads of departments. In using this approach, the researcher gave a voice to the participants in the study and it ensured that their experiences are grounded in the findings of the study (Wisdom & Creswell, 2013).

3.4 Research Design

Research design is the procedure employed by a researcher to collect, analyze, interpret, and present research data (Creswell & Plano-Clark, 2007). It addresses important issues such as purpose of study, location of study, extent of researcher interference, time span and method(s) of

analysis among others (Sekaran & Bougie, 2010). In this study, research design is the specific process of planning, organizing and executing this research study (Creswell, 2009). This aided the researcher to plan, conduct and implement his research in a systematic way as proposed by Teddlie and Tashakkori (2009).

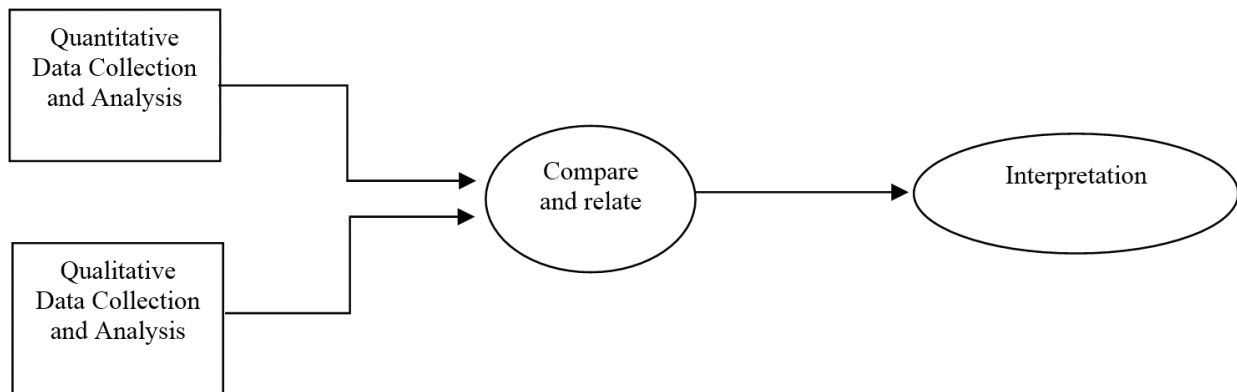
Creswell (2009) proposed three major mixed methods research designs- the convergent, sequential explanatory and sequential exploratory mixed research designs. Convergent mixed method involves obtaining complementary quantitative and qualitative data on the same topic and comparing the datasets while explanatory and exploratory involves first collecting either quantitative or qualitative data (Aratany & Zerger, 2014). In the same vein, two transformative mixed methods research designs are introduced by Creswell and Plano Clark (2007)-the concurrent mixed research design and the sequential mixed research design. In concurrent mixed method design, the researcher collects both quantitative and qualitative data at the same time, while in sequential mixed method design the researcher collects both the quantitative and qualitative data in phases (Creswell & Plano Clark, 2007). The choice of a particular design depends on the needs of the research question. This is because each design has its strength, weakness and purpose (Kroll & Neri, 2009) and they vary according to implementation, priority and integration of the data collected (Cameron, 2009).

3.4.1 Selection and Justification of Research Design

In this mixed method research, the researcher adopted the concurrent mixed method research design. This entailed collecting quantitative and qualitative data at the same time and analyzing the data separately but also at the same time (Kroll & Neri, 2009). The findings were then integrated by combining both sets of analyzed data into an overall result using concurrent

triangulation (Gelo, Braakmann & Benetka, 2008). This method is clearly illustrated in figure 3. Unlike sequential design where data collected in one phase contribute to the data collected in the other phase, the purpose of the concurrent design used in this study was to validate one form of data with the other in order to address the different research questions raised (Creswell & Plano Clark, 2007). In addition to this, other major strengths of concurrent design include its familiarity with researchers and shorter time for data collection and analysis (Creswell, 2003). Integration of the two sets of data can take place at any suitable stage in the research process. Since the time allotted for this study was limited, it is therefore not surprising that this design was adopted.

Figure 3. Convergent Mixed-parallel Design



Source: Demir and Pismek (2018).

Although Creswell (2009) claimed that the weakness of this design is the difficulty in collecting data on the same phenomena at the same time, using concurrent mixed method design allowed the researcher to address different types of questions and validate the findings generated by each method through evidence produced by the other. This was made possible through data triangulation. As proposed by Gelo, Braakmann and Benetka, (2008), concurrent triangulation is appropriate for validating, comparing and contrasting quantitative findings with qualitative

findings. Triangulation was applied at the data collection stage through closed ended questions using a questionnaire and interview schedules. It was also employed at the data analysis and interpretation stage where quantitative data were presented in tables and qualitative data were coded and then transformed into themes. Triangulation provides in-depth data, enables different dimensions of the research problems to be addressed and increases confidence, accuracy and consistency in the findings of the study (Jones & Bugge, 2006). In fact, the quantitative part of the study allowed the researcher to generate a large amount of data within the time limit of the study through questionnaires. All the teachers in SSS in Gaborone were given adequate opportunity to air their views on the place of EL in GG in schools. This of course increased the generalizability and reliability of this study.

3.5 Population, Sample and Sampling Techniques

3.5.1 Population

Population is a group from which the researcher wishes to get information in order to make certain conclusions (Briggs & Coleman, 2007). For Czaja and Blair (2005) it is the group or aggregation of elements that we wish to study and generalize the results of the study. Concurring to the scholars above, Welman, Mitchel and Kruger (2005) state that population refers to all the cases upon which the study intends to base a scientific conclusion with respect to certain attributes.

The population for this study consisted of school leaders (school heads, deputy school heads, HODs) and teachers in Government Senior Secondary Schools (SSS) in Gaborone. Government schools were chosen because they account for at least 92.3% of all students in secondary schools in Botswana (Republic of Botswana, 2015). There could be no better section

to choose for this study than the SSS because most learners in this category are at their adolescent age, a period that requires youths to be surrounded by the right set of role models. Furthermore, senior secondary education prepares the recipients for higher education and for useful living within the society (Nwakpa, 2017). The school leaders were selected because they are the chief executives of the educational institutions and they determine the leadership styles they employ, and the implications different styles have on GG. Teachers were selected because they deal with school leaders directly, and most of the leadership styles used by the school leaders are usually adopted and employed directly on the teachers.

3.5.2 Sample

Sample is the number of experimental units that are included in a study (Noordzij, Tripepi, Dekker & Zoccali, 2010). It is a small portion of the total set of objects, persons or events which comprise the subject of a study (Strydom, 2011). The sample for this study was derived from the population and consisted of Nine (9) school leaders (school heads, deputy school heads and Heads of Department) and Ninety Seven (97) teachers from the four Government SSS in Gaborone education district.

3.5.3 Sampling techniques and procedures

Sampling techniques are the processes of selecting samples from the population to become the basis of estimating the prevalence of an unknown piece of information or outcome regarding that population (Welman *et al.*, 2005). There are two major sampling techniques which are probability/random sampling and non-probability/non-random sampling. Probability

sampling implies that every member of a population has an equal chance of being included in the sample (Sharma, 2017). This can be by either simple random sampling in which all cases in the population has equal probability of being part of the sample, systematic sampling in which every n^{th} (where “n” can be any number) term after a random start is chosen, stratified random sampling where the population is divided into subgroups/strata, cluster sampling where the population is divided into groups and a random sample is taken from each cluster, or multi-stage sampling which combines two or more of the above methods (Taherdoost, 2016b). Non-probability sampling techniques, on the other hand, are those methods that help a researcher to select units from a population that he/she is interested in studying (Sharma, 2017). Prominent among the different types of non-probability sampling is purposive sampling in which a researcher relies on his/her judgment when choosing samples from a particular population because of the data they hold or represent (Creswell, 2009).

3.5.3.1 Sampling the Research Site

Gaborone district was purposefully selected out of the 17 districts in Botswana due to its close proximity to the researcher’s place of study. This helped the researcher to cut cost and to complete the study within the stipulated time. Also, because of the ongoing covid-19 pandemic the researcher could no access other districts due to travel restrictions. There are only four Government SSS in Gaborone, and they were all selected for this study. These schools were tagged Schools A, B, C and D for confidentiality purpose. All the school leaders and teachers in these schools were given equal opportunity to participate in this study in order to clearly assess the place of EL in GG in schools.

3.5.3.2 Sampling the Respondents

This study employed simple random sampling technique for the quantitative approach wherein 100 teachers including school heads, deputy school heads and HODs were randomly selected. This was done to give all respondents equal chance of selection, thereby reducing sampling bias (Babbie, 2010). It was important to reduce and/or eliminate any form of bias as this greatly affects the reliability of the subsequent generalizations. Simple random sampling requires the researcher to select a sample at random from the sampling frame using a random number table/computer, or by using an online number generator (Saunders *et al.* 2009). However, three (3) teachers/school leaders failed to participate in the study even after giving consent, thereby reducing the sample size to Ninety-Seven (97).

Purposive sampling was employed in selecting nine (9) school leaders from the selected schools. These included three school leaders (school head, deputy school head and HOD) from school A and they were tagged HA, DHA and HoDA respectively; two school leaders (deputy school head and HOD) from school B tagged DHB and HoDB respectively; two school leaders (school head and HOD) from school C tagged HC and HoDC respectively; and two school leaders (school head and HOD) from school D tagged HD and HoDD respectively. The researcher intended to use three school leaders from each school but only the above were available for interviews

The use of purposive sampling to select the school leaders for the qualitative study is justified following the line of thinking of Creswell and Plano-Clark (2007), who assert that purposive sampling occurs when researchers deliberately choose those respondents that are familiar with the phenomenon that is being investigated. Since this study is aimed at ascertaining the place of EL on GG in schools, it is not surprising that the researcher purposively selected the

school leaders who are responsible for overall day to day leadership in their schools. They were therefore assumed to be more conversant with issues regarding the research questions than other respondents. Hence, they were purposely sampled for in-depth interviews in the qualitative part of the study.

3.6 Data collection procedure

Gaining entry to collect data in a research can be a difficult task (Dahlberg & McCaig, 2010) and so the research had to follow “due process” during data collection. To gain access to conduct this study, an introductory letter was gotten from Office of Research and Development (ORD), University of Botswana, in order to confirm the intention of the researcher to carry out this study. This was done after the researcher had completed all the necessary ethical clearance. Ethical clearance certificate was also issued to the researcher from the ORD to confirm his intention to conduct a study in the Gaborone education district. An approval letter (Government permit) was thereafter obtained from the chief education officer of the Gaborone district. This was subsequently used to obtain permission from the school heads of the four selected schools. These permissions were obtained in total compliance to social distancing rules as a result of the ongoing COVID-19 pandemic.

After obtaining permission from the relevant authorities and the head teachers of the four (4) schools selected for the study, the researcher scheduled a meeting with the respondents in order to intimate them on the intended study; the benefits that may accrue from the study, and to schedule a date for questionnaire distribution and interview for each school. This helped develop a rapport with the respondents. This step was taken so as not to make the respondents feel compelled to participate in the study when addressed by their head teachers to cooperate with the

researcher. The notion here was to ensure that the participants take part in the study voluntarily without fear of prejudice. Thus, the researcher in person highlighted the importance of the study, its objectives, and the incentives accorded to the respondents directly or indirectly by participating in the study. Respondents were duly informed that they could willingly withdraw from the study anytime they deemed necessary. They were also assured of their right to anonymity and confidentiality. After signing the consent letter, data was collected from the respondents with total compliance to social distancing rule and following other COVID-19 protocol. Interviews were used to collect qualitative data from the school leaders while questionnaires were used to obtain quantitative data from the teachers. These instruments are discussed in the next section. The respondents were thereafter thanked for participating in the study.

3.7 Instruments for Data Collection

Data collection instruments are research instrument for computing, examining and/or reporting data (Creswell, 2009). A mixed methods research involves the use of multiple methods to collect data. Hence, this study therefore solicited data through the use of interviews and questionnaires administered to the respondents.

3.7.1 Questionnaire

A questionnaire is a series of questions which when properly constructed and responsibly administered is very vital for making statements about specific group or entire population (Roopa & Rani, 2012). It is used to generate answers to specific questions about knowledge, attitudes, demographics, and other categories of data (Mcnabb, 2004).

In this study, a closed-ended questionnaire (appendix 1) was used to obtain quantitative data from respondents on the place of EL in school's GG. Hard copies of the questionnaire were made available to respondents and retrieved within 24 hours. This helped to avert to a large extent, a situation where a large number of the questionnaires are not returned by the respondents (Maree, 2007). This was done in total compliance with the social distancing protocols prescribed by the Ministry of Health and Wellbeing, as a result of the ongoing pandemic. The questionnaire, which was designed by the researcher, consisted of two sections, A and B (see Appendix 1). Section A was used to gather demographic data from the respondents, Section B was used to gain information on the level of EL in the respondents' school and to elicit response on the place of EL in GG in schools. This section was designed by modifying the Ethical Leadership Questionnaire (ELQ) proposed by Langlois, Valois, Lapointe and Leeuw(2014) and following the elements of GG postulated by World Bank (Legas, 2015; Onichakwe, 2018) and UNESCAP (n.d.). The questionnaire was graded with a 6-point Likert scale. Very strongly disagree was graded one point, strongly disagree was graded two points, disagree was graded three points, agree was graded four points, strongly agree was graded five points while very strongly agree was graded six points.

The major advantage of questionnaire is that it provides less personal involvement and so it reduced researcher's influence and bias in this study (Payne & Payne, 2004). Again, the level of anonymity was higher since the researcher was absent, and this could have made the respondents to provide more truthful data (Cohen, Manion& Morrison, 2007). The closed-ended questions were relatively easier and quicker to design and complete as respondents preferred to choose from pre-determined responses than to write their own answers. It also allowed the researcher to obtain large amount of data within a short period of time from the respondents. In

the words of Hall and Hall (2004), the major strength of this instrument is that apart from being reliable, it allows access to a large number of respondents in a standardized format within a short period of time.

Despite the advantages of using a questionnaire, a major shortcoming is that respondents were unable to ask questions, thereby leaving out responses or simply refraining from completing some parts of the questionnaire (Hall & Hall, 2004). For example, there were clear cases of where the respondents failed to provide their demographic data in this study. In addition, the researcher was unable to probe the respondents beyond the given answers to clarify ambiguity and to assess some of their non-verbal responses. However, these limitations were overcome by carrying out a pilot study to remove ambiguity, simplify the language and ensure the right questions were asked. A total of Ninety-Seven (97) respondents responded to this research instrument.

3.7.2 Interviews

An interview is a face to face interaction between the respondents and the interviewer (Wiersma, 2000) that allows the collection of data through direct verbal interaction between them (Borg *et al.*, 2003). They are most appropriate when it seems the members of the target population are unlikely to respond to a written survey or when the respondents may not answer sensitive questions unless there is someone at hand to encourage the respondents (Guba & Lincoln, 2005). These interviews can be open-ended, semi-structured and structured (Maree, 2007).

Semi-structured interview was deemed appropriate to this study, and they were used to collect qualitative data that gave useful insights into the place of EL in GG in schools (appendix

2). This involved using a list of pre-determined questions and keeping enough flexibility to allow the interviewee talk freely about any topic raised during the interview (Wahyuni, 2012). The interview questions were also designed by the researcher in line with the Ethical Leadership Questionnaire (ELQ) proposed by Langlois, Valois, Lapointe and Leeuw (2014) and following the elements of GG postulated by World Bank (Legas, 2015; Onichakwe, 2018) and UNESCAP (n.d.). This method gave the researcher the freedom to probe the interviewee either to elaborate or to follow a new line of inquiry introduced by what the interviewee was saying. It further allowed the researcher to learn about the views and opinions of the respondents, to tell their story through their voices, and to see their world through their eyes (Creswell *et al.*, 2010). This is line with the assertions of Mandukwini (2016) that the way a response is made can provide information that a written word would conceal. Since EL is hugely unexplored especially in the Botswana context, it was appropriate to use interviews to collect rich descriptive data that will help in assessing the respondents' construction of social reality and knowledge.

The major strength of the interview approach is that it provides more in-depth information and it has high validity and flexibility especially where the outcome is not predetermined by the researcher (Hall & Hall, 2004; Maree 2007). Furthermore, the interviews were conducted in the schools of the respondents which are their natural settings. As suggested by David and Sutton (2004), researchers need to identify a safe place and time where interviews can be conducted without interruption and where the respondent feels comfortable. This enabled the respondents to answer the questions as honestly as possible. In addition, the researcher was able to explain and rephrase the questions whenever respondents were not clear about the questions posed (Trochim, 2006). Despite the strengths of an interview, some of the major shortcomings are that it is time-consuming, expensive and rigorous. Respondents may also feel

uncomfortable to discuss their views with a stranger (Yin, 2009) and the instrument involves comprehensive training and complexity in coding and transcribing (Tamassia, 2005). These shortcomings were eliminated by using a small number of targeted respondents for the interview. Interviewer bias which tends to be high in face to face interviews (Cohen *et al.*, 2006) was reduced by adhering to the research ethics and data collected from the respondents.

