

# ETHICAL LEADERSHIP FOR SCHOOL GOVERNANCE: A CASE STUDY OF FOUR SELECTED SENIOR SECONDARY SCHOOLS IN GABORONE

Chikezie Ignatius Ugwu\*

University of Botswana, Department of Educational Foundations

[chike\\_3@yahoo.com](mailto:chike_3@yahoo.com)

Nkobi Owen Pansiri

University of Botswana, Department of Primary Education

[Pansiri2011@gmail.com](mailto:Pansiri2011@gmail.com)

## Abstract

The importance of ethics in school leadership cannot be overemphasized. Even with well laid down education policies on ethics, cases of unethical practices in schools abound. This study examined the place of ethical leadership (EL) in promoting school good governance (GG) in Botswana. The study selected participants from four senior secondary schools in Gaborone and was based on post-empiricist paradigm and a concurrent mixed method research design. Data was collected through questionnaires and interviews. The participants' understanding of attributes of EL and GG showed that school leaders are ethical in governance. However, in triangulating the qualitative and the quantitative data, it was found that school leaders' argument that they involved stakeholders in decision-making was questioned by 45% of the teachers. Furthermore, most of the teachers (76%) and school leaders argued that they are not faced with ethical dilemmas as instructional leaders and leaders respectively. Although there is no unified code of ethics used by the schools, there are some 'unwritten' codes of ethics embedded in their schools' organizational culture which are generally implemented. Overall, the study showed that EL leads to school GG. The study recommends the formulation and enactment of a code of conduct to regulate the professional behaviour of educators in Botswana. It also recommends training and re-training programmes on the enacted code of conduct.

**Keywords:** Ethical leadership, school leadership, good governance, code of ethics, Botswana

## 1.0 Introduction

One of the core characteristics shared by successful organizations is their ability to recognize effective leaders and harness them 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 et al., 2015). A major differentiating factor between an effective and ineffective organization is, therefore, the type of leader and quality of governance. This is 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) 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), and that introduces morality as a core element (Zaleha & Rashidah, 2014). Several studies (Erani & Ozbilen, 2017; Okagbue, 2012; Sharmini et al., 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 considered in decision-making. This agrees with the findings of African Development Bank Group (2008) which argues that the key elements of GG are promoting an 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 et al., 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 may create awareness among school leaders, teachers and even learners on the value of EL in enhancing GG. It may also serve as a viable instrument for social change in the administration of the education sector. Furthermore, it may contribute to knowledge on the importance of EL and its relevance in promoting GG in schools.

## **2.0 Background to the study**

Ethics is beneficial to the society as it helps in satisfying the basic human needs, in creating credibility, in uniting people, in securing the society, and in improving decision-making and leadership (Kolzow, 2014). Leadership studies have revealed that ethics is very important for organizations (Israr et al., 2017). Despite these revelations, unethical leadership has continued to eat deep into the society (Badejo, 2018). The education sector is not left out in this regard. This has led several countries to formulate policies that will lead to proliferation of ethics and EL in their educational system. For example, Utah in the United States (US) dedicated strand five of the 'Utah State Standards for Educational Leadership' to ethical leadership. According to them, effective educational leaders are to act professionally and ethically to promote each student's well-being and academic success (Utah Educational Leadership Toolkit 5, 2019). It further highlights 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). This can be likened to the code of ethics drafted in 2005 by Victorian Institute of Teaching for schools in Victoria State in Australia (Forster, 2012). Despite the well-crafted policies, 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).

The Department of Education in South Africa (SA) rolled out a School Management and Leadership programme in 2007 with a focus on facilitating real transformation in schools and instilling values underpinning the SA constitution. This was aimed at creating a school leadership that is dynamic, ethical, and competent to the ever-changing educational climate (Kgomotlokoa et al., 2016). However, a report by Naidoo (2015) reveals that teachers, principals, union members and departmental officials in SA have all been cited in different reports and research studies regarding unethical conduct in the Department of Education. 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 sources 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. However, a recent report by Oramadike (2020) which reveals the involvement of about forty-one teachers in examination malpractice in Nigeria shows the inapplicability of the code of conduct. It is therefore evident that the gaps in EL policies in Africa include poor or lack of implementation and lack of ownership as evidenced by several reports (Head, 2017; Naidoo, 2015; Oramadike, 2020).

In the Botswana context, programmes such as the School Development Plan (SDP), Works Improvement Teams (WITS) and Performance Management Systems (PMS) were 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). The Ministry of Education and Skills Development has, through these 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). Despite these efforts, unethical practices have remained a major source of concern in Botswana schools. This is seen in numerous reports of sexual misconduct (Pansiri et al., 2021), child sexual abuse (Diraditsile & Rankopo, 2018; Pansiri et al., 2021), maladministration (Baputaki, 2009a&b) and embezzlement (Basimanebotlhe, 2017; Pansiri et al., 2021; Serite, 2018). 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 (Alshammari et al., 2015; Eranil & Ozbilen, 2017; Rahim et al., 2010) 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 presented 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 aim of this study, therefore, was to ascertain the role of EL in schools' GG in Government Senior Secondary Schools (SSSs) in Gaborone. The study sought to answer the following questions: a) What are the perspectives of school leaders and teachers on EL and GG? b) To what extent are school leaders ethical in their conduct during governance? c) To what extent do school leaders ensure that the school's organizational culture promotes ethics? and d) How does the existence of EL influence GG in schools?

