INNOVATIVE LEADERSHIP IN MANAGING CONFLICT AT SELECTED SENIOR SECONDARY SCHOOLS IN BOTSWANA

by

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Finally, my utmost thanks go to God, Almighty, the Great I Am, who saw me through, all the way, to the very end.
DECLARATION

I, Shathani Rejoyce Orapeleng, hereby declare that the thesis: INNOVATIVE LEADERSHIP IN MANAGING CONFLICT AT SELECTED SENIOR SECONDARY SCHOOLS IN BOTSWANA, is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.

Shathani Rejoyce Orapeleng

31st JULY, 2017

Date
ABSTRACT

The phenomenon of conflict is the problem that principals are faced with in their respective schools. The aim of this study was to explore the role that innovative leadership could play in managing conflict at the selected schools in Botswana. For the purpose of this study, a qualitative research approach was adopted. It included interviews, during which the informants responded to open-ended questions; observations, where the researcher visited the schools and interacted with the informants; and document analysis. These methods were employed to determine the perceptions of participants regarding the nature, extent, and causes of conflict at the selected schools. The study indicated that a number of factors could significantly contribute in managing conflict. Employing innovative educational leaders, benchmarking, using bottom-up communication skills, and the engagement of policy analysts, are some of the key recommendations made for avoiding further conflict within schools and between schools and the Ministry of Education.

KEY TERMS

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Full Form</th>
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<tbody>
<tr>
<td>ADR</td>
<td>Alternative Dispute Resolution</td>
</tr>
<tr>
<td>AI</td>
<td>Appreciative Inquiry</td>
</tr>
<tr>
<td>A.M.</td>
<td>Ante meridiem, meaning “before midday”</td>
</tr>
<tr>
<td>BC</td>
<td>British Columbia</td>
</tr>
<tr>
<td>BCLP</td>
<td>British Columbia Liberal Party</td>
</tr>
<tr>
<td>BCTF</td>
<td>British Columbia Teachers’ Federation</td>
</tr>
<tr>
<td>BEC</td>
<td>Botswana Examination Council</td>
</tr>
<tr>
<td>BEH</td>
<td>Botswana Education Hub</td>
</tr>
<tr>
<td>BOFESETE</td>
<td>Botswana Federation of Secondary Teachers</td>
</tr>
<tr>
<td>BOFEPUSU</td>
<td>Botswana Federation of Public Sector Unions</td>
</tr>
<tr>
<td>BGSCE</td>
<td>Botswana Government Secondary Certificate of Education</td>
</tr>
<tr>
<td>BOPA</td>
<td>Botswana Press Agency</td>
</tr>
<tr>
<td>BOSETU</td>
<td>Botswana Sectors of Educators Trade Union</td>
</tr>
<tr>
<td>B.T.U</td>
<td>Botswana Teachers’ Union</td>
</tr>
<tr>
<td>B.I.S.A</td>
<td>Botswana Integrated Sports Association</td>
</tr>
<tr>
<td>BGCSE</td>
<td>Botswana General Certificate of Secondary Education</td>
</tr>
<tr>
<td>DA</td>
<td>Democratic Alliance</td>
</tr>
<tr>
<td>DC</td>
<td>District Commissioner</td>
</tr>
<tr>
<td>DT&amp;T</td>
<td>Department of Training and Development</td>
</tr>
<tr>
<td>D.P.S.M</td>
<td>Directorate of Public Service Management</td>
</tr>
<tr>
<td>DPS</td>
<td>Deputy Permanent Secretary</td>
</tr>
<tr>
<td>H.O.H</td>
<td>Head of House</td>
</tr>
<tr>
<td>H.R.M</td>
<td>Human Resource Manager</td>
</tr>
<tr>
<td>IPA</td>
<td>Interpretative Phenomenological Analysis</td>
</tr>
<tr>
<td>IL</td>
<td>Innovative Leadership</td>
</tr>
<tr>
<td>JEUT</td>
<td>Job Evaluation Unsatisfied Teachers</td>
</tr>
<tr>
<td>LOO</td>
<td>Levels of Operation</td>
</tr>
<tr>
<td>MoESD</td>
<td>Ministry of Education and Skills Development</td>
</tr>
<tr>
<td>Acronym</td>
<td>Description</td>
</tr>
<tr>
<td>---------</td>
<td>-------------</td>
</tr>
<tr>
<td>M.S.S.S</td>
<td>Mogoditshane Senior Secondary School</td>
</tr>
<tr>
<td>NPBEA</td>
<td>National Policy Board for Educational Administration</td>
</tr>
<tr>
<td>OTPIC</td>
<td>Online-Training Program on Intractable Conflict</td>
</tr>
<tr>
<td>P.M.</td>
<td>Post meridiem, meaning “after midday”</td>
</tr>
<tr>
<td>PAC</td>
<td>Public Accounts Committee</td>
</tr>
<tr>
<td>PSA</td>
<td>Public Service Act</td>
</tr>
<tr>
<td>PTA</td>
<td>Parents Teachers Association</td>
</tr>
<tr>
<td>REO</td>
<td>Regional Education Office</td>
</tr>
<tr>
<td>SSHC</td>
<td>Secondary School Heads Conference</td>
</tr>
<tr>
<td>SPSS</td>
<td>Statistical Packages for Social Sciences</td>
</tr>
<tr>
<td>TC</td>
<td>Trans-Conflict</td>
</tr>
<tr>
<td>TLS</td>
<td>Tribal Land Services</td>
</tr>
<tr>
<td>TSM</td>
<td>Teaching Service Management</td>
</tr>
<tr>
<td>TSA</td>
<td>Teaching Service Administration</td>
</tr>
<tr>
<td>UC</td>
<td>Union Consulting</td>
</tr>
<tr>
<td>ULGS</td>
<td>Unified Local Government Services</td>
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CHAPTER ONE
ORIENTATION TO THE RESEARCH PROBLEM, RESEARCH AIMS, METHODS AND STRUCTURE OF THE THESIS

1.1 INTRODUCTION

Leadership competencies with special focus on innovative leadership are deemed to be of paramount importance for school principals. This is because they occupy a pivotal position in their respective schools. As school leaders, they are to set the tone and bring positive change in the lives of their teams of teachers, auxiliary staff as well as learners.

This study stems from the need to manage conflict in an innovative way in schools and in the education system. The study seeks to find new ways that school principals in particular and other educational leaders could employ to combat conflict in the workplace. The need to employ new ways to combat conflict is crucial because in every workplace conflicts are bound to happen. If conflicts remain unresolved, work relations will be soured, students' performance will decline, schools will not achieve their intended goals, and consequently the quality of education in Botswana will be affected. The prevalence of conflict in the education system of Botswana remains the problem that forms the basic foundation of this research.

This research is set out to evaluate the role that innovative leadership could play in helping the school principals, in particular, to manage conflict effectively in their schools despite them being custodians of conflicting directives that flood their workplace from the employer (Directorate of Public Service Management - DPSM), Ministry of Education and Skills Development (MoESD), and Botswana Sectors of Educators Trade Union (BOSETU). Educational leaders of Botswana need to adjust to the changing conditions of their work environments.

According to Buchner and Horth (2009:7), innovative leadership consists of two components. These are namely,

1) the leader’s ability to bring new thinking and confidence in his or her work. It further looks into the ability of the leader to think differently about his or her role and
the challenges the leader and the organisation face. Moreover, the leader works
towards finding ways to break intractable problems.

2) learning how to create an organisational climate where his or her followers are
capable of engaging their minds to solve problems in order to deliver quality
services. Such a leader further works towards helping his or her followers develop
new ways through which the followers are equipped to face difficult situations in their
workplace.

It is evident from the cited sentiments that the first focuses on the leader’s
competences while the latter focuses on the organisational climate and the
involvement of team players. This implies that organisational success is dependent
on the working together of leaders and followers. This is relevant to the
understanding of this study as it advocates for innovative leadership which places
high value on the participation of every team member.

Baumgartner (2015) emphasises the need for an innovative leader to possess an
imaginative mind and as such, this leader does not stifle creativity. This leader is a
communicator. He or she has confidence in his or her followers. He or she does not
waste time on things that are not beneficial to the organisation. Baumgartner’s
(2015) main point is that innovative leaders value effective success within the
workplace. He or she builds trust among his or her followers by allowing them to
show their creativity. These leaders woo their followers to the intended goal. The
researcher concludes that such leaders are capable of staying focused even when
faced with conflicting situations.

Patel (2012) adds that a leader who is innovative makes use of information from
different angles to create good solutions. It can be concluded that as school
principals work with different teams in their work environment, they stand a better
chance to be successful by using ideas from these teams. As they do so, they would
be employing innovative leadership. Patel (2012) continues by saying,

Great innovative leaders instead develop what is called peripheral vision. This is the ability to look not just ahead, but up and down the vertical you are working in and across into very different verticals.
From the quotation above, it is important to note that innovative leaders are leaders who are always in search for ways that will enhance productivity in their organisations. Folkman and Zenger (2014) capture succinctly what innovative leadership is in their ten traits that innovative leaders should possess. These traits emanated from a study where leaders were interviewed. The following were the behaviours that set these leaders as innovative:

1. They display excellent strategic vision: They have a vision that inspires the members of the institution to the desired future.

2. They have a strong customer focus: These leaders have great interest in the well-being of their followers. This shows that the leaders are not only interested in seeing the institutional programs carried out, but they also have the satisfaction of their followers at heart.

3. They create a climate of reciprocal trust: These highly innovative leaders initiate warm, collaborative relationships with the people who worked for them. They made themselves highly accessible. Colleagues knew that their leader would cover their backs and not throw them under the bus if something went wrong. People were never punished for honest mistakes.

4. They display fearless loyalty by doing what is right for the organisation and for their followers: These leaders are not manipulated by those who are superior to them in terms of hierarchy. As such, they do not work to please their supervisors but aim at doing what is right.

5. They promote a culture that magnifies upward communication: The conviction of these leaders is that the finest ideas can be drawn from the lesser members in an institution. These leaders also strive to engage all members in the formulation of ideas.

6. They are persuasive: These individual leaders were the most effective in influencing their followers because they are good at presenting their facts in a convincing manner.

7. They excel at setting challenging goals: Since the leaders are influential, they possess the ability to make their workers commit their time and energy in their
workplace. This shows the skill these leaders have to influence their supervisees to go an extra mile as they work together (Spahr, 2015). In doing this, the organisation end up gaining more and more.

8. They emphasise speed: Carrying out duties in the least time possible is one of the most cherished practices by these leaders. Their belief is that through speed a lot can be achieved in an institution.

9. They are candid in their communication: These leaders are described as people who are honest in their communication patterns. As such, their followers trust the words that fall from their mouths.

10. They inspire and motivate through action: “through action” really means they lead by example. In other words, they practice what they expect from their followers.

Thus, within the challenging environment of modern education, the special characteristics of innovative leaders, as spelled out above, could be instrumental in combating conflict. The problem of conflict in education provisioning in Botswana will be further discussed in the following sections.

In addition to this introduction, this chapter gives the background to the research, definitions of relevant terms (1.2.3), the problem statement (1.3), research questions (1.3.1-1.3.4), aims and objectives of the research (1.4), provides a description of the research design and data collection methods that were employed (1.5), lastly, the chapter division (1.6).

1.2 BACKGROUND TO THE RESEARCH

Before the introduction of the Public Service Act No. 30 of 2008, employment conditions of teachers were amiable. This was so because there was flexibility in terms of management of teachers, working hours, leaves/holidays et cetera (cf. 1.2.2.6; 1.2.2.7 and 1.2.2.8). In terms of payments and work conditions, teachers’ salaries and work conditions were lower and poorer (cf. 1.2.2) but the work relations between teachers and their leaders were somehow peaceable (Habte, Husen, Setidiso, Sheffield, Thema & Williams, 1977:18-19).
Based on the legislation of the Public Service Act No. 30 of 2008 (Republic of Botswana, 2008:A.187), the Ministry of Education and Skills Development (Rampape, 22 June 2011:1) has introduced a variety of changes in the teaching profession. These changes were necessitated by the Public Service Act (Republic of Botswana, 2008:A.185) which brought all government workers under one employing entity known as Corporate Services, namely, the Directorate of Public Service Management (DPSM). The legislation reads as follows: “The public service shall consist of persons who immediately before the commencement of this act were part of the Teaching Service, including teachers in Government schools and persons who held Government aided posts in private schools” (Botswana Government Gazette, 2011:C.551).

In an interview with the Human Resource Manager (HRM) based at the Teaching Service Administration (TSA) in the Ministry of Education and Skills Development (MoESD), (Dirakano, personal communication, 17 October 2012), he explained that the changes were prompted by a number of inconsistencies that were prevalent within the government of Botswana. He said some of the inconsistencies that were noticed within the employing entities were in relation to the dismissal of workers, incentives for excellent performance and scarce skills provisions. The manager explained that there were formally four employing entities, namely:

a. The Directorate of Public Service Management (DPSM)
b. The Teaching Service Management (TSM)
c. The Unified Local Government Service (ULGS) and
d. The Tribal Land Service (TLS).

Thus, the government introduced one employing body to promote uniformity among all public servants. However, the introduction of one employing entity brought a number of changes for teachers. This has caused many conflict situations in the education system due to the fact that teachers are treated as civil servants; they are expected to work for eight hours a day as recorded in Section 95 (b) of the Employment Act No. 26 of 1992 (Republic of Botswana, 2001:55). This is one of the major prevailing conflict situations in senior secondary schools. The other contributory factor emanates from a number of leadership conditions. This research
will explore what the school managers and the educational leaders are doing about the problem of conflict in education.

Although a detailed analysis of the relevant literature will be given in Chapters two and three, the researcher in this section aims at giving some literature review highlights to strengthen the rational for this study. According to Awoniyi, Aderanti and Tayo (2011:34), a literature review is concerned with gathering valuable pertinent information already expressed from sources on issues of the study which add weight to the investigation. Some pertinent issues that have to be addressed here among others are the dilemmas of modern education and leadership (1.2.1) and the phenomenon of conflict in Botswana education (1.2.2).

1.2.1 The dilemmas of modern education and leadership

The second chapter of this study covers the concept of leadership in a broader perspective. Orapeleng (2010b:34) states that “education systems are expected by the public to perform to the best of their ability”. Thus, education systems need skilled leaders and committed teachers to meet the demands of stakeholders. According to Louis and Riley (as cited in Orapeleng, 2010b:35), leadership within schools is faced with four dilemmas. These are:

1. Commercialisation – school leaders find themselves having to be more astute financial managers. They are expected to generate income and seek sponsorships from private sector companies.

2. School performance – there has been a shift in policy focus from measuring inputs to measuring outcomes the late 1980s and early 1990s. As a result, governments, parents and the wider public were encouraged to make judgments about the performance quality and standards of schools. This public focus on school performance has created dilemmas for school principals.

3. Teacher performance – the emphasis on achievement and competition among schools has exposed weaker teachers and put pressures on school principals to deal with underachieving and ineffective teachers.
4. The unspoken issues – there are many problems whose origins do not lie within schools but when they come to light within the school context, school principals are expected to handle them amicably.

Looking at these dilemmas, the key question of this research is emphasised more, namely, what role innovative leadership could play in managing conflict at the selected senior secondary schools in Botswana (1.3.1-1.3.4). The extent to which conflict manifests itself in the provisioning of education in Botswana is highlighted in the ensuing section.

1.2.2 The phenomenon of conflict in Botswana education

Although a detailed analysis of conflict is dealt with in Chapter three, the researcher in this section gives background information about situations that led to the current conflict in the education system in Botswana. Not much is said by literature about strikes that took place before the 2011 national strike as Patle (2015) highlights that strikes were uncommon in Botswana because the working relationships between the workers and state were cordial. Patle (2015) gives a brief narration of strike and protest action scenarios in Botswana as he reports that the first strike in the civil service was in 1968. In this strike, the Industrial Class Employees took a lead as they reacted against racial discrimination and the deprivation of exercising freedom to organise and form Trade Unions. Secondly, Patle (2015) reports the dissatisfaction that was experienced by the primary school teachers following the outcome of the Presidential Commission Report of the Job Evaluation Exercise of 1987/1988. The dissatisfaction led primary school teachers to break away from the Botswana Teachers Union (BTU) to form what was known as Job Evaluation Unsatisfied Teachers (JEUT) in order to address their discontent.

Thirdly, in 1991, the Manual Workers Union became the only recognised trade union which represented manual workers who were employed by the Central and Local Government and Parastatal division. The union engaged in unfruitful negotiations with the employer for wage increase and this resulted in a national strike from the 4th to the 8th of November in 1991. Concerning the 1991 strike, in an interview with two women who chose to remain anonymous, it was further explained that the workers
wanted a 154% salary increase. After the strike, the employer agreed to increase the manual workers’ salaries by 154%. This was spread across for months until the percentage was covered. However, the interviewees could not recall the exact number of months the stipulated salary increase percentage was spread over. The interviewees verified that teachers were not part of the 1991 strike (Anonymous interviewees, personal communication, 24 May 2017).

Fourthly, there was a protest action from September, 25th to 27th in 2002 which was initiated by the Botswana Federation of Secondary Teachers (BOFESETE), the now Botswana Sectors of Trade Unions (BOSETU). The low salary structures and teachers’ work conditions led to this protest action.

The strikes and protest actions indicated above were followed by the 2011 “public strike over a pay dispute” (Shabani, 5 May 2011:1). This strike is attributed to the introduction of the new Public Service Act No. 30 of 2008 as it is stated from the Public Administration News (2011) that the introduction of a new Public Service Act introduced a negotiation process and granted unions the right to strike. The 2011 national strike was the first “mass public sector strike in the country’s history” (Public Administration News, 2011). The leadership within public schools had a hard time during this strike as teachers formed part of the groups that were engaged in it. This means that no actual teaching and learning took place in public schools. The educational leaders were not able to calm the situation.

From the writings of different writers (Hunyepa 2012:1; Shabani, 5 May 2011:1; Sepora, 20 May 2012:1; Rari, 2012b:3) and many others, it is shown that the phenomenon of conflict in the education sector in Botswana is real. There have been a variety of conflict situations emanating from the consequences of conflict in regard to the 2011 public strike (cf. 1.2.2.1), the implementation of the ‘no work, no pay’ principle (cf. 1.2.2.2), the remuneration for invigilation and marking of examinations (cf. 1.2.2.3), the reinstatement of extra-curricular activities (cf. 1.2.2.4) and many others.
The cited scenarios below give the background information on the abovementioned conflict situations, and on the many others.

1.2.2.1 The consequences of conflict: the 2011 public strike

According to Shabani (5 May 2011:1), in a local newspaper, the Daily News, “a public strike over a pay dispute, commenced on April 18…”. Teachers were also involved in the national strike since they are part of the public sector. In an interview with the Human Resource Manager (HRM) at the Teaching Service Administration (TSA), it was explained that the Ministry of Education had not compiled the total number of teachers who participated in the national strike (Dirakano, personal communication, 17 October 2012). The participation of teachers in the national strike negatively impacted school-going children both in the primary and secondary school sectors as the strike ran for two months (Hunyepa, 2012:1). Makumboenyoka (2013:9) expresses his observation of the national strike as follows:

There has never been peace since the public sector strike. After the strike the government started devising strategies of neutralising teachers’ militancy. One of the strategies was to transfer and/or send teachers for ‘further studies’.

As indicated above, the strike affected pupils, the operations of the Ministry of Education, schools and parents. The educational leaders failed to manage the conflict situations. The effect of the strike evoked conflict between the government and teachers, the government and teachers’ Union, and teachers and the learners at large as these mentioned groups of people were not happy with each other.

i) The impact of the strike on the learners

In a local newspaper, The Botswana Gazette, a parent of a grade one pupil who requested that she remains anonymous, was shocked to find her daughter being taught by two senior students at one of the primary schools in Francistown. When she raised her complaints with the school management, she was told that there was nothing the school could do since the majority of the teachers had withdrawn their labour. The paper continues to say that when the school management called a Parents Teachers Association (PTA) meeting, it proved unsuccessful because the
majority of the parents were also part of the national strike (Mosikare, 11-17 May 2011:9).

The effect of the strike on the quality of teaching and learning was devastating. As reported in a local newspaper, The Botswana Gazette (Selemogwe, 22-28 February 2012:27), the Botswana Examinations Council’s (BEC) executive secretary during a press briefing mentioned that “…the results reflect the quality of teaching in schools and call for an urgent review with all stakeholders to map the way forward in bettering the next results…”.

Mongwa (2015:2) mentions that one of the senior secondary school’s results have not been satisfactory since 2011. He adds that the school had a 21% pass rate in 2012, 27.54% in 2013 and 18.9% in 2014. The downward trend in results at this school is the trend in many schools around the country. When talking about the decline in the students’ performance at senior secondary schools, the Minister of Education (Baputaki, 15 September 2010:1) expressed that the results bear evidence of the low quality of education.

In the ensuing section, the impact of the strike on the Ministry of Education and the quality of education is discussed.

ii) The impact of the strike on the Ministry of Education and education quality
The involvement of the MoESD workers in the strike affected the running of the Ministry from the onset. Hence, the Human Resource Manager in the MoESD, in an interview (Dirakano, personal communication, 17 October 2012), admitted that the Ministry was forced to hire private companies to dispose of garbage bins because the drivers and janitors responsible for the work were on strike. In a local newspaper, The Voice, (Sepora, 20 May 2012:1) it was indicated that the impact of the strike was intense in the education sector because students were not attended to. About another incident, the same author reports that students from a certain senior secondary school raided Choppies (a supermarket) and harassed the workers. These events forced the Ministry of Education to close schools for a period
of two weeks (Sepora, 20 May 2012:1). This was done to manage the turbulent situation.

The Minister commented with regard to conditions of service and other matters that could cause conflict and impact on the quality of education:

This I must say is a clear indication that drastic measures need to be put in place in order to reform and revive the education sector. The Ministry has identified various areas that need immediate attention. This includes among other things, the conditions of service for teachers, housing accommodation, office space, poor provision of teaching equipment and training of new teachers and of those already in the job. We intend to immediately find ways of addressing these issues.

The 2011 national strike escalated the occurrence of conflict between the MoESD and teachers in the education system of Botswana. The above quotation indicates that the MoESD was aware of the fact that the Ministry’s services need to be improved. Whether the intended ways of addressing the issues have been found, may need to be followed by another research.

The following section about the impact of the strike on teachers shows the results of the conflict.

iii) The impact of the strike on teachers

Teachers who participated in the strike have been badly affected in that their salaries were withheld for the period of two months for which they were absent from duty. This has caused interpersonal conflict among teachers themselves because those whose salaries were withheld revealed the names of colleagues whose salaries were not affected, to the school managers. Moreover, in an interview conducted with the Human Resource Manager (Dirakano, personal communication, 17 October 2012), it was indicated that there were eight hundred (800) teachers who had not recovered from their financial constraints because their bank interests had accumulated and each time their salaries were deposited the banks claimed the whole salary. The Human Resource Manager said that these teachers basically went on a “zero salary” each month. This has been confirmed by correspondence from the BOSETU (Hunyepa, 2012:1) which was directed to the managing directors of different banks and reads as follows:
BOSETU would like to inform you that its members, who are your clients, were in a legal and protected strike in 2011. This correspondence seeks to inform you and ultimately make a request to your financial institution that the government of Botswana, which is the employer of our members, has unexpectedly recovered some funds from teachers for the last year’s legal and protected strike. This effectively means that our members were not paid in the month of September 2012. We, therefore, humbly request your bank to assist them by freezing interests or extending monthly repayments as we do not know when government is going to stop deductions. We further request that you should not repossess any of their items due to failure to pay monthly installments…The situation we are in is really challenging though temporary.

The above information shows the adverse effects the national strike has had on teachers. It seems the government did not have clarity on what the implications of its measures to withhold salaries would be for teachers. Baputaki (2011) reports that the Ministry of Labour and Home Affairs was adamant in quoting from the Public Service Act No. 30 of 2008 (Republic of Botswana, 2008:A.203) that “an employer is not obliged to remunerate an employee for services that an employee does not render during a strike or protected lock out”. In response to the Ministry’s quote, the secretary general of Botswana Federation of Public Sector Unions (BOFEPUSU), commented that the section does not say the employer is expected to pay in any case. “Not being obliged to pay does not mean that the government will not pay. However, if the government chooses to withhold monthly salaries, we will make it part of our deal as settlement to go back to work” (Baputaki, 2011).

Furthermore, Modikwa (2013:2) indicated that conflict manifested itself in the threatening strategies used by the MoESD. An example is given by Modikwa (2013:2) of the Minister of Education who “threatened to sack teachers who link the improvement of their welfare to good examination results”. The use of threats may imply that the educational leaders are failing to handle the challenging situation. The researcher does not see the usage of threats as an effective way of managing a challenging situation. This research endeavours to find innovative strategies that can be used by school principals and other educational leaders in managing conflict.

The above developments led to the enforcement of the ‘no work, no pay’ principle as elaborated below.
1.2.2.2 Conflict arising from the “no work, no pay” principle

The “no work, no pay” arrangement is a legal principle enacted in Section 80 of the Employment Act (Republic of Botswana 2002:49). The principle states that deductions may be made from the wages and any other payments which may be due to the employee in respect of unauthorised absence from work.

However, various stakeholders have expressed their concerns regarding this legal stipulation. For example, the president of Botswana Sectors of Educators Trade Union (BOSETU) as reported in a local newspaper, The Botswana Gazette (Makgapha, 11-17 May 2011:2), commented as follows on the “no work, no pay” principle as stated above:

The “no work, no pay” principle adopted by the government would have a negative impact on service delivery….teachers will skip the syllabus content they would have covered had there been no strike. This means that some of the lessons that the students should have learnt will be left out.

Rampape (2011:1) also commented that the “no work no pay” principle is “a clear battle of egos and it is the poor students who suffer”. The educational leaders were adamant in applying the “no work, no pay” principle. This principle was used by educational leaders to manage the conflicts that resulted from the national strike. Educational leaders were adamant in applying the “no work, no pay” principle. School principals were called upon to supply the Ministry’s office with a list of teachers who participated in the strike. It was possible that school principals might have failed to provide the names of teachers who were on strike to the Ministry. It was not easy for the educational leaders to find out the exact numbers of teachers who were on strike either (cf. 1.2.2.1 iii). Knowing the exact numbers of teachers who were on strike was important because it could have promoted fairness in the Ministry’s application of the “no work, no pay” principle.

The discussion of conflict arising from remuneration for teacher for the invigilation and marking of examinations is address below.

1.2.2.3 Conflict arising from the invigilation and marking of examinations

In addition to the “no work, no pay” principle, Rampape (2011:1) also reflects on the remuneration of invigilation and marking of the 2010 Final Examinations for Form 3s
and 5s. His main concern was that teachers were made to carry out these tasks, but when time came for them to receive their remuneration from the Botswana Examinations Council (BEC), a sub-section of the MoESD, they were not supported by the Minister as far as getting their remuneration was concerned. The secretary general of the BOSETU, Rari, indicated similar concerns regarding some outstanding payments on invigilation and course work (Rari, 2012b:3):

There were some outstanding payments in 2011 for both course work and invigilation and the union party wanted to know reasons for the delays. The Ministry of Education promised that they will bring the numbers of those who have not received their payments and map out a way forward in settling the dues. The union pointed out that they will not discuss the 2012 course and invigilation rates before the outstanding payments are settled.

As a result of the conflict over the invigilation, Rari (2012b:3) reveals that “one Junior Secondary School refused to submit the marks to the external moderators because they were not remunerated for the 2011 work”. Fortunately, the issue was resolved when the Regional Education Office (REO) committed itself in writing that they would settle all payments. It is evident that there is conflict if workers have to withhold their services in order for the employer to act on their behalf. It can be concluded that the educational managers were reluctant to resolve the issue until the workers decided to withhold their services. It is the aim of this research to investigate innovative ways of dealing with issues such as the ones portrayed.

In the section below, the decision taken by teachers not to participate in extra-curricular activities further shows the existence of conflict in the education system of Botswana. Here conflict manifests itself between school management teams and teachers, between school management teams and the Ministry, and between teachers and the Ministry.

1.2.2.4 Conflict arising due to extra-curricular activities

Barge (2015) defines extra-curricular activities as “anything that is not required for high school credit or paid employment”. Participation of teachers in extra-curricular activities has become a source of conflict between school managers and teachers at the selected senior secondary schools in Botswana. The extra-curricular activities referred to in this section include the athletics and ball sports, the supervision of
meals, the attendance of school meetings, and the general cleaning of the classrooms and their surroundings.

With regard to athletics and ball sports, Baputaki (2010:1) says the participation of teachers has long been ceased in schools because the DPSM is not compensating teachers for working after the specified hours of the day. Mooko (2012:2) the Deputy Permanent Secretary (DPS) of Basic Education in the MoESD advised the school management teams that an hour be set aside during normal school hours for activities such as athletics and ball sports. Thus, he reinstated extra-curricular activities. However, the DPS’s decision was met with resistance both at the junior and senior secondary schools, as Ndlovu (personal communication, 25 June 2012), cites the scenario in his school. He says that even though they have agreed to have sports within working hours from 3:30 to 4:30 pm, teachers delay reaching the grounds, hardly spend the stipulated one hour or do anything to sabotage the Ministry’s decision in terms of sporting activities. This raised conflict between the school managers and teachers. The study findings in Chapter 5 verified that the participation of teachers in extra-curricular activities is limited (cf. 5.4.5.6).

From the discussion above, it is evident that it was not easy for the Ministry to achieve the intended goal as far as extra-curricular activities were concerned. The section that follows will summarise other conflict situations that exist within the education system of Botswana.

1.2.2.5 Miscellaneous issues creating conflict due to leadership conditions

These conflict situations emanate from a variety of leadership conditions. Segobye (2011:5) and Rampape (2011:1) observe that further conflict in the teaching sector results from poor working conditions, including low salaries, slow progression to post of responsibility, Levels of Operation, the lack of overtime and other allowances where deserved, scarce skills benefits, and unfair or disruptive transfers. Furthermore, the above mentioned authors asserted that conflict also manifests itself due to the lack of salary increments upon the completion of higher qualifications and in a number of court cases where either the employer or the teachers’ union sought for legal intervention. It is crucial that work conditions in the teaching profession be given special attention as it is mentioned that complaints about the workload,
specialisation, the lack of training, slow progression and, the lack of proper facilities are unheard of in a sound education system (*Mmegionline*, 21 June 2011:1).

In one of the local newspaper (*Mmegi*, 10 February 2012: 5), Hlabano, the president of BOSETU, uttered the following sentiment:

> The government should invest in teaching rather than managing the profession. Unless this is addressed, problems in the teaching profession will never be resolved.

This comment by the Union’s president seems to point to the inappropriateness of the way the Government manages the education system. As a way forward, Buchner and Horth (2009:9) suggest that leaders need to use innovative thinking to come up with quick and decisive action in managing their challenging leadership problems. This is exactly what this investigation is striving to achieve, namely, to establish how school managers could be innovative within a given situation. For instance, the issue of the traditional working hours in comparison with the newly adopted hours of work in the teaching profession is one of the conflict situation school managers are battling with. As a result of the newly adopted hours of work, teachers have excused themselves from non-teaching activities such as supervision during meals, afternoon and evening studies, as well as the cleaning of the school environment. Teachers’ decision not to take part in non-teaching activities sparks conflict between the school management teams, union leaders, and teachers. Other activities that are not given enough attention by teachers include among others, remedial lessons, supervision of projects, subject fairs, club coaching and sporting activities (Rari, 2012a:11).

The new working hours is another bone of contention for which the principals should find innovative ways to enhance the productivity of teachers in schools.

1.2.2.6 Conflict arising from the new working hours

As mentioned earlier, the new Public Service Act brought conflict in the teaching profession as the newly introduced hours of work for teachers, differ from the previously undefined working hours. Because of the introduction of the new working hours, school management team members are facing resistance from the teachers. For instance, in an interview with one of the senior secondary school’s deputy
principals, it was disclosed that teachers would rather get up and go than stay beyond the knock-off time in a scheduled school meeting (Makole, personal information, 25 June 2012). The teachers, who decide not to stay beyond the knock-off time, may be perceived as insubordinate by the school managers. In relation to work hours, the BOSETU leader, Hlabano observed that the introduction of the eight-hours for teachers is irrelevant (Mmegi, 10 February 2012:5). Rari (2012a:11) emphasises that the “eight hours are for teaching and learning programs only”.

Before the introduction of the new Public Service Act, the teaching staff members were committed to carrying out school tasks faithfully as mentioned in the first paragraph under 1.2. Section 17 (a) of the Teaching Service Act No. 1 of 1996 (Republic of Botswana, 2002:9) required that teachers should place the whole of their time at the disposal of the school to which they are attached. The Teaching Service Act No. 1 of 1996 also indicated in the same Section under (b) that “no teacher may claim as of right additional remuneration in respect of any official duty or work he is required to perform by the Director, an appointing authority or the person in charge of his school” (Republic of Botswana, 2002: 9).

The above paragraph means that there were no specified hours of work for teachers. The unspecified hours of work for teachers implies that when there was no duty to perform, teachers were “free”, but when duty demanded, they were to avail themselves (Republic of Botswana, 2002: 9). The teachers’ working hours are now regulated by the new PSA (Republic of Botswana, 2008:A.187) which stipulates the eight hours of work. In comparing flexible and rigid office hours, Clark (2010) argues that when workers have flexible hours in their workplaces, they become more satisfied with their jobs and work harder than their counterparts with more rigid office hours. Work and other issues such as leave days, off days and hours spent at work, have been issues that have evoked debates over many generations. According to Lee, McCann and Messenger (2007:24), long hours of work were valued by employers as compared to fewer hours spent at work. One of the reasons why long hours were preferred could have been motivated by the employers’ passion in making profit from their sales. In Chapter 5, the research findings give the
perceptions of teachers regarding the Public Service Act and the eight hours of work (cf. 5.4.5.4).

The following sections explore further changes that have been brought about by the new Public Service Act - all possible causes of conflict in the teaching profession.

1.2.2.8 Teachers’ leave arrangements
A further change that has been introduced by the new PSA (Republic of Botswana, 2008:A.187) is that teachers should continue working at their respective schools during school holidays or apply for leave as they are entitled to annual leave only like other workers in the public sector (Muzila 2012:1). In the past teachers were allowed not to report for duty at their workplaces during school holidays. According to the new arrangement, all civil servants including teachers are entitled to only annual leave. The leave days may vary according to the salary grade as stipulated in Section 13 (1) of the Public Service Regulations, Statutory Instrument No. 50 of 2011 (Botswana Government Gazette, 2011:C.551).

In relation to leave issues, the BOSETU representatives argued that teachers should be given the freedom to enjoy the school vacations as it was the case in the past. The BOSETU secretary-general, Rari (2012b:3), asserted that the matter was discussed with the DPSM in a meeting that was held on 5 May 2012. He explained that the Union’s position has always been that Section 67 (e) of the Public Service Act No. 30 of 2008 (Republic of Botswana. 2008:A.209), entitles employees who were regulated by the repealed Acts to continue to enjoy the benefits from such Acts. Rari (2012b:3) further states that the same condition is outlined even under the new Act. Therefore, BOSETU argues that vacation should be kept as an added advantage to teachers and teachers should simultaneously be entitled to leave that accrues for four years as stated in the Public Service Act No. 30 of 2008 (Republic of Botswana. 2008: A.188). In Chapter 5 (cf. 5.4.5.3), teachers’ experiences regarding their leave arrangements have been shared.

1.2.2.9 Teaching as an essential service
Another significant change that has sparked conflict in schools was when the Minister of Education declared that Teaching and Veterinary services are considered
“essential services” (Mmegionline, 21 June 2011:1). The question could be raised why the announcement was not made during the establishment of the country’s education system in the first ten years since independence (Habte, et al. 1977:9). Furthermore, it could be questioned why the teaching profession was not listed under the ten services stipulated in the Trade Dispute Act No: 3 of 2005, namely, Air traffic control services; Botswana Vaccine Laboratory; Electricity services; Fire services; Bank of Botswana; Health services; Operational and maintenance services of the Railways; Sewerage services; Transport and telecommunications services necessary to the operation of any of the foregoing services; and finally, Water services (Republic of Botswana, 2006:34). Conflict manifested itself in the reaction of teachers towards the inclusion of the teaching profession under essential services mainly because no monetary benefits were attached to the declaration. The matter was then taken up by the Botswana Federation of Public Sector Unions (BOFEPUSU) (Baputaki, 2011).

The researcher will look at essential services as perceived in South Africa (SA) because SA and Botswana have similar conditions in terms of teachers’ dissatisfaction with their employers. The views from British Columbia Liberal Party (BCLP) will also be indicated to understand how other continents outside Africa perceive the classification of teaching as an essential service. Therefore, the following paragraphs will consider arguments for and against teaching as an essential service.

i) Arguments for and against essential services in South Africa
   Lorimer (2010) who was the spokesperson for the Democratic Alliance (DA) of SA says that the DA office has submitted an application requesting (the essential services committee, which fell under the Commission for Conciliation, Mediation and Arbitration (CCMA) at the labour department) that the teaching profession be listed under essential services careers. He emphasises that the Labour Relations Act defines an essential service “as a service which if interrupted, would endanger or inconvenience the life or the health of people”. The Liberal leader, Campbell (2006) said, “A good education is essential. So make education an essential service”. In support, Zikalala (2012) affirmed that teaching should be made an essential service to avoid disruptions to schools during strikes by teachers. However, Pierce, the
provincial chief executive of the National Professional Teachers’ Organisation of South Africa, as reported by Maluleka (2012), maintains that “education does not fall in the realm of essential services”.

ii) Arguments for and against essential services outside Africa

Outside Africa, essential services are defined as “services that are provided 24 hours a day, 7 days a week, 365 days a year like healthcare, police officers and firefighters” (British Columbia Teachers’ Federation 2001). According to the British Labour law (British Columbia Teachers’ Federation, 2001), essential services are those that society cannot do without, even momentarily, because of the potential for loss of life or limb. Cornes (2006) commented against the British Columbia Liberal Party’s proposal to make education an essential service by stating that making education an essential service, will deny employees in the teaching sector of their right to strike. Despite the comments given in disapproval, the British Columbia (BC) government changed the law and declared all education facilities and services as essential mainly for the prevention of “immediate and serious disruption to the provision of educational programs”.

The researcher concludes that the need exists for the government of Botswana to make an effort to ensure that work and learning conditions are conducive for teachers and students. Campbell (2006) says that “good education is much more than education without interruption. Good education is found in a system that pays salaries that will attract good, qualified teachers in sufficient numbers. It requires class sizes that are manageable, specialist services, as well as safe and appropriate facilities”.

1.2.2.10 Introduction of overtime in teaching

In the Botswana case, workers are expected to be at work from 7:30a.m. to 4:30p.m. According to James (2015), overtime is when an employee works extra time, and this can include work done as follows:

- Beyond their ordinary hours of work
- Outside the agreed number of hours
- Outside the ordinary hours
Before the adoption of these times, as stipulated in the Teaching Service Act (Republic of Botswana, 2002:9), every teacher was:

- to place the whole of his or her time at the disposal of the school to which he or she is attached, posted or transferred, and
- no teacher may claim as of right additional remuneration in respect of any official duty or work he or she is required to perform by the Director, an appointing authority, or the person in charge of his or her school.

However, the new Public Service Act (Republic of Botswana, 2008:A.187), introduced overtime policy in the teaching profession. The Employment Act no. 26 of 1992 explains the overtime matter as follows:

If an employee is required to work in any one day more than the number of hours in the ordinary daily working period, the number of hours so worked in excess shall be deemed, for the purposes of this Act, to be overtime and the employee shall be paid for such overtime one and a half times the wages he would have been paid had the time worked not been overtime.

The Act continues to indicate that for the purpose of calculating the daily rate of payment and/or benefits due for overtime to an employee employed on a monthly rate of pay the following divisors shall be applied: 1) 22 days in respect of a 5 day working week; 2) 24 days in respect of a 5 ½ day working week and, 3) 26 days in respect of a 6 day working week (Republic of Botswana, 2002:56-57).

The challenges experienced arise from the stipulation of the Employment Act (Republic of Botswana, 2002:56-57) that allows overtime for extra-curricular activities. It is evident that there are different ways in which the regulations are interpreted as Rari (2012b:2) highlights the following:

a. an employee cannot work for more than 12 hours in a day or 14 hours in a week
b. teachers are expected to lodge with students on school trips
c. some school heads insisting on payment only for contact time
d. some school heads insisting on extra-curricular activities done strictly within the 8 hours cycle of the day.
According to Muzila (2013: 1), emphasis was made that the following measures be put in place to reduce overtime payments in the Ministry:

1. All requests for engagement of non-teaching employees beyond normal working hours should be approved by the Office of the Permanent Secretary.

2. In negotiating to engage employees to work beyond normal hours, the school managers are encouraged to offer 50% payment while the other 50% is taken as days offs in lieu of number of hours worked.