Telephone interview is now used widely (Okagbue 2012) and maybe seen as being appropriate because of the pandemic. However, the researcher opted for face to face interview which eliminated any discomfort associated with official phone calls. Eye contact conversation with the respondents triggered a chemistry that made them feel at ease with their responses. This was done with total adherence to COVID-19 protocol. A tape recorder was used to capture the data during interview with appropriate permission sought from the respondents (Nieuwenhuis, 2007). Written notes were also taken by the researcher for verification and data analysis (Nieuwenhuis, 2007). Each interview lasted for about 25 to 30 minutes depending and how much the respondent is willing to narrate his/her experiences. After the interviews, the researcher listened to the recorded interviews and reviewed the notes that were taken. Raw data were transcribed verbatim by the researcher and emerging themes were properly noted and coded. Since the interviews took place in English language, there was no need to translate the interviews from Setswana to English for any of the participants. A total of nine (9) respondents participated in this interview with at least two respondents emerging from each school.

3.8. Data Analysis procedures

Data analysis is arrangement, ordering and presentation of data in reasonable format that allows for quick detection of the data patterns (Patton, 2002). Data analysis in a mixed methods

research involves the analysis of both qualitative and quantitative data concurrently (Teddlie & Taashakkori, 2009). Qualitative data were analyzed using codes and themes to address the research questions while descriptive statistics was adopted for the quantitative data. The detailed steps taken to analyze the quantitative and qualitative data are presented in detail in the following paragraphs.

The qualitative data were analyzed following the three major steps proposed by Creswell (2009). These include; preparing and organizing the data, summarizing the data through coding and presenting the data in narrative form, table and/or figures. The data collected by oral interview with a tape recorder were carefully transcribed verbatim after the interviews. This simple involves writing down the interview using the exact words of the respondents. The familiarity with data and listening with keen interest as the tape recorder was played facilitated ideas that emerged during data analysis (Bailey, 2008). All interviews were granted in English language and so there was no need to translate from one language to another. This was followed by coding which is the process of organizing the data into segments of text before bringing meaning to the information (Creswell, 2009). Coding involves categorizing the data gathered and labelling those categories with a term based on language of the participants (Basit, 2003). The coding process was used to generate the themes for analysis. These themes are the ones that appear as major findings in this study and they were used to create headings in the findings of this study as proposed by Creswell (2009). In addition to narratives, figures were also used to show the generated themes from the qualitative data.

Quantitative data were analyzed with Statistical Package for Social Sciences (SPSS) version 22 to produce descriptive statistics. This involved presenting the results in a simple and direct way using tables, frequencies and percentages (Shephard, 2002). Triangulation was then

employed to interpret quantitative and qualitative in order to produce an overall condensed result report. As proposed by Nightingale (2020), triangulation is used to create a more in-depth picture of the research problem, interrogate different ways of understanding a research problem and to enhance validity. In a mixed study, triangulation is used to compare datasets for divergence, complementarity and convergence (Nightingale, 2009). Therefore, in this study, triangulation was used to validate results from different observers of the same phenomenon (Nightingale, 2009).

3.9 Validity and Reliability

3.9.1 Validity

Validity describes how well the data collected cover the expected area of investigation (Taherdoost, 2016a). It is the extent to which a measuring instrument measures what it is intended to measure (Leedy & Ormrod, 2009). Triangulation as described above was one of the methods used to increase the credibility and validity of the research findings (Noble & Heale, 2019). To further validate the research instrument, the researcher was duly advised by his supervisor who is sound in this field in order to get a final draft of the instruments. These instruments were also scrutinized by the ORD, University of Botswana. Peer debriefing (Creswell, 2009) was also used to ensure content validity. The researcher formed a focus group consisting of students of M.Ed. Education Management that reviewed the study and asked questions so that the account will resonate with not just the researcher but with other people. These tried and tested measures helped to certify that the results gathered were meaningful and accurate conclusions could be drawn from results (Babbie, 2010).

3.9.2 Reliability

Reliability deals with the degree to which a measurement is dependable or consistent (Kubai, 2019). There are several methods of testing reliability such as test-retest reliability, split-half, inter-rater and internal consistency reliability. This study used the test-retest method which “is a measure of consistency between measurements of the same construct administered to the same sample at two different points in time” (Kubai, 2019 p. 3). The reliability of the questionnaire used in this study was ascertained by conducting a pilot study with the respondents that were not part of the sample for this study. The same questionnaire was used to test them twice at different times in order to ascertain the level of correlation between the two sets of scores using cronbach α . The questionnaire yielded α value of 0.70. This implied that the questionnaire is valid, as that cronbach α is above 0.60

To check the reliability of the qualitative part of the study, the researcher documented as many of the steps of the procedures as possible (Okagbue, 2009). The researcher also followed the reliability procedures proposed by Okagbue (2009). These procedures include; checking the transcripts to ensure that they do not contain obvious mistakes made during transcription; making sure that there is no drift in the definition of codes or a shift in the meaning of the codes during the process of coding; finding another person (a classmate in this case) that will cross-check the codes in a process Creswell (2009) described as inter-coder agreement. This helped the researcher to find out if another coder would code particular information with the same or similar codes.

Achieving data saturation is a major concern in every research. This is because “failure to reach data saturation has an impact on the quality of the research conducted and hampers content validity” (Fusch & Ness, 2015 p. 1508). Data saturation simply means the point a researcher can

be assured that further data collection would yield similar results and serve to confirm emerging conclusions and themes (Faulkner & Trotter, 2017). Although data triangulation was one of the ways the researcher used to achieve data saturation as proposed by Fusch and Ness (2015), interview was also a good way of achieving data saturation. The researcher structured the interview questions in a way that multiple participants were asked the same questions. Fusch and Ness (2015) also recommends that to ensure data saturation, one should consider interviewing people that one would not normally consider. Therefore, in addition to school heads, the researcher decided to also interview other school leaders (deputy school heads and the HODs).

3.10 Ethical Considerations

The researcher adhered to all ethical requirements specified when human subjects are involved. These ethical expectations were met by getting an ethical clearance letter from the Office of Research and Development (ORD), via the approval of the Institutional Review Board (IRB), University of Botswana (UB), before seeking permission from the Education Regional Office Gaborone to commence with field work (see Appendix III). Appropriate permissions were also obtained from the school heads in the selected schools. This study abided by the relevant ethical issues such as informed consent, confidentiality, anonymity, honesty and respect for the integrity of the individual (Creswell, 2009). This was based on what is morally wrong or right when engaging with participants.

3.10.1 Informed consent

Informed consent deals with giving the respondents enough and accessible information concerning the research so that they can decide whether to take part in the study or not (Gray, 2009). In this study, the researcher ensured that respondents were given all the necessary details about the nature of the study and the procedures involved, such as its risks and benefits, and they were asked for consent to participate voluntarily. The researcher was honest with the informants and did not trick them into participating in the study through unethical means. The researcher explained the whole process of the administration of questionnaires and the need for their interviews to be recorded was made very clear. Their consent for tape recording of their interview was also sought. Written consent was obtained from each respondent prior to their involvement in the study and they were assured that they retained the right to withdraw from participating in the study whenever they deemed fit. While piloting the study, the researcher ascertained the average amount of time the participants will take to answer the questions. Thus, the estimated time frame for answering the questions was made clear to the participants.

3.10.2 Confidentiality and anonymity

Confidentiality is guaranteed in a research when the researcher is able to identify respondents' responses, but decides not to do so publicly, while anonymity implies that the researcher cannot pin a certain response to a specific respondent (Babbie, 2010). The researcher in this study used pseudonyms to identify the respondents in order to ensure their privacy. They were also assured that any information provided regarding the study would be used mainly for academic purposes and not for commercial purposes.

3.10.3 Protection from harm

A research must be conducted in a way that the participants do not feel threatened. Hence their integrity and personal safety must be reserved. No wonder Welman *et al.* (2005) proposed that the most basic concern in all research is that participants should not come under undue stress, harm or inconvenience. In this study, the participants were assured that the study will not cause them any form of harm or inconvenience. In fact, the major ethical point that was observed in this research was treating the informants as the researcher would want to be treated (Mandukwini, 2016). Their rights, values and desires were therefore not infringed as proposed by Creswell (2009).

3.11 Conclusion

This chapter highlighted in detail, the methodology that was used to conduct this study. The researcher adopted a mixed research approach which combined qualitative and quantitative approaches based on post-empiricism paradigm. Four (4) Government SSS were chosen as the sample, while Ninety-Seven (97) teachers and Nine (9) school leaders were selected for the study. Interview and questionnaire were combined to obtain data from the head teachers/deputy head teachers/ HODs and teachers from these Four (4) schools in Gaborone. The methods for data analysis and for checking validity and reliability were also clearly highlighted. The chapter concluded with the different ethical considerations and permissions accompanying this study. The next chapter presents and discusses the data obtained from this study.

Chapter 4: Data Presentation and Discussion

4.1 Introduction

This chapter presents and discusses the data obtained using the methodology described in the previous chapter. The main purpose of the chapter is to present, analyze and discuss the collected data in order to align them with the research questions that guided this study. The data for this study were collected through questionnaires and interviews from teachers and school leaders in SSS in Gaborone. Quantitative data were collected through self-administered questionnaires and presented using tables and percentages. Qualitative data were collected through semi-structured interviews and are presented in line with different research questions. “Direct quotes able to highly represent participants’ views were chosen for reporting the findings of the qualitative analysis” (Demir & Pismek, 2018 p. 128). The issues arising from the questionnaires and interviews were then put together and discussed as findings of the study.

Following the research ethics explained in the previous chapter, participants in the qualitative study were identified through pseudonyms. The schools were tagged A to D, while the participants in the qualitative study were tagged as depending on their positions as presented on table 1 below.

The qualitative results are presented using figures and direct quotations that express the views of majority of the participants. The quantitative results are presented in tables and analyzed with SPSS 22 using percentages. Item responses were coded as 1= very strongly disagree, 2=strongly disagree, 3=disagree, 4= agree, 5=strongly agree and 6=very strongly agree. The following section presents the biographical profile of the respondents that participated in the study.

Table 1. Codes representing the research participants

Participants	Title	Codes
1	School head school A	HA
2	Deputy School Head A	DHA
3	Head of Department School A	HoDA
4	Deputy School Head School B	DHB
5	Head of Department School B	HoDB
6	School Head School C	HC
7	Head of Department School C	HoDC
8	School Head School D	HD
9	Head of Department School D	HoDD

4.2 Biographic Information of Respondents

The biographical information of all the respondents in this study showing their distribution by gender, age, teaching experience, education qualification, position and terms of employment are presented on table 1. Their biographic profile assisted the researcher to understand their position and ability to provide relevant information to this study.

4.2.1 Gender of Respondents

The researcher sought information on the gender of the respondents. This is because the researcher wanted to find out if the views solicited from the respondents were reflective of both the female and male genders in this study. From table 2, both genders were represented, with 60% of the teachers as males and 43% as females. For the school leaders, 67% were males while

33% were females. Obtaining information from both sexes was necessary for this study so that the views of both sexes pertaining to the role of EL in school GG were captured.

Table 2. Biographic Profile of Respondents

Variables	Description Variables	of Teachers (n=97)	School Leaders (n=9)
		%	%
Gender	Male	60	67
	Female	43	33
Age	35 and below	24	Nil
	36 – 40	16	Nil
	41 and above	53	100
Teaching Experience	Less than 15 years	38	Nil
	16 to 25 years	55	Nil
	26 and above	5	100
Education Qualification	Diploma	5	11
	Degree	53	100
	PGDE	32	11
	Masters	8	Nil
Position of teachers	Teacher	24	
	Senior teacher I	18	
	Senior teacher II	37	
	Assistant teacher	20	
Position of School leaders	Schoolhead		33
	Deputy Schoolhead		22
	Head of Dept.		44
Terms of Employment	Permanent	69	100
	Temporary	29	Nil

4.2.2 Age and Teaching Experience of Respondents

Leadership and EL are important concepts that require mature minds to understand and comprehend what they entail. Age is one of such indicators of not just readiness for the teaching profession as instructional leaders but also for overall leadership in schools. Besides age, the number of years a teacher has been in the teaching profession was also very important in this study. This is because the more a teacher stays in the teaching profession; the more he/she passes through various leaders with different leadership styles. Table 1 clearly shows that 24% of the teachers were aged 35 and below, 16% were aged 36 to 40, while 53% of the teachers were aged 41 and above. Exactly 7% of the teachers failed to indicate their age bracket. All the school leaders (100%) studied were aged 41 and above. In terms of teaching experience, most of the teachers (55%) had 16 to 25 years of teaching experience. This is followed by the teachers that had less than 15 years teaching experience making up 38% of the teachers, while 5% of the teachers had 26 and above years of teaching experience. All the school leaders had over 26 years of teaching experience. This is impressive since the vast experience of the respondents in the education sector was beneficial to this research. It is therefore presumed that the more years of experience in the service, the more experienced and well informed teachers would be about leadership.

4.2.3 Qualification and Nature of Appointment of Respondents

In this study, the qualifications of the respondents were deemed necessary by the researcher since their qualifications had a direct bearing on the topic under study. It is expected

that the higher the qualification of a respondent, the more the respondent possesses a better understanding of leadership and what it entails. Majority (53%) of the teachers were degree holders and a good number (32%) of these teachers held a post-graduate diploma in education (PGDE). The remaining 5% and 8% had diploma and master's degree respectively. All the school leaders (100%) had at least a degree qualification while some in addition to the degree also had PGDE and diploma (11%). Of the teachers that participated in this study, 37% were Senior Teacher Level II, 24% were Teachers, 20% were Assistant Teachers while 18% were in Senior Teacher Level I post. On the other hand, 44% of the school leaders are HODs while 22% and 33% were deputy school heads and school heads respectively.

It was also necessary to sought for the nature of appointment of the respondents since respondents that are permanently employed are more likely to experience ethical leadership and its implications on GG in schools. Exactly 69% of the teachers were employed on full time basis while 29% hold temporary positions. The entire school leaders (100%) were permanently employed. This is impressive since most of the teachers are always on ground to experience the leadership styles applied by their school leaders who are always available to influence others with their leadership skills.

In summary, the biographic data obtained from the respondents showed that their age, qualification, teaching experience and educational background were capable of exposing them to different forms of leadership and leadership styles. It is therefore very much justified that they were selected as the sample for carrying out this study on the place of EL in school GG.

4.3 Perspectives of school leaders and teachers on EL and GG

This section focuses on the presentation and discussion of data on how teachers and school leaders view and understand EL and GG in their schools. This is in line with the first sub-research question posed in this study. The quantitative and qualitative data are presented, interpreted and discussed side by side for easy comprehension of the findings from this RQ. In the quantitative study, five items were dedicated to this secondary RQ. These items and the percentage response of the respondents are presented on Table 3

Table 3. Perspectives of the Teacher Respondents on EL and GG

Item	VSD	SD	D	A	SA	VSA	Mean	Mode
I understand the concept of ethics very well.	0(0%)	2(2%)	1(1%)	41(44%)	29(31%)	20(22%)	5	4
Ethics should be practiced at all times.	5(5%)	0(0%)	4(4%)	25(27%)	19(20%)	41(44%)	5	6
I am always faced with ethical dilemmas.	21(22%)	19(20%)	31(32%)	17(18%)	7(7%)	2(2%)	3	3
In resolution of ethical dilemma I follow statutory and legal framework.	6(6%)	2(2%)	15(16%)	44(46%)	15(16%)	13(14%)	4	4
I understand the concept of rule of law.	2(2%)	0(0%)	10(10%)	29(30%)	22(23%)	34(35%)	5	6

From the table, majority of the teachers (97%) understand the concept of ethics very well. Only few teachers (3%) strongly disagreed and disagreed to this item. This shows that the respondents have a good understanding of what ethics entails and its application in leadership. When asked if ethics should be practiced at all times, majority of the respondents (91%) agreed, strongly agreed or very strongly agreed to this item. Only a few of the respondents (9%) very strongly disagreed or disagreed to this item.

In a bid to understand the standpoint of the school leaders on EL and GG, one major question was posed in the qualitative study. They were asked if a leader is supposed to possess some virtues, morals and values. This question triggered responses on how the school leaders view EL and GG. Some of their responses were as follows:

HA highlighted;

“Yes, a leader surely has to possess some qualities which are related to virtues, morals and values. Some of these qualities which are very necessary in leadership are patience, honesty, compassion, empathy, tolerance, flexibility, impartiality, forgiveness, integrity and Botho....that is putting the interest of others first before your own personal interest”

This is in line with the assertions of HD who asserted as follows;

“Yes there are. Botho is the single word I can use to sum it up. With this single quality, the leader will listen to the supervisees, be truthful to them and be as accountable as possible”.

HoDA agreed as follows;

“Yes, yes, yes, of course. Some virtues must be present for one to lead successfully. Being fair, welcoming, open minded, trustworthy, honest, patient....these are important virtues

that embrace morality...hope you get my point...they are very very necessary to say the least”.