### **3.0 Theoretical framework**

The major theoretical framework that underpinned this study is the servant leadership theory proposed in 1970 by Greenleaf (Greenleaf et al., 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 is primary, 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. The

characteristics required of a servant leader were highlighted by Reddy and Kamesh (2016). 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 the leader 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.

#### **4.0 Literature review**

##### **4.1 Ethical leadership and its impact on organizations**

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 (Donald et al., 2006). For Stogdill (1950) leadership is “considered as the process of influencing the activities of an organized group in its efforts toward goal setting and goal achievement” (p. 3). This argument shows that an effective or good leader is a continuous learner, honest, competent, dependable, motivating, value-driven, patient, tenacious, and a team builder who can get along with people. It is a position of influence and capacity (Maxwell, 1988) and not about power. This befits Bennis’s (1989, p. 139) contention that leadership revolves around vision, ideas, direction, and has more to do with inspiring people to achieve collective goals.

One major vehicle used by successful leaders is a leadership style that is built on trust. 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). For Sharmini et al. (2018), EL is a practice of leadership that is focused on character building, ethical awareness, team interest orientation, truthfulness, unselfishness, civil minded and trustworthiness, while Shacklock and Lewis (2006) view EL as the creation and fulfilment of opportunities that are worthwhile using means that are deemed honourable. Similarly, Shakeel et al. (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. EL is, therefore, the process of influencing employees through principles, values and beliefs based extensively on the accepted norms in the organizational behaviours (Alshammari et al., 2015). Hasan (2019) highlights fifteen qualities of a leader which include honesty and integrity, confidence, vision, and purpose, inspirational, commitment and passion, decision-making capabilities, accountability, delegation and empowerment, creativity and innovation, empathy, resilience, emotional intelligence, humility, transparency, and ability to communicate. Most of the qualities listed above such as empathy, transparency, honesty, and integrity are typical characteristics of EL.

Studies on the importance of EL in organizations are numerous (Israr et al., 2017; Okagbue, 2012; Shakeel et al., 2019). Rubin et al. (2010) reveal 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 (Shakeel et al., 2019). Rahim et al. (2010) argues 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 (Arar et al., 2016; Emmet, 2015). In schools, EL in practice enables positive work engagement which leads to increased school effectiveness and can serve as a value-based leadership alternative (Sharmini et al., 2018). The positive relationship that exists between school principals' EL levels and positive climate practices in school is underscored by Eranil and Ozbilen (2017). An ethical leader engenders positive climate which leads to improved performance. School leaders can therefore 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.

In the Botswana context, there is no existing empirical study on EL. However, the appreciation of EL in the country can be traced back to the *kgotla* system seen in pre-colonial Botswana. 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* (king) 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 "*Kgosi ke kgosi ka batho*" which means "*kgosi is a kgosi by the grace of the people*" (Denbow & Thebe, 2006 p. 22). These are indeed attributes of EL.

Recently, several reports and studies have shown that EL challenges are indeed a huge source of concern in modern day Botswana. Using schools as a focal point, most of these reports and findings show that unethical practices in Botswana schools are either in the form of sexual misconduct, maladministration, or corruption (Pansiri et al., 2021). A study by Diraditsile and Rankopo (2018) shows that sexual abuse of students exists in Botswana schools and 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 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.

#### **4.2 Ethical dilemmas in school leadership**

Effective leadership plays a significant role in school improvement (Bush, 2018). Therefore, school leadership (SL) has not only become a priority in education policy agendas locally and regionally, but also internationally. Good SL plays invaluable role in improving effectiveness and school climate, and in motivating both teachers and students (Hallinger & Huber, 2012; Pont et al., 2008). Effective SL is necessary because schools are dynamic, and an organization's culture can be eroded as more people come into the organization with various values and behaviours (Kuye et al., 2013). The principal or school head/head teacher is charged with most of the leadership roles in schools, although there may also be informal leaders such as specialist leaders whose influence is due to 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 way the head teacher and their team carry out leadership activities has an important effect on the followers (both teachers and students) and in the overall performance of the school (Sharmini et al., 2018).

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 during governance. 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. The study by Keith and Kutsyuruba shows that work-related ethical issues in schools arose between school administration and teachers and other staff, and educators experienced internal pressure of staying true to personal values and external pressure of stakeholder groups with different agendas. School leaders, therefore, cannot afford to focus on curricula only; they must also "assume responsibility for empowering teachers to negotiate the diverse values in their schools" (Shapira-Lishchinsky, 2010 p. 1).

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 et al. (2017) reveal that both the principal and the TL are necessary for school improvement. 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). As instructional leaders, teachers are faced with many ethical issues during their practice. This is not surprising given that teaching is a moral activity that is heavily value laden (Ehrich et al., 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. As summarized by Gluchmanova (2015) educators are faced with the challenge of balancing local, national, and global norms as well as ethical values in the process of education.

#### **4.3 Relationship between ethical leadership and good governance**

Governance is defined as the interaction between people and formal institutions, and the manner of making and implementing decisions in an environmental setting, while good governance (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 considered in decision-making. The elements of GG are participation, rule of law, transparency, responsiveness, consensus-oriented, accountability, effectiveness, and efficiency (Legas, 2015).

The relationship that exists between EL and GG is shown in many bodies of literature. Many of such literature points that EL leads to GG. Menzel (1997, cited in Okagbue, 2012) 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 lead 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.