3. As part of a control measure, Directors are requested to provide monthly reports on all overtime worked to show that the targeted measures have been met. In the event money has been paid and day offs taken without clear proof of work delivered, the relevant supervisors will be liable for surcharge of an equivalent amount paid to the employees. It is therefore, imperative that all overtime worked is fully accounted for to avoid any possible abuse and any surcharges.

4. While awaiting conclusion of how overtime can be reduced for the teaching profession with the relevant unions, School Heads will also be held accountable for all the overtime paid in their schools and expected to account to the Regional Directors on monthly basis.

Muzila (2013:1) concludes by saying that “supervisors are encouraged to ensure transparency and fairness in payments of overtime to ensure consistency and to guard against disgruntlement of employees in the Ministry”. This is in support with Kathy (2011) who cautions that employees who feel that they have been cheated out of pay will not be as productive or willing to go the extra mile as they carry out their daily duties. Kathy (2011) continues to say when employees feel that they have been cheated they may carry such feelings over into the rest of their job. As a result, a hostile and intimidating workplace may be created. It is, therefore, important that overtime issues be addressed promptly to build a friendly environment in schools. This calls for school managers to take an active role as teachers are not happy regarding the processes of overtime as (cf. 5.4.5.1).
1.2.2.11 Conflict arising from the clocking system

The clocking system which was introduced in schools to monitor punctuality among the teachers’ is one of the conflict situations in the education system of Botswana. With reference to the introduction of the clocking system in schools, Kayawe (2013) puts it this way:

A March savingram...informs all regions, departments and schools of the immediate introduction of the tool. The Ministry has observed that time management in some of the departments and institutions, is not effectively observed. Special reference is made to punctuality, truancy and the time employees knock off from duty.

Maeletso (as cited in Kayawe, 2013) comments that, “Implementing the clocking system could be difficult”. The MoESD spokesperson, Sihularo (as cited in kayawe, 2013) maintains that

the clocking system is no stranger to the classroom as the system has been in place for years. The issue of hours of work dates back to 2010 when the Public Service Act of 2008 came into operation. Before then, the old dispensation did not provide for specific hours of work for teachers and as such, teachers were engaged for about 13 hours in a day.

According to Tlhoiwe (2013:1), the Ministry opted for an “immediate introduction of a clocking system for time management” purpose. This implies that the introduction of the clocking system came from the higher office as a directive to be observed by teachers in their schools. Tlhoiwe (2013:1) continues to say,

The Ministry has resolved that all Regions, Departments, Units and Schools should with immediate effect start a clocking system whereby officers, teachers, and lecturers clock when they arrive for duty and when they knock-off from duty. This should be followed by a monthly analysis of the time management trends in a report form. The report should state the corrective interventions used to correct deficiencies in time management.

Gartenstein (2014) relates that in the workplaces where there is a demand for workers’ physical presence rather than their commitment, a clock is always punched to mark them present. This practice of punching a clock in the work system reinforces an element that stifles creativity and leads workers to count the hours until it is time to go home. Teachers have shared their sentiments regarding this initiative as cited in Chapter 5 (cf. 5.4.5.5).

The foregoing section displayed the extent of conflict in the education system of Botswana. The conflicting situations that emanated from the 2011 national strike,
leadership conditions and the introduction of the Public Service Act, brought undesirable conditions at the selected schools and also in the entire MoESD. Both the MoESD and school principals would do well to evaluate and examine the degree of these conflict situations in order to avoid destructive consequences. With this in mind, the researcher comes to the conclusion that both the MoESD and school principals, could opt for the roles of leadership with specific attention to innovative leadership to combat conflict.

In Chapter 2, the concept of leadership and innovative leadership will be discussed in full. Furthermore, Chapter 3 will pay special attention to the phenomenon of conflict in education. The researcher trusts that the findings from the literature reviews in Chapters 2 and 3 will equip the school principals, other members of the school management teams, and, educational leaders with the necessary skills that could be used to manage conflict.

In the following paragraph, key concepts as used in this study are defined so as to eliminate any confusion.

1.2.2.7 Change of the employing entity
In an interview conducted with the Regional Chairperson of BOSETU in the North Eastern region (Tshosa, personal communication, 15 June 2012), it was explained that the new employer, the Directorate of Public Service Management (cf. 1.2) now considers teachers like all other civil servants since the introduction of the new Public Service Act. This means that teachers are under the Directorate of Public Service Management and like any other government worker they are to work for eight hours a day (Dirakano, Human Resource Manager, personal communication, 17 October 2012). Therefore, the new legislation has done away with the Teaching Service Management as it is no longer the employing body of teachers. The Teaching Service Management (TSM) has undergone a name change namely from the former Teaching Service Management to the Teaching Service Administration which endorses the stipulations of the new Public Service Act.
1.2.3 Definition of terms

This section marks the definition of terms for this study. The terms are derived from the conceptual framework. Rangarajan and Shields (2013:24) define a conceptual framework as “the way ideas are organised to achieve a research project’s purpose”. Rangarajan and Shields’ definition of a conceptual framework is similar to Smyth’s (2004:167) who defines the term as “a set of broad ideas and principles taken from relevant fields of enquiry and used to structure a subsequent presentation”. Smyth (2004:168) further explains that the conceptual framework helps the researcher, among others, to link research literature with the research aims and questions, informs the research design, and significantly enhances the trustworthiness of the research. Awoniyi, et al., (2011:33) define the conceptual framework as “a detailed presentation of the variables to be observed in the study”.

Because the following concepts are viewed to be an integral part of the discussions and investigations envisaged in this study, the researcher deems it necessary to clarify them with regard to their meaning for this study.

Because the following concepts are viewed to be an integral part of the discussions and investigations envisaged in this study, the researcher deems it necessary to clarify them with regard to their meaning for this study.

(i) Innovative leadership
Innovative leadership is seen by Martin (2011) as a leadership style that has great potential to arouse the mental faculties of leaders in particular and the followers in general. Spahr (2015) defines it as a leadership style that is very collaborative, nondirective, and that works best in a loose group structure. Through innovative leadership, school principals should generate ideas that would bring new life in their schools. Buchner and Horth (2009:18) articulate that, “Innovative leaders show support and confidence in the work and value individual contributions”.

(ii) Educational managers
Educational managers/educational leaders people who give orders to school principals and his or her team of school managers (Carron & Grauwe (2007:7). Kadushin (1992:20) considers educational managers as people who contribute in a
significant way in supervising, guiding and supporting school principals and their co-managers in carrying out their work. The terms educational managers, educational leaders, educational officers and supervisors will be used interchangeably in the context of this research.

(iii) School management teams
School management teams refer to leaders at the school level. These are the school principals, deputy principals, Head of Houses, and Senior Teacher 1s. There will be referred to as school management teams.

(iv) Employer
According to the Advance Learner’s English Dictionary (2004, s.v.”employer”), the term employer is defined as “the person or the organisation that you work for.” For the purpose of this project, the term refers to the Directorate of Public Service Management (DPSM).

(v) Leader
According to Taffinder (2006: 6), a leader is defined as a person who is able to get people do things they have never thought of doing or do not believe are possible or that they do not want to do. The term refers to one who holds a managerial post with special emphasis on the teaching profession.

(vi) Leadership
In the context of this study, leadership is categorised into four levels. These are the school management teams, the regional education officers, the Ministry of Education and Skills Development and the employer levels. Cherrington (1994:618) defines leadership as an on-going influence a leader possesses that goes beyond the mere observance of the given directives.

(vii) Union
In this research work, there is only one trade union that has been considered, namely, the Botswana Sectors of Educators Trade Union (BOSETU). The Advanced Learner’s English Dictionary (2004, s.v.”union”) defines the term union as follows: “A
union is a workers’ organisation which represents its members and which aims to improve things such as their working conditions and pay”.

(viii) Conflict

According to the Advanced Learner's English Dictionary (2004, s.v. “conflict”), the term conflict is defined as “serious disagreement and argument about something important”. Myatt (2012) believes that conflict and leadership are intertwined. He concedes that “leadership is a full-contact sport and if you cannot or will not address conflict in a healthy, productive fashion, you should not be in a leadership role”. The writer further cautions that leaders “who don’t deal with conflict will eventually watch their good talent walk out the door in search of a healthier and safer work environment”. A conflict may present itself between two or more people. In this study, conflicts that emerged between the school principals and the teachers, the Ministry of Education and the school managers, the teaching staff and the Ministry of Education, and the teaching staff and the learners within the education system of Botswana have been highlighted.

The prevailing conflicting situations in the education system of Botswana led to the following problem statement.

1.3 PROBLEM STATEMENT

School principals, as the custodians of the directives from the educational managers and also working with a team of teachers who are, to a great extent, influenced by the Botswana Sector of Educators Trade Union (BOSETU), are faced with conflict situations. One of the major factors that contribute to educational conflicts appears to be the introduction of the new Public Service Act No. 30 of 2008. The introduction of the new Public Service Act No. 30 of 2008 and other leadership conditions have bred conflicts which affect the day-to-day running of the schools. These conflicts need the school principals and their supervisors to search for new ways to run their schools and manage conflict in a productive way. The management of conflict is crucial because if conflict remains unresolved, work relations will be affected, the students’ performance will decline, schools will not achieve their intended goals, and consequently the quality of education will be affected.
Against the above problem statement, the main research question is formulated as follows: What is the role that innovative leadership could play in managing conflict at the selected senior secondary schools in Botswana?

To address the problem, the following sub-questions were developed:

1.3.1 What role could innovative leadership play to create a climate conducive for quality teaching and learning in Botswana senior secondary schools?

1.3.2 What suitable strategies could innovative leadership apply in managing conflict in Botswana senior secondary schools?

1.3.3 What are the perceptions of teachers, school management teams, and education managers with regard to the nature, extent and causes of conflict among the teaching corps of senior secondary schools in Botswana?

1.3.4 What recommendations could be made to educational managers and school management teams in terms of specific strategies to combat conflicting situations among the various role players within the education system of Botswana?

1.4 AIM AND OBJECTIVES

The main aim of the research is to investigate the applicability of innovative leadership in managing conflict at the selected senior secondary schools in Botswana. The intention is to suggest innovative strategies that school principals could employ to handle conflicts amicably to create a climate conducive for quality teaching and learning in Botswana. Furthermore, from the above research questions related to conflict between education leadership and other role players at senior secondary schools in Botswana, the following objectives for the study have been identified:

1.4.1 To investigate the concept of leadership and in particular, the quest for innovative leadership.

1.4.2 To investigate the phenomenon of conflict in education and the specific strategies which innovative leaders could apply in managing conflict.

1.4.3 To determine the perceptions of the participants in terms of the nature, extent and causes of conflict in the education system of Botswana.
1.4.4 To make scientific recommendations to educational managers and school management teams on how to combat conflict through innovative leadership practices.

1.5 RESEARCH DESIGN AND METHODS

This section gives a brief discussion of the research design and methods that were adopted to achieve the above-mentioned objectives of the study. Ary, Jacobs, Razavier and Sorensen (2006:470) perceive the research design as “the researcher’s plan of how to proceed to gain an understanding of some group or some phenomenon in its natural setting”. On the other hand, methodology is explained by Connaway and Powell (2004:286) as “the strategies surrounding the use of multiple methods of data collection as required by different types of attempts to achieve higher degrees of reliability and validity”. These strategies are plans which are used to obtain knowledge (Polkinghorne, 1983:25).

1.5.1 Research design

The researcher employed several qualitative research methods to collect data. In Chapter 2, the researcher reviewed relevant literature to achieve the first research aim that investigated the concept of leadership and in particular, innovative leadership and the quest for innovative leadership in this modern day and age. The second aim of the research was achieved by the literature review covered in Chapter 3 that intended to investigate the phenomenon of conflict in education and specific strategies which innovative leaders could apply in managing conflict. The third aim was achieved in Chapter 4 where the investigation determined to know the perceptions of teachers and education managers with regard to the nature, extent and causes of conflict among the teaching corps of senior secondary schools in Botswana. In chapter 5, the researcher presented and analysed the data, and interpreted the findings of the empirical investigations that revealed the perceptions of the research participants in terms of the nature, extent and causes of conflict in the Botswana education system and how it could be managed through innovative leadership. A summary of the literature review and the empirical investigation in the light of these research aims was given in Chapter 6. The summary of the literature
review and the empirical investigation led to the achievement of the fourth research aim.

Green (2000:4) states that qualitative researchers are less concerned with 'how many' but rather, are concerned with the ‘why?’ and ‘what?’ of a given phenomenon. The researcher used an inductive process where the interviews she conducted at the selected schools were categorised in order to identify themes (McMillan & Schumacher, 2001:479). The discussions of the identified themes will be covered in full in Chapter 5. Furthermore, the framework upon which the study is situated is discussed in Chapter 2.

1.5.1.1 Research paradigm
According to Walliman (2003:87), the term paradigm is used to “indicate the overall effect of the acceptance of a particular general theoretical approach often expressed as a theory”, or a “basic set of beliefs that guides action (Denzin & Lincoln, 2003:33)”. Additionally, Bryman (2008:605) perceives it as “a cluster of beliefs and dictates which for scientists in a particular discipline influence what should be studied, how research should be done, how results should be interpreted”.

According to Blanche, Durrheim and Kelly (2006:275), the interpretive paradigm which is also called the ‘phenomenological paradigm’, is the nature of the researcher’s study.

Carpenter and Streubert (2011:90-91) state that purposive sampling is the most commonly used sampling method in phenomenological inquiry. The main idea is to select participants that would provide the researcher with the needed information. This is made possible by the fact that the participants have experience with the phenomenon under study (Carpenter & Streubert, 2011:153).

Mouton (2001:148) considers the phenomenological inquiry as empirical because it gives adequate description of an insider’s perspectives of the actors and their practices in a given group of people. The qualitative research approach was perceived as the most relevant to this research because the researcher will gather information about what teachers think and feel about their workplace and leaders,
thus, getting their perceptions and views on how they view conflict in their workplace. This aspect will be discussed in more detail in Chapter 4.

1.5.1.2 Research approach
The researcher used a qualitative research approach. According to Abawi (2008:5), a qualitative approach allows the researcher to study the participants in their natural settings. The participants have, among others the freedom to explain their work experiences according to the meaning they attach to these experiences (Nani 2013:210). The freedom the participants had was appreciated by the researcher because she wanted to gather data based on participants’ views, opinions and perceptions. To establish the background information of the study, the researcher conducted some preliminary interviews with relevant individuals (Appendix R). These were the Ministry of Education and Skills Development officer, a school principal and two members of BOSETU. The selected experts helped the researcher to gather information about conflicting situations in the Ministry of Education and in schools. More about the qualitative research approach will be dealt in full in Chapter 4 (cf. 4.3.2).

1.5.1.3 Research strategy
The researcher has selected the phenomenological research strategy for this study. Myers (2009:55) states that the phenomenological strategy reflects on current practices, explore issues that give way to such practices and maps a way forward towards collective effort in addressing the practices. The selected research strategy enabled the researcher to gain the participants’ perspectives (Cresswell, 1998:31).

1.5.2 Research Methods
This section will cover the selection of participants, data collection, data analysis and trustworthiness components. The discussions under this section will be brief because the components will be covered in full in Chapter 4 of the study.

1.5.2.1 The selection of the participants
The population consisted of sixty (60) school managers, 545 teachers and 20 officers from the MoESD and BOSETU. The study sample was derived from the given populations. From these populations, 37 managers, 115 teachers and 10
officers from the MoESD and BOSETU were sampled. Purposive and random sampling techniques were used in the selection of the research participants.

1.5.2.2 Data collection
Several methods were used for data collection. These were interviews, observations and documentary records. The interviews were based on open-ended questions as stipulated in the interview guides (Appendices F to J). Interviews were mostly conducted in English. Where the participants used the second language, Setswana, the researcher translated the information to the English language. The researcher constructed the interview questions. The construction of the interview questions was mainly done to gather relevant information although the participants were not in anyway restricted to express themselves. The participants’ freedom to express themselves enabled the researcher to gain more information from the participants’ experiences. Observations and documentary records were also used to gather data. The researcher preferred multiple data collection methods over one method to strengthen the validity of the collected information (McMillan & Schumacher, 2010:331).

1.5.2.3 Data analysis
The use of a hermeneutical (interpretive) approach to analyse and interpret the research data was employed. Myers (2011:182) says that the main purpose of hermeneutics is to aid human understanding of what people say, do, and the reason behind their actions. The researcher as the main research instrument played a major role in the analysis of the collected data (Merriam, 2003:5). The interviews were translated if there were not in English and the analysis started immediately as data was collected. The researcher was guided by the interview questions to determine the main themes of the study. As LeCompte and Schensul (2010:223) suggest, in illustrating and substantiating the themes, relevant quotations were selected to match the research findings. In Chapters 4 and 5, the data analysis component will be dealt with in detail.

1.5.2.4 Trustworthiness
According to Flick, Steinke and Von Kardoff (2009:185), the use of multiple methods minimises the danger of showing one-sidedness by the researcher. The researcher
used the four criteria which have been suggested by Robinson, Tolley and Ulin (2005:166-169) to “assess the truth value of qualitative findings”. The four criteria are: transferability, credibility, dependability, and conformability.

a) Transferability
Engaging different practitioners in the education system helped to bring about the possibility of transferring the research data to teachers at primary schools and junior secondary schools.

b) Credibility
According to Flick (2009:257), credibility eliminates the presence of error-infested data which when neglected could distort the information gathered. Robinson, Tolley and Ulin (2005:166) indicate that “credible interpretations of qualitative data offer explanations that are consistent with the data collected and are understandable to people in the study population”. In order to enhance the credibility of the collected data, the participants were engaged in confirming the collected data (Cresswell, 2003:196). Lastly, the researcher's 21 years of experience as a practitioner in the MoESD was guarded to avoid making personal judgments.

c) Dependability
According to Carpenter and Speziale (2007:49), once the credibility component is met, then the dependability component is catered for. To assure the dependability of the research data, the researcher used multiple qualitative data collection methods such as interviews, observation, and document analysis. The preliminary activities (Appendix R) also enhanced the dependability of this research work. Furthermore, the researcher audited the collected data by reading the written data over and over again.

d) Conformability
According to Bryman (2008:379), conformability is “concerned with ensuring that while recognising that complete objectivity is impossible in social research, the researcher can be shown to have acted in good faith”. In order to enhance the component of conformability, the research did not allow personal opinions and
impressions to overrule the research findings. This was enhanced by recording the participants’ views verbatim (that is, participants’ expressions were presented exactly as they were said). The acquisition of firsthand information from the participants in their natural settings was promoted (Carpenter & Speziale, 2007:49). The researcher welcomed outside inspection and verification to maintain the distinction between her own and the participants’ ideas (Robinson, Tolley & Ulin, 2005:168).

1.5.2.5 Ethical Considerations
The researcher took into consideration the rights, needs and desires of the respondents (Cresswell, 2009:198). Thus, first, permission to conduct research was obtained. The ethical clearance was approved by the relevant committee at the University of South Africa and a copy of the ethical clearance certificate has been attached to the thesis (Appendix Q). Second, in order to gain respondents’ participation, the researcher explained the research’s objectives for the participants to know the purpose of the study. Third, she further explained how the data was going to be used. More about the ethical considerations will be dealt in full in Chapter 4 (cf. 4.4.5).

1.6 CHAPTER DIVISION

The following chapter divisions have been followed:

In Chapter 1, an introduction and the background to the study have been given. In the background section, the researcher aimed at bringing different aspects of conflict pertaining to the study problem to the fore. Thereafter, the definition of terms, the problem statement, the aims and objectives, the significance of the study, have been outlined.

Chapter 2 deals with the relevant concepts of leadership. In particular, this chapter gives attention to the first facet of the research aim which was set to investigate the concept of leadership and in particular, the quest for innovative leadership in this modern day and age.

Chapter 3 gives a record of a literature review relating to the second facet of the research aim which was to investigate the phenomenon of conflict in education and the specific strategies which innovative leaders could apply in managing conflict.
In **Chapter 4**, the researcher outlines the research design and the methods used for data collection in detail. The chapter also outlines the population and sampling techniques that the researcher employed. Data collection and data analysis procedures are outlined. Through the employment of the selected research design and methods, the third aim of the study that determine to know the perceptions of participants in terms of the nature, extent and causes of conflict in the education system of Botswana will be achieved.

**Chapter 5** initiates the interpretation and analysis of the empirical research data. This chapter, as portrayed in the third research aim, mainly seeks to determine the perceptions of participants in terms of the nature, extent and causes of conflict in the education system of Botswana. Finally, findings were presented verbatim to represent the actual descriptions of the participants’ understanding of conflict in their schools.

In **Chapter 6**, the final chapter, a summary is given, conclusions are drawn and recommendations are made based on the research findings. This chapter pays attention to the fourth research aim which is to extract and make scientific recommendations to education authorities and school management teams on how to combat conflict through innovative leadership practices.

### 1.7 SUMMARY

The conflict situations experienced by teachers, BOSETU and the MoESD in Botswana are matters of great concern. The school principals, as custodians of the directives from BOSETU and the Ministry of Education, need to employ innovative strategies that will help them combat conflict in their workplace. Innovative leadership skills are crucial because school principals are expected, among others, to produce quality results, enhance productivity, and promote customer satisfaction.

From the discussions covered in this chapter, the researcher concludes that this study is necessary because its findings will empower, school principals at senior secondary schools with innovative leadership skills to handle the conflicting situations in the workplace.

The chapter that follows provides the relevant concepts of leadership.
CHAPTER TWO
THE ROLE OF LEADERSHIP IN MANAGING CONFLICT

2.1 INTRODUCTION

As was evident from the discussions in Chapter 1, there are conflicting situations experienced by teachers and their supervisors in the education system of Botswana. It is relevant that educational leaders should attain appropriate leadership competencies to enable them to manage conflict for the purpose of creating a peaceful learning environment. This chapter reviews relevant literature related to the concept of leadership. The chapter addresses the research aim that investigates the need of innovative leadership in this modern day and age. The literature review will concentrate on the following sub-headings: the contextual framework (2.2), leadership defined (2.2.1), the five levels of leadership (2.2.2), what innovative leadership is (2.2.3), the role of educational leaders in supporting school principals in education (2.3), principalship in schools (2.3.1), educational leadership models (2.4), leadership theories (2.5), leadership styles (2.6), and aspects of communication (2.7).

The researcher considers the mentioned sub-headings as relevant to the study because the study is centered on educational leaders in general, and school principals, in particular. The discussions will bring to the fore why innovative leadership is of great importance. Furthermore, being an innovative leader and possessing relevant communication skills are inseparable competencies. This goes without saying that the component of communication plays a significant role in leadership.

The section that follows will briefly give an outline of the contextual framework.

2.2 THE CONTEXTUAL FRAMEWORK

The contextual framework on which this study is centered will be focused on the management of conflict at the selected senior secondary schools. Babbie and Mouton (2001:272) indicate that, “If one understands events against the background of the whole context and how such a context confers meaning to the events concerned, that one can truly claim to ‘understand’ the events.”
First, the concept of leadership with special emphasis on innovative leadership in relation to; how school principals could apply it to manage conflict in their schools will be discussed. Under this, the concept of communication will be given attention as well. Secondly, conflict as experienced by the participants at the selected senior secondary schools will be discussed. The discussions of the new Public Service Act No: 30 of 2008 and various leadership conditions have been dealt with in Chapter 1 (cf. 1.2). Based on the outlined contextual framework, the leadership theories and conflict management models will be discussed in Chapters 2 and 3 of this study. The transformational leadership theory and other theories on leadership will be debated. The study is situated on the transformational leadership theory (cf. 2.5.3).

In the next section, the concept of leadership will be defined.

2.2.1 Leadership defined

The concept of leadership dates back to antiquity (Arnott & Holmgren-Hoeller, 2010:2). Leadership is so important that some scholars see it as the sole factor in success (Light, 1998:19). Hoy and Miskel (2005: 374) confirm that leaders are important because they serve as anchors, provide guidance in times of change and are responsible for the effectiveness of organisations. Betts (2000:12) considers “good” leaders as members of the group that are outstanding, who have the ability to get along easily with people, who ascertain that the followers understand the purpose of initiating change in their workplaces. These leaders also welcome changes, new ideas from their followers and demonstrate great concern for every member of their groups.

Researchers have cited different definitions of the term, leadership. For instance, Ricketts (2003:3) defines leadership as the way a particular leader conducts himself or herself when he or she manages the activities of a group for the purpose of attaining a specific goal. A definition by Cherrington (1994:618) states that ‘leadership’ is the on-going influence a leader possesses that goes beyond the mere observance of the given directives. This definition implies that this kind of a leader has the ability to enthuse his or her followers to carry out their duties with minimal supervision. Working in such an environment can be fulfilling.
Taffinder (2006:6) defines leadership as getting people to do things they have never thought of doing, do not believe are possible or that they do not want to do. This definition implies that a leader should have the means that will motivate his or her followers to do what they are expected to do. This calls for good relationships and rapport between the leader and his/her followers. It also demands from the leader to be a knowledgeable person in order for him or her to induce the followers to work with confidence and keenness. According to the Institute of Development Management Report (2006:66) leadership is perceived as follows:

Leadership is the essential ingredient that turns visions and plans into reality. Effective leaders harness the energies and gain the commitment of their people towards great achievements. A critical aspect of any Public Sector Reform Program is how well public servants are led, managed and deployed. Sound management of people is a key component in improving the efficiency and effectiveness of the public sector.

Another definition by Stogdill (as cited in Buchanan & Huczynski, 2007:695) describes leadership as an influencing process aimed at goal achievement. This definition could suggest that a leader should be effective for him or her to be able to influence his or her followers towards the attainment of the expected results. Wilmore (2002:93) says that leadership is the courage to admit mistakes, the vision to welcome change, the enthusiasm to motivate others and the confidence to stay out of step when everyone else is marching to the wrong tune.

Thus, for the purpose of this study, leadership is seen as a leader’s determination to make a difference in the life of the followers. Leadership is furthermore seen as the ability to accept one’s limitations and an eagerness to display a teachable attitude. Successful leaders continually learn and appreciate brilliant ideas from their followers. School principals will do well to unite their efforts with those of their followers in tackling conflict in order to transform their schools.

In the following segment, Maxwell’s (2011:7) five levels of leadership which show a leader’s progressive growth in leadership will be outlined.

2.2.2 Five levels of leadership

According to Maxwell (2011:7), there are five levels of leadership which are essential for an organisation to be successful. These levels are position, permission,
Production, people development and pinnacle. The position level is the lowest level of leadership because it is the entry level into leadership role. At this level, the leader’s influence comes with the title of his or her job or position. Leaders in this level end up becoming bosses and not leaders. The second level is that of permission and is based on relationships. The leader is able to develop trust and influence his or her followers by treating them with dignity. When relations are good in the workplace, the work environment becomes positive and the leaders become effective agents for change. Eventually they can handle challenging circumstances (Maxwell, 2011:8-9). Level three is production, and it centers on results. Good leaders are expected to get things done. With the influence and credibility that they gain from good results, the work in the organisation gets done, the morale improves, the profits escalate and the desired goals are achieved (Maxwell, 2011:9). The fourth level is people development. Leaders become great as they demonstrate the ability to empower others and as such, they end up developing leaders like themselves. Consequently, team-work improves and performance increases as the leaders in the organisation are increased because the leader has developed leaderships in his or her followers (Maxwell, 2011:9). The last level is the pinnacle, which is based on respect. Here we find leaders who are able to create opportunities that other leaders are unable to do. These leaders are talented and purposeful because one needs to be skillful to reach the fifth level of leadership (Maxwell, 2011:9-10).

Below is a diagram that illustrates the five levels.
The researcher appreciates that the five levels that have been discussed augment the definitions given for the term, *leadership*. All levels should be reached, the one after the other. Levels 2 to 5 are perceived by the researcher as suitable for leaders in the education system to enhance performance in schools.

The researcher will discuss the concept of innovative leadership in the section below.

### 2.2.3 What innovative leadership is

Innovative leadership can be explained as a type of leadership that inspires others to think ‘outside the box’ in order to create an atmosphere where good insights can be appreciated (Buchner & Horth, 2009:5). Buchner and Horth (2009:5) further say that innovative leaders are visionary in nature, promote collaboration, and lead by

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Figure 2.1: Maxwell’s levels of leadership success (2011:7)
example. In innovative leadership, leaders use different leadership styles to attend to situations that arise within an organisation (Spahr, 2015). Spahr (2015) states that innovative leadership displays open leadership behaviours and creates a work environment that encourages innovation. It further promotes creative thinking and problem-solving practices and encourages an environment that allows the followers to create, implement and evaluate new ideas.

The leadership behaviours that an innovative leader displays show the leader’s welcoming spirit to accept ideas from one’s followers. The acceptance of the followers’ ideas allows for the collaboration of the stakeholders. When the leadership of an organisation encourages innovation, the workers become motivated, and thus, dedicate their energies and time for the benefit of their organisation. The innovative type of leadership differs from other leadership styles, for example, the bureaucratic style in a number of ways.

The differences are outlined as follows by Spahr (2015):

- The thinking process in the innovative style encourages innovative connections, while the bureaucratic style follows the traditional processes of focusing on known facts. Bureaucratic leaders are satisfied with the mundane way of doing things.

- Innovative leadership is very collaborative while the management of bureaucratic leadership is top-down. Bureaucratic leaders demand unconditional respect from their subordinates.

- Innovative leadership works best in a loose group structure while the tasks of bureaucratic leadership are extremely structured.

- Innovative leadership is non-directive while bureaucratic leadership focuses more on directives.

Sergiovanni and Starratt (1998:180) refer to innovativeness as a system that is healthy. Being healthy implies that the workplace is friendly, the workers are productive, the work relations are good, and good communication between the leaders and their followers, and between the followers themselves is maintained.
The system that promotes innovativeness has the ability to initiate new ways of doing things to achieve new goals and to provide quality services. Innovativeness can be achieved through the use of ‘quick and informal meetings’ and benchmarking on others (Weiss, 2011). Buchner and Horth (2009:12) indicate that an innovative leader is not a ‘lone genius’, but he or she depends on the ideas generated by his or her followers. Sutcliffe (2013) says that school leaders who are successful are able to build strong teams of workers because they value good relationships.

2.2.3.1 Definition of the term innovation

Innovation is the topic for the 21st century organisations (Barten, 2013) because of the desire to produce competitive services and products. Baipidi (2013:12) firmly states that “creativity and innovation are key 21st century skills that must be cultivated into every lesson regardless of the subject”. This suggests that innovation fits in the industry, classroom, home, office and even in the market place.

Brown and Osborne (2005:118) mention that,

The topic of innovation has inspired vast amounts of research theorising, speculation and wishful thinking. The introduction of new elements for public servants in the form of new knowledge, organisation, management or skills represents discontinuity with the past.

In a way, everyone wants to gain from innovation because it improves productivity. The concept of innovation is relevant to the running of schools in this modern era. Robbins (1996:18) demands that leaders should “foster innovation by initiating new ways of producing quality services and products and master the art of change or they will become candidates for extinction”. Robbins (1996:18) continues to say that “victory will go to those organisations that maintain their flexibility, continually improve their quality and beat their competition to the marketplace with a constant stream of innovative products and services”. Innovative leaders or organisations promote training and professional development of their members. Innovative organisations also offer high job security for their employees to promote progressive development. Martin (2011) encourages companies to look for innovation potential in those they desire to hire. If such people are hired, they would contribute innovative ideas to aid their companies to excel.
According to Smith (2006:5), the term *innovation* originates from the Latin word *nova* meaning *new*. The researcher understands the term to mean the creativity to produce something that is unusual or something which was never created before. The term, *innovation* calls for leaders to be ‘stylish’ as they carry out their duties. Being stylish means that innovative leaders carry out their duties in an unusual manner, that is, in a way that is sophisticated and fashionable; a way that is unique and special and detached from the traditional way of carrying out functions. It also means that the leader should be confident and be someone of good taste and who has the ability to appreciate what is fashionable.

Furthermore, the concept of innovation calls for leaders to be alert about available opportunities that can be secured for the benefit of their organisations. Leaders should also be willing to acquire knowledge and skills from their followers. A leader who is innovative has to fight and conquer the spirit of selfishness and competition against his or her followers.

Buchner and Horth (2009:7) indicate that innovative approach to leadership means one’s ability to manage his or her job responsibilities in an unique way. Innovative approach to leadership is of value because innovation encourages leaders to create a climate where others apply innovative thinking to increase productivity and to enhance performance at the workplace. Buchner and Horth (2009:9) maintain that leaders need to use innovative thinking to be able to come up with quick and decisive actions in managing their leadership problems. Buchner and Horth (2009:9) indicate that innovative thinking calls for one’s ability or creativity in approaching the situation in an unconventional way. Innovative thinking does not depend on either known facts or past experience. Instead, it imagines how the organisation should be like in the future and works hard to reach the set goals.

From the discussions above, it can be deduced that innovative thinking allows one to think critically. The researcher sees the ability to think critically as one of the most effective ways in leadership. Critical thinking enables the leader to be resilient when faced with varied situations in the workplace. Buchner and Horth (2009:20) describe *innovative leadership* as a combination of innovative thinking and a type of leadership that supports it. Buchner and Horth (2009:6) also caution that as work
experiences become more difficult, new patterns of managing them are needed to handle them properly. Sheffer (1993:12) maintains that an innovative leader does not fail to attain his or her goals due to inadequate resources.

The researcher concurs with Sheffer (1993) that becoming an innovative leader does not require a bountiful amount of resources. It is possible for one to become innovative with limited resources. When leaders become successful innovators with limited resources, it implies that they would do even more if the resources were adequate. Cotter (as cited in Bell & French, 1999:272) asserts that leadership involves establishing direction and cooperation by organising the workers in an institution through the leader’s ability to communicate the desired goal in an effective way. Kim (2006:153) supports Cotter by stating that, “Once you have given them (the followers) a peek at the future, you need only steer them (the followers) in the right direction providing the occasional push on the uphill or applying the brakes if they accelerate too fast for the conditions”.

2.2.3.3 The roles of innovative leadership in creating conducive organisational conditions

The creation of a conducive environment for the attainment of quality teaching and learning in schools is a necessity. The school principals have to ensure that schools promote quality teaching and learning. Agbor (2008:42-45) suggests roles of innovative leadership by considering the following insights that are relevant for schools:

(i) Pfeffer (as cited in Agbor, 2008:42) believes that when leaders encourage their members to be creative, they will appreciate the innovativeness of these followers in their organisations. The school managers and other educational managers would do well to refrain from treating teachers as people who cannot contribute in a significant way towards the development of their institutions. Realin (as cited in Agbor, 2008:42) indicates that the 21st century organisations are knowledge-based and require that everyone share the experience of serving as a leader to enhance success in their organisations. This means sharing power, responsibility, values, aspirations, and working together.
(ii) Pfeffer (as cited in Agbor, 2008:42) mentions that the role of innovative leadership is to ensure that the work relations are sound. If teachers in schools would feel appreciated and valued, they would learn new skills to improve their performance.

(iii) According to Meurling (as cited in Agbor, 2008:42), it is stated that leaders would do well to value the uniqueness of their followers because the followers would use their own experiences and competencies to benefit the organisation. Tichy (as cited in Agbor, 2008:42) encourages leaders to avoid the use of a command-and-control type of leadership style because it often stifles creativity. The leader should strive to train his or her followers to become leaders in their own capacities. This would bring vibrancy in an organisation. De Guerre and Hornstein (2006:1-4) argue that organisations where leaders use the authoritarian, hierarchical, command and control leadership styles, produce employees that are “less empowered, less creative and less productive”.

(iv) Wheatley (as cited in Agbor, 2008:42) calls for leaders to develop and cherish the vision of the organisation. A vision statement that excites the workers helps produce a work force that aims at achieving it.

(v) According to Bergmann and Horst, 1999:18-20), contemporary leaders know that no individual has all the ideas, the skills and time to carry out the challenging tasks of leadership. Bergmann and Horst (1999:18-20) indicate that organisations will not survive if their leadership is limited to the top leaders because all members of the organisation are leaders in their own spheres.

The above stated roles of an innovative leader are useful in this study because the running of schools in general, and the selected senior secondary schools need skilled contemporary school managers. A skilled leader is visionary and has a goal to achieve. The cited roles of innovative leadership would help the leaders in the education sector and elsewhere to help their subordinates to unleash their potential.
Guthrie and Parisi-Crew (2009:17) outline ten strategies by which school principals can create a conducive environment to teaching and learning in their institutions. The researcher will only select those that are relevant to the study.

1. Create trust: Encourage open communication by openly sharing information and knowledge with the followers. Encourage the followers to share their thoughts and feelings with the leaders. A leader should spend a few minutes to reflect on what went well, what did not go well, and what could be done differently at the end of every meeting. This is a simple strategy that helps people to work together more effectively.

2. Communicate and listen: The school principal as a leader should listen far more than he or she speaks. He or she should find out what is in the minds and hearts of the followers by asking for their suggestions and opinions on the work they are assigned to do.

3. Give feedback: Establish specific performance standards, set goals, set deadlines and communicate these expectations regularly. Take time to give genuine feedback to the followers. Encourage people to work hard and take risks.

4. Give recognition and praise to the followers: Recognise and praise people for good performance and show appreciation by giving additional responsibility to the followers to improve their skills. This strategy is delegation.

5. Introduce new learning opportunities for the followers: Provide ongoing training and development for both content and/or technical skills and soft skills for the followers. Give them tough jobs, tasks, and assignments to improve their skills and their creativeness.

6. Conduct regular one-on-one meetings with the followers: A leader who allows the followers to share their views, create a work environment that is friendly. Leaders should find out what is meaningful to their individual followers to
make them feel special and heard. Conducting regular one-on-one meetings as a strategy enables the leader to have an understanding of his or her followers as individuals. By responding to the needs of individuals in the workplace, the leader receives appreciation from the followers.

The use of these strategies by the school principals and the other members of the school management team may help to manage conflicts in schools. The researcher believes that if there is trust, conflicts at senior secondary schools would be managed amicably.

As leaders, school principals do need the support from their supervisors. This aspect will be debated next.

2.3 THE ROLE OF SUPERVISORS IN SUPPORTING SCHOOL PRINCIPALS IN EDUCATION

Even though school principals influence the culture of their school environment, it is important to note that their supervisors also play a role by creating conditions that could support or hinder the smooth running of schools. Schools do have supervisors at the regional level and Ministry level. The researcher perceives the supervision of educational programs to be of paramount importance. This is so because supervisors should promote quality education in their schools. According to Carron and Grauwe (2007:7), the school supervision staff “is expected to play three different yet complementary roles which are quite evident in their job description”. These roles are: 1) to control and evaluate; 2) to give support and advice; 3) to act as a liaison agent. Kadushin (1992:20) refers to supportive supervision which focuses on the worker’s morale and job satisfaction. It is said that workers experience a variety of job-related stresses and unless they are helped by their leaders to handle them properly, their job will suffer and customers will not be satisfied (Kadushin, 1992:20). This also has a bearing on school principals. Christie, Thompson and Whitely (2009) believe that “getting the right people to become school leaders is very important, but so is providing these people with the right set of skills to be effective leaders”. Gill and Mitgang (2012) indicate that principals in-the-making need pre-service training to prepare them to lead the human resource personnel in an effective way. The training is needed because it will enable the principals to meet the needs of the
teachers, the non-teaching staff, and the students. When the school principals are trained, better performance should be expected from them by their supervisors.

Galang (2015) indicates that, “For a district supervisor to succeed, there is a need for in-service training in supervisor techniques, leadership skills, relations between the supervisor and the supervised and management planning”. Galang (2015) furthermore argues that a good supervisor must know all circulars, bulletins, administrative orders and other documents connected to the school. For planning purposes Galang (2015) emphasises that the supervisor should know how many schools are under his or her custody, where these schools are located, and also know the names of the teachers attached to each of the schools. Galang (2015) indicates that the supervisors are to avoid:

- barking orders to subordinates because the orders may invite resistance.
- soured relationships- a supervisor has to cultivate good relations with teachers, principals, fellow supervisors and superiors above him.
- fault-finding attitudes.

Alvoid and Black Jr. (2014) indicate that local districts education supervisors should develop the leadership skills of school principals. The professional development of school principals is essential.

Van Roekel (2008) comments that in addition to the everyday routine tasks performed by school principals, there is also a need for them to understand the following, namely:

1) to develop new skills and learning innovative ways of doing things so that the school environment will be safe, flexible, challenging and responsive to the needs of multicultural populations;

2) the need to develop a comprehensive understanding of school and classroom practices that contribute to high student achievement in order to influence the work of teachers;
3) that the teachers’ working conditions are linked to the students’ learning conditions; thus, the schools must provide optimal conditions that will benefit both the students and staff;

4) that the teachers should be provided with time for collaboration as well as for professional development that will improve their teaching;

5) they should share authority and responsibility and learn to empower, and support teachers.

From the above paragraphs, it is clear that the work relations between the principals’ supervisors and the school principals themselves should be well developed. Both teams need leadership skills to enable them to facilitate professional growth in schools. Leadership skills could be enhanced through training in leadership. The training will help them to carry out their duties in an effective way. While it is necessary for the supervisors to interact with the school principals, the teachers and the students, it is also expected from the school principals.