DHB said:

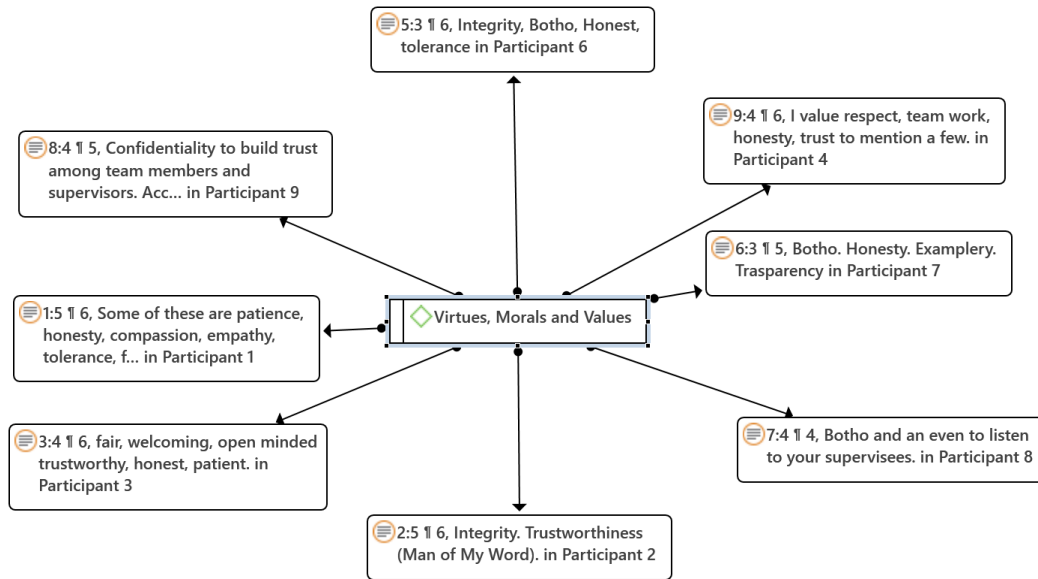
“There is great need to possess some values because in turn such values are being cascaded to the juniors and eventually there is peace in the organization. For example, I value respect, team work, honesty, trust to mention a few. This is what leadership is all about. Without these values, I don’t think I can achieve success in this school...it doesn’t seem possible to me”.

Participant HC reiterated thus;

“Yes. Integrity, Botho...being there for your subjects and the organization. Honest...this one is very necessary because once people discover you are not honest they won’t follow your lead. Tolerance is also very necessary”.

The most important virtues, morals and values a leader should possess as portrayed by the school leaders is indicated in Figure 4 below. They include Botho, honesty, compassion, empathy, tolerance, trustworthiness, integrity, respect, transparency and exemplary. These are important aspects of EL and GG, and their responses show that they have an in-depth understanding of what EL and GG stand for, and their perspective of EL and GG is indeed what they stand for.

Figure 4. Virtues, Morals and Values



4.3.1 Honesty as an Emerging Theme

One major theme arising from the responses given by the school leaders is honesty. The researcher therefore delved further to understand the point of view of the school leaders on honesty in the qualitative study. Most of the participants felt that honesty is a very important aspect of leadership and it should be practiced at all times. Figure 5 indicates the responses of the school leaders on how honesty is important in leadership. Participants view honesty as a cornerstone for leadership as it generally enhances confidence, trust, and respect among other things as cited by HA, HoDA, DHB, HODB, HC, HODC, HD and HoDD in the qualitative study. HoDD further stated that honesty leads to teamwork and cooperation as follows;

“It brings or encourages trust among the employees which finally leads to cooperation and teamwork.”

The assertions of the school leaders about honesty show that it is important in achieving other qualities of leadership such as trustworthiness. For respondent DHA,

“Honesty, no matter how difficult the conversation may be, projects trustworthiness to your followers...if not honesty then it is nothing...in every area not just leadership”.

As echoed by HD,

“It [honesty] brings clarity to where a leader stands on issues and the mental strength to back up his [/her] positions with actions”.

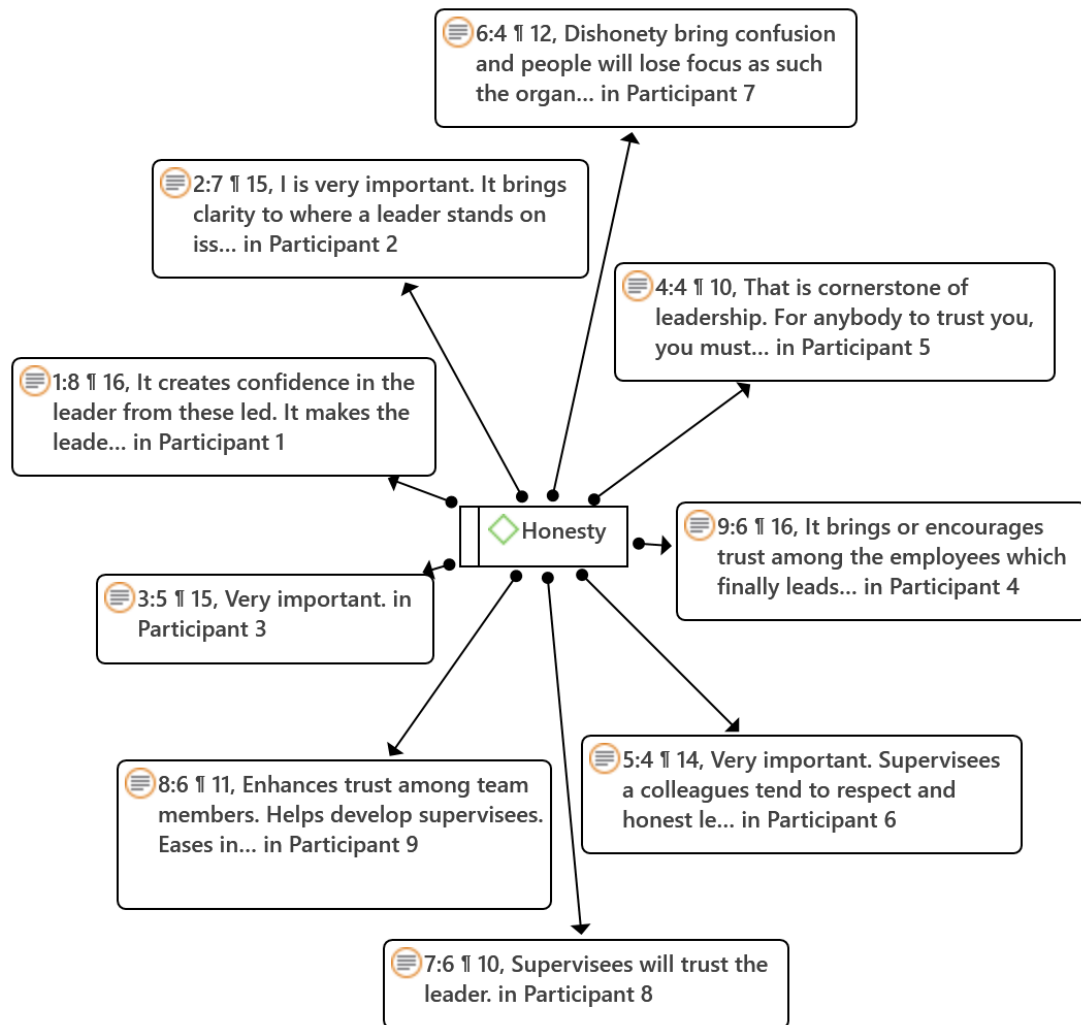
According to HoDB,

“[Honesty] is the cornerstone of leadership; for anybody to trust you, you must be very honest”.

Their views are in line with the views of Wart (2012) that for a leader to be described as ethical, the individual must be trusted by the followers, and this leads to a general acceptance of the leader by the followers. It is, therefore, evident that honesty, which is an important tenet of EL, is a very important virtue that should be possessed by all leaders. Without being honest, a leader cannot be trusted by his/her followers. This shows that the school leaders’ perspective on EL and GG is indeed what they stand for. The school leaders also expressed that lack of honesty can bring confusion and loss of focus among team members which could lead to instability in an organization. This resonates clearly in the words of HoDC as follows;

“Dishonesty brings confusion. Once there is dishonesty in an organization, people will lose focus, and as such the organization will not be stable. Dishonesty could be worse than a pandemic [laughs]”.

Figure 5. Importance of honesty in Leadership



In a bid to further understand the perspectives of the respondents on EL and GG, they were asked if they are faced with ethical dilemma in the course of their duties as teachers and school leaders. In the quantitative study as depicted on Table 2, fewer number (27%) of the teachers are of the opinion that they are faced with ethical dilemma while the majority (74%) argued that they are not faced with ethical dilemma. However, majority of the teacher respondents (76%) opined that when faced with ethical dilemma they follow statutory and legal framework while some (24%) argued otherwise. A similar response was obtained from the school leaders in the qualitative study. The majority (5 out of 9) of the school leaders are also of

the opinion that they are not faced with ethical dilemmas as portrayed by the sentiments of HoDA below:

“No [I am not faced with ethical dilemma]. I know exactly what to do in any given situation”.

The above response also resonates in the responses given by DHB, HoDB, HD and HoDD. These findings from both the qualitative and quantitative contradict the assertion of Benninga (2013) that several incidents in schools present ethical dilemmas for educators. These dilemmas include; administrative decisions contrasting with professional or personal ethics; students’ actions such as ethic of care, plagiarism and behavioural issues; colleagues’ actions including discriminatory behaviour towards students and staff; and tension with professional ethics (Helton & Ray, 2005, as cited in Ehrich *et al.*, 2011). It is possible that the leaders and teachers who asserted that they are not faced with ethical dilemmas do not really know what an ethical dilemma situation entails. This is worrying since one needs to be aware of a situation before one can take the appropriate action in such a situation; hence, the need to organize training for teachers on ethics and EL. This will help them to be ethically aware and make the right decisions when faced with an ethical dilemma. As posited by Atkin (2012), greater preparation is required for all educators as this will help them recognize the conflicting values in challenging dilemma situations and to better assist them to comprehend their moral duty in resolving such situations. However, the result shows that when faced with ethical dilemmas both the teachers (76%) and school leaders follow statutory and legal framework to resolve such dilemma. In fact, some of the school leaders who agree that they are faced with ethical dilemmas had the following to say:

According to HC;

“Yes. [When faced with ethical dilemma, I] approach others for advice so that I will ensure the decision I want to take is the right one”.

HA said:

“Yes. [I use] coaching, evaluating, and mentoring [to resolve ethical dilemma]. If need be disciplinary action [is applied] progressively. I can meet those that are more experienced than me to coach and mentor me using the experience from what they encountered in the past. Even less experienced persons can help because two heads are better than one”.

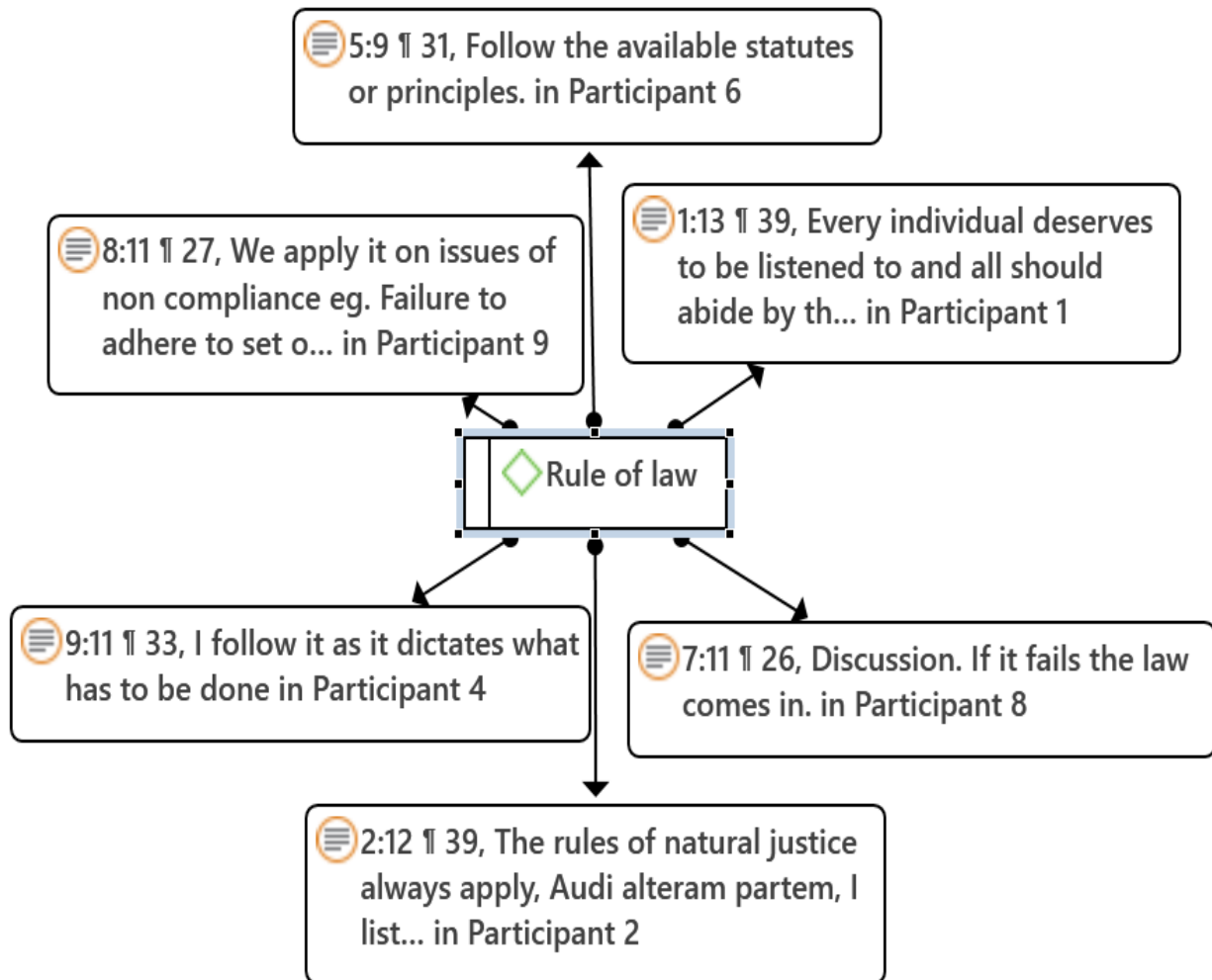
DHA highlighted;

“What is morally right is not necessarily legally right, so there is a very delicate balancing act that needs to be done. As a leader who is also an employee, legality takes precedence in my decision making [when faced with ethical dilemma]”.

These responses show that these school leaders are never in a hurry to resolve an ethical dilemma. Instead, they engage in critical analysis and even consult legal documents and their colleagues in a bid to effectively resolve such a dilemma in a manner that is as ethical as possible. This is indeed exemplary and should be adopted by every ethical leader. In the words of Shacklock and Lewis (2006), it is people, primarily leaders at all levels, who drive organizational direction, create and sustain an ethical climate and provide major incentives or disincentives for organizational and employee ethical behaviour. Taking the correct steps in resolving ethical dilemma by the leaders (as stated above) is encouraging, and when this is sustained by the school leaders, ethics will infiltrate the schools’ organizational culture and become something that is applied unconsciously by all.

Rule of law is an important aspect of EL and GG (Legas, 2015). In a bid to understand the perspectives of the respondents on EL and GG, the researcher sought their understanding of the concept rule of law. In the quantitative study, majority of the teachers (88%) understand the concept of rule of law as depicted on Table 2. Only few teachers (12%) argued for the reverse. The school leaders' thoughts on the rule of law are shown clearly in Figure7 below.

Figure 6. Principle of Rule of Law



On the subject of applying the principles of rule of law, the leaders highlighted that every individual deserves to be listened to and all should abide by the laid down rules. They stated that

before application of the rule of law, negotiation with the parties involved is the first step. If it fails, the law should be applied in a fair manner. Their thoughts are summarized clearly in the words of HA below;

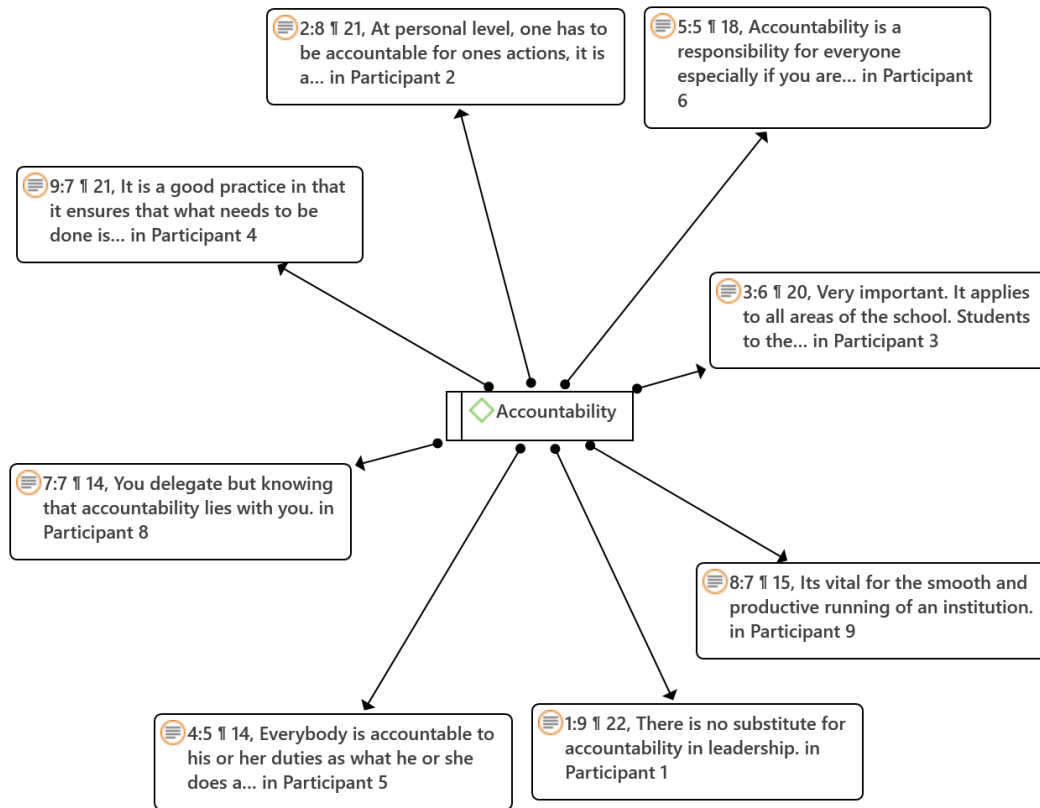
“Every individual deserves to be listened to and all should abide by the laid down rules...and should know that there will be consequences for breaking of rules. The law must be applied fairly. What applies to Peter must as well apply to Paul”

For a leadership to be termed ethical, and for such leadership to lead to GG, rule of law must be the order of the day (Legas, 2015; Onichakwe, 2018). The respondents’ thoughts on the concept of rule of law further shows that their perspectives on EL and GG are in line with what the two concepts stand for.