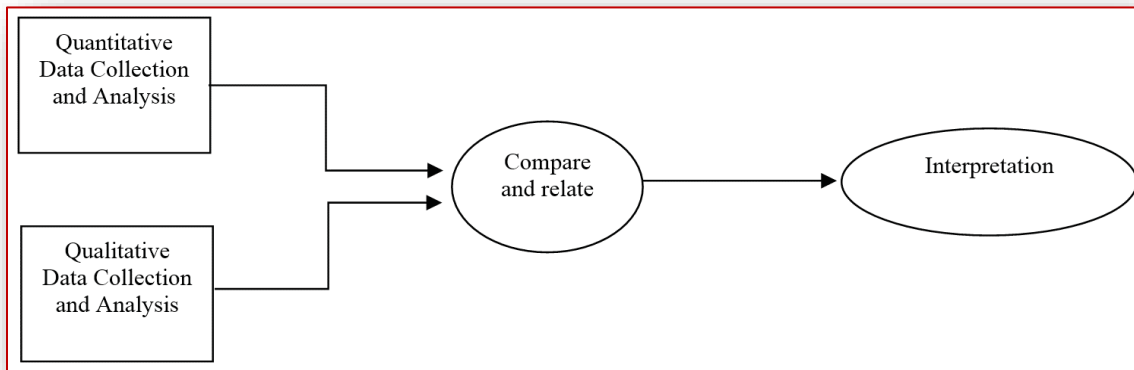
The role of EL in GG is revealed in a research project entitled “Ethical Leadership and Good Governance in Nigerian Local Governments” by Okagbue (2012). The research was conducted through face-to-face interview of 25 civil service employees purposefully selected from one local government out of the 774 local government areas in the country. There is a major concern over the generalizability of this study since it was conducted using one out of 774 local government areas. Also, a study conducted in the local government system in a country may not 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 schools’ GG in the Botswana context.



## 5.0 Methodology

This study adopted a mixed research approach which combined qualitative and quantitative approaches based on post-empiricist paradigm. The researcher adopted the concurrent mixed method research design (Figure 1). This entailed collecting quantitative and qualitative data at the same time and analysing the data separately but also at the same time (Kroll & Neri, 2009). The findings were then integrated by combining both sets of analysed data into an overall result using concurrent triangulation (Gelo et al., 2008). As proposed by Gelo et al. (2008), concurrent triangulation is appropriate for validating, and comparing quantitative findings with qualitative findings. It allowed the researcher to address different types of questions and validate the findings generated by each method through evidence produced by the other. Triangulation was applied at the data collection stage through closed ended questions using questionnaires and interview schedules.

**Figure1: Convergent Mixed Parallel Design**



Source: (Demir & Pismek, 2018).

There are only four Government Senior Secondary Schools (SSSs) in Gaborone, and they were chosen as the sample for this study. 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 SSSs 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). Gaborone was purposefully selected out of the seventeen districts in Botswana due to its proximity to the researcher's place of study. This helped the researcher to cut cost and to complete the study within the stipulated time. Due to travel restrictions because of the Covid-19 pandemic, the researcher could not access other districts in Botswana.

Ninety-seven (97) teachers and nine school leaders were selected for the study using appropriate sampling strategies. 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. Simple random sampling technique was used for the quantitative approach wherein hundred teachers were randomly selected. This was done to give all participants equal chance of selection, thereby reducing sampling bias (Babbie, 2010). However, three teachers failed to participate in the study even after giving consent, thereby reducing the sample size to ninety-seven. Purposive sampling was employed in selecting nine school leaders from the selected schools. This is because the researcher deliberately chose participants who are familiar with the phenomenon that is being investigated (Creswell & Plano-Clark, 2007) and gave consent to participate in the study.

To gain access to conduct this study, an introductory letter was obtained from Office of Research and Development (ORD), University of Botswana (UB), 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. 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.

Interviews were used to collect qualitative data from the nine school leaders while questionnaires were used to obtain quantitative data from the ninety-seven teachers. Semi-structured interview was deemed appropriate to this study, and it was used to collect qualitative data that gave useful insights into the place of EL in GG in schools. This involved using a list of pre-determined questions and keeping enough flexibility to allow the interviewee to talk freely about any topic raised during the interview (Wahyuni, 2012). It allowed the researcher to learn about the views and opinions of the participants, to tell their story through their voices, and to see their world through their eyes (Creswell et al., 2010). Closed-ended questionnaires were used to obtain quantitative data from participants. Apart from being reliable, it allowed the researcher to access many participants in a standardised format within a short period of time (Hall & Hall, 2004). The interview questions and the questionnaires were designed by the researcher in line with the Ethical Leadership Questionnaire (ELQ) proposed by Langlois et al. (2014) and following the elements of GG postulated by World Bank (Legas, 2015; Onichakwe, 2018) and United Nations Economic and Social Commission for Asia and the Pacific (UNESCAP, n.d.).

The reliability of the questionnaire used in this study was ascertained by conducting a pilot study with the participants who were not part of the sample for this study. The same questionnaire was used to test them twice at different times to ascertain the level of correlation between the two

sets of scores using Cronbach  $\alpha$ . The questionnaire yielded  $\alpha$  value of 0.70. This implied that the questionnaire is valid, as that Cronbach  $\alpha$  is above 0.60 (Taherdoost, 2016). The validity and reliability of both instruments were assured by consulting experts in the field of education at the UB and by triangulation of quantitative and qualitative data.

The researcher followed all ethical procedures stipulated by the ORD, UB and ensured that the participants signed informed consent form before participating in the study. The researcher also ensured confidentiality of the subjects and took every step to ensure they are protected from harm. One of such steps was maintaining all the Covid-19 protocols during data collection. Quantitative data were analysed using SPSS 22 and presented using percentages, mean and mode, while qualitative data were presented using prose.

