THE PRINCIPAL' ROLE IN PROMOTING ETHICAL BEHAVIOUR AMONG PRIMARY SCHOOL TEACHERS IN THE MATELILE AREA OF THE MAFETENG DISTRICT

BY

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CERTIFICATION

This is to certify that this dissertation has been read and approved as having met the requirements of the Faculty of Education, National University of Lesotho, for the award of Masters of Education (M.ED) degree in Socio-Philosophical Studies.

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DECLARATION

I hereby declare that this dissertation titled: *The principals' role in promoting ethical behaviour among primary school teachers in the Matelile area of the Mafeteng district* is entirely my own work, except where reference to other sources has been indicated. I further certify that this dissertation has not previously been presented for a degree by me at any other university.

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Student's name   Signature   Date

ACKNOWLEDGEMENTS

DEDICATION

This work is dedicated to the memory of my late uncle Potsane Simon Mohale and to my late grandmother 'Mapotsane Augustina Mohale for their inspirations and motivation that inspired me to be committed to furthering my studies.

ABSTRACT

This study focused on the principals' role in promoting ethical behaviour among the primary school teachers in the Matelile area of the Mafeteng district. It specifically sought to unveil the behavioural practices of primary school teachers, identify principals' challenges in addressing unethical behaviour among teachers and explore the strategies that principals can apply to promote ethical behaviour among primary school teachers. The study was anchored within the interpretivism theory and followed a qualitative approach. It adopted a case study research design and used open-ended questions and semi-structured interviews to generate data. A purposive participants' selection was used to select 24 participants, consisting of 21 teachers and three principals that were engaged.

The study revealed that both teachers and principals were not fully aware of some of the legislative documents that were used to regulate teachers' behaviour in Lesotho. Teachers and principals did not fully receive both internal and external training on issues pertaining to ethics. It was further revealed that teachers behaved unethically sometimes. Some of the prevalent unethical behaviour included absenteeism, lateness, the use of corporal punishment and vulgar language. The main reasons why teachers behaved unethically included undermining the acting principals' authority. The study further revealed that the principals used various strategies to manage teachers' behaviour. These include verbal warnings, giving advice and seeking the intervention of the school board. However, some of these and other strategies were ineffective, as teachers continued to behave unethically.

The study recommends that both teachers and principals be trained on the legislation that guides teachers' behaviour in Lesotho and be required to own legislative documents. They should also demonstrate the knowledge of various school legislative documents before they can be registered with the Teaching Service Commission (TSC). The study also recommends that teachers who violate the stipulations of relevant legislative provisions be dealt with promptly, with firmness and without favouritism. This could deter teachers from continuing with unethical behaviour and discourage other teachers from engaging in similar unethical behaviour.

LIST OF ACRONYMS

LAT: Lesotho Association of Teachers

LCE: Lesotho College of Education

LNFOD: Lesotho National Federation of Organisations of the Disabled

MOET: Ministry of Education and Training

NGOs: Non-Governmental Organisations

NUL: National University of Lesotho

SACE: South African Council of Education

TSC: Teaching Service Commission

TSD: Teaching Service Department

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CHAPTER 1
INTRODUCTION AND BACKGROUND TO THE STUDY

1.1   INTRODUCTION

Every profession has a specific set of professional ethics (MacKinnon & Fiala, 2018). In the teaching profession, teachers are required to fully devote their time and attention towards their job and adhere to the set standards (Tasmania Department of Education, 2016). During their interaction with the learners, parents, co-workers and the community, teachers need to be aware of their moral and ethical responsibilities (Magwa, 2014). This is because the teaching profession requires an individual to have inborn ethical and moral behaviour due to the complexity of the tasks attached to their work. The complexity stems from numerous tasks that teachers are obligated to perform (Curko, Feiner, Gerjolj, Juhant, Kreb, Mazzoni, Mortari, Pokorny, Schlenk & Strahovnik, 2015). For instance, they need to treat all learners fairly and equally, use teaching methods that get learners engaged in lessons and also help the learners with both their academic and social problems. The aim of this is to examine the principals' role in promoting ethical behaviour among primary school teachers in the Matelile area of the Mafeteng district.

1.2   BACKGROUND TO THE STUDY

Parents across the world entrust teachers with their children daily at school (Durisic & Bunijevac, 2017). The Latin phrase *in loco parentis* which translates to *in the place of a parent* signifies the responsibility that teachers have for learners while in their care at school (Mototsune, 2015). Thus, Mototsune (2015) adds that it is vital for teachers to be mindful of their behaviour and maintain ethically sound relationships with the learners. When teachers are not cognisant of such expectations and act unethically, they jeopardise the learners' wellbeing both at school and at home (Mototsune, 2015). In addition, Sultana (2014) points out that ethics help teachers to set boundaries between themselves and learners, which ensures that no form of abuse will take place because in most societies teachers are held in high esteem as they are perceived to be morally competent (Sultana, 2014).

Graham, Bahr, Truscott and Powell, (2018) highlight a wide range of prevalent unethical behaviours among teachers, especially in their relationships with learners. The use of social

media has heightened the risk of teacher misbehaviour. This observation is substantiated by Graham et al. (2018) who indicate that the use of social media increases the risk of blurred boundaries between teachers and learners which often leads to teacher misconduct. They explained that several strategies can be used to reduce the risks of teacher misconduct and assist teachers to be in line with their professional and ethical responsibilities. These strategies include the development of policies and teacher training.

Grant, Wilkerson, Pelton, Cosby and Henschel, (2017) observe that in the United States of America (US) teachers mainly commit sexual misconduct. Such teachers often hold prestigious positions in their communities while the learner victims are often needy, bullied and come from unhappy homes. Such factors make the victims easy targets for teachers to gain their trust before abusing them. In addition, the learners with some forms of disability are targeted more than those without disabilities (Grant et al. 2017). Sexual misconduct continues in schools because most parents do not have access to the policies that protect learners in school. Despite knowledge of this misconduct, most school authorities fail to report teacher sexual misconduct because they want to avoid any potential stigma attached and they want to avoid any loss of reputation for the school. There is also fear of a legal rebuttal that may lead to financial damage from teachers (Grant et al., 2017).

A study conducted in Australia revealed that the absence of a course on ethics during teacher training leads to unprofessional behaviours among teachers (Boon, 2011). Such unprofessional behaviour included cheating with examination marks, bias against minority groups, collegial bullying and poor work ethics. To promote professional behaviour among teachers, Boon (2011) proposed that ethics education should be included in the teacher education curriculum. A more recent Australian study highlights that teachers need to be aware of their boundaries with learners. This is because in some cases, such boundaries have been crossed while teachers were communicating with their learners through electronic communication and social media platforms. The common misconducts reported include physical and sexual abuse (Graham et al., 2018).

Numerous countries have enacted teacher codes of ethics which are often supplemented by the use of other statutes (Poisson, 2019). In Botswana, a code of ethics (conduct) for teachers is yet to be introduced. However, professional guidance to teachers is provided through statutes such as the Education Act (1967), the Teaching Service Act (1967), subordinate legislation such as the Unified Teaching Service Code of Regulations (1976) and the Public Service Act (2008). The impact of these statutes on the teachers' conduct is questionable, given that teachers have limited access to them. This results in teachers continuing to have love affairs with learners and this affects their academic performance adversely. The fact that teacher trainees are not taught ethics implies that they go into the teaching field unprepared on teacher professional ethics (Bernard & Marina, 2014).

In Kenya, almost 1400 teachers face various disciplinary cases yearly (Ngoma & Simatwa, 2013). Frequent cases of teacher misconduct in Kenya range from teacher absenteeism, lateness, financial mismanagement, negligence of duty and sexual misconduct. The prevalence of these forms of misconduct is perpetuated by teachers' environmental conditions and the behaviour of principals can also directly be linked to the reduction or an increase in teachers' professional misconduct. Ngoma and Simatwa (2013) point out that the management strategies towards reduction of teacher misconduct include due process being applied in all the reported cases of professional misconduct. More importantly, once a misconduct case has been reported it should be taken seriously in order to deter recurrence. Guidance and counselling can also be used to manage teachers' professional misconduct (Ngoma & Simatwa, 2013).

Mfaume and Bilinga (2017) observed several cases of teacher misconduct in Tanzania; the common forms of misconduct include absenteeism, sexual misconduct, corruption, private tutoring, unethical dressing, drunkenness, unethical language and examination malpractice. Some of the causes of misconduct in Tanzanian schools are poor living environment, a low level of teacher professional knowledge, insufficient salaries, working in the same school for a prolonged period of time, teachers living far from their workplaces and failure to meet teachers' demands and needs (Betweli, 2013). To combat this surge of teacher misconduct, the Tanzanian Teachers' Service Commission (TSC) highlights some disciplinary guidelines that are beyond the principals' power and authority. Among others, these measures include the reduction of

salary, demotion and dismissal from the teaching service (Betweli, 2013). Nonetheless, it was recently recorded that 4046 teachers in Tanzania were dismissed from the teaching service profession for various professional misconducts between 2016 and 2019 (Betweli, 2020).

The South African Council of Education (SACE) has made the management of education in schools clear and easy to follow. The SACE codes of professional ethics clearly indicate that teachers should refrain from activities such as sexual activities with the learners and colleagues (Kimathi & Rusznyak, 2018). However Netshitangani's (2014) study revealed that unprofessional conduct of teachers includes teacher absenteeism, nonattendance of classes and unpunctuality. Netshitangani (2014) further showed that these unprofessional teacher activities result in violence in schools and that schools that are not well-managed are likely to experience accelerated misconduct. Ndungu (2017) adds that the most common misconduct among teachers in South Africa includes missing the classes, absenteeism and absconding from school duties.

In a study conducted in Lesotho, Lekhetho (2013) finds that some members of the school boards alluded to poor learner performance as a result of teacher absenteeism which was observed to be mostly rampant at the end of the month when teachers have received their salaries and during winter months when it is very cold. He further highlights that poor performance among the learners can also be attributed to teachers' reluctance to work and their hesitation to ask for help when they teach content that they are not knowledgeable in. Lastly, the study notes that learners are of the view that some teachers lack professional ethics. This is illustrated by teachers yelling at learners, lashing them severely and getting furious when learners do not understand what is taught (Lekhetho, 2013). This type of teacher conduct creates an unfavourable atmosphere for learning hence poor learner performance. In a recent study, Tlali and Matete (2020) found that some teacher misconduct includes insubordination, uncooperative behaviour towards the heads of department and a lack of discipline and professionalism.

1.3   PROBLEM STATEMENT

As argued by Daisy (2015), a teacher has to conform to certain standards set by the community and has to perform some activities which are in line with the teaching profession. Teacher ethics are of a paramount concern to all educational stakeholders for the sake of improvement and

enhancement of education in Lesotho. To regulate teachers' conduct, the Government of Lesotho introduced the Teaching Service Regulation 2002. Section 26 (5) of the Teaching Service Regulations outlines that teachers are prohibited from conducting private businesses during the working hours; they should use alcohol moderately; they should refrain from using illegal drugs; they should show respect to all the members of the school community and they should avoid immoral actions (LesothoGovernment, 2002). The Government of Lesotho has also introduced the Education Act of 2010 which, under Section 57 (7), gives the principals the power to suspend teachers who commit misconduct with pay while awaiting disciplinary inquiries (LesothoGovernment, 2010).

Teacher professional ethics seems to deteriorate continually (Betweli, 2020). This also raises a question about the type of ethical leadership provided by the school principals. Even more worrisome, primary school teachers are tasked with the vital role of developing the character of children from the early stages. Misconduct among primary school teachers poses a big problem (Ngoma, & Simatwa, 2013). It taints the teaching profession with widespread incidents of professional failure, as highlighted on the social media, the radio stations and in the newspapers. In different cases, teachers have been charged for having abused their positions in one way or the other. For instance, a high school teacher from the Maseru district was brought before the Magistrate court for having taken three female learners to Bloemfontein without parental permission (Masupha, 2012).

The Sunday Express also reported a surge in the cases of teachers being arrested for having sexual relation with the learners (Letsoepa, 2014). One teacher from the Berea district was arrested for allegedly sodomising a 10 year old learner (Letsoepa, 2014). In another case, a teacher from the Leribe district was arrested but released on bail after fondling the breasts of one of the learners on several occasions (Letsoepa, 2014). Morake (2010) reported in the *Sunday Express* newspaper that a teacher from the Quthing district appeared before the Magistrate court in Maseru for having raped an 18 year old woman. The teacher however, denied the charge, claiming that they were lovers, a statement which the learner emphatically denied. In Mafeteng a 46 year old primary school teacher appeared before the Mafeteng Magistrate Court in 2019 to face charges for having raped a 13 year old learner. It was alleged that the teacher instructed the

learner to remain behind after the school choir practice. Thereafter the teacher raped the learner in a staff office. He was released on M300 bail, pending investigations (Molefe, 2019).

Besides these media reports, teacher misconduct in Lesotho schools is a subject that has not been extensively and academically researched. This constitutes a knowledge gap in the area of teacher professional ethics, in Lesotho context. Teachers' conduct continues to decline under the watch of school principals. Hence this study seeks to examine the principals' role in promoting ethical behaviour among primary school teachers in the Matelile Area of the Mafeteng district.

1.3.1 The main research question

The main research question asked by this study is:

What role do principals play in promoting ethical behaviour among primary school teachers in the Matelile area of the Mafeteng district?

1.3.1.1 Sub-questions

The study will be guided by the following sub-questions:

- Which types of unethical behavioural practices are prevalent among primary school teachers?
- Which strategies can principals apply in promoting ethical behaviour among primary school teachers?
- What challenges do principals encounter in addressing unethical behaviour among primary school teachers?

1.3.2 Purpose of the study

This study seeks to examine the principals' role in promoting ethical behaviour among primary school teachers in the Matelile Area of the Mafeteng district.

1.3.2.1 Objectives of the study

The study attempts to achieve the following objectives:

- To identify unethical behavioural practices among primary school teachers.

- To explore the principals' strategies that can be applied in promoting ethical behaviour among primary school teachers.
- To identify the challenges encountered by the principals in addressing unethical behaviour among primary school teachers.

1.4 RESEARCH DESIGN AND METHODOLOGY

According to Creswell (2009) research design is a holistic plan that a researcher makes for their study. It presents the general outline for data collection and analysis. Using a plan the researcher is able to select the subjects, the research sites and data collection procedures to answer the research questions. Kumar (2011) concurs that research design is a laid-out plan by a researcher which indicates the approaches and strategies of investigation for the purpose of obtaining the related data aimed at the fulfilment of research objectives and answering the set research questions. Walliman (2011 a) highlights that most importantly, a research design works as a strategic framework for action as it serves as a bridge between the research questions and the completion of a research strategy.

Researchers usually adopt two broad approaches to gather their data. These are the qualitative and quantitative approaches. In this study, a qualitative approach was adopted. This choice was influenced by the realization that qualitative research endeavours to understand people and the social and cultural contexts within which they exist (Walliman, 2011 b). Wilson and Abibulayeva (2017) add that qualitative approach acknowledges that research participants and researcher are meaning makers. Since the qualitative approach aims to appreciate people in their natural setting, it was found appropriate to interact with the participants during the data collection stage as this would assist the researcher to construct the in-depth understanding of the situation being investigated from the perspectives of the participants. Thanh and Thanh (2015) also explain that qualitative research is used to explore and to understand the meaning that people attribute to social problems. This is why scholars opt for qualitative methods in order to understand experiences of learners, teachers and principals in educational research.

Due to the use of the qualitative approach, the researcher was able to interact with the participants, to ask the questions that helped to fully understand the phenomenon being studied

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and to select the participants that were useful for the study. This approach is underscored by Thanh and Thanh (2015) who attest that when using the qualitative approach, researchers take an interactive role in the research. This helps them understand the participants and their environment. Researchers also get to ask broad questions which are designed to explore, interpret and understand the situation being studied. The research methodology is further expounded in Chapter 3.

1.4.1 Research paradigm

According to Kivunja and Kuyini (2017) the word paradigm is used to describe a researcher's view point of the world. This encompasses the perspective or school of thought that informs the meaning or interpretation of data during a research study. Kivunja and Kuyini (2017) go on to highlight that a research paradigm directly reflects the researcher's beliefs about the world that surrounds him/her. Various paradigms have been proposed by researchers globally. However, Candy (1989) indicates that a research paradigm can be classified into three main categories, namely: positivist, interpretivist and critical paradigms.

This research study was anchored within the interpretivist paradigm. The interpretivist paradigm which is also called the constructivist paradigm is mainly about understanding the world of human experience subjectively (Pulla & Carter, 2018). This paradigm endeavours to understand the phenomenon through the mind-set of the participant. In this approach the researcher endeavours to understand and interpret the thoughts and meanings that the participants make of the situation being studied. Moreover, Goran (2012) emphasises that in the interpretivist paradigm every avenue is taken to try to understand the viewpoint of the participant rather than the viewpoint of the researcher. The main emphases here are on understanding the participants and their interpretation of the world that surrounds them as it is. Hence the main principle held by interpretivist paradigm is that in all cases reality is socially constructed.