The researcher also sought the perspectives of the school leaders on accountability and integrity. This helped the researcher to gain an in-depth understanding of the school leaders’ perspectives on EL and GG. As shown in Figure 8, participants expressed that it is everyone’s responsibility to be accountable for what they do even in cases of delegations. They added that it should begin from the students to the highest level. They further stated that there is no substitute for accountability as it is critical for the smooth running of an institution. DHB also added a good point on the importance of accountability stating that:

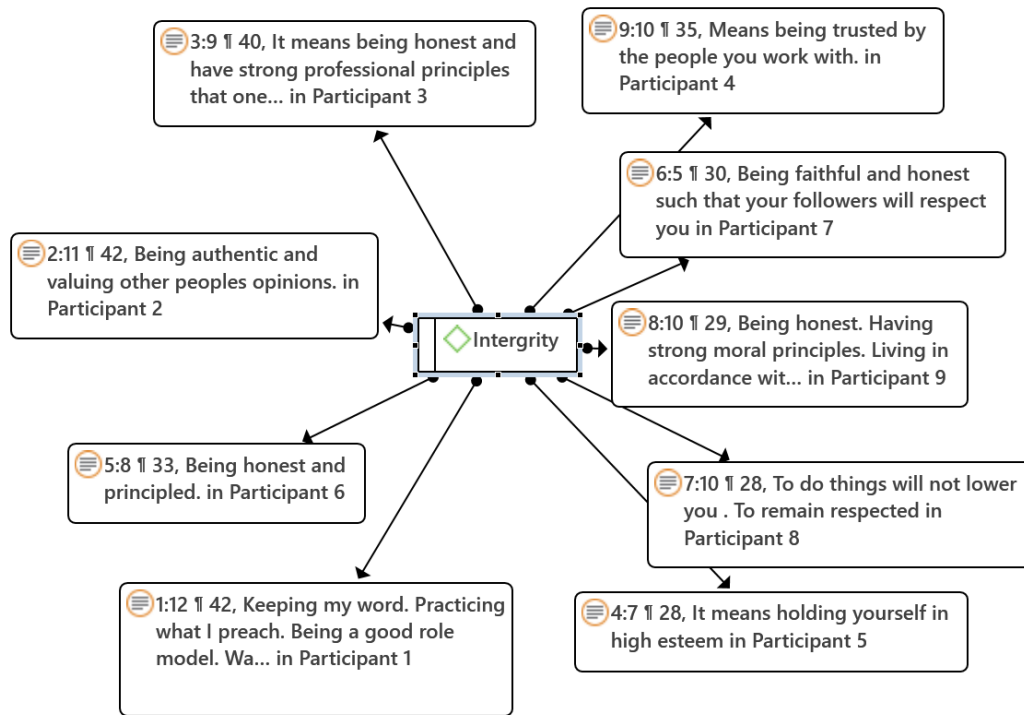
“It[Accountability] is a good practice in that it ensures that what needs to be done is done at the right time by the right person. When accountability is not existent, things will not be done rightly”

Figure 7. Opinion on accountability



On integrity, majority of the school leaders expressed that it goes along with being authentic, faithful, trustworthy, honest, and respectful as shown in figure 9. They also added that to have integrity, one should keep his/her word, hold high esteem, have strong professional principles, be a good role model and should not do things that will lower one’s dignity.

Figure 8. Meaning of integrity



The views of the respondents on integrity are clearly captured in the verbal utterances below;

HoDD said:

“Integrity has to do with being completely honest. To be a person of integrity, you must have strong moral principles and live in accordance with only accepted values. Nothing should make you to go contrary to those values. If at some point you now say you have to keep your values aside, then your integrity is questionable”.

HODA agreed as follows:

It [integrity] means being honest. Then in addition to being honest, a man of integrity must have strong professional principles that one follows no matter the situation you are faced with”.

HA Pointed out the practicality of integrity by expressing what one needs to do to be seen as a man /woman of integrity. According to the respondent;

“Integrity is all about keeping my word. It also has to do with me...practicing what I preach and being a good role model. I also have to walk the talk....so I can say integrity has to do with walking the talk”.

HoDC pointed out the major benefit of being a person of integrity as follows:

“Integrity encompasses being faithful to your followers and most importantly, being an honest person always. Once you have these qualities, your followers will respect you and follow your orders without hesitation”.

In summary, this research question has shown that the respondents are well grounded in the concepts of EL and GG, and their views on the subjects are indeed what they stand for. This is because the teachers in the quantitative study understand ethics, which has been viewed as a fundamental mechanism for ensuring professionalism (Gilman, 2005), and they argue that it should be practiced always. The school leaders in the qualitative study believe that important virtues are required in leadership, prominent among which are honesty, integrity and accountability. These virtues define EL and GG (Okagbue 2012; Legas, 2015; UNESCAP, n. d.).Leadership without integrity, for instance, can be harmful to both organizational stakeholders and the entire society (Israr *et al.*, 2017). Although majority of the respondents are of the view that they are not faced with ethical dilemma, they also opined that certain measures should be taken in resolving ethical dilemma in the course of governance. The respondents’ perspectives on the rule of law further showed their in-depth understanding of EL and GG. These findings support the arguments raised by Mutsewa (2016) that a good leader must exhibit honesty,

integrity, humility, intelligence and must be forward-looking. Muteswa (2016) further asserts that an ethical leader leads by example, by ensuring that moral values, principles and ethics are maintained in an organization by all. In line with these findings, Sharmini *et al.* (2018) defines EL as one that is ethically aware, truthful, unselfish, trustworthy, civil minded and team interest oriented. These arguments and findings confirm the practicality of the GG theory (Woleola, 2017), which asserts that a good leadership must have some basic principles that include honesty, transparency, accountability, control and efficiency, among others.

4.4 School leaders' ethicality in governance

This section presents and discusses the data on the extents school leaders are ethical in their conduct in the course of governance. This is in line with the second sub-research question posed in this study.

4.4.1 Quantitative data

In the quantitative study, fifteen items were dedicated to this sub-RQ. These items and the percentage response of the respondents are presented on Table 4. The table indicates that school heads are trustworthy as evidenced by a mean of 4 with the most appearing response as 'agree'. Thus, most teachers believed their school heads are trustworthy. However, a good number of the respondents (20%) showed doubt about their school heads' trustworthiness. Regarding morals and virtues, the majority of the respondents agreed (42%), strongly agreed (24%) and very strongly agreed (23%) that their school heads have good morals and virtues. Additionally, most of the teachers agreed (27%), strongly agreed (24%) and very strongly agreed

(2%) that their school heads follow procedures in executing their duties, while some disagreed (16%) and strongly disagreed (7%) to this. Most of the teacher respondents (74%) are of the opinion that school leaders follow statutory and legal framework in resolution of ethical dilemmas as indicated by mean values of 4.

Table 4. School leaders' ethicality in governance

Item	VSD	SD	D	A	SA	VSA	Mean	Mode
My school head is trustworthy	3(3%)	2(2%)	14(15%)	33(35%)	17(18%)	26(27%)	4	4
My school head has good morals and virtues.	3(3%)	2(2%)	5(5%)	40(42%)	23(24%)	22(23%)	5	4
My school head follows procedures in executing his or her duties.	1(1%)	7(7%)	15(16%)	26(27%)	23(24%)	23(24%)	4	4
My school head listens to people involved in a situation before making judgment.	6(6%)	3(3%)	12(13%)	30(32%)	17(18%)	26(28%)	4	4
My school head ensures that justice is assured at all time.	6(6%)	6(6%)	8(9%)	31(33%)	20(21%)	23(24%)	4	4
My school head ensures that there is harmony at all times.	2(2%)	4(4%)	11(12%)	30(32%)	25(27%)	22(23%)	4	4
My school head puts the interest of the team first.	8(9%)	0(0%)	18(19%)	24(26%)	18(19%)	26(28%)	4	6
My school head speaks out against unfair practices.	6(6%)	2(2%)	14(15%)	23(24%)	21(22%)	28(30%)	4	6
My school head is a Lady/Man of integrity.	6(6%)	3(3%)	12(13%)	22(23%)	21(22%)	30(32%)	4	6
My school head ensures everyone is treated equally.	6(6%)	3(3%)	16(17%)	21(22%)	19(20%)	29(31%)	4	6
My school head is transparent in all his/her dealings.	6(7%)	5(%)	17(18%)	27(29%)	21(23%)	16(17%)	4	4
My school head is responsive to the needs of teachers and students.	4(4%)	8(9%)	16(17%)	20(21%)	24(26%)	22(23%)	4	5
My school head protects each individual's dignity.	4(4%)	1(1%)	15(16%)	28(30%)	19(21%)	25(27%)	4	4
In resolution of the ethical dilemma my school head follows statutory and legal framework.	7(8%)	5(5%)	12(13%)	38(42%)	13(14%)	16(18%)	4	4
I participate in decision making in my school.	9(9%)	9(9%)	26(27%)	32(33%)	8(8%)	13(13%)	4	4

On responsiveness, the majority of the teachers indicated that their school heads listen to people before making judgment (mean=4, mode=4), ensure justice (mean=4, mode=4) ensure that there is harmony (mean=4, mode=4), put the interest of the team first (mean=4, mode=6) and speak out against unfair practices (mean=4, mode=6). Even though a few respondents were

against this claim, the majority of them still agree that school heads lay emphasis on democracy, justice, harmony, equal treatment and fairness. Most of the respondents agreed that their heads are people of integrity (agree=23%, strongly agree=22%, very strongly agree=32%) while quite a few disagree with this (very strongly disagree=6%, strongly disagree = 3%, disagree=13%). The same applies to equal treatment and transparency where the majority agree that the heads have these qualities as shown by the mean of 4. Regarding teacher's involvement in schools' decision-making, almost half of the respondents (very strongly disagree = 9%, strongly disagree=9% and disagree=27%) indicated that they do not participate in the process of making decision in their schools. The respondents also agree that their school heads are responsive to the needs of teachers and students (agree=21%, strongly agree=26%, very strongly agree=23%) and they protect their dignity (agree=30%, strongly agree=21% and very strongly agree=27%).

4.4.2 Qualitative data

To understand the level of ethicality of the school leaders in their course of governance, they were asked the leadership style they apply in their schools in the qualitative part of this study. The participants indicated that they use the open-door policy where all staff members and students are given opportunity to raise their points of view before leaders make final decisions. Their views were clearly captured by HA who said:

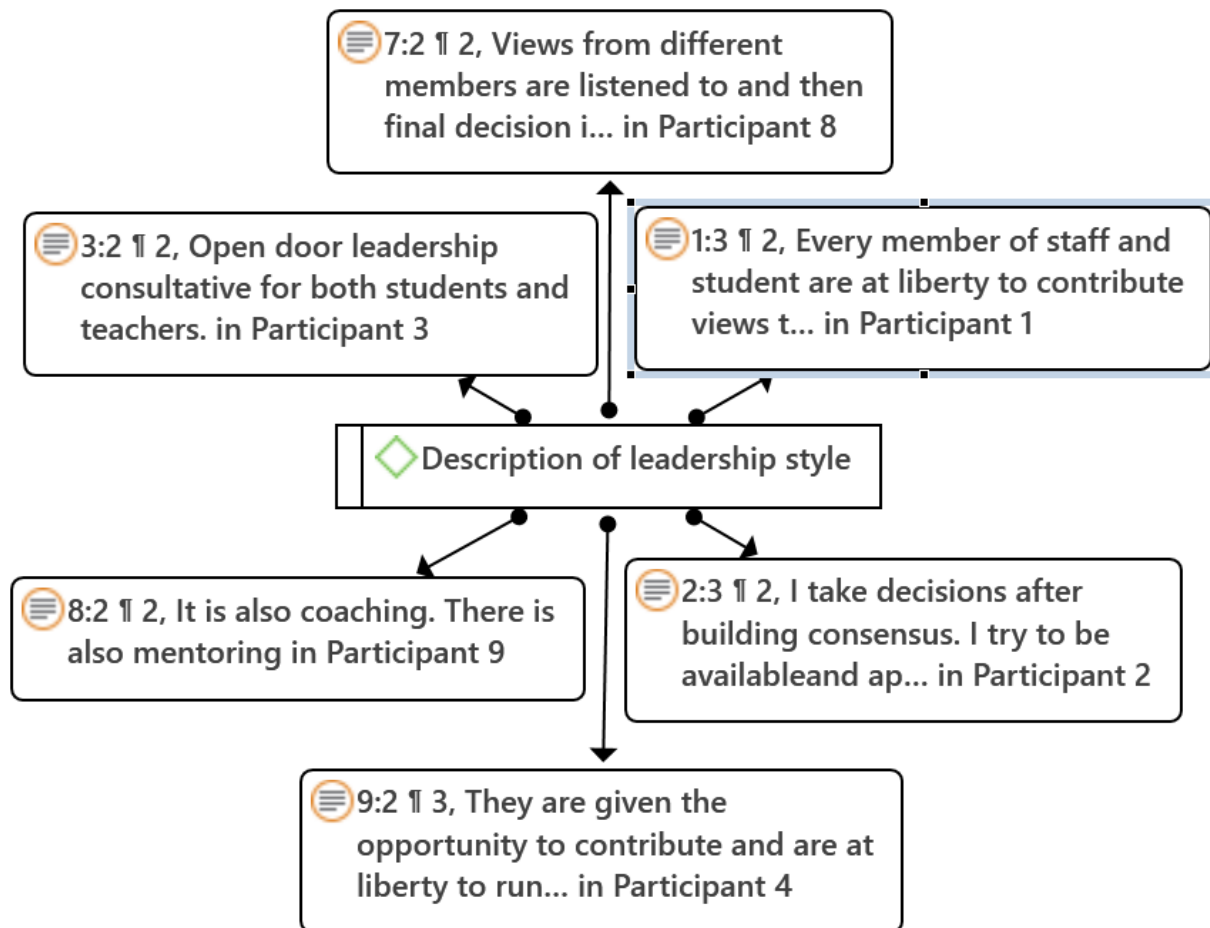
“Democratic. Every member of staff and student are at liberty to contribute views towards the running of the organization through meetings for both staff and students. The students choose or elect their representatives”.

Respondent DHB said:

“My leadership is entirely democratic in that all members of staff are involved during decision making. They are given the opportunity to contribute and are at liberty to run these [points to numerous buildings in the school] departments. I get ideas from everyone, including the students, and then I choose what is best for the school”.

The views of other participants are clearly captured on figure10 below. From the figure, it is obvious that most of the school leaders believe that they apply democracy as their major style of leadership.

Figure 9. Description of leadership style



To further understand if school leaders are democratic, they were asked if they involve other stakeholders in decision making process in their schools. They are of the opinion that they give teachers, parents, ancillary staff and students opportunity to take part in decision making process as indicated in Figure 11. Participants indicated that they always discuss with colleagues before reaching the final conclusion. According to them, the opinion of others can be taken as final if they are better than those of the leaders. In addition to the fact that discussions are held first, most of the participants indicated that they allow others to have a final say but it is not always the case as indicated by HC below:

“Well, I don’t always have the final say neither do I allow others to have the final say always. It clearly has to do with balancing...when the position of others is better and more profitable than yours; it is in the interest of the school to follow what they have said. However, when the opinion of the majority does not seem right, I use my veto power as the leader to take that decision I feel will be in the interest of the school”

As summarized by DHA;

“The best decision/position for the organization always wins the day...simple and short. After all we are all here for the interest of the organization. Our personal interest must align with the organizational goals”.