## 6.0 Data presentation and discussion

### 6.1 Coding of participants

To ensure confidentiality of the participants in the qualitative study, they were given different codes according to their schools and positions as shown on table 1 below.

**Table 1: Codes of the participants**

Participants	Title	Codes
1	School Head school A	HA
2	Deputy School Head School 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

### 6.2 Biographic data of the participants

Biographic data of the participants assisted the researcher to understand their position and ability to provide relevant information to this study. The biographic data obtained from the participants showed that their age, qualification, teaching experience and educational background had exposed them to different forms of leadership and leadership styles. It was therefore justified that they were selected as the sample for carrying out this study on the place of EL in school GG.

### 6.3 Perspectives of school leaders and teachers on EL and GG

The perspectives of the teachers on EL are shown on Table 2. 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 participants 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 participants (91%) agreed, strongly agreed or very strongly agreed to this item. Only a few of the participants (9%) very strongly disagreed or disagreed to this item.

**Table 2: Perspectives of the teachers 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

The school leaders also showed their understanding of EL and GG by highlighting that a leader must possess important virtues such as *botho* (humaneness), honesty, compassion, empathy, tolerance, trustworthiness, integrity, respect, and transparency. These are important attributes of EL and GG. Their views are summarized in the words of HA below:

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.

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. All the participants argued that honesty is a very important aspect of leadership, and it should always be practiced. This is seen in the following arguments. Respondent DHA argued:

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

HD agreed:

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

In a bid to further understand the perspectives of the participants 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 participants (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 by 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 ethics of care, plagiarism, and behavioural issues, colleagues' actions including discriminatory behaviour towards students and staff, and tension with professional ethics (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 would be 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 would 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.

In summary, this research question has shown that the participants 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 (Legas, 2015; Okagbue 2012; UNESCAP, n. d.).

## **7.0 School leaders' ethicality in governance**

In the quantitative study, the teachers were asked numerous questions regarding the ethicality of their leaders. Their responses showed that their leaders are ethical in the cause of governance. In addition to being people of integrity (78%), they argued that 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. These are important attributes of EL captured in the words of HoDD who 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.

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 2). This is a major source of concern because 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. A leader must therefore involve his/her subjects in making decisions aimed at achieving individual and organizational goals (Kolzow, 2014). Non-involvement of stakeholders in decision making is against the *kgotla* system of leadership which allowed for general acceptance of decisions made by advisers and counsellors before they are put into action (Denbow & Thebe, 2006)

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. Aside from 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, her vision, and priorities" (Wadesango & Bayaga, 2013 p. 1689). 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 the decision-making process. The worry is because 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.

**8.0 Promotion of ethics in school’s organizational culture**

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. Their views are clearly shown in Table 3.

**Table 3: 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

Similarly, findings from the school leaders (7 out of 9) show 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. These are captured in the utterances 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...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.

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 revealed that there is no 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 the Ministry of Education and Skills Development. The fact that there is no official document on ethics that is used by all 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 (Cheteni & Shindika, 2017; Head, 2017; Naidoo, 2015; Oramadike, 2020). 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.

### **9.0 Role of EL in sustaining school GG**

In the quantitative study, 78% of the teachers opined that their schools are well governed with ‘agree’ as the mean and median. Only 21% argued for the reverse. 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 argued:

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.



It can be argued 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). The GG experienced by 78% of teachers in the qualitative study can be attributed to EL. This is evidenced by the fact that the majority of the teachers argued that their school heads were just (79%), accountable (78%), transparent (70%), trustworthy (80%), responsive (70%), protecting individuals' dignity (78%), practicing the rule of law (67%) and were ensuring equity (73%). These qualities are important attributes of EL (Komal & Sheher, 2015; Wart, 2012) which have been proven to lead to GG (Erani & Ozbilen, 2017; Okagbue, 2012; Sharmini et al., 2018).