In the ensuing section, the researcher will discuss the responsibilities of the principals in schools.

### 2.3.1 Principal-ship in schools

The school principals have accepted the responsibility of directing the schools that have been put under their custody. Rice (2010) acknowledges the fact that “principals' work is complex and multidimensional”. This responsibility comes with both the known and unknown challenges in the teaching profession. For example, the school principals may find themselves in the middle of a controversy that may arise in their schools between the Ministry and the teachers. Bartoletti and Connelly (2013:2) say that school principals face unbearable conditions as they are expected to improve instruction processes in their schools.

Bartoletti and Connelly (2013:2) continue to indicate that,

They (school principals) need to be educational visionaries; community builders; public relations experts; budget analysts; facility managers; special program administrators and expert overseers of legal, contractual and policy mandates and initiatives. They are expected to broker the often-conflicting
interests of parents, teachers, students, district officials, unions and state and federal agencies and they need to be sensitive to the widening range of student needs.

Thus, the school principals bear a challenging role of defending their position for the betterment of their functions. Bottoms and Schmidt-Davis (2011) argue that, “It is neither teachers alone nor principals alone who improve schools, but teachers and principals working together”. This is portrayed in Fullan’s (1992:19) acknowledgment that school heads are middle managers, that is, they work as intermediaries between their supervisors, teachers as well as students. Their innovative leadership style can enable the school principals to show outstanding performance. Tunnadine (as cited in Sutcliffe, 2013) states that, “Headship is about having at least one foot outside of the school looking at what’s going on elsewhere and picking up good ideas”.

Munro (2008:1) says,

I used to think that running an organisation was equivalent to conducting a symphony orchestra. But I don’t think that’s quite it; it’s more like jazz....more improvisation. Undoubtedly, therefore, strong leaders are needed in a rapidly changing environment where school principals’ roles have become more complex and challenging. They need to be equipped through relevant leadership training to enable them to bear the demands of the job.  

Engelking (2008:1) also highlights that the school principal has the job of not only managing a school but also leading the school through a period of widespread social change that will require a rethinking of the purpose of school and what schools do. Additionally, Beck and Murphy (1994:4) sternly brings out their concern as follows:

What concerns us is that principals have been silent and passive partners in this enterprise, allowing others to define what school leadership is. While acknowledging that part of the stress experienced by many principals today is the result of the complex set of challenges and demands facing them and their schools, we suspect that another contributor to personal and professional tension is that principals themselves have not thoughtfully and proactively defined- for themselves and others - either educational purposes or their roles in helping to achieve these ends.

Arnott and Holmgren-Hoeller (2010:2) comment that, “Leaders in education today must contend with a multitude of trying situations such as slashed budgets and faculties that are unprepared for inevitable challenges”. Arnott and Holmgren-Hoeller (2010:2) continue to say that, “These issues create a pressure-cooker-like environment that strains to the brink the capacity and patience of faculty and staff
members. The crushing pressure experienced today by faculty, staff members, and administrators pushes talented professionals away from a career in the field of education”. These pressures contributed to the formation and existence of teacher unions as Michael (1996:171) states,

Unions exist to protect and promote the interests of their members…. Given the nature of teachers’ work, with its degree of autonomy and professional nature, teacher unions have found throughout history and across the globe that this central purpose involves a great deal more than focusing on the traditional labor issues of pay, Conditions tenure and pensions. They found themselves drawn into…professional issues involving both the nature of teachers’ work and education policy as a whole.

From the discussions already made, it is evident that school principals, especially in these changing circumstances, are required to use a wider range of administrative skills than ever before in handling their contradictory work demands. The researcher comes to the conclusion that school principals should redefine their professional roles to face their work challenges. They should also be innovative as “they coordinate and direct the system whose purpose involves a paradox” (Dubin, 2006:xiv). Gargia (2011) suggests that school principals adopt the following intelligences to help them lead in an effective way. According to Gargia (2011), the four intelligences of a leader are described as wisdom, character, social, and spiritual intelligence. Intelligence involves formulating meaningful contributions under each of these elements.

2.2.3.2. Innovation and leadership

Innovative leaders in organisations are believed to be the ones making the most impact. It is clear (Sergiovanni, 2001:4) that leaders who have mastered the capacity to innovate are able to combine the elements that are now known in new ways to solve problems. Jones (2008: 1) believes that leadership needs innovation the way innovation demands leadership. Jones (2008:1) also believes that organisations that are prosperous are managed by innovative leaders.

According to Jones (2008:1), leaders who are innovative are described as people who consider and satisfy the needs of their followers. Buchner and Horth (2009:6) is of the conviction that “as problems and circumstances become more complex, they
do not fit previous patterns”. Buchner and Horth (2009:6; 9) posit that “what worked before does not work today”. It is true that as years pass by, work experiences and expectations become even more complex. For a leader to gain this innovative breakthrough, Wahler (2015) says:

Leaders must create a climate that rewards creativity. Employees must be encouraged to ask great questions and challenge status quo. If you blindly execute because that is the framework for how things get done, valuable opportunities will be missed.

Sloane (2006) cites tips for the innovative leader. Sloane (2006) adamantly states that,

To achieve radical innovation leaders must challenge all the assumptions that govern how things should look in the organisations. Business is not like sport with well defined rules and referees - it is more like art. Business is rife with opportunities for the lateral thinker who can create new ways to provide goods and services that customers need or want.

For schools, Crow and Matthews (2003:263) ascertain that learning to become an innovative school leader involves three elements. The elements are in the following order:

1. One must develop the work knowledge and skills. The school leader must be conversant with his or her work. This can be gained through experience or study as well as one’s willingness to learn from one’s subordinates and colleagues. If one does not know how to operate a certain device, it will not do him or her any harm to learn from one of the grounds-men who knows how to operate it.

2. Learning to become an innovative school leader necessitates adjusting to the work environment. This means that the leader should assess and come to terms with his or her workplace. In some instances, some of the workers might be commuting from their places of residence to the workplace. In order for the problem to be solved, such workers can be allowed to have mid-morning lessons for them not to leave their homes too early.

3. Learning to become an innovative principal or assistant involves learning new values. This element is prompted by the fact that innovation is all about
doing things differently from the norm. Therefore, the leader is expected to look at different aspects of leadership and decide on the values that can be upheld for the achievement of the intended goal. For instance, if it has been the practice of the previous school principal not to visit teachers while teaching, or not going around the school for the purpose of checking on the students, the school principal who intends to be innovative in his or her leadership role, would cherish the value of visiting both the teachers and students. When this is done teachers and students would appreciate the school principal’s visit. The visits would help the school principal create rapport with the teachers, the students, and the non-teaching members of the school population.

It is, therefore, necessary for school principals and the other members of the school management teams, the MoESD, and the employer to create an environment in which teachers in the education system of Botswana would want to be part of the teaching profession and not merely work for the department. This calls for innovative strategies such as team-work, consultation, open and transparent communication to promote a healthy work environment conducive for the achievement of an excellent reputable image and quality performance. Darling and Nurmi (1997:53-54) allude that customer care and constant innovation are some of the key factors to organisational excellence.

The figure that follows shows Darling and Nurmi’s model of keys to organisational excellence.
Figure 2.2: Darling and Nurmi’s model of keys to organisational excellence

The diagram illustrates that the key to organisational excellence relies on leaders. There must be constant innovation, care of customers and committed people in order for an organisation to excel. Members in a particular system may not show commitment to their organisation until the leadership show genuine interest and concern about their welfare. In other words, innovative ideas without the people who could implement them may prove unfruitful. Innovative success can be attained through a deeper commitment which comes from a spirit of service from both institutional leaders and the followers. Hardy, Nord and Steward (1999:4) believe that outstanding, competitive companies are distinguished from others by two basic principles; understanding that consistent innovation is the key to survival and knowing that the most powerful changes are those that create value for customers and potential customers.

Hardy, et al. (1999:4) caution about the four tensions that arise when modern organisations attempt to innovate. That is, there is tension between internal and external focus in the attempts to link technology to market needs; tension between the old and new as would-be innovators struggle with creative decision-making; tension between attempts to direct strategy and allowing it to emerge while monitoring and evaluating innovation; and tension between freedom and responsibility that comes about in seeking to build commitment for innovation.
These tensions may, to a certain extent, hinder the attempts of school principals and the other leaders who try to be innovative. For instance, most leaders have great challenges when it comes to the use of technology gadgets. Most of them depend on their office secretaries during office hours and their children when they are home. This can be an absolute hindrance in leaders’ attempt to innovate and to be creative. The term, technology includes the use of the internet and social media. Blankenship (2013) mentions that social media plays an important role in school communication. The external environment may not accommodate the intended innovations and the leader is constrained in what he or she wants to achieve.

The third tension deals with the aspect of monitoring and evaluating the process of innovation. Here, the leader should always be hardworking and enthusiastic. Thus, the leader should consistently monitor the work of his or her followers. The leader must be a good communicator so that he or she may be able to motivate his or her followers and gain their commitment. The leader must also be exemplary and considerate to the needs of the followers. If the tensions can be handled well by leaders, achievements will be great (Sharp & Walter, 2003:2).

Having innovative leaders in the education system and in other fields can be a major source of new ideas, knowledge and skills because schools are considered as agents of change. Modern education leaders are seen as instruments for effecting change. Innovative leadership is advocated for because it will arouse the mental faculties of leaders and the followers (Martin, 2011). Hill (2008:192) indicates that ninety five percent (95%) of the energy of the human mind remains passive throughout life. For success to be attained, one needs to have the dormant 95% stimulated through self-motivation or contact with other people. Innovative leadership can play the role of bringing about contact with other people. Martin (2011) suggests that school managers should network with other people, that is, they should search for ideas outside their own work environments. Fuglsang (2008:3) indicates that innovation is a “process that increasingly engages ideas and opinions from many different people”. This practice will enhance school effectiveness.
2.3.1.1 Wisdom Intelligence
According to Gargia (2011), *wisdom intelligence* is having a deep understanding of the reality of people, things, events or situations, resulting in the ability to choose or act accordingly to produce optimum results. Sternberg (2003:455) understands wisdom as the application of intelligence, creativity and knowledge as mediated by values toward the achievement of a common good. The application of intelligence, creativity, and knowledge is done to enable an individual to adapt to an existing environment. In order to facilitate this adaptation, the leader should determine to work diligently to shape the future of the school. The leader should be aware of his or her followers’ rights.

2.3.1.2 Character Intelligence
Gargia (2011) understands *character* as pursuing and developing moral excellence, which leads to self-mastery. Gargia (2011) says *character*, is a word which conveys the process of chiseling and giving a new form to raw material. With character intelligence, the leader is expected to groom and offer direction to his or her followers. Therefore, character building should be promoted in schools because apart from developing the mental competencies of the teachers, the non-teaching staff, and the students, the moral component should also be developed.

2.3.1.3 Social Intelligence
According to Coleman (as cited in Gargia, 2011), social intelligence possesses two components: The first is what he calls *Social Awareness*, that is, what we sense about others. The second is *Social Faculty*, what we do with that awareness. Coleman (as cited in Gargia, 2011) says social intelligence is “about how people feel when they are around you… an influence that oozes out of one’s soul and spirit that appeals and draws others toward that individual”. Coleman (as cited in Gargia, 2011) says that a leader should be careful not to get too far ahead of his or her followers. Coleman adds that leaders must be humble, willing to serve and to value their followers. The key element in leadership is to serve more than to lead. If leaders promote the spirit of service, more work would be accomplished.

2.3.1.4 Spiritual Intelligence
Spiritual intelligence is defined by Gargia (2011) as “the ability to build and sustain a relationship with God where you build an awareness of His presence and voice
which draws Him closer to you”. Gargia (2011) narrates a story where his friend told him about the “favour” he had received from corporate executives of a large grocery chain store on the west coast of United States. This friend was unemployed. He worked on part time basis at a grocery store. Just in a few weeks, the manager realised that the part time worker’s sales were impressive. As a result, he was offered a fulltime job, good salary returns, and incentives. Later he was given the responsibility to train sales managers in the vicinity. His skillful expertise brought the regional and corporate leaders to his tutorials. During one of the meetings, he was asked to share the secret behind his big sales. In his response, he simply said, “It’s a gift from God”. A quick response came from one of the executives, “Our company policy dictates you can’t bring up your religious beliefs in these sessions”. However, since he was in good terms with the store manager, they simply allowed him to “get by with his antics about God and religion”.

The moral lesson behind the story is that, when an individual has won people’s favour, it becomes easy for them to trust him or her. This, therefore, points to the innovative leader who is committed to his or her work at all times. As Hagberg (2003:202) puts it, a true leader “leads from the soul”. If a school principal possesses the four intelligences, he or she may handle people’s expectations, utilise his or her followers’ work experiences, and face the challenges that come with the demands of his or her work. When these intelligences are employed, they would become the school principal’s compass that gives him or her direction whenever a conflict situation arises.

The following section discusses the expectations people have of school principals. This information is needed because it will help the school principals to aim for excellence in their leadership roles. The school principals will also be on the lookout for effective ways of dealing with varied situations and expectations (Van Roekel, 2008).

2.3.2 Expectations for school principals

In schools, principals are expected to stay abreast with current and potential policy developments that might affect their school communities in one way or the other.
Wilmore (2002:93) states that the principal must have knowledge of how “the legal and political system works and the ramifications those systems have on shaping schools and communities”. Sharp and Walter (2003:1) ascertain that in a school community, the school principal is the most important person who determines the success of his or her school. This could be at elementary or secondary levels. Sharp and Walter (2003:1) acknowledge that today’s principal is the “quintessential middle manager”. Furthermore, Sharp and Walter (2003:2) indicate that,

In the formal hierarchy, principals take orders from the superintendent and other central office personnel on one side and relay these orders to department heads, teachers and students on the other side. In addition, there are political forces – some formal and some informal- such as school boards, parent organisations, advisory councils, unions, courts, student protesters, minority activists, gangs, textbook vigilantes and single-issue parent groups. And the modern principal is the person in the middle of all this.

From the cited quotations, the school principals are expected to carry out many responsibilities. Snow (2003:ix) reports high stress that is experienced by principals in their workplace.

The following section will outline educational leadership models.

2.4 EDUCATIONAL LEADERSHIP MODELS

According to the National Policy Board for Educational Administration (NPBEA) (as cited in Cordeiro & Cunningham, 2003:136), educational leadership is seen as the ability to provide meaning and direction for the school environment. The use of educational models can assist school principals to direct their teachers and students. In the Oxford Advanced Learner’s Dictionary (2004, s.v.”model”), the term model is defined as “a copy of something usually smaller than the original object”. Andrew (2009) states that a model is not the ‘real world’ but it is merely a human construct that helps people to better understand real world systems. Andrew’s (2009) definition of a model matches Kelly’s (2006: 348). Kelly (2006:348) says a model “provides us with guidelines for engaging in a task.”

The following selected five educational leadership models (Cordeiro & Cunningham, 2003:136) are perceived as relevant to the study because they are school-based.
2.4.1 The school-based leadership model

The first model is the school-based leadership model. As described by Cordeiro and Cunningham (2003:164), this model allows workers in a school environment to bring about progress and originality in their performance. When the workers bring about progress and originality in their performance, they experience continual professional growth. Leaders who prefer this model are aware of issues that can negatively impact organisational success. Such issues include professional development, sufficient knowledge to make wise decisions and the establishment of an incentive system where members’ accomplishments can be acknowledged. In this model, the school principal is expected to be effective. The principal must be able to defend the school administration against bad practices in order for the school to successfully carry out the agreed school plans and the intended goals (Cordeiro & Cunningham, 2003:164). The school-based leadership model enhances the circulation of information within the school. Success in the school-based leadership model is obtained through the allowance given to the participants to obtain the knowledge and abilities needed for them to share their ideas with the leaders, and with each other.

The school-based leadership model is similar to the moral community leadership model (Bottery, 2004:208). Bottery indicates that, “For schools to work well, we need theories of leadership that recognise the capacity of parents, teachers, administrators and students to sacrifice their own needs for the causes they believe in”. Sergiovanni (as cited in Lunenburg & Ornstein, 2008:314) states that the moral community model is built around purpose, ethics, and beliefs which can help transform a school from a formal organisation to a “community that inspires commitment, loyalty and service”.

2.4.2 The transformational leadership model

According to Lunenburg and Ornstein (2008:150), transformational leadership focuses on leaders who have incomparable impact on their organisations. These leaders have the ability to motivate their followers to go beyond the usual routine of their duties. Burns (as cited in Cordeiro & Cunningham, 2003:167) states that leaders in this model “acquire supporters, facilitate new procedures, organise resources, assist individuals and act in response to organisational challenges”. A
leader who upholds the transformational leadership model perceives change as essential. A transformational leader believes in three objectives (Burns, as cited in Cordeni & Cunningham, 2003:167) which are seen as pillars for organisation success. The objectives are discussed below.

Firstly, to help individuals to develop and preserve a professional school environment. This objective centers on assisting teachers to resolve problems more successfully. Secondly, to set goals that enhance the freedom given to members. Members should be involved in the running of the organisation. Leaders should also work hard to handle inconsistencies successfully. Thirdly, to attain the set goals through vision, communication, and trust (Cordeiro & Cunningham, 2003:167).

According to Sergiovanni (1984:8), vision refers to the “capacity to create and communicate a view of a desired state of affairs that induces commitment among those working in the organisation”. Collins and Porras (1998:49) believe that “building a visionary company requires 1% vision and 99% alignment”.

Drucker (1992:33) has the following to say,

> The alignment of the organisation is centered on people since they are the key resource and what counts is a leader’s ability to organise the people to achieve an end result. Therefore, transformative leaders communicate the value of their vision by words and example. And if the human resource alignment is excellent, anyone who visits the organisation can infer its vision from the activities and operations of the organisation without reading it on paper or consultation with one of the senior managers.

The idea of developing and preserving a professional school environment can benefit the school in achieving the desired goals. Being professional denotes that all aspects that pertain to the sustenance of a good school culture are promoted. The discussions of the transformational leadership model above, contains good characteristics that school leaders should adopt to improve the cultures of their schools.

2.4.3 The cultural leadership model

Childers (2007) looks at cultural leadership as the way things get done in a work environment. Through the culture of the workplace, members of the organisation share values and beliefs that best explain the purpose of the existence of their
organisation. Cordeiro and Cunningham (2003:164) define culture as “the way people do things in an organisation”. Hoy and Miskel (2005:24) understand culture to be “the shared work orientations of participants that give the organization a special identity”. Mintzberg (1989: 98) refers to culture as the “traditions and beliefs of an organisation that distinguish it from other organisations...” Schein (as cited in Hoy & Miskel 2005:165) argues that the culture should be reserved for a “deeper level of basic assumptions, values and beliefs” that are taken for granted as the organisation continues to be successful. Cunningham and Gresso (as cited in Cordeiro & Cunningham, 2003:165) explain that “culture guides the individuals of the school on a shared path and offers significance and importance for those engaged in the school”. Those engaged in the school include parents, students, teachers, and administrators. Cole (2002:66) states that a contingency approach to leadership has the ability to promote the desired nature of the organisational culture. Cole’s (2002:66) comment demands school leaders who are open-minded; who have the ability to handle different situations.

2.4.4 The opportunist leadership model
Bottery (2004:200) postulates that the opportunist leadership model is “the most free-floating”. Leaders who are opportunists have drive, ambition and actively shape and interpret their work environment. They also face the workplace challenges boldly. Grint (2000:4) further comments that leaders in this model are very political and contextually aware. They have the ability to persuade others that their interpretation of the context and the manner of dealing with it is the correct one.

2.4.5 The ethical dialectician model
Watkins (1986:34) argues that the dialectician model assumes that, “Leadership does not reside within one person but is the process of interaction and negotiation which involves the consideration of all human agents, which are, students, teachers, parents, auxiliary staff and the school principal”. This is well indicated in the second objective of the transformational leadership model. Bottery (2004:210) describes ethical dialectician leaders as individuals with an internal moral compass. They know who they are. They are also aware of the complexity of the external world and are described as people who have the ability to listen to others.
Having looked at different educational leadership models, the transformational leadership model seems to be the most appropriate for this study according to its outstanding characteristics. The transformational leadership model “requires a vision of the future and the capacity to articulate and implement innovative and coordinated strategies to achieve it (Gilkey, 1999:227)”. According to Bass (as cited in Childers, 2007) transformational leaders are accepted, valued, and trusted. As a result of the trust people have on them, individuals want to imitate these leaders. Bass (as cited in Childers, 2007) continues to say transformational leaders ask questions to gain clarity, investigate problems and develop new ways to handle emerging situations, thus, motivating individuals to be innovative and creative. A transformational leader also treats individuals as people with feelings and not just employees as compared to leaders who are transactional. Scholl (2002) ascertains that, “Transformational leaders are creative thinkers and as such, transformational leadership is a needed feature in today’s organisations to engender an organisational culture and work environment that motivates workers to cherish creativity and innovation”.

The transformational leadership model is ideal because consultation and involvement of all stakeholders is upheld. Transformational leaders are respected and valued by their followers. Leithwood (1994:498-518) states that the transformational leadership model is one of the most comprehensive models for schools because it conceptualises the following eight dimensions: building school vision, establishing school goals, providing intellectual stimulation, offering individualised support, modeling best practices, modeling important educational values, creating a productive school culture and developing structures to foster participation in school decisions. The researcher has adopted the transformational leadership model for this study.

The next discussion deals with the identified leadership theories.

2.5 LEADERSHIP THEORIES

According to Fred (1986:9), the term theory is defined as “a set of interrelated concepts, definitions and propositions that present a systematic view of phenomena by specifying relations among variables with the purpose of explaining and predicting
phenomena”. Fay (as cited in Duignan, 1992:83) states that theory can help broaden the “horizons of practitioners by increasing their self-consciousness of the conditions in which they find themselves”. Fay (as cited in Duignan, 1992:83) further indicates that, “Theory is an enlightenment process which helps people to see the opportunities for change and break the bonds imposed by habitual ways of knowing and doing”. Chinn and Krammer (2004:91) mention that a theory is a “creative and rigorous structuring of ideas that projects a tentative, purposeful, and systematic view of phenomena.” According to Lunenburg and Ornstein (2008:3), theories provide adequate knowledge and help educational administrators not to hesitate when they make decisions in their institutions. The leadership theories that are to be discussed are inclusive leadership theory, participative leadership theory, relationship leadership theory, and path-goal theory.

From the definitions given above, it can be deduces that leadership theories differ from leadership models in that theories display peculiar aspects which best define the leaders while models are samples that are used to represent a big picture of a phenomenon.

2.5.1 The inclusive leadership theory
According to Orapeleng (2010a:36), inclusive leadership condemns the traditional “top-down, command and control” type of leadership. Some terms that are used for inclusive leadership theory are “shared leadership”, “transforming leadership” and “servant leadership”. Conger and Pearce (2003:1) sees shared leadership as a type of leadership that may be provided by any member of the group who has the ability to lead at any given point. Conger and Pearce (2003:1) define shared leadership as an interactive practice through which members in a given institution support one another in the achievement of the intended goals. Greenleaf (2002:21) states that, “The great leader is seen as servant first, and that simple fact is the key to his greatness”. This implies that servant-hood is the key to a leader’s greatness. In servant leadership, leaders are called upon to sacrifice all that they have for their followers to be willing to follow them. This implies that servant leadership leads to the transformation of the leader and the followers in an organisation.
2.5.2 The participatory leadership theory

The difference between the inclusive and participatory leadership theories is that the former is functional since it focuses on what leaders should do (Harvey, 2009), whereas Jani (2008) sees the participatory theory as a theory that cherishes the engagement of many minds. The participatory leadership theory suggests that the leadership style which is ideal is one that is consultative in nature. Leaders who embrace the participatory leadership theory make their followers feel they are part of the organisation by encouraging contributions from all the members of the organisation. Furukawa (1992:52) believes that employee participation in decision making is a strategy that leaders could use to increase workers’ motivation to work and thus, promote job satisfaction. Power-sharing and consultation may enhance the professional growth of individuals in an organisation where leaders use the participatory leadership theory. In applying the participatory leadership theory in a school setting, Hoy and Miskel (2005:323) indicate that when teachers are allowed to participate in policy-making processes, they view their participation as important in boosting their morale.

2.5.3 The transformational leadership (also known as relational)

Cherry (2013) states that the transformational leadership theory is also known as the ‘relational theory’. One of the premises of innovative leadership is that leaders believe in doing things which portray novelty. Transformational leaders are good in inspiring their followers by motivating them to see the importance of tasks set before them. The followers of a transformational leader are encouraged to unleash their potential. There is also mutual communication between transformational leaders and their followers throughout the execution of the tasks set before them (Bass, 1998). Scholl (2002) explains that when employees are motivated, employees identify with the organisation. Jani (2008) posits that transformational leaders are good at selling their vision. This helps them to maintain trust. Furthermore, ceremonies, rituals, and other cultural practices are performed in order to motivate followers because transformational leaders believe that success comes through sustained commitment. These leaders are people-oriented. They exert themselves to have a positive impact on the convictions, actions, and feelings of others (Doyle & Smith, 2001).
2.5.4 The path-goal theory

According to Hughes, Norris and Ubben (2001:23), the Path-Goal theory was developed by House in 1971. House (1971:321) suggests that effective leadership requires making the path to the goal clear to all in the organisation. He states that the clarity involves “appropriate coaching, the removal of obstacles that make reaching the goal difficult and making work satisfying to all”. The path-goal theory was later refined by other authors in an effort to explain how a leader’s behaviour makes a difference in motivating his or her subordinates. Hughes (1994:11) mentions that the path-goal theory is situational. It emphasises how leaders can influence workers' perceptions about their work, their own personal goals and the various ways available to the attainment of these goals. Alston and Gorton (2009:13) explain that this theory was developed to describe how leaders work with their followers to achieve the set goals.

In perceiving the path-goal theory as situational, Lunenburg and Ornstein (2008:143) elaborate that situational leadership theory identifies two key leadership behaviours: task behaviour and relationship behaviour. Lunenburg and Ornstein (2008:143) describe task behaviour as a way in which “the leader engages in one-way communication by explaining what each subordinate is to do, as well as when, where, and how tasks are to be performed” while in relationship behaviour, “the leader engages in two-way communication by providing socio-emotional support…..” Papa (2011:9) declares that path-goal leadership theory focuses on what makes members of the organisation give their best services. The performance of tasks is dependent on whether they feel appropriately rewarded for their work or not. Therefore, the more their personal needs are satisfied, the more effective they become in their work.

The next section will discuss leadership styles.

2.6 LEADERSHIP STYLES

According to the Oxford Advanced Learners’ Dictionary (2004, s.v. “style”), the term style is defined as the particular way in which something is done. Leaders can adopt various leadership styles. Gupta (2016) explains that, “Different leadership styles are what make every leader unique”. For the purpose of this study the following
leadership styles will be discussed: the hierarchical leadership style (2.6.1), the facilitative leadership style (2.6.2), and transformational leadership style (2.6.3). The styles have been selected based on Rajeev’s (2011) conviction that they are relevant in education, especially, if schools are to be reformed whenever it is necessary. These styles can be used individually or collectively. However, for the purpose of this study, the styles will be evaluated for their innovativeness.

2.6.1. The hierarchical leadership style
According to Rajeev (2011), the hierarchical leadership style is based on the traditional method of education that lays more emphasis on a top-down approach. In this approach, activities are mainly controlled by the senior managers. This does not allow the followers in an organisation to participate freely. As a result, the school principal carries out all duties of a planner, supervisor, analyst, resource allocator, and many more. Rajeev (2011) mentions that leaders who use this style believe in efficiency, control, and routines. Greenleaf (2002:74) does not support this traditional way of leadership, which he terms “lone chief atop a pyramid structure”. Instead of one leading as a chief, he or she should become a primus, who is one among and builder of a team (Greenleaf, 2002:75). The following diagrams are given to visualise the hierarchical leadership style as opposed to a primus.

![Diagram of hierarchical leadership style](image1)

**Figure 2.3:** Greenleaf's organisation structure with a chief (2002:75)

![Diagram of primus](image2)

**Figure 2.4:** Greenleaf's organisational structure with a primus (2002:75)
There is much delay in decision-making in a hierarchical form of leadership and this may seriously hamper the progress of the organisation. All in all, the traditional way of leadership which is displayed in the hierarchical type of leadership is not the ideal form of leadership especially for schools.

The dissatisfaction of the hierarchical leadership style leads the discussion to the next leadership style, which is the facilitative leadership style.

2.6.2. The facilitative leadership style
The facilitative leader could be what Greenleaf (2002:75) calls a Primus as shown in Figure 2.4 above. The flow of information moves faster in the second diagram as compared to the first. Rajeev (2011) observes that leaders who promote the facilitative leadership style are good at interpreting work politics. They thrive in asking question that help people see alternative points of view. Reilly (2010) states that facilitative leaders are keen on building rapport, listening actively, and communicating effectively both verbally and non-verbally. It is encouraging to note that the facilitative style of leadership encourages understanding and appreciation between managers and followers. A facilitative leader is compassionate in his or her communication by listening openly to his or her subordinates’ expressions without prejudice or favouritism. This kind of leadership is not authoritative as it invites open suggestions and sharing of ideas and skills by members of the team (McNamara 2014). Bacharach (2009) indicates that a facilitative leader “can help an organisation confront uncertainty, challenges and stagnation”.

2.6.3. The transformational Leadership Style
According to Lin (2013), leaders who are transformational motivate their followers by instilling loyalty and confidence in them. These leaders, lead by example and they trust their followers. Lin (2013) indicates that a transformational leader style differs from a transactional one. This is so because transactional leadership style is based on exchanging something of value the follower possesses that the leader wants in return. The transactional leadership style is more concerned with maintaining the normal flow of operations. It also follows the hierarchical order of seniority in the organisation. Johnston (2013) states that when solving conflicts, leaders who are transactional show no interest on the followers’ needs but rather their interest is
focused on the needs of an organisation. Hill (2008:115) advocates for doing more than a person is paid for which defeats the transactional leadership style. Hill (2008:115) states that successful people must practice this habit for two reasons. The first reason is about the benefit of growing ourselves mentally as we get engaged fully through the use of our minds. This is a valuable practice because by rendering service, the faculties through which the service is rendered become strong and accurate. Secondly, by offering more service than that for which one is paid for, one turns favourable attention upon himself or herself. For such, it will not be long before one is sought with impressive offers for his or her unselfish services. According to Bass (as cited in Homrig, 2001), when comparing the transactional and transformational leadership, argues that transactional style is less productive compared to the transformational style. This leaves us with transformational style being the best. Cherry (2013) indicates that transformational leadership is a type of leadership style that inspires positive changes in one’s followers.

Expanding more on transformational leadership, Bass (as cited in Cherry, 2013) states that there are four components of transformational leadership style. The first component is the intellectual stimulation and encouragement given to the followers to be creative in their job. The second component is employee support shown by keeping the lines of communication open for the followers to share ideas. The support is augmented by the coaching, mentoring, and the advice that the leader gives. The third component deals with motivating followers to value the organisational vision. The fourth component is the ability of a transformational leader to act as a role model for his or her followers. As a result, the followers emulate his or her way of doing things because of the trust and respect they bestow on him or her. Barten (2013) adds that this behaviour is sometimes referred to as “walking the talk”.

The American College of Occupational and Environmental Medicine (ACOEMA, 2013) perceives the transformational leadership style to be of value for stimulating innovation and employee performance. According to Jacobs (as cited in ACOEMA, 2013), the transformational leadership style conveys a sense of trust and meaningfulness. It individually challenges and develops employees, leading to
greater employee well-being. The transformational leaders believe that “people’s expertise, experience and intuition need to be encouraged rather than being stifled” if challenging situations are to be negotiated successfully (Homrig, 2001).

From the discussion on types of leadership styles, the merits of transformational leadership speak for themselves in a distinctive way.

This can be elaborated on by a short story by Homrig (2001), as follows:

A Chechen commander was killed. On his body was a diary that compared fighting the US with fighting Russians. He noted that when you take out the Russian leader, the units stops and mills about, not sure of what to do next. But he added that when you take out a US leader, somebody always and quickly takes his place with no loss of momentum. Immediately a squad leader goes down, it may be a private that steps up to the plate before they can iron out the new command. And the damn thing is that the private knows what the hell he is doing.

The meaning of the story is that when followers are motivated and led by example, the leader does not always need to be present for the work to be done. This calls for the leader to consistently communicate the intentions of the organisation. From this story it can also be deduced that it is important to train the followers to be capable of leading others in the absence of the leader. The ability to train the followers to be capable of leading others is one of the concepts upheld in innovative leadership. Good communication is one of the skills school principals should possess to positively impact their teams of teachers.

Hence, the next item of discussion will expound on the concept of communication by education leaders.

2.7 ASPECTS OF COMMUNICATION
Kombo and Tromp (2009:30) ascertain that the term, communication refers to the sharing of information through the transmission of symbolic messages, writing or speaking. Rickets (2003:135) define communication as the process of sending and receiving messages in which two or more people achieve understanding. Rickets (2003:135) indicates that if the person sending and the one receiving the message do not agree on the meaning of the message, then true communication has not taken place. This may be the cause of many hurt feelings, conflicts, and problems at
the work place. Communication is the tool leaders use to make known to their followers and the other members what their institutions exist for. Marzano, McNulty and Waters (2005:46) state that clear lines of communication should be established between school leaders, teachers, and students. According to Marzano, McNulty and Waters (2005:46), good communication is a “critical feature of any endeavor in which people work together for a common purpose”. Therefore, lines of communication should be enhanced through the utilisation of memos, school newspaper, notice boards, and bulletins to strengthen communication channels between school leaders, teachers, and other practitioners in the education system. School leaders can also strengthen their external communication lines by establishing mass communication channels by using newspapers, television, radio, billboards, pamphlets, and brochures. These channels of communication can help the school leader gain support for the achievement of the set goals from his or her team members, parents, and the community. Betts (2000:302) observes that, “Poor communication will have drastic adverse effect on production and individual relationships. Poor communication also causes continual misunderstandings that may lead to confusion, mistakes, wastage and accidents”. Therefore, effective communication needs to be promoted by the school management teams and the other educational leaders in schools. The promotion of effective communication in schools will enhance the achievement of the intended goals.

In the following section the researcher will briefly discuss effective communication techniques.

2.7.1 Effective communication techniques

Darling and Nurmi (1997:86-89) perceive communication as follows:

Communication creates meaning for people in the organisation, or at least it should. It is the primary way which any group of individuals, small or large, can become aligned behind the overarching goals of the organisation. Getting the correct and intended message across at every level is an important aspect. Another important aspect of communication is empathy. Successful leaders are open and sensitive to the needs and differences of others and look at relative view points rather than absolutes. Empathy is to understand that birthplace, political belief, gender, financial status, education and intelligence are not measures of worth. The path to effective communication is accepting the fact that every human being is a distinct and unique individual.
Darling and Nurmi (1997:86) state that, “If a manager keeps all the information, decisions and power to himself, he may believe that he secures his own position and prevents his subordinates from advancing abreast of or even past him. This has a negative influence on performance, efficiency and effectiveness”. It is the responsibility of a leader to share valuable information with members of his or her organisation to promote transparency in the work environment. As a result of effective communication, members of an organisation become knowledgeable about the purpose of their organisation and stand a better chance to defend it (Beech & Mckenna, 2008:330) against external forces that might hinder success. Effective communication can be attained through the effective use of the school telephone, email addresses, cellphones, briefings, and school boards. Furthermore, it is crucial for non-verbal communication to be interwoven with verbal communication (Buchanan & Huczynski, 2007:187). School leaders must strive to use both verbal and non-verbal communication. Kombo and Tromp (2009:31) indicate that, “Effective communication is characterised by individuals providing each other with efficient and effective help and assistance, exchanging needed resources, such as information and materials, and processing information more efficiently and effectively”.

An organisation that promotes effective communication techniques will have a team of workers who are well informed about their leaders’ expectations concerning their job and vice versa. Both the leaders and the followers should possess listening and negotiation skills. The term, negotiation implies that the two parties may not totally agree but they can work together to reduce conflict. Welch and Jackson (as cited in Beech & Mckenna, 2008:330) assert that it is important to know who is being communicated to, about what, and through what processes to ensure efficiency in the delivery information.

2.7.2 The importance of communication

Lunenberg and Ornstein (2008:177) assert that communication is the lifeblood of every school organisation and is the process that links the individual, the group, and the organisation with the leader. Hoy and Miskel (2005:357) indicate that communication in organisations such as schools serves a number of key purpose including “production and regulation, innovation, individual socialisation and
maintenance”. Barker (2009:1) declares that “communication creates understanding on three levels of which each underpins the one above”. The following table illustrates the concept:

![Figure 2.5: Barker's three levels of understanding](image)

**Figure 2.5:** Barker’s three levels of understanding

Figure 2.5 indicates that for communication to be meaningful in an institution, first, the relations of members should be healthy. *Healthy*, means that the way leaders relate with their followers and the way the followers relate with their leaders and with each other, should promote good working relations to avoid unnecessary conflict. Secondly, when relations are healthy, when there is peace and unnecessary conflict has been avoided, the information that is shared will be appreciated. When the information is appreciated, then the members will be ready to carry out the tasks they are assigned to do. Thus, the third level of ‘action’ will be implemented and the intended institutional goals will be attained.

In looking at Barker’s (2009:1) three levels of understandings, it is evident that good relationships would promote effective communication in an organisation. It is important to mention that communication may not always be smooth within the educational settings (Hoy & Miskel, 2005:340).

In the following section the researcher will discuss the barriers to communication.

### 2.7.3 Barriers to communication

Lunenburg and Ornstein (2008:190) mention a number of barriers to effective communication:
...there are quite a number of barriers that can hinder effective communication. These barriers include frames of reference, filtering, structure, information overload, semantics and status differences.

The researcher will comment on two of the barriers that are relevant to the study.

The first barrier is *structure* which refers to many hierarchical levels of authority (Lunenburg & Ornstein, 2008:190). It is easy for the quality of information to deteriorate when it is to pass through a number of departments (Bhagat, Kashlak & Phakat 2009:332). The information may be misinterpreted or may fail to reach the recipients.

The second barrier is *information overload*. Information overload means too much information that is sent to achieve a certain goal. Lugg (2002:20-41) indicates that information overload brings about high levels of uncertainty within school workplaces today because of increasing turbulence in the external environment.

When writing about poor communication which could also be considered as a barrier, Kombo and Tromp (2009:31) caution that, “Poor communication result in low productivity due to workers setting low goals for themselves, lacking confidence in their ability, and assuming that they will fail no matter how hard they try. Poor communication can also result in workers being very critical of other as well as themselves”. Looking at the barriers that have been indicated above, it is necessary for the leaders in the education system of Botswana to communicate in an effective way for the teachers and students to know what they are expected to do.

In the following section, the researcher will indicate ways by which leaders could overcome communication challenges.

### 2.7.4 Overcoming communication challenges in today’s workplace

The way people communicate influences their thoughts and actions. DeCenzo and Robbins (2007:430) observe that,

> If the news is bad, a clear message often wins points and opens people to accepting change. When communication is ambiguous and people are threatened, they often contrive scenarios that are considerably worse than the actual bad news.

The researchers indicate that leaders should guard against circulating ambiguous and threatening information in their workplace. Levin (2015) writes about the
following leadership strategies that leaders could use to overcome communication problems in their organisations:

1. People should be allowed to share information, issues, ideas and appreciations.

2. People should be encouraged to take responsibility and be accountable, that is, when problems happen, they should try to find a cause not to blame the leaders or their colleagues.

3. People should be proactive in suggesting solutions, not just complaints because when complaints are entertained among the workers, the problem might become uncontrollable (Levin, 2015).

Levin (2015) further indicates three essential steps that leaders could use to regain their followers' trust if it has been damaged. The steps are as follows: First, apologise and take full responsibility for what has happened. Second, be specific and share what is going to be different to correct the problem. Third, the most important building block of any leadership foundation is to rebuild trust. It is crucial to note that trust only occurs in relationships and environments where open communication thrives.

The success of an innovative leader depends in his or her ability to communicate well. The aspect of communication is relevant to this study as it is the strategy through which school principals, teachers and other educational leaders make their goals, concerns, and wishes known to one another. The effective communication skills of educational leaders and teachers will enable them to address the possible conflict in the teaching profession. If effective communication techniques are valued when conflicts arise, conflicts which might become destructive might be minimised.

2.8 SUMMARY

The chapter focused on the research aim that sought to investigate the concept and role of leadership, particularly innovative leadership, in managing conflict. From the literature that was consulted, the expectations and the responsibilities of the school principals have been outlined. Innovative leadership and effective communication strategies have been discussed. The educational leadership models and leadership
theories have been discussed too. The transformational leadership model calls for the leaders in schools and in other fields of work to transform employees’ work relations in order to address conflict in their places of work. If conflicts are addressed, the teaching and learning processes might be improved because both the leaders and teachers would respect, support, and appreciate their contributions in working towards the achievement of the desired school goals.