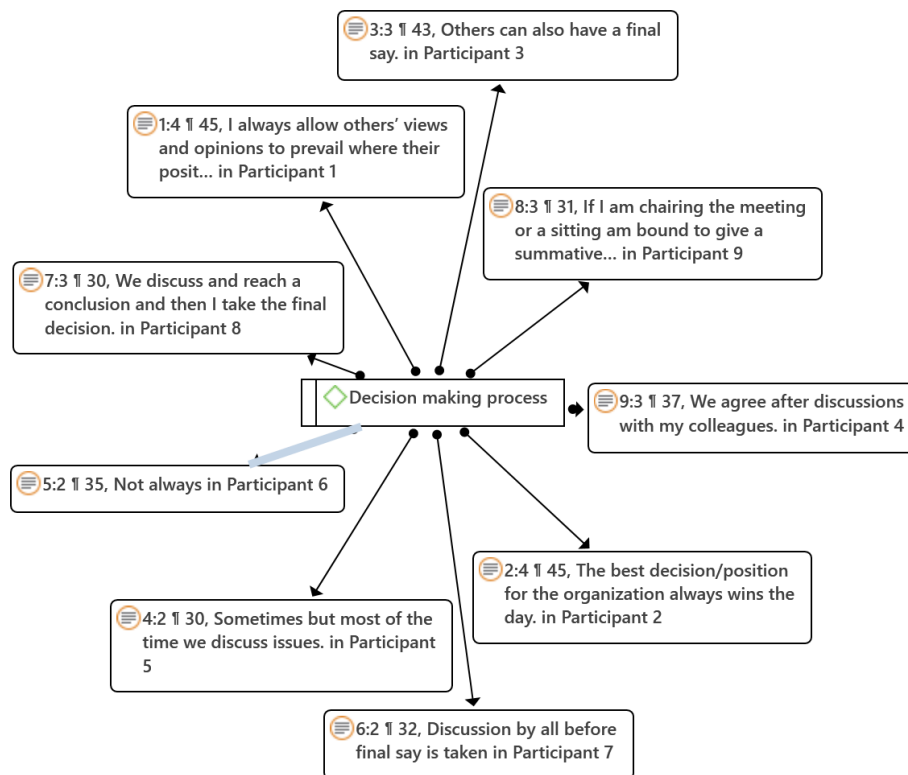
HoDD gave an example to explain how he makes decisions:

“If I am chairing the meeting or a sitting am bound to give a summative note of the discussion, I believe it is procedural to do so. This we make everyone to see that the agreement of the house is captured in the summary”

For DHA, involving stakeholders, especially teachers in decision making has many benefits that cannot be overemphasized. In her words;

“Yes. You cannot succeed without involving teachers. How will the help you to implement the decisions you have made? Involving them creates a kind ownership of the decisions. When they own the decision, they will implement it with ease without even being told”.

Figure 10. Decision- making process



The researcher further sought the views of the respondents on whether they are transparent in their course of governance. Most of the leaders opined that they are always very transparent. They stated that they believe in sharing the relevant information with the relevant stakeholders and they also maintain an open-door policy.

HoDD said:

“I am transparent. We have an open-door policy that we operate with. We display all our expenditure for all to see...in choosing student leaders for instance, we allow the students to make their choice...etc... It is like that in every area”

In line with HoDD, HA said:

“I maintain an open-door policy and believe in sharing information with stakeholders...students, parents, teachers and other higher authorities”

DHB said:

“I always relay information to where it is supposed to be without hesitation. Why is the information there if not to relay it? Without adequate knowledge of what we do on a daily basis, I believe we won't be enjoying the success we enjoy at B [name of school withheld]”

Despite agreeing that he is transparent, DHA pointed out that his level of transparency does not exceed the point where the confidentiality of his subject is at stake. He asserted thus:

“To a very large extent I think I am transparent in my leadership. However, I am only transparent to the extent that confidentiality is not compromised. I wouldn't do to others what I wouldn't want others to do to me”.

4.4.3 Interpretation and Discussion

The findings from the qualitative and quantitative study show that to a large extent, the school leaders are ethical in the course of governance. This is evidenced by the fact that teachers in the quantitative study are of the opinion that in addition to being people of integrity (78%),

their leaders are accountable (78%), transparent (70%), trustworthy (80%), harmonious (82%) and fair (77%). Only a few (integrity-22%; accountability-22%; transparency-30%; trustworthiness-20%; harmonious-18%) argued for the reverse. The findings also indicate that school leaders exhibit good morals and virtues (89%), and they follow ethical procedures (75%) to ensure that justice (78%) and rule of law (67%) are implemented. Exactly 45% of the teachers argued that they are not involved in decision making in their schools. In the qualitative study, the school leaders asserted that they apply democratic leadership style which entails open door policy, consultation, accountability, justice, trustworthiness, harmony, transparency, honesty. They also asserted that they involve all stakeholders in decision making- a point to which 45% of the teachers disagreed to in the quantitative.

4. 4.4 Trustworthiness and Transparency as Emerging Themes

Trustworthiness and transparency are major points/themes arising from both the teachers (quantitative study) and the school leaders (qualitative study). The majority (80%) of the teachers believe that their leaders are trustworthy while the leaders also believe that trustworthiness is important in leadership. The clear path to achieving trustworthiness is through honesty. This argument was raised by HoDB who asserted that honesty is the cornerstone of leadership and to be trusted, a leader has to be very honest. This argument is furthered by Wart (2012) who asserts that for a leader to be described as ethical, the individual must be trusted by the followers, and this leads to a general acceptance of the leader by the followers. Trust acts as glue that binds the leader to the followers and provides the capacity for both organizational and leadership success (Mineo, 2014).

Transparency is also a major pre-requisite for EL as highlighted by both the school leaders and teachers (70%). In line with this, Norman *et al.* (2010) assert that transparency impacts followers' perceived trust and evaluations of leader's effectiveness. In support, Al-Samman (2012) attributes transparency to other attributes of EL such as participation, substantial information and accountability. In fact, this author used the term "transparency dimensions" to describe these attributes. This implies that when a leader is transparent, the leader ensures that there is accountability, equitable participation, and that information is passed adequately to all levels in the organization.

4. 4.5 Participation as an Emerging Theme

Of all the attributes that the school leaders in the qualitative study claimed to possess, a number of the teachers (45%) in the quantitative study are of the view that consultation and participation during decision-making are lacking in their schools. When asked if they participate in decision-making in their schools, 45% of the teachers in the quantitative study very strongly disagreed, strongly disagreed or disagreed (see table). This is a major source of concern for several reasons. First, non-involvement of teachers in decision-making is against the servant-leadership theory (Reddy & Kamesh, 2016) which is the major theoretical framework underpinning this study. This theory embraces the view that a leader focuses first on the needs of others by acknowledging other people's perspectives and supporting them to meet both personal and organizational goals through constant involvement in decision-making where necessary and building a sense of community with the team (Kolzow, 2014).

Non-involvement of stakeholders in decision making is against the *Kgotla* system of leadership (Denbow & Thebe, 2006) practiced in pre-colonial Botswana, that permitted free

speech while at the same time allowing the *Kgosi* (king) to accommodate public acceptance on matters already discussed in private with his counsellors and advisers (Denbow & Thebe, 2006). Also, the administrative management theory proposed by Henri Fayol comes to play, as two of the fourteen principles of management buttressed by this theory are applicable. First is the principle of unity of directions, which asserts that teams with the same objective should be working under the direction of one manager using one plan. The second principle asserts that individuals should pursue team interests over personal interests. Following these two principles will be a mere mirage if all the members of the team are not consulted when making key decisions on the direction and interests of the team.

Another major concern about this finding in the quantitative data is that the school leaders in the qualitative study believe that the teachers are adequately consulted during decision making. This is a cause for concern because one can only correct an error when one identifies and accepts the error. Again, it is possible that the leaders' claim that their leadership is characterized by maximum consultation is rather said than done. Besides the fact that EL is characterized by undiluted participation and consultation (Komal & Sheher, 2015), participation in decision-making "enables teachers to become active participants in school management process. As a result, teachers will have greater and wider ownership of the school, its vision and priorities" (Wadesango & Bayaga, 2013 p. 1689). Little wonder, Legas (2015) posits that an organization's progress depends on ensuring that all its members feel that they have a stake in such organization and do not feel excluded in any way. Non-involvement of teachers in decision-making is "likely to affect the overall activities of the school in general and the teaching and learning process in particular" (Gemechu, 2014 p. iii). Since non-involvement of stakeholders in decision-making is against EL tenets, it is not surprising that this can affect GG (Okagbue,

2012); and subsequently, school performance. One may wonder why this is worrisome even when 54% of the teachers believe that they are involved in decision- making process. The worry is due to the fact that 45% is a significant number that may increase even further if nothing is done. However, based on the current findings, one can conclude that school leaders are ethical while going about their leadership duties.

4.5 Promotion of ethics in school's organizational culture

This section is presented in line with the third RQ which sought to find out if EL is embedded in the organizational culture of the schools studied. Just like the previous section, this section comprises of three sub-sections. The first and second sub-sections present the data of the quantitative and qualitative study while the third sub-section presents an interpretation and discussion of the findings from this RQ.

4.5.1 Quantitative data

In the quantitative study, four items on the questionnaire were used to ascertain if EL is embedded in the organizational cultures of the school's studied. The findings are presented on Table 5 below.

Table 5. Ethical Leadership and Schools' Organizational Culture

Item	VSD	SD	D	A	SA	VSA	Mean	Mode
Good morals and values are reflected in my school's rules and regulations.	2 (2%)	0(0%)	7 (7%)	29(30%)	38 (39%)	21 (22%)	5	5
Even though I have not seen a written document on good morals and values, they are strongly practiced in our school.	4 (4%)	0 (0%)	4 (4%)	45(47%)	20(21%)	22 (23%)	5	4
Ethics is embedded in my school's culture.	11(12%)	0(0%)	8(9%)	40(44%)	14(16%)	17(19%)	4	4
Rule of law is not practiced in our school.	30 (32%)	18(19%)	15(16%)	13(14%)	12(13%)	6(6%)	3	1

From the table above, 91% of the respondents agreed, strongly agreed and very strongly agreed that good morals and values are reflected in their school's rules and regulations. Only a few (9%) argued for the reverse. The majority (91%) argued that good morals and values are strongly practiced in their schools, even though there may not be a written document in the regard. Out of the teacher respondents, 79% opined that ethics is embedded in their schools' organizational culture with the most appearing response being 'agree', while 21% opined for the reverse. When asked if rule of law is not practiced in their schools, the majority (67%) responded negatively, showing that they are of the view that it is practiced in their schools. The remaining 33% however maintained that rule of law is not practiced in their schools.

4.5.2 Qualitative data

To find out if ethics is embedded in the organizational culture of the different schools studied, school leaders were asked in the qualitative study if they have an official document on ethical code of conduct. Most of the school leaders opined that that have ethical codes f conduct. Their responses are highlighted below;

DHB said:

“As a school we are guided by the acts from the Ministry of Education. Whatever we do is in accordance with the policies from there...you know the revised national policy on education? That’s what I am talking about”.

DHA said:

Yes of course. We have documents on ethics... The PSA of 2008...Public Service Charter, the General orders, DCEC anti-corruption policy... There is no choice in the matter...these are government statutes that must be followed”.

HD said:

“Yes, we surely do...The TSM... Code of regulations...Public service act....and others...these are the ones I can remember. This [sic] documents guide our actions and activities”.

HoDD said:

“Yes. We do have policy documents to follow. Each worker has to be as professional as they can. We know we do not have to act in a way that could bring the school or MOBE to some form of disrepute”.

In contrast, two of the respondents opined that ethical codes are non-existent. Their views are shown in their verbal utterances below;

HoDA said:

“No we don’t. We use experience...You know as a teacher and adult you know those things that are right and those that are wrong...From my experience I know those things that are right and wrong...I don’t think I need to consult any document to do what is right”.

HA said:

“No...No... We use the staff manual. We are always having meetings at both departmental and school level to ensure that the records are set straight. There is also a school manual from the Ministry of Basic Education but we hardly use it”.

The researcher also sought the opinion of the school leaders on whether ethics is embedded in their organizational culture. The majority of the verbal utterances are captured in the response given by DHA and HoDD as highlighted below;

DHA said:

“Yes...surely...Our integral processes are based and guided on acceptable work ethics and standards...Like...for instance...time consciousness for lessons and assemblies...respect for deadlines, rapport with the public and so on”.

HoDD said:

“Yes...and the good thing is that the entire school community practice ethics unknowingly...All our students address members of staff as “Sir” and “Madam” unconsciously...There is total respect for elders...we also lay emphasis on students doing things that are right not because the teacher is there but because it is the right thing to do. You can see how quiet everywhere is because it is not break time”.

Surprisingly, when asked if ethics is embedded in their school's culture, HoDA answered an outright "no" and refused to give any further reason for his response. HoDB responded as follows;

"At the moment, I have a few weeks in the school from transfer, still trying to find what or how they do things here".

The response above makes one to wonder if it is indeed a step in the right direction to make someone a leader in an environment he/she is not very conversant in.

4.5.3 Interpretation and Discussion

In the quantitative study, the teachers opined that ethics is embedded in their schools' culture. This is evidenced by 91% who argued that good morals and values are reflected in their school's rules and regulations; 91% who argued that good morals and values are strongly practiced in their schools; and 79% who opined that ethics is embedded in their schools' organizational culture. This is in agreement with the findings from the school leaders (7 out of 9) who indicated that they have documents on ethical codes of conduct and that the concept of ethics such as respect for deadlines and elders are embedded in their schools' organizational culture.

A part of these findings seems to contradict the report by Moswela and Gobagoba (2014) that there is no official code of ethics for teachers in Botswana. However, further inquiry reveals that there is no particular document that is dedicated to ethics in the schools studied. Different school leaders mentioned different documents that they use as their guide on ethics. These documents include school manuals, code of regulation, public service acts and regulations from

Ministry of Basic Education. The fact that there is no particular official document on ethics that is used by all the schools, points to the need to enact one. This further shows that the call by Moswela and Gobagoba (2014) to provide an official ethical code of conduct for Botswana education system is long overdue.

Having official codes of ethics is one thing, practicing or implementing them is another. A very positive aspect of this finding is that school leaders indicated that there are some “unwritten” ethical codes that are embedded in their schools’ organizational culture. These codes are written in the hearts and minds of the school community. In fact, those that indicated that there is no document that guides them on ethics made it clear that they use their experience to run their schools. According to HoDD, the school community is expected to act in a manner that will not bring the school to some form of disrepute. This is very impressive and should be emulated by all, especially, as there are several countries with written but unimplemented or partly implemented code of ethics. This is evidenced by several incidents of unethical practices by educators in such countries (Naidoo, 2015; Cheteni & Shindika, 2017; Head, 2017; Oramadike, 2020). In order to put an end to unethical practices, leaders must practice ethics and show others how to do the same. This takes reinforcement, practice, and collaboration at all levels, resulting in a culture of ethics that permeates the organization from top to bottom (Utah Educational Leadership Toolkit 5, 2019). Consequently, designing an ethical code of conduct should be followed by a clear plan of implementation. Perhaps, following the lead of these school leaders that have been able to implement some unwritten codes of conduct in their schools will be a perfect way to start in this regard.

Precisely, 21% of teachers in the quantitative study are of the opinion that ethics is not embedded in their schools’ organizational culture. This may appear insignificant when compared

to the remaining 79%. However, if necessary steps are not taken, this number could increase over time. When asked if ethics is embedded in their schools' organization culture, one of the school leaders in the qualitative study answered an outright "no", making one to wonder if the leader understands that it is part of his/her duty to do enforce ethics in his/her school. Ethics and EL cannot be practiced without adequate foundations for such. One of such foundations is by ensuring that it is enshrined in the school's organizational culture so that it could be adopted and practiced by all. As enumerated by DHA, "our [his/her school] integral processes are based and guided by acceptable work ethics and standards such as time consciousness, respect for deadlines, rapport with the public". Ethics and EL should therefore, be seen as a voluntary reflex by all and sundry in schools, rather than a mandatory reflex. Most importantly, organizations with ethical workplace cultures outperform their competitors in all categories that matter (Society for Human Resource Management Foundation, 2013). Furthermore, school leaders should constantly review their organizational culture to ensure it remains strong ethically. This is further necessitated by the fact that an organization's culture can be eroded as more people come into the organization with their various values and behaviours (Kuye *et al.*, 2013) which may be against what both the organization and EL stands for. From the current findings, however, one can conclude that ethics is embedded in the organizational culture of the schools studied.

In summary, the finding from this research question has shown that although there are different documents on ethics that school leaders use, there is no official document that is used by all the school leaders; hence, the need to enact one. Once this is enacted, the steps taken by the school leaders to implement the "unwritten" rules in their schools, such as respect for elders, should be adopted in implementing the enacted codes. From the findings, it can also be seen that ethics is embedded in the organizational culture of the schools studied. However, there is need

for educators to fasten their belts and continue to do more in this regard. This is because few of the teachers and school leaders mentioned that ethics is not embedded in their schools' culture- a number that can ultimately increase if necessary steps are not taken to consolidate on the gains made so far.

4.6 Role of EL in Sustaining School GG

Having sought the view of the respondents on ethical leadership practices in their schools, the final RQ was aimed at finding out if the EL in their schools has led to GG as captured in sub-RQ 4. The following sections present the quantitative data obtained from the teachers, qualitative data obtained from the school leaders, and an interpretation/discussion of the data obtained for this RQ.

4.6.1 Quantitative data

One item on the questionnaire was dedicated to finding out if the teachers feel the leadership in their schools has led to school governance. Their responses are captured in Table 6 below. From the table, 78% of the teachers opined that their schools are well governed with “agree” as the mean and median. Only 21% argued for the reverse.

Table 6. Good Governance in Schools

My school is well governed.	Percentage(%) response
VSD	2
SD	4
D	15
A	38
SA	16
VSA	24
Mean	4
Mode	4

4.6.2 Qualitative data

In the qualitative study, the school leaders stated that their democratic and transformational leadership styles have led to GG in their schools. These leadership styles are typical of EL. Their verbal utterances are captured in the words of HA who said:

“I think my transformational leadership has led to good governance. Like I told you...I maintain an open-door policy and believe in sharing information with stakeholders... Again, there is no substitute for accountability in [my] leadership... Keeping my word, practicing what I preach, being a good role model, walking the talk...and also giving room for error....So, yes, I think so [that my school is well governed]. I practice the open-

door policy style and give colleagues professional space and respect everyone's viewpoint”.