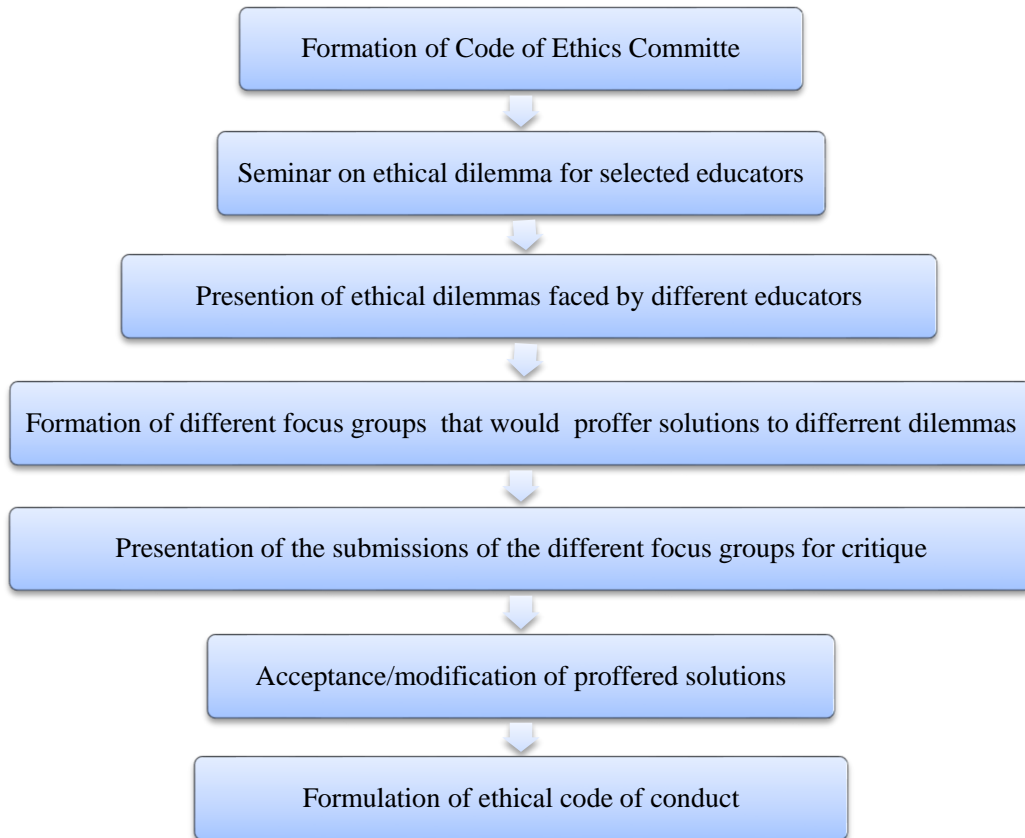
### **10.0 Research implications**

One of the most popular documents in Botswana education system is the Revised National Policy on Education (RNPE) of 1994 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 arguments by the participants 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 et al., 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 in Figure 2. First, there is need for policy makers to set up a committee of highly experienced educators. The first step to be taken by this committee would be to organize a seminar for stakeholders in the education sector. During the first stage of this seminar, educators would be conscientized and trained on what ethical dilemma entails. Afterwards, they would be given some time to anonymously compute the ethical dilemmas they have faced as educators and how they resolved such dilemmas. Their submissions would be computed, and different focus groups would be formed to discuss the best way to handle the different dilemmas raised. The suggestions from the focus groups would be shared by all the educators and they would either be confirmed or modified. The findings from this seminar would 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 would see the code as 'their' own, and hence encourage them to

implement it without hesitation. This would take care of the problem of lack of ownership and implementation as seen in the ethical codes of several countries.

**Figure 2: Proposal for enacting ethical code of conduct for educators**



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 of 1994. 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. Further research is needed on other aspects of EL using a different population involving students to ascertain their views on EL. Again, since the community where schools are located is dynamic, investigating the place of EL on GG can be carried out on a regular basis. This would greatly help to identify and curb cases of unethical practices before they get out of hand.

## 11.0 Conclusion

This study was aimed at ascertaining the role of EL in school GG using the four Government SSSs in Gaborone. Although the study confirmed the place of EL in engendering GG in schools, there are other striking findings that emanate from this study. First is that some aspects of EL and GG are being ignored by leaders. More emphasis is laid on aspects such as corruption, misappropriation of funds and sexual misconduct. This study has shown the need to pay attention to other aspects such as 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 to 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 participants in this study had unwritten rules that were unconsciously obeyed by all and sundry. There is need to follow this step to make EL and/or GG the emblem of a productive society.

## References

- African Development Bank Group. (2008). Governance strategic directions and action plan: Gap 2008-2012'. [https://www.afdb.org/fileadmin/uploads/afdb/Documents/Publications/7000017\\_EN\\_OSGE%20anglais%20OK.pdf](https://www.afdb.org/fileadmin/uploads/afdb/Documents/Publications/7000017_EN_OSGE%20anglais%20OK.pdf)
- Alshammari, A., Almutairi, N. N., & Thuwaini, F. S. (2015). Ethical leadership: The effect on employees. *International Journal of Business and Management*, 10(3), 108-116. DOI:10.5539/ijbm.v10n3p108
- Arar, K., Haj, I., Abramovits, R., & Oplatka, I. (2016). Ethical leadership in education and its relation to ethical decision-making. *Journal of Educational Administration*, 54(6), 647-660. DOI: 10.1108/JEA-11-2015-0101
- Atkin, G. M. (2012). *Difficult dilemmas: How are they resolved by secondary school middle managers?* [Unpublished Master's thesis]. Massey University.
- Babbie, E. (2010). *The practice of social research* (12<sup>th</sup> Edn.). Wadsworth.
- Badejo, B. (2018). *The cankerworm of corruption in Nigeria: The case for an all-encompassing solution*. The Cable Nigeria. <https://www.thecable.ng/cankerworm-corruption-nigeria-case-encompassing-solution>
- Baputaki, C. (2009a, February 18). Oriel's BGCSE results investigated for cheating. *Mmegionlie*. <https://www.mmegi.bw/index.php?sid=1&aid=7&dir=2009/February/Wednesday18/>