1.4.2 Research design

For this study a case study research design was adopted to be able to examine the role of the principals in promoting ethical behaviour of primary school teachers in the Matelile area of the Mafeteng district. A case study is an adaptive and intensive study which allows a researcher to

conduct an in-depth investigation of an individual, a group of people, organisations or a phenomenon within its real life environment (Harrison, Birks, Franklin & Mills, 2017). According to the researcher, the case study design is the most befitting design for this study because it is a flexible research design in which the researcher studies the subjects in their context hence the valuable results which will lead to the conclusions based on comprehensive information. The approach being followed here is largely in agreement with that of Yin (2014) who states that a case study design is advantageous as it involves investigating a current phenomenon in its natural setting. For this study, multiple-cases of some schools in the Matelile area of the Mafeteng district were explored.

1.4.3   Data collection

Data collection is the systematic process of selecting participants and gathering data from them in a research study (Kumar, 2011). Data collection further refers to the precise, systematic gathering of information related to the research problem through the methods such as the interviews, participant observation, focus group discussions and case histories (Kumar, 2011). For this study, data was collected through qualitative questionnaires and semi-structured interviews.

This study used qualitative questionnaires to collect data, as this allowed the researcher to reach out to many participants within a short period and was also be cost effective. According to Kothari (2004), questionnaires are helpful data collection tools because they are not only easy to administer but they also gather the specifically necessary data. Moreover, questionnaires allow the participants the opportunity to gather information without undue influence of the interviewer as they are filled in privately.

Semi-structured interviews were used because they provide research participants with the liberty to fully describe their understanding of the phenomenon being studied. This method of data collection is selected to allow research participants to share their own stories in their own words without being forced to conform to pre-established lines of thinking preconceived by the researcher (Kumar, 2011). Semi-structured interviews are also considered to be the best way to explore and gather experiential narrative material that may serve as a resource for developing a

rich and in-depth understanding of a human phenomenon (Walliman, 2011 b). An audio-recorder was used to capture the interviews and later helped with the transcription and analysis of the data. This assisted the researcher to pay attention to what was being said by the participants during interviews rather than to focus on note taking.

1.4.3.1 Population

Walliman (2011 b) defines a research population as a set of objects or people who are the main focus of the research study and on whom the researcher wants to focus. The population for this study consisted of principals and teachers from three primary schools in the Mafeteng district.

1.4.3.2 Participants' selection

A purposive sampling method was used to select not only the schools but also participant principals and teachers in this study. Maree (2007) explains that in a research study, purposive participants' selection is used to achieve a specific purpose. Wilson and Abibulayeva (2017) add that purposive participants' selection refers to the selection of sites or participants that best help the researcher to understand the problem at hand. A researcher purposively selects people who can be resourceful in providing required information or data that fulfils the purpose of the study. In this study, purposive participants' selection was used to select participants who are knowledgeable about the issue in question because of their involvement in the situation under study and experience of the situation. Data will be collected from three primary schools in the Matelile area. The participants will comprise three principals (one per school) and twenty-one teachers (seven per school).

Table 1 Research participants

Participant group	Number
Principals	3
Teachers	21
Total	24

1.4.4 Data analysis

According to Creswell (2013) data analysis is the process followed by a researcher to understand or gain insight about the situation being researched and then he/she describes what they have learnt. Thematic analysis was utilised to analyse data. This allowed the researcher to examine the findings closely to identify common themes, ideas and patterns. This observation is supported by Neuendorf (2019) who notes that a thematic analysis helps researchers to examine different perspectives of participants and then highlight the similarities and differences. Since the researcher will audio-record the interviews, the information will be transcribed verbatim immediately after each interview. The data from both interviews and qualitative questionnaires were then classified into different inductive categories which will contain essential features of the phenomenon that is being studied.

1.5   SIGNIFICANCE OF THE STUDY

The findings of the study may provide answers about the principals' role in promoting ethical behaviour of teachers. The findings may help principals to find out ways to improve the ethical behaviour of teachers, not only in the Mafeteng district but also in Lesotho. Most importantly, the findings may help the Government of Lesotho, through the Minister of Education and Training, to recognise the challenges that principals face in promoting ethical behaviour in primary school teachers and then find or develop the mechanisms that can be used to support the principals to maintain ethical behaviour among teachers.

1.6   DELINEATING THE RESEARCH AREA

This study is situated within the field of Philosophy. According to Wielenberg (2006), there are four main branches of philosophy: logic, epistemology, metaphysics and axiology. The study will be in the area of axiology, which is said to be an encompassing term that designates the philosophical study of values. Different components under axiology include aesthetics, social philosophy, political philosophy as well as ethics. Gardelli, Alerby and Persson (2014) outline the relationship between ethics and philosophy by explaining that ethics is a branch of philosophy that works by determining the concepts of what is the right and wrong behaviour in human-beings. Geographically, the study will be located within the Matelile area of the Mafeteng district.

1.7 INTEGRITY OF THE RESEARCH

Researchers have a duty to act ethically and ensure that a particular level of integrity is adhered to (Wilson & Abibulayeva, 2017). For this study, integrity will be ensured through ethical issues and trustworthiness.

1.7.1 Ethical considerations

Walliman (2011 b) notes that a researcher should treat research participants with due ethical consideration, in the way participants are selected, how they are dealt with and how the researcher uses the information that they provide.

To begin with, the researcher will seek permission from principals of selected schools prior to conducting the research study. The researcher will also ensure that the information shared by the participants was not divulged to anyone. Participants will not be forced to take part in the study but they will be asked to give their consent before taking part in the study. These will be done in line with Kumar (2011) who emphasises that a researcher should focus on ethical issues mainly from the participants' viewpoint to avoid any potential harm. Caution was also taken not to use any offensive or discriminatory language during data collection as well during the reporting of the findings.

I.7.2 Trustworthiness

Trustworthiness is the believability of the findings of a research study process which includes what was done by the researcher when designing, carrying out and finally reporting the research study findings to ensure credibility (Cohen, Manion & Morrison, 2007). Creswell (2009) asserts that trustworthiness is the affirmation that the information provided in a report is accurate and sincere. The researcher will accomplish trustworthiness by considering the following components of trustworthiness: credibility, dependability, transferability and confirmability.

1.8 LAYOUT OF CHAPTERS

Chapter 1:   Introduction and background to the study

This chapter provides introduction and background to the study. It also presents the problem statement, the research questions and the purpose of the study. The research design and methodology are also discussed with a highlight on data collection and data analysis strategies. Integrity of the research is also taken into consideration, with specific reference to ethical issues and trustworthiness.

Chapter 2:   Literature review

In this chapter the theoretical framework of the study will be developed and explained. The related literature will be reviewed in order to set the context for exploring the principals' role in promoting ethical behaviour among primary school teachers in the Mafeteng district.

Chapter 3:   Research design and methodology

In this chapter, the research design and methodology are discussed in detail. The chapter will also focus on the role played by the researcher in data collection process, how data will be collected, how the participants will be selected and which methods and instruments will be used in the study.

Chapter 4:   Data analysis and presentation of the findings

This chapter will focus on the analysis of the data collected through semi-structured interviews and qualitative questionnaires.

Chapter 5:   Conclusions and recommendations

This chapter presents the discussions of the findings, draws conclusions and makes recommendations geared towards the promotion of ethical behaviour among primary school teachers.

1.9   CONCLUSION

 This chapter serves as an introduction and provides the background to the study. It shows the important role played by teachers in schools as they are said to be learners' parents while at school. When teachers are not aware of or choose to ignore such responsibility there are dire

consequences on the learners' academic work. Teachers often find themselves held in high honour because of the responsibilities linked to their career choice. As a result, they should always show flawless behaviour. In some cases, teachers find themselves on the wrong side of the law because of their actions. However, there are a number of strategies that can be used to avoid such situations. The chapter also provides the problem statement, research questions and research aims. The next chapter focuses on the related literature review

CHAPTER 2
LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.1 INTRODUCTION

Teachers' misconduct has been identified as one of the serious issues which affect the attainment of educational goals (Betweli, 2020). Various incidents of teacher misconduct have been reported in several countries across the globe, For example, between 2001 and 2005 more than 2500 cases of teacher misconduct of varied forms were reported in America (Brown, 2016). According to Ngoma and Simatwa (2013), many African countries experience serious incidences of teacher misconduct. Lesotho, like other countries has seen a surge in the cases of teacher misconduct. Newspapers, radios and social networks have exposed different kinds of teacher misconduct. This chapter presents the relevant policy framework and the theoretical framework for the study. It also presents a review of the related literature to set the context for exploring the principal's role in promoting ethical behaviour among primary school teachers. The types of teacher misconduct, the causes of misconduct, the consequences and strategies of controlling teacher misconduct are discussed.

2.2 THE POLICY FRAMEWORK

In order to regulate the teaching profession, the Government of Lesotho has introduced the following pieces of legislation: the Education Act 2010, the Teaching Service Regulations 2002 and the Code of Good Practice 2011. Under Section 23 (2) (f) of the Education Act 2010 a school principal is authorised to be a member of the school board by virtue of their position in the school. This ensures that school principals are part of every decision taken in schools. Section 57 (3) of the same act directs that a teacher's non-adherence to the set standards of behaviour in the code of conduct is taken as equivalent to misconduct. It renders such a teacher liable to disciplinary measures which are set out in the code of conduct.

Various guidelines as to how Lesotho teachers should behave have been provided under section 3 (1) of the Codes of Good Conduct 2011. Chief amongst these guidelines are that teachers should teach all learners without discrimination, obey lawful orders from their relevant authorities, act in such a way that maintains the dignity of the teaching profession and dress

presentably while on duty. To build more on these sets of behaviours, section 41 (2) of the Teaching Service Regulations 2002 provides various other guidelines which can lead a teacher to be charged with misconduct. These include the disclosure of confidential information, being convicted of any crime, participating in political issues, being absent from work without good reasons and participating in examination malpractice.

Guidelines are provided on things that teachers should avoid under section 3 (2) of the Codes of Good Conduct. For example, teachers should avoid disclosing confidential information about learners, avoid the use of alcohol and illegal drugs while on duty, avoid intimate relationships with learners and avoid any misconduct during examinations. Section 24 (5) of the Teaching Service Regulations adds that teachers should not engage in private businesses during the working hours, avoid using intoxicating drinks and drugs while on duty, show respect to those in authority and avoid immoral actions.

If a teacher commits a breach of discipline, the Codes of Good Conduct provide procedures that should be followed to reprimand such a teacher. Firstly, a teacher should be given a verbal warning which can be followed by a written warning if there is no change in behaviour. A disciplinary inquiry and an appeal hearing may follow if there is a need for them. This is corroborated by section 41(1) of the Teaching Service Regulations which give power to school boards and management committees to issue a verbal warning, issue a written warning or issue a charge of misconduct to teachers who misbehave.

The principals are given the power to suspend any teacher who is charged with misconduct. This is provided for under section 6 (1) of the Codes of Good Conduct and under section 57 (7) of the Education Act. The legislation has been provided to ensure a smooth running of schools and strict adherence to ethical behaviour and to ensure that Basotho children receive proper education.

2.3   THEORETICAL FRAMEWORK

While there are many theoretical perspectives associated with ethics and moral judgements concerning human actions or practices, this study is guided by Immanuel Kant's Deontological

theory. The Deontological theory was developed by a German philosopher, Immanuel Kant, between 1724 and 1804 (MacKinnon & Fiala, 2018). The word deontology was derived from the Greek word *deon* which means duty and *logos* which means study of. This theory states that people should abide by their obligations and duties when encountering decision making circumstances that involve ethics (MacKinnon & Fiala, 2018). According to this theory, what is considered as ethically correct is when people follow their obligations towards everybody within their society. People who adhere to the deontological theory are said to produce consistent decisions which are guided by their set duties (MacKinnon & Fiala, 2018). The theory is concerned with obeying the duties or laws which make up morality.

Deontological theory holds that for a choice to be right, it has to conform to one's moral norms (Gruber, 2015). It leads to a situation where the right thing has priority over the good thing. Therefore an action that is not in accordance with the right thing should not be taken, regardless of the good that such an action may produce. Gruber (2015) adds that in philosophy, the expression deontological ethics mainly pays attention to the rightness or wrongness of the action rather than on the rightness or wrongness of the results of the action. Moreover the state of a situation that is categorised as good or bad depends entirely on whether or not the action that brought it was right or wrong.

Thiroux and Krasemann (2012) propose that deontological theory is mainly focused on duties and obligations regardless of the outcomes. They go on to show that Kant in his theory ignores the outcomes of any behaviour because, according to him, any behaviour done with the right intention or motive has moral value. His emphasis on the right intension or motive is driven by his view that in the absence of the right intention, positive attributes such as intelligence, humour and emotional control can be over-powered to pursue evil purposes.

On the other hand Ramaswamy (2018) states that the deontological theory is based on the foundational belief of rationality or reason in human beings. Therefore reasoning, as a human ability, bears consequences on the will which allows human beings to make decisions that are not solemnly based on instinct but rather on the understanding of the nature of human actions. In

addition Ramaswamy (2018) highlights that the deontological theory dismisses emotions which may have an influence on human behaviour.

As human beings, teachers have special moral faculties or intuitions which they use to view their obligations (Brandenburg & McDonough, 2019). Each action that they take is therefore unique and requires a unique ethical approach. An individual's values and duties have or do not have a direct influence on all the decisions that they make. The principles or guidelines of how to regulate people's behaviour are not isolated from the community because they reflect the society in which they have been developed. Hence, the moral and ethical values of teachers depend on the kind of support that they obtain from their respective societies.

To promote ethical behaviour in the teaching profession there is a need to promote a code of deontological professionalism which guides teachers' conduct to ensure predictability in their daily lives at school (Marica, 2013). For people to follow a certain profession they ought to adhere to mandatory patterns of professional behaviour, in line with such a profession. The deontological code promotes positive educational relationships among the teachers, learners, principals and parents (Marica, 2013). Kertayeva (2013) supports the need for deontological preparedness in the teaching profession. Thus, the deontological theory promotes mastery of professional knowledge and skills.

The deontological competence of a teacher is the cornerstone of a smooth running of the teaching and learning process (Kertayeva, 2013). It is essential in preparing teachers to have professional knowledge, abilities and skills that are necessary for them to act in accordance with the requirements of the teaching profession. Sadio (2011) highlights that the teaching profession demands ethical and deontological professional behaviour from people preparing to join it. He insists that the irreplaceable role played by teachers in schools demands a strong professional conscience and its correlative deontology. Teachers are seen as invaluable agents of social transformation through their endless educational relationships with the learners. According to Gruber (2015) the deontological theory provides a guide on teachers' conduct. Such guides are considered as deontological principles which include the humanism principle, the altruism principle, the principle of reciprocity and the sufficient authority principle.

Gruber (2015) explains that the humanism principle aims at preventing situations where teachers abuse their authority through teacher-learner relationships while the altruism principle aims at the restoration of equality between teachers and learners. This can be achieved when the teacher puts the learners' happiness first by engaging learners in meaningful educational lessons and by committing themselves to high moral standards. On the other hand, the principle of reciprocity holds that teachers should judge themselves as they judge the learners. The sufficient authority principle notes that teachers should apply certain regulations on the learners but only to a certain extent. Teachers can only adhere to these principles through the guidance provided by the deontological theory.

Kertayeva (2013) says that the deontological competence of a teacher is the basic competence that ensures efficiency of the teaching and learning process. It guides teachers to act in the best interest of the learners and to promote the learning and academic growth that helps learners to realise their potential. When teachers engage in unethical behaviours that has the potential to damage good teacher-learner relationships. Unethical behaviour diminishes trust and respect between teachers and other stakeholders in the school.   In extreme situations, teachers' unethical behaviour can lead to teachers' loss of jobs and educational certificates (Kertayeva, 2013).

Based on the above theory it can be assumed that for any society to be morally and ethically good, there needs to be an effort from different stakeholders within the society (parents, principals or the entire community). In this sense the deontological theory was deemed to be vital for this study, which seeks to examine the role of the principals in promoting the ethical behaviour of primary school teachers in the Mafeteng district.

2.4   THE CONCEPT "ETHICS" AND ITS PLACE IN PHILOSOPHY

Philosophy is derived from two Greek words, *Philein* and *Sophia. Philein* means love while *Sophia* means wisdom. Thus, philosophy is said to be the love of wisdom (Nyarwath, 2011). Through philosophy, people gain wisdom and knowledge of reality that affects people and their motivation to use such knowledge for the holistic well-being of others. According to Bhatt (2018), etymologically philosophy is love of wisdom whereas functionally it is the process and

the outcome of seeking wisdom. Bhatt (2018) adds that philosophy studies not only the theoretical knowledge of the nature of reality but also the nature of life and its forms.

The most important tasks of philosophy are to solve the problems of human life and existence as well as to provide the chances for human beings to grow to their fullest potential (Bhatt, 2018). This can be achieved through linking while distinguishing among the four main sub-disciplines of philosophy but distinct areas of inquiry. The main branches of philosophy, according to Nyarwath (2011) are logic, epistemology, metaphysics and ethics while Lynch (2016) notes that the main branches of philosophy are logic, epistemology, metaphysics and axiology. The two authors may differ on naming the branches of philosophy; however the core meaning of their work is the same.

For Nyarwath (2011), metaphysics is a philosophical branch that focuses on terrestrial and extra-terrestrial reality, the reality beyond the physical world as we know it. According to Lynch (2016) metaphysics is a branch of philosophy that pays attention to the physical universe and the nature of the ultimate reality. Lynch (2016) adds that for teachers, the consideration of reality can influence their metaphysical beliefs and perspectives which can affect how they do their work.

Nyarwath (2011) notes that epistemology is a philosophical branch that is mainly concerned with knowledge by studying the structure, source, scope and limitations of knowledge. Lynch (2016) adds that epistemology is the branch of philosophy that mainly considers how people know what they know. Epistemology highlights the four bases of knowledge which include divine revelation, experience, logic (and reason) and intuition. These have an influence on how teaching, learning and understanding take place in schools.

Logic, another branch of philosophy, deals with how human-beings reason for the purpose of distinguishing between correct and incorrect reasoning. This branch assists human-beings to differentiate themselves from other animals by being more rational, and arrive at a justifiable truth (Nyarwath, 2011). Lynch (2016) adds that logic is a philosophical branch that aims at

organizing reasoning in human-beings. Through logic, teachers can assist learners to think in a structured and sound manner.

Ethics is the branch of philosophy which is focused on how man acts and behaves in society (Nyarwath, 2010). It investigates the nature of what is right and what is wrong. As a result, ethics aims at guiding human conduct by evaluating what is good and what is bad. On the other hand, Lynch (2016) takes a slightly different view, that the last branch of philosophy is axiology which studies principles and values in man. The values are divided into ethics and aesthetics. Ethics focuses on moral and personal values while aesthetics examines what is seen as beautiful, enjoyable and tasteful in life.

Human-beings have the prerogative to exercise freewill and thus feel responsible for their actions (Bhatt, 2018). This is why the ethics branch of philosophy is vital in education. Nyarwath (2010) shows that, etymologically, ethics is derived from the Greek word *ethos* which means personal character. It focuses on understanding and evaluating people's characters as individuals. It assesses human conduct in terms of what is considered good or bad. Wadigala (2021) says that ethical directions are not always clear and sometimes lead people to disagree about what is considered right or wrong. This leads some individuals to have an idea that ethics can be directed merely on personal opinion.

According to Payne (2015), ethics is a normative disciple. It is not focused on describing how things are but rather it is focused on looking into how things have to be. Resnik (2018) highlights that, for most people, ethical behaviour is acquired at home, at school, in churches and in different social settings. Moreover, people acquire the ability to distinguish between good and bad throughout their lives as they go through different stages of human development.

Ethics is not based only on what is right but is also duty oriented. This is in line with the deontological theory which emphasises that human beings are inclined to act in certain ways to fulfil their sense of duty (Thiroux & Krasemann, 2012). It encompasses the performance of one's obligations, based on their situation in the total cosmic set-up without any consideration consequences (Bhatt, 2018). In addition, for one to perform one's duties flawlessly, faithfully

and efficiently, one must be aware of one's capabilities and what is expected by the specific community. A relentless skilful performance of duty depends on the rightness of knowledge and the firmness of will. Human existence involves both individual and socio-economic dimensions which lead to a lot of interactions among human-beings, all of whom have to be regulated using ethics. To manage human action, Bhatt (2018) suggests three things: 1. Human-beings must know what to act, why to act and how to act; 2. Human-beings must have the will to act, based on the knowledge that they have; 3. Human-beings must act in the most skilful way to realise the desired results.

2.4.1   Categorising of ethics

The study of ethics is commonly grounded on different branches, descriptive ethics, meta-ethics, normative ethics and applied ethics. Descriptive ethics refers to the study of moral beliefs of a certain group of individuals. These include the ethical beliefs of such people and the way they believe in relation to those beliefs (Naagarazan, 2006). In addition, descriptive ethics is a field of study focused on what people within a society regard as right or wrong. Research that provides information for descriptive ethics is mainly done by scientists of human behaviour, psychologists, sociologists, anthropologists and historians. Meta-ethics is a branch of ethics that focuses on understanding the nature of ethical properties, statements, attitudes as well as judgements (Bhatt, 2018). Meta-ethics focuses on ideas such as what moral questions mean and on what bases individuals can determine what is true and what is false. However meta-ethics does not address the conduct of people as normative ethics does but rather focuses of ethical theories which make it unsuitable for the current study.

According to Bhatt (2018), normative ethics is also called ethical theory. Information that builds on normative ethics is largely obtained from philosophers specializing in ethics. Bhatt (2018) goes on to show that normative ethics is the study of ethical acts, what constitutes a morally right or wrong conduct. It focuses on how people should conduct themselves and not on how they do. It involves norms, standards and criteria used to determine the moral rightness or wrongness of human conduct. The current study was grounded on normative ethics because it is meant to help the researcher identify roles played by school principals in promoting the teachers' ethical behaviour. This is in line with normative ethics which is concerned with addressing the

questions on what people should do and on how people can decide what the correct moral action to take is.

Applied ethics focuses on how ethical principles should guide people's conduct in different contexts (Naagarazan, 2006). It pays attention to philosophical examinations of complex issues that require moral judgements. Such people's conducts can be guided through professional ethics which is a management ethics. The principles of professional ethics are introduced in a professional organisation setting (Naagarazan, 2006). This principle is vital in professional settings such as schools not only because it brings a sense of disciple in people but also because it helps to maintain the decorum in work places.

2.4.2   Teacher professional ethics

The word professionalism originally applied to the vows of a religious order (Kumar, 2018). In describing what a profession is and what its significance is, Miller and Webster (1997) define professionalism as character, spirit and practices of human beings that distinguishes them from those of amateurs. Mans (2015) regard professionalism as a core value that ensures that people become committed to a particular profession hence adhere to the ethos enshrined in the profession. Professionalism can be shown in various ways and it encompasses both attitudes and behaviour (Graham, 2015). He goes on to emphasise that for teachers, professionalism goes beyond the classroom. It covers different characteristics such as proper communication with parents, working harmoniously with co-workers and being exemplary role models to the learners.

According to Deacon (2012) professionalism distinguishes teaching from other professions. Teaching is considered a formal profession which not only focuses on the pedagogy of teaching and learning but also demands a certain level of professional training. However, Liwane-Mazengwe (2012) highlights that a number of problems in teaching taint the profession. , Chief among these problems are the poor discipline of teachers and low levels of accountability. In order to restore professionalism in education, it should be regarded as an essential service to prevent teachers from striking during the working hours.

Kumar (2018) emphasises that every profession has its own ethical code of conduct which is designed to guide the behaviour of each member. The teaching profession distinguishes itself from other professions and occupations because of the conduct attached to it (Kumar, 2018). Rubie-Davies (2010) adds that teachers are expected to show a high level of professionalism, integrity, respect and honesty. These characteristics are vital for teachers because their duties involve having a close interaction with the learners whether they are at school or away from it. Schools should promote intellectual freedom and tolerance. This can be achieved when teachers strengthen the learners' moral and personal characters not only by teaching them the principles but also by showing personal examples (Gluchmannova, 2015).

The management of teachers in schools goes beyond just making sure that teachers do their work. Teacher management also entails ensuring that teachers deliver the best education possible (Mulkeen & Chen, 2008). In the case of a teacher being absent from school, or having misbehaved in any way, a complaint from the related principal can be passed to the school management board (Mulkeen& Chen, 2008). Principals take such steps because they are the highest form of authority found daily in schools. Under section 21 (g) of the Education Act 2010, principals in Lesotho are tasked with the responsibility to discipline teachers in their schools. In addition section 21 (h) of the same Act emphasises that principals are the ones who have to shoulder all the issues pertaining to discipline in schools. Section 41 (2) of the Teaching Service Regulations 2002 Lesotho Government (2002) provides different misconducts which can lead a teacher to be charged in Lesotho. Some of those reasons include a teacher's refusal to comply with the given regulations, disclosure of confidential information, engagement in any criminal activities.

2.5   THE CONCEPT OF ETHICAL LEADERSHIP

Leaders have an important responsibility within their organisations to ensure that the goals are achieved; this they attain through allowing their employees to convey their views and ideas (Bhatti, Bhatti, Rassol & Su, 2020). Different leadership styles have different impacts on employees. However, ethical leadership is unique in that ethical leaders extend ethical standards in accordance with their moral beliefs. (Bhatti et al., 2020). When defining ethical leadership, Bhatti et al. (2020) show that it is a skilful process of influencing people through principles,

values and beliefs that are encored on what is believed to be the right behaviour that ethical leadership is beneficial in that it helps employees to make their own careful decisions and open up communication channels between the employer and the employees. This empowers the employees to becoming more willing to share knowledge when working in stressful workplaces.

According to Komives, Lucas and McMahon (1998), ethical leaders nurture the employees to be fully aware of their needs, values and purposes which are then integrated with the leader's own needs, values and purposes. This makes the leaders to show respect to the employees as worthy human beings and it is in line with Immanuel Kant's (1724-1804) argument that it is the duty of all people to treat others with respect. Of the various approaches to leadership, ethical leadership focuses attention on the importance of an ethical code of conduct which is achieved through the promotion of normative appropriate behaviour among the members of an organisation, hence the promotion of respect.

2.5.1   The role of principals in ethical leadership

By virtue of being the most senior teachers in schools, principals have many responsibilities to fulfil in the management of schools (Westman, 2010). They are tasked with the management of school resources, management of teachers and, in most cases, they have learners to teach. It is evident therefore that principals play a pivotal role in ensuring that schools reach their goals through excellent performance of teachers. However, unethical behaviour of teachers is rampant and principals find themselves forced to use their position of power to control it.

The leaders' characteristics have a direct effect on the enhancement of overall ethics in schools (Katranci, Sungu, & Saglam, 2015). Moreover, different leadership skills help to intensify the ability of a school leader to creating an ethical atmosphere in the school setting. Katranci et al. (2015) point out that school leadership is a kind of ability for principals to inspire teachers toward achieving a common goal. As leaders of the schools, principals have ethical responsibilities which are vital for the success of their school. This is because such principals make true decisions that reflect their interests and goals (Katranci, et al., 2015). Katranci et al. (2015) go on to show that ethical leadership is generally associated with dimensions of vision, values and virtues. This is why ethical leadership has to do with some unpredictable situations

such as creating ethical awareness in schools, granting some responsibilities to teachers, taking up participatory and democratic administration, as well as the creation of a positive environment in schools that leads to honest and reliable teachers.

According to Betweli (2020), principals use several strategies to control teachers' behaviour. The most frequently used strategies include warnings, inspection of teachers' work, the use of teachers' attendance registers, school disciplinary committees, guidance and counselling and reporting cases to higher authorities. Betweli (2020) adds that the principals' attempts to control teachers' behaviour are hindered by many challenges. Such challenges include lack of cooperation from education officers, lack of power to take decisive sanctions against teachers and lack of teacher commitment to their work.

In a study carried out by Laska (2016), it was noted that teachers' performance should be evaluated from time to time. The evaluation of teachers will not only help to identify inactive and non-professional teachers but it will also help with the effective management of teachers. Monitoring and evaluation of teachers' work is one of the most crucial duties done by school inspectors and school principals (Westman, 2010). Classroom observation is a basic strategy for professional development that can be used by principals to monitor teachers' work (Laska, 2016). When principals constantly evaluate teachers' work, ethical behaviour will be promoted and teachers will do their work honestly.

Cillier, Kasirye, Leaver, Serneels and Zeitlin (2014) in their study conducted in Uganda noted that teacher absenteeism was high in rural areas where transport costs and limited inspection budgets hindered active oversight by school inspectors. Cillier et al. (2014) suggest that in order to reform unethical teachers' behaviour there should be an introduction of a monitoring scheme combined with bonus payouts for teachers. They propose that the work of monitoring teachers should be done by principals because that would be more cost effective than the use of cameras or punch cards. Information about teacher attendance is readily available for principals in the form of daily teacher registration.

Ethical issues make part of everyday life in schools. They frequently arise when decisions about doing the right thing or saying the correct thing have to be made (Kocabus & Karakose, 2009). The principal is the one responsible for managing all the activities in the school. Therefore principals have to integrate their management skills with codes of ethics by which all members of the school have to abide. Eranil and Ozbilen (2017) point out those principals who show ethical leadership are able to develop a school environment that is based on ethical values by reinforcing ethical behaviour. Kocabus and Karakose (2009) observe that the principal is the main promoter of values and standards that are aimed at ensuring that everything and everyone within the school functions based on the highest possible ethical standards. These schools of thought are also in line with Mayer, Aquino, Greenbaum & Kuenzi (2012) who conclude that ethical leadership is vital to ensuring that ethical conduct is adhered to within an organisation.

Omaali, Nabukeera and Ejuu (2021) recommend that instructional supervision by the principals significantly improves teachers' professional conduct hence improvement of the learners' performance. They define instructional supervision as the principal's ability to delegate some of their roles to teachers to promote involvement in their work. They go on to show that learner performance improves when there are quality teachers whose effectiveness is closely influenced by instructional supervision by principals. They lastly recommend that instructional supervision be used by principals to help teachers to effectively do their work. This study therefore examined the principals' role in promoting ethical behaviour among primary school teachers in the Mafeteng District.

2.5.2   The role of teachers in ethical leadership

According to Day and Sammons (2014) teachers are regarded as the most important elements in any school and in any effective teaching and learning situation meant to foster school improvement. Lowery-Moore, Latimor and Vilate (2016) highlight that valuing teachers and providing platforms for their leadership roles can have a tremendous impact on pedagogical changes. This is because the only leadership that can truly make any difference in schools is that of teachers for they alone have the knowledge of the day to day problems which arise in schools and what it takes to overcome them. Lowery-Moore et al. (2016) also note that high learner

achievement is mainly found in schools that value input from all stakeholders, including teachers.

As ethical leaders, teachers lead within and beyond their classroom walls. They are able to influence others towards ethical educational practices. They place the learners' academic work as their main goal and work tirelessly to improve learner achievement (Day & Sammons, 2014). On the other hand, Toytok and Kapusuzoglu (2015) add that teacher leaders work together with other teachers to advocate for successful school improvement efforts through professional development and by accepting a shared vision and values. Teacher leaders portray serious leadership by being approachable and by sharing their ideas and time. They support colleagues and learners. They do this by closely listening to what others say and by taking note of nonverbal cues that show distress, anxiety or fear. This enables them to empathise with other people and thus be in a position to provide some flexibility and accommodation when necessary (Toytok & Kapusuzoglu, 2015).

Teacher leaders sincerely care about others. It is their caring about others that puts them in a position to form strong and positive relationships. They model (for others) the values that they embrace (Lowery-Moore et al., 2016). Teacher leaders are expected to have integrity and honesty. They abide by the professional ethics. They are also expected to understand that teaching and leadership are linked to human intent. In the case of a school, human intent revolves around ethical academic standards which are essential for learner performance. When teachers take up the role of ethical leaders they take care to establish and maintain positive relationships with the learners. They can teach ethical values and develop their own ethical characters simultaneously.

2.6   TEACHERS' MISCONDUCT

For schools to achieve their goals, teachers must be disciplined and committed to their work (Ekpo & Bassey, 2011). It is therefore vital for scholars to understand what causes teachers to misbehave, the types of teacher misbehaviour, the consequences of teachers' misbehaviour and which strategies can best be employed to correct teachers' unwanted behaviour.

2.6.1   Types of teachers' misconduct

In a study conducted by Ndungu in Kenya, it was revealed that there are different forms of teacher indiscipline that vary based on situations. The study revealed that the most common indiscipline cases among the teaching staff were missing classes, failure to go to school and failure to seek permission from the school principal, absconding duties and refusal to obey the seniors (Ndungu, 2017). Teacher misconduct is a cause for great concern in both rural and urban schools of Tanzania (Betweli, 2013). Among the cases of teacher misconduct the following were recorded in Betweli's study: absenteeism, drunkenness at work, sexual abuse, drug abuse and unethical dressing. In the same country a study conducted by Mfaume and Bilinga (2017) also unveiled that absenteeism, abusive and violent behaviour and sexual abuse were prevalent forms of unprofessional teacher conduct in schools.

A study carried out in Kenya revealed that various forms of teacher misconduct were experienced in the Nyando District. They included going to school late, absenteeism, alcoholism, negligence of duty, financial mismanagement, corporal punishment and desertion of duty (Ngoma & Simatwa, 2013). Betweli (2020) adds that the most common teacher misconduct included sexual abuse, corruption, private tutoring, improper dress code, drunkenness and violent and abusive conduct.

2.6.2   Causes of teachers' misconduct

The quality of education of a country greatly depends on the state of teachers' ethical behaviour (Idris, Hassan, Ya'acob, Gill, & Aziah, 2012). Teachers play the main role in ensuring that educational objectives are reached. Therefore the cases of unethical behaviour among teachers impact negatively on teaching and learning (Idris et al., 2012). Ekpo and Bassey (2011) also emphasise that for a school to achieve its goals, teachers should be well disciplined and fully committed to their duties. Ndungu (2017) finds that successful schools have disciplined teachers. Such schools have good human relations influenced by teachers and the school management. Teachers who trust the management of the school (principal) and have good working relations with the principal are more likely to be motivated and committed to their school work (Ndungu, 2017).

According to Ndungu (2017), the main causes of teacher indiscipline include poor teacher training, poor salaries, poor relationships between teachers and the school management, mismanagement of disciplinary cases against teachers by principals and education officers, insufficient supervision, improper placement of teachers and irregularities in teacher promotion. Ngoma and Simatwa (2013) found that teacher misconduct was influenced by the working environment, teacher background, teacher character and school leadership.

A study conducted by Betweli (2013) in Tanzania categorised the causes of unethical behaviour by teachers into economic, social, managerial and educational. The study pointed out that poor economic factors and low salaries were among the major causes of teachers' neglect of duties and focus on private activities aimed at supplementing their income. The social factors include poor housing, poor social services around schools; these factors force teachers to reside far from their workplaces. Some teachers find themselves residing near night clubs which tempt them into drunkenness. Betweli (2013) highlights that the absence of regular school visits by school inspectors and the teachers' service department, officials has negatively affected teachers' morale and commitment towards their work. Educational factors relate to inadequate professional knowledge among some teachers. This situation came about because teachers were fast tracked through training colleges as there was a shortage of teachers. Such teachers fail to maintain ethical behaviour and end up with misconduct such as dressing indecently, drug abuse, sexual misconduct and drunkenness.

2.6.3   Consequences of teachers' misconduct

When teachers violate their code of conduct they should be held liable because that affects the learners academically, mentally and emotionally. Some unethical behaviour displayed by teachers can affect learners even outside school settings as learners may end up mimicking teachers' misconducts (Bukenya, 2012). Teacher misconduct affects their performance and impacts on the quality of education (Betweli, 2013).

According to Bernard and Marina (2014) teacher misconduct undermines the academic performance of the learners, mainly female learners, through teacher sexual abuse. Mampane (2013) highlighted that the main effects of teacher absenteeism in South Africa was lack of

learner discipline, chaos, disruption in classrooms and increase of poor relationships among the teachers.

2.6.4 Strategies for curbing teachers' misconduct

Numerous strategies have been proposed in the literature about the promotion of ethical behaviour among teachers. Nkondo (2017) suggests that supervising teachers, promoting staff development and rewarding good performance are some of the strategies used in South Africa to promote ethical behaviour among teachers. Chirwa (2014) points out that most teachers view both supervision and inspection negatively because teachers perceive them as judgemental. They are anxious after being evaluated.

In some cases teachers who behaved unethically are disciplined by principals. Benson (2011) reports that in Uganda teachers who behaved unethically were given verbal and written warning by principals. However, if such teachers continue with their unacceptable behaviour, a formal warning would be given by the schools inspector; finally the issue would be passed to the district service commission for a final action to be taken. When different avenues have failed in managing teachers' behaviour, some principal resort to making recommendations that such teachers be transferred (Benson, 2011). Teacher transfer happens when a concerned teacher is removed from one school by the education authority and placed in another. However, Noor, Ishaque, Memon and Lodhi (2012) are against such a solution. They point out that transfer of a teacher does not address the undesirable behaviour. Therefore the problematic behaviour is bound to resurface at some point in time and continues to impede the teacher's performance.

One other strategy for promoting ethical behaviour among teachers is the screening of teachers during the hiring process. This is supported by Moulden, Firestone, Kingston and Wexler (2010) who propose that background criminal checks of teachers before they are hired may reduce the problem of unethical behaviour. This idea is supported by Jacob, Rockoff, Taylor, Lindy and Rosen (2016) who add that a careful selection of more effective candidates among the job applicants may be a highly cost-effective way of promoting teacher ethics.

Out of all the strategies of promoting ethical behaviour, professional development remains the one that is most effective (Mitkovska, 2010). Mitkovska (2010) adds that teacher professional development is of great importance especially for new teachers who are overwhelmed with unfamiliar situations such as classroom management, parent relations and interaction with other teachers. If such teachers are not guided well, they may develop counter-productive behaviour. Hammond, Hyler and Gardner (2017) point out that some professional development strategies may appear ineffective in promoting ethical behaviour among the teachers.

2.7   CONCLUSION

Any leader can behave ethically and create an ethical organisation. To achieve this takes time, staff involvement and commitment to build organisations with ethical behaviour at their core. Principals have the key role in managing schools where they are the main decision makers. The principals have to ensure that all the teachers behave ethically at all times to promote good learners' performance. Managing teacher misconduct requires principals to have a clear understanding of all the requirements entailed for each misconduct case. Principals also have to follow the guidance provided in the legislation documents such as the Education Act, the Codes of Good Practice and the Teaching Service Regulations. The legislation provided should be used in a constant and fair manner to improve teacher behaviour and to ensure that learners are not impacted negatively by teacher misconduct.

It is also vital that whenever teachers are charged with misconduct there is fairness and caution not to disrupt learning. This chapter has presented the literature related to ethical behaviour of teachers. Focus was also placed on discipline as an action taken by principals to enforce educational standards and the achievement of school objectives. The chapter also discussed the causes of teachers' misconduct, the forms of misconduct as well as the strategies used by the principals to curb such misconduct. The literature has shown that there are different forms of teacher misconduct such as sexual abuse, drug abuse and absenteeism. The literature has also shown that teachers are involved in acts of misconduct for a number of reasons such as poor salaries, poor pre-service training and lack of monitoring by those in authority.   The role played by the principals in promoting ethical behaviour among the teachers has rarely been studied hence the need for the current research.

CHAPTER 3
RESEARCH DESIGN AND METHODOLOGY

3.1   INTRODUCTION

The literature presented in the previous chapter indicates that teachers' misconduct occurs in various forms because of different reasons. Principals have a duty to manage misconduct in the schools (Westman, 2010). This responsibility is very demanding but if properly administered through the right and fair procedures, it would be helpful for managerial efficiency and sound working professional relationships between principals and teachers (Westman, 2010). This chapter focused on the research design and methodology. Data collection and analysis methods are also discussed. The chapter further presents ethical considerations and trustworthiness of the research.

3.2   RESEARCH DESIGN AND METHODOLOGY

Research design is an overall plan for a study which provides the general framework for data collection and analysis (Creswell, 2009). The plan helps the researcher to select the subjects, the research sites and the data collection procedure to answer the research questions. Kumar (2011) concurs that the research design is a laid out plan by a researcher to indicate the approaches and strategies of investigation for the purpose of obtaining related data aimed at the fulfilment of research objectives and answering the set research questions. Walliman (2011 a) highlights that most importantly a research design works as a strategic framework for action as it serves as a bridge between research questions and the completion of the research strategy. The following are the research paradigm and research approaches which were used in the study.

3.2.1   Research paradigm

Kivunja and Kuyini (2017) note that the word paradigm is used to describe a researcher's view point of the world. It refers to the perspective or school of thought that informs the meaning or interpretation of data during a research study. They go on to show that a research paradigm directly reflects the researcher's beliefs about the world that surrounds him/her. Various paradigms have been proposed by researchers. However, Candy (1989) indicates that a research paradigm can be classified into three main categories, namely: positivist, interpretivist and

critical paradigms. This leads researchers to approach research studies with a lot of interconnecting and often opposing philosophical assumptions and standpoints.

Creswell (2013) notes that a research paradigm process starts with a philosophical assumption made by the researcher when trying to decide to undertake a study. The way in which researchers write and conduct their studies is informed by their world views, paradigms or sets of beliefs relating to the study. This research was anchored within the interpretivist paradigm. The interpretivist paradigm which is also called the constructivist paradigm is mainly about understanding the world of human experience subjectively (Pulla & Carter, 2018). This paradigm endeavours to understand what is studied through the mindset of the participant. In this approach the researcher tries to understand and interpret the thoughts and meaning that the participants make of the situation being studied. Moreover, Goran (2012) emphasises that in the interpretivist paradigm every avenue is taken to try to understand the viewpoint of the participant rather than the viewpoint of the researcher. The main emphases here are on trying to understand the participants and their interpretation of the world that surrounds them. Hence the main doctrine held by the interpretivist paradigm is that reality is socially constructed.

3.2.2   Research approach

There are two broad approaches that are usually adopted by researchers to gather data, namely qualitative and quantitative approaches. In this study, a qualitative approach was adopted. This choice was influenced by the realization that qualitative research endeavours to understand people and the social and cultural context within which they exist (Walliman, 2011 b). Wilson and Abibulayeva (2017) add that qualitative approach acknowledges that research participants and researchers are meaning makers. Since the qualitative approach aims to appreciate people in their natural setting, the researcher found it appropriate as the interaction with the participants during data collection assisted the researcher to construct an in-depth understanding of the situation being investigated from the perspectives of the participants. Thanh and Thanh (2015) also state that qualitative research is used to explore and to understand the meaning that people attribute to social problems. This is why scholars opt for qualitative methods in order to understand experiences of learners, teachers and principals in educational research in educational research.

By using the qualitative approach, the researcher was able to interact with the participants and to ask the questions that helped to fully understand the phenomenon being studied. The selected participants were useful for the study. This approach is underscored by Thanh and Thanh (2015) who attest that when using the qualitative approach, researchers take an interactive role in the research. This helps them to understand the participants and their environment. Researchers also ask broad questions which are designed to explore, interpret and understand the situation being studied. Qualitative research was therefore the best approach for the intent of the present research to gather information on the role played by principals in promoting ethical behaviour among school teachers. It enabled the researcher to ask the participants broad questions which led the researcher to better understand the situation being studied.

3.3   DATA COLLECTION

Data collection is the process of gathering the required data from the selected participants in a research study (Kumar, 2011). It also refers to the precise, systematic gathering of information related to the research problem through the methods such as interviews, participant observations, focus group discussions and case histories (Kumar, 2011). The choice of methods and instructions to use when collecting data depend on a number of issues such as the type of investigation, the objective of the study, financial resources, availability of time and the degree of accuracy aimed for (Creswell, 2013). The research questions guide the researcher about which data collection tool to use. For this study, data was collected through qualitative questionnaires and semi-structured interviews.

3.3.1   Qualitative data questionnaires

This study used qualitative research questionnaires as other data collection instruments because they allowed the researcher to reach out to a lot of participants within a short period and they were also cost effective. According to Kothari (2004) questionnaires are helpful data collection tools because they are not only easy to administer but they also gather specifically necessary data. Moreover questionnaires allow the participants the opportunity to gather information without undue influence of the interviewer as they are completed privately.

3.3.2 Semi-structured interviews

Semi-structured interviews provide research participants with the freedom to fully describe their experiences. This method of data collection was selected to allow the research participants the opportunity to share their own stories in their own words instead of being forced to conform to pre-established lines of thinking preconceived by the researcher (Kumar, 2011). Semi-structured interviews are also considered to be the best way to explore and gather experiential narrative material that may serve as a resource for developing a rich and in-depth understanding of a human phenomenon (Walliman, 2011 b). An audio-recorder was used to capture the interviews. It later helped with the transcription and analysis. This helped the researcher focus on what is being said during interviews rather than focus on note taking.

3.4 POPULATION

Walliman (2011 b) defines population as a set of objects or people who are the main focus of the research study and whom the researcher intended to focus on. This population of this study consisted of three principals and twenty-one teachers from three different primary schools in the Mafeteng district.

3.4.1 Participants' selection

The purposive sample selection procedure was used to select both the schools and the participant principals and assistant teachers in this study. Maree (2007) explains that purposive participants' selection is used to achieve a specific purpose. Wilson and Abibulayeva (2017) state that purposive participants' selection refers to the selection of the sites or participants that best help the researcher to understand the problem at hand. A researcher purposively selects the participants thought to be resourceful to provide the required information or data that fulfil the purpose of the study. In this study purposive participants' selection was used to select the participants who are knowledgeable about the issue in question, because of their involvement in their situation and experience of the situation. Data was collected from three primary schools in the Matelile area. The participants comprised three principals (one per school) and twenty-one teachers (seven per school).

3.5   DATA ANALYSIS

According to Creswell (2013), data analysis is the process used by a researcher to understand or gain more insight about the situation being researched. The researcher describes what he/she has learnt from the study. For the purpose of this study, data was analysed thematically. This was used to examine the data closely and to identify common themes, ideas and patterns. Neuendorf (2019) finds that a thematic analysis helps researchers to examine different perspectives of the participants and then highlight the similarities and differences. Since the researcher audio-recorded the interviews, the information was transcribed verbatim immediately after each interview. The data from both interviews and qualitative questionnaires was then classified into different inductive categories which had the essential features of the phenomenon that was being studied.

3.6   INTEGRITY OF THE STUDY

Researchers have a duty to act ethically and to ensure that a particular level of integrity is adhered to (Wilson & Abibulayeva, 2017). For this study, integrity was ensured by paying attention to ethical issues and trustworthiness.

3.6.1   Ethical consideration

Walliman (2011 b) finds that a researcher should treat research participants with due ethical consideration, in the way participants are selected, how they are dealt with and how the researcher uses the information they provide. To begin with, the researcher sought permission from the principals of the selected schools (prior to conducting the research study) to collect the data. The researcher also ensured that the information shared by the participants was not divulged to anyone. The participants were not forced to take part in the study but they were asked to give their consent before taking part in the study. These were done in line with Kumar (2011) who emphasises that a researcher has to focus on ethical issues, mainly from the participants' viewpoint, to avoid any potential harm. Caution was also taken not to use any offensive or discriminatory language during data collection as well as in reporting the findings.

3.6.1.1   Informed consent

According to Weinbaum, Landree, Blumenthal, Piquado and Gutierrez (2019), informed consent is a mechanism used by researchers to make sure that participants understand what they are getting themselves into and so that the participants can decide in a mindful and deliberate way whether they want to participate in the study of not. To promote informed consent, the researcher informed all the participants that taking part in the study was completely voluntary and that their decline to participate would not result in any negative consequences. The researcher also personally delivered and administered the qualitative questionnaires and semi-structured interviews in order to clarify any ambiguous items on the qualitative questionnaires and during the semi-structured interviews.

3.6.1.2   Confidentiality and anonymity

According to Trochim (2001) confidentiality and anonymity are two essential standards that protect the privacy of research participants. Weinbaum et al. (2019) note that confidentiality refers to the participants' understanding and agreement to the ways in which identifiable information was stored and shared during the study while anonymity means research participants remain nameless. To achieve confidentiality and anonymity, the researcher assured the participants that their names and those of their schools would be dealt with in the strictest confidence. This was achieved by not asking the participants information that could be traced back to them or their schools. The researcher also used nom de plume such as teacher 1 or teacher 2 and school A or school B to maintain anonymity.

3.6.1.3   Beneficence

Beneficence is an important concept in research ethics. It requires researchers to bear the welfare of participants in mind when conducting a study. This means that a researcher's study should not do any harm to both the research participants and the society (Weinbaum et al, 2019). To ensure beneficence, the researcher explained the purpose of the study to the participants so that they could see that no harm would be done to them during the study. The participants were also enlightened on how to provide quality education that inculcates good values among the learners. Both the teachers and the principals were guided to choose from within an ethical decision-making framework whenever they were confronted with any challenges in the workplace.

3.7 MEASURES OF TRUSTWORTHINESS

Trustworthiness is defined as the believability of the findings of a research study. It refers to what was done by the researcher when designing, carrying out and finally reporting research findings to ensure credibility (Cohen, Manion, & Morrison, 2007). Creswell (2009) asserts that trustworthiness is the affirmation that the information provided in a report is accurate and sincere. The researcher accomplished this by considering the following components of trustworthiness: credibility, dependability, transferability and confirmability.

3.7.1 Credibility

Korstjens and Moser (2018) define credibility as the confidence that can be attached to the truth of the research findings. Credibility is used to determine whether the findings represent plausible information derived from the participants' original data and directly represents the participants; views. Credibility is explained as the degree to which the study measures or tests what is actually intended (Kennedy-Clark, 2012). Lemon and Hayes (2020) mention that credibility is the true value derived from an in-depth exploration of experiences as they are given by the participants. This means that credibility is about the truth as it is derived from participants' lived experiences which are unique realities that cannot be regarded as universal truths. To achieve credibility, the principals were asked to give concrete examples to help the researcher validate their information. Introductory school visits were made to establish a rapport between the researcher and the principals (participants). Lastly direct quotations were used to capture what was said by the participants.

3.7.2 Dependability

Dependability entails the evaluation of the findings, the interpretation and the recommendations of the study in such a manner that all are backed by the data as received from the participants (Korstjens & Moser, 2018). Lemon and Hayes (2020) point out that dependability helps to assert that the research findings are unique to a particular time and place and that consistency is maintained across the data. To ensure dependability, the researcher provided a complete set of

notes on decisions made during the research process to allow future researchers to repeat the work.

3.7.3   Transferability

Transferability refers to the extent to which qualitative research findings can be transferred to other contexts or settings with other participants. The researcher ensures the transferability of the findings by using thick descriptions (Korstjens & Moser, 2018). According to Lemon and Hayes (2020) transferability is concerned with the degree to which research findings can apply to other contexts and settings. To ensure transferability the researcher provided a rich description of where the research was carried out, its setting, the sample, the sample size and the questionnaire and interview procedures. These were done to help any reader to make the transferability judgement on their own when reading the study report.

3.7.4   Confirmability

Korstjens and Moser (2018) describe confirmability as the extent to which the research findings can be verified by other researchers. This is done to ensure that the findings are not figments of the researcher's imagination but rather are clearly derived from the data. Lemon and Hayes (2020) see confirmability as getting to the objectivity of the phenomenon being studied and addressing   whether the interpretations and findings are derived from the participants' experiences and do not include any form of bias on the part of the researcher. To ensure confirmability, the interpretation of the collected data was grounded strictly in the collected data and not based on the researcher's particular preferences and viewpoints.

3.7.5   Researcher's position

Holmes (2020) defines the researcher's position as a person's world view and with the position that they adopt when conducting a research study. One's world view concerns their ontological assumptions, their epistemological assumptions and their assumptions about the human nature. Holmes (2020) goes on to show that the researcher's position, which he also calls positionality, projects the position which the researcher leans towards while conducting their study. This influences not only how the research is conducted but also the outcomes of the research study.

The focus of this study was to identify the roles played by school principals in promoting the teachers' ethical behaviour. The study took place in the Mafeteng district in Lesotho. Three primary schools were selected to take part in the study. I teach in one of the primary schools in Mafeteng district and I have read on social media, in newspapers and witnessed cases of teacher misbehaviour in schools. However I ensured that I did not impose my values and opinions on the participants during the administration of the qualitative research questionnaires and semi-structured interviews. I put aside my understanding of the subject under investigation and paid attention to what was said by the participants. This is based on Berger's (2015) advice that researchers have to understand their role and should monitor their biases, beliefs and personal experiences on what is being studied. These enhance the credibility of their study because the researcher's values, beliefs, knowledge and biases are accounted for.

3.8   REALITIES OF FIELD WORK

Realities of field work allow a researcher to reflect on the gained first-hand experience about how the data collection process unfolded. This study involved three primary schools in the Mafeteng district within the Matelile area. The collection of data started in November when schools were preparing to write examinations, before closing for the Christmas holidays. This brought a few challenges as I could not get enough time to leave work to collect data.   In addition, teachers and principals were busy preparing for the end of the year examinations.

I visited the three schools to set convenient times to leave the questionnaires and to conduct the interviews. I firstly set the dates to meet teachers from the three schools, explained the purpose of the study and asked for their permission to give the questionnaires to the teachers. Upon receiving consent from the teachers, the questionnaires were left with the teachers to complete at their convenient time and they were collected after a week. I was not given an opportunity to talk to individual teachers about my study but I was afforded a chance to address them all at once as they were busy with their work. A request was made by teachers to have the questionnaire questions translated to Sesotho. This translation was done and the questions were sent immediately through WhatsApp to one teacher who distributed the questions to others.

Lastly when I went to collect the questionnaires I set dates to hold the interview sessions with the principals and explained the importance of having the interviews recorded. However the principal from School A emphatically refused to be recorded, she went on to be hostile giving very short answers and she ate her food during the interview. Some teachers did not complete the questionnaire during the agreed time while others had misplaced them. I, therefore, had to travel to schools several times to collect late questionnaires and to give new questionnaires to replace the misplaced ones. The constant visits to the schools, especially to School A, resulted in teachers and the principal being very impatient with me. The challenges given above made the data collection process very challenging and costly.

3.9 CONCLUSION

This chapter discussed the research design and methodology that were used for the data collection and analysis. The study used the qualitative approach because it allowed researchers to interact with the participants. The chosen research design and methodology helped the researcher to understand the role played by the principals in promoting ethical behaviour among teachers. The chapter discussed which research paradigm were used, namely: the interpretivist paradigm. This paradigm was used because it helped the researcher to understand what was being studied from the view point of the principals and the teachers.

The chapter further discussed the population and the selection of the participants. The participants were purposively selected from three primary schools in the Matelile area. The chapter further explains how data was collected and analysed. To collect data, this study used qualitative research questionnaires and semi-structured interviews. The data was analysed thematically. Finally, the chapter highlighted issues concerning research ethics and how the researcher addressed those issues to protect the participants in the study.

CHAPTER 4

PRESENTATON OF THE FINDINGS

4.1   INTRODUCTION

The previous chapter focused on the research design and methodology that were adopted for the study. Data collection and data analysis methods were also discussed. The chapter further presented ethical considerations, trustworthiness of the research and the realities of fieldwork. The current chapter presents the findings of the study in relation to the principals' role in promoting ethical behaviour among primary school teachers. Data were collected through the use of qualitative questionnaires and semi-structured interviews where teachers and principals were asked to give their views and opinions on the topic under study.

4.2   SUMMARY OF THE DATA ANALYSIS PROCESS

Data analysis is a process that involves systematically arranging the findings in such a way that helps a researcher's understanding of the information and is able to present what they have learned to others (Ary, Jacobs & Sorensen, 2010). Data analysis is therefore seen as an action by the researcher to review the collected data and attempt to make sense out of what has been observed. For this study, the researcher began the data analysis process immediately after collecting the qualitative questionnaires from the teachers. The researcher incorporated what was learned from the qualitative questionnaires into the principals' interviews to obtain more detailed information from the principals. After completion of the data collection process (collecting the qualitative questionnaires and conducting the interviews) the data was broken down into themes and sub-themes to ensure that the objectives of the study were met.

Qualitative data analysis is a process that involves making sense of the collected data in relation to the participants' definitions of the prevailing situation, noting patterns, themes and regularities (Cohen et al., 2007). Cohen et al. add that during the qualitative data analysis, the researcher can describe, discover and generate themes from the collected data. As stated previously, the overarching aim of this study was to examine the principals' role in promoting ethical behaviour among primary school teachers in the Matelile area of the Mafeteng district. All the teachers

from the three schools were given qualitative questionnaires while the principals were interviewed. This chapter presents the findings of the study.

4.2.1 Description of the research site

Matelile is a small rural area situated in the Mafeteng district. The area is made up of a very small population of people from diverse walks of life. Teachers who work in this area come from within and outside the Matelile area. The teachers in Matelile area create a unique situation that may lead teachers to end up behaving unethically. The values held by teachers who are indigenous residents of Matelile and those of teachers who come from outside the area are bound to clash at some point thereby leading some teachers to behave unethically. The participating schools were strategically selected because of their high number of learners which leads to a high number of teachers.

4.2.2 Participants biographic details

The different biographical characteristics of the participants may impact on teachers' behaviour. Table 1 shows the biographical data of the participants in this study.

Table 2: Participants' biographic details

Participants	Number	Qualification				Age				Gender	
		LGCSE	Diploma	Degree	Postgraduate	18-29	30-49	50-59	60≤	M	F
Teachers	21	1	13	7	-	-	19	1	1	5	16
Principals	3	-	-	3	-	-	1	-	2	1	2

The study revealed a variation in terms of educational qualifications of the participants, the age and gender of both the principals and teachers from the selected primary schools in the Matelile area. These variations helped the researcher to answer the research questions. To protect the identity of both the principals and the teachers, codes were utilised. The principals from the three schools were labelled Principal A, Principal B and Principal C, based on the sequence in which the schools were visited. The teachers were allocated letters and numbers, where the letters denoted the school they belonged to while the number showed the number of teachers who

participated in the study. For instance Principal B denotes a principal from the second school that was visited and Teacher C4 denotes the fourth teacher from the third school that was visited.

4.3   THE FINDINGS

The data collected from the three schools showed that teachers and principals were not fully aware of legislative documents that guide teachers' behaviour in Lesotho. The data also showed that teachers and principals do not get training on issues pertaining to ethics. Teachers were said to be behaving unethically in various ways and principals used different strategies to control teachers' behaviour. Several factors lead teachers to misbehave and there is a need to involve several stakeholders to promote teachers' behaviour.

Table 3: Themes and sub-themes from the results

Themes	Sub-Themes
Availability of legislative documents	- Legislative documents owned by schools (principals) - Legislative documents owned by teachers
Training on ethics	- Internal training - External training
Prevalent unethical behaviour by teachers	- Missing work - Corporal punishment - Use of vulgar language - Insults - Late coming - Hang-over - Loafing - Leaving school premises - Teachers' visits to each other during lesson times
Causes of teacher misconduct	- Systemic factors - Personal factors - School climate factors

	- Environmental factors
Managing teacher misconduct	- Giving advice
	- Verbal warning
	- Disciplinary meeting
	- School board's intervention
Principals' experiences in managing teachers' misconduct	- Positive experiences
	- Negative experiences
Strategies for promotion of ethical behaviour	- Principal's strategies
	- Strategies of the Minister of Education and Training.

4.3.1 Availability of legislative documents

An attempt was made to find out which legislative documents were available in the school offices and which ones were owned personally by teachers. Teachers were asked to indicate the different legislative documents that they owned and which ones were available in their schools. During the semi-structured interviews, the principals were also asked to give the legislative documents that were found in their school office and those that were owned by teachers in their schools. The following sub-themes emerged.

4.3.1.1 Legislative documents owned by schools (principals)

Teachers and principals were asked to note which legislative documents were available in the three schools. The aim was to identify whether teachers were aware of the legislative documents available in their school offices.

Teachers' responses

Teachers from the three schools were asked to indicate in the qualitative questionnaires the educational legislative documents that their schools had. Most teachers showed that their schools had copies of the Education Act 2010. Teacher C2, Teacher A2 and Teacher B3 explained that their schools had the copies of Education Act 2010. Teacher C2 said, the "*legislative document that are used in my school to guide teachers' behaviour include: clock-book, movement book, logbook and Education act 2010."* Teacher A2 added *"The Education Act 2010."* In addition,

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Teacher B3 indicated that School B had *"Education Act 2010, education law and professional ethics."*

The study found that there was no transparency in schools regarding the documents that were available. Teachers and principals did not have time for meetings or training to discuss relevant legislative documents to ensure that teachers knew what was expected of them as they did their work.

Principals' responses

During the semi-structured interviews, the principals from the three schools were asked to name the educational legislative documents they had in their offices which assisted in controlling teachers' behaviour. The study found that the principals had the Education Act 2010 and Codes of Good Practice 2011. Principal A reported "*I have two documents in the office being the one about codes and the Education Act 2010,"* while Principal B said "*Yes I have some documents, there is this one called Good Practice and the one that was issued in 2010"*. Principal C corroborated thus "*We have a book called Code of Practices and another one on the Laws of 2010"*.

The findings show that principals are not fully aware of all three legislative documents that guide teachers' behaviour in Lesotho, as none of them   mentioned the Teaching Service Regulations 2002 as one of the legislative documents in their schools. The inadequate knowledge of documents that guide teachers' behaviour by the principals may hinder them from fully and effectively managing teachers' behaviour.

4.3.1.2   Legislative documents owned by teachers

Teachers and principals were again asked to note which legislative documents were personally owned by teachers. The aim was to identify whether teachers owned legislative documents and whether principals knew about them.

Teachers' responses

Teachers were asked to list the legislative documents that they personally owned. The study found that most of them did not have any legislative documents. The responses were as follows: Teacher C2: "*I do not own any of the legislative documents that guide teachers' behaviour in Lesotho,*" while Teacher A4 added: "*I don't have any*", and Teacher B2 also stipulated, "*I do not have any documents*".

Some teachers even gave the movement documents (clock documents) and the log documents as the legislative documents. This further illustrates some teachers' ignorance about legislative documents that guide their conduct. For example, Teacher C6 had this to say:

> *I know about the clock book and movement book, I think they also guide teachers' behaviour as they show their movement in and out of the school campus. For example, they show the time when the teacher arrived and the time when the teacher left the school, as well as the days when the teacher was absent from school.*

The foregoing findings show that, on the one hand, some of the teachers do not personally own any legislative documents while a few that did only had the Education Act 2010. As Teacher B5, a degree holder wrote; "*EDU ACT 2010*" and Teacher B1, also a degree holder from the same school, wrote; "*Educational Act 2010.*" and Teacher A5, also a degree holder, stated; "*Education Act 2010 deals with hiring of teachers and dismissing them under supervision of Education Act of 2010.*" When teachers do not own legislative documents, they do not know what is expected of them. The ignorance of the laws that guide teachers leads them to behave unethically unintentionally. The ignorance may also lead teachers to be exploited because they would not know what is legally required from them as they do their work.

However the findings suggest that there were a few teachers who personally owned legislative documents that guided teachers' behaviour. The teachers who owned these legislative documents had Bachelors' degrees while those who did not own legislative documents held Diplomas. It can be observed that teachers who further their studies are more enlightened about the laws that

guide teachers' conduct to the extent that they see the value of owning legislative documents that guide teachers in Lesotho. The few teachers that own some documents only have the Education Act 2010. This document seems to be popular among the teachers because it stipulates how teachers can be hired and dismissed.

Principals' responses

The principals were also asked to list the educational legal documents that they have in their schools. All of them from the three schools showed that they were not aware of the legal documents that were personally owned by teachers. Principal C acknowledged, "*I am not sure which documents teachers own, but upon my arrival in this school I was told that teachers have to buy such documents for themselves*". Principal B added, "*I have heard them talking about the Education law of 2010 but I really don't know who owns which book*".

It is noted from the findings that teachers and principals do not create time to get together to discuss legislative documents. This shows that within the schools, teachers and principals see themselves as two different and separate entities within one school. There is no collaboration between the principals and the teachers to ensure that both parties are knowledgeable on issues concerning educational legal documents.

The findings suggested that both teachers and principals are not fully aware of all the three legislative documents that guide teachers' behaviour in Lesotho. For example, none of the teachers or principals mentioned the Teaching Service Regulations 2002 as a document they know of or even own.

4.3.2 Training on teacher professional ethics

Teachers and principals from the three schools were asked to indicate whether they had had any training on issues concerning teachers' professional ethics. The interest was on whether teachers and principals had attended workshops and training on issues pertaining to teacher ethics. The findings yielded two sub-themes, namely: internal training and external training.

4.3.2.1 Internal training

The findings revealed that in schools there was no internal training on teacher professional ethics as none of the participants indicated that they had participated in such workshops within their schools.

Teachers' responses

Teachers showed that in their schools they never receive any form of training on ethics. Teacher B4 responded "*none*" to indicate that there has not been any form of training sessions in her school. Teacher A1 said, "*I haven't been to any teacher behaviour workshop.*" Teacher C6 also stated "*I have never been to any workshop or training since my arrival at this school.*" It can be concluded that schools in the Matelile area do not offer any training on ethics. Teachers never come together to talk about teacher ethical issues and the legal documents concerned.

Principals' responses

The principals showed that they did not hold any workshops on ethics in their schools. For instance, Principal A said, "*I have never been to a recent workshop therefore I have not held any training in my school*". Principal B pointed out, "*Since I came into this office I have not had a workshop in my school about ethics. However during our meetings I tell teachers to always remember what they are here for.*" In addition, Principal C stated, "*I am new in this office but I have never had a meeting where I talk to the teachers about ethics.*"

It can be concluded that principals have not had training on ethics. This leaves principals ill-equipped to deal with teachers' misconduct. Moreover, newly appointed acting principals are left without knowledge of the correct procedures to follow when dealing with teachers' misconduct.

4.3.2.2 External training

The study also sought to find out whether schools have had external training on issues pertaining to ethics. The study finds that the selected schools had not had any training from outside the schools. Both the teachers and the principals showed that they have not participated in any such training.

Teachers' responses

Teacher B5 stated that she once attended a workshop held by the Lesotho Association of Teachers (LAT) (one of the teachers' associations) a long time ago which included teacher ethics. In this regard Teacher B3 remembered vaguely that at the Lesotho College of Education they were taught about teacher ethics. The inadequate external training shows that teachers have not received training from the Minister of Education and Training or from any Non-Governmental Organisation (NGOs). The inadequate training of teachers may lead them to behave unethically, sometimes unaware. It also leaves principals powerless when managing teachers' behaviour.

Principals' responses

From what the participants said, it can be noted that there has not been outside training for both teachers and principals on issues pertaining to ethics in schools.
Principal A stated:

> *I have been to a workshop held by the Ministry of Education and Training at IBM. It was such a long time ago, I do not remember when it took place and I have forgotten some of the things that we were taught.*

Principal B reiterated:
> *I was once invited together with the school board to a workshop on ethics. However, the workshop never fully took place because it was interrupted by a strike. I cannot remember the details clearly because it happened a long time ago. From then until now such an opportunity has never been available.*

The findings show that principals have not had any training on ethics, be it from the Ministry of Education and Training or from any private organisations. The findings also indicate that the principals have not had any training on ethical issues from the teacher training institutions. This

lack of training leaves the principals, especially the newly appointed ones, in a place where they are not able to manage teachers' misconduct as they lack training themselves.

4.3.3 Prevalent unethical behaviour by teachers

The study sought to identify the forms of teacher misconduct that are prevalent in primary schools in the Matelile area. Teachers and principals were reluctant to give the forms of violations that they know of or have come across. However, those that opened up gave various forms of teacher misconducts that they have observed in their different schools. The following misconducts were derived from the data.

4.3.3.1 Missing work without permission (absenteeism)

The study indicates that teachers often missed work without permission due to various reasons including personal ones. The absence of a teacher from school affects the absent teacher; it may lead to a conflict between such a teacher, the principal and among other teachers. The principals have conflicts with teachers who often miss work; the principals have to maintain order in the schools. Some teachers have conflicts with teachers who absented themselves from school because they are over worked as they had to take over such teachers' duties.

During the interview, Principal A confirmed the above view as follows:

> *Currently, the teachers that are in my school conduct themselves well. However a long time ago there used to be a female teacher who used to regularly miss school without giving excuses.*

From the principal's statement it can be concluded that there are some cases of teachers who miss work without giving any reasons to the principals.

4.3.3.2 Corporal punishment

The findings also revealed that teachers used corporal punishment in schools as a form of learner discipline strategy despite it being prohibited in Lesotho schools. This was stated by Principal B who said:

Some teachers do behave in unethical ways. Some of them arrive late for work; administer corporal punishment and use vulgar language towards me when I try to warn them of their behaviour.

The use of corporal punishment by teachers is detrimental to the learners' performance since some learners abscond from school for fear of being lashed. The study also found that teachers hid that they used corporal punishment as none of them indicated its use in their qualitative questionnaires. The issue of corporal punishment was only expressed by the principals during the interviews.

4.3.3.3 Use of vulgar language

The findings further indicated that teachers used vulgar language mainly towards principals. Vulgar language was used when principals tried to rebuke teachers, so they retaliated by using foul languages. Principal B responded as follows during the interview:

"I often ask the teachers' representative to help me when teachers behave unethically. However this often results in me being insulted by an offending teacher in front of their representative."

The use of vulgar language is seen as a way of rebelling and disrespecting the person that is in the principals' position.

4.3.3.4 Insults

The use of insults towards the learners was noted as one of the forms of teacher misconduct. The findings illustrated that some teachers resorted to using insults towards them. Teachers use insults towards the learners who misbehaved in various ways while in school. The use of insults by teachers is seen as an alternative to using corporal punishment when dealing with the learners' misbehaviour. In confirming insults towards learners Teacher C6 who showed that *"some of the teachers use unacceptable words (sound not good) such as 'sethoto tooe' [you fool] towards learners."*

4.3.3.5 Late coming

The study finds that one of the examples of the teachers' misconduct is that of arriving late for work. As Teacher C3 noted, "*late coming is a common problem of teacher misconduct in my school.*" The late arrival by some teachers leads to the learners missing some of their time to be taught. In the Matelile area, late arrival at work by teachers is caused by the fact that some of them stay far away from their workplaces. The failure to adhere to arrival time by teachers in this area has also been made worse by the collapse of the Tsoaing Bridge which leads to Matelile. It forces teachers to use public transport which is often late.

4.3.3.6   Hangover
Some teachers went to work with a hangover. Principal C commented, *"So far since my arrival in this office, I have only encountered a problem with one teacher who often comes to work with a hangover and he ends up ineffective at work."* This behaviour was said to be bad. However, it was often noted that when teachers had a hangover they worked even harder to try to hide their worn-out state from their principals. Teachers resort to drinking because they do not have anyone to talk to about their problems. This was confirmed by Teacher C6 who said, "*I think teachers' drinking is personal and is a result of having no one to talk to.*"

4.3.3.7   Loafing
Teachers were seen to be loafing at work. Teachers A7 noted that "*some teachers take time talking to each other on Mondays after the assembly.*" It was noted that loafing took away teaching and learning time. Loafing on Monday morning was due to teachers having a lot to talk about concerning their weekend activities.

4.3.3.8   Leaving school premises
The study reveals that teachers sometimes left the school grounds to do personal things such as buying fat-cakes or meeting their visitors. As Principal B stated during the interview "*Some of them leave the school as they like, ntate. They tell no-one. This school is like their homes."* This leaving of school grounds is detrimental to the learners' performance as they were left unsupervised and got into mischief. It can also be harmful to the teachers themselves as they can be injured while off the school grounds. It may lead to the teachers' prolonged absenteeism from

work. The teachers who leave the school yard during the teaching time were those who lived relatively close to the school.

4.3.3.9 Teachers' visits during lesson times

One misconduct that emerged from the study is that teachers visited each other during class time. This was attested to by Teacher C6 who said, *"I once visited the next classroom during lessons/teaching hours, to ask for something."* The findings revealed that teachers did not visit each other for leisure but they did so when they needed work related materials or help. Nonetheless, this behaviour is still detrimental to learners as they are left unsupervised for some time and may cause them to get out of control, especially if they are left without any work to keep them occupied.

It can be concluded that teachers get involved in a variety of teacher misconduct. This makes the principals' work challenging as they spend most of their time and energy addressing such issues.

4.3.4 Causes of teacher misconduct

The study also sought to identify the reasons that lead to the teachers' misconduct. Teachers and principals were asked to give the causes of teacher misconduct. From what was said by teachers and principals the following sub-themes were derived: Administrative Factors, Personal Factors, School Climate Factors and Environmental Factors.

4.3.4.1 Systemic factors

Systemic factors are those that are beyond the teachers' and the principals' control. They can only be improved or changed by the Government of Lesotho through the Minister of Education and Training. Systemic factors affect teachers directly and they influence teachers' behaviour. Such factors include poor salaries, and a lack of regular workshops, authority figures (principals) in schools and the new integrated curriculum.

The teachers are forced to behave unethically in various ways because of the poor salaries that they receive. Teachers end up neglecting their core school duties and obligations and focus on

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private businesses to supplement their salaries. Teacher B7 indicated *"We leave work to go and sell things that help us to make some more money."* Teacher A7 stated, *"One teacher has a school bus business to make extra money."* Teacher B3 also stated, *"Poor appraisal for salary adjustment causes teachers to get involved into misconduct."*

Some teachers are forced into misconduct because of the limited amount of money they make from teaching. The low salaries lead teachers to find different ways of making extra money in order to cover their cost of living. The private businesses owned by teachers take most of their time and attention. Sometimes they leave work early or ignore their work and focus on their private businesses.

The findings also suggested that teachers get involved in some misconduct because of lack of regular workshops. Workshops provide teachers with various skills to use in their day-to-day activities. Principal B noted, *"My teachers have not been to a workshop on ethics."* Principal C also stated, *"Since I became the principal, none of my teachers have been invited to a workshop by the district education office."*

Based on the findings, it can be concluded that teachers do not get regular workshops to keep them abreast with the different ways of avoiding teacher misconduct. This situation leaves teachers with room to behave unethically as they are not familiar with teacher ethics.

It was revealed that authority figures are a cause of teacher misbehaviour. Authority figures refer to acting principals in primary schools. This means that acting principals' authority is not recognised and respected by some teachers. This leads such teachers to behave unethically. To attest to this statement, Principal B said:

> *In actual fact, I am not the principal in this school. I used to be the vice principal, so when the then principal retired I became the acting principal. As a result teachers disrespect me because I do not have the full authority that a substantive principal has. They end up asking me who I am when I try to call them to order about their behaviour.*

Principal C explained:

> *The figure that was feared in this school, that is the previous principal, has left; this has given teachers the leverage to behave as they like because there is no principal in the school. Being an acting principal has far too many challenges and leads to some teachers not listening to me.*

On the other hand, Principal A noted, "*When I talked to the teacher that left my school, she took things too personally and this affected the school negatively*".

From what the principals said, it can be noted that teachers behaved unethically because in schools, the majority of the principals were in an acting capacity, therefore they disrespected them. The acting principals in primary schools found it hard to control teachers' conduct not only because they disrespected them but also because they lacked the confidence needed to enforce good conduct in teachers at schools.

The findings showed that the new integrated curriculum led teachers to misbehave. Some of them were reluctant to be as innovative as the new integrated curriculum demands. This reluctance led to teachers' misconduct in the sense that they used old teaching methods and classroom management styles. Teacher A5 revealed, "*It is because of this integrated curriculum that teachers misbehave.*" Some primary school teachers continued to resist the changes brought by the new integrated curriculum. As a result, they found themselves behaving unethically by not following what the new curriculum demanded.

4.3.4.2   Personal factors

The personal factors that contribute to teachers' misconduct are those individual teachers' characteristics that influence their decision making and their general behaviour. Under this sub-theme the data revealed that having personal problems, laziness and taking things personally are the personal factors that influence teachers' conduct.

Teacher C6 wrote, "*I think teachers' excessive drinking is due to personal problems and having no one to talk to. Teacher A2 also stated that family problems also cause teachers' misconduct.*"

The findings show that teachers' personal problems at home have a way of negatively affecting their work at school. Teachers with personal problems are prone to misconduct as they try to balance their personal problems and the challenges that they come across at work.

The study also finds that, naturally, laziness leads teachers to behaving unethically. Teacher A5 noted, "*Some teachers are lazy*." Teachers have different characteristics which influence how they react to various situations. Principal B stated, "*I often ask the teachers' representative to handle teachers' misconduct. However this often results in me being insulted by an offending teacher in front of the rep.*" When principals try to talk to teachers about their conduct, some teachers lose their composure and take things personally. Sometimes this leads teachers to ignore doing the right things at work and follow their emotions which lead them to misconduct.

4.3.4.3   School climate factors

Another sub-theme relates to the school climate which is perceived to contribute to the teachers' misconduct. The school climate refers to the character and quality of the school life, including the relationships between all the members of the school. The school climate can influence a teacher's behaviour either negatively or positively. The school climate factors consist of favouritism and anger.

Favouritism by the principals was shown as one factor that causes the teachers to behave unethically. When the principals do not treat teachers equally, that leads to teachers' discontent. Teacher C1 noted, "*In my school some teachers are treated better than others because they are close to the principal.*" The findings are that the principals do not treat teachers equally for various reasons. This leads teachers to behave in negative ways during the discharge of their duties.

The issue of favouritism in schools leads to the next issue that causes teachers to misbehave, which is anger. Teachers C4 conceded "*I think some of the teachers' misconducts could be caused by anger.*" Teacher B7 also stated that "*The principal is close to one teacher. When that teacher behaves unethically other teachers take precedence.*" Due to their anger, teachers end up

doing things which they would not normally do if they were calm. The principals have a direct influence on teachers' anger which leads to them behaving unethically at work.

4.3.4.4 Environmental factors

Environmental factors relate to the physical location of the school and they have a direct influence on the teachers' conduct. The findings revealed issues such as lack of transport and the learners' bad behaviour. These factors lead teachers to behave unethically. The findings disclosed that some teachers' misconduct such as arriving at work late is caused by lack of transport. Some teachers reside far away from the schools where they work. They have to travel long distances to work daily. Teacher C3 noted, "*Lack of transport is a cause of teacher misconduct.*" They travel to and from work daily. They sometimes end up arriving late at work because of transport issues. Lack of transport in the Matelile region has been exacerbated by the collapse of the Tsoaing bridge which forces teachers to change taxis twice or sometimes thrice on their way to and from work.

The schools that were selected for this study are all located in Mafeteng in the Matelile area which is notoriously known for 'famo' gangsterism. Some people who affiliate with the gangs reside within communities that surround the selected schools. The behaviours of such people have spread to schools as the learners copy such behaviours. The learners misbehave with the aim of imitating people from such gangs. Principal C explained "*Ntate, we live during the end of times where our learners copy violent behaviour from people in their villages and display such behaviour in schools.*" The bad behaviour of the learners leads teachers to be very harsh with them when trying to curb their misbehaviours. Some teachers do away with some forms of disciplinary measures such as using timeouts or having after school activities. They resort to the use of corporal punishment when disciplining the learners.

4.3.5 Managing teacher misconduct

The study also sought to find out how teachers' misconduct is handled by the principals. Teachers and principals from the three schools were asked to indicate the ways through which teachers' misconduct is handled in their different schools. The findings revealed a number of

ways in which teachers' misconduct is handled. The following subthemes emerged: giving advice, verbal warning, disciplinary meetings and resorting to the school board.

4.3.5.1   Giving advice

Teachers and principals indicated that in managing teachers' misconduct, the principals talk to the teachers and give them advice to change their unethical behaviour. Teacher C4 said *"The principal usually gives the misbehaving teacher a chance to respond positively by explaining not only what he/she is doing wrong, but also what he/she can do to correct it."* Teacher A3 stated, *"The principal calls the teacher and reminds him/her of his/her responsibilities in the school."* While Teacher A4 explained that *"the principal talks to such a teacher to find out the reasons behind his/her behaviour."*

Teacher C6 explained that:

> *The principal usually calls the misbehaving teacher and talks to him/her privately. However, if the misbehaviour seems to become the norm among the teachers, he (the principal) calls meetings to talk about it (the bad behaviour) to all the teachers.*

It can be concluded from the findings that the most common methods used by the principals in managing teachers' behaviour is by talking to them. The principals give teachers advice with the hope of avoiding taking drastic measures such as giving them official warnings. Giving advice was said to be done by older female principals who are inclined to acting as mother figures to the teachers that misbehave. The mother figure position held by older female principals made it easy for the principals to rebuke the teachers patiently and give them advice several times before taking the matter further.

4.3.5.2   Verbal warning

The principals highlighted that they use verbal warnings to deal with misconduct among the teachers. The verbal warning may be followed by a written warning and eventually a recommendation to the Teaching Service Department (TSD) for the dismissal of such a teacher, should his/her behaviour not change for the better.

Principal A stated:

> *I Once had a teacher a long time ago who missed school without permission. I had a lot of talks with her but her behaviour did not change. This led me to write a warning letter to her. However this did not help. So together with the school board we filled that complaints form and sent it to TSD. This eventually led to the teacher leaving our school.*

Principal B added:

> *When a teacher gets out of line I call him to talk about their behaviour as the law stipulates that I should talk to a teacher several times. Sometimes I end up eliciting the help of the teachers' representative in the school board to verbally reprimand a teacher before I can take their issues to the school board.*

Principal C indicated: *"The best way is to always talk to a person, show them their mistakes and hope that they will change their behaviour."*

The findings show that the most common strategy used by principals to handle teachers' misconduct is by issuing verbal warnings accompanied with some advice as stipulated by Teacher A5 who said that *"The principal advices a misbehaving teacher about his/her behaviour several times."* Teacher B6 added that *"She talks to the concerned teacher about their behaviour."* When the principals' advice fails to change teachers' behaviour, the principals resort to a harsher method such as giving a verbal warning. Verbal warnings are seen as the principals' ways of following the procedure that leading towards taking drastic measures to manage teachers' misconduct. Principals use this form of disciple to try to make teachers change their behaviours for the better.

4.3.5.3 Disciplinary meetings

Principals call disciplinary meetings to try to curb teachers' misconduct. The disciplinary meetings are often held in the presence of the offending teacher and the teachers' representative

in the school board and the principal. To attest to this, Teacher B1 stated that "*She calls a disciplinary meeting.*" Principal B concurred:

> *I always tell my teachers that for the sake of not doing things by myself, the person that teachers have elected as their representative in the school board will work with me hand in hand. The representative and I call disciplinary meetings to reprimand misbehaving teachers.*

To add to what Principal C stated:

> *The next best thing is to have a disciplinary meeting for a teacher who misbehaves. So far I have not called the concerned teacher to a disciplinary meeting because I am currently monitoring his behaviour to see whether it changes.*

The statements show that the principals do use disciplinary meetings to manage teachers' misconduct. These meetings are used by the principals as a way of giving teachers an opportunity to change before harsher steps are taken.

4.3.5.4 School boards' intervention

The findings show that the principals end up taking matters to the school board as the last option if after trying other measures, teachers do not change their behaviour. Principal A indicated:

> *When a teacher's behaviour does not change I engage the school board which leads to filling of a complaint form which is subsequently sent to TSD, this eventually leads to the teacher leaving the school.*

Principal B added:

> *Since I am just acting principal, I do not have the authority to make certain decisions. This leads me and the teachers' representative to engage the school board when matters are beyond our control.*

Principal C also disclosed:

Having tried to talk to the teacher several times, I believe the next stage would be to take his matter to the school board. They are the ones who can make the final decision.

The statements from the principals show that after exploiting other ways of curbing the teachers' misconduct, they end up involving the school board as the last and final way of handling teachers' unethical behaviour. The principals avoid involving the school board from the onset because they fear that teachers may lose their jobs as the decisions taken by school boards are final and hard to reverse.

4.3.6 Principals' experiences in managing teachers' misconduct

The data revealed that the principals come across positive and negative experiences while dealing with teachers' misconduct. These are caused by the successes and challenges that the principals face when trying to promote ethical teachers' behaviour. The findings have led to the following sub-themes: positive experiences and negative experiences.

4.3.6.1 Positive experiences

The principals come across positive experiences when teachers change their behaviour and start to act more ethically during the discharge of their duties. Teacher C6 showed that she stopped visiting other classes during lesson after having a talk with her principal. She stated:

I once visited the next class during lessons/teaching hours to ask for something. The principal found me in there and was so furious that he called me to his office immediately. He talked to me harshly, reminding me of the reason why I am here. This thing reminds me of my duties and responsibilities as a teacher. So I no longer leave my class during the teaching hours.

From the findings it is shown that some teachers change their behaviour for the better after being rebuked by the principal. This means that principals need to do a lot to ensure that teachers conduct themselves well in schools.

4.3.6.2 Negative experiences

Not all the strategies used by the principals lead to teachers changing their behaviour for the better. This leads the principals to have negative experiences when dealing with the teachers' misconducts. As the findings indicate, some strategies actually exacerbate teachers' misconduct.

Teacher B4 indicated; *"The actions are ineffective because the principal keeps on saying one thing all the time without change."* This is corroborated by Principal B from the same school who states:

> *I am just an acting principal who is not even paid, this leads teachers to not recognise my authority at all. Whenever I call the teachers representative to help me with the teachers' behaviour, teachers act up even more seriously in front of their representative.*

In addition, Teacher C5 reported:

> *I do not think his generalising of unethical behaviour to the teachers helps because if he is not specific, teachers will keep on doing the same things. Also involving the school board is a drastic decision and it's like he is attacking us.*

Principal C authenticated what was said by Teacher C5 who said *"I keep on singing the same song over and over again. The teacher does no change, he keeps on coming to work with a hang-over."*

The statements from teachers and principals show that teachers continue to behave unethically regardless of the different strategies that principals use to manage their misconducts. Many factors, such as the principals' confidence and the teachers' unwillingness to change, influence teachers to ignore the principals and continue to behave unethically.

4.3.7 Strategies for promotion of ethical behaviour

The study further sought to establish strategies which teachers believed could be effective in improving their conduct. Teachers gave several ways in which their conduct could be improved. Their responses revealed the following sub-themes: the strategies within the principals' scope and the strategies beyond the principals' scope.

4.3.7.1　Principals' strategies

Strategies which are within the principals' scope consist of things that can be directly done by the principals to promote ethical behaviour among primary school teachers. These strategies include confidentially in dealing with the teachers' misconduct; avoiding favouritism. .

The study finds that teachers believe that their conduct can improve if the principals treat all the teachers equally, without showing any form of favouritism. Teacher B7 stated that "*principals should not treat some teachers better than others.*" Teacher C1; said "*I think the principal should not be best friends with the teachers so that they do not get used to him. Also the principal has to know his responsibilities and stick to them.*" The removal of favouritism by principals could boost teachers' morale and thus promote ethical behaviour.

The findings also showed that teachers were adamant that if their misconduct were dealt with confidentially they would change their behaviour for the better. Teacher C5 noted; "*by discussing such a problem with a teacher who is involved. Not involving other teachers or the school board.*" Principal B concurred that after involving the teachers' representative in the school board when dealing with teachers' misconduct, such a teacher becomes more unruly. Principal B said; "*I often ask the teachers' representative to help me when teachers misbehave. However this often results in me being insulted by an offending teacher in front of the rep.*" The study shows that when the principals talk to misbehaving teachers in confidence, that confidentiality humbles them down and makes them behave appropriately.

4.3.7.2　The strategies of the Minister of Education and Training (MoET)

The strategies which are beyond the principals' scope address the problems that cannot be directly dealt with by the principals to promote ethical behaviour among the teachers. These strategies can be implemented by the Minister of Education and Training. The study identifies some sub-themes in this regard. They include improvement of teacher salaries, counselling and having regular teacher training.

The opinion of the teachers is that if they were given better salaries they could focus more on their work. Teacher A7 noted; *"our salaries should be increased to cover our needs."* Teachers say that if their salaries increase, they will have enough money to feed their families and will not need to have businesses. If teachers' salaries are improved they will focus more on teaching and learning to improve the standard of education in Lesotho.

The study also shows that teachers are of the opinion that if they were given counselling that would enhance their conduct. Teacher B1 stated that it is necessary *"to invite the counsellors."* Teacher B3 also agreed that *"counselling is needed to deal with teacher behaviour."* They go through a lot in schools and they need counselling. The bad behaviour of the learners, as influenced by people at home and their personal problems, are some of the things that make teachers to need psychological help.

Teachers explain that if they were given regular training they would improve their overall conduct. Teacher B3 stated; *"the workshops and training are necessary to towards address teacher behaviour."* Teacher A5 stipulated that teachers should:

> *"Attend regular workshops in order to arouse their interest towards their work. Sitting together after school to prepare the lessons together and sharing ideas or problems concerning their daily work can help them to improve teacher behaviour."*

Teachers suggested that regular workshops could improve their conduct. Regular workshops and school visits by the Education office can help teachers to stand on their toes hence they can reduce the prevalence of teacher misconduct. Table 3 summarises the findings of the study.

Table 4:   Summary of the findings

Themes and sub-themes		Findings	References
Availability of legislative	Legislative documents owned	Principals have the Education Act 2010 and the Codes of	4.3.1.1

documents	by schools(principals)	Good Practice	
	Legislative documents owned by teachers	Most teachers do not own legislative documents and the few that do, only have the Education Act 2010	4.3.1.2
Training on ethics	Internal training	There is no internal training on ethics in schools	4.3.2.1
	External training	Both teachers and principals have not had regular training on ethics from outside the school (from the Ministry of Education or the Non-Governmental Organisations NGOs	4.3.2.2
Prevalent unethical behaviour by teachers	Absenteeism	Teachers often miss work without permission from the principals	4.3.3.1
	Use of corporal punishment	Teachers use corporal punishment in schools to discipline the learners.	4.3.3.2
	Use of vulgar language	Teachers' use of vulgar language is mainly directed at principals.	4.3.3.3
	Insults	Some teachers use insults as a form of learner discipline to avoid the use of corporal punishment.	4.3.3.4
	Late coming to work	Due to various reasons, teachers arrive at work late	4.3.3.5

	Hang-over	Teachers show up at work a hangover as a result of drinking too much alcohol the previous night.	4.3.3.6
	Loafing	Sometimes teachers spend their time at work idling to pass time.	4.3.3.7
	Leaving school premises	Teachers leave school grounds without the knowledge and permission of the principal.	4.3.3.8
	Teachers' visits during class time	Teachers occasionally visit each other during class time leaving their classrooms unattended	4.3.3.9
Causes of teacher misconduct	Systemic factors	These are reasons caused by the Government of Lesotho, such as poor salaries, lack of workshops, authority figures in schools and the new integrated curriculum.	4.3.4.1
	Personal factors	There are reasons caused directly by teachers, like having personal problems, laziness and taking things personally	4.3.4.2
	School climate factors	These are relations found within a school, examples are favouritism and the new integrated curriculum	4.3.4.3

	Environmental factors	These are the reasons caused by the geographical location of the school; example: lack of transport and bad learner behaviour.	4.3.4.4
Managing teacher misconduct	Giving advice	Principals talk to teachers and try to show them the best ways of behaving at work.	4.3.5.1
	Verbal warning	Principals warn teachers verbally about their behaviour before taking the matters further.	4.3.5.2
	Disciplinary meetings	Principals call disciplinary hearings to control teachers' behaviour.	4.3.5.3
	School boards	Principals sometimes enlist the help of the school board to address teachers' behaviour.	4.3.5.4
Principals' experiences in managing teachers' misconduct	Positive experiences	Sometimes principals manage to change teachers' behaviours after talking to them.	4.3.6.1
	Negative experiences	Some strategies used by principals do not change teachers' negative behaviours like talking and enlisting the help of the teachers' representative in the school board.	4.3.6.2
Strategies for promotion of ethical behaviour	Principal's strategies	These are things such as ending favouritism and being confidential with teachers'	4.3.7.1

		misconduct that can be done by the principals to promote teachers' ethical behaviour.	
	Minister of Education and Training's strategies	These are things like increasing salaries, providing counselling and regular teacher training. that cannot be achieved by the principals to promote positive ethical behaviour among teachers	4.3.7.2

4.4   CONCLUSION

In this chapter the data derived from the questionnaires and the semi-structured interviews were analysed and categorized according to the themes and sub-themes, presented and discussed. The qualitative research design was employed to gain an understanding of the role played by the principals to promote ethical behaviour among primary school teachers. Many weaknesses in the promotion of ethical behaviour among teachers were identified. The study found that both the teachers and the principals were not fully aware of the legislative documents that are used to control teachers' behaviour in Lesotho. They did not get both internal and external training on issues pertaining to ethics. It was further revealed from the data that teachers do behave unethically. Some of the incidents of unethical behaviour included absenteeism, late coming, the use of corporal punishment and vulgar language. Teachers behaved unethically because they undermine the acting principals' authority in schools. The principals used various strategies such as verbal warnings, giving advice and engaging the school board to control teachers' behaviour. However these and other strategies were ineffective as teachers continued to behave unethically. In the next chapter the discussions, conclusions and recommendations of the study are presented.

CHAPTER 5

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.1   INTRODUCTION

Chapter Four presented the empirical research findings concerning the principals' role in promoting ethical behaviour among primary school teachers. Based on these findings, this chapter provides the discussions, conclusions and recommendations consistent with the research questions.   It further focuses on the limitations of the study and the suggestions for further research.

5.2   FOCUS OF THE STUDY

As stated in Chapter One, this study sought to examine the principals' role in promoting ethical behaviour among primary school teachers in the Matelile area of the Mafeteng district. The study was guided by the following questions:

Main research question

What role do principals play in promoting ethical behaviour among primary school teachers in the Matelile area of the Mafeteng district?

Sub-questions

1. Which types of unethical behavioural practices are prevalent among the primary school teachers?

2. What challenges do principals encounter in addressing unethical behaviour among primary school teachers?

3. Which strategies can principals apply in promoting ethical behaviour among primary school teachers?

5.3   OVERVIEW OF THE STUDY

To achieve the purpose of the study the following steps were followed:

Chapter one is an introduction which provides the media reports that motivated the study, the statement of the problem, the related research questions as well as the research study purpose and   research objectives are also provided. The research design, methodology and research

paradigm were also introduced. The data collection techniques, population of the study and data analysis techniques are highlighted. The delineation of the study and integrity issues are also discussed.

Chapter two focuses on the review of the related literature in order to set context for the exploration of the principals' role in promoting ethical behaviour among primary school teachers in the Matelile area of the Mafeteng district. Reference to the three legislative documents used to guide the teachers' conduct in Lesotho's schools is made. These are the Education Act 2010, the Codes of Good Practice 2011 and the Teaching Service Regulations of 2002. The chapter also discusses the types of teacher misconduct, their causes, consequences and the strategies that can be used to manage teachers' misconduct in schools.

In **Chapter three** the research methodology is discussed in detail. The chapter shows how the study participants were selected and how data were collected from them. The data collection instruments are discussed showing how each was used. The Interpretivist paradigm is presented as the overarching research paradigm that guided the study. Finally, the chapter highlights the issues concerning research ethics and how these were addressed to ensure that the participants' identity was protected.

In Chapter four the findings of the study are presented. A number of challenges in the management of teachers' conduct are identified. It shows that both teachers and principals are not fully aware of the legislative documents that guide teachers' conduct. It also reveals that there is no regular training on ethics in schools. The main factors that lead teachers to behave unethically are outlined and different strategies used by principals to manage teachers' misconduct are indicated.

Chapter five discusses the conclusions drawn from the findings of the study. The recommendations, limitations of the study and suggestions for further research are also presented.

5.4   CONCLUSIONS OF THE STUDY

This section presents the conclusions of the study.

5.4.1   Availability of legislative documents

The literature indicates that in order to regulate the teaching profession in Lesotho, the government introduced three legislations, the Education Act 2010, the Teaching Service Regulations 2002 and the Codes of Good Practice 2011. The Education Act 2010 bestows principals with the authority to discipline teachers, while the Codes of Good Practice 2011 provide various guidelines on how teachers should conduct themselves. The Teaching Service Regulations 2002 provides detailed guidelines on the behaviour that can lead teachers to be charged with misconduct. The study concludes that teachers and principals do not create time to talk about the legislative documents that guide teachers' conduct in Lesotho.

The study also concludes that teachers are not fully aware of legislative documents that the schools have. On the other hand, the principals are also unaware of legislative documents owned by individual teachers. This shows that there is no communication between the teachers and the principals about legislation that governs the conduct of teachers. It also shows that the ownership of legislative documents is not a priority for both the teachers and the principals of in schools. The study further concludes that teachers and principals are not fully aware of some of the laws that govern Lesotho teachers, since some were not even aware of the Teaching Service Regulations 2002 document. The ignorance of the legislation suggests that the teachers and the principals do not take time to learn more about the rules and regulations that guide the teaching profession. It also shows negligence on the part of the principals who are the ones entrusted with the responsibility to lead the schools.

If teachers and principals could fully be aware of the legislation that guides their conduct in Lesotho, this might help them to perform their duties in line with the deontological theory. The deontological theory gives ethical boundaries within which teachers should stay when performing their duties (Ramaswamy, 2018). These boundaries are essential because sometimes teachers encounter some problems or situations with grey areas while at work where answers to problems they encounter are not simple and straightforward. The deontological theory highlights that ethical teachers prioritise the obligation to provide excellent instruction because they have a

deep obligation towards helping the learners to learn. These ideas by the deontological theory can only be achieved when teachers are fully aware of their duties and obligations as stipulated in the legislative documents that guide teachers' behaviours in Lesotho schools.

5.4.2 Training on ethics

The literature shows that teaching is a profession (Betweli, 2020). It indicates that this profession is not only about teaching and learning, but it also demands a certain level of professional training to equip teachers with knowledge of ethical behaviour that is required in the teaching profession. However, the study concludes that teachers and principals do not get in-service training on ethics. The principals do not hold internal school training to equip themselves and the teachers on ethical issues. There is no external training for teachers and principals on ethics. External training can come from either Non-governmental Organisations (NGOs) or from the Government of Lesotho through the Ministry of Education and Training (MOET).

A lack of training leaves teachers and principals uniformed about the regulations that guide their conduct in schools. In turn this can exacerbate the number of cases of teacher misconducts. This may also make some principals unaware of the procedures to follow when handling teachers' misconducts. The schools go against the deontological theory which emphasises ethical training for teachers to bring them to the level of the demands associated with the expectations they face in fulfilling their roles. The deontological theory encourages teacher training as it serves as a firm foundation for teachers during the performance of their daily (Kertayeva, 2013).

5.4.3 Prevalent teachers' misconduct

The literature indicates that some teachers behave unethically (Lekhetho, 2013; Ndungu, 2017; Tlali & Matete, 2020). Some of the most common incidents of teachers' misconduct cited in the literature include absenteeism, violent behaviour, sexual abuse, financial mismanagement, alcoholism, the use of corporal punishment and desertion of duty. In answering the first research question which aimed at identifying unethical behavioural practices that are prevalent among primary school teachers, the study uncovered a number of unethical behaviours by teachers. These are to be very challenging and exhausting to principals as they spend most of their time addressing teachers' behavioural issues. Some of the teacher misconducts that were identified

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from the study include absenteeism, the use of corporal punishment and vulgar language and insults, going to work late, hangover, loafing, leaving school premises and teachers visiting each other during the time for lessons. They have the potential to affect the teachers' work negatively and to put pressure on the principals' schedules because they have to focus on correcting teachers' behaviours.

According to the deontological theory, teachers with low levels of ethical professionalism show a lack of obligation towards their duties (Brandenburg & McDonough, 2019). Such teachers show their lack of obligation towards their duties by not coming to work regularly and on time, being uninformed about the learners' needs, not planning and teaching properly, not regularly reviewing and updating their instructional practices and by not cooperating with parents of underachieving learners. The findings resonate with this theory, as various unethical behaviours were unearthed which show a lack of a sense of duty among some of the teachers in the Matelile area.

5.4.4   Causes of teacher misconduct

The literature indicated that the main causes of teachers' unethical behaviour include: poor teacher training, poor salaries, poor relationships between teachers and the school management, insufficient supervision and mismanagement of disciplinary cases against teachers by principals (Betweli, 2013). The literature is therefore aligned with the empirical findings as both suggested a variety of factors that lead the teachers to behave unethically. The study concludes that a variety of factors such as poor teacher salaries lead to teacher misconduct. There are also personal factors such as laziness, while some factors emanate from the school climate and include favouritism. Some environmental factors include the geographical location of the school which is related to a lack of transport in some situations. As a result of these factors, some teachers behave unethically which strains their relations with their principals.

The deontological theory notes that ethical sensitivity involves knowing what causes people to behave the way they do in the real world (Gruber, 2015). According to this theory, teachers are required to act on their own ethical conviction. It goes on to show that teachers have to prioritise their duty over personal matters, more especially in professional settings. The theory emphasises

the need to understand the habits and workers' motivation that lead them to behave the way they do (Gruber, 2015). In this regard, the conclusions are in line with the deontological theory as they highlighted the causes of teacher misconducts in primary schools in the Matelile area.

5.4.5   Managing teacher misconduct

In addressing the third research question which sought to identify strategies that principals can apply to promote ethical behaviour among primary school teachers, the study concludes that principals use different strategies to manage teachers' misconduct. They give teachers advice on the best way of behaving at work. When this is ineffective, the principals give a verbal warning to the teacher and officially put it on record. Disciplinary meetings are also held to reprimand the behaviour. School management boards addressing teachers' misconduct and offending teachers appear before the school management board which addresses the offences. Therefore the study concludes that the principals use different avenues to manage teachers' misconduct, to give them an opportunity to reform and to promote a strong ethical culture within the schools. The conclusion is in line with the deontological theory as it uncovers the different strategies which are used by principals to promote ethical behaviour among teachers. The deontological theory proposes that impulsiveness, stubbornness, belligerency, indecisiveness, overreactions to irritations are some of the actions that should be avoided when performing duties in a professional setting (Marica, 2013). It also proposes that people should opt for optimism and maturity in their professions because the two aspects lead to a strong ethical culture at work (Gruber, 2015). The findings are in line with the theory as they uncovered different strategies which are used by principals to promote ethical behaviour among teachers. These strategies are geared towards the promotion of a strong ethical culture within schools.

The conclusions are consistent with the literature which shows that principals use different ways to control teachers' behaviour (Betweli, 2020). Some principals give warnings to teachers for their offences while others offer supervision and/or promote staff development to try to stop unethical behaviour among teachers. The literature also shows that principals take drastic measures such as escalating the offences to the school board and further to the Teaching Service Commission (TSC). Sometimes they even recommend the transfer of a defiant teacher (Betweli, 2020). However, principals seem reluctant to escalate offences to the school board or the TSC.

This shows compassion on their part. They seem to know that decisions taken at these levels are final and may put offending teachers' jobs in jeopardy.

5.4.6   Principals' experiences in managing teachers' misconducts

In addressing the second research question which aimed at identifying the challenges that the principals encounter when handling unethical behaviour among primary school teachers, the study concludes that the principals come across positive and negative experiences. The positive experiences come about where the principals manage to change teachers' conduct for the better after talking to them. The negative experiences on the other hand, stem from the teachers' failure to reform after the interventions by the principal. Instead of improving their behaviour, teachers seem to become worse.

The literature shows that the principals, as ethical leaders in their schools, come across unpredictable situations such as trying to create a positive environment, delegating responsibilities to teachers and creating ethical awareness in schools (Omaali et al., 2021). The principals' actions to promote ethical behaviour among the teachers are not always viewed positively. As the literature shows, teachers view both supervision and inspection negatively because they feel that such actions are judgemental. On the other hand, the literature recommends professional training as the best way to promote ethical behaviour; because teachers always react positively to it (Graham et al., 2018).

5.4.7   Strategies for promotion of ethical behaviour

The study recommends that the principals and the MOET can use some strategies to promote ethical behaviour among teachers. It was indicated that principals can promote ethical behaviour by ending favouritism and being firm and confidential when dealing with teachers' misconducts. It also recommended that the Minister of Education and Training (MOET) can promote ethical behaviour by increasing teachers' salaries, providing counselling and regular training. The findings concur with the literature which showed that principals are the ones tasked with promotion of ethical behaviour among teachers (Westman, 2010). The literature also shows that in some cases, the government steps in to correct teachers' misconducts as the final step that is beyond school principals (Mfaume & Bilinga, 2017).

5.5   CONCLUSIONS

Based on the findings of the study the following conclusions can be made.

5.5.1   Availability of legislative documents

Based on the findings of this study, it is concluded that principals and teachers need to be made aware of the documents that govern teachers' conduct in Lesotho.

The study concludes that there is an apparent lack of knowledge on the part of the principals on how they can use legislative documents to guide teachers' behaviour. The study concludes that the principals are not fully aware of all legislative documents that guide teachers' behaviour in Lesotho. This supports the need for more education on such documents. It is insufficient for MOET to assume that since principals have been trained as teachers before assuming the leadership role in schools, automatically it means they are knowledgeable in legislative documents that govern teachers' behaviour in Lesotho.

5.5.2   Training on ethics

The study concludes that in Lesotho primary schools there is neither internal nor external training on issues pertaining to teachers' ethics. Principals need to hold in-house trainings on ethics and involve NGOs to promote ethics in schools to ensure that teachers are knowledgeable about the conduct that is expected from them when performing their roles. It is not wise to leave teachers unaware of ethical issues as that might have dire consequences on the learners.

5.5.3   Prevalent unethical behaviour by teachers

The study also concludes that there is a wide range of unethical behaviours by teachers. It is therefore vital that teachers be made aware of their unethical behaviours and how they affect teaching and learning. A non-threatening conducive atmosphere should be created by principals to make teachers aware of their unethical behaviour and their effects on teaching and learning.

5.5.4   Causes of teacher misconduct

The causes of teacher misconduct identified in this study are diverse and need to be approached accordingly. The assumption that teachers misbehave without the influence of principals should be rejected. Based on the findings of the study, the principals should introspect to change how they run the schools to stop exacerbating teachers' misconducts in their schools.

5.5.5 Managing teacher misconduct

The general feeling among acting principals is that their positions and authority in schools are undermined and disrespected because they are not substantive. Hence it is necessary for the Minister of Education and Training to employ substantive principals. This will boost principals' moral and authority in schools so that they can deal with teacher misconducts decisively and confidently.

5.5.6 Principals' experiences on managing teachers' misconduct

In their endeavours to manage teachers' misconduct, the principals encounter both negative and positive experiences according to the findings of the study. It is necessary for principals to be equipped with the necessary skills so that they can approach the negative experiences in such a way that they can influence teachers and inspire them towards ethical conduct.

5.5.7 Strategies for promotion of ethical behaviour

As revealed by the findings, the general feeling among principals is that different strategies should be used to manage teachers' behaviour before taking their matters to the next level. It is necessary for principals not to be too lenient with teachers to assert their leadership and authority in schools. The knowledge of legislation and how it is applied is critical in giving principals the guidance that they need to promote ethical behaviour among teachers.

5.6 LIMITATIONS OF THE STUDY

Although the study yielded comprehensive findings, it is vital to recognise its limitations as well. It made use of open-ended questionnaires as the data collection tools which led to a situation where some participants gave a lot of short answers. As a result, there was no depth in the responses of some of the participants and their experiences with the phenomenon being studied. In addition, I noticed after the collection and analysis of the data from School C that the

handwriting and answers from two questionnaires were similar. This gave me the impression that one teacher answered both questionnaires. Due to ethical issues pertaining to confidentiality, I could not confront such a teacher. This led to another limitation regarding the number of the research participants in the study.

The study also used a semi-structured interview as a tool to obtain data. In one school (School A), the principal gave information that differed from what was observed in the school. Some of the information from the principal did not match with the actual behaviour of teachers. The study engaged seven teachers per school; this which limited the amount of information obtained as some participants did not fill in the questionnaires or answered them correctly. Perhaps more participants should have been engaged to cater for such unpredicted incidences.

5.7   RECOMMENDATIONS

In light of the findings, the following recommendations are made with regard to the principal's role in promoting ethical behaviour among primary school teachers:

5.7.1   Recommendations for policy

Given the lack of information on both the teachers and the principals about legislative documents that guide teachers' conduct in Lesotho, it is recommended that both teachers and principals be trained on the legislation that regulates the teaching profession and encouraged to acquire copies of the relevant legislative documents. It is also recommended that both teachers and principals should be required to own legislative documents and demonstrate knowledge of their contents before they can be registered with the Teaching Service Commission (TSC).

The study revealed that there is no training on ethics in schools by principals or by the government. It is therefore recommended that the ethics curriculum should be intensified in teacher training institutions, namely the Lesotho College of Education (LCE) and the National University of Lesotho (NUL). It is also recommended that non-governmental organisations such as World Vision and the Lesotho National Federation of Organisations of the Disabled (LNFOD) should include lessons on teacher ethics into their programmes when they visit schools

throughout Lesotho. These could help teachers and principals to be more knowledgeable on ethical issues which could reduce the number of cases on teacher misconducts.

The findings showed that acting principals did not have enough power to deal with teachers' misconduct. It is therefore, recommended that legislations be amended to grant principals more power and authority to discipline teachers, in order to eliminate the long process and the red tape that principals have to go through when disciplining teachers. The findings and the literature revealed that in some cases teachers misbehave because of poor salaries. Therefore it is recommended that teachers' salaries be reviewed and improved.

5.7.2 Recommendations for practice

Having noted the various ways in which teachers act unethically, it is recommended that the cases concerning the violation of ethics by teachers should be dealt with promptly, with firmness and without favouritism. This could deter teachers from continuing with their unethical behaviour and other teachers may be deterred from engaging in the same indiscretions.

5.7.3 Suggestions for further research

Based on the findings, conclusions and discussions of the study, a number of recommendations for further research can be made as follows:

i. The study covered a rural area in Mafeteng. There is a need to carry out a similar study in urban areas to compare the findings.

ii. It was concluded that teachers acted unethically in various ways. There is a need to conduct a study on the impact of teachers' misconduct on the learners' academic performance in schools.

iii. The study revealed that the principals come across both negative and positive experiences in their quest for promotion of ethical behaviour among the teachers. There is therefore a need to carry out a study to determine the impact of teachers' misconduct on the principals' well-being.

iv. There is also a need to collect data through observations to gain a deeper understanding of the extent of teachers' unethical behaviour in schools in order to supplement the shot-falls in this study.

5.8   CONCLUSION

In order to promote ethical behaviour among primary school teachers, there is a need for a joint effort from the different stakeholders in education. Notably principals, teachers, parents, the community, the school proprietors, non-governmental organizations and the Government of Lesotho. Resources should be made available to ensure ethical behaviour of the teachers in primary schools to ensure that they can lay a solid foundation for responsible future citizens of Lesotho. Adhering to the deontological theory is the key factor in preparing teachers to conduct themselves professionally while discharging their duties. Teachers who live by the guidelines of this theory can find it easy to stay within the ethical parameters of the teaching profession, thereby ensuring an appropriate environment for effective teaching and learning in Lesotho primary schools.

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APPENDICES

APPENDIX 1: Letters requesting permission to collect data

The National University of Lesotho

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FACULTY OF EDUCATION

19th November 2021

The Principal
Joel Primary School
PO Box 99
Mafeteng 900

Dear Sir/Madam

REQUEST FOR PERMISSION FOR MR. MOLIKO MOHALE (STUDENT NUMBER: 201402611) TO CONDUCT RESEARCH IN YOUR SCHOOL

I wish to confirm that Mr Moliko Mohale is a registered part-time student at the National of University of Lesotho in the Faculty of Education. He is currently pursuing Master of Education (M.Ed) Degree in Socio-Philosophical Studies. As a requirement for this degree, he is conducting a study entitled: *The Principals' Role in Promoting Ethical Behaviour Among Primary School Teachers in the Mafeteng District.*

In order to achieve the objectives of his study, he will administer qualitative questionnaires, followed up with semi-structured interviews with principals and teachers in some selected Mafeteng Primary Schools. Prior to conducting interviews, the researcher will issue letters of informed consent to each participant to reassure them that the information gathered will be treated with utmost confidentiality as per the requirements of the Faculty of Education, at the National University of Lesotho. I therefore request you to grant Mr Moliko Mohale permission to collect data in your school.

Yours sincerely

T. Tlali (PhD) - Supervisor

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The National University of Lesotho

FACULTY OF EDUCATION

19th November 2021

The Principal
Matelile Primary School
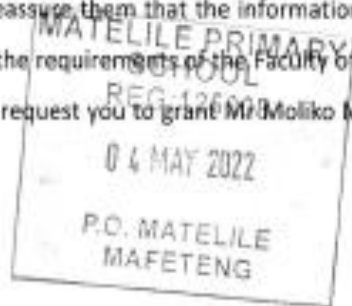PO Matelile 921

Dear Sir/Madam

APPLICATION FOR PERMISSION FOR MR. MOLIKO MOHALE (STUDENT NUMBER: 201402611) TO CONDUCT RESEARCH IN YOUR SCHOOL

I wish to confirm that Mr Moliko Mohale is a registered part-time student at the National of University of Lesotho in the Faculty of Education. He is currently pursuing Master of Education (M.Ed) Degree in Socio-Philosophical Studies. As a requirement for this degree, he is conducting a study entitled: *The Principals' Role in Promoting Ethical Behaviour Among Primary School Teachers in the Mafeteng District.*

In order to achieve the objectives of his study, he will administer qualitative questionnaires, followed up with semi-structured interviews with principals and teachers in some selected Mafeteng Primary Schools. Prior to conducting interviews, the researcher will issue letters of informed consent to each participant to reassure them that the information gathered will be treated with utmost confidentiality as per the requirements of the Faculty of Education, at the National University of Lesotho. I therefore request you to grant Mr Moliko Mohale permission to collect data in your school.

MATELILE PRIMARY
SCHOOL
REG-12600

0 4 MAY 2022

P.O. MATELILE
MAFETENG

Yours sincerely

Tlah

T. Tlali (PhD) - Supervisor

92

The National University of Lesotho

FACULTY OF EDUCATION

19th November 2021

The Principal
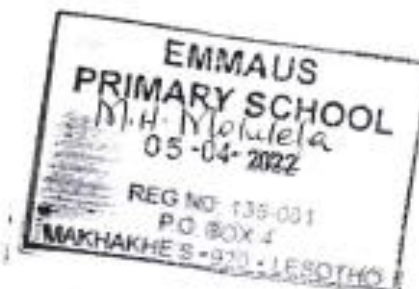Emmaus Primary School
P.O. Makhakhe 920

Dear Sir/Madam

APPLICATION FOR PERMISSION FOR MR. MOLIKO MOHALE (STUDENT NUMBER: 201402611) TO CONDUCT RESEARCH IN YOUR SCHOOL

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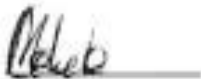**APPENDIX 2: Consent letters for teachers**

Dear Participant

I am Moliko Mohale, a student at the National University of Lesotho pursuing a Masters of Education in Socio-Philosophical studies. My supervisor is Dr Tlali from the Faculty of Education at the National University of Lesotho.

I am currently conducting a research study as one of the prerequisites needed to complete my studies. My study is entitled: **The Principals' Role in Promoting Ethical Behaviour among Primary School Teachers in the Mafeteng District**. The study is significant in that it will help principals find out ways to improve ethical behaviours in teacher not only in the Mafeteng district but also in Lesotho at large.
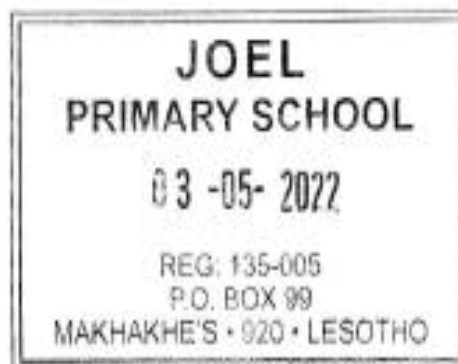
I therefore kindly request you to assist me by taking part in this study to enable me to reach a reliable conclusion. The information you provide will be handled with the highest level of confidentiality and will strictly be used for the purpose of this study.

Yours sincerely

Moliko Mohale

+26658728121

JOEL
PRIMARY SCHOOL
03 -05- 2022
REG: 135-005
P.O. BOX 99
MAKHAKHE'S · 920 · LESOTHO

94

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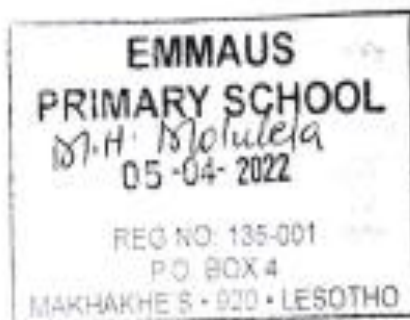
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Moliko Mohale

+26658728121

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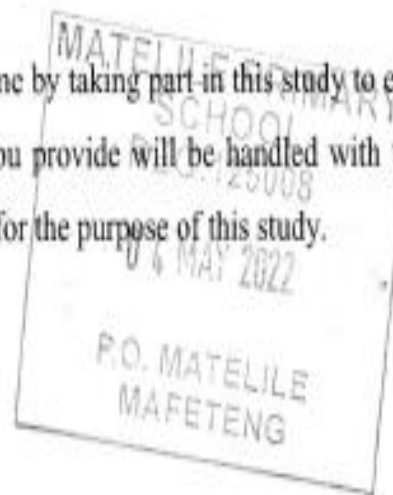
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Yours sincerely

Moliko Mohale

+26658728121

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APPENDIX 3: Interview guide for principals

Guide for Semi-structured interviews

1. Do you have copies of legislations that guide teachers' conduct in Lesotho?

    - If yes which ones are available?
    - If no, why?

2. Do all teachers in your school have access to or are they familiar with the legislation that guides teacher conduct in Lesotho?

    - If yes/no, how many teachers have access to or are familiar with the legislations in your school?

3. Do you ever help teachers to participate in development of professional ethics?

    - If yes how do you do that?
    - If no, why?

4. Do teachers in your school ever breach the codes of teacher conduct?

    - If yes, which codes are breached?
    - Which one is mostly breached?

5. How do you correct teachers' behaviour once teachers break the codes of conduct?

6. Are the strategies you use effective?

    - If yes, state why?
    - If no, why?

7. Which challenges do you come across in trying to guide teachers to up hold ethical conduct?

8. Have you been to any form of training on teacher codes of conduct?

    - If yes, which one and who provided such training?

APPENDIX 4: Questionnaires for teachers

Instructions

●**For questions 1 to 3 mark with X**

●**For questions 4 to 11 Provide detailed answers in the given space.**

1. Gender

Male		Female	

2. Age (in years)

18-29		30-49		50-59		60 and above	

3. Educational level

COSC/LGCSE	
Diploma	
Degree	
Post Graduate	

4. Which legislative documents are used in your school to guide teachers' behaviour?

_____

_____

_____

_____

_____

5. Which legislative documents do you own personally that guide teachers' behaviour in Lesotho?

_____

_____

_____

_____

_____

6. Which workshop, seminar or training have you been to on issues about teacher behaviour?

_____

_____

_____

_____

7. Which forms of teacher misbehaviour have you noticed in your school?

_____

_____

_____

_____

8. What do you believe could be the causes of teacher misbehaviour in your school?

_____

_____

_____

_____

9. How does your principal handle teacher misbehaviour?

_____

_____

_____

_____

10. Give practical examples that show the effectiveness or ineffectiveness of the actions taken by your principal in helping to change teachers' behaviour?

_____

_____

_____

_____

11. In your opinion, what could be the best action to take to change teachers' behaviour?

_____

_____

_____

_____

Thank you for your co-operation.