The utterances of HA above shows clearly that he/she believes that the good leadership practices he/she exhibited had led to good governance in his/her school. Such practices include; open door policy, accountability, integrity and giving room for error. The need to give room for error was resounded by HoDD who asserted thus:

“It is good to give room for error all the time, [since] we learn from our mistakes. To error [sic] is human”.

Expressing her views on how EL can lead to GG, HoDB said:

“Although I'm new here, I believe totally that my leadership will lead to good governance...So it will at a later stage. In my former school I enjoyed similar success because I was dutiful, I engaged the teachers and students constructively, and I remained honest and accountable. I really achieved a lot there. I hope to do more here”.

The views of the respondent above show that leadership qualities such as honesty, accountability and equitable participation lead to GG. These are important aspects of EL that embrace GG.

4.6.3 Interpretation and Discussion

In the qualitative study, school leaders stated that their leadership styles have led to GG in schools. These leadership styles are typical of EL. Hence, it can be highlighted that the GG in schools which the leaders attest to, is as a result of their EL tenets. It is, therefore, impressive to note that the leaders are aware of the importance of EL in promoting GG as posited by Okagbue

(2012). Although the majority (78%) of the teachers indicated that their schools are well governed, a good number (22%) of the teachers were of the opinion that their schools were not well governed. The GG experienced by 78% of these teachers can be attributed to EL. This is evidenced by the fact that the majority of the teachers, as seen in the second RQ, believed their school heads were just (79%), accountable (78%), transparent (70%), trustworthy (80%), responsive (70%), protect individuals' dignity (78%), practice rule of law (67%) and ensure equity (73%). These qualities are important attributes of EL (Denis, 2010; Wart, 2012; Komal & Sheher, 2015) which have been proven to lead to GG (Okagbue, 2012; Eranil & Ozbilen, 2017; Sharminiet *al.*, 2018). This form of leadership promotes employee trust towards their leader: thereby, providing the organization with opportunities to build trust, gain cooperation, commitment; thus, create long term wealth and sustainable competitive advantage (Memiyanty *et al.*, 2010). For Rubin *et al.* (2010) EL has a positive impact on job satisfaction, moral identification and empowerment, and employees' commitment.

The fact that the GG enjoyed in the schools studied have been attributed to EL is a good omen. This is because it has been proven that the success enjoyed using unethical means is short-lived. This also refutes the belief by the Nazi society that the unethical persecution, humiliation, deportation and killing of Jews is justified provided it leads to "huge success" (Bialas, 2013). As posited by Mendonca (2001), the sustenance of unethical leadership for a long time is questionable, and the enduring survival and success of an organization rests on EL. This shows that EL should be chosen as the style of leadership in any organization that wants to enjoy success coupled with GG. Again, one can assert from the findings of this study that EL indeed leads to GG in schools.

4.7 Conclusion

This chapter presented the data obtained from this study and went further to relate the findings thereof to reviewed literature. The biographic data of the respondents were presented to show that the age, gender, teaching experience and position of the respondents were suitable for this study. This was followed by different sections that presented, interpreted and discussed the qualitative and quantitative data for each RQ as expected for a concurrent/convergent mixed methods research. The next chapter presents a summary of the findings of this study according to the RQs, and the implications of the study for policy, practice and further studies

Chapter 5: Summary, Implications and Conclusion

5.1 Introduction

This chapter presents a brief summary of the findings from the data presented and discussed in the previous chapter. The summary is presented in line with each of the secondary research question. This is followed by implications of the findings for policy, practice and further research. Finally, a succinct conclusion of the major findings emanating from this study is presented as the final phase of this study.

5.2 Summary of Research Findings

The findings from the participants revealed and/or confirmed various categories of concerns/issues related to improved EL and GG in schools. In answering the primary RQ on the role played by EL in GG in schools, the first sub- research question ascertained the perspectives of the school leaders and teachers on EL and GG. They showed a good understanding of concepts related to EL and GG such as honesty, integrity and rule of law. The teachers understand the concept of ethics in leadership and they opined that ethics should be practiced at all times. The school leaders also showed their understanding of EL and GG by highlighting that a leader must possess important virtues such as Botho, honesty, compassion, empathy, tolerance, trustworthiness, integrity, respect and transparency. These are important attributes of EL and GG, and so, the perspectives of the teachers and school leaders on EL/GG are indeed what they stand for. A striking finding on the practicability of EL and GG in the schools studied is that most of the respondents were of the view that they are not faced with ethical dilemma in their course of leadership either as instructional leaders or school leaders. This clearly opposes extant literature and raises questions about the practicability of EL in the schools studied. It is therefore

possible that the respondents are not aware of what ethical dilemma entails. To be able to tackle a problem, one must know exactly what the problem entails. This calls for the need to organize EL training for educators in order to make them ethically aware to take the right decisions when faced with ethical dilemmas. However, the findings from this RQ showed that the perspectives of the respondents on EL/GG are indeed what they stand for.

The second sub-research question was aimed at ascertaining the ethics of governance in schools. The findings showed that school leaders are ethical during the course of governance as evidenced by both the qualitative and quantitative data. Both sets of data showed that leadership in the schools studied was transparent, democratic, responsive, honest and trustworthy. These are the characteristics of EL and GG. However, in triangulating the qualitative and the quantitative data, it was found that whilst the school leaders in the qualitative study are of the view that they involved stakeholders in decision making, 45% of the teachers say otherwise. This raises concerns about the style of leadership applied by the school leaders.

The third sub- research question was hinged on ascertaining the extent the organizational culture of schools promotes ethics. The findings showed that there is no unified ethical code used by different schools; hence, the need to enact one. A positive aspect of this finding is that school leaders indicate that there are some “unwritten” ethical codes that are embedded in their schools’ organizational culture such as respect for higher authorities and deadlines. Perhaps the ethical code of conduct, when enacted, can be implemented following the method used by schools to implement the “unwritten codes”. Although the majority (79%) of the teachers admitted that ethics is embedded in their organizational culture, a few (21%) disagreed. This calls for immediate action since the situation may deteriorate further if proper actions are not taken.

However, following the overall findings from this RQ, it can be argued that ethics is embedded in the organizational cultures of the schools studied.

The fourth sub-research question showed clearly the role of EL in sustaining GG in schools. The school leaders stated that their democratic and transformational leadership styles have led to GG in schools. These leadership styles are typical of EL. The teachers also argued that their schools are well governed, and the GG they enjoy in their schools is as a result of EL qualities shown by their leaders as seen in the second sub RQ.

The major lesson learnt from this study is that although attributes of EL have led to GG in the schools studied, there is the need to maintain and even improve on the status quo. If necessary steps are not taken, the situation may deteriorate leading to bad governance in schools; and subsequently, a continuing decline in the quality and standard of education in Botswana.

5.3 Implications of the Research Findings

The findings of this study have implications for policy, practice, and further research.

5.3.1 Implication for Policy

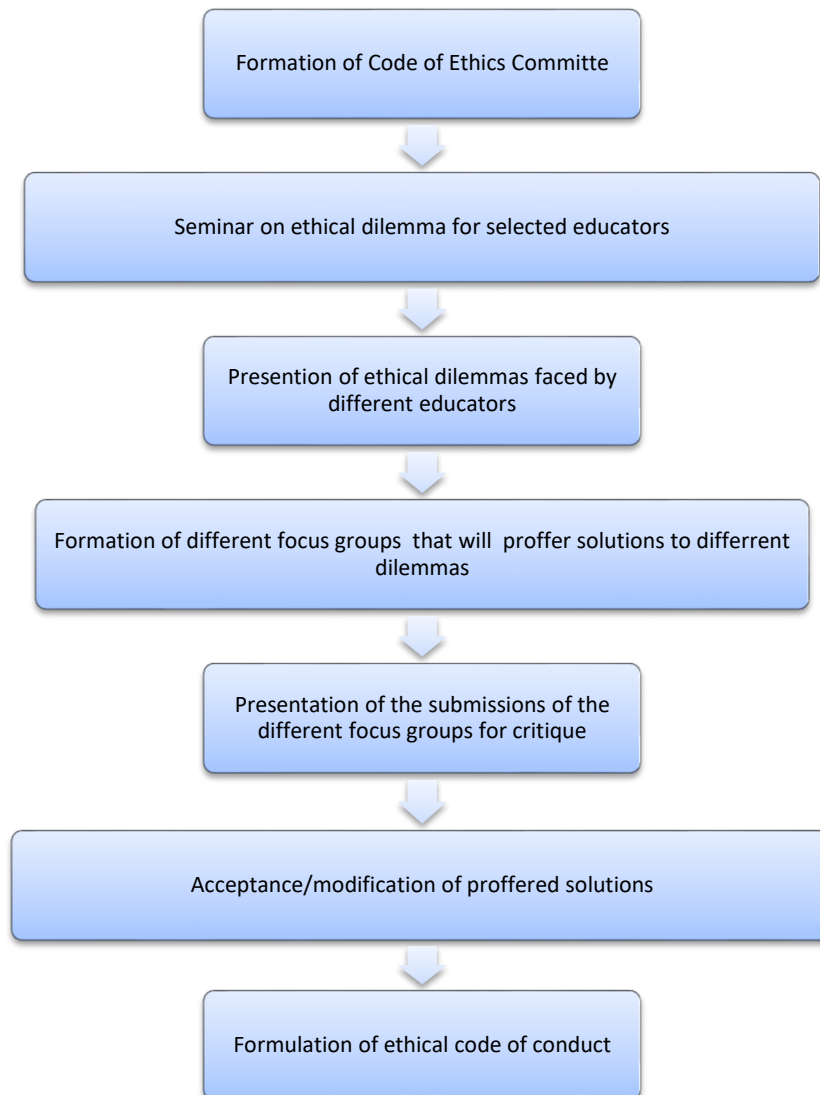
One of the most popular documents in Botswana education system is the RNPE which emphasizes that education must contribute to unity, development, self-reliance and democracy. Despite the existence of this policy, research shows that the quality and standard of education in Botswana is deteriorating (Makwinja, 2017). Despite the arguments by the respondents that they are not faced with ethical dilemma, schools in Botswana continue to be faced by high rates of failure at primary and secondary schools (Makwinja, 2017) especially, in remote areas (Pansiri,

2008), high rate of marginalization and identity crisis (Otukile, Mabua & Pansiri, 2020), and worrying rates of corruption, sexual misconduct and maladministration (Pansiri *et al.*, 2021). This shows that implementing the RNPE has remained a major challenge. This policy serves as a guide to the entire education system in Botswana, and its contents are implemented in schools by school leaders and teachers. It is, therefore, surprising that there is no consolidated code of conduct for teachers and school leaders on how to go about their duties. EL could be the solution to the problem. To ensure that leadership is ethical in schools and as evidenced by the current study, there is need to formulate an ethical code of conduct that will guide the activities of educators in Botswana. Formulation of this code should be followed by training and re-training programmes, so that the enacted code does not lie in enclaves where they will be of no value. Once educators imbibe the tenets of EL, implementing the RNPE will not be a challenge in Botswana.

The proposal of the researcher on how to enact ethical code of conduct in the Botswana education system is shown on figure 12. First, there is need for the policy makers to set up a committee of very experienced educators. The first step to be taken by this committee is to organize a seminar for stakeholders in the education sector. During the first stage of this seminar, educators will be conscientized and trained on what ethical dilemma entails. Afterwards, they will be given some time to anonymously compute the ethical dilemmas they have faced as educators and how they resolved such dilemmas. Their submissions will be computed, and different focus groups will be formed to discuss the best way to handle different dilemmas raised. The suggestions from the focus groups will be shared by all the educators and they will either be confirmed or modified. The findings from this seminar will then be used as the major hinge for formulating the ethical code of conduct for Educators in Botswana. The advantage of

using this method is that educators will see the code as ‘their’ own, hence making them to implement it without hesitation. Hence this will take care of the problem of lack of ownership and implementation as seen in the ethical codes of several countries.

Figure 11. Proposal for Enacting Ethical Code of Conduct for Educators



5.3.2 Implication for Practice

One major finding from this study is that teachers (45%) do not participate actively in decision-making process in their schools. This is worsened by the fact that the school leaders believe otherwise. This shows that there is a gap in EL in schools in Botswana. The objectives of education cannot be achieved without a high degree of participation of all stakeholders in the education sector. The success or failure of any partnership depends on the degree of good relationship between partners. There is, therefore, the need for the teachers to synergize with their school heads and leaders with the sole aim of achieving education objectives as stated in the RNPE. In addition, teachers and school leaders need to be informed that EL is the only form of leadership that can lead to sustainable GG. This could make them to continue to imbibe and portray EL traits while going about their day to day activities.

5.3.3 Implication for Further Research

Based on the findings of this study, the following suggestions for further research are made:

1. The present study could be replicated using an entirely different population within the Botswana education system so as to compare the results. Instead of limiting the population to teachers and school leaders, students could also be added as part of the research population. This may help to gain more insight on the role of EL in GG from the students' perspective. Also, rather than limiting the population to four public SSS in Gaborone, - the delimitation of this study - SSSs in other parts of Botswana could be incorporated in future studies for more robust findings that represent the entire Botswana. A comparative study of schools in urban areas and schools in rural areas/private schools and public schools could also be explored.

2. The community where schools are located is very dynamic. Investigating the place of EL on GG can be carried out on a regular basis. This will greatly help to identify and curb cases of unethical practices before they get out of hand. Such studies should focus more on ethical dilemmas faced by educators and steps taken to resolve such dilemma.

5.4 Conclusion

This study was aimed at ascertaining the role of EL in school GG, using the four (4) Government SSSs in Gaborone as case studies. Applying a mixed methods approach, the study showed that teachers and school leaders understood the concept of ethics and what it entails. The study also showed that school leaders applied ethical leadership in the course of governance. However, there is an indication that school leaders may not completely possess one important aspect of EL which is involving followers in decision- making. This finding underlined the need to employ a mixed methods study. The majority of the School leaders and teachers are also of the view that ethics are embedded in their school organizational culture. Even though the school leaders possess documents that serve as a guide on ethics, the fact that different schools have different documents in that regard, further buttresses the need to create a unified ethical code of conduct for Educators, which should be enshrined in the schools' organizational culture, just like some "unwritten" rules in schools. Finally, the respondents are satisfied that the EL exhibited in their schools has led to school GG. This is evidenced by the high degree of accountability, transparency, justice, equity and responsiveness in these schools.

Although this study has confirmed the place of EL in engendering GG in schools, there are other striking findings emanate from this study. First is that some aspects of EL and GG are

being ignored by leaders. More emphasis is laid on some aspects such as corruption, misappropriation of funds and sexual misconduct. This study has shown the need to pay attention to other aspects such involvement of followers in decision making. Secondly, it is not enough to make rules and regulations in an organization and enforce those rules using punishments. Upon enactment of any rule or code of conduct in an organization, steps should be taken to make the members of such organization see such rules as the right thing to do, and not just because they want to avoid being punished. A step to achieving this is by involving followers in policy formulation. This finding emerges from the fact that the respondents in this study had unwritten rules that were unconsciously obeyed by all and sundry. There is need to follow this step in order to make EL and/or GG the emblem of a productive society.

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Appendix I

QUESTIONNAIRE FOR TEACHERS

My name is Chikezie Ignatius Ugwu; a Master’s degree student at the University of Botswana enrolled in Master of Education (Educational Management). As part of my study, I am conducting a research on “**Ethical leadership for school governance: Case study of four selected Senior Secondary Schools in Gaborone**”. I would like to ask for your participation in this questionnaire as information collected in this study will remain confidential and will be used for academic purposes only.

SECTION A: DEMOGRAPHIC PROFILE

Please answer the following questions as honestly and accurately as possible. Please note that this information is important for demographic and statistical purposes.

Please tick ‘√’ where applicable

1. Gender: _____ 2. Age: _____ 3. Teaching experience _____

4. Educational qualification in full: _____

5. Position in full _____

6. Terms of Employment: Permanent () Temporary ()

SECTION B (ETHICAL LEADERSHIP)

Directions: For each statement below, use the following key and tick (√) the appropriate box to indicate your response.

(VSD= Very Strongly Disagree SD=Strongly Disagree D=Disagree A= Agree SA= Strongly Agree VSA=Very Strongly Agree). I have rated VSD=1 SD=2 D=3 A=4 SA=5 VSA=6

S/no	Items	VSD(1)	SD (2)	D (3)	A (4)	SA(5)	VSA (6)
1	My school head is trustworthy.						
2	My school head has good morals and virtues.						
3	Good morals and values are reflected in my school’s rules and regulations.						
4	Even though I have not seen a written document on good morals and values, they						

	are strongly practiced in our school.
5	I understand the concept of ethics very well.
6	I do not understand the concept of ethics well.
7	Ethics is embedded in my school's culture.
8	Ethics should be practiced at all times.
9	My school head follows procedures in executing his or her duties.
10	I am always faced with ethical dilemmas.
11	In resolution of ethical dilemma I follow statutory and legal framework.
12	In resolution of the ethical dilemma my school head follows statutory and legal framework.
13	My school head listens to people involved in a situation before making judgment.
14	My school head ensures that justice is assured at all time.
15	My school head ensures that there is harmony at all times.
16	My school head puts the interest of the team first.
17	My school head speaks out against unfair practices.
18	My school head is a Lady/Man of integrity.
19	My school head ensures everyone is treated equally.
20	My school head is transparent in all his/her dealings.
21	I participate in decision making in my school.