- Baputaki, C. (2009b, April 2). High court stops teacher promotions. *Mmegionlie*.  
<https://www.mmegi.bw/index.php?sid=1&aid=18&dir=2009/April/Thursday2/>
- Basimanebotlhe, T. (2017, July 14). Maladministration rocks Anne-Stine school in Moleps.  
*Mmegionline*. <https://www.mmegi.bw/index.php?aid=70277&dir=2017/july/14>
- Benninga, J. S. (2013). Resolving ethical issues at school. *Issues in Teacher Education*, 22(1), 77-88.
- Bennis, G. W. (1989). *On becoming a leader*. Addisson-Wesley Publication.
- Brown, M. E., & Trevino, L. K. (2006). Ethical leadership: A review and future directions.  
*The Leadership Quarterly*, 17(6), 595-616. DOI: 10.1016/j.leaqua.2006.10.004
- Bush, T. (2018). Research on educational leadership and management: Broadening the base.  
*Education Management Administration and Leadership*, 46(3), 359-361. <https://doi.org/10.1177/1741143218758555>
- Bush, T., & Glover, D. (2003). *School leadership: Concepts and evidence*. Researchgate.  
[https://www.researchgate.net/publication/252485640\\_School\\_Leadership\\_Concepts\\_and\\_Evidence](https://www.researchgate.net/publication/252485640_School_Leadership_Concepts_and_Evidence)
- Cambridge Assessment International Education. (2017). *Educational leadership*. Cambridge International Organization. <https://www.cambridgeinternational.org/Images/271192-educational-leadership.pdf>
- Cheteni, P., & Shindika, E. S. (2017). Ethical leadership in South Africa and Botswana.  
*Brazilian Administration Review*, 14(2), 1-12.
- Creswell, J. W., Ebersohn, L., Eloff, I., Ferreira, R., Ivankova, N. V., Jansen, J. D., Nieuwenhui, S. J., Pieterse, J., Plano Clark, V. L., & Van der Westhuizen. (2010). *First steps in Research*. Van Schaik.
- Creswell, J. W., & Plano Clark, V. L. (2007). *Designing and conducting mixed methods research*. Sage.
- Demir, S. B., & Pismek, N. (2018). A convergent parallel mixed-methods study of controversial issues in social studies classes: A clash of ideologies. *Educational Sciences: Theory & Practices*, 18(1), 119-149. DOI: 10.12738/estp.2018.1.0298

- Denbow, J., & Thebe, C. P. (2006). *Culture and customs of Botswana*. Greenwood Press.
- Denver, J. F. (2014). *An investigation of ethical leadership perspectives among Ohio school district superintendents* (Unpublished doctoral Thesis). Ohio University.
- Diraditsile, K., & Rankopo, M. J. (2018). Students' views and experiences on child sexual abuse in Botswana: Implications for educational research and policy implementation. *Mosenodi Journal*, 21(20), 66 -79.
- Donald, J. K., Dale, M., & Sonya, V. (2006). What is leadership? *Journal of Veterinary Medical Education*, 33(2), 280-283. DOI:10.3138/jvme.33.2.280
- Ehrich, C. L., Kimber, M., Millwater, J., & Cranston, N. (2011). Ethical dilemmas: A model to understand teacher practice. *Teachers and Teaching*, 17(2), 173-185. DOI: 10.1080/13540602.2011.539794
- Emmet, E. (2015). *Ethical behavior, leadership, and decision making* [Unpublished doctoral thesis]. Walden University. <https://core.ac.uk/download/pdf/147834381.pdf>
- Enwereonye, E. N., Ibe, O. S., Adioha, N. F., & Njoku, G. O. (2015). Ethical leadership: A tool for fostering good governance in the Nigerian local government system. *International Journal of Innovative Development and Policy Studies*, 3(3), 28-36.
- Erani, A. K., & Ozbilen, F. M. (2017). Relationship between school principals' ethical leadership behaviours and positive climate practices. *Journal of Education and Learning*, 6(4), 100-112. DOI:10.5539/jel.v6n4p100
- Forster, D. J. (2012). Codes of ethics in Australian education: Towards a national perspective. *Australian Journal of Teacher Education*, 37(9), 1-17.
- Gelo, O., Braakmann, D., & Benetka, G. (2008). Quantitative and qualitative research: Beyond the debate. *Integrative Psychological Behaviour*, 42, 226–290.
- Gemechu, D. (2014). *The practices of teachers' involvement in decision-making in government secondary schools of Jimma town* [Unpublished Master's thesis]. Jimma University.
- Gilman, S. C. (2005). *Ethics codes and codes of conduct as tools for promoting an ethical and*

- professional public service: Comparative successes and lessons*. The World Bank.
- Gluchmanova, M. (2015). The importance of ethics in the teaching profession. *Social and Behavioural Sciences*, 176, 509-513.
- Greenleaf, R. K. (1977). *Servant leadership: A journey into the nature of legitimate power and greatness*. Paulist Press.
- Greenleaf, R. K., Spears, L. C., Vaill, P. B., & Shannon, J. P. (1998). *The power of servant-leadership: Essays*. Berrett-Koehler.
- Hall, I., & Hall, D. (2004). *Evaluation and social research: Introducing small-scale practice*. Palgrave MacMillan.
- Hallinger, P., & Huber, G. S. (2012). School leadership that makes a difference: International perspectives. *School Effectiveness and School Improvement*, 23(4), 1-9. DOI: 10.1080/09243453.2012.681508
- Hasan, S. (2019). *Top 15 leadership qualities that make good leaders*. Taskque Blog. <https://blog.taskque.com/characteristics-good-leaders/>
- Head, T. (2017). *Durban teacher suspended after his relationship with a 14-year-old pupil went public*. The South African News. <https://www.thesouthafrican.com/news/durban-teacher-suspended-after-his-relationship-with-a-14-year-old-pupil-went-public/>
- Israr, A., Shafei, M. H., & Yongqiang, G. (2017). A review of ethical leadership and other ethics-related leadership theories. *European Scientific Journal*, 13(29), 10-23. DOI:10.19044/esj.2017.v13n29p10
- James, S., Haigen, H. & Elaine, A. (2017). Examining integrated leadership systems in high schools: Connecting principal and teacher leadership to organizational processes and student outcomes. *School Effectiveness and School Improvement*, 28(3), 463-488. DOI: 10.1080/09243453.2017.1319392
- Kabelo, D. (2021, January 20). School head in hot soup over stolen cooking oil. *The Voice*. <https://news.thevoicebw.com/2021/01/school-head-in-hot-soup-over-stolen-cooking-oil/>
- Keith, W., & Kutsyuruba, B. (2013). Ethical challenges in school administration: Perspectives of Canadian principals. *Organizational Cultures: An International Journal*, 12(3), 85-99. DOI:10.18848/2327-8013/CGP/v12i03/50919.