In the following chapter the researcher will review the relevant literature on the phenomenon of conflict and its management in education.
CHAPTER THREE

THE PHENOMENON OF CONFLICT IN EDUCATION AND THE STRATEGIES THAT EDUCATIONAL MANAGERS CAN EMPLOY TO MANAGE CONFLICT

3.1 INTRODUCTION

The chapter intends to investigate the phenomenon of conflict in education and the specific strategies which innovative leaders could apply in managing conflict. This is the second research objective (cf. 1.4.2). In order to address this objective, the chapter will focus on the concepts of conflict (3.2), conflict management (3.3), conflict resolution (3.4), conflict transformation and their related themes (3.5). The outlined concepts of conflict will be discussed to determine the types of conflicts that manifest in the education system of Botswana and also to appreciate the benefits of managing, resolving, and transforming such conflicts.

Lebani (2008:190) mentions that leaders in educational institutions work with professionals of different academic and professional qualifications. Additionally, in organisations such as schools, principals and teachers are often transferred from one school to another. This requires school principals and teachers to develop good work relations. The development of good work relations is one of the managerial skills with regard to which Dikole (as cited in Lebani, 2008:195) states that, “There are increasing and challenging demands in the running of schools and colleges and therefore, the school managers need to update their managerial skills for change in their complex and expanding functions”. Given the “increasing and challenging demands” in schools, one can conclude that such institutions are likely to experience a range of conflicts. Relational and managerial skills are crucial because their lack can escalate conflict in the work place. Therefore, it may be relevant for school principals to review the existing conflict management strategies to determine their relevance to the conflict situations at selected senior secondary schools.

Standohar and Yoder (1986:8) indicate that,

Working organisations and working relationships are dynamic, they refuse to stay put or stand still. Managers must change the style of their management. They must keep in tune with changes outside management, changes in
people’s ideas and expectations and changes in the environment within which they carry out their management responsibilities.

This opinion is supported by Lebani (2008:199) in terms of the Botswana education environment, stating that, “Educational institutions in Botswana are faced with changes such as increased complexity, uncertainty, ambiguity, workload pressures, and expectations for innovation”.

In the section that follows, the researcher will discuss the concept of conflict and its related concepts in educational systems.

3.2 CONFLICT AND ITS RELATED CONCEPTS IN EDUCATION

There is need to know the effects of conflict on organisations with special attention to the education sector. Jacobson (2010) maintains that the aspect of managing conflict in education is of paramount importance because it provides independent services for educational institutions to enable them to manage conflict and resolve disputes occurring on their campuses. Jacobson (2010) further suggests that facilitation, restorative conferences, training programs in mediation, peer mediation, restorative justice, courses on conflict management, dispute resolution and effective communication, conflict assessments, and policy reviews and systems design, may be considered in the management of conflict.

3.2.1 Conflict defined

Several definitions of conflict from several sources will be given without much elaboration. Darling and Nurmi (1997:157) tell of a king who educated his son with the following words of wisdom: “Remember, my son, life is not dancing on the roses only – it is also pomp and circumstance”. This quote implies that conflicts are woven in people’s life. However, Sutcliffe (2013) likens the management of conflict to one’s ability to steady himself or herself in stormy waters. Being steady in stormy waters refers to one’s ability to stay calm while in conflict. Stimson (2011) explains that conflict develops when two or more people have goals that do not match each other. Buchanan and Huczynski (2007:764) consider conflict to be a state of mind and they define conflict as “a process that begins when one party perceives that another party has negatively affected something the first party cares about”. Furthermore, Stanford (1998:87) cautions that conflict is a warning sign in that it signals that one is
doing something that does not fit the system. He acknowledges that in complex and changing systems, new structures grow from conflict; that is, if one needs to change the system, he or she needs to move the walls. This can be achieved through conflict. Since conflict situations are unavoidable in the workplace, conflict becomes a common phenomenon in the education sector (The CDR Associates, 2007:2).

Betts (2000:318-319) assets that incompatibility, enmity and sometimes disastrous results occur as people struggle to dominate, fight for safer positions and clash over principles. McNamara (2010), on the other hand, perceives conflict as an expression of hostility, antagonism and misunderstanding between the staff members. According to Bennett, Cartwright and Crawford (2003:150), conflict is a way of confronting reality and creating new solutions to tough problems as it can be used as a creative force for positive change. Rahim (2011:6) explores the possibility of using conflict to stimulate innovation, creativity and change. Rahim (2011:6) discovers that whenever there is conflict, “alternative solutions to a problem may be found”. Everand and Morris (1996:88) stress that the ability to handle conflict is a key factor in managerial success.

In the case of this study, the disagreements between the educational leaders and teachers could emanate from various factors that the school principals and other educational leaders need to investigate. The researcher aims at finding the causes of conflict in the education system of Botswana and appropriate intervention strategies that could help alleviate conflict between the school management teams, the Ministry of Education, and the teachers. The causes of conflict will be discussed fully in Chapter 5.

The next section will discuss the conflict phenomenon in schools.

3.2.2 The conflict phenomenon
Darling and Nurmi (1997:158-159) contend that conflicts do not burst out by chance or by the bad temper of people. Baietto (n.d) states that,

Poor leadership is one of the biggest issues of workplace conflict. One of the reasons is management’s failure to model right behavior. While it is everybody’s job in a company to deal with conflict appropriately, much
responsibility lies with senior leaders and management to implement a firm wide understanding of how conflict is handled. This requires programs that teach senior leaders, managers and employees strong interpersonal communication, effective negotiation skills and ways in which to collaborate to solve problems.

The quote above implies that leaders play a significant role in curbing conflicts in their workplaces. It is crucial for school leaders to be equipped with relevant competencies to combat conflict effectively. The relevant competencies will enhance productivity in schools because conflicts will be addressed as soon as they are identified in the workplace.

3.2.2.1 Types of conflicts
The varied types of conflict experienced in the workplace can be categorised according to their nature. The researcher will cite a few.

(i) Collective conflict
Beech and McKenna (2008:347-348) explain that the conflicts that are prevalent in organisations can occur at the collective level (organised) or at the individual level (unorganised). It has been indicated by researchers that collective conflict can lead to industrial action including strikes, go-slows, and overtime bans while individual conflict may manifest itself in absenteeism, a high turnover rate, or even sabotage.

(ii) Organisational conflict
In the same vein, Rahim (2011:1) adds that conflicts can be classified as organisational and interpersonal. Organisational conflicts can determine whether the conflict is substantive or affective, which can further be divided into intra-organisational and inter-organisational. Inter-organisational conflict occurs between two or more organisations, for example, when different businesses compete against one another. Intra-organisational conflict is conflict within an organisation affecting departments, work teams, individuals et cetera.

(iii) Interpersonal conflict
Interpersonal conflict refers to conflict between two or more individuals. Hocker and Wilmot (1995:21) define interpersonal conflict as “an expressed struggle between at least two interdependent parties who perceive incompatible goals, scarce resources
and interference from the other party in achieving their goals”. Interpersonal conflict comprises of intra-group and inter-group types of personal conflict. Intra-group personal conflict occurs between members of the same group (March & Simon 1993:132). The intra-group personal conflict was experienced by Botswana government teachers after the 2011 national strike as the participants’ salaries were withheld. In turn, they revealed the names of their other colleagues who by chance were omitted. According to Rahim (2002:206-235) inter-group personal conflict occurs between different groups which might not have any connection to each other. This type of conflict occurs when two or more social entities disagree on the solution to a task problem, including differences in viewpoints, ideas and opinions.

(iv) Substantive conflict

Jehn (1997b:288) refers to substantive conflict as “disagreements among group members’ ideas and opinions about the task being performed, such as disagreement regarding an organisation’s current strategic position or determining the correct data to include in a report”. This conflict is negatively related to team member satisfaction and team performance (De Dreu & Weingart, 2003:241-249).

(v) Relational and task conflict

Denti (2014) refers to two other types of conflict, namely, relational and task conflicts. Task conflict refers “to disagreement (s) in opinions, viewpoints and ideas about the group task and the related activities in solving the task that should be performed,” while relational conflict refers to “interpersonal disagreements and clashes”. The relational conflict has a great potential to “consume a tremendous amount of mental energy and individuals involved in this kind of conflict typically experience negative emotions such as stress, frustration, fear and anger” (Denti, 2014). Anderson, Hulsheger and Salgado (2009:1128) add that the relational conflict “negatively impact creativity and innovation”.

(vi) Misattributed Conflict

Another type of conflict is known as the misattributed conflict. According to Saaty (1990:49), the misattributed conflict emanates from the incorrect assignment of causes (behaviours, parties, or issues) to conflict. This happens when an employee
wrongly makes an innocent supervisor accountable for being denied the opportunity
to carry out his or her departmental plans.

(vii) Displaced Conflict
Rolloff and Soule (2002:479-480) refers to a displaced conflict as a conflict that
occurs when the conflicting parties direct their frustrations to innocent people who
are not involved in the conflict. Another type of conflict that is similar to the
displaced conflict is the personal or super-individual conflict in which conflict arises
whenever a person’s actions have an adverse impact on another individual. This
type of conflict was experienced in the Botswana teaching sector when teachers
decided not to teach. In this scenario, it was the innocent learners who suffered.

3.2.2.2 Causes of conflict
Goens (2005:57) indicates that conflicts come up in three ways as they arise at work
or in people’s personal lives. Goens mentions that conflicts surface when we force
ourselves to do something painful, or when we force others to do what they do not
want to do, or when we force each other to do what neither wants to do. Owens
(2004:39) mentions two principal sources of conflict that school leaders face in their
workplaces. One source lies in people’s perceptions of how educational
organisations should be managed. The second source lies in the expected goals of
schools. Gorton and Snowden (2002:95) mention sources of social conflicts which
are prevalent in schools. In this regard, they outline four primary sources of social
conflict within the school, namely communication problems; the organisational
structure; human factors, such as personalities; and lastly, limited resources.

Rahim (2002:207) outlines two causes of conflict: the first cause is when one or
more individuals are required to take part in an activity that is not preferred. This can
cause conflict because people like to do things that promote self growth. This could
be in the form of monetary benefits or personal development at one’s workplace.
Additionally, Sergiovanni and Starratt (1998:210-211) concur with Rahim when they
say that people want to see value in what they are called to engage in. Rahim’s
(2002:207) second cause erupts when individuals hold behavioural preferences
which differ from the preferences of other members within the group. When dealing
with preferences, it can be challenging for the leader to cater for each one of the
workers’ preferences. Therefore, the leader should have good and convincing reasons why one’s preference is considered over the other (Behfar, Mannis, Peterson, & Trochim, 2008:178-180).

Hall (as cited in Hargreaves, 1996:102) writes about the *monochronic* and *polychronic* time-frames as causes of conflict. The institutional leaders who lead their followers by controlling them within a monochromic time-frame put emphasis on the completion of the usual duties. When leaders use the polychronic time-frames, the followers are allowed to use their discretion to decide which organisational tasks need to be completed. However, whenever the polychromic time-frame comes into contact with a monochromic time-frame, conflicts and misunderstandings occur (Hargreaves, 1996: 104). When this happens, organisational leaders and their followers should promote mutual understanding and allow themselves to be criticised where necessary as they strive to manage their conflicts and misunderstandings.

### 3.2.2.3 Conflict and its theories

Three theories (schools of thought) about conflict will be discussed. Robbins (1996:505-506) outlines three schools of thought about conflict, namely: the traditional view, human relations view and the interaction view. In the school of thought that is viewed as traditional, conflict should be avoided as it has the potential to divide the group. This school of thought viewed conflict as something which was to be avoided because the supporters of this school of thought perceived conflict as bad. Fortunately, a ray of hope is raised by Thompson (1965:1-20) who indicates that,

> A review of the relationship between bureaucracy and innovation has found that conflict encourages innovative solutions. Not only do better and more innovative decisions result from situations where there is some conflict, but evidence indicates that conflict can be positively related to productivity.

This view of conflict is relevant to this research study as the researcher aims at using innovative leadership at the selected senior secondary schools to manage conflict.

The human relations view argues that conflict has the potential to benefit the institution and its members. Therefore, it must not be perceived as bad because group performance can be improved (Robbins, 1996: 505-506). This approach calls
for a positive attitude to accept conflict and deal with it positively. The belief is that there are many instances whereby conflict can benefit a group’s performance.

In the interaction school of thought, those who uphold this school of thought are not threatened by the existence of conflict. This is so because its supporters argue that the absence of conflict may lead the group to be less productive (Robbins, 1996:505-506). However, the interaction school of thought does not view all conflicts as good as it has been alluded by Binzen and Daughen (as cited in Robbins, 1996:515). Robbins (1996:514) comments that conflict activates the thinking capacity of a group. It does not allow the group to accept decisions that do not benefit the institution in any way. It influences members to generate ideas and also carry out an evaluation of the group activities regularly.

The third approach (interaction view) above gives the school managers, teachers, MoESD, DPSM, and BOSETU hope that the conflicts faced by the education practitioners, can be an opportunity for the affected groups to realign the teaching profession in accordance with its nature, uniqueness and peculiarities with the profession.

Cosier and Schwenk (1990:69-74) affirm that,

Conflict is constructive when it improves the quality of decisions, stimulates creativity and innovation, encourages interest and curiosity among group members, provides the medium through which problems can be aired and tensions released and fosters an environment of self-evaluation and change. The evidence suggests that conflict can improve the quality of decision making by allowing all points, particularly the ones that are unusual or held by a minority, to be weighed in important decisions.

The school principals as the supervisors of the teachers should wisely select the conflict management strategies that are relevant to the conflict situations that are prevalent in schools. Buchner and Horth (2009:6) caution that, “As problems and circumstances become more difficult, they need new solutions. Administrators should be aware of the existence of conflict and determine possible ways of handling it. Weiss (2011) says leaders should collaborate with their teams even in the existence of a conflict.
Having discussed theories of conflict in the foregoing paragraphs, the researcher will, in the next section, discuss conflict management. It should be mentioned that terms such as *conflict management strategies* (Dontigney, 2014), *conflict management styles* (Chandos, 2014; Gonyier, 2010), and *conflict management modes* (Meloni, 2009) may refer to one and the same thing depending on a given author. But for consistency purposes, the researcher will adhere to conflict management strategies as much as possible.

### 3.3 CONFLICT MANAGEMENT DEFINED

Gorton and Snowden (2002:89) say that the term *conflict management* refers to solutions that are put in place to handle disagreements as they manifest between individuals and groups. This definition is shared by Tschannen-Moran (2001:3) who sees *conflict management* as a set of skills that can be applied by individuals and groups as they face conflict in their lives. On the other hand, Rahim (2002:240) continues to explain that *conflict management* involves limiting the negative aspects of conflict to increase the positive aspects of it. Rahim (2002:8) comments that *conflict management* promotes the positive outcomes of conflict with the goal of improving learning in an organisation. Stimson (2011) agrees that *conflict management* can be a tool which bring harmony and enhance good work relations between members who are in a conflict. Lang (2009:240) maintains that *conflict management* is a strategy that managers can employ to handle misunderstandings which could affect employee morale and turnover.

#### 3.3.1 Conflict management and leadership success

Tschannen-Moran (2001:3) is of the opinion that when educators and students have a good understanding of the nature of conflict, they will stand a better chance of managing conflicts in a constructive way. James (2011) mentions the three Cs of leadership success. The first ‘C’ is Credibility which demands that leaders be honest, dependable, believed and trusted in what they say and do. The second ‘C’ is Conflict Management. Here managers are obliged to possess skills that will help them to lead successfully by paying attention to the way they manage conflict. The third ‘C’ is Communication. In order for leaders to bring about success in their organisations, communication skills should be improved. The key to being a great
communicator is becoming an exceptional listener (James, 2011) as Larson and Myers (2005:307) agree that when communication skills are good, the manager will use them to curb conflict. School leaders may be sent for seminars and workshops where issues of credibility, conflict management, and effective communication are discussed to promote leadership success.

In the following section, the researcher will discuss models which outline management approaches to conflict. These models display different behaviours which leaders could apply when dealing with conflict.

3.3.2 Models of conflict management

3.3.2.1 Rahim’s meta-model management approaches to conflict
Rahim (2002:206-235) suggests the meta-model approach for conflict management which is based on concern for self and concern for others. In this model, five management approaches which include integration, obliging, dominating, avoiding, and compromising are discussed. Integrating encourages the members to discuss and come up with solutions to the problem. The individual and organisational performance results are determined by the integration approach (Antonioni, Rahim & Psenicka, 2001:197). The obliging approach concentrates on knowing the concerns of those who are involved in a conflict, while at the same time suppressing the real feeling of the conflict with an intention to make the other party happy. The third approach which is dominating concerns a leader who does things his or her own way. This approach is not effective because the leader can be disliked by his or her followers due to lack of consultation. The fourth approach, avoidance, deals with the avoidance of conflict and in this regard the problem is ignored with the hope that it will disappear on its own. Fifthly, there is the compromising approach which manifests itself when both the leader and employee are willing to give up their interests to gain mutual agreement.

3.3.2.2 The harmony model of conflict management
In this model, both the avoidance and accommodative styles of conflict management are considered. The involvement of the third parties in the harmony model is “used extensively and their role is more intrusive (Kozan, 1997:338)”. This model may not
be employed at all times because the third party plays the major role in addressing conflicts. This denies the leader the opportunity to be autonomous.

3.3.2.3 The confrontational model of conflict management
Walker (2014) defines confrontation as the expression of one’s view of the situation that led to a conflict. This involves the views of the other concerned members. The model can be harmful if applied in a ruthless and careless manner because it is important for both parties to accept their mistakes, to share their opinions in a non-judgmental way, and to apologise to each other. In doing this, the person escapes the problem of justifying his or her shortcomings (Zhivago, 2010). Furthermore, if confrontational model is not constructive, the workplace will be identified by ineffective communication, tense work relationships and antagonism. The ineffective communication, tense work relationships, and antagonism, may impact negatively on an organisation’s productivity, innovation, and team effectiveness (Diversity and Inclusion, 2014).

3.3.2.4 The regulative model of conflict management
The regulative model of conflict management is seen by Kozan (as cited in Lakis, 2013:618) as a model in which the priority is given to the bureaucratic means in order to minimise the emerging conflict. The involvement of the third party is formalised. According to Brown (1993) this model is called the legal model because the problem is defined as a violation of the law, therefore, the solutions are motivated to meet the legal requirement. In this sense, the solution is dependent on the judgment that will be passed in a court setting. It is cautioned that more often than not court rulings might be made before there is sufficient knowledge to pass judgment (Brown, 1993). Lakis (2013:619) believes that the regulative model aims at "modernising national law according to the needs of democratisation, reforming educational and public administration systems".

In the next section, conflict management strategies that can be employed in dealing with conflict will be considered.
3.3.3 Conflict management strategies

Carlson and Manktelow (2011) indicate that people prefer using certain strategies over others to resolve conflict as they share that Kenneth Thomas and Ralph Kilmann, in the 1970s came up with five strategies through which conflict can be dealt with effectively. Furthermore, Carlson and Manktelow (2011) developed the Thomas-Kilmann Conflict Mode Instrument (TKI) which assists individuals to discover a specific strategy of preference that one can employ when faced with a conflict. In realising that the conflict management strategies are essential for handling conflicts in schools, Hoy and Miskel (2005:232-233) mention the prominent conflict handling strategies that have been identified by Carlson and Manktelow (2011). This includes competing, collaborating, compromising, accommodating, and avoiding.

Competing: Individuals who opt for this strategy do what they consider the best in solving a conflict. They take advantage of their managerial position in their workplaces to employ this strategy (Maxwell, 2011:7-9). This style can be useful where the involved parties need to make quick decisions. This strategy is likely to bring dissatisfaction among the group members when used carelessly by the leaders (Carlson & Manktelow, 2011). Hoy and Miskel (2005:261) observe that often, administrators will turn to bureaucratic rules to resolve conflict. For instance, the application of the “no work, no pay,” policy after the 2011 national strike, bruised the hearts of many teachers in the education system in Botswana.

Collaborating: Hoy and Miskel (2005:232-233) continue to say that those who opt for this strategy, attempt to attend to the needs of the affected members. Kombo and Tromp (2009:30) relate that this strategy is useful when different viewpoints are accepted. The acceptance of the varied viewpoints may help the parties to generate best solutions to solve both new and old conflicts in the group.

Compromising: According to Wandberg (2001:6), the compromise strategy partially satisfies the expectations of the people that are involved in a conflict. Individuals are expected to give up something to end the existing conflict.
Accommodating: In this strategy, an individual may be willing to give up his or her needs in order to satisfy those of other people (Betts, 2000:318). However, the strategy should be applied cautiously. Giving up one’s needs to satisfy those of others may not be a healthy practice as an individual may remain hurting. This may hamper work relations.

Avoiding: According to Hoy and Miskel (2005:232-233), this strategy is preferred by people who have a tendency of avoiding conflict at all cost. Everand and Morris (1996:100) state that avoiding as a conflict management strategy, brings the assumption that conflicts will eventually disappear over time. The leader is free to use his or her discretion in selecting a strategy that will benefit the workers.

Different strategies may be needed at different times and situations. Being creative suggests that if the available strategies are not effective in one way or another, new ways should be employed instead. This is the work of a leader who is innovative.

In the next section, a brief discussion on steps to manage conflict will be given. This discussion is relevant because one needs to know what steps to follow when managing conflict.

3.3.4 Steps to managing conflict
Managing conflict may not be as easy as one would think. Herrick, Krystle and Pendy (2014) warn that the longer one lets the conflict situation continues, the worse it will be when it is time to resolve it. Maccoby and Scudder (2011:50) identify five steps which can be employed in managing conflict. The steps include anticipating, preventing, identifying, managing, and resolving. The leader’s ability to detect conflict is the first step in the management of a conflict. It is relevant that adequate information about the conflict be gathered so that the correct conclusions and decisions may be made (Zhivago, 2013). Buchner and Horth (2009:9) recognise that leadership problems are demanding and complex. They are, however, also aware of the fact that leaders need to be cautious when solving them.

The second step which is ‘prevent’, is about developing strategies through which conflict could be managed before the conflict occurs (Maccoby & Scudder, 2011:50).
According to Buchner and Horth (2009: 9), the development of strategies before the actual conflict occurs may not be relevant to an innovative leader because innovative thinking does not rely on past experiences. Lederach (2005) writes about creative learning and states that “artists never bump onto the very same problem twice because their pursuits involve unquenchable curiosity, constant invention and attentive critique. This goes beyond the rote skill in that it requires an ability to think beyond what already exists”. Furthermore, Zhivago (2010) comments that good leaders are on the lookout to find new ways to enlighten the community of people they work with. Among the other things, leaders should enlighten the people they work with on issues that pertain to conflict since conflict cannot be avoided in any workplace.

In the third step, conflict should be identified and a quick action should be taken to manage it. Larson and Myers (2005:313) say that taking a quick action, articulate that “relational and procedural conflicts need a high degree of immediacy to resolution”. This is necessary because the delay in addressing the relational and procedural conflicts may escalate conflict.

The fourth step is managing a conflict. According to Carlson and Manktelow (2011), it is imperative that leaders should possess knowledge about emotional intelligence to understand why people behave in a certain way. The term emotional intelligence is defined as a skillful way of identifying and managing personal emotions and those of others (Carlson & Manktelow, 2011). Lang (2009:241) suggests that leaders be assisted to accomplish conflict management training to boost their emotional intelligence.

The fifth step is resolving conflict without blaming each other. Taylor (2010:449) states that conflicts should be solution-driven. This can be achieved if the people involved in a conflict value the benefits of effective communication (Buchner & Horth (2009:19) in the resolution of the conflict. Sutcliffe (2013) states that the best school principals have the ability to demonstrate wisdom in the way they resolve conflicts because of their skill to communicate effectively.

The section below will address an aspect of conflict resolution.
3.4 CONFLICT RESOLUTION
Carlson and Manktelow (2011) write about the Interest-Based Relational Approach to conflict. The interest-based problem solving approach takes into consideration the fact that people need to resolve a conflict and be ready to handle other conflicts and misunderstandings as they arise in the future (Alternative Dispute Resolution, 2014). The Interest-Based Relational Approach to conflict recognises the differences of individuals. It strives to help individuals who are involved in a conflict to show cooperation and willingness in the resolution of their conflict. In order to use this approach in an effective way, the leader should prioritise good relationships. The individuals who are handling a conflict situation would do well not to allow the unpleasant situation to ruin future interactions with one another in the workplace.

In order to use this approach, the Alternative Dispute Resolution (2014) outlines three elements that need to be considered. Firstly, the leader should promote good relationships between the people that are involved in a conflict. Secondly, the leader should be skillful enough to keep people and problems separate. This means that the leader should address the problem without necessarily offending the people that are hurting. In dealing with any conflicting situation, all those who are affected should be helped to work together to resolve the conflict. Thirdly, it is important for the leader to listen carefully to the people that are involved in a conflict to understand their views and feelings with regard to the prevailing conflict.

It is important for individuals to listen carefully to know why an individual is for this idea and not the other. Listening also helps both the leader and the subordinates to deal with the conflict in a reciprocal way.

The section that follows will give a brief summary of conflict transformation.

3.5 CONFLICT TRANSFORMATION
3.5.1 Conflict transformation defined
The Online Training Program on Intractable Conflict (OTPIC) (2005) denotes that conflict theorists prefer the use of conflict transformation. These conflict theorists indicate that conflict transformation differs from conflict management and conflict resolution. According to Miall (2001), conflict transformation theorists reason that
conflicts do not need prearranged solutions to resolve them. According to Miall (2001), conflict transformation is seen as a process that transforms the relations. Conflict transformation seeks to change the main causes of a conflict (Trans-Conflict, 2013). Establishing a cause to a conflict situation is paramount in transforming conflicts because once the cause is identified, then a way to deal with the problem would be clear. Yarn (1999:121) sees conflict transformation as a way that can be considered to improve understanding among group members. OTPIC (2005) understands conflict transformation as a prescriptive concept which means that there are set standards aimed at dealing with destructive effects of conflict. According to Lederach (2003), when peace is experienced by members, then the quality of relationships will be improved.

Diamond (1994a:3) indicates that,

Peace is not a static phenomenon in that the discovery of peace is a continuous process of developing structures and relationships which fulfill our needs and correspond to our perception of well-being. It is believed that peace can be discovered by transforming existing conflicts.

The cited quotation above shows that people would experience peace when conflicts are transformed. The transformation of conflicts will, to a great extent, promote oneness among members in a group. Miall (2001) warns both the leaders and the followers to guard against poor communication practices and wrong perceptions because they are the “warp and weft of conflict”. Miall’s idea suggests that when people improve the way they communicate with each other, conflict can be avoided.

### 3.5.2 Types of conflict transformation

According to Trans-Conflict (2013), there are five types of conflict transformation. Firstly, is the *actor transformation* which aims to help the people involved in a conflict to understand both the causes and the consequences of their actions. Vayrynen (1991:163) highlights the noticeable change that manifests itself in the actions of those who get transformed. It is important that those involved in conflict be assisted to understand that conflict should be handled responsibly.

The second type is *context transformation*. This aspect challenges the perceptions the people who are affected by conflicts attach to a given conflict situation (Ghaffar,
Miall (2001) explains that the causes of conflict include the backgrounds of those that are involved in conflict. It is important for those facing conflict to understand their peculiar backgrounds such as culture, governance and social norms. The understanding of their backgrounds would help them to make wise conclusions in respect of managing conflict (ASTD Staff, 2013).

The third type is *position transformation*. This type also, like the context transformation, seeks to understand the position of the people that are in a conflict on the problems that surround the conflict. According to Vayrynen (1991:163), the political alteration of the transformation of the conflict repositions the people that are involved in a conflict. The repositioning may help them to have a positive mindset which, in turn, would facilitate the management of conflict by addressing issues of concern.

Fourthly, *rules transformation*, which aims at evaluating the group’s decision-making processes at all levels in order to ascertain that conflicts are handled properly within the institution (Lederach, n.d.). Vayrynen (1991:163) adds that this type of transformation demarcates the boundaries of the actors’ relationship.

Fiftly, *structural transformation*. The structural transformation aims at promoting interaction between the people that are involved in a conflict situation. The positive effect of relational interaction of those that have been affected may enhance the transformation of the conflict. Schwerin (1998:116) mentions that structural transformations are to be supported because they call for the leaders to solve conflicts in a just way.

### 3.5.3 Comparisons between conflict transformation, conflict resolution and conflict management

Diamond (1994b:7) explains *conflict resolution* as 1) an activity that tries to identify and resolve the causes of the conflict; 2) it also works towards changing the unwanted conditions that heighten the conditions that cause conflicts. Mitchel (2002:1) states that the term *conflict transformation* came into use because the views of the conflict resolution supporters did not satisfy the needs of the people.
The term *resolution* is understood to mean almost anything to do with defeat, revenge, economic sanctions and so forth. Mitchel (2002:1) indicates that transformation remains as the answer to make up for the inadequacies of resolution. Another difference between conflict resolution and transformation is that when dealing with conflicts, resolution relies more on official efforts carried out by opinion makers and those who hold posts of influence, whereas transformation advocates that processes should cater for the main causes of the problems. Furthermore, while resolution concentrates on solving conflicts partly, transformation takes into consideration the importance of addressing the aftermath of conflicts. This is accomplished as the supporters deal with the traumas, fears, hurts and hatreds that may linger for a while in people’s minds after the conflict has been addressed.

From the comparisons that have been outlined, the concept of conflict transformation is driven by continued organisational excellence. Conflict transformation enables the leader to think of the effects of any action taken to resolve conflicts. This is essential because even if a major conflict may seem to have been resolved, it may still negatively affect the future operations of a school or any other organisation (Mitchel, 2002:19). Botes (2013) indicates that peace making and peace building are major ingredients of transformation.

This leads to the next difference between the terms *conflict transformation*, *conflict resolution* and *conflict management*.

According to Botes (2013), conflict transformation aims at creating peace in the workplace in order to move from conflict-habituated systems. Moreover, Miall (2004: 4) mentions that there is a wide difference between the approaches used by conflict management and conflict resolution supporters as compared to the approaches used by conflict transformation supporters. The difference reveals itself as follows; 1) conflict transformation approaches emphasise the transformation of relationships; 2) whereas conflict management approaches carelessly manages the conflict and 3) conflict resolution approaches heavily depend on external people who could assist to resolve the conflict. Miall (2001) says the aim of conflict resolution is merely to resolve issues that divide the group whereas conflict management regulates conflict
without the aim of ending it. Conflict transformation puts the emphasis on changing the group’s unpleasant relationships and conditions that bring about conflict. De Dreu, Harinck and Van Vianen (1999:371) suggest that conflict management can be long term processes, while the term management aims at reducing the level of conflict and at controlling its destructive force, thus, neglecting its cause. On a different note, conflict transformation does not suggest that conflict be controlled, but that it be recognised and understood. The philosophy behind conflict transformation depicts a leader who is bold in facing challenging situations.

Lederach (2003) highlights that conflict transformation is accurate in that one perceives conflict as normal in human relationships and understands that conflict promotes change. Therefore, transformation aims at building healthy relationships between individuals, groups, and governments. This kind of change demands that there be a deliberate move and determination in aligning the way people relate. Diamond (1994b:7) adds another element that shows that conflict transformation is different from conflict management by stating that conflict transformation involves changed beliefs and behaviours for the purpose of forming new relationships.

The cited examples show how conflict transformation differs from conflict management and conflict resolution. Where conflict is suppressed, the reactions of people involved in a conflict may be heightened when future conflicts arise. Therefore, due to the inadequacy of both conflict resolution and conflict management, Burgess and Burgess (1997) do not support the use of these strategies because they affect relationships, alter communication patterns and further alter images of the individuals who are involved in the conflict. Burgess and Burgess (1997) prefer conflict transformation as compared to conflict management and conflict resolution.

The researcher comes to the conclusion that school leaders, teachers and education practitioners may consider applying conflict transformation processes in managing conflict in their workplaces. The employment of these processes may enhance good work relations and increase the level of productivity.
3.6 SUMMARY

In this chapter the researcher reported on an investigation of the phenomenon of conflict in education. The researcher outlined the main findings of the literature review with regard to conflict management. The findings emphasise the important aspects that will be instrumental in the recommendations that the researcher will suggest in Chapter 6. From the discussions, the literature review has shown that conflicts are of various types. The knowledge of the main causes of these conflicts is important to principals as school leaders. As it has been discussed in Chapter 2, the role of a leader in an organisation and of a school principal, in particular, cannot be over-emphasised. The concept of leadership forms an integral part of efficiency in determining the success of the organisation. This finding matches one of the findings commented on in this chapter, namely that leaders should work with diligence when resolving conflicts. The literature review furthermore indicated that the concepts of conflict management and conflict resolution are not as effective as conflict transformation in the management of conflicts. The findings have indicated that managing conflict can be enhanced by good leadership skills and the display of innovative thinking.

The researcher outlined the definitions of the concepts pertaining to the management, resolution and transformation of conflicts. These concepts were addressed and they were compared with one another. The reviewed literature indicated that conflict management styles and strategies are not adequate tools in handling conflicts. Leaders should rather strive towards conflict transformation, which can be attained by paying attention to strengthening people’s relations. Ability to strengthen people’s relations is possible through the use of emotional intelligence skills, benchmarking, holding informal meetings, and by addressing existing conflicts as soon as they are identified.

In the chapter that follows, the researcher will look into the research methodologies which will be employed in this study. The population and sample, the research design, ethical considerations, and the data collection and data analysis procedures will be addressed.
CHAPTER FOUR
RESEARCH METHODOLOGY TO DETERMINE THE PERCEPTIONS OF PARTICIPANTS WITH REGARD TO CONFLICT IN THE BOTSWANA EDUCATION SYSTEM AND HOW IT COULD BE MANAGED THROUGH INNOVATIVE LEADERSHIP

4.1 INTRODUCTION
This chapter documents the design and methodology that was followed during the researcher’s fieldwork. The research methodology, as discussed in the chapter, outlines the procedures and methods which the researcher implemented to facilitate the gathering of relevant information to the study with regard to the participants’ perceptions of conflict in their work situations. In line with the problem statement in Chapter 1 (cf. 1.3), the purpose of the empirical investigation firstly, sought to explore the role that innovative leadership could play to create a climate that is conducive for teaching and learning (cf. 1.3.1). Secondly, it sought to investigate the phenomenon of conflict in education and the specific approaches which innovative leaders could apply in managing conflict (cf. 1.3.2).

In this chapter, the researcher will look at research methodology that aims at determining the perceptions of teachers, school management teams, and education managers with regard to the nature, extent and causes of conflict at selected senior secondary schools (cf. 1.4.3). This then takes care of the third research question. (cf. 1.3.3).

In line with the foregoing paragraph, this chapter will discuss the rationale for empirical research (4.2), the research design (4.3), and the research methods (4.4) that the researcher employed in collecting the relevant information.

4.2 RATIONALE FOR EMPIRICAL RESEARCH
According to the Oxford Advanced Learner’s Dictionary (2004, s.v. “empirical”), the meaning of empirical is not based on theories or ideas, but on observation or experiment. The empirical research enabled the researcher to mingle with the research respondents in their field of work. This gave the researcher ample time to
learn how the participants interpreted conflict in their work experiences. The researcher preferred field work over desktop research because the former accorded the researcher the chance to 1) interact with the respondents; 2) to observe the respondents as to how they conducted themselves in their natural settings; 3) compare the information they shared with what was taking place in their schools.

Apart from the advantages of fieldwork, the following are additional reasons why an empirical research is relevant in the education system of Botswana.

1. The study will help the leaders of the selected schools assess their innovativeness in the way they manage conflict in their school settings.

2. The study should also benefit the Ministry of Education by providing the Ministry with conflict management perspectives through which they can manage conflict in the education system.

3. The study should also benefit policy makers in the educational field by providing them with a wide range of new ideas on leadership from the research findings.

4. The research will contribute to the strengthening of schools by improving the work relations of school managers and teachers in Botswana at all levels. This will be so because school managers in various learning centers will be capacitated through the research findings.

5. The study will be of benefit to the research participants and other researchers because the conflicts experienced by teachers will be documented for future reference.

Having outlined the rationale for this empirical research work, the next section will focus on the research design that has been selected.

4.3 RESEARCH DESIGN
Myers (2011:19) defines research design as a stipulated plan for an entire qualitative research project that involves deciding upon the various components of a given
According to Lomax, McNiff and Whitehead (2003:10-13) a research design may be understood as the overall plan of the research work, with some “specification of methods and procedures for acquiring the information needed”. For the relevant information to be acquired, the researcher employed a qualitative research design since it is interpretive and it gives her an opportunity to take a significant role in the analysis of the research data. Furthermore, Breakwell, Fife-Schaw and Hammond (2004:7) indicate that, “A qualitative research design is flexible, thus, it may help the researcher to discover ideas, gain insight and formulate the problem for further investigation”. The researcher used both primary (interviews, field notes and observations) and secondary (official documents) data collection tools. Abawi (2008:5) explains that a qualitative research design studies things in their natural setting. The qualitative research design also interprets phenomena according to the meanings individuals attach to their life experiences.

4.3.1 Research paradigm
Since the aim of the researcher is to share the research findings with an intention to make recommendations to the school managers, MoESD, and the employer, an interpretive research paradigm, coined on the interpretivism or constructivist stance (Smith, 2007:3) was used. Using an interpretive paradigm helped the researcher to gain knowledge about the nature, extent and causes of conflict among the teaching corps in Botswana as multiple actors were engaged. According to Medina and Taylor (2013), the interpretive paradigm, is understood as a humanistic paradigm. The paradigm was introduced in education research in the late 1970s under the influence of anthropology which aims to understand the way other people live. In this paradigm, the researcher gains an understanding of participants’ perceptions by interacting with them under study. Medina and Taylor (2013) further elaborate:

This paradigm enables researchers to build rich local understandings of the life-world experiences of teachers and students and of the cultures of classrooms, schools and the communities they serve.

The quotation above shows that this research paradigm is centered on the interpretation of people’s lived experiences. Through this study, the researcher had an opportunity of knowing participants’ lived experiences as she interacted with the
concerned groups. Cohen and Crabtree (2006) write about the beliefs interpretivists share regarding the nature of knowing and reality. The first belief is relativist ontology which is the ability to understand the reality of life through the social interaction of individuals. The second belief is the transactional or subjectivist epistemology which believes that people cannot separate themselves from the knowledge they possess about their life experiences and those of others. Mertens (1998:11) highlights that “the basic assumptions guiding the interpretive paradigm is that knowledge is socially constructed by people active in the research process”. This paradigm is preferred by the researcher because it suits the qualitative research approach which is sometimes referred to as interpretative research. However, researchers should guard against wrong interpretations. In order to avoid wrong interpretations, the researcher used different methods during data collection. The use of different methods helped to minimise errors in the conclusions drawn from the collected data (Flick, 2009:257)).

Using an interpretive paradigm helped the researcher to gain knowledge about the nature, extent and causes of conflict among the teaching corps in Botswana. With the interpretive paradigm, the researcher engaged multiple participants. Mertens (1998:11) indicates that, “The basic assumptions guiding the interpretive paradigm is that knowledge is socially constructed by people active in the research process”. Furthermore, Robinson, Tolley and Ullin (2005:16) clarify that “the social world is constructed of symbolic meaning observable in human acts, interactions, and language. Reality is subjective and multiple as seen from different perspectives”.

4.3.2 Research approach

The researcher adopted a qualitative research approach to attain the research aims of the study. This is a type of approach that allows the researcher to use words in the interpretation of the research data. However, the researcher used numbers to help to show the significance of what is reported in terms of its intensity. The use of numbers is relevant even for a qualitative type of research as Robinson, Tolley and Ulin (2005:194) caution researchers about the most common mistake researchers make, namely, to assume that since their research is not quantitative, it needs not contain any quantitative data or follow any accepted process of reporting. In line
with Robinson, Tolley and Ulin (2005:194), the researcher will use numbers in some of the findings to create a mental picture of the findings for the participants. The mental picture will augment the participants’ understanding and also show the extent of the addressed components in terms of their occurrence.

The qualitative approach was seen by the researcher to be suitable for this study because the qualitative research approach explains to the researcher why things happen the way they do (Nani, 2013:210). It also enables the researcher to understand the meanings people uphold regarding their lived experiences. Carpenter and Streubert (2011:21) outline six qualitative characteristics as follows: 1) a belief in multiple realities; 2) a commitment to the participant’s viewpoint; 3) acknowledging participation of the researcher in the research process; 4) reporting of the data in a literary style rich with participant commentaries; 5) the conduct of inquiry in a way that limits disruption of the natural context of the phenomena of interest and; 6) a commitment to understanding the phenomenon studied. Perceiving these cited characteristics as relevant to empirical research, Boyd (as cited in Carpenter & Streubert, 2011:20) highlights that qualitative research believes in the participation of individuals in their social groups. This enhances the understanding of their lived life situations.