22	Accountability is key in my school.
23	I understand the concept of rule of law.
24	Rule of law is not practiced in our school.
25	My school head ensures that there is harmony at all times.
26	My school head is responsive to the needs of teachers and students.
27	My school head protects each individual's dignity.
28	Overall, I believe that my school is well governed.

Do you have any additional information on the leadership style practiced in your school and the implication of such practices? If yes, please indicate below.

THANK YOU

POTSOLOTSO YA BARUTABANA

Ke bidiwa Chikezie Ignatius Ugwu; moithuti wa dithuto tsa Masters kwa Unibesithing ya Botswana ke ithutela tsamaiso ya tsa thuto. Jaaka bontlhabongwe jwa dithuto tsa me, ke dira patlisiso ka ga “**Mokgwa o o lolameng wa botsamaisi jwa dikolo mo Botswana.**” Ke kopa gore o tsee karolo mo patlisisong ka go tlatsa potsolotso e e dirisediwang go kgobokanya dintlha tsa patlisiso mme go tsaya karolo ga gago e tla nna sephiri mme dintla di tla dirisediwa tsa dithuto fela.

KAROLO YA NTLHA: KA GA MMOTSOLOTSWA

Tswee-tswee araba dipotso tse tse latelang ka boammaaruri le bokgoni jotlhe jwa gago. Mme fela itse gore dintlha tse di botlhokwa thata mo go itseng ka ga babotsoloswa le tsa dipalopalo. Tshwaya ka le tshwao le ‘√’ fa go tshwanetseng

1. Bong: _____ 2. Dingwaga: _____ 3. Lobaka mo tirong _____
4. Selekanyo sa thutego ka botlalo: _____
5. Maemo mo tirong ka botlalo: _____
6. Mabaka a pereko: mmereki wa sennelaruri () Mmereki wa nakwana ()

KAROLO YA BOBEDI (BOETELEDIPELE JO BO LOLAMENG)

Ditaelo: mo ntlheng nngwe le nngwe, tshwaya ka letshwao le (√) mo lebokosong le le tshwanetseng go supa maikutlo a gago ka mathata a tsamaiso mo thulaganyong ya thuto.

VSD= Ke gana gotlhelele SD=ke gana thata D=ga ke dumalane A= ke a dumalana SA= ke dumalana thata VSA=ke dumalana ka botlalo

Ke kgaogantse matshwao jaana VSD=1 SD=2 D=3 A=4 SA=5 VSA=6

Palo	Dintlha	VSD(1)	SD	D	A	SA(5)	VSA
		(2)	(3)	(4)		(6)	
1	Mogokgo wa me o a tshephagala.						
2	Mogokgo wa me o na le boitshwaro jwa setho jo bo siameng.						
3	Boitshwaro jwa setho jo bo siameng bo itshupa mo melaong le melawaneng ya sekolo sa me.						
4	Le fa go sena mokwalo ope o o gatelelang boitshwaro jwa setho jo bo siameng, bo						

	supiwa ka botlalo mo sekolong sa me.
5	Ke tlhaloganya thata ka ga boitshwaro jo bo eletsegang.
6	Ga ke tlhaloganye sentle ka boitshwaro jo bo eletsegang.
7	Boitshwaro jo bo eletsegang bo mo motheong wa ngwao ya sekolo sa me.
8	Boitshwaro jo bo eletsegang bo tshwanetse jwa supiwa ka dinako tsotlhe.
9	Mogokgo wa me o sala tsamaiso morago mo go direng ditiro tsa gagwe.
10	Ke nna ke iphitlhela ke na le ketsaetsego ka ga boitshwaro jo bo eletsegang.
11	Go leka go ntsha ketsaetsego ka ga boitshwaro jo bo eletsegang ke sala morago melao le melawana e e beilweng.
12	Go leka go ntsha ketsaetsego boitshwaro jo bo eletsegang mogokgo wa me o sala motheo wa melao le melawana morago.
13	Mogokgo wa me o o reetsa batho ba ba amegang mo go se se diragetsng pele a ka tsaya tshwetso.
14	Mogokgo wa me o netefatsa gore o athola dikgang ka tekatekano ka dinako tsotlhe.
15	Mogokgo wa me o netefatsa gore go nna go na le thitibalo ka dinako tsotlhe mo sekolng sa me.
16	
17	Mogokgo wa me o baya dikeletso tsa ba a dirang le bone kwa pele.
18	Mogokgo wa me o bua kgatlhanong le ditsamaiso tse di sokametseng ntlha e le nngwe.
19	Mogokgo wa me ke motho yo o nang le

	seriti.
20	Mogokgo wa me o netefatsa gore o tsaya botlhe ka tekatekanyo.
21	Mogokgo wa me o direla sengwe le sengwe mo pontsheng.
22	
23	Ke na le seabe mo ditshwetsong tse di tsewang mo sekolong sa me.
24	Go nna le boikarabelo ke selo sa botlhokwa mo sekolong sa me.
25	Ke tlhaloganya tsamaiso ya molao.
26	Tsamaiso ya molao ga e salwe morago mo sekolong sa me.
27	Mogokgo wa me o netefatsa gore go nna go na le thitibalo ka dinako tsotlhe mo sekolong sa me.
28	Mogokgo wa me o tsibogela tse di tlhokwang ke barutabana le baithuti.
29	
30	Mogokgo wa me o sireletsa seriri sa mongwe le mongwe.
31	Ka kakaretso, ke dumela gore sekolo sa me se tsamaisiwa ka tolamo.

A o na le sengwe gape se o ka se tlatsang ka mogkwa wa tsamaiso o o mo sekolong sa gago le gore o ka tsala eng? Fa go ntse jalo, kwala mogopolo wa gago fa tlase.

KE A LEBOGA

Appendix II

INTERVIEW GUIDE FOR SCHOOL LEADERS

My name is Chikezie Ignatius Ugwu, a Master's degree student at the University of Botswana, enrolled in Master of Education in Educational Management. As part of my study, I am conducting a research on **“Ethical leadership for school governance: Case of four selected Senior Secondary Schools in Gaborone”**. I would like to ask for your participation in this interview. Information collected in this study will remain confidential and will be used for academic purposes only.

SECTION A: DEMOGRAPHIC PROFILE

Please answer the following questions as honestly and accurately as possible. Please note that this information is important for demographic and statistical purposes.

Please tick ‘√’ where applicable

1. Gender: _____ 2. Age: _____ 3. Teaching experience _____
4. Educational qualification in full: _____
5. Position in full _____
6. Terms of Employment: Permanent () Temporary ()

Interview Questions

- 1) How would you describe the leadership style you apply in your school?
- 2) Do you think as a leader, you are supposed to possess some virtues, morals and values? If yes, what are these virtues?
- 3) Do you have any document on ethical codes of conduct? If no then what do you use to guide you in terms enforcing some ethical codes? If yes, what impacts do these elements of ethics infrastructure have on encouragement of ethical practices in your school? If yes, then what role do you or staff play in implementing them?
- 4) Do you think ethics is embedded in your school culture; is it practiced by you, your teachers and students?
- 5) How is honesty important in leadership?
- 6) Do you think there are situations you don't need to be completely honest?
- 7) What is your opinion on accountability?
- 8) Do you think your followers trust you?
- 9) How transparent are you?
- 10) Do you involve teachers and other stakeholders in the decision making process?
- 11) Are you faced with ethical dilemma as a leader? If yes, what steps do you follow when resolving such dilemma?

- 12) Do you listen to, and respond to the needs of your followers always?
- 13) How do you apply the principles of rule of law?
- 14) What does integrity mean to you?
- 15) Do you always have the final say or do you allow others to have the final say when you feel their position is better than yours?
- 16) Do you give room for possible error by your followers?
- 17) Generally, do you think your leadership style has led to good governance?

Thank You.

POTSOLOTSO YA BAGOKGO

Ke bidiwa Chikezie Ignatius Ugwu; moithuti wa dithuto tsa Masters kwa Unibesithing ya Botswana ke ithutela tsamaiso ya tsa thuto. Jaaka bontlhabongwe jwa dithuto tsa me, ke dira patlisiso ka ga “**Mokgwa o o lolameng wa botsamaisi jwa dikolo mo Botswana.**” Ke kopa gore o tsee karolo mo patlisisong ka go araba dipotso tsa potsolotso e le tsela ya go kgobokanya dintlha tsa patlisiso mme go tsaya karolo ga gago e tla nna sephiri mme dintlha di tla a dirisediwa tsa dithuto fela.

KAROLO YA NTLHA: KA GA MMOTSOLOTSWA

Tswee-tswee araba dipotso tse tse latelang ka boammaaruri le bokgoni jotlhe jwa gago. Mme fela itse gore dintlha tse di botlhokwa thata mo go itseng ka ga babotsoloswa le mo go tsa dipalopalo. Tshwaya ka le tshwao le ‘√’ fa go tshwanetseng.

1. Bong: _____ 2. Dingwaga: _____ 3. Lobaka mo tirong _____
4. Selekanyo sa thutego ka botlalo: _____
5. Maemo mo tirong ka botlalo: _____
6. Mabaka a pereko: mmereki wa sennelaruri () Mmereki wa nakwana ()

Dipotso tsa potsolotso

1) O ka tlhalosa tsamaiso ya molao ya gago jang?

2) A o dumela gore jaaka moetledipele o tshwanelwa ke go nna le boitshwaro bongwe jo bo rileng jo bo eletsegang ebile bo siame bo amogelesega mo setshabeng? Fa go ntse jalo ke boitshwaro bofe?

3) A o na le mokwalo mongwe ka ga boitshwaro jo bo amogelesegang? Fa e le gore ga o na one, o dirisa eng go go thusa go rurifatsa gore batho ba itshware ka botho jo bo amogelesegang? Fa o na le one, molao o o tlisa pharologanyo e e kae mo go rotloetseng boitshwaro jo bo eletsegang mo sekolong sa gago. Wena le babereki ba gago lo dira eng go diragatsa melawana e?

4) A o akanya gore mekgwa ya boitshwaro jo bo eletsegang bo ikagile mo tsamaisong ya sekolo sa gago. A bo diragadiwa ke wena, barutabana gammogo le baithuti?

5) Go nna le boammaruri go botlhokwa go le kae mo boeteleding-pele?

6) A go na le dinako dingwe tse o ikutlwang go sa tlhokafale gore o ka nna le boammaruri?

7) Maikutlo a gago ke eng ka go nna le boikarabelo?

8) A fa o akanya, babereki ba ba ka fa tlase ga boeteledipele jwa gago ba a go tshepha?

9) O direla dilo mo pontsheng go le kae?

10) A o rerisa barutabana le banaleseabe ba bangwe fa o tsaya ditshwetso?

11) A o tle o iphitlhele o na le ketsaetsego mabapi le boitshwaro jo bo eletsegang jaaka moeteledipele? Fa go ntse jalo, ke dikgato dife tse o di tsayang go rarabolola bothata jo?

12) A o reetsa o bo o tsibogela tse di tlhokwang ke ba ba berekang ka fa tlase ga boeteledipele jwa gago ka dinako tsotlhe?

13) O diragatsa tsamaiso ya molao jang?

14) Go nna le seriti go raya eng mo go wena?

15) A ke wena o atisang go tsaya ditshwetso ka dinako tsotlhe kgotsa o neela ba bangwe sebaka sa go tsaya ditshwetso fa ba le mo maemong a a botoka go ka dira jalo?

16) A o tlhaloganya gore mongwe wa ba ba ka fa tlase ga gago o ka dira phoso ka nako nngwe?

17) A o dumela gore ka kakaretso, mokgwa wa gago wa tsamaiso o tlisitse boeteledipele jo bo lolameng?

Ke a leboga.

Appendix III

CONSENT LETTER

A. CONSENT LETTER FOR SCHOOL LEADERS

INFORMED CONSENT FORM

PROJECT TITLE: Ethical Leadership for School Governance: Case of four selected Senior Secondary Schools in Gaborone.

Principal Investigator: Chikezie Ignatius Ugwu (**Mr. Ignatius**)

Phone number(s): +26772484205

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.
- There is no monetary compaction accrued by partaking in this study

PURPOSE

You are being asked to participate in a research study on ethical leadership in school governance in Botswana. The purpose of the study is to examine the place of ethical leadership practices in schools to better understand the role it plays in good governance. You were selected as a possible participant in this study because you are a head teacher in one of Botswana Government Senior Secondary Schools (SSS) which happens to be the population for the study. 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 invited for an interview either telephonically or by face to face meeting, strictly adhering to social distancing rules prescribed by the Ministry of health. The interview will take between 15 – 30 minutes of your time.

RISKS AND DISCOMFORTS

The only risk associated with this study is that the raw data collected may mistakenly get to the wrong hands. However, the researcher has taken all the required steps in order to ensure the confidentiality of the collected data. Prominent among these steps is the total maintenance of anonymity of the respondents

BENEFITS AND/OR COMPENSATION

The findings and implications of this study will be made available to you in order to help you improve on your role as a head teacher/future head teacher. A seminar will be organized to present the findings of this study to you and the relevant stakeholders in the education sector. There is no monetary compensation accrued by partaking in this study.

CONFIDENTIALITY

The data from this investigation will be kept confidentially by encrypting the online files with passwords and ensuring that hardcopies are duly secured by the researcher. None of the data gathered 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 central investigator will be considered as implicit withdrawal and therefore will terminate the subject’s participation in the investigation without his/her prior request. In the event of incapacity to fulfill the duties agreed upon, the subject’s participation to this investigation will be terminated without his/her consent.

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, have had all your questions answered, and have decided to participate.

Name of Research Participant (please print)

Date

Signature of Staff Obtaining Consent (Optional)

Date

YOU WILL BE GIVEN A COPY OF THIS CONSENT FORM TO KEEP.

If you have any questions concerning this study or consent form beyond those answered by the investigator, including questions about the research, your rights as a research participant; or if you feel that you have been treated unfairly and would like to talk to someone other than a member of the research team, please feel free to contact Ms Dimpho Njadingwe in the Office of Research and Development, University of Botswana, on 355-2900, E-mail: ORD@ub.ac.bw, Telefax: [0267] 395-7573.

LOKWALO LWA TUMALANO YA GO TSAYA KAROLO

A. LOKWALO LWA TUMALANO LWA BAGOKGO BA DIKOLO

FOMO YA TUMALANO

SETLHOGO SA PATLISISO: Mokgwa o o lolameng wa botsamaiso jwa dikolo: Patlisiso ya botsamaisi mo dikolong tse dikgolwane tsa sekontari mo Botswana (SSS)

Mmatlisisi mogolo: Chikezie Ignatius Ugwu (**Rre Ignatius**)

Nomere ya mogala : +26772484205

Se o tshwanetseng go se itse ka palisiso e:

- Re go neela tumalano e ya go tsaya karolo mo patlisisong gore o e bale o tle o itse maikaelelo a patlisiso, tse di ka nnang botlhabetse le bomosolwa jwa yone
- O na le tshwanelo ya go ka gana go tsaya karolo mo patlisisong kana go dumalana go tsaya karolo mme fa ekare morago wa seka wa batla go tswelala le patlisiso o ka boela morago tshwetso ya gago.
- Tswee-tswee kanoka tumalano e ka kelotlhoko. O ka botsa dipotsodipe fela tse o nang le tsonepele ga o ka dira tshwetso.
- Go tsaya karolo mo patlisisong e ke boikgethelo jwa gago
- Ga go na dikatso dipe tsa madi tse o tla di bonang fa o tsaya karolo mo patlisisong

MAIKAELELO A PATLISISO

O kopiwa go tsaya karolo mo patlisisong ka ga tsamaiso e e lolameng ya boeteledipele jwa dikolo mo Botswana. Maikaelelo a patlisiso e ke go sekaseka mekgwa e e lolameng ya tsamaiso mo boeteledinpele jwa dikolo. Se ke tsela ya go leka go tlhaloganya botoka seabe sayonemo botsamaising jo bo siameng. O tlhophilwe jaaka mongwe yo o ka tsayang karolo mo patlisisong e ka gore o mogokgo mo go sengwe sadikolo tse dikgolwane tsa sekontari (SSS) tsa puso mo Botswana. Pele ga o baya fomo e sekano sa mokwalo o ka botsa dipotso mapabi le karolo epe fela ya patlisiso e o sa e tlhaloganyeng. O ka tsaya nako e o e batlang go ikakanya.

TSAMAISO LE LOBAKA LWA POTSOLOTSO

Fa o dumela go tsaya karolo, o tla kopiwa go dira potsolotso ka mogala kgotsa ka sebele o lebagane le mmotsolotswa mme fela go obamelwa ka botlalo melawana ya ba Lephata la Botsogo le Boitekanelo mabapi le sekgala sa go katologana se se letlelelwang. Potsolotso e tla tsaya metsotso e ka nna lesome le botlhano go ya go e le masome mararo

MATSHOSETSI LE TSE E KA NNANG DIKGORELETSI

Selo se sengwe fela se se ka nnang botlhabetse ka patlisiso e ke gore dintlha tsa patlisiso tse di sa tlhaolwang di bo di ka wela mo matsogong a di sa a lebanang. Mme legale, mmatlisisi o lekile ka bojotlhe go tsaya dikgato tse di lebaneg go netefatsa gore dintlha tsa patlisiso ke sephiri. Se segolo go dikgato tse tsotlhe, ke go rurifatsa gore dintlha di ka se ammannngwe le motsaakarolo ope.