- Kgomotlokoa, L. T., Matshidiso, M. K., Stephen, M. & Newman, W. (2016). The importance of ethics of caring in South African higher education. *Journal of Social Sciences*, 47(1), 90-97. DOI: 10.1080/09718923.2016.11893547
- Kolzow, D. R. (2014). *Leading from within: Building organizational leadership capacity*. [https://www.iedconline.org/clientuploads/Downloads/edrp/Leading\\_from\\_Within.pdf](https://www.iedconline.org/clientuploads/Downloads/edrp/Leading_from_Within.pdf)
- Komal, K., & Sheher, B. (2015). Can ethical leadership enhance individual's task initiative? *Journal of Business Law and Ethics*, 3(1), 62-84. DOI: 10.15640/jble.v3n1a4
- Kroll, T., & Neri, M. (2009). Designs for mixed methods research. In S. Andrew & E. J. Halcomb (Eds.), *Mixed methods research for nursing and health sciences* (pp. 31-49). Wiley-Blackwell.
- Kuye, O. L., Uche, C. B. N., & Akaighe, G. O. (2013). Organizational culture and ethical behaviour: A strategic standpoint. *Journal of Humanities, Social Sciences and Creative Arts*, 8, 1-12.
- Langlois, L., Valois, P., Lapointe, C., & Leeuw, A. (2014). Development and validity of the ethical leadership questionnaire. *Journal of Educational Administration*, 52(3), 310-331. DOI: 10.1108/JEA-10-2012-0110
- Legas, A. (2015). *Qualities of effective leadership and its impact on good governance*. <https://www.abysinnialaw.com/blog-posts/item/1473-qualities-of-effective-leadership-and-its-impact-on-good-governance>
- Lord, P., Martin, K., Atkinson, M., & Mitchell, H. (2009). *Narrowing the gap in outcomes: What is the relationship between leadership and governance?* National Foundation for Educational Research.
- Lynch, M. (2015). *The eight principles of ethical leadership in education*. The Edvocate. <https://www.theedadvocate.org/the-eight-principles-of-ethical-leadership-in-education/>
- Makwinja, V. M. (2017). Rethinking education in Botswana: A need to overhaul the Botswana education system. *Journal of International Education Research*, 13(2), 45-48.
- Maria, G., & Valts, K. (2017). *Codes of conduct for teachers in Europe: A background study* (vol. 4). Council of Europe.
- Maxwell, C. J. (1998). *The 21 irrefutable laws of leadership*. Thomas Nelson.

- Mendonca, M. (2001). Preparing for ethical leadership in organizations. *Canadian Journal of Administrative Sciences*, 18, 266-276. DOI: 1111/j.1936-4490.2001.tb00262.x
- Miller, A. (2014). *5 characteristics shared by the most successful organizations*. <https://www.entrepreneur.com/article/233526>
- Moswela, B. (2007). An investigation into democratic practices in Botswana primary schools. *South African Education Journal*, 4(1), 14-28.
- Moswela, B., & Gobagoba, M. (2014). Ethics education adherence by teacher trainees during teaching practice: A Botswana perspective. *Academic Journal*, 9(7), 199-207.
- Naidoo, E. M. (2015). *Ethical leadership in schools: Voices of school principals and teachers from three secondary schools in Durban* [Master's thesis, University of Kwazulu-Natal]. Research Space. <http://researchspace.ukzn.ac.za/xmlui/handle/10413/13770>
- Nwakpa, P. (2017). Management of diversification at the senior secondary education level in Nigeria by the school administrators. *Educational Research*, 8(1), 1-5. DOI: <http://dx.doi.org/10.14303/er.2017.016>
- Okagbue, B. O. (2012). *Ethical leadership and good governance in Nigerian local governments* [Doctoral thesis, Walden University]. Scholar Works. <https://scholarworks.waldenu.edu/cgi/viewcontent.cgi?referer=https://scholar.google.com/&httpsredir=1&article=2035&context=dissertations>
- Onichakwe, C. C. (2018). Effective leadership and good governance as tools for national development- A critical discussion. *Journal of the School of General and Basic Studies*, 4(1), 77-84.
- Oramadike, V. (2020). *Delta govt. demotes 41 teachers for examination malpractice*. Chanelstv. <https://www.channelstv.com/2020/09/21/delta-govt-demotes-41-teachers-for-examination-malpractice/>
- Otukile, N.M., Mabua, M., & Pansiri, O.N. (2020). Identity crisis and exclusion in schools: A challenge for school leadership in Botswana. *International Journal of Social Sciences*, 30 (1-3), 77-87.
- Pansiri, O. N. (2008). Improving commitment to basic education for minorities in Botswana: A challenge for policy and practice. *International Journal of Educational Development*, 28, 446-459.