The qualitative research approach allowed the researcher to collect data from different participants in the Ministry of Education and Skills Development (MoESD) and the Union. The participants included the school management teams, teachers, Ministry’s officers, and BOSETU officers. The aim of using multiple participants was propelled by the researcher’s determination to learn about the experiences of the participants’ in their work environment. Similarly, the researcher’s aim in using several qualitative research methods was also aimed at enhancing the credibility of the collected data. The interviews, observation, and documentary records enabled the researcher to collect data from different key informants as represented by the nature of the study. The use of different data collection methods was of a great benefit, as Morse and Richards (as cited in Paterson, Pentland & Zweck 2008:120) explain that it enables the researcher to use investigative approaches within a given study that enable the researcher to collect more than one type of data.
4.3.3 Research strategies

In this section, the researcher will consider participatory action research (4.3.3.1), appreciative inquiry (4.3.3.2), innovative action research (4.3.3.3), and an interpretive research strategy (4.3.3.4) as the main strategies of interest in this research. More information about each of the selected strategies will be discussed below.

4.3.3.1 Participatory action research

Participatory action research refers to a type of research whereby researchers desire to develop their organisations rather than producing a report of their research study (Pacifica.edu, 2012). McNiff (1994:2) perceives action research as a form of practice that is carried out by teachers, students or principals in social situations to improve their educational practices. The improvement of the educational practices helps participants to investigate reality in order to benefit the society (Mills, 2013). Action research is practitioner based, that is, it aims at making public an “explanatory of account of practice” (Pacific.edu, 2012). Action research is also a research that is done by practitioners in a particular social setting and thus, making it responsive to social situations (Rahman, 2008:49). The researcher employed ‘action research’ to investigate the phenomenon of conflict in the teaching arena in Botswana to suggest innovative ways through which the involved groups could transform conflicts in their work environment. Since action research is “value laden” and it demands “high order questioning,” Stateva (2012) mentions different levels of questioning which aim at being aware of the situation, what has been learnt, and finally, learning to ask why the situation is as it is.

Participatory action research recognises the researcher as a facilitator, formulator, interpreter and presenter of the discovered issues (Walters-Adam, 2006). Therefore, looking at the value-laden component, the researcher is part of the education system of Botswana. Buckles and Chevalier (2013:10) show how the participatory, action and research components complement each other in the participatory action research strategy.
Figure 4.1: Buckles and Chevalier participatory action research

From the diagram above (Figure 4.1), it is evident that research needs collaborative participation of people. The participation of the sampled members of the research population will, in a significant way help the researcher to “analyse existing practices and identifying elements for change” (Walters-Adam, 2006). One of the purposes that Cohen and Manion (1996:186) mention is that action research is a way by which innovation can be introduced in the teaching and learning environments. As action research confirms that life is not stagnant, we should always review the way we do things in our organisations to cater for the needs of our customers. This is particularly true for schools which are dynamic organisations.

The researcher understood the ethical responsibilities of using participatory action as it deals with human beings. In order for the researcher to ensure objectivity and avoid bias, the participants were not given conclusions that the researcher had formulated, as Willis (2007:220) states. To achieve objectivity, the researcher used, among others, member checks, to verify the drawn conclusions, and reported the participants’ responses verbatim (cf. 1.5.2.4 and cf. 4.4.5). Furthermore, compliance with ethical standards for physically and emotional protection of participants was considered (Strydom as cited by De Vos, 2002 64).

Based on what has been said above, the researcher aimed at being honest and objective in order to adhere to the research ethics.
4.3.3.2 Appreciative Inquiry

As indicated by Hetherington, Judkins, Sharp and Shuayb (2009:2), Appreciative Inquiry (AI) strategy was developed to promote organisational growth in one way or another. Its purpose is to enhance meaningful practice and to monitor the implementation of the desired practice. According to Hetherington, Judkins, Sharp and Shuayb (2009:2), the application of AI takes place in four stages. These are: discovering, dreaming, designing and delivering.

1. Discovering: finding out the best and most positive experiences participants had in their organisation.

2. Dreaming: thinking creatively about the future.

3. Designing: designing plans for the future which reflects participants' views of good practice and visions. This phase involves producing provocative propositions, which are statements about what the participants want to achieve.

4. Delivering: the energy to empower moves toward action planning, working out what will need to happen to realise the provocative propositions. (See the Appreciative Inquiry cycle below).

![Figure 4.2: Hetherington, Judkins, Sharp and Shuayb's Appreciative Inquiry cycle](image)

According to Unison Consulting (2014), Appreciative Inquiry is about the ability to appreciate the contributions of the life-giving forces that make the organisation discover practices that give it a reputable image. These life-giving forces are the
valued norms of a given entity that make its existence possible (Troxel, 2002: 2). A characteristic of the Appreciative Inquiry strategy is that any topic related to human experience in any human system can be studied. This covers the conflict situations experienced by practitioners at the selected schools. This strategy denotes the fact that not all practices are bad in the workplace. The school principals and MoESD could make use of almost any practice in their own settings to promote excellence in their schools. The philosophy of AI encourages the collaboration and participation of all members in an organisation (Unison Consulting, 2014). Thus, the researcher will adopt this strategy because it will enhance the application of innovative leadership to the prevailing conflicts among the teaching teams and practitioners at senior secondary schools and the MoESD. With the adoption of AI, the researcher formulated a model (cf. 6.5) that is meant to encourage the collaboration of practitioners in the education system.

Having adopted Participatory Action Research and Appreciative Inquiry as relevant strategies, the researcher further added Innovation Action Research to be used in this study. Innovation action research is relevant because innovative insights suitable for schools will be taken from this strategy.

4.3.3.3 Innovation action research
Frankelius (2009:40) defines Innovation Action Research as the development of new solutions that fulfill the needs of the society by acquiring valuable products and services in the teaching profession. Innovation action research calls for school managers to break away from the outdated ways of managing educational institutions because the world of work has changed and will continue to change (Brown & Osborne, 2005:4). The researcher understands Brown and Osborne (2005:4) to be saying that managers should always be ready to provide needed services in their workplaces. The provision of the needed services calls for the school managers to aim for excellence. In a school setting, it is important for innovative practices to prevail that the teachers may be enabled to turn mundane actions into excellent performance of activities.
Kaplan (as cited in Myers, 2011:56) states the following as the four basic steps of innovation action research:

(i) The first step is to observe and document innovation practice such as constant evaluation of a given task. This is a useful step in this study because it links the problem statement and literature review outcomes to the research findings. These items (observation and constant evaluation of an innovation practice) put together will help the researcher to identify convincing solutions to the research problem.

(ii) The second step is teaching and speaking about innovation. This is a meaningful way of making all practitioners know and understand more about the intended innovations.

(iii) The third step introduces the writing of journal articles and books. This step promotes intellectual growth. Through the teaching and speaking about the research, the researcher hopes to attend seminars where she could share the research findings.

(iv) The fourth and last step is to implement the concept in new organisations. By implementing the fourth step, the researcher will be enabled to share the research findings with other organisations other than the education department. The sharing of the findings is done to raise awareness as far as leadership skills are concerned, to improve performance where possible, and to enhance job satisfaction in schools and elsewhere.

The steps listed above can be of use to the school principals as they look forward to being innovative in their work environment. Being innovative will help them to constantly evaluate the operations of their schools. For instance, a thorough evaluation of the teaching and learning processes will help them to understand the underlying phenomena of conflict in the teaching profession. Lastly, through the use of innovation action research, the researcher will enhance the implementation of the research findings.

In the following section, the researcher’s focus is turned onto the Interpretive Research Strategy which will help her in drawing conclusions from the study.
4.3.3.4 Interpretive research strategy
In this study, the Interpretive Research strategy was employed. This strategy is linked to the hermeneutical practice of drawing meaning from life experiences of mankind (Smith, 2007: 11). McBurney (1994:170) concurs with Smith (2007:11) that the concept of “hermeneutics was borrowed from the field of biblical interpretation where the task of the scholar is to find what the original meaning of the text was to the people to whom it was addressed”. Mertens (1998:11) perceives hermeneutics as the study of interpretive understanding or meaning. Mertens' basic assumptions guiding the interpretive strategy are that “knowledge is socially constructed by people active in the research process”. Mertens (1998:11) indicates that researchers “should attempt to understand the complex world of lived experience from the point of view of those who live it”. In addition Willis (2007:218) declares that the “purpose of hermeneutics is to understand the perspectives of humans which can be drawn from multiple respondents”. In that way, the term interpretive suggests that the main concern in the human sciences is to bring understanding. Crotty (1998:67) explains that hermeneutics is a science of “biblical interpretation but it has been brought to bear on unwritten sources such as human practices, human events and human situations to promote understanding”.

The researcher used the interpretive research strategy (also called, the hermeneutic phenomenology approach). It explains lived experience and reveals meaning through a process of understanding and interpretation which is gained through entering into a dialogue where openness prevail (Wilcke, 2002:4-6). Merleau-Ponty (as quoted by Wilcke, 2002:3) further elaborates that, “Hermeneutic phenomenology seeks to go beyond description in order to discover meanings that are not immediately apparent”. According to Mickunas and Stewart (1990:3), the term, phenomenology is explained as a “reasoned inquiry into the world of appearances, that is, anything of which one is conscious”. The researcher's interest in using a hermeneutical or interpretive strategy was to know the meaning people attach to their actions and the impact which actions have on their behaviour. In other words, the researcher was aware that she is constructing reality based on the participants' interpretation of the actions.

In the next section the researcher will give an outline of the research methods.
4.4 RESEARCH METHODS

The researcher employed a number of methods to explore participants’ views and perceptions, namely interviews, observations, and documentary records.

4.4.1 Study population

First and foremost, the study population was identified and the study sample was selected. According to Noheli (2011), a research study population is defined “as a well selected collection of individuals or objects that possess similar characteristics, that is, homogeneity”. Yount (2006: 7-1) adds that a research population consists of all the subjects one wants to study. The researcher’s choice of the population was influenced by the type of data she wanted to gather. The study population was made up of the school management team members and teachers at the four selected secondary schools. Furthermore, it included members of the BOSETU and the MoESD.

Table 4.1: Sampled number of school managers per school

<table>
<thead>
<tr>
<th>School</th>
<th>Principal</th>
<th>Deputy principals</th>
<th>Heads of Houses (H.O.Hs)</th>
<th>Senior teachers 1</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>School W</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>4</td>
<td>9</td>
</tr>
<tr>
<td>School X</td>
<td>1</td>
<td>1</td>
<td>4</td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>School Y</td>
<td>1</td>
<td>1</td>
<td>4</td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>School Z</td>
<td>1</td>
<td>1</td>
<td>4</td>
<td>4</td>
<td>10</td>
</tr>
<tr>
<td>Total</td>
<td>4</td>
<td>4</td>
<td>15</td>
<td>14</td>
<td>37</td>
</tr>
</tbody>
</table>

The population of the school management teams gives a total of 125 school managers from which 37 participants were sampled. Table 2 below shows a total population number of 545 teachers from which 115 teachers were sampled. Furthermore, Table 4.3 below shows a total population number of 20 officers from which 10 participants from the BOSETU and the MoESD offices were sampled. The stated samples may seem to be a bit big for a qualitative research. There are a
number of factors that contributed to the sample size in this research. First and foremost, researchers are cautioned about the most common mistake they make, that is, to assume that since their research is not quantitative, it needs not contain any quantitative data (cf. Robinson, et al. 2005:194). Secondly, Ary, et al., (2006:472) ascertain that there is no general rule about the number of participants one should include in a qualitative study. Guba and Lincoln (1985:202) add that redundancy of information is the primary criterion of sample size in a qualitative study. Thirdly, teachers’ workrooms were small and thus, a number of teachers (maximum of eight) were interviewed at the same time at the selected sites (cf. 4.4.2.2). This implies that both individual and group interviews were carried out. The researcher did not engage field assistants, as such, she handled the interviews alone. The fact that the researcher was at a given site as early as the school began, and left the premises when the school dismissed, enabled her to meet the stated sample.

Table 4.2: Population and sample of teachers

<table>
<thead>
<tr>
<th>Name of the School</th>
<th>Number of Teachers Per School</th>
<th>Sampled</th>
</tr>
</thead>
<tbody>
<tr>
<td>School W</td>
<td>125</td>
<td>33</td>
</tr>
<tr>
<td>School X</td>
<td>127</td>
<td>30</td>
</tr>
<tr>
<td>School Y</td>
<td>157</td>
<td>31</td>
</tr>
<tr>
<td>School Z</td>
<td>136</td>
<td>21</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>545</strong></td>
<td><strong>115</strong></td>
</tr>
</tbody>
</table>
Table 4.3: Population and sample of the Ministry of Education and Skills Development and BOSETU participants

<table>
<thead>
<tr>
<th>Department</th>
<th>Population</th>
<th>Sampled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office 1</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Office 2</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>Office 3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Office 4</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Office 5</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>Office 6</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>20</strong></td>
<td><strong>10</strong></td>
</tr>
</tbody>
</table>

Table 4.4 below shows the size of the selected schools in terms of enrolment capacity. The stream column shows how many classes of students are admitted per Form or Grade. Since there are two forms, the total number of the students is divided into two to get the number of Form 4 (Grade 11) and Form 5 (Grade 12) classes. This information is important because it helps to understand how big the selected senior secondary schools are.

Table 4.4: Number of teachers and school sizes in terms of student enrolment

<table>
<thead>
<tr>
<th>Name of School</th>
<th>Stream</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>School W</td>
<td>42</td>
<td>1613</td>
</tr>
<tr>
<td>School X</td>
<td>42</td>
<td>1680</td>
</tr>
<tr>
<td>School Y</td>
<td>46</td>
<td>1900</td>
</tr>
<tr>
<td>School Z</td>
<td>42</td>
<td>1680</td>
</tr>
</tbody>
</table>
4.4.1.1 Sample subjects
The researcher wanted to know the degree to which the school management teams, teachers, BOSETU, and the MoESD personnel understand the nature, extent, and causes of conflict in the education system of Botswana. The selection of the sample was influenced by virtue of all the participants being practitioners in the MoESD. One of the qualities of an effective population sample is determined by the “diversity and differences that exists in the study population sample because it heightens the applicability of the research findings to the entire population” (Kombo & Tromp, 2009:76). The sample subjects were chosen from four schools. These were two schools in the northern part of the country and two others in the southern part of the country. The schools were selected purposively from both urban and rural area settings for comparison purposes. The researcher wanted to find out whether the phenomenon of conflict is experienced by participants in both urban and rural geographical areas of Botswana by asking the participants the same questions. In addition, the subjects included seven officers of the MoESD, and three (3) officers from BOSETU.

4.4.1.2 Sampling techniques
The researcher used the random and purposive sampling techniques. In the random sampling technique, every member of the population has a chance of selection (Birchall, 2014). This sampling technique was used in the selection of teachers. The researcher sampled 115 teachers. The purposive sampling technique is used “if description rather than generalisation is the goal” (Dawson, 2002:48). Moreover, this sampling method is described as purposive because the researcher “purposively targets a group of people that are believed to be reliable for the study” (Kombo & Tromp, 2009:82; Crossman, 2014). The purposive sampling technique was used in the selection of school principals, deputy school principals, H.O.Hs, Senior Teacher 1s and the representatives in the MoESD. Nastasi (2014) explains that the reason why purposive sampling entertains small sample sizes is because the “goal is credibility not representativeness or the ability to generalise”. Furthermore, Black (1999:118) affirms that purposive sampling ensures balance of group sizes when multiple groups are to be selected.
4.4.1.3 Sample size

The researcher wanted to select as many participants as possible from the participants. However, due to time and cost constraints, and the type of the research design, it was difficult for the researcher to include a bigger sample. The researcher chose her sample from groups of respondents who have experience in the teaching profession. For instance, representatives of BOSETU who are now rendering fulltime services for the Union have worked as teachers before in the MoESD and those who are rendering part time services are still working as teachers under the government of Botswana. The size of the sample was determined by the adopted paradigm because it is stated that researchers “who work under the interpretive paradigm, select their sample within the goal of identifying information-rich cases that will allow them to study a case in-depth” (Schwandt, 1994:261,264). Hence, the “samples tend to be relatively small because of the depth of information that is sought from each site or individual”. The researcher chose 4 school principals, 4 deputy school principals, 15 H.O.Hs, 14 Senior Teacher 1s, 115 teachers, 10 BOSETU and MoESD personnel. Reasons that contributed to the researcher's seemingly big samples for this study have been cited earlier in this chapter (cf. 4.4.1).

In the following section, the researcher will discuss data collection methods that were employed to carry out the empirical investigations in order to determine the degree to which conflict situations are manifested in the education system of Botswana. The information collected will help participants to determine the nature, extent, and causes of conflict at the four selected senior secondary schools and how innovative leadership could be utilised to combat problems of conflict in the education system.

4.4.2 Data collection

The data were collected from July 2014 through January, 2015. This included a period of a weeklong observation at each of the selected sites. In order for the researcher to source information from the participants, open-ended guiding questions were designed to facilitate the discussions. The research participants were expected to express their viewpoints, opinions and perceptions regarding the phenomenon of conflict in the education system. Hannan (2007) indicates that open-ended questions “give the possibility of discovering things that were
unsuspected and enable some respondents to challenge the sort of assumptions that may have been made”. Hannan (2007) acknowledges that it is difficult to record data collected through open-ended questions. In cases where two or more participants were interviewed together in a session, the researcher verified that each one of the participants responded to the question asked either by making a comment or showing approval.

The capturing of information was done by the researcher by taking field notes as the participants shared their views regarding the questions asked. The use of a diary helped the researcher to capture the information that was collected from the participants. The researcher transcribed the collected information. The information gathered could have been enhanced through the use of a voice recorder. However, this was not possible because the participants did not allow her to do any recordings as they thought it may interfere with their job security. The researcher determined if sufficient information was collected when saturation point was achieved. Depoy and Gitlin (2005:205) define saturation as “the point at which an investigator has obtained sufficient information from which to obtain an understanding of the phenomenon under study”.

The researcher engaged key informants of the study to acquire primary data while secondary data was collected from the documentary records. According to Green (2000:3), primary research is defined as an “inquiry that one has carried out by herself or himself, while secondary research is the use of material researched and/or written by others”.

4.4.2.1 Documentary records
This category was made up of books, newspapers, bulletins, Government publications, field notes, magazines, photographs, articles, Teachers’ Union publications, official correspondence letters from Teaching Service Administration (TSA) and the MoESD. The data captured from the letters that the school managers received from their supervisors were made available to the researcher by the school managers. The information collected from these sources was used to support or explain the information that was collected from the respondents (cf. Potter as cited in
Therefore, the documentary records contributed significantly to the conclusions that have been drawn. Furthermore, documentary records were helpful in the study because they showed major programs implemented, technical problems schools had, how they impacted the running of schools, and most importantly, how school principals handled the problems experienced.

4.4.2.2 Interviews

Interviews were one of the methods used in collecting the data in this study. The research questions for the study were concerned with the respondents’ perceptions, opinions, feelings and views (Nani, 2013:219) about their understanding of conflict in their schools. Kombo and Tromp (2009:92) define interviews as questions that are asked orally. The oral style of soliciting data from the participants enabled the researcher to obtain the needed information. The selection of the interview method was prompted by the fact that “interviews facilitate the researcher’s understanding in knowing how the informants’ world is by asking and allowing them to answer open-ended questions about their experiences” (Corley & Shah, 2006).

The researcher introduced herself and explained to the participants that she is interested in researching about managing conflict at selected senior secondary schools. The researcher met teachers in their workrooms (offices) and where possible, the interviewee was interviewed alone to avoid unnecessary intimidations that could have stopped participants from sharing more information for the success of the research. Apart from teachers, other participants were seen on a one-to-one basis. These are school principals, deputy school principals, H.O.Hs, senior teacher 1s, Union leaders and members of the MoESD. The researcher formulated a set of questions that were deemed useful in the collection of data (cf. Appendices F to J). The researcher found it necessary to opt for the structured type of interviews that involved open-ended questions (Remler & van Ryzin, 2011:62-63).

The adoption of open-ended questions has been preferred over a closed-ended questioning technique because open-ended questions allow “the respondents to respond in their own words to facilitate in-depth responses” (Remler & Van Ryzin, 2011:59). This technique was helpful in this research because through questioning and observation, the interviewer acquired more information on every aspect of
concern (Kerlinger & Lee, 2001:1). In order to understand the participants’ constructions of their real world, the researcher phrased the interview questions in a way that enabled the participants to share in their terms and in-depth, that which addressed the rich context and substance of their meanings (cf. Jones as cited in Punch, 1999:175). The researcher also preferred open-ended interview questions because “the reliability of the information gathered is high and it gives in-depth information about the particular cases of interest to the researcher” (Kombo & Tromp, 2009:94).

In cases where the researcher needed to know more about the matter that was addressed, she rephrased the question(s) for the participant to elaborate more. In this way, interviews have distinct advantages over questionnaires because they provide “richer data as a result of being able to probe further” (Lomax, McNiff and Whitehead, 2003:124). In other words, by using interviews the researcher was assisted to find out some “hidden meanings that could not have been achieved through the use of a questionnaire because interviews permit a deeper and fuller understanding of the attitudes of a respondent” (Vyhmeister, 2001:136).

Additionally, Green (2000:12) emphasises that interviews are useful if one wants to find out people’s individual opinions or experiences. This data collection method, therefore, helped the researcher to get the needed and in-depth information from the relevant participants. This, of course, calls for well-planned and organised questioning and listening skills. The researcher used a diary to record participants’ views, opinions and perceptions. More often than not, the participants’ perceptions and experiences were captured word-for-word. The interview sessions included 30 to 60 minutes with the school principals (Interview Guide, Appendix F), deputy school principals, H.O.Hs and Senior Teacher 1s (Interview Guide, Appendix I), a 20 to 40 minutes long interview session with teachers (Interview Guide J), a 30 to 60 minutes long interview session with BOSETU officials (Interview Guide, Appendix G) and a 30 to 60 minutes long interview session with the Ministry of Education and Skills Development (Interview Guide, Appendix H). The researcher did not use video recorders because the teacher participants did not give their consent as they feared
for their job security. However, the researcher obtained permission from the school managers to take photos wherever necessary.

4.4.2.3 Observations

The researcher made a record of what she observed. The recordings, in the form of field notes, enabled the researcher to preserve the participants’ responses. It provided and enhanced a logical sequence of events that were marked out for this study. The researcher used “structured observation to observe a selected and specific behaviour patterns” (Kombo & Tromp, 2009:96). According to Chambers (2008:297), the word observation is defined as a “systematic process of recording behavioural patterns of people, objects and occurrences as they happen.”

The researcher observed the prevailing practices surrounding the clocking system, supervision of meals, supervision of the school general cleaning exercise, participation of teachers during extra-curricular activities, attendance of class teachers during registration, response and attitudes of teachers during staff meetings and briefings, and work relations between school management and the teachers (observation schedule, Appendix K). The observation of the identified practices was done to see the extent to which conflicts occur at the selected schools. The data was captured in field notes which were recorded in a diary that the researcher set apart for the sole purpose of data collection. The data was recorded in descriptive accounts as the researcher watched and listened to the participants’ interactions in their day-to-day activities and perceptions. In this regard, both teachers and the management team members were asked questions (debriefing) that were aimed at enabling the researcher to understand the matter under observation.

The observation exercise was not carried in isolation (Green, 2000:33). The involvement of the key informants throughout the observation period abled the researcher to match the participants’ behaviour with the information gathered through interviews. For the meal supervision and class registration attendance by teachers, the researcher observed those who had been assigned for class tutorship and those who were schedule for duty during the data collection period. In this regard, the H. O. Hs at each of the visited schools were of great assistance in giving
the researcher information concerning teachers’ participation during meal and class registration times. The information helped the researcher to avoid wrong assumptions such as speculations which could have led to wrong interpretation of the undertakings. The observed behaviours manifested themselves in verbal or non-verbal interactions with the participants at the natural settings. The researcher’s interaction with the participants and the participants’ willingness to participate in this study prompted them to be open to share information. This being the case, the researcher was enabled to get a satisfying description of behaviour portrayed by the participants in a specific natural setting as is argued for by Ary, Jacobs, Razavieh and Sorensen (2006:474).

Furthermore, Dewalt and Dewalt (2002:259) affirm that the use of the participant observation method increases the validity of the study. However, the researcher was aware of the fact that the participants may behave differently when they become aware that they are observed (Kumar, 2005:120). This possibility was reduced as the researcher increased the participants’ level of participation in the research by building rapport with them. This was done by greeting the participants, maintaining eye contact to show respect, honesty and zeal in the exercise, and by looking presentable whenever going to the selected schools. The researcher appreciated the participants’ willingness to provide information to facilitate the research findings.

4.4.3 Data analysis
The researcher took an active role in analysing the collected data as she read the data over and over again to determine the main themes (cf. Merriam, 2003:5). According to McMillan and Schumacher (1997:501), data analysis in qualitative research is primarily inductive in nature as the process involves organising the data into categories in order to identify relations among the categories. The analysis of data began right away as essential themes emerged in the documentary records, field notes, interviews, and observations. Wiersma (1995:216) says “data analysis in qualitative research begins soon after data collection has begun”. The author (Wiersma, 1995: 216) explains that the information needs to be organised to achieve data reduction. The researcher used a content analysis technique. According to Frankel and Wallen (1996:405), content analysis is a “technique that enables
researchers to study human behaviour in an indirect way, through an analysis of their communications”. Cooper and Schindler (2008:162) state that during analysis, the qualitative researcher uses content analysis of written or recorded materials drawn from personal expressions by participants’ behavioural observations and the debriefing of observers and trace evidence from the physical environment.

In order to acquire full understanding of the data, the researcher read the data repeatedly. The researcher also wrote down all the impressions she had as she repeatedly went through the data. From the research questions, observations, and documentary records, the researcher was able to select important themes throughout the data collection session, to make the data analysis manageable. For the easy identification of the important themes from the research data, the researcher made use of labels by matching the themes. In order to avoid bias, the researcher used the data collected from the multiple participants to determine the degree to which the participants were agreeing on a given research finding. The data analysis process was not easy, because the data collected was too much. The amount of the data collected made the researcher involve some of the participants to review the data and also to help in the compilation of the data collected.

The researcher used bracketing. This is a methodological activity of phenomenological inquiry that requires deliberate identification and suspension of all judgment or ideas about the phenomenon under investigation or what one already knows about the subject prior to and throughout the phenomenological investigation (Carpenter & Streubert, 2011:452). This activity (bracketing) is carried out through the data analysis stages. The data was then organised categorically as soon as data analysis began. The field notes that the researcher captured were also reviewed regularly for the researcher to familiarise herself with the data (Cresswell, 2009:199).

Although the questions the researcher asked were clearly formulated and understood by the participants, there were instances where there would be some missing information as the researcher reviewed the collected data. It was experienced mostly with school managers. This would mainly be omissions from the
researcher’s side where the capturing of a participant’s opinion happened to be incomplete. In these instances, the researcher used a cellphone to contact the relevant participants in order to get the missing information to enhance the credibility of the collected data.

4.4.4 Measures for trustworthiness
The researcher employed the following requirements to enhance the trustworthiness of the study; 1) member check, 2) extended experience at the research sites, and 3) peer review (Willis, 2007:220-221; Flick, 2009:392). The researcher engaged the participants in the verifications of the data collected. The researcher employed the data cleaning strategy which according to Nani (2013:244) involves “editing the data and checking for missing values and errors”. The process of checking for the missing values was useful because it helped the researcher to ascertain that maximum data quality standards are finally achieved (Nani, 2013:245) to promote trustworthiness. The use of multiple methods to collect data helped the researcher to achieve higher degrees of reliability and validity (Willis, 2007:220), thus, ascertaining the trustworthiness of this study. More on trustworthiness has been discussed in Chapter 1 (cf. 1.5.2.4).

The next section of the study will discuss the ethical measures that were applied in this research work.

4.4.5 Ethical measures
The researcher considered the following in respect of ethical measures:
The use of pseudonyms was observed to enhance the anonymity of the research participants (Creswell, 2009:91). The researcher maintained participants’ confidentiality as this is often a major ethical concern in interpretive research. The researcher maintained confidentiality participants’ confidentiality by changing specific contextual details that could reveal the identity of the participants (Ajjawi & Higgs, 2007:621).

The researcher was aware of her responsibility to respect the rights of all the informants as she employed the following ethical measures to protect the rights of the informants: First, the researcher made clear the purpose of the study to all the
informants. Secondly, all the informants indicated their consent. Thirdly, the informants were informed of their right to withdraw from participating in the research whenever they wanted to. Fourthly, the researcher asked for permission to use a recording device.

The researcher further considered some ethical issues in data analysis and interpretation. The researcher presented the participants’ perceptions verbatim to present the exact words of the participants. Furthermore, a copy of a completed research document will be made available to the participants. Another important consideration is that the analysed data will be kept for some time before it is discarded to avoid any kind of misuse of the data (Sieber, as cited in Creswell, 2009:91). Finally, the researcher applied for ethical clearance (Appendix Q) which was approved by the Ethical Clearance Committee at the University of South Africa (UNISA).

4.5 SUMMARY

In this chapter, the description of the rationale for empirical research, the research design, and the research methods have been outlined. Under research methods, the research population and sampling techniques were discussed. In addition, data collection and data analysis concepts were outlined. The data collection methods, such as interviews, observations and documentary records were discussed. The chapter further covered trustworthiness and ethical measures.

In the next chapter, the researcher will present, analyse and interpret the collected data in order to determine significant findings as far as the study aims are concerned.
CHAPTER FIVE
DATA PRESENTATION, ANALYSIS AND INTERPRETATION OF THE
EMPIRICAL INVESTIGATIONS REGARDING PARTICIPANTS’ PERCEPTIONS
OF CONFLICT IN THE BOTSWANA EDUCATION SYSTEM

5.1 INTRODUCTION
In Chapter 4, the researcher discussed the research procedures and strategies that were employed in this empirical investigation.

In Chapter 1, the researcher stated four research aims (cf. 1.4). The first research aim that dealt with the concept of leadership (cf. 1.4.1) was addressed by the literature review in Chapter 2 while the second research aim that dealt with the concept of conflict in educational institutions was addressed by the literature review in Chapter 3 (cf. 1.4.2).

This chapter intends to present, analyse and interpret the findings of the empirical investigations that were carried out with an aim to determine the perceptions of participants in terms of the nature, extent and causes of conflict in the Botswana education system and how it could be managed through innovative leadership (cf. 1.4.3). The chapter addresses the following research questions (cf. 1.3).

- What role could innovative leadership play to create a climate conducive for quality teaching and learning in Botswana senior secondary schools?
- What suitable strategies could innovative leadership apply in managing conflict in Botswana senior secondary schools?
- What are the perceptions of teachers, school management teams, and education managers with regard to the nature, extent and causes of conflict among the teaching corps of senior secondary schools in Botswana?
- What recommendations could be made to education managers and school management teams in terms of specific strategies to combat conflicting
situations among the various role players within the education system of Botswana?

The above questions directed the analysis of this qualitative research. In addressing the research questions, the findings will be presented thematically supported by verbatim quotations from the interviews. Relevant insights from the literature were used for the purpose of comparing, supporting or highlighting issues of concern from the study findings.

The researcher will, in the following section, discuss the research process. The discussion is necessary because it gives a deeper knowledge of the research participants. Furthermore, their responses and sentiments will be reported accordingly (cf. 5.4).

5.2 RESEARCH PROCESS

The researcher interviewed the research participants. Firstly, the interview questions were used to enable the researcher to obtain relevant information from the participants. The researcher formulated structured open-ended questions to enable her to collect data. The use of audio tapes did not materialise because the research participants did not give their consent (cf. 4.4.2). Secondly, observations were carried out at the participants' natural settings. Lastly, documents from the Ministry of Education and Skills Development (MoESD), the Botswana Sectors of Educators Trade Union (BOSETU) office were analysed.

In order to enhance the trustworthiness of the findings of the empirical investigations, the researcher compared the responses obtained from the different participants. The more the participants’ responses matched, the more trustworthy the findings were. The researcher also used the saturation technique (cf. Depoy & Gitlin (2005:205). Furthermore, the member checking technique was used. This technique allowed the researcher to cross check the collected data with the participants to confirm if the transcribed data portrayed their lived experience (Depoy & Gitlin, 2005: 250; Denzin & Lincoln, 2003: 66).
5.3 DATA ANALYSIS

The data was coded according to the main themes and analysed descriptively. According to Khumalo (2009:142), qualitative data analysis is an inductive process whereby the data is organised into themes and categories in order to identify patterns among the themes and categories. In the following section, the researcher will present the biographical data of the respondents.

5.3.1 Biographical data

The total number of the school managers and teachers that were interviewed was 152. All the interviewed teachers possessed a minimum qualification of a Bachelors Degree in different subject areas of specialisation. Of the 115 respondents, 48 were males while 67 were females. Three (3) of the school principals were males and one (1) was female, making a total of 4. Out of this four (4), only one (1) had a Masters Degree in Educational Management (MEd) while the remaining 3 possessed a Bachelors Degree in teaching. The three (3) officers from BOSETU office were all males. They also had all acquired Bachelors Degree in teaching. At the Ministry of Education and Skills Development, 3 out of the 7 participants were females. Of the 3 females, 2 were a Bachelors Degree holders and one had a Masters Degree qualification. Among the 4 male participants, 1 held a Masters Degree in Curriculum Development and Implementation, and the remaining 3 had Bachelors Degree qualifications.

5.3.2 Interview schedules

The interview schedules were prepared for teachers, school management teams, the BOSETU office and the MoESD personnel (Appendices F to J). With reference to the research questions and the aims of the study, thematic analysis was used to categorise the themes. The following are the themes that were drawn from the data collected from the participants:

1. The demands of being a leader at a senior secondary school
2. Conflict situations
3. Innovative leadership
4. Communication patterns
5. The Public Service Act and the teaching profession
6. School culture

In order for the respondents to remain anonymous, the researcher will identify the schools as School W to Z. In this regard, school principals will be matched to their schools, for example, for School W the school principal is identified as Principal W. As for the Ministry, offices will be represented as Office 1 to 6.

5.3.3 Analysis of qualitative data

In this section, the researcher outlined the stages that were followed in the analysis of the data collected. The researcher's qualitative analysis focused on the following areas: firstly, the researcher layed aside her own beliefs to avoid making judgments about what she heard or saw (Carpenter & Streubert, 2011:452); secondly, the researcher strove to create meaning out of a participant's understanding of a given phenomenon; thirdly, the collected data was organised categorically and it was reviewed over and over again to gain understanding of the data (Cresswell, 2009:199).

5.3.3.1 Interviews

Interviews were transcribed and structured open-ended interview questions were used. The questions were centered on the concepts of leadership and other related concepts as to how school principals in particular could employ innovative leadership in their work environment in managing conflict. School Management Teams and the BOSETU and MoESD members were visited in their offices while teachers were met in their work rooms. The researcher prepared questions to direct the discussions (Appendices F to J). However, the participants were free to raise issues that were meaningful to their work experiences. The researcher extracted important points from what flowed from the participants’ answers. From the questions that were asked, main themes were categorised according to the main ideas from the discussions. Both group and individual interviews were conducted with the participants.

The school management teams were grouped into two posts of responsibility: The first category consisted of the school principals while the second category consisted of deputy school principals, Heads of Houses (H.O.Hs) who have been appointed to supervise the Senior Teacher 1s, teachers and students in their houses. A house in
this sense means a one-sixth population of the students, teachers, and Senior Teacher 1s. The third category is made up of Senior Teacher 1s who bear dual responsibility of teaching and supervising teachers in their different subjects’ specialties.

5.3.3.2 Observations
The researcher visited the selected schools and spent a minimum of a week at each of the schools. The data collected during observation sessions will be reported according to areas that the researcher identified. The researcher engaged in observations in order to see how activities were carried out in the participants’ natural settings. Upon the researcher’s arrival at the natural settings, it is relevant to note that in three schools out of four where she conducted the research, she was accompanied by a member of the school management team to be introduced to the teachers at their workrooms or to the kitchen staff members at the kitchen. The reason for the researcher’s visit was explained and the participants were asked to assist her whenever she needed their assistance.

Apparently, at one school, the information about the researcher’s presence was circulated prior to the introductions and it was a fascinating experience to hear teachers in their workrooms responding back saying “we have received the mail and we have been waiting for her”. Another experience is that quite a number of teachers in one department at one of the schools were applying for a sponsorship and they asked the researcher to proofread their letters. As soon as the researcher finished helping them they immediately offered to assist her too. As far as ethical issues of bias are concerned, the researcher, did not engage the participants in any practice that violated their right to be protected.

5.3.3.3 Documentary analysis
For the purpose of the study, relevant books, circulars sent to school from the MoESD and the DPSM officers, educational policy documents, and articles written by teachers’ Unions, individual teachers and journalists, containing information pertaining to educational issues at senior secondary schools in Botswana were reviewed.
5.4 DATA PRESENTATION AND INTERPRETATION

This section presents the collected data and their corresponding interpretations. The aim of this section is to interpret the data that was collected through all data sources as empirical evidence to address the research questions as outlined in Chapter 1 (cf. 1.3). As stated earlier in Chapter 4 (cf. 4.4.3), patterns were identified and the collected data was categorised according to the major themes as they emerged from the interviews, observations, and documentary analysis. In this regard, from the interviews (cf. 5.3.3.1), observation (cf. 5.4.4.2), and documentary analysis (cf. 5.3.3.3), an interpretation of a response was categorised according to the following themes: the demands of being a leader at a senior secondary school, conflict situations, innovative leadership, communication patterns, the Public Service Act and the teaching profession, and lastly, school culture.

5.4.1 Theme 1: The demands of being a leader at a senior secondary school

This theme explored in particular, leadership demands as experienced by the school principals at senior secondary schools, and in general, as experienced by the other members of the school management team. For identifying school principals’ responses, labels were used during the data collection stage. This was accomplished by writing the title ‘School-Head’ against his or her responses as they were transcribed by the researcher. This made it easy for the researcher to know exactly what the four principals shared individually. The researcher has matched the principals to schools, for example, for School W the school principal is identified as Principal W.

The school principals at senior secondary schools should have authority in their schools (cf. 2.3 and 2.3.1). This is so because they are the overseers of their work environment. During data collection, four principals were met and interviewed in their offices at their respective schools. When they were asked to describe their responsibilities in leading senior secondary schools, different views were shared. The School Principal X aired that the work of a principal is “demanding and complicated due to the conflicts that are prevalent within the MoESD. There is a lot of power struggle which results in staff members not accepting the leaders at senior secondary schools”.

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The School Principal W indicated his experiences as follows:

The work of the principal is an interesting job. It keeps one on his toes because there is pressure from students, parents, teachers and non-teaching staff. The work is overwhelming and there are times when it’s really difficult to carry on due to lack of funds.

The experiences in the foregoing paragraph are confirmed by Rice (2010) who acknowledges that, “Principals’ work is complex and multidimensional”. Bartoletti and Connelly (2013:2) confirm these experiences further when they highlight that,

School principals need to be educational visionaries, community builders, public relations experts, budget analysts, facility managers, special program administrators and expert overseers of legal, contractual and policy mandates and initiatives. They are also expected to broker the often-conflicting interests of parents, teachers, students, district officials, unions and state and federal agencies and they need to be sensitive to the widening range of student needs.

When responding with regard to the work of leaders at senior secondary schools, School Principal Y commented further and said that,

The work is very challenging. It needs one to acquaint himself or herself with all the statutes. It is no longer sweet - you work under threats and find yourself in between the employer and teachers - blames on both sides.

The sentiment was further reiterated by School Principal Z when he shared the following:

Yaa, it is quite challenging because one needs to know quite a number of things, for instance, to know every aspect of the school like issues of finance, supplies - one needs to know how to motivate teachers and students. One other challenge is that I work with people who are academics. Therefore, one needs to reason with them.

Furthermore, the views of other members of the school management teams (SMT) at senior secondary schools were sought. These were the Senior Teacher 1, Heads of Houses (H.O.H) and the Deputy School Principals. The Senior Teachers bear dual responsibility in that they are part of both the managerial and the teaching teams. These SMT members were asked to share their views about being a leader at senior secondary schools. When commenting, one of the Senior Teacher 1s lamented:

Senior secondary schools are run by outsiders and as a manager and a teacher, the work is hectic. In this regard, dealing with students is easier than working with teachers. This is so because teachers are not happy with the system. They are not motivated.
In addition, the following was shared by another member of the Senior Teacher 1s category:

Leadership has been neglected unlike in the past. The old leadership is no longer useful. We need new information and ways of doing things. For instance, we need educators in our offices (Ministry) who will carry out research and identify issues of concern in our system. Leaders in schools should be trained on managerial issues. They need to be knowledgeable.

The following comments were shared by the Head of Houses. The Heads of Houses are responsible for supervising a sixth of the student’s population. The H.O.H works closely with all Senior Teacher 1s, teachers and students under his or her house).

When asked to share their comments about the management role, the following was explained: “The management work is strenuous because the issues that arise need to be tackled right away. We are blamed for all that happens. We have never been inducted, no in-service training”.

Meanwhile, one H.O.H participant said the following during the interview:

There is no management training. That’s why we are struggling to manage teachers. Learning on the job is not the ideal. No workshops on management, no in-service training, no refresher courses, nothing.

Furthermore, another H.O.H said that,

Lack of leadership training is prevalent. We are taken from a classroom to an H.O.H post, from an H.O.H to a school principal. Certain skills are needed for one to avoid the use of threats or force.

One of the H.O.Hs, whose school has boarding facilities, mentioned that,

Management of schools is difficult because we use our own cars and cellphones. And as long as our education system is run by politicians it will not go anyway.

It has been evident that training school leaders is one of the major concerns. This was echoed by one of the school deputy principals who articulated the following sentiment:

There are so many challenges in the teaching profession as one is expected to know everything to help everyone yet there are no leadership courses to equip us. We are not trained for our work; we know nothing about managerial issues. There are a lot of gaps to be filled.
Apparently, the way school principals in particular, and the other members of the SMT in general, execute their duties in their respective schools, is a concern that has been noted by school inspectors.

In an interview with one of the inspectors, the following was indicated:

School principals have challenges in displaying their managerial roles because some are not ready for the post since they were promoted by their outstanding ability or performance in the classroom. Training for managerial roles and financial issues is therefore important and needed.

From the teachers’ group, one of the participants felt that, “Senior secondary schools have managers who are not able to manage their work environments because they are controlled by other people”. This brings the conclusion that school principals are not free to run their schools (cf. 2.3). However, in desiring to have good leadership which could impact a school setting, one of the management team members visualised the following, “If I were a school principal, I would empower the deputy school principal and H.O.H’s. I would practice an open door policy for teachers to be free to share their ideas. I would also avoid intimidation and accept criticism. Over and above everything I would empower teachers.”

From the views and opinions tabled by various leadership levels above, it is evident that managing a senior secondary school is demanding. This was noted earlier in Chapter 2 (cf. 2.3). Most of the challenges seem to be emanating from lack of appropriate training for school managers as it was echoed by many of the leaders. This, therefore, calls for a prompt response by the employer to train SMT members in order to equip them with the needed skills and competences that are relevant to the duties they perform. The other feeling is that school principals do not own their schools. This may, in turn, demoralise leaders and adversely affect the running of the day-to-day school activities. The researcher concluded that the fact that the school managers are denied freedom to run their schools should sensitise them to determine to confidently run their schools (cf. 2.3). The determination for the school managers to confidently run their schools is necessary because if their voice is not heard, their followers (teachers) will look down upon them. School managers, therefore, need to be autonomous in their work environments to create strong teams of teachers.
In the following paragraphs, the component of leadership is one of the areas of concern in this research work (cf. 2.1 and 2.2). Leadership competencies as viewed by the school managers and teachers are discussed. The participants were keen to share their views about leadership pertaining to the way school managers carry out their management roles.

One participant mentioned,

There is a need for school managers to be trained in leadership. We long for such a time when people holding PhD qualifications will be heading senior secondary schools because the higher one’s qualification, the more equipped, knowledgeable and competent the leader will be.

Another participant believes that, “A lack of training creates a loophole that heightens the conflicts that are prevalent in senior secondary schools and thus, cripples the whole system”. The participant believes that leadership training “will enable leaders to handle educational issues”.

The need for leadership training was reiterated by yet another participant as follows:

We lack trained administrators and this contributes to all this mess because if a leader at a senior secondary school happens to lack management skills, the education level of a school leader and teachers is at par - this means that your thinking capacity is at the same level.

Additionally, one of the participants argued that,

Principals must be trained to be able to handle challenges in their work experiences and also to possess higher qualification as compared to their subordinates. I highly recommend this because if they are at the same level academically, their intelligence might be questioned and even underrated by their teachers.

Another participant explained that those who are promoted into the managerial roles at senior secondary schools are “mainly teachers who have not been equipped with leadership skills either prior or after their appointment in the new posts of responsibility”. In verifying this statement, one of the middle management team members remorsefully admitted that, “We basically learn on the job and as a result, schools are not managed well”. Moreover, one female participant emphasised her wish to be led by “trained administrators” not by the “promoted ones”. The participant believed that trained administrators would be visionary in leading their
schools. Yet another participant aired that “we are all divided and each group has its own views. This portrays inability by the school principals in ascertaining that their schools are unified”. This view is confirmed by Cordeni and Cunningham (2003: 167) who advise that inconsistencies should be handled successfully. Otherwise, if inconsistencies are not handled properly, conflicts may be escalated.

Although the discussions were centered on trained leadership by school managers, one participant commented on the leadership by politicians. The researcher deemed the comment crucial and it was stated as follows:

Politicians come up with unachievable plans and programs only to please the people. And most of them don’t stand the test of time and eventually they fail, for example the “Double Shift Program”.

This was a program where some senior secondary schools had two groups of Form 4 students. One group had its learning sessions in the morning and the other in the afternoon. The initiative did not take long before it was faced out.

It can be concluded that it is important that the school principals be trained in leadership so that they become qualified school leaders. This is supported by Wilmore (2002: 93) who states that the, “Principal must have knowledge of how the legal and political system works and the ramifications those systems have on shaping the schools and communities”. A further conclusion can be reached that the demand to have trained leaders in education implies that untrained ones who are holding the posts at the moment are incapable of managing their school operations and in particular, conflict situations. The failure in managing school operations affects the quality of education in schools.

From the discussions made, it can be further concluded that those who work in schools, should be equipped with relevant leadership skills. The skills can be achieved by pursuing a full-time, part-time or short course training. This goes hand-in-hand with one of Crow and Matthews’ (2003:263) three elements that school principals who learn to become innovative should consider (cf. 2.2.3.2).

5.4.2 Theme 2: Conflict situations

This theme aimed at exploring the existence of conflict in the education system of Botswana. From the interviews, it emerged that conflicts are widespread in the
Ministry of Education. One of the participants indicated that, “Conflicts are present in the teaching profession. In the past teaching was somehow enjoyable. Conflicts resulted from labour issues between teachers’ Unions and the Ministry”.

Another participant had this to say:

Conflicts are present in the teaching cadre. The Ministry should learn to consult people on the ground. People are full of anger because there is lack of fairness and generally teachers are unhappy. There are double standard practices in the Ministry and teachers are pushed to carry out their duties. The Ministry will not do well until issues of concern are worked out, for instance, LOO (Levels of Operations) - teachers who are Diploma holders at junior secondary schools with lesser work experience have been elevated as far as salaries are concerned; progression takes long; further training does not help us in anyway as far as salary structure is concerned.

One member of the teaching staff indicated that, “Teachers like teaching” but the only problem is that they are “frustrated by the employer”. This, then, as narrated by a number of participants, has resulted in:

“A lot of fighting and finger pointing”

“War between the employer and employees in the teaching sector”

“Threats and visits only when there is something that concerns the Ministry”

“Teachers fearing instead of respecting the Ministry”

“Teachers not concerned with students’ welfare and this resulting in poor performance”.

Furthermore, another participant asserted that,

Teachers sabotage the system with lesson plans well prepared, daily planners tirelessly filled, clocking system register booklet smartly filled in, students’ exercise books efficiently marked and punctuality during lesson attendance fully observed.

From the quotation above, the sabotage happens in the classroom where the supervisors are not actually monitoring the work of teachers. One of the respondents lamented that the, “Ministry is far from teachers,” meaning that there are no interactions between the Ministry and the schools. These sentiments were echoed by yet another participant who mentioned that, “We desire the Ministry to be one with teachers”. In corroborating these sentiments, one participant pointed out that, “The Ministry is not progressive and there are no long term plans. It is so
It can be concluded from the comments above that conflicts manifest themselves between school managers and teachers, the Ministry of Education and teachers, and among the teachers themselves. The types of conflict that commonly manifest here is the relational and task conflict (cf. 3.2.2.1). It can be further deduced from the participants’ views that the Ministry is “far” from teachers. This, according to Denti (2014), has a great potential to consume a great amount of mental energy as individuals involved in this kind of conflict typically experience negative emotions such as stress, frustration, fear and anger. The negative emotions are likely to result in low teacher and student performance.

5.4.3 Theme 3: Innovative leadership

The other theme that was identified from the interviews concerns innovative leadership. The researcher asked the participants if innovative leadership is practiced in their schools. The data collected under this facet explored the research question that aimed to unearth the role innovative leadership (cf. 1.3) and specific leadership strategies could play, in general, but particularly in Botswana secondary schools, to create a climate conducive for teaching and learning. A couple of participants requested the researcher to explain to them what type of leadership style is innovative. The researcher had to answer this question before the
respondents could share their views. This could imply that innovative leadership is not commonly known and applied in their school settings.

When the participants echoed their sentiments on innovative leadership, one presented her general understanding of innovative leadership as follows: “Innovative leadership is the type of leadership that should be adopted by the MoESD and particularly by school principals in Botswana”. The participant said that, “Innovative leadership must be considered by all, that is, by the teacher in the classroom and by the officer at DPSM office”. The participant further argued that, “Innovative leadership does not depend on the “usual, unchallenged and stunted approach of fearing to try new opportunities”. Another participant asserted that, “If school principals are innovative, they will be masters of their own schools. The school will not be run by outsiders”. The words were reiterated by yet another participant who said that, “School principals must be free to run their schools because they are aware of what is taking place in their schools. But the schools are run by people who are in offices miles away from the schools”. The participant narrated that when principals are asked to own their schools, they always say, “I will lose my job”. In fact, one of the school principals complained that they see themselves as “conveyer belts because we do not have the authority to deal with certain things”. The other participant was of the idea that, “The school heads are not given space to run their schools, they are just like messengers. Reality denies it” (meaning that the school principals do not have authority in their schools). Yet another participant believes that an “innovative leader cannot be manipulated”.

This notion was supported by the participant who admitted that,

Okay, I can say that innovative leadership can make much difference in the workplace because it is contextualised. This will mean that the bottom-up communication is encouraged, committees are formed at the school level to inform the school head and then the policy makers. Looking at it that way I would say innovative leadership is not there in Botswana because as mentioned earlier the leadership style is mainly autocratic and this style impacts negatively on the performance of teachers. We should accept the reality that changes have taken place and we are working with a new generation. Therefore, we need to put in place strategies and new ways of doing things. The past is gone and we are modern.
Another participant observed that, “It takes an innovative person to look at issues of concern in a given school setting”. The participant further reiterated what was earlier stated when she said that, “Innovative leadership should be considered by all, that is, by the teacher in the classroom, by the teachers’ unions and by the DPSM personnel”.

Another participant echoed the same sentiments when he said that,

Innovation should be part and parcel of our daily work. But many-a-times we fail to show our innovativeness because of the many directives that cause school principals to be autocratic and dictators as they work hard to make teachers implement the directives. This divides the members because some will comply and others will not. Dictatorship makes people retaliate and become stubborn. Due to all these, the education system is going down the drain.

Another participant hinted the following:

If leaders are innovative they will be able to handle different issues without labeling, victimisation, negative reinforcement and threatening. The use of different measures to address situations as they emerge would be promoted. Their approach will not be standardised but rather situational or contextualised. They will not use primitive, outdated measures. We need something to free our thinking to run away from the primitive way of doing things.

Furthermore, another respondent concluded that, “The teachers’ minds can be used to generate innovative ideas which can improve the running of schools”. The participant continued to say, “If teachers are allowed to be innovative, this would solve things for us because all will be committed and all will take note of the policies and directives”. Another participant indicated that for innovation to be attained, “the principals must be flexible to get ideas from all the members. The know it all attitude should be guarded against. Teachers at senior secondary schools are trained, intelligent and sometimes even more informed than the leaders”.

Moreover, one teacher participant presented her understanding of innovation as follows: “A leader should come up with innovations that are tailored to meet the goals of the institution”. Another maintained that, “Innovative leaders should allow their followers to be innovative and creative”. 

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This participant's feelings were further expressed as follows:

I believe in freedom and that I am a professional. I cannot entertain things that can jeopardise my work. When directives are given I do not become innovative. This hinders me to be creative but only to implement what leaders have stipulated as initiatives that are considered to be of help. They kill the spirit of innovation and creativity.

One participant was convinced that through innovative leadership “school leaders can bring about new reforms that can transform the senior secondary schools”. The participant remarked that innovative leadership “has integrity and is also vision focused (cf. 2.8.1), hence, it is capable of scrutinising leadership and regulations that do not make sense”. Furthermore, another participant cautioned that “innovative leadership should not be reactional to the problem but research should be carried out for the participants to be well informed”.

Further still, one of the participants responded with dismay in his voice: “Innovative leadership is not preferred in schools because the leaders mainly apply the autocratic style and this style impacts on the performance of teachers”.

One of the participants at Office 5 expressed that,

Innovative leadership is transformational. This is what we need especially in the MoESD. It will improve some practices like listening to people (flow of communication), accountability among supervisors which will flow down to the supervisees.

Based on the comments given above, it can be concluded that is evident that teachers, principals and some Ministry officers feel that “the supervisees” have ideas that they could contribute to improve the services. These teachers are yearning for better services, quality management, good work relations and successful programs and rewarding communication practices. They also lament over “a lack of partnership” with the employer (DPSM) (cf. 1.2 and 1.2.2.7). From the information that has been gathered from the participants above, it is evident that more often than not, school principals run their schools through the directives from their supervisors. This affirms the problem statement of this research work (cf. 1.3). The school managers also perceive the use of directives as unhealthy for the day-to-day running of the school programs because the school operations may be disturbed to a great extent. The researcher also observes that if schools are managed through the use
of directives, the principal may lose respect from his or her team of teachers. It is important for the school principal to cultivate a peculiar school culture that will differentiate his or her school from other schools. The cultivation of a specific school culture may be possible if the principal has more say in the running of his or her school.

5.4.4 Theme 4: Communication patterns
This theme emerged from this study as one of the major concerns in the work experiences of the participants at the selected schools. This theme explored the way information is shared between the school principals, Ministry and teachers. The sharing of information is imperative because the success of an organisation is dependent on the ability of its people to communicate with each other effectively. The researcher wanted the participants to describe the communication patterns between schools and the MoESD. The participants agreed that “communication is the strongest weapon to use in managing any given organisation (cf. 2.8.1)”. This is affirmed by Lunenburg and Ornstein (2008:177) who assert that communication is the lifeblood of every school organisation and is the process that links the individual, the group and the organisation. Through it the workers may know what their organisation exists for. The research participants contributed significantly to the data collected under this theme.

One of the participants indicated that,

Communication is top-down. Teaching has become boring, teachers’ demands are not met and their voices are not heard. Students have become powerful than teachers in that information is from the management, students and then teachers. Teachers’ ideas are not taken into consideration. There is a big gap between schools, teachers and the Ministry. The ‘us and them’ perspective becomes the rule of the day. This is contributed by the fact that communication pattern is a one-way style. Teachers are hoping for better services. The Ministry should give teachers a platform to air their grievances. One other thing is that teachers never get feedback. If proposals cannot be carried out it is appropriate for the Ministry to get to the natural settings to share information and update teachers.

Another participant indicated that, “We work under threats and if the problem continues without the two bodies (the MoESD and DPSM) applying effective measures, the teaching and learning processes will be affected”. The participants’
body language expressions during the three staff meetings the researcher attended revealed that teachers have concerns that need to be attended to. This was confirmed by one of the participants who articulated that, “Teachers experience job strain and they are looking for a solution” (a way to handle the strain). Moreover, another participant lamented that there is a “lack of effective communication strategies (cf. 2.7.2)”. But, the “emphasis is on giving directives and deadlines”. One of the participants felt that, “Unrealistic demands are placed on teachers” and also “there is no element of trust” and the “leaders’ communication is confined to threats and victimisation:” “The leadership party decides and passes its decisions on teachers and there is no partnership in the decisions made”. More than half of the respondents as they were individually interviewed mentioned that,

The education system still uses the old communication styles (short notices, making excuses for loosing information, threatening language, use of telephone, fax and sending mails by post) which need to be improved to suit the 21st century era.

One of the participants noticed that there are some “inconsistencies in the delivery of information by the Ministry to the schools. In this case, one school may receive some information while the other may not receive it”. Another participant indicated that, “The BOSETU offices were more efficient and up-to-date in their information circulation services during the time of the national strike (cf. 1.2.2.1) to an extent that school administrators and the MoESD relied on them”. However, one participant shared that “there are times when the Union makes decision on behalf of its clients without inviting members’ participation”. When complaining about the communication practices in the education system, one participant commented that, “Our voices are not heard”. The participant furthermore shared that, “We don’t have the right ear to whisper into” (meaning that, there is no one ready to pay attention to the teachers’ concerns).

The above mentioned findings imply that the sharing of information between the MoESD and the schools is not effective. It is evident that the directives and threats that fall on teachers’ ears and the attitude of victimisation do not promote teachers’ inner drive for excellence. The directives, threats and the attitude of victimisation may also cause tensions, fears and soured work relations that may lead to poor performance. The poor performance is confirmed by Denti (2014) who mentions that
when exchange of information, knowledge, ideas and perspectives are stifled, creativity and innovation will not be achieved. Ultimately, trust between the employer and teachers, teachers and students, teachers and school principals, school principals and their supervisors will be affected.

5.4.4.1 The Rapid Assessment Initiative
One of the school principals complained that, “A directive was sent by the employer to engage people who do not have a teaching background to solve the problems that are experienced in the schools”. He was referring to the “Rapid Assessment initiative” program. This program was under the supervision of the District Commissioners (DC). When asked to explain the initiative, one of the school principals said, “I am not aware of what it means but it is an initiative that was introduced by the government and it revealed a lot of gaps within the MoESD as a whole. The Rapid Assessment initiative program was prompted by the decline in students’ performance in the education system. The regional education Directors were assigned as the DCs’ deputies”. One of the participants who commented about this program regarding the assigned supervisors said, “I don’t know what they are talking about. They are not experienced in the teaching processes”.

Although the intention of the initiative was meant to be countrywide, the researcher was informed by one of the four principals that nothing was shared about the initiative. Moreover, when the researcher inquired if the initiative was also meant for teachers to share their grievances, concerns and work experiences about the initiative, one participant responded and said, “There is no arrangement to accommodate teachers on the program”.

The researcher concludes that the indirect approach used to carry out the initiative, may have given room to sabotaging practices and attitudes among the teaching team. The lack of consultation between the DPSM and the school managers and teachers at senior secondary schools needed to be addressed. When it is addressed, the Ministry would be able to share the results of the initiative with schools even though they were not considered from the start.
Table 5.1 below displays disparities in the implementation of the Rapid Assessment Initiative at the selected senior secondary schools. School principals have been matched to the schools.

Table 5.1: Disparities in the introduction of the Rapid Assessment initiative to improve schools’ performance

<table>
<thead>
<tr>
<th>Schools</th>
<th>Implementation of the Initiative</th>
</tr>
</thead>
<tbody>
<tr>
<td>School W</td>
<td>School principal reports to the DC office every Wednesday</td>
</tr>
<tr>
<td>School X</td>
<td>School principal does not know anything about the initiative</td>
</tr>
<tr>
<td>School Y</td>
<td>School principal reports to the DC office every Wednesday</td>
</tr>
<tr>
<td>School Z</td>
<td>School principal reports to the DC’s office every Wednesday</td>
</tr>
</tbody>
</table>

The idea of assigning the District Commissioner may imply that the employer undermines the MoESD’s officers. It could also be implied that the Ministry does not trust the teaching practitioners for the continued growth and provision of services. As a result, school managers and teachers may not be informed regarding the engagement of external personnel and this may cause conflict between the Ministry and the implementers (teachers) of educational services.

5.4.4.2 Non-verbal communication styles of the participants

As participants in the selected schools shared their work experiences, they would frown, shake their heads side to side and at some points raise their voices. After an interview session, a number of teachers double-checked the researcher’s items by looking at the researcher’s hands closely to verify that she did not use a voice recorder even though they were assured prior to the beginning of the interviews. Furthermore, when teachers were asked to mention the things they liked about their employer, they would stare up at the ceiling, close their eyes or blink continuously for some seconds. Some laughed uncontrollably probably because they did not have anything they liked. In other instances, when interviewees shared about a point that they felt was sensitive they would lower their voices and literally whisper it to the researcher. This signified that the participants were fearful and did not want to be heard by the other teachers or school managers. The body language gestures may
signify a work environment that does not promote the sharing of ideas. Lack of sharing ideas would refrain the teachers from improving the quality of services at the schools.

Furthermore, the verbal and non-verbal communication depicts remorseful feelings, anger, frustration, intimidation and dissatisfaction on the side of teachers. The uncontrollable laughter suggests that teachers could not readily answer the question. This may also imply that there are lesser memorable experiences in the education system. The researcher’s interpretation of the non-verbal communication of teachers is based on her own judgment. This is in line with Robinson, Tolley & ullin’s (2005: 16) understanding of the subjectivity of the participants’ social world. Analysis of the non-verbal communication of teachers may suggest that for the improvement of the work relations both within the schools and with the MoESD, more needs to be done. Medina and Taylor (2013) and Cohen & Crabtree (2006) also share the same sentiments (cf. 4.3.1).

5.4.5 Theme 5: The Public Service Act (PSA) and the teaching profession
The introduction of the new Public Service Act (PSA) was one of the main issues that were raised by the research participants during the data collection phase. The participants were asked to share their views on the relevance of the new PSA in the teaching profession. According to the participants’ perceptions, its introduction contributed significantly to the prevailing conflicts as outlined in Chapter 1 (cf. 1.2.1).

The section that follows gives the different areas that the new PSA introduced in the teaching profession as shared by the respondents. These areas include Overtime (5.4.5.1), the Imprest Schema (5.4.5.2), Teachers’ annual leave (5.4.5.3), the Eight-hours work-day (5.4.5.4), the Clocking system (5.4.5.5), and the Extra-curricular activities (5.4.5.6). The extent to which each of them portrays the existence of conflict in the education system of Botswana will be discussed.

5.4.5.1 The Public Service Act No. 30 of 2008 and overtime
The collected data indicated that, “The introduction of overtime which proved to be heavy on the economy of the country has been one of the challenges in the teaching profession which overwhelmed the government”. As stated above, when overtime
expenses were becoming heavy on the economy, the government gave instruction to regulate overtime expenses. The instructions were not welcomed by teachers as indicated by one of them, “When the government realised its (overtime) negative impact on the economy, school managers were instructed to strictly monitor overtime payments”. Another interviewee mentioned that “it is not easy to regulate overtime claims”.

One of the participants reasoned that,

Where there are no salary increments, overtime remains the only additional source of income and many would go for weekend teaching. For instance, there are quite a number of activities through which teachers could gain overtime opportunities as students engage in drama competitions, Junior Achievement projects, Practical Subject fairs, subjects’ exhibitions and so forth.

Another participant commented that, “Overtime claims have not been processed for a long time”. A further comment was made that, “The 50/50 (cf. 1.2.2.10) scheme does not work,” because the “restrictions make it difficult for the teaching and learning to be done effectively”. Furthermore, one of the participants unwaveringly said, “If overtime is not there I do not want to waste myself” (the meaning of this expression is given in the next participant’s explanation). Another participant mentioned that, “Overtime is going to kill teaching and due to the fact that teachers are not willing to carry out any duty outside the stipulated working hours (cf. 1.2.2 and 2.3.2) without remuneration”. The above views reveal that overtime issues needed to be handled with care. For instance, the 50/50 scheme is not stipulated in the new PSA but it is one of the Ministry’s suggested measures (cf. 1.2.3.4) to reduce overtime payment. Hence, one participant stated that “teachers are bitter with overtime and hours of work issues” (cf. 1.2.2.6 and 1.2.2.10). Another participant mentioned that, “The introduction of overtime in the teaching profession has killed the spirit of volunteerism and this has lowered productivity in both the academic and non-academic school programs”. One participant further commented that, “I used to be a teacher (now an officer) and in demanding for overtime, teachers show that they are cash sharks”. The last comment shows that some of the officers seem not to understand teachers’ adamant stand against measures that seem to prevent them from receiving overtime benefits.
School managers are having a hard time with teachers as they are expected to handle overtime issues by the Ministry. In this regard, one of the teacher participants felt pity for the school heads, namely that “the school heads are put in a tight corner as they are expected to negotiate with teachers on overtime issues”.

(i) Overtime and teachers’ reluctance in performing duties that demand overtime

When the overtime issue was discussed with the school managers, one of them related that, “Some teachers will fairly ask for extra time for teaching, while some will drag their feet and as a result they remain behind as far as the completion of their syllabi is concerned and these teachers ask for permission to work over the weekend”. The teachers are reluctant to render any service in the form of meal supervision over lunch hour, as it was observed by the researcher and also uttered by the school management teams at the selected schools. One participant mentioned that “if teachers are denied benefits of overtime, it is obvious that the students are the ones who will suffer the most”.

(ii) Disparities in handling Overtime

Discussions on overtime issues have indicated that there are some disparities at senior secondary schools on how overtime claims are handled (cf. 1.2.2.10). Some participants reported that they did not have problems having their overtime payments processed while others reported the opposite. These disparities have, on numerous occasions, brought contention among the teaching corps of Botswana whose claims were not processed. The contention has been revealed by teachers’ non-participation in the ball sports (Baputaki, 2010:1). This disparity was noticed by leaders at the school and the MoESD levels and school leaders were asked to submit pending overtime claims for teachers (Mhutsiwa, 2015:1).

Finally, the issue of overtime was one of the key items on the staff meeting agenda in three out of four staff meetings the researcher attended. On the basis of the above concerns it can be deduced that the overtime measures were not well received by the teachers and effective measures have not yet been found. Hence, overtime issues are still creating conflicts between the teachers and students, the
school managers and teachers, as well as the school managers and the Ministry of Education and DPSM.

5.4.5.2 The Public Service Act and the Imprest Schema

Another condition brought by the PSA legislation is the introduction of the imprest (cf. Rari, 2012b:2)). This is an advance payment of money given to teachers as civil servants which they were not entitled to prior to the introduction of the PSA. This money is granted to those who are nominated to attend to education-related activities such as ball sports and meetings, workshops and seminars away from their schools. The money is deposited into the individual’s bank account to enable him or her to pay for his or her accommodation and meal charges at an approved hotel or guesthouse. If the individual decides not to use the money as planned, he or she should return it to the revenue office which issued the advance payment. However, one school manager remarked:

This has its pros and cons both for teachers and students. For teachers it is good in that during school trips they spend nights in decent places. But as the school managers we are concerned in that teachers no longer feel obliged to accompany students during night hours for security reasons. But they use the money to sleep comfortably in hotels or some descent places rather than spending the night in the classrooms as it was the case in the past.

The researcher is of the opinion that the solution to the concern stated in the quotation above, can be attained if school leaders and the employer would employ a flexible leadership style. In that case, teachers would be expected to accompany students in the classroom and be allowed, at the same time, to use the imprest. One of the participants said that,

Teachers who are denied the privilege to sleep in decent places, still leave students alone in classrooms to find accommodation either at their relatives, parents, or their own houses in the vicinity. This is a concern to the school management in that the welfare of the students is highly at risk.” For this reason, “unpleasant reports about students who indulge in beer drinking, sexual activities, fights and stealing during the absence of teachers have reached schools.

At school W, the principal said that, “In these modern times it is a great risk to leave students to spend nights alone” (sleeping by themselves without a teacher to them). When the issue concerning the risk involved in leaving the students to spend nights
alone was discussed with the concerned teachers, they explain to the school management that,

Students are given cell phone numbers to call in case there is a need to do so during the night. But there is nothing we can do because if teachers do not use the money for accommodation, they are expected to return it to the government coffers.

Based on the interviews with the SMT and teachers, conflict is likely to manifest between the school managers and teachers who accompany students during school trips. Possibly, conflict may also manifest between school managers and the Ministry who is reluctant to give the teachers the indication to use the funds according to their own discretion. If the indication to use the funds could be done, then the students’ lives which seem to be in danger would be protected and would reduce the likelihood of conflict.

5.4.5.3 The Public Service Act and the teachers’ annual leave
Annual leave for teachers is another new development introduced by the inclusion of the teaching profession in the Public Service Act (cf. 1.2.2.8). In the past when schools closed for holiday, teachers were also allowed to go on holiday and report for duty a few days before schools re-opened. However, the holiday has been replaced by the introduction of the annual leave. In this regard, teachers, like other civil servants (Muzila, 2012:1), are only entitled to thirty days leave annually (cf. 1.2.2.8). However, they are not allowed to apply for leave during the cause of the term while learning and teaching are in progress. Hence, teachers are always encouraged to take leave when schools are closed.

However, when interviewed, teachers had their own views regarding this initiative, as shown in the following quotes: “The date to apply for leave is dictated”. “Many things in the form of work hours and leave days have changed, this makes the work boring - during school holidays teachers are not developed professionally” (meaning that, no in-service training is arranged for teachers during school holidays). While persuading teachers to apply for leave during school holiday may be the ideal as initiated by the new Public Service Act regulations (cf. 1.2), there are times when teachers apply for leave while teaching and learning are in progress. When this happens, it is certain that the students’ learning will be affected. One of the leaders
even felt that the leave initiative for teachers is irrelevant. The participant commented:

There are some of the teachers who would ask for leave during school days. These teachers do it deliberately because leave is an entitlement, it is one’s right. In denying the teacher who applies for leave, your “no” should be plausible. Teachers shouldn’t have been included in the PSA.

The teachers also feel that coming to work during school holiday time is unreasonable as one of them expressed it this way: “The teacher is unproductive when students are away. We do not understand why we should be made to come to work while our business (work) has been taken away”. It is evident from the teachers’ comments that they appreciated school holidays.

5.4.5.4 The Public Service Act No. 8 of 30 and the eight-hour workday
A further aspect regulated by the PSA is the introduction of the eight-hour long workday. This aspect has been dealt with in Chapter 1 (cf. 1.2.2.6). In short, the eight-hour workday for teachers meant that like every other civil servant, the teacher would be at work for eight hours a day. However, this altered some of the school time frames and activities. When commenting about the hours of work at the selected schools, one of the participants stated,

The government should not have introduced the PSA because it is not relevant to the teaching profession in that contact time of teachers and students has been reduced and only restricted to the adopted hours. As a result, this impacts negatively on students’ performance.

Furthermore, the words were reiterated by another participant when she said, “Before the introduction of the PSA in senior secondary schools, among others, the teachers supervised the students’ extra reading sessions which were on Saturdays. But since the introduction of the new PSA, teachers feel that they are to be given overtime payments when they do any official duty during weekends.” In order to increase the hours spent at schools to cater for learners’ needs, one participant shared that at their school, “The SMT members suggested that the school should come up with an alternative plan where the students are expected to be in at school about thirty minutes earlier for what is termed the ‘Silent Uninterrupted Reading’ period”. One of the school principals also shared that at their school, “The school came up with a program to extend the time of learning” which seemed to be the case
at the other selected schools. In order to illustrate the Silent Uninterrupted Reading period”, the table below shows the agreed time slots of the initiative at each of the schools:

**Table 5.2: Silent uninterrupted morning study**

<table>
<thead>
<tr>
<th>School</th>
<th>Time Study Begins</th>
<th>Time School Begins</th>
<th>Time School Ends</th>
</tr>
</thead>
<tbody>
<tr>
<td>W</td>
<td>0650 hrs</td>
<td>0720 hrs</td>
<td>1620 hrs</td>
</tr>
<tr>
<td>X</td>
<td>0630 hrs</td>
<td>0730 hrs</td>
<td>1630 hrs</td>
</tr>
<tr>
<td>Y</td>
<td>0700 hrs</td>
<td>0720 hrs</td>
<td>1620 hrs</td>
</tr>
<tr>
<td>Z</td>
<td>0700 hrs</td>
<td>0730 hrs</td>
<td>1630 hrs</td>
</tr>
</tbody>
</table>

Table 5.2 above shows the different times in which the morning study at the selected schools is conducted. Looking at the allocation of time, it is evident that the length of study extends from 20 minutes (School Y) to 1 hour (School X). The school management teams could be applauded for being creative in suggesting an activity that is meant to improve school academic results. However, the research participants from the school management teams observed that, “Since this program begins before the time the teachers’ are expected to be at work, the teachers have shown reluctance in participating in the supervision of students during unofficial hours”. Therefore, it is “the senior management team members who supervise students during the set days for this exercise”.

One participant regretted:

> The introduction of hours of work has adversely affected the teaching and learning processes. The government erred because the teaching profession is completely different from other professions. There is a need for these challenges to be rectified - working hours brought conflicts and taking work home by teachers is no longer there.

These views are in agreement with what Sergiovanni and Starratt (1998:43) indicated in the following statement:

> Teaching cannot be standardized. Teachers, like other professionals, cannot be effective when following scripts. Instead, they need to create knowledge in use as they practice, becoming skilled surfers who ride the wave of teaching as it uncurls. When teachers are forced to conform they are likely to respond as technicians executing predetermined steps and their performance becomes increasingly narrowed.
Furthermore, the eight hours workday excludes sporting activities and this brings to mind the overtime element which is seen as a huge challenge within the MoESD (cf. 1.2.2.10). Another participant from Office 4 agreed that, “Contact time in schools cannot be the same as office times because it affects teaching and learning”. Another participant still mentioned that, “Doing school work after the stipulated hours is impossible because it is not easy for the teachers to be paid for the extra hours. When teachers have been given a task to do, as soon as it is knock-off time they stop working”. One participant mentioned that, “It will be difficult to do away with the new PSA because the teachers have seen its benefits”. When the participants were asked to voice their opinions as to what can be done, one interviewee said, “The teaching profession must be treated separately from the other professions”. Another participant suggested that a “commitment allowance be given to teachers to free them from the net of eight hours”.

It can be concluded that teachers, school managers and the Ministry, feel that teaching may not work well within the eight hours and that some compromise need to be reached to facilitate satisfactory student performance. Furthermore, the request made by the school management teams for teachers to assist in the supervision of students during the extended study time as discussed earlier, is an indication that the management teams cannot succeed alone.

5.4.5.5 The Public Service Act No. 8 of 30 and the clocking system
The clocking system (cf. 1.2.2.11) was implemented after the introduction of the Public Service Act (cf. 1.2) as a way of monitoring punctuality and adherence to work hours by teachers. This aspect is one of the elements the empirical research explored to determine its effectiveness in schools. When participants at the selected schools shared their views regarding the clocking system, a participant commented that,

The clocking system was not agreed upon by the teaching staff. It was imposed on us. We raised our views but were never listened to. There has been no good strategy of implementing it. When one comes late no one recognises. Also different forms are used and this does not promote uniformity within the school. This breeds conflicts. Keeping teachers within the school premises does not promote productivity.
One participant said that, “Insufficient furniture in the workrooms prevents teachers from being in their offices all at the same time. And also for a teacher to deliver well his or her work environment must be appealing” (that is, it must be conducive). Most of the participants believe that, “The clocking system cannot be a tool to monitor performance”. The teachers’ immediate supervisors and teachers themselves mentioned that most teachers would sign-out immediately after they have signed-in in the morning. This means that the clocking system initiative does not serve its purpose of monitoring teachers’ adherence to the knock-off time. An interviewee at one of the schools commented that, “Although the clocking system is used and it may seem effective in one way or the other”, It can be a mere tangible way of ascertaining teachers’ physical presence at work while it does not guarantee that effective teaching and learning in the classrooms are taking place”.

Table 5.3 below shows that the responsibility of ensuring that teachers have arrived on the expected time in the workplace has been placed upon members of the management teams. However, the researcher observed that the assigned leader is not always around as teachers clock-in and out.

**Table 5.3: The clocking system practices at the selected senior secondary schools**

<table>
<thead>
<tr>
<th>Name of School</th>
<th>Clocking Pattern</th>
</tr>
</thead>
<tbody>
<tr>
<td>School W</td>
<td>All teachers sign in according to their houses (mini schools) at the receptionist’s office. The H.O.H is responsible for monitoring and reinforcing adherence to the work hours</td>
</tr>
<tr>
<td>School X</td>
<td>Teachers sign-in at their work rooms under the supervision of the Senior Teacher responsible for the department</td>
</tr>
<tr>
<td>School Y</td>
<td>Teachers sign-in at their work rooms under the supervision of the Senior Teacher responsible for the department</td>
</tr>
<tr>
<td>School Z</td>
<td>Teachers sign-in at their work rooms under the supervision of the Senior Teacher responsible for the department</td>
</tr>
</tbody>
</table>
Table 5.4: The clocking system times

<table>
<thead>
<tr>
<th>Schools</th>
<th>Who is in Charge?</th>
<th>Clock-in Time</th>
<th>Clock-out Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>School W</td>
<td>H.O.H</td>
<td>0720hrs</td>
<td>1620hrs</td>
</tr>
<tr>
<td>School X</td>
<td>Senior Teacher 1</td>
<td>0730hrs</td>
<td>1630hrs</td>
</tr>
<tr>
<td>School Y</td>
<td>Senior Teacher 1</td>
<td>0720hrs</td>
<td>1620hrs</td>
</tr>
<tr>
<td>School Z</td>
<td>Senior Teacher 1</td>
<td>0730hrs</td>
<td>1630hrs</td>
</tr>
</tbody>
</table>

Table 5.4 shows that every school begins the day at a certain time which was adopted by the school. All-in-all, the time that is spent at the school should total eight hours. However, it was observed by the researcher that, the signing-in by the participants was not consistent. For instance, those who arrived late did not indicate the actual time they arrived at work but rather entered the time they were expected to have arrived. Some of the participants also signed-out in the morning at the same time as they were signing-in by simply writing their names in the sign-in and sign-out columns. The other observation was that as indicated in Table 5.3, the formalities in signing-in and out by teachers differed per school. The clocking system may portray a conflict situation which manifests itself between the school managers and the teachers. The type of conflict that manifested in this case is ‘individual conflict’ (cf. 3.2.2.1i) that is identified through absenteeism, a high turnover rate, or even sabotage. This was shown by the omission of the participants’ signatures in the clocking record sheets which implies that the days which they did not sign for, were not accounted for. This finding matches what was discussed in Chapter 1 (cf. 1.2.2.11). A review of the clocking system initiative may help the educational leaders to think of a more effective tool.

5.4.5.6 The Public Service Act No. 8 of 30 and the Extra-curricular activities

(i) Sporting activities

As far as sporting activities were concerned, the researcher relied on the senior teacher 1s for sports to get feedback on teachers’ participation. The researcher relied on the senior teachers because there was no sport training that went on during the observation week due to the fact that both local and external examinations were
being administered in schools. One of the interviewees commented that, “Upon entering the system, the appearance of the setting should tell it all”. The respondent further talked about the teachers’ lack of interest in taking an active part in some school programs. These were extra-curricular activities as discussed earlier (cf. 1.2.2.4) which included sporting activities, supervision of meals and general cleaning as well as school meetings at the selected schools. From the sporting activities’ coordinators at the schools, when asked to talk about teachers’ participation in sports, one of them mentioned that,

Teachers are not keen to participate in ball sports because of the overtime issue. Only those who have the love for sports will show up regardless of the challenges we are faced with. But in general, teachers are reluctant and their involvement in sporting activities is very minimal.

This was one of the issues that raised conflict between the school managers, the regional educational officers, the Ministry, and teachers. The educational managers worked hard to find ways of reintroducing sporting activities in schools in general, and particularly at the selected senior secondary schools (cf. 1.2.2.4).

(ii) General cleaning
The general cleaning program is an exercise that is meant to ascertain that the school environment is kept clean and conducive for the teaching and learning processes. The areas of concern are the classrooms and their surroundings. This program is done in the afternoon by the students under the supervision of the assigned teacher. This is a noble exercise because it does not only make the school environment healthy and habitable, but also teaches the student the value of work. All classrooms are to be swept on a daily basis while the major cleaning is to be done on a specified day of the week. The school managers related that “teachers do not perform as expected;” “The school programs suffer because the teachers are reluctant to participate;” “There is “late coming” that was reported and “teachers’ being absent in the afternoon”. The school management also noted that, “Very few teachers would turn up for the general cleaning program”. In one of the staff meetings that the researcher attended, one of the school principals aired her
concerns pertaining to “teachers’ lack of interest in keeping the learning environment clean”.

The pictures below show the state of the schools both within and outside the classroom environments. The pictures represent the appearance of two of the schools during the data collection period. The places where the garbage was not collected remained un-cleared for the entire period the researcher was engaged as a participant observer at the schools. A closer look showed that the rubbish has long been gathered many weeks prior to the researcher’s visitation. There was also accumulation of sand on the pathways and school assembly points. This may be evidence that teachers who are expected to supervise the students are not keen to do so.

**PICTURE A: Corner (1) of a corridor at School Z**

Captured during observation and interview session week (Researcher)

**PICTURE B: Corner (2) of a corridor at School Z**

Captured two weeks after observation week (Researcher)
It has been concluded that the general appearance of the visited schools showed that the cleaning is either not done at all or it is done once in a while. This includes the sweeping of classrooms, corridors, verandas, and pathways. This could mean that even the teachers who are said to be turning up for general cleaning leave it upon the students. Furthermore, the photographs do tell a story – it could be due to bad management of the human resources by the school management teams or teachers’ and learners' negligence and attitudes. This indicates a bad school climate and atmosphere that lacks discipline. Moreover, lack of participation by teachers is capable of breeding conflicts between them and their school leaders. The fact that teachers do not participate in this program is a sign that conflict already exists. Hopefully, the conflicts may improve schools’ practices provided they are handled well as Denti (2014) confirms this point by saying that, “Task conflict has been suggested to trigger creativity and team innovation because of several factors”. One of which is that, “The conflict forces the team to seek and exchange more information regarding the conflict’s main issue”.

The next extra-curricular activity to be discussed is the supervision of meals both at break-time and lunch hour. This will further show another area where conflict manifests itself at the selected senior secondary schools.

(iii) Meal supervision
There are two reasons why teachers’ participation during lunch hour has declined: 1) they are free to use the lunch hour according to their own discretion, 2) although they
are entitled to overtime claims, they are denied to get the monetary benefits (cf. 1.2.2.10), instead they are given a meal. When some of the teachers were interviewed during observation sessions over lunch hour, one of them remarked that, “We do meal supervision only because we want to keep our files clean - making a good name for ourselves”. The other participant said, “They want us to supervise students during lunch hour and to pay us with a plate of the students’ meal. I prefer buying myself decent food and even rest during this hour”.

A conclusion could be made that for those who supervise during meal times, the motive behind the exercise is to gain school leaders’ favour. This is in support of Hill (2008: 115) who believes that, “By offering more service than that for which one is paid for, one turns the sport light of favorable attention upon himself or herself”. The element of keeping one’s file clean suggests that teachers who volunteer to supervise during meal times may be favoured over those who do not volunteer their services. However, this may cause intra-group personal conflict (cf. 3.2.1.1) between school managers and teachers and among teachers themselves.

(v) Staff meetings
The last extra-curricular activity to be discussed is staff meetings. On the question that wanted to know the attitudes of teachers during staff meetings at the selected schools, a participant from the management teams shared that,

Teachers are frustrated and demoralised. Meeting sessions are short and we are always rushing. This results in unproductive discussions. The management always asks for permission to go beyond the set time. Ga go a nna sentle (meaning, things are not alright).

The researcher observed during staff meetings that teachers at the selected schools were withdrawn. This contributed to the cold responses that were given when the attendants were greeted either by the chairperson or those who presented items of the meeting. They seemed not to be free to express themselves. Most of them were using their cellphones to receive and send messages. Quite a number of them were chewing gums while others were overcome by sleep. The number that attended did not represent the total number of teachers at the selected schools (cf. Table 2). None of the management teams talked about the teachers who did not attend the meetings. Late coming was also noticed. The contributions made were very
minimal and others looked bored and just waited for the meeting to be adjourned. Another observation from senior teachers' reports and teachers' testimonies show that teachers abstain from some duties and more often than not leave school premises before the agreed knock-off time.

The outlined scenarios above give a description of the work environment at senior secondary schools that is undesirable. The non-compliance of teachers in extra-curricular activities implies that leadership conditions are not conducive to teachers. It will be relevant for school managers to share the challenges they meet in their schools with the Ministry. They also need to present the concerns of their teaching teams to their immediate supervisors during their forums for the improvement of their schools' operations. Above all, being an innovative leader is key (cf. 2.2.3.2) to effective leadership.

5.4.6 Theme 6: The school work environment

This study has shown that both urban and rural senior secondary school teachers experience conflicts in their work environments. When the participants were asked to talk about their school environments, one participant indicated,

Ah, the school principal is not supporting the teaching staff. His presence is not felt because he is always in the office. His monitoring through walkabouts is not effectively carried out. There is no particular school culture because everyone does what he or she wants. Lack of it affects the students' performance.

Another participant also complained about the “longer periods spent in the offices by school principals” despite the fact that “their presence should be felt within the school environment”. The complaint about the longer periods spent in the offices calls for school principals to interact more with the teachers and the learners (cf. 2.3). Further still, another participant demanded that, “Principals as they are go-between teachers and the employer should be sensitive to the issues that concern teachers and students”. The description of the school principals as go-between was also identified by Fullan's (1992: 19) who acknowledges that school heads are middle managers, that is, they work as intermediaries between their supervisors, teachers as well as students. One respondent said that, “If the principals and their deputies
would spend less time in their offices, they would understand their environment better and represent the teachers and students well when needs arise”.

During interviews, a teacher at school W spoke about the initiatives that the Ministry came up with to improve students’ results at senior secondary schools (Appendix N; Masesane 2014:1). In regard to the improvement of students’ results, the respondent related a scenario where “the students wrote reports about their subject teachers which were compiled by the school management team and published both for the school and the community without the teachers’ knowledge”. It is evident that students participated willingly in the writing of reports about their teachers and the school management team followed the Ministry’s directive displaying the reports. One participant commented that, “With these initiatives to improve results, the MoESD was trying to make teachers take their work serious. This did not please the teachers because better alternatives to make them take their work serious could have been identified”. One participant lamented that,

We were ridiculed by the learners’ parents and looked down upon by our fellow colleagues in other schools. This exercise put us on the limelight and we felt humiliated and our worth was stolen from us. As a result, most teachers pretended that they were exerting themselves in carrying out their duties while in reality the opposite was the truth.

However, the participant further mentioned that the publishing of the reports, turned teachers’ relations with the school management sour and teachers also lost trust in school managers, the Ministry and the employer. This, according to the participant, resulted in the following:

Teachers present decorated schemes of work and neatly done lesson plans. The management should know that faithfulness in doing one’s paper work does not mean that effective learning has occurred. This creates tension between teachers and the school managers.

In the quotations given above, the conflict that manifest is the displaced type of conflict where innocent students become the victims. The involvement of students in the assessment of teachers was in itself a good exercise. However, the school managers could have confirmed the authenticity of the reports before they were published. From the given scenario, it is evident that the school principal should be aware of what takes place in his or her work environment. It may be of great benefit
for this issue to be discussed between the concerned parties to avoid further conflicts.

5.4.6.1 Conflict and the school environment
As far as conflict is concerned, different participants responded differently as they shared how they view conflict in their work environment. One participant responded and said, “As long as I receive my monthly salary, I am okay.” Another said, “Sour relations; just waiting for pay days”. Yet another participant sighed, “Teaching e bosula (meaning, the teaching profession is no longer interesting or attractive) - no hope for improvement but I think of leaving the system.” One participant further said, “Re direla paleche,” (literally, we just work to feed out children). Other sentiments included the following:
“We just come to work because there is no plan B”.
“The employer makes teachers look as if they do not know why they are in schools. Teachers are ready to jump out of the pot” (to resign or opt for retirement).
“I don’t understand why I am here anymore - if nobody cares about me, why should I care?”
“Teachers are still in the teaching profession only because there is no other place to go to”.
“People are always searching for jobs in Newspapers and study courses that are not teacher based”.

These sentiments represent what Arnott and Holmgren-Hoeller (2010:2) expressed as “a pressure-cooker-like environment that strains to the brink the capacity and patience of faculty and staff members. The crushing pressure experienced today by faculty, staff members and administrators, pushes talented professionals away from a career in the field of education”. The sentiments also imply that teachers are not happy about the system. When this becomes the case, then the teaching and learning processes suffer. However, one teacher observed that, “The teachers’ love for their profession has not completely faded”. This suggests that teachers may be open to embrace transformation for the improvement of the education system in Botswana. From the discussions made in this section, it can be concluded that teachers at senior secondary schools are experiencing both relational and task
conflicts in their work environment (cf. 3.2.1.1). These negative attitudes create conflicts between the school managers and teachers, teachers and students and school managers, teachers and the MoESD.

5.4.6.2 The school vision and the school environment

It emerged from the study as the participants were asked to talk about the vision that drives them. The participants indicated that the Ministry and school visions’ statements are not known. Surprisingly, the school management teams also did not know the Ministry and their school vision statements. A couple of teachers commented that “the school vision is just in a written form but is not known.” “The vision should be explained thoroughly to teachers for collaboration purposes.” “There is no a vision statement but we follow the daily routines”. This implies that teachers were not engaged in the formulation of the vision statements. Monyatsi (2008:114) observes that when teachers are fully engaged in the formulation of the vision and goals, they tend to be committed and this leads to a desire to achieve even more. The researcher, therefore, concludes that leaders should ascertain that teachers, as implementers of both the Ministry and school visions, are fully involved in promoting the attainment of the intended goals. The idea of a leader in promoting the organisation’s vision is supported by Drucker (1992:33) who affirms that “the alignment of the organisation is centered on people since they are the key resource and what counts is a leader’s ability to organise the people to achieve an end result”. If school principals and other educational leaders would determine to align the teachers, productivity in schools would improve.

As stated earlier in the problem statement (cf. 1.3), the findings above indicated that the conflict situations at the selected schools and the Ministry, result from the introduction of the current Public Service Act (PSA) No. 30 of 2008 (cf. 1.2) and from various leadership conditions (cf. 1.2.2.5).

The next section will display the data collected from the MoESD and BOSETU personnel.
5.4.7 The Ministry of Education and Skills Development (MoESD) and BOSETU offices

The participants from the MoESD were made up of officers purposely selected for the aim of gathering relevant information for the study. These participants work closely with teachers as they supervise the teaching and learning activities, and also protect the rights of the teachers.

The participants’ offices will be indicated as Office 1 to 6 for anonymity purposes. The researcher will use the office number and the letter of alphabet A to C, for example, Officer 1A, to identify the participants. But where one participant was interviewed, the researcher will refer to him or her as either the ‘participant’ or the ‘officer’ without the use of any letter. All the participants were met in their offices or in a place preferred by the participant. The open-ended interviews lasted for about 40 to 60 minutes. The participants willingly participated during the interview sessions.

Table 5.5: Sampled number of MoESD and BOSETU participants

<table>
<thead>
<tr>
<th>Department</th>
<th>Sampled (Purposive)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office 1</td>
<td>1</td>
</tr>
<tr>
<td>Office 2</td>
<td>2</td>
</tr>
<tr>
<td>Office 3</td>
<td>1</td>
</tr>
<tr>
<td>Office 4</td>
<td>1</td>
</tr>
<tr>
<td>Office 5</td>
<td>3</td>
</tr>
<tr>
<td>Office 6</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>10</strong></td>
</tr>
</tbody>
</table>
5.4.7.1 Office 1
The officer held a Masters Degree in Curriculum Change and Development. The officer executes the functions of a Policy Developer. The participant further indicated that the knowledge in relation to the work of a Policy Developer was acquired on the job. The aim of the researcher was to know if the MoESD has 1) qualified Educational Policy Analysts; 2) to determine the degree to which teachers at senior secondary schools are involved in the formulation and evaluation of educational policies, for instance, PSA (cf. 1.2 and 5.4.5); 3) to learn about the office’s perception of the teaching profession in the education system of Botswana in relation to teachers’ conduct at senior secondary schools. The participant responded to the following questions:

Question 1: What work relations exist between your office and that of the Minister of Education and Skills Development?

The researcher aimed at determining the work relations that exist between Office 1 and that of the Minister of Education. In responding to the question, the officer admitted that,

It is not easy to see the Minister directly. But I keep updating my seniors. This is due to the high protocol observance.

Question 2: With the introduction of the new Public Service Act, how has the performance of teachers in senior secondary schools been improved?

The following was said by the officer:

The Public Service Act has brought a lot of changes to the teaching profession. And this has adversely affected the performance of teachers because classroom work is not like office work, it is continuous. Teachers shouldn’t have been included in the PSA. After all there is nothing new that the Ministry is coming up with. May be with time they will do something. Unless we change and come to a realisation that the new PSA should not include teachers and that teachers should not be regarded as civil servants, the problems we are experiencing in the education sector will escalate.

Furthermore, when the officer was asked to elaborate more on the points, it was indicated that, “The conduct of the teachers has changed. They want to be paid for
overtime according to the current labour law”. These comments suggest that the introduction of the new PSA has negative impact on the performance of teachers.

Question 3: In what way does your office involve schools in general in the development, amendments and implementation of educational policies?

The response was that, “We are supposed to be involving teachers. But we depend on the creation of a task force through the regional offices. It is up to them to choose how many teachers are to be involved in the development of educational policies. The evaluation of these policies is part of the task force’s responsibility although “it takes a period of two to three years before an evaluation of a given policy is done”. In order to get feedback from as many teachers as possible, the researcher asked if a questionnaire has been distributed to the teachers as the implementers of educational policies. The response given was, “A questionnaire has never been used. The office has not yet started giving questionnaires to teachers neither have I heard about them (questionnaires) in the history of this office”.

The researcher believes that the use of questionnaires would augment the participation of teachers at senior secondary schools in the formulation, implementation and evaluation of policies that affect the teaching and learning activities. Furthermore, teachers would feel recognised and needed in the improvement of their profession and the education system. Hence, the work relations would be improved between the Ministry and teachers in schools. This would also promote the level of trust and commitment among teachers since the policy makers would build rapport with them. Hence, the implementation of policies would be done with ease.

Question 4: How often does your office pay visits to senior secondary schools to give school managers and teachers feedback on the adopted educational policies and their effectiveness?

The officer responded and said, “My duties are office based”. However, the participant acknowledged that visiting schools can be beneficial when he added that “the lack of visits to the senior secondary schools is not rewarding to both teachers
and students. Direct contact with the teachers would ensure oneness and promote aspects of transparency and enhance the level of information sharing between the office and schools”. It seems relevant to conclude that education policy analysts are needed to follow up the effectiveness of adopted policies from the Ministry to schools. Their evaluation reports and recommendations could help the Ministry to develop policies that promote quality performance in schools.

5.4.7.2 Office 2
Two participants were interviewed at Office 2. The participants were interviewed at different times and their responses are reported below. The participants at Office 2 will be identified as Officer 2A and 2B. The researcher was asked by Officers 2A to leave the letter and consent form in his office so that its contents may be read and understood before the consent to be interviewed was granted. In order to give Officer 2A chance to go through the form, the researcher went to Office 3 to make an appointment and returned to Office 2 where the researcher was granted permission to proceed with the interview which was carried out in the participant’s office. The interview lasted for about an hour because the officer had more to talk about and also was attending to some in-coming calls both on the office landline and his personal cellphone. The questions were as follows:

Question 1: How would you describe the senior secondary school teachers’ conduct in the recent past?

In responding to this request Officer 2A indicated that,

Teachers are disgruntled and unhappy about the employer because interaction with the employer and work relations are soured. This affects the quality of their work. When we visit schools, teachers always vent out their anger on us. All these have brought some practices such as: Lack of student management which leads to a high rate of indiscipline among students; Lack of accountability among teachers which is manifested in going late to class and also lack of diligence in carrying out their core business; Unprofessional attitudes among teachers which is shown by lack of interest in the profession.

Question 2: What could be the possible contributory factors to the specified teachers’ conduct at senior secondary schools?
Officer 2A mentioned that, “Teachers’ conduct is a result of the fact that challenges in the MoESD are many and big”. When Officer 2B expanded on this perception, the following factors were said to prove the point: “teachers are experiencing poor conditions of service, accommodation problems, poorly furnished workrooms, and also poor facilities. “The promotion pyramid is narrow” “Levels of Operation (LOO) (cf. 1.2.2.5) which denied the senior secondary school teachers’ salary increment as it favoured teachers at Primary and Junior Secondary Schools only”. Officer 2B mentioned that, “It takes a long time for issues to be solved”. In verifying the poor work conditions, Officer 2B admitted that, “In some senior secondary schools, both the female and male teachers share a rest room. In other instances teachers attend staff meetings while standing due to insufficient furniture”. Nonetheless, officer 2B indicated that despite the poor conditions “disciplinary cases among teachers are not many”.

Question 3: What is your opinion regarding the introduction of the new PSA in the running of senior secondary schools in Botswana?

Before the researcher asked about the PSA, Officer 2A voluntarily shared his opinions about it. The officer explained that, “The PSA has not supported the teaching profession. Schools need more than eight hours. The PSA has not benefited the teaching profession but hindered the progression of teaching and learning to a great extent.” The researcher was then given a booklet which indicated some portions of the PSA which needed to be amended. The portion that addresses the teaching profession reads as follows:

On the 1st May, 2010, the Public Service Act, 2008 commenced. It emerged, through consultations between the office of the Attorney General, the office of the President and the Directorate of Public Service Management, that a review and amendment of the Public Service Act, 2008 was necessary. The amendment of the Public Service Act, 2008 seeks to …e) address gaps in the Act created by the repeal of other Employing Authorities Acts like the Teaching Service Act (Morupisi, 2014: 1-2).

The quotation above shows that the replacement of the Teaching Service Act with the new PSA policy created concerns that needed to be addressed. However, Office 2A did not know whether or not teachers at senior secondary schools were invited to take part in the amendment of the document by evaluating the relevance of the PSA in the Ministry of Education and Skills Development.
Question 4: Looking at the changes that took place in the MoESD, how can school principals at senior secondary schools manage their schools in an effective way?

Officer 2B commented:

School Principals have challenges. Some of them are not ready for the position of the School Head because their promotion was based on their outstanding performance in the classroom. Training for managerial roles and financial issues is a needed effort.

The information collected from Office 2 showed that problems in the MoESD included poor work conditions, working with a disgruntled team of teachers, and poor work relations. These problems suggest that the MoESD is faced with leadership challenges that are to be addressed. Furthermore, the amendment of the PSA document suggests that the teaching profession does not fit well in this Act.

The exclusion of schools in the decision-making as far as the amendment of the PSA is concerned may be evidence that the MoESD does not deem it necessary. The researcher is convinced that the involvement of the teachers in the discussion of educational issues is one way that can be used to bridge the gap between the MoESD, the DPSM, and the teachers.

5.4.7.3 Office 3

The officer works hand-in-hand with teachers at senior secondary schools. The officer is responsible for managing senior secondary schools at the highest level within the Ministry. This officer manages teachers’ concerns as well as students’ complaints. One officer was interviewed from this office.

Question 1: How does the MoESD perceive the relevance of the new PSA in relation to the teaching profession?

The officer attested that the new PSA “does not work very well for us. It needs to be reviewed”. He lamented that, “What is happening in the education system should not be happening because Batswana are few in numbers and thus, population wise are manageable”.

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Question 2: What strategies have been put in place to coordinate the Teaching Service Administration, Regional Managers, School Inspectors and Education policy analysts as far as the evaluation of educational issues is concerned?

The officer commented that, “The coordination is not organised. No mechanisms have been put in a written form. At the moment School Improvement Committee meet weekly and a proposal has been made for school inspection to be done”.

Question 3: In what way have the 2011 national strike, overtime issues and clocking system influenced the performance of teachers with specific reference to senior secondary schools?

i) 2011 national strike

The researcher desired to know the degree to which the 2011 national strike (cf. 1.2.2.1) has influenced the performance of teachers at senior secondary schools. When talking about the 2011 national strike, the officer said that the ripples (effects) of the 2011 strike are still there in schools. This may suggest that there are unresolved issues between teachers and the Ministry regarding the problems that led to the national strike.

ii) Issues of overtime

In responding to the overtime issue (cf. 1.2.2.10), the officer said the following sentiments:

Teachers demand payment for every work they do and this makes them cease to be professional. The government also needs to learn how to negotiate because students miss out on ball sports. I perceive teachers as people who are hungry for money. It is not good that people’s salaries are not moved because the environment and teachers’ needs have changed. As a result, teachers use overtime as a means to increase their salaries.

The officer added that, “This (overtime) issue is a thorn in the teaching profession. It is sad that there are no standardised measures to monitor overtime and as a result some schools are managing it well while others are not”. These statements affirm what the research participants at the selected schools, BOSETU and the regional office mentioned (cf. 5.4.7.2 and 5.4.7.5). The officer
perceived teachers as people who are ‘hungry’ for extra cash. The description of teachers by the officer could mean that the senior secondary school teachers who were affected by the “No work, No pay” initiative (cf. 1.2.2.2), are still challenged financially. Moreover, it may be possible that teachers at senior secondary schools need to be trained about financial management.

iii) Clocking system
The officer indicated that the clocking system (cf. 1.2.2.11) “is a painful element in the learning curve”. The officer wished that employees in the teaching profession could do things differently when the participant said, “Let’s take the country somewhere”. According to the officer’s observation, the school management teams at senior secondary schools comply much better to the clocking system demands as compared to the teaching staff. However, the officer mentioned that, “There are teachers that are still very professional and they do all that they can to maintain their professionalism despite the challenges in their work environment”.

Question 4: To what extent has the Ministry built rapport with teachers at senior secondary schools?

It was indicated by the respondent that, “The schools are only visited when there is a problem to attend to. This makes it difficult for my office and the Ministry in general to build rapport with teachers at senior secondary schools. Something should be done”. When teachers’ leaders visit them only when something undesirable has happened, teachers may not be keen to pay attention to what the leaders will be concerned about. The problems that cause the educational leaders to visit schools, call for these leaders to create conducive work environment for teachers at senior secondary schools.

5.4.7.4 Office 4
One officer was visited and interviewed at her office. The researcher interviewed the officer at her workplace after she introduced herself to the participant and communicated the intention of her visit. The interview was carried out after the
officer’s consent was sought and permission to carry out the interview was granted. The questions were as follows:

Question 1: Is it viable for the teaching profession to be treated like other careers in the public service arena? What is your opinion on its inclusion in the new PSA?

The officer was not in support of the inclusion of the teaching profession in the new PSA. She contended that, “Contact time for teachers cannot be like office time. When it is treated as other careers, it affects the teaching time”. The participant further mentioned that, “The inclusion of the teaching profession in the new PSA introduces the overtime and at the moment overtime has proved to be expensive for the government and as a result the 50/50 option is the way to go”. The 50/50 option means that teachers claim 50 percent of the total claim due and get the remaining 50 percent as off days. The participant mentioned that, “Ball sports and lunch meals are not supervised” because teachers are reluctant to participate in the supervision. The officer concluded her comments by saying, “The new PSA affects the teaching and learning negatively”.

The implementation of the new Public Service Act as discussed earlier brought all government workers under one employing entity (cf. 1.2). The new Public Service Act necessitated a variety of changes in the teaching profession. The responses given above show that the officer does not support the eighth-hours of work (cf. 1.2.2.6); the overtime (cf. 1.2.2.10), and the extra-curricular activities (cf. 1.2.2.4). In Chapter 1, the conflicts that arise from the working hours, overtime, and extra-curricular activities were indicated.

Question 2: In what ways is the teaching profession now different from what it was in the past?

The officer was quick to observe that, “The teachers have no passion for the profession because in the past when the results were out, the teachers would look forward to know how their students performed. But this is no longer the case. Teachers are now busy with their private businesses”. To solve this problem, the officer suggested that, “Recruitment strategies for employing teachers should be reviewed”. From the comments indicated under Question 2, it is evident that
teaching and learning are negatively affected by teachers’ lack of passion for the profession. The lack of passion suggests that in addition to recruitment strategies that are to be reviewed, the Ministry should also motivate teachers who are already in the system.

Question 3: What changes have you noticed in the teaching profession and what impact do they have in the education system of Botswana?

The officer acknowledged that, “There is no improvement in the teachers’ work conditions because the conditions are still poor. The clocking system and the Levels of Operations (LOO) initiative also increased the level of dissatisfaction among the teachers”. In elaborating on the LOO initiative, the researcher is going to use the information that was gathered at one of the schools that were visited. The researcher was informed by one of the participants about a notice which was pinned on the notice board regarding the LOO issue. Later, after the interviews were over for the day, the information was requested from one of the school managers. Its contents addressed the ‘Levels of Operation Deduction and Reversal Scales’ (Kelefhile, 2014: 1).

It read as follows:

The union has been inundated with grievances in relation to Senior School teachers whose salaries were elevated through Levels of Operation adjustments. Note that the said teachers were transferred to senior secondary schools a few months before the implementation of Levels of Operation. The affected teachers are now in receipt of letters of alleged salary overpayment due to LOO & the Employer has proceeded to recover said overpayment and reverse their salary scales.

The above quotation shows the level of dissatisfaction among senior secondary school teachers in regard to salary adjustments. As mentioned earlier (cf. 1.2.2.5), the criterion used in determining who should benefit from the initiative was not communicated to the teachers. This caused confusion among the teachers and also increased teachers’ discontentment with the Ministry.

Question 4: How has the inclusion of the teaching profession in the Public Service Act in relation to the change of Teaching Service Management to Teaching Service Administration affected the day-to-day roles of school principals as they directly deal with teachers?
The respondent mentioned the following:

This is just a change of name. It brought confusion of some kind. The Ministry does not conduct research to determine the suitability of some programs in the teaching profession. Basically, nothing new has come along with the new PSA. School principals are having a hard time in their management role.

The respondent further commented that, “The working conditions of the teachers have not been improved. This makes the change of the employing body of no value because the work conditions of the teachers remain the same anyway”. The interviewee expanded on the hardships school principals are facing in their management. The officer mentioned that the inclusion of the teaching profession in the Public Service Act brought about changes in respect of overtime, hours of work which came with the clocking system, and the teachers’ leave. The officer explained that the teachers do not agree with the school principals on how the changes that have been introduced by the Public Service Act are implemented. Due to the disagreement on the implementation of the changes, the Ministry imposes measures upon the school principals to make the teachers comply with the directives. These directives create tension between the school principals, the Ministry and the teachers.

The above finding is in agreement with the problem statement (cf. 1.3). The tension between the school principals, the Ministry, and the teachers need to be removed because it causes conflicts.

5.4.7.5 Office 5

The researcher was able to interview three participants in Office 5. The participants were interviewed at different times. One of the participants was working full time in one of the Teachers’ Union’s office while the other two were still, at the same time, working for the MoESD. It took the researcher quite some time to meet the latter (duet) because they were often called for meetings in their region and elsewhere. The participants will be identified as Officer 5A, Officer 5B and Officer 5C. The following questions were raised and their responses were given as follows:
Question 1: Kindly tell me about the effect and the meaning that the following aspects have/had on teachers.

i) 2011 national strike

The aim of the question was to determine the extent to which the national strike (cf. 1.2.2.1) has impacted the work relations among the teaching staff, the Ministry, and the DPSM in the education system of Botswana. Officer 5A indicated that,

   The national strike still impacts on the education system. Teachers went in fully and there are some who come to work but not doing the work. There is still negative impact because the healing process is still on and it is a long process. In reality teachers have not come back to work.

Officer 5B said,

   The national strike impacted negatively on the teaching and learning processes, paralysed the work relations, affected delivery in the classroom, demoralised teachers, people still hold grudges, it created an I-don’t-care kind of an attitude. There are court cases time and again. This is not the right way to solve situations. This has affected us in many ways”.

Officer 5B further indicated that, “The national strike has impacted the teaching and learning. The strike is still on – it is only that it has changed the format. It is very technical (meaning that, the strike is not demonstrated openly) and this makes it difficult to identify the strike” (meaning that, it is not easy to tell whether teachers are fully engaged in their work or not).

The continuity of the strike is a manifestation of conflicts between teachers and the Ministry, and also conflict between teachers’ Unions and the employer (DPSM). The comments given above are in line with Makumboenyoka’s (2013: 9) observation of the national strike results as he indicates that, “There has never been peace since the public sector strike. After the strike the government started devising strategies of neutralising the teachers’ militancy”.

ii) Teaching as an essential service career

The researcher wanted to find out if the decision of making teaching an essential service career (cf. 1.2.2.9) benefited the teaching staff in the education system of
Botswana. Officer 5A explained that, “The issue was resolved at the high court where the decision to make teaching an essential service career was reversed”. This means that the teaching profession is not considered as an essential service career. The reversal of the decision to make teaching an essential service career benefits teachers because it gives them freedom to participate in national strikes if they so wish.

iii) New Public Service Act

The aim of Question 2 (iii) was to know the perceptions of the participants in relation to the adoption of the new Public Service Act in the teaching profession. The officers applauded the introduction of the new PSA because they mentioned that, “The PSA allows unionisation, that is, to a greater extent, the unions are recognised by the Ministry and DPSM. This recognition is to the benefit of the teachers”. However, Officer 5C indicated that, “The teaching profession is peculiar and needs its own special regulations”. Officer 5B proposed the “adoption of a Teaching Council which will outline a teachers’ Code of Ethics”. The participant (Officer 5B) believes that the Code of Ethics “will outline the duties of a teacher upon which the standard of performance will be based”.

Question 2: What could be the main causes of conflicts in the teaching profession?

Officer 5C indicated that, “conflicts in the teaching fraternity result from poor conditions of service, slow progression and salary issues, accommodation problems, dissatisfaction and discontentment at work, overtime issues, and others”. The officer commented further and said that, “These conditions create a lack of trust which resulted in a lack of good work relations between teachers and their employer”.

The conditions of service mentioned above were also discussed in Chapter 1 where the researcher indicated that these issues create conflict due to leadership conditions (cf. 1.2.2.5).

Question 3: In your opinion what can the MoESD do to curb the prevailing conflicts in the teaching profession?
Officer 5B mentioned that, “Job satisfaction is all that the teachers at the senior secondary schools need”. Officer 5C suggested that, “The Ministry should have special regulations for the teaching profession because the profession is peculiar in its own right” (meaning that, the teaching profession is different from the other careers). The officer said that, “Instead of some of the school principals showing negative attitudes towards the teachers’ unions, they should learn to understand the teachers and the teachers should do likewise”. Officer 5C indicated that, “The Ministry of Education and Skills Development should benchmark other countries such as Scotland”. The idea of benchmarking is in line with Tunnadine’s (as cited in Sutcliffe, 2013) conviction that, “Headship is about having at least one foot outside of the school looking at what’s going on elsewhere and picking up good ideas”.

Furthermore, Officer 5C insisted as follows:

In order for the conflict in the education system of Botswana to be curbed, three bodies must be ready to play their roles diligently. The system needs to be set on a three legged pot. This includes the employer, parents and teachers. If the parents of the students who study in private schools are able to commit themselves to their children’s education, even parents of students who study in government schools can be committed too.

Officer 5C suggested the diagram below.
Diagram 5.1 above, shows that the students should be, among others, academically cared for by the employer (DPSM and MoESD), the teachers (schools), and their parents to ensure that they attain quality results. Officer 5C also commented that, “Conflicts may be curbed by calculating the teachers’ monthly pay in twenty six days in a month instead of twenty two as it is at the moment”. One of the comments made by Officer 5B was that, “Remuneration should come as a package”. For instance, Officer 5B explained that, “a 26 days monthly rate pay will cater for all overtime needs and it will also benefit the students because the teaching and learning processes will not be confined to a certain number of hours”.

The job satisfaction mentioned in Question 3, could be attained if the mentioned work conditions indicated in Question 2 above are addressed. The findings in Questions 2 and 3 show that leadership conditions contribute to the existence of conflict in the education system of Botswana (cf. 1.3 and 1.2.2.5).
Question 4: What role could school principals play in dealing with conflicting situations that are prevalent in the teaching sector?

Officer 5C commented that, “Sometimes the school heads (Principals) do not have access to the information that should reach schools because the information is not delivered by the officers who receive it”. The officer explained that, “Our office has suggested to the school heads to consider the shop stewards as an additional member of the SMT”. A ‘shop steward’ is a union representative of the teachers. Officer 5B commented that, “The work of the school Heads is challenging and it needs one to acquaint himself or herself with all the statutes”. Officer 5B further commented that, “The school Principals must be knowledgeable on law issues to enable them to handle conflict that may arise in their schools. They should read the Employment Act, the new PSA and the Trade Disputes Act”. The need for the school principals to be knowledgeable was also mentioned by Wilmore (2002:93) who states that the principal must have knowledge of how “the legal and political system works and the ramifications those systems have on shaping schools and communities”.

5.4.7.6 Office 6

In this office, the researcher interviewed two participants at different times. The participants will be identified as Officer 6A and 6B. The interview session took place at the participants’ work place in the afternoon. It took the researcher a long time to begin gathering information from Officer 6A. The cause of the delay was due to the secretary who felt that it was almost impossible for me to obtain the participant’s consent to participate in this research. She promised to inform the participant about the researcher’s intention to interview her but it was later found out that the information was not communicated. She also felt that the officer was new in the office and also not familiar with teachers’ issues. In some instances, the researcher was not able to meet the suggested appointments because they clashed with the participant’s work assignments. However, these obstacles where overcome and the researcher finally interviewed Officer 6A. Before the interview began, the participant asked for the questions through her secretary. An appointment was fixed for the researcher’s interview session with the participant. The officer explained that,
I have asked for your guiding questions so that I may acquaint myself with them in order for me to source for the relevant information. This is because I am not familiar with some of the questions. Therefore, I need to consult with some other officers first.

The interview session was conducted in a different room other than the participant’s office. The answers given to the questions below will represent both Officer 6A and 6B’s opinions.

Question 1: I understand this department was once Teaching Service Management, kindly indicate to me the aspects that prompted the shift from TSM to TSA and the impact the shift brought on the teaching profession.

Officer 6A commented that, “Totally, (really) as I mentioned at the beginning, I am new in this office but I will share with you the little information that I have”. The officer commented that, “The existence of this Office in the MoESD was a result of the changes that were necessitated by the adoption of the new PSA through which all the members of the teaching profession were considered as civil servants”. This is what was indicated in Chapter 1. Officer 6A mentioned that the office is also, among others, responsible for “hiring, paying, and transferring teachers within the MoESD”.

Furthermore, to address the other part of the question that sought to know the impact the shift brought in the teaching profession, she remarked that, “I know that the teachers are not happy about the conditions of service. Our intention is to engage the assistant directors to decide on what could be done. Employee relations is another issue of concern that need to be addressed by the assistant directors and by the regional education directors, and to be passed on to the school Heads and to the teachers”. When strategies have been identified, they will be used. At the moment we only have the following:

1. The Teachers’ Day - this is an annual celebration initiated by the Ministry through which the value of a teacher is appreciation by the Ministry.

2. Negotiations - we meet with the Unions, and issues that concern the teachers are discussed. We do regular consultations with the other teachers’ Unions beside BOSETU.
Question 2: What new services has the shift from TSM to TSA brought in the welfare of teachers at senior secondary schools in Botswana?

The researcher wanted to know how the change of the employing body has benefited teachers at senior secondary schools. In responding to this question, Officer 6B commented that,

The change of name did not bring changes in terms of new service delivery methods or products in the teaching fraternity as far as the Ministry is concerned. But rather the change made the teaching profession’s coordination complicated and we are still learning. No one has carried out a research to determine the effectiveness of the decision which gave birth to the change and adoption of the old and new names in the teaching and learning paradigm. People on the ground are not effective. We, therefore, proposed for teachers to go back to the teaching service regulations, because teaching needs different regulations to govern it.

Officer 6A said,

This government takeover has brought problems. The LOO initiative did not include senior secondary school teachers. No one has done research to see how effective the change has been in the teaching profession because people on the ground are not effective.

When commenting about the LOO initiative, Officer 6A mentioned that, “This initiative benefited the school heads and their deputies only at the junior secondary schools. An evaluation will be done to check the effectiveness of the exercise”.

The conclusion that can be reached from the information gathered from two officers is that, it seems appropriate for the Ministry to evaluate the change of the employing entity from TSM to TSA as stipulated in the new PSA (cf. 1.2). The LOO initiative should also be reviewed (cf. 1.2.2.5, 5.4.2 and 5.4.7.2). As regards the teachers’ salary increment after the attainment of a higher qualification, Officer 2B commented that, “Masters and Doctoral qualifications are not recognised in the MoESD. Higher qualifications are not necessary as far as salary increment is concerned. The qualifications do not mean anything. If a teacher holds a Masters degree at a senior secondary school, his or her salary is not increased”.

When comparing the teachers’ perceptions about salary increments as regards the teachers’ salary increment after the attainment of a higher qualification, the
participants at the selected schools felt that a higher qualification should be considered for salary increment. One participant angrily commented that, “There is no appreciation for a higher qualification”. Some participants wished their school leaders could hold higher qualifications. The wish was expressed by one participant who said, “We long for such a time when people holding PhD qualifications will be heading senior secondary schools because the higher qualification a leader has, the more equipped, knowledgeable and competent he or she will be”. Regarding salaries (cf. 1.2.2.5), one participant at the selected schools felt that “salaries are low and we barely live”.

Looking at the comments made by Officer 2B and the teachers about the teachers’ qualifications and salaries, it seems the employer does not see the need for teachers to hold a higher qualification. One participant recommended that, “The teachers’ promotions should be based on their ability to perform well in the classroom”.

The discussions above show that failure to consider salary increment on the basis of a higher qualification, create tension and conflict between the Ministry and the teachers. The substantive conflict manifests itself by means of the teachers’ reluctance to participate in both curricular and extra-curricular activities; the relational and task conflict manifests itself in the disagreements which show that teachers’ views on salary increment on the basis of a higher qualification is different from the Ministry’s. When one participant indicated that teachers with a diploma qualification in the MoESD receive higher salaries than those with a Bachelor’s degree at the senior secondary schools, he said, “A diploma holder earning more than a Bachelor’s degree holder! - this is ridiculous”. These arguments call for salaries to be commensurate with one’s qualifications, and outstanding performance.

Question 3: To what degree do you work with the educational policy analysts as a way of monitoring and evaluating the adopted new PSA legislation in relation to its suitability for teachers at senior secondary schools?

Officer 6B commented that, “We do not know of any officer in the MoESD whose job title is Education Policy Analyst”. This comment is similar to the one made by one of the participants at one of the schools when he said that, “The reason why there is so
much negativity about the newly adopted policy in the education sector reveals that we have incapable policy-makers”. The non-existence of education policy analysts in the MoESD implies that the educational policies in the MoESD are not coordinated well. The lack of policy analysts in the education system of Botswana may also imply that the existing policies are no longer relevant. There exists a need for the MoESD and DPSM to employ qualified policy analysts to address policy issues in the Ministry of Education and Skills Development. The qualified policy analysts would assess the areas that need improvement so that the teachers and students may benefit from the appropriate policies through constant evaluation of the programs.

The non-existence of education policy analysts (cf. 5.4.7.1 Question 3) implies that the inclusion of the teaching profession in the PSA (cf. 1.2); the new working hours (cf. 1.2.2.6); the change of the employing body (cf. 1.2.2.7); teachers’ leave (cf. 1.2.2.8); the inclusion of teaching as an essential service (cf. 1.2.2.9); the introduction of overtime in teaching profession (cf. 1.2.2.10); and the clocking system (cf. 1.2.2.11) were not evaluated to check if they will improve the profession.

Question 4: To what extent has your department built rapport with teachers at senior secondary schools?

When responding to this concern Officer 6A explained that, “The presence of the officers is, to a great extent, not felt by teachers at senior secondary schools”. In elaborating further, Officer 6A conceded:

Hei, we are thin on the ground and on this aspect we depend more on the Unions. We need to visit the schools once in a while. Really, we are doing poorly on the issue. It is not easy to be in constant touch with the employees because of the bulk of work that we are doing in the office. We are aware of the fact that we cannot get good performance or quality results from disgruntled teachers. We intend to visit so that we may get first-hand information.

One of the teachers at one of the schools said, “Negativity becomes the rule of the visits because those who visit do not come to help us grow but only to destroy (destroying teachers’ morale)” “We are threatened and visited only when there is something that concerns the Ministry” “There is a big gap between schools, teachers, and the Ministry”. These comments indicate that the conflicts between the
Ministry of Education and teachers at the senior secondary schools are relational. Probably, teachers should be visited even when nothing bad is reported. Such visits could improve relations between the Ministry and the teachers.

Question 5: In what way have the following issues influenced the performance of teachers with specific reference to senior secondary schools: 2011 National strike, overtime issues and the clocking system?

On this question, Officer 6A stated,

We are always busy and receive voluminous calls. What I can say with the 2011 national strike is that the teaching and learning was adversely affected. This impacted negatively on the performance of students. At the moment there is a go-slow general perspective. This means that the strike is still on. With overtime issues I can say that the Ministry is paying a lot of money and extra-curricular activities are affected. On the clocking system, the teachers’ Unions are strongly against this initiative. It has been taken to the DPSM office for further discussions. It has been noted that some teachers do the clocking while others are not complying.

From the findings it has been indicated that the officers are more engaged with office work than attending to the teaching staff matters (cf. 5.4.7.1). The visits to schools by the Ministry’s officials would create opportunities for both the teachers and the Ministry to share their concerns.

5.5 CONCLUDING REMARKS

In this chapter, the researcher presented the views of teachers, school managers, BOSETU, and MoESD participants as indicated during the interviews. The six themes that emerged from the interviews with the teachers and the school managers were presented and discussed to answer the research questions. The presented data indicated that the teachers at both the rural and urban senior secondary schools experience conflicts in their workplaces. The conflicts manifested themselves in the existence of poor work relations between the teachers and the school managers, the teachers and the Ministry, and also between the Ministry and DPSM and the teachers’ Unions.

The findings indicated that both the school managers and the participants at the Ministry of Education use leadership styles that are not preferred by teachers. The leadership styles that are commonly used at the selected senior secondary schools
in Botswana are the bureaucratic, autocratic and dictatorship styles. However, the participants indicated their favour for the innovative leadership style. The findings also showed that the school principals do not interact with the teachers and the students in their school environments. Although conflicts are prevalent in the teaching profession, the participants are hopeful that the education system in Botswana can be improved. It is important that misunderstandings and conflicts be solved because the study has shown that students at senior secondary schools are adversely affected since the teachers are demoralised (cf. 5.4.6 and 5.4.6.1).

In the next chapter, the researcher presents and discusses the conclusions reached from the study, and also offers recommendations for further study.
CHAPTER SIX
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

6.1 INTRODUCTION

In the previous chapter (Chapter 5), the researcher presented the results of the primary data. In this concluding chapter, the researcher aims at giving a summary of the literature review and the empirical investigation in the light of the research aims. The intention of the researcher is to give key research findings and make scientific recommendations to education managers and school management teams on how to combat conflict through innovative leadership practices (cf. 1.4.4). Flowing from the research questions as outlined in Chapter 1 (cf. 1.3), which were reiterated in Chapter 5 (cf. 5.1), this study determined to find out how school principals as custodians of directives from the educational managers, could employ innovative leadership to combat conflict in their work environments. The researcher hopes that the identified strategies both from the literature review (cf. 2.2.3.3), the collected data, and the researcher’s model (cf. 6.4), will help to manage conflict.

It is hoped that this study will contribute significantly in identifying the types and causes of conflict at senior secondary schools. The researcher will, then, suggest strategies that could be employed to combat conflict in order to facilitate quality teaching and learning. This study focused on the following research aims (cf. 1.4):

- To investigate the concept of leadership and in particular, the quest for innovative leadership.
- To investigate the phenomenon of conflict in education and the specific approaches which innovative leaders could apply in managing conflict.
- To determine the perceptions of participants in terms of the nature, extent and causes of conflict in the education system of Botswana.
- To make scientific recommendations to education managers and school management teams on how to combat conflict through innovative leadership practices.

In order to address the research aims, in addition to the literature review, interviews (cf. 4.4.2.2), observations (cf. 4.4.2.3) and documentary analysis (cf. 4.4.2.1) were
conducted. Through these methods, the research aims and objectives were achieved.

6.2 SUMMARY OF RESEARCH FINDINGS
The researcher will first give key scholarly review findings from Chapter 2 and Chapter 3 of this research work. Thereafter, the key empirical findings from the data that have been reported in the previous chapter (cf. 5.4) will be outlined.

6.2.1 Key scholarly review findings
According to the aims of the study formulated in Chapter 1 (cf. 1.4), Chapter 2 set out to explain the conceptual framework that provided a detailed literature review on the phenomenon of leadership and other related concepts. The researcher found it fit to give different definitions of the term leadership (cf. 2.2.1). This was done to enable the reader to appreciate different perspectives. For instance, leadership has been defined as getting people to do things they have never thought of doing or do not believe are possible or that they do not want to do (Taffinder, 2006:6). Another interesting definition is sighted by Wilmore (2002:93) who highlights that leadership is “the courage to admit mistakes, the vision to welcome change, the enthusiasm to motivate others and the confidence to stay out of step when everyone else is matching to the wrong tune”.

Thereafter the concept of innovative leadership was dealt with (cf. 2.2.3). When talking about innovation, Baipidi (2013:12) states that “creativity and innovation are key 21st century skills that must be cultivated into every lesson regardless of the subject. It was further elaborated by Buchner and Horth (2009:7) that an innovative approach to leadership is about one’s ability to bring new thinking and different actions to how one leads, manages and goes about his or her work. It has been articulated that there is a big difference between innovative leadership and other leadership styles such as bureaucratic leadership (Spahr, 2015).

In Section 2.3, the researcher indicated that the improvement of schools is not reliant on the either the work of the principals or teachers alone. Improvement in schools is achieved when teachers, principals and school supervisors work together (Bottoms & Schmidt-Davis, 2011) towards the achievement of the set goals. However, Sharp
and Walter (2003: 1) allude that in a school community, the school principal is the most important person who determines the success of his or her school. One other key note showed that school principals’ work is multifaceted and also complex (Rice, 2010). Furthermore, Bartoletti and Connelly (2013:2) acknowledge that school principals find themselves in the hot seat as they are expected to improve teaching and learning. For this reason, Wilmore (2002:93) calls for school principals to have knowledge on how the legal and political systems of the country work and how these systems shape school communities.

In Section 2.4, the researcher discussed three educational leadership models that may determine the success of school principals’ leadership role. These are the school-based leadership model, the transformational leadership model and the cultural leadership model. These models were selected due to the significant role they play on school leadership in terms of enabling the educational managers, school managers, and teachers to bring about progress, originality and, in turn, experience continual professional growth (cf. 2.4.1). Additionally, it develops the leader’s ability to transform his or her workplace (cf. 2.4.2) and the desire to foster a positive culture in the workplace (cf. 2.4.3).

In Section 2.5, the researcher brought to the fore the concepts of leadership theories. These are the Inclusive, Participative, Relational and Path-goal leadership theories. The selection of these theories was prompted by their significant contribution in fostering confidence among school administrators as they make choices in their day-to-day operations (Lunenburg & Ornstein, 2008:3). Fay (as cited in Duignan, 1992:83) states that theory “is an enlightenment process which helps people to see the opportunities for change and break the bonds imposed by habitual ways of knowing and doing”. According to Hoy and Miskel (2005:323), it is argued that in the inclusive leadership theory (cf. 2.5.1), teachers are given opportunity to share in the formulation of policies. Teachers view their involvement in the formulation of policies as an important factor in their morale and in their enthusiasm for the success of the school. The next theory is the participative leadership theory (cf. 2.5.2) which encourages collective participation of the members in a given setting. Next is the relationship leadership theory (cf. 2.5.3) that supports mutual communication between the leader and his or her followers (Bass, 1998:1). The last
theory is the path-goal theory (cf. 2.5.4) which aims, among others, at removing roadblocks that might prevent the followers from attaining the set goals (Alston & Gorton, 2009:13).

In Section 2.6, the researcher presented three leadership styles namely the hierarchical (cf. 2.6.1), facilitative (cf. 2.6.2) and transformational leadership styles (cf. 2.6.3). In the hierarchical leadership style, leaders believe in efficiency, control and routines (Rajeev, 2011). This style encourages the top-down type of leadership. According to Rajeev (2011), school leaders who support the facilitative leadership style, are reflective in nature and tend to be good at reading the politics at work. The skill of reading the politics at work is important in that it is used by school principals to make relevant decisions. Furthermore, Reilly (2010) mentions that facilitative leaders are keen on building rapport, listening actively and communicating effectively both verbally and non-verbally. The last leadership style discussed is the transformational. A comparison between a transformational and transactional leadership styles was made. The literature has displayed that when solving conflicts, leaders who are transactional pay more attention to the needs of the company than they do to the needs of the employees involved in the conflict (Johnston, 2013). On the contrary, leaders who are transformational pay more attention to the needs of their followers (Lin, 2013).

Section 2.7 discussed and explained benefits of effective communication in the workplace. Marzano, et. al. (2005:46) highlight that communication refers to the extent to which the school leader establishes effective expression with teachers, between teachers and students, and the rest of the school community. It is evident from the discussions in Section 2.7 that for school programs to be successful, information sharing must be of quality. It has been discussed also that bad work relations are factors that could bar effective communication in a school setting (Barker, 2009:1).

According to the aims of the study formulated in Chapter 1 (cf. 1.3), Chapter 3 covered the phenomenon of conflict in the education sector. In this chapter, the intention of the researcher was to investigate the phenomenon of conflict in education and the specific strategies which innovative leaders could apply in
managing conflict (cf. 1.4.2) in the education system of Botswana. It has been revealed by Dikole (as cited in Lebani, 2008:195) that the demands in the running of schools and colleges are increasing and also challenging and due to these demands, school managers need to update their managerial skills in order to meet their complex and expanding functions. The need for managers to upgrade their managerial skills is given by Standohar and Yoder (1986:8) who explains that “working organisations and working relationships are dynamic, they refuse to stay put or stand still. Managers must change the style of their management. They must keep in tune with changes outside management, changes in people’s ideas and expectations and changes in the environment within which they carry out their management responsibilities”.

In Section 3.2, the term conflict has been discussed. Baietto (n.d) observes that, “Poor leadership is one of the biggest issues of workplace conflict which emanates, among others, from the management’s failure to model right behavior”. In this chapter, the researcher also discussed types of conflict (cf. 3.2.2.1). This helps to determine the types of conflict that are experienced by the Ministry, school managers, teachers, and students at the selected schools. The researcher further explained and discussed, in Section 3.3, the concept of conflict management. Stimson (2011) explains that conflict management “is a technique which attempts to realign the incongruity between two positions to allow opposing forces to be less damaging and work on a problem solution”. The discussions about a particular conflict situation should be solution driven and the solution should also be creative and integrative in nature (Taylor, 2010:449). Lang (2009:240) sees conflict management as a strategy that managers can employ to handle misunderstandings which could affect employee morale and turnover. Batcheldor (2000:7-9), is of the idea that leaders should have an understanding of ethics in order for them to handle conflicts effectively. Tschanen-Moran (2001:3) believes that when educators and students have a good understanding of the nature of conflict, they will stand a better chance of managing conflicts in a constructive way. Models of conflict management have been discussed and one model outlined five management approaches which include integration, obliging, dominating, avoiding and compromising (cf. 3.3.2). Furthermore, Carlson and Manktelow (2011) identified five main strategies of dealing
with conflict. These are competing, avoiding, collaborating, compromising, and accommodating (cf. 3.3.3). The use of these approaches and strategies proves to be ineffective in managing conflict if innovative leadership is not adopted. This concurs with Miall (2001) who maintains that conflict transformation theorists do not depend on the already existing patterns to resolve conflict in their workplace. It requires an innovative mind.

In Section 3.4, the concept of conflict resolution was discussed. Carlson and Manktelow (2011) caution that it is important for a leader to be skillful enough to keep people and problems separate. Lastly, in Section 3.5, the term conflict transformation was explained and discussed. According to Trans-Conflict (2013), conflict transformation aims at transforming the causes or the perceptions of the causes of a particular conflict. This concept does not resort to a predetermined set of techniques and actions, instead it respects and adapts to the particularities of a given setting (Trans-Conflict, 2013). The types of conflict transformation have been discussed (cf. 3.5.2). It is necessary for school leaders to know the five types of conflict transformation to help them in combating conflict in the education system.

6.2.2 Key empirical findings
The purpose of the study was to explore the role that innovative leadership could play in managing conflict at selected senior secondary schools as outlined in the main research question (cf. 1.3). In order to attain this purpose, the research was centered on the research sub-questions as outlined in Chapter 1 (cf. 1.3.1-1.3.4). The comparison of the literature study and the empirical study has been done to confirm what this study has shown in relation to the set research questions. The key findings that emerged from the study are outlined below.

6.2.2.1 Manifestations of conflicts in the education system
It was indicated from the empirical data that there are conflicts in the education system of Botswana. These conflicts manifest themselves between school managers and teachers, teachers and the MoESD, teachers and the Directorate of Public Service Management (cf. 1.2 and 1.2.2.7), and the teachers’ Union and the Ministry. In turn, these conflicts affect the work relations between the involved teams. The study has further shown that the change of employing entity (cf. 1.2.2.7)
which introduced the Public Service Act No. 30 of 2008 in the education system also escalated these conflicts. As a result, the soured work relations affect the teaching and learning processes in schools as students are not given the attention they deserve. The study indicated that besides the change of employing entity, lack or little attention given to students is caused by teachers’ work experiences (cf. 1.2.2.5) that result in discontentment, dissatisfaction and disgruntlement.

The findings showed that there are a number of factors that contribute to the prevailing conflicts at senior secondary schools. These factors include: communication problems, low salaries and lack of incentives, bad rapport between the Ministry personnel and teachers (cf. 2.6.3; 1.2.2.1; 5.4.7.6 Q4), manipulation of the school principals’ authority by their supervisors (cf. 5.4.1.1), school principals’ failure to interact with the teachers and the students in their school environment (cf. 5.4.6), lack of qualified education policy analysts (cf. 5.4.7.1), untrained school leaders in school leadership and the use of autocratic, bureaucratic and authoritarian types of leadership (cf. 5.4.1). Looking at these factors, leaders would do well to pay attention and listen carefully (cf. 3.4) to teachers in order to understand issues of concern (Carlson & Manktelow, 2011)). Listening also helps both the leader and the subordinates to deal with the conflict in a reciprocal way. This helps to build broken relationships.

6.2.2.2 Communication between the Ministry, school managers and teachers at the schools

It has been revealed that departmental functions in the MoESD are not coordinated, particularly, in the sharing of information with senior secondary school leaders and teachers. Lack of coordination in the Ministry of Education’s departmental functions may enhance a lack of accountability practices which leaders in the education sector should guard against. These practices may escalate the occurrence of conflicts in the education system of Botswana. The research findings revealed that the prevailing conflicts in the education system of Botswana are unattended to (cf. 5.4.2). The teacher participants shared that there is a faultfinding mission that is entertained by the Ministry personnel. The prevalence of unresolved conflicts in teachers’ workplace produces a team of demoralised workers, soured work relations, poor performance and low commitment to one’s duty. The challenges experienced
as far as communication component is concerned, indicated that leadership conditions also contribute to the existence of conflict.

6.2.2.3 Necessity of trained managers
The study indicated that only one member of the school management team has acquired a Masters degree in Educational Management. Moreover, the regional education personnel and the MoESD officers have not been trained to manage schools either (cf. 5.3.1). It is important to have a team of leaders who are well trained to execute their duties (cf. 5.4.1). This is supported by Maxwell (2011:9) who states that when leaders are trained and successful, team-work improves, performance increases, leaders in the organisation are increased because the leader has reproduced himself or herself in the personhood of the led. Barten (2013) adds that leaders should have the ability to coach, mentor and advise their followers. This needs transformative and innovative managers. With these qualities, both the school and the Ministry leaders would improve their leadership capabilities, as such getting rid of unfruitful leadership conditions as indicated in the preceding finding.

6.2.2.4 Building trust
Organisations flourish more when the followers have confidence and trust in their leaders. According to Bass as cited in Childers (2007) such leaders are transformational in nature. These are leaders who are able to motivate individuals to be innovative and creative. The empirical findings have shown that the prevailing conflicts have ruined the component of trust that should exist between school managers, the MoESD, the employer, and teachers (cf. 5.4.6). Cordeiro and Cunningham (2003:166) show how important the element of trust is as they argue that trust, among administration, faculty and community, is perceived as a significant element in leadership. In order to promote this element, innovative leaders could opt for a conflict transformation strategy which deals with conflict amicably to enhance peaceful work environments (Botes, 2013). This is important because workers in their natural settings need to support one another. But if trust among them is lacking, the team is weakened.
6.2.2.5 Teachers' dissatisfaction with the employer
The dissatisfaction of teachers with the employer (cf. 1.2.2.5 and 5.4.7.2) on issues that concern their welfare at senior secondary schools was one of the key findings in this study. Failure to resolve the prevailing conflicts has led to high rate of teachers leaving the teaching profession or remaining as part of the profession while manipulating it (cf. 5.4.6). Some of the teachers have opted for early retirement, further studies in a different field and a search for new job opportunities. One of the teacher participants commented that “schools must be teacher friendly to reduce high turnover of teachers”. This comment shows that the level of teacher retention in the teaching profession is declining. A number of factors that contribute significantly to the decline have been mentioned during interview sessions (cf. 5.4.1; 5.4.4; 5.4.7.6). This finding is in line with what Arnott and Holmgren-Hoeller (2010:2) noticed when they comment that “issues create a pressure-cooker-like environment that strains to the brink the capacity and patience of faculty and staff members. The authors continue to say that the “crushing pressure experienced today by faculty and staff members, administrators pushes talented professionals away from a career in the field of education”. The findings demonstrates that both the introduction of the new PSA in the teaching profession (cf. 1.2), and leadership conditions (cf. 1.3), contribute significantly to teachers’ dissatisfaction with the Ministry of Education and DPSM.

6.2.2.6 Cleanliness of the selected schools
The appearance of the school sites showed that the supervision of students by teachers is greatly neglected (cf. 5.4.5.6.1). The cleanliness of the teaching and learning environment is of great importance because it ascertains hygienic habits. It instills in the students the practice of valuing their surroundings and this may, to a greater extent, lessen practices of vandalism. It is possible for teachers to cooperate with the school managers and tidy up their schools. One of the factors that hinder teachers from going an extra mile (doing more than one is expected to) is that teachers feel that the employer withholds overtime payments (cf. 5.4.5.1). This experience differs from Hill’s (2008:115) who shared about the habit of working more than what a person is paid for. Hill (2008:115) is convinced that by offering more service than that for which one is paid for, “one turns the spotlight of favorable attention upon himself or herself in working more than what he or she is paid for and
it will not be long before one is sought for with impressive offers for his or her unselfish services”. The concept of overtime is relatively new in schools as it was initiated after the introduction of the PSA (cf. 1.2). The study showed that the overtime challenges affected extra-curricular activities as a whole (cf. 1.2.2.4).

6.2.2.7 Delayed responses
The study has revealed that there is unexpected delay in responding to teachers’ concerns within the MoESD (cf. 5.4.7.1 and 5.4.7.6) due to ministerial protocol observance. The delay could be caused by internal meetings, seminars, workshops and telephone calls that the ministerial personnel attend to. These high voluminous amounts of meetings and calls have the potential to hinder effective school visits by the officers (cf. 5.4.7.6). The observance of Ministry’s protocol should be aligned with the demands of the teaching profession. Buchner and Horth (2009: 6) caution that, “As problems and circumstances become more complex, they do not fit previous patterns”. Therefore, it will be rewarding for school principals and the MoESD officials to do away with the routine way of carrying out their official activities. The routine way of carrying out their official activities indicates a serious condition that needs to be addressed by both school managers and educational leaders. When prompt reactions are taken, then issues of strikes (cf. 1.2.2.5) would be curbed.

6.2.2.8 Education Policy Analysts
The research findings revealed that the MoESD does not have qualified personnel responsible for educational policy matters (cf. 5.4.7.1 and 5.4.7.6). Hence, it was observed that the conflicting situations in the education system of Botswana need skilled education policy analysts to contribute significantly in the formulation, implementation and evaluation of policies that drive the operations of the MoESD as a whole. The researcher further concludes that qualified education policy analysts may contribute significantly to the following issues that seem to have brought conflicts in the education system of Botswana: The new Public Service Act No. 8 of 2008 (cf. 1.2 and 5.4.5); The 2011 National Strike (cf. 1.2.2.1; 5.4.7.3; 5.4.7.5); The Levels of Operations (cf. 1.2.2.5; 5.4.2; 5.4.7.2); The “no work, no pay” principle which was applied on teachers during the 2011 strike (cf. 1.2.2.2). It is evident from the multiplicity of conflicts in the education system that much remains to be done in
the management of conflict. The solution might be found in the engagement of qualified Education Policy Analysts.

6.2.2.9 The introduction of the Public Service Act
The introduction of the new Public Service Act brought with it changes that impacted the teaching and learning programs negatively (cf. 5.4.5.1-5.4.5.6). One of these changes was the introduction of the working hours (cf. 1.2.2.6 and 2.3.2). The study revealed that the inclusion of the teaching profession in the country’s civil servants regime caused several other changes in the teaching profession (cf. 1.2). These changes bred conflicts that continue to manifest between school management teams and teachers, the MoESD and school managers and teachers and the employer (DPSM). In turn, the students become victims of the prevailing conflicts in that the teaching and learning processes are adversely impacted (cf. 5.4.2).

6.2.2.10 The 2011 National Strike
It has been indicated by the study that the national strike is still on at senior secondary schools (cf. 1.2.2.1 and 5.4.7.6 Q4). However, the manifestations of the strike are hidden (cf. 5.4.7.5 Q1). The strike is in the form of sabotaging practices by teachers against the Ministry’s efforts to improve schools’ performance (cf. 1.2.2.4 and 5.4.2). In turn, the Ministry and the DPSM use directives (orders), victimisation and threats to have ‘control’ over teachers and school managers (cf. 5.4.1-5.4.3). This finding is in agreement with what Beech and Mckenna (2008: 347-348) observe when they argue that collective conflict can lead to industrial action including strikes, go-slow and overtime bans while individual conflict may manifest itself in absenteeism, a high turnover rate or even sabotage.

6.2.2.11 Leadership style of school principals and the educational managers
The study had shown that the leadership styles used by the school principals, the MoESD and the employer are mostly transactional and bureaucratic (cf. 2.6.3 and 5.4.3). These styles do not promote the ten strategies that innovative leaders should employ in their workplace (cf. 2.8.2). In this finding, the conditions surrounding leadership (cf. 1.3) regarding leadership styles, still stands to be an issue of concern.
6.2.2.12 Teachers’ wages
The study further revealed that salaries are not commensurate with one’s academic qualifications in the education system of Botswana (cf. 5.4.7.6 Q2). The researcher has observed that higher salaries in the teaching profession in Botswana are determined by promotions to a post of managerial responsibility. This implies that teachers experience a power struggle in their workplace. This concern was also revealed earlier in this study (cf. 1.2.2.5).

Having looked at the summary of the research findings, the following section will attempt to answer the research questions to provide research conclusions.

6.3 RESEARCH CONCLUSIONS
The following research conclusions are based on the research questions of the study as outlined in Chapter 1 (cf. 1.3.1-1.3.4). This section outlines the conclusions reached through the literature review and the empirical data collected in this study.

6.3.1 Research Question 1
What role could suitable leadership strategies play to create a climate conducive for quality teaching and learning in Botswana senior secondary schools?

6.3.2.1 Leadership strategies
It has been evident that innovative leadership and transformational leadership style have most of the strategies in common. Leaders could employ these strategies to create a climate that is conducive for quality teaching and learning at the selected schools.

(i) First and foremost, transformational leaders are influential inside and outside their workplace. This goes hand-in-hand with what Cherrington (1994:618) who highlights that leadership is the on-going influence a leader possesses that goes beyond the mere observance of the given directives. The leader’s influence makes the followers willingly give their allegiance to their leaders. The influence of school principals and educational managers is needed in the education system of Botswana because the teacher participants have been reported as “disgruntled,” “demoralised,” “dissatisfied,” “unfulfilled” in their
work environments (cf. 5.4.7.6). These descriptions of teachers’ attitudes above imply that the possibility of giving allegiance to their supervisors is low.

(ii) Secondly, Scholl (2002) supports creativity and innovation in that he ascertained that “transformational leaders are creative thinkers and as such, transformational leadership is a needed feature in today’s organisations to engender an organisational culture and work environment that motivates workers to cherish creativity and innovation”.

(iii) The third strategy is good communication skills. Transformational leaders are seen as good communicators. When organisational communication strategies are used effectively, the conflict situation may be handled amicably. The need for good communication skills has been affirmed by (Drucker, 1992:33) who said “transformative leaders communicate the value of their vision by words and example. If the human resource alignment is excellent, anyone who visits the organisation can infer its vision from the activities and operations of the organisation without reading it on paper or consultation with one of the senior managers”.

(iv) The fourth strategy that is found among the transformational leaders is the skill to motivate followers. Lunenburg and Ornstein (2008:150) argue that transformational leaders have incomparable impact on their organisations. These leaders have the ability to motivate their followers to do more than they are expected. These are the kind of leaders that are needed in the education system of Botswana.

6.3.2.2 Leaders’ interactions with teachers
One of the strategies that leaders in the education system of Botswana could employ is active and healthy interactions with teachers. Teachers have shown great desire for school managers, regional education officers and Ministry’s personnel to interact with them (cf. 2.3). The data further revealed that the Ministry does not interact with teachers at senior secondary schools (cf. 5.4.7.6). Crow and Matthews (2003:263) believe that for a school leader to learn to become innovative he or she must adjust to his or her work environment.
6.3.2.3 Role modeling for excellence
In order for the operations at the selected senior secondary schools and the MoESD
to become effective, the school principals and Ministry’s personnel should infuse
innovativeness in themselves and in teachers as they work together to improve the
teaching and learning environment (cf. 1.1). Role modelling for excellence (cf. 2.5.4)
aims at refusing mediocrity and insisting on innovativeness at senior secondary
schools (cf. 5.4.3). One participant commented that “we have outgrown the system,
we need challenging programs”. When talking about innovativeness, Sergiovanni
and Starratt (1998:180) articulates that a system that functions well would tend to
discover new measures, generate new aims, constantly improve the delivery and the
kind of services offered. All these aspects will make such a system unique from
others. Lin (2013) writes of an innovative (transformational) leader as a leader who
is ever capable of leading by example and also believes in his or her followers.
Barten (2013) refers to this example as “walking the talk”.

6.3.2.4 Listening skills
According to DeCenzo and Robbins (2007:430), in order for the listening skills of
school managers and teachers to be fruitful, the listening should 1) be void of
presumptive motives, 2) welcome criticisms, 3) acknowledge loopholes in the
operational system, 4) accept corrections and 5) get ready to do things in a better
way. The outlined elements are in line with Miall’s (2001) conviction that behaviour,
communications, perceptions and cognitions of individuals, leaders and groups are
to be guarded because they are the “warp and weft of conflict”. Furthermore,
Diversity and Inclusion (2014) hypothesise that when people do not possess good
communication and work relations skills, conflict may be harmful. This may cause
the followers to be ineffective.

6.3.2.5 A positive mindset
Maintaining a positive mindset is one of the strategies that need to be used by
educational leaders in order to rebuild broken relations. The conflicts experienced
by teachers at senior secondary schools in the education system of Botswana have
created antagonism, negativity, fear and intimidation (cf. 5.4.6.1). These factors are
undesirable in a work environment (cf. 2.2.3) where a positive mindset is to be
maintained. Thus, education leaders ought to promote positive mindsets in schools
through their service (cf. 2.3). According to Rahim (2011:6) the key element in leadership is to serve more than to lead. He also says that whenever there is conflict, “alternative solutions to a problem may be found”. This strategy, therefore, calls for education leaders to promote more cheerful events or rewarding activities such as open forums. The researcher as a professional in the teaching profession is a witness to the fact that teachers desire to be granted a platform to share their views and feelings (cf. 5.4.4). The sharing of views may, to a certain extent, promote positive mindsets among the practitioners in the education system of Botswana.

6.3.2 Research Question 2
What suitable strategies could innovative leadership apply in managing conflict in Botswana senior secondary schools?

It has been indicated from the empirical data that leaders at the school level employ autocratic, dictatorship, transactional and bureaucratic types of leadership (cf. 5.4.3). Teachers revealed that their ideas are not appreciated as the school operations are closely controlled through the directives that school principals and other school managers receive from the MoESD. This empirical evidence is proof that innovative leadership is not being used at the school level, regional education office level, Ministry’s personnel level and at the DPSM’s level (cf. 5.4.3). On the other hand, the findings of this study suggested that innovative leadership could play a significant role in managing the prevailing conflicts in the education system on all levels including the ministerial, the regional and school levels. Doss (2013) indicates that school principals that are effective are alert to their work environment. This is important because when school leaders apply innovative leadership, they will be well positioned to notice the needs of both teachers and learners and, thus, being able to bring transformation and encourage innovativeness in their leadership role. The study has shown that the role of innovative leadership could improve the following:

- The concept of innovation would create a conducive climate for teaching and learning through new services and products that will benefit both teachers and learners. In this regard, the principal should be familiar with his or her work environment (cf. 2.2.3.2). This is supported by Sloane (2006) who mentions
that “business is rife with opportunities for the lateral thinker who can create new ways to provide goods and services that customers need or want”.

- The expertise in handling different issues makes the leaders trustworthy. When trust exists, followers work without fearing to be labeled, victimised or threatened.

- Furthermore, when there is innovation, leaders would welcome ideas from others. This is in line with what (Alston & Gorton 2009:13) highlights that leadership is creating an environment in which people want to be part of the organisation and not just work for the organisation.

- Since conflicts adversely impact on teaching and learning exercises (cf. 5.4.2.1), the role of innovative leadership would create school environments where communication flow is smooth (cf. 2.7.5). The teaching staff would be encouraged to be creative and innovative in the execution of their duties (cf. 2.2.3.3).

### 6.3.3 Research Question 3
The question asked was: What is the nature, extent and cause of conflict among the teaching corps of senior secondary schools in Botswana?

The perceptions of conflicts at senior secondary schools can be divided into various categories such as: school management versus teachers; employer (DPSM) versus the MoESD; the MoESD versus regional education officers; unions versus the MoESD and DPSM and the MoESD versus school management. According to the Institute of Development Management Report (2006:66), it is ascertained that “effective leaders harness the energies and gain the commitment of their people towards great achievements…”

#### 6.3.1.1 The nature of conflict at senior secondary schools
There were seven (7) types of conflicts that seemed to come out from the interviews. They were the Collective, Personal or Individual, Substantive, Relational and Task, Intra-organisational, Misattributed and Displaced types of conflicts. An
understanding of these conflicts will give role-players an idea of the nature and extent of conflict at senior secondary schools in Botswana.

Some of the conflicts that are prevalent at senior secondary schools are relational and task oriented in nature. Denti (2014) writes about two types of conflict, namely, relational and task conflicts. The task conflict refers to disagreements in opinions, viewpoints and ideas about the group task and the related activities in solving the task that should be performed. This type of conflict originated in the clocking system (cf. 5.4.5.5), the eight hour workday (cf. 5.4.5.4) and the Imprest Schema (cf. 5.4.5.2) initiatives. The relational conflict refers to interpersonal disagreements and clashes. This type of conflict has a great potential to drain the mental energy of the individuals who are trapped in it. The victims may experience negative emotions such as stress, frustration, fear and anger. Thus, this type of conflict emanated more from the overtime and working hours issues (cf. 5.4.5.1 and 5.4.5.4).

The findings showed that one of the conflicts that exist between school principals and teachers at senior secondary schools in Botswana is categorised as intra-group personal conflict (cf. March & Simon 1993:132). The conflict happens between two or more individuals. Furthermore, the other conflict experienced by practitioners in the education system of Botswana is the intra-organisational conflict. Intra-organisational conflict is a conflict within an organisation (March & Simon, 1993:132). Moreover, it can be further classified based on whether the conflict affects departments, work teams or individuals in the school setting. This type of conflict is substantive (Jehn,1997b:288). Substantive conflict portrays disagreements of members in a group concerning the performance of a given task. This conflict manifested itself between educational managers (school managers and MoESD) and the teaching staff in the non-execution of extra-curricular activities (cf. 5.4.5.6) and also between school management teams and teachers in the supervision of students during the Silent Uninterrupted Morning Study period (cf. 5.4.5.4).

Furthermore, there is the displaced type of conflict that manifest when the groups that are involved in a conflict make an innocent party suffer as a result of their conflict. The other type of conflict is the personal or super-individual conflict in which conflict arises whenever a person’s actions have an adverse impact on another
individual (Rolloff & Soule, 2002:479-480). These conflicts manifested themselves between teachers and the DPSM and the MoESD. The empirical findings showed that teachers’ morale and commitment to their work dramatically declined due to the prevailing conflict in their profession. The low morale and commitment of teachers affected the learners although they were not directly involved in the conflict. The other type of conflict is the individual conflict which manifests itself in absenteeism, a high turnover rate or even sabotage of planned activities among teachers at the selected senior secondary schools.

In order to solve conflicts, it is important for all parties to a conflict to be given an equal voice in the building of work relations to solve conflict. This should be done regardless of participants’ position, length of service or educational qualification. It is crucial for those who are involved in a conflict to be given a chance to express themselves equally because employees in conflict can become defensive if they feel they are not recognised and valued. From the collected data, it has been shown that the cause of the conflicts that are prevalent in the MoESD is the unequal voice in the system. This inequality manifests in the legal, educational, socio-economic, administrative, political, lack of communication and consultation skills. However, Baietto (n.d) believes that “while it is everybody’s job in a company to deal with conflict appropriately, much responsibility lies with senior leaders and management to have an understanding of how conflict is handled”.

This brings the researcher to some conclusions about the causes of conflict in the education system.

6.3.1.2 The causes and extent of conflict at senior secondary schools

i) Legal factors. Labour issues between the Unions, DPSM, and the MoESD (cf. 5.4.7.5 Q1 (i) is one of the causes of conflict in the education system of Botswana. The participants have reported that the relations between the MoESD and teachers are not so cordial due to labour issues. The MoESD and teachers’ Unions fail to solve conflicts amicably. This leads to teachers’ reluctance in taking an active part in the supervision of extra-curricular activities (cf. 5.4.5.6). Ultimately, students’ performance is adversely affected (cf. 5.4.5.4).
ii) Educational factors. Lack of leadership training was alluded to as one of the contributing factors to the conflicts in the education system of Botswana (cf. 5.4.1). The participants mentioned that school leaders are taken from the classroom to posts of responsibility (cf. 5.4.1). Therefore, there is a need for school managers to acquire certain skills to enable them to work with teachers, students, parents and their auxiliary staff members. It is also crucial that school managers be trained so that they may be effective in managing their schools. This is a key component to the improvement of students’ academic excellence.

iii) Socio-economic factors. Participants shared a feeling that teachers’ matters pertaining to their social welfare are not given the attention they deserve. This contribute greatly to teachers’ dissatisfaction about progression, poor work conditions, the low pay structure, a narrow promotion pyramid, lack of salary increment upon completion of Graduate and Masters or Doctoral degrees (cf. 1.2.2.5). These factors affect teachers economically as they do not have incentives to cushion themselves in the economical recession the country is going through. Ultimately, teachers get demoralised, their commitment is hampered, their interest for the job is reduced, students’ education suffers and the work relations become strained both in schools and in the Ministry. The concern about teachers’ social welfare, is concluded with a suggestion that promotion of teachers should be based on their performance in the classroom and the acquisition of higher qualifications.

iv) Administrative factors. Pertaining to the multiple directives that time and again flood the school work environment, the study has shown that school principals, in turn, dictate directives to teachers to force them to comply (cf. 5.4.6). The study has also shown that the Ministry takes long to address and solve problems in the teaching profession (cf. 5.4.7.6). These delays cause anger among teachers at senior secondary schools and as such, teachers become unhappy and eventually, this impacts negatively on their performance. As a result of administrative factors the teaching and learning processes are affected as teachers show reluctance in executing their duties.
Teachers’ reluctance leads to victimisation and the use of threatening language by the MoESD and the employer, resulting in antagonism and sabotaging attitudes by the teaching staff. The school management and the Ministry resort to the use of directives to make teachers carry out some of the duties. Hence, the work relations are strained, communication flow is stifled and productivity hindered. This scenario is what Baietto (n.d) observes in the following statement: “Poor leadership is one of the biggest issues of workplace conflict and one of the reasons is management’s failure to model right behaviour”.

v) Political factors. The participants who viewed the nature of conflicts as political said, “As long as our educational system is led by politicians it will not succeed because the structuring of the Ministry’s departments kills it’s continuity”. The researcher believes that this view is true to a greater extent because the study has shown that most of the initiatives that the political leaders introduced in the education system failed (cf. 5.4.1.1).

vi) Lack of communication and consultation skills. The study findings have shown that communication between school leaders and teachers, the MoESD and school leaders follows the top-down style (cf. 5.4.4). This has emerged as one of the causes of conflicts at the selected senior secondary schools. Lack of communication and consultation skills implies that poor communication invades the school environment and consequently affects the teaching and learning processes. One of the examples cited by the participants was the introduction of the Rapid Assessment Initiative (RAI) which was mainly for the purpose of improving the quality of education in senior secondary schools (cf. 5.4.4.2). In the lack of communication and consultation skills and the introduction of the Rapid Assessment Initiative, conflict manifested itself between the school principals and teachers, school principals and the MoESD, the MoESD and the DPSM personnel (cf. 5.4.4.1).
6.3.4 Research Question 4

The fourth research question deals with recommendations that could be employed to combat the prevailing conflicting situations in the education system of Botswana. The question of consideration is framed as follows:

What recommendations could be made to education authorities and school management teams in terms of specific strategies to combat conflicting situations among various role players within the education system of Botswana?

The answers to this question will be given in Section 6.4 and 6.5 which cover the recommendations as extracted from the research study. Section 6.4 will be centered on the implementation of the researcher’s outcome contribution model as a strategy of conflict management. While Section 6.5 will give attention to the recommendations that are Directorate of Public Service Management based, Ministry headquarters based (Policy issues), Regional office based (Implementation and monitoring), and School based (Day-to-day operational and relational issues).

6.4 The School R.E.V.A.M.P model

Based on this research work, the researcher has developed the School R.E.V.A.M.P. model. The school R.E.V.A.M.P. model is centered on the six critical elements that prominently emerged from the findings, based on the literature study, interviews, and the empirical investigation conducted. These identified elements are a summary of the innovative strategies that could be employed by leaders to curb conflict situations and bring new life into the education system. The model is cyclic. At the core it has the learners, as were revealed in the findings, as the most affected by the unresolved conflicts in the education system of Botswana. This model proposes that if the employer, the MoESD, the parents and schools (E.M.P.S) are fully committed to innovatively support the learners and without conflict, they, in turn, will reap the benefits of a quality education to the advantage of the country as a whole. As a result, the country would have dedicated teachers in the future, responsible citizens, and competent individuals. This can be achieved through the employment of these elements: R- Research; E- Evaluation; V- Vanguard; A- Availability; M- Monitoring; P- Performance
In this model, the first element is *Research* represented by the letter, R. The model suggests that all the stakeholders, for instance, schools (school managers, teachers and Unions), parents and students, the MoESD and the DPSM should engage in research work for the betterment of the education system. This would ensure that the stakeholders make informed decisions. It is important that the stakeholders engage in research activities because this would eliminate behaviours and tendencies based on suspicion. Research work would help various stakeholders understand each other and be better positioned to provide effective service for the achievement of the intended goals. Through research, other countries’ experiences could enrich educational leaders’ perspectives in managing conflict which when carelessly ignored, immensely impacts on the performance of students. For instance, the employer and the MoESD could find out from other countries how their teachers’ salary structures are. Besides the salary concern, it could be found out what strategies are used to keep the teachers in the teaching profession.
The second element represented by letter E is Evaluation. The importance of this element is that the educational programs that affect both teachers and students would be constantly evaluated. This would improve the services offered within the Ministry and also keep programs up-to-date as new ones are introduced and old, irrelevant ones are discarded. Additionally, identified gaps would be addressed. Improvement of services could be achieved through a number of endeavours as the researcher will elaborate on them shortly. For evaluation element to serve the intended purpose, those who are evaluated must cherish a teachable spirit. They should learn to appreciate the contributions of others because in doing so, schools will be helped to discover practices that give them a reputable image (According to Unison Consulting, 2014). This is what Appreciative Inquiry (cf. 4.3.3.2) aims at. Moreover, after any evaluation exercise, ‘way forward’ should be mapped out and dates for the next evaluation set. This is to observe if there is improvement, check if they are hindrances, provide adequate assistance, encourage creative and innovative thinking, and maintain success. Evaluation is supported by Kaplan (as cited in Myers, 2011:56) who states, among others, that the first step in innovation action research is to observe and document innovation practice such as constant evaluation of a given task. Evaluation also enhances collaboration of teams which, in the long run, eases tension and improves team building, thus, minimising or eliminating conflict.

The third element is represented by the letter, V which stands for Vanguard. According to the Oxford Advanced Learner’s Dictionary (2004, s.v. “vanguard”), the term vanguard refers to a group of people leading the way in new developments or ideas. This is a relevant aspect in innovative leadership which demands that leaders be in the forefront (Barten, 2013). Furthermore, this element strives to make the E.M.P.S realise that each one of the key performers as indicated in the model has a role to play in finding solutions to the prevailing conflicts in the education system. When all stakeholders are in the vanguard of quality education, more good can be expected in the education system. The realisation of each of the E.M.P.S as an agent in handling conflicts amicably, ascertains that the fourth letter, A which represents Availability will be met. In this element, education leaders, school managers, teachers and parents should avail their services, skills, and means to
enhance students’ performance. This modern era of rapid changes in the education realm demands that the identified groups in the model invest significantly in the education of the learners. Availability further demands that every E.M.P.S should assume the position of a leader in his or her own right.

Furthermore, the fifth element represented by the letter M, stands for Monitoring. When monitoring is rightly done, the running of the day-to-day activities at senior secondary schools would be guided. Parents will also monitor the work of their children at home. This element demands that there be a strong collaboration between parents and schools. It is through collaboration that unwelcome habits such as truancy could be controlled. In turn, when the students realise that the E.M.P.S is constantly monitoring their conduct at home, school, and even elsewhere, the last element represented by the letter P, Performance, would be achieved. High student performance is a result of the combined effort of the employer, Ministry, parents, and schools. Good performance will rate the Botswana education system among the top education systems that are excelling academically. This will give the country a reputable name. As a result, other countries will desire to engage in educational exchange programs with Botswana. However, quality performance in schools calls for determination from the employer in ensuring that the teaching teams’ salaries are realistic in terms of socio-economic demands. Campbell (2006) declares that, “Good education is found in a system that pays salaries that will attract good, qualified teachers”. When good teachers are retained, the employer may not experience issues of job dissatisfaction that results in high turnover of teachers. The retention of teachers then becomes a big contribution for consistent returns in students’ performance.

**How the model can be used as a strategy for conflict management**

The ultimate