DIKATSO LE/KGOTSA PHIMOLODIKELEDI

O tla fiwa maduo a patlisisole se e se rayang go go thusa go tokafatsa maemo a gago a bogokgo mo nakong eno le e e tlang. Go tla rulagannngwa thuto-seka-dipuisano go lo begela maduo a patlisiso gammogo le banaleseabe ba bangwe ba lekalana la tsa thuto. Ka jalo ga go na dikatso dipe tsa madi tse di tla bonwang ka go tsaya karolo mo patlisisong.

BOSEPHIRI JWA PATLISISO

Dintlha tse di tla a kgobokannngwang mo patlisiong e e tla nna sephiri se se tla a sirelediwang ka tsa boranyane jobo tla lotlololwang fela ka mafoko a sephiri le go netefatsa gore mokwalo ope fela o eseng wa maranyane le one o tla bewa me lefelong le le babalesegileng ke mmatlisisi. Ga go na dintlha dipe tsa patlisiso e tse di tla dirisediwang kgwebo ya mofuta ope fela.

GO IKGETHELA GO TSAYA KAROLO

Go tsaya karolo mo patlisisong e ke boikgethelo jwa gago. Fa e kare morago wa tlhanogela tshwetso ya gago ya go tsaya karolo mo patlisisong e, tshwetso ya gago ga e kake ya am aka gope tirisano ya gago le Unibesithi ya Botswana, babereki ba yone le fa e le makalana a thutho a a amanang le yone. Fa o tsaya tshwetso go tsaya karolo, o gololesegile go ka boela ka morago tumalano ya gago o bo o emisa go tsaya karolo ka nako nngwe le nngwe go sena ditlamorago dipe. Go sa obameleng dinako tse didumalanweng le mmatlisisi mogolo go tla tsewa e le tsela nngwe ya go boela morago maitlamo a gago a go tsaya karolo mme botsayakarolo jwa gago mo patlisisong bo tla emisiwa o sa itsisiwa pele. Fa go na le gore go ka se diragadiwe ditiro tse di dumalanweng ka mabaka mangwe fela, botsaaakarolo jwa mmotsolotswa mo patlisisong e botla emisiwa ntleng le tumalano ya gagwe.

TETLA

O tsaya tshwetso ya go ka tsaya kana go seke o tsaya karolo mo patlisisong e. Sekano sa mokwalo wa gago se supa gore o badile wa ba wa tlhaloganya mabaka a a filweng fa godimo ebile dipotso tsa gago ka patlisiso di arabilwe mme ebile o tshotse tshwetso ya go tsaya karolo

Leina la motsayakarolo (tswee-tswée kwala o sa tshwaraganye ditlhaka)

Letsatsi la tumalano

Sekano sa mokwalo sa modiratumalano(Fa o batla)

Letsatsi la tumalano

O TLA FIWA MORITI WA MOKWALO O WA TUMALANO GO O IPEELA.

Fa o na le dipotso dingwe ka ga patlisiso e kgotsa mokwalo wa tumalano go na le tse o setseng o di boditse mmatlisisi, go akaretsa le tsa go dirwa ga dipatlisiso, le ditshwanelo tsa gago jaaka motsayakarolo kana o dumela gore ga o a tsewa sentle ka tsela nngwe mo patlisisong mme o batla go bua le mongwe o sele fela eseng mongwe wa lekoko le le neng le dira patlisiso, o gololesegile go ka ikgolaganya le mme Dimpho Njadingwe kwa ofising ya dipatlisiso ya Unibesithiya Botswanamo mogaleng wa 355-2900, kwa E-mailing ya: ORD@ub.ac.bw, kana mo fekeseng ya: [0267] 395-7573.

B. CONSENT LETTER FOR PARTICIPANTS (TEACHERS)

INFORMED CONSENT FORM

PROJECT TITLE: Ethical Leadership for School Governance: Case of four selected Senior Secondary Schools in Gaborone.

Principal Investigator: Chikezie Ignatius Ugwu

Phone number(s): +26772484205

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.
- There is no monetary compensation accrued by partaking in this study

PURPOSE

You are being asked to participate in a research study on ethical leadership in school governance in Botswana. The purpose of the study is to examine the place of ethical leadership practices in schools to better understand the role it plays in good governance. You are selected as a possible participant in this study because you are a teacher in Botswana Government Senior Secondary School (SSS) which happens to be the population for the study. 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 invited to complete a questionnaire either online or physically. The questionnaire will not take more than 15 minutes to fill out.

RISKS AND DISCOMFORTS

The only risk associated with this study is that the raw data collected may mistakenly get to the wrong hands. However, the central investigator has taken all the required steps in order to ensure the confidentiality of the collected data. Prominent among these steps is the total maintenance of anonymity of the respondents

BENEFITS AND/OR COMPENSATION

The findings and implications of this study will be made available to you in order to help you improve on your role as future head teachers. A seminar will be organized to present the findings of this study to you and the relevant stakeholders in the education sector. There are no monetary compensation accrued by partaking in this study.

CONFIDENTIALITY

The data from this investigation will be kept confidentially by encrypting the online files with passwords and ensuring that hardcopies are duly secured by the researcher. None of the data gathered will be used for any other purpose except for the purpose it is intended for.

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 central investigator will be considered as implicit withdrawal and therefore will terminate the subject’s participation in the investigation without his/her prior request. In the event of incapacity to fulfill the duties agreed upon, the subject’s participation to this investigation will be terminated without his/her consent.

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, have had all your questions answered, and have decided to participate.

Name of Research Participant (please print)

Date

Signature of Staff Obtaining Consent (Optional)

Date

YOU WILL BE GIVEN A COPY OF THIS CONSENT FORM TO KEEP.

If you have any questions concerning this study or consent form beyond those answered by the investigator, including questions about the research, your rights as a research participant; or if you feel that you have been treated unfairly and would like to talk to someone other than a member of the research team, please feel free to contact Ms Dimpho Njadingwe in the Office of Research and Development, University of Botswana, on 355-2900, E-mail: ORD@ub.ac.bw, Telefax: [0267] 395-7573.

LOKWALO LWA TUMALANO YA GO TSAYA KAROLO

B. LOKWALO LWA TUMALANO LWA BARUTABANA

FOMO YA TUMALANO

SETLHOGO SA PATLISISO: Mokgwa o o lolameng wa botsamaiso jwa dikolo: Patlisiso ya botsamaisi mo dikolong tse dikgolwane tsa sekontari mo Botswana (SSS)

Mmatlisisi mogolo: Chikezie Ignatius Ugwu (**Rre Ignatius**)

Nomere ya mogala: +26772484205

Se o tshwanetseng go se itse ka palisiso e:

- Re go neela tumalano e ya go tsaya karolo mo patlisisong gore o e bale o tle o itse maikaelelo a patlisiso, tse di ka nnang botlhabeti le bomosolwa jwa yone
- O na le tshwanelo ya go ka gana go tsaya karolo mo patlisisong kana go dumalana go tsaya karolo mme fa ekare morago wa seka wa batla go tswela le patlisiso o ka boela morago tshwetso ya gago .
- Tswee-tswee kanoka tumalano e ka kelotlhoko. O ka botsa dipotso dipe fela tse o nang le tsone pele ga o ka dira tshwetso.
- Go tsaya karolo mo patlisisong e ke boikgethelo jwa gago
- Ga go na dikatso dipe tsa madi tse o tla di bonang fa o tsaya karolo mo patlisisong

MAIKAELELO A PATLISISO

O kopiwa go tsaya karolo mo patlisisong ka ga tsamaiso e e lolameng ya boeteledipele jwa dikolo mo Botswana. Maikaelelo a patlisiso e ke go sekaseka mekgwa e e lolameng ya tsamaiso mo boeteledipele jwa dikolo. Se ke tsela ya go leka go tlhaloganya botoka seabe sa yone mo botsamaising jo bo siameng. O tlhophilwe jaaka mongwe yo o ka tsayang karolo mo patlisisong e ka gore o morutabana mo go sennge sa dikolo tse di kgolwane tsa sekontari (SSS) tsa puso mo Botswana. Pele ga o baya fomo e sekano sa mokwalo o ka botsa dipotso mapabi le karolo epe fela ya patlisiso e o sa e tlhaloganyeng. O ka tsaya nako e o e batlang go ikakanya.

TSAMAISO LE LOBAKA LWA POTSOLOTSO

Fa o dumela go tsaya karolo, o tla kopiwa go tlata potsolotso ya mokwalo mo kmaranyaneng a ditlhaeletsano kgotsa o na le mmotsolotswa go tlata fomo ya potsolotso go tla tsaya metsotso e sa fetengsome le botlhano.

MATSHOSETSI LE TSE E KA NNANG DIKGORELETSI

Selo se sengwe fela se se ka nnang botlhabeti ka patlisiso ke gore dintlha tsa patlisiso tse di sa tlhaolwang di bo di ka wela mo matsogong a di sa a lebanang. Mme legale, mmatlisisi o lekile ka bojotle go tsaya dikgato tse di lebaneg go netefatsa gore dintlha tsa patlisiso ke sephiri. Se segolo go dikgato tse tsothle ke go rurifatsa gore di ka se ammannge le ope motsaakarolo.

DIKATSO LE/KGOTSA PHIMOLODIKELEDI

O tla fiwa maduo a patlisiso le se e se rayang go go thusa go tokafatsa maemo a gago a go ka nna mogokgo mo nakong e e tlang. Go tla rulagannngwa thuto-seka-dipuisano go lo begela maduo a patlisiso gammogo le banaleseabe ba babngwe ba lekalana la tsa thuto. Ka jalo ga go na dikatso dipe tsa madi tse di tla bonwang ka go tsya karolo mo patlisisong.

BOSEPHIRI JWA PATLISISO

Dintlha tse di tla a kgobokannngwang mo patlisiong e e tla nna sephiri se se tla a sirelediwang ka tsa boranyane jobo tla lotlololwang fela ka mafoko a sephiri le go netefatsa gore mokwalo ope fela o eseng wa maranyane le one o tla bewa me lefelong le le babalesegileng ke mmatlisisi. Ga go na dintlha dipe tsa patlisiso e tse di tla dirisediwang kgwebo ya mofuta ope fela.

GO IKGETHELA GO TSAYA KAROLO

Go tsaya karolo mo patlisisong e ke boikgethelo jwa gago. Fa e kare morago wa tlhanogela tshwetso ya gago ya go tsaya karolo mo patlisisong e, tshwetso ya gago ga e kake ya am aka gope tirisano ya gago le Unibesithi ya Botswana, babereki ba yone le fa e le makalana a thutho a a amanang le yone. Fa o tsaya tshwetso go tsaya karolo, o gololesegile go ka boela ka morago tumalano ya gago o bo o emisa go tsaya karolo ka nako nngwe le nngwe go sena ditlamorago dipe. Go sa obameleng dinako tse didumalanweng le mmatlisisi mogolo go tla tsewa e le tsela nngwe ya go boela morago maitlamo a gago a go tsya karolo mme botsayakarolo jwa gago mo patlisisong bo tla emisiwa o sa itsisiwa pele. Fa go na le gore go ka se diragadiwe ditiro tse di dumalanweng ka mabaka mangwe fela, botsaaakarolo jwa mmotsolotswa mo patlisisong e botla emisiwa ntleng le tumalano ya gagwe.

TETLA

O tsaya tshwetso ya go ka tsaya kana go seke o tsaya karolo mo patlisisong e. Sekano sa mokwalo wa gago se supa gore o badile wa ba wa tlhaloganya mabaka a a filweng fa godimo ebile dipotso tsa gago ka patlisiso di arabilwe mme ebile o tshotse tshwetso ya go tsaya karolo

Leina la motsayakarolo (tswee-tswée kwala o sa tshwaraganye ditlhaka) Letsatsi la tumalano

Sekano sa mokwalo sa modiratumalano(Fa o batla)

Letsatsi la tumalano

O TLA FIWA MORITI WA MOKWALO O WA TUMALANO GO O IPEELA.

Fa o na le dipotso dingwe ka ga patlisiso e kgotsa mokwalo wa tumalano go na le tse o setseng o di boditse mmatlisisi, go akaretsa le tsa go dirwa ga dipatlisiso, le ditshwanelo tsa gago jaaka motsayakarolo kana o dumela gore ga o a tsewa sentle ka tsela nngwe mo patlisisong mme o batla go bua le mongwe o sele fela eseng mongwe wa lekoko le le neng le dira patlisiso, o gololesegile go ka ikgolaganya le mme Dimpho Njadingwe kwa ofising ya dipatlisiso ya Unibesithiya Botswanamo mogaleng wa 355-2900, kwa E-mailing ya: ORD@ub.ac.bw, kana mo fekeseng ya: [0267] 395-7573.

Appendix IV

TELEPHONE: (267)
3972454/3625000
FAX: (267) 3972915/3975899



MINISTRY OF BASIC EDUCATION

Director, Regional Operations
South East
Private Bag 00343
GABORONE
BOTSWANA

REF: SER 1/15/2 XVI (399)

30 November 2020

Mr. Chikizie Ignatius Ugwu
PMB 0022
Gaborone

Dear Sir/Madam,

PERMISSION TO CONDUCT A RESEARCH

Reference is made to your letter dated **23rd November 2020** requesting to carry out research in **South East Region** is here by granted. The research will be carried out at **Naledi SSS, Ledumang SSS, Gaborone SSS and St. Joseph's College** in South East Region Schools from **30th November 2020 to 29th November 2021**.

Your research is titled "**Ethical leadership for school governance; A study of government senior secondary schools in Botswana**". Permission is hereby granted for you to carry out your research as per your request.

NB: Furthermore, you are requested to submit at least one hardcopy and an electronic copy of the report to the South East Region, Ministry of Basic Education within 3 months of completion of the study. Approval is for academic fulfillment only. Copies should be submitted to all other relevant authorities.

Thank you.

Yours faithfully,

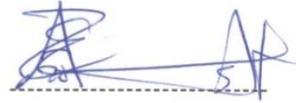


A. Z. Ernest

For/ Director, Regional Operations, South East Region

SAVINGRAM

FROM: Director, Regional Operations
South East Region



A. Z. Ernest
For/ Director

TEL: 3972454

FAX: 3972915/ 3975899

TO: School Head
Naledi SSS
Ledumang SSS
Gaborone SSS
St Joseph's College

REF: SER1/15/2XVI (398)

30 November 2020

PERMISSION TO CONDUCT A RESEARCH

Mr. Chikezie Ignatius Ugwu, a student at University of Botswana has been granted permission to conduct research study in your school with effect from 30th November 2020 to 29th November 2021.

The research is on "Ethical leadership for school governance; A study of government senior secondary schools in Botswana".

The researcher has been advised to contact you directly and also thoroughly brief you on the research.

Thank you.

Appendix V

Education and Language Consultants

P. O. Box 2156

Gaborone

Botswana

17th June, 2021

To Whom It May Concern

Editing and Proofreading Certificate

I, Dr Ngozi Umunnakwe, currently working as a consultant at Education and Language Consultants, Gaborone, do hereby confirm that I edited and proofread the Master's Dissertation entitled: **Ethical Leadership for School Governance: The Study of Selected Senior Secondary Schools in Gaborone by Mr. Chikezie Ignatius Ugwu.**

I hold a PhD degree in English Linguistics from the University of Botswana. I also have a Master's degree in English from the University of Jos, Nigeria. My first degree, (BA Hons. English), was obtained from the University of Ife (now Obafemi Awolowo University), Ile-Ife, Nigeria. In addition, I hold a Diploma in Secondary Education (NCE), Alvan Ikoju College of Education, Owerri, Nigeria.

Thank you.

Ngozi E. Umunnakwe (PhD)

Research & Language Consultant

Cell: +26771824457; 75301552

Email: umunnakweng@yahoo.com

Appendix VI

Mail - Chikezie Ugwu - Outlook - Google Chrome

outlook.office.com/mail/deeplink?popoutv2=1&version=20210614002.05

Reply all | Delete | Junk | Block | ...

Fw: Plagiarism Test for M. Ed. Educational Management Dissertation

From: Molefe Motshegwe <motshegwem@ub.ac.bw>
Sent: Monday, June 21, 2021 7:48 AM
To: Chikezie Ugwu <201904012@ub.ac.bw>
Cc: PANSIRI, O.N. (PROF.) <Pansirio@UB.AC.BW>
Subject: Re: Plagiarism Test for M. Ed. Educational Management Dissertation

Good afternoon Chikezie,
I ran your document through plagscan and the system gave a similarity index (PSmarkup) of 8.5% which is below the cut-off point of 15%. Therefore, there is no evidence of plagiarism in your document.

Please find attached report.

Thank you

Dr M. M. Motshegwe
Deputy Director
Educational Technology Unit
Centre for Academic Development
University of Botswana
Private Bag UB710
Gaborone, Botswana

Office: 247/122

Tel: (267) 855 2799 cell: (267) 72588159

email 1: motshegwem@moqjo.ub.bw
email 2: molefe_motshegwe@hotmail.com

Without goals, and plans to reach them, you are like a ship that has set sail with no destination. -Fitzhugh Dodson

Windows taskbar: QuickSet, 1:28 PM, 6/21/2021