- Pansiri, O. N., Ugwu, C. I., & Maundeni, W. B. (2021). The theoretical analysis of ethical leadership lapses: A disturbing concern about school leadership in Botswana. *Educational Research and Reviews*, 16(8), 372-381. DOI: 10.5897/ERR2021.4187
- Pont, B., Nusche, D., & Moorman, H. (2008). *Improving school leadership*. OECD. <http://www.oecd.org/education/school/44374889.pdf>
- Rahim, M. A., Putera, M. S., & Salleh, K. (2010). Ethical leadership and employee trust: Governance perspective. *Proceedings of International Conference on Information and Financial Engineering*, 848-851. DOI: 10.1109/ICIFE.2010.5609488
- Reddy, A. V., & Kemes, A. V. S. (2016). *Integrating servant leadership and ethical leadership*. [https://www.researchgate.net/publication/308087111\\_Integrating\\_Servant\\_Leadership\\_and\\_Ethical\\_Leadership](https://www.researchgate.net/publication/308087111_Integrating_Servant_Leadership_and_Ethical_Leadership)
- Republic of Botswana. (2015). *Education & training sector strategic plan (ETSSP 2015-2020)*. [https://planipolis.iiep.unesco.org/sites/planipolis/files/ressources/botswana\\_etssp\\_2015-2020.pdf](https://planipolis.iiep.unesco.org/sites/planipolis/files/ressources/botswana_etssp_2015-2020.pdf)
- Rogers, L., & Sizer, N. F. (2010). Ethical dilemmas in education: Standing up for honesty and integrity. *Journal of Moral Education*, 39(2), 243-248. DOI: 10.1080/03057241003755093
- Rubin, R. S., Dierdorff, E. C., & Brown, M. E. (2010). Do ethical leaders get ahead? Exploring ethical leadership and promotability. *Business Ethics Quarterly*, 20(2), 215-236.
- Serite, S. (2018, November 22). Morale sec. school marred in corruption and maladministration-allegation. *The Botswana Gazette*. <https://www.thegazette.news/news/morale-sec-school-marred-in-corruption-and-maladministration-allegations/24913/#.YChAao9KjIU>
- Shacklock, A. H., & Lewis, M. J. (2006). *Leading with integrity: A fundamental principle of integrity and good governance* [Paper presentation]. World Ethics Forum 2006 Conference. [https://research-repository.griffith.edu.au/bitstream/handle/10072/18843/45987\\_1.pdf](https://research-repository.griffith.edu.au/bitstream/handle/10072/18843/45987_1.pdf)
- Shakeel, F., Kruyen, M. P., & Thiel, S. V. (2019). Ethical leadership as process: A conceptual proposition. *Public Integrity*, 21(6), 613-624. DOI:10.1080/1099922.2019.1606544
- Shapira-Lishchinsky, O. (2010). Teachers' critical incidents: Ethical dilemmas in teaching practice. *Teacher and Teacher Education*, 30, 1-9. DOI:10.1016/j.tate.2010.11.003

- Sharmini, S. V., Azlin, N. M., Mohd, I. H., & Khadijah, A.R. (2018). Influence of ethical leadership practices on teacher work engagement at high performing secondary schools: A case study. *Journal of Advanced Research in Dynamical & Control Systems*, 10(12), 1397-1403.
- Stogdill, R. M. (1950). Leadership, membership and organization. *Psychological Bulletin*, 47, 1-14.
- Sunday Standard (2014, January 12). *See no evil head-teacher demoted in Ledumang school sex scandal*. <https://www.sundaystandard.info/see-no-evil-head-teacher-demoted-in-ledumang-school-sex-scandal/>
- Taherdoost, H. (2016). Sampling methods in research methodology: How to choose a sampling technique for research. *SSRN Electronic Journal*, 5(2), 18-27.  
DOI:10.2139/ssrn.3205035
- Teachers Registration Council of Nigeria Code of Conduct. (TRCN) (2013). *Code of conduct*. Teachers Registration Council of Nigeria. <https://trcn.gov.ng/PUBLICATION/CODE%20OF%20CONDUCT.pdf>
- United Nations Economic and Social Commission for Asia and the Pacific. (UNESCAP). (n. d.). *What is good governance?*<https://www.unescap.org/sites/default/files/good-governance.pdf>
- Utah Educational Leadership Toolkit 5. (2019). *Managing to support learning toolkit*. Utah Government.<https://www.schools.utah.gov/file/d4331a0b-6100-4c9e-a887-ca542b929ad1>
- Vanlalhlmpuii, J. (2018). Leadership and good governance. *Mizoram University Journal of Humanities and Social Sciences*, 4(2), 51-72.
- Wadesango, N. & Bayaga, A. (2013). Management of schools: Teachers' involvement in decision making processes. *African Journal of Business Management*, 7(17), 1689-1694.
- Wahyu, A. & Lantu, D. (2014). Servant leadership theory development & measurement. *Social and Behavioral Sciences*, 115, 387-393. DOI: 10.1016/j.sbspro.2014.02.445
- Wahyuni, D. (2012). The research design maze: Understanding paradigms, cases, methods and methodologies. *Journal of Applied Management Accounting Research*, 10(1), 69-80.
- Wart, M. V. (2012). The role of trust in leadership. *Public Administration Review*, 72(3), 454-458. DOI:10.2307/41506787

Woleola, J. E. (2017). Good governance theory and the quest for good governance in Nigeria. *International Journal of Humanities and Social Science*, 7(5), 154-161.

Zaleha, O., & Rashidah, A. R. (2014). Attributes of ethical leadership in leading good governance. *International Journal of Business and Society*, 15(2), 359-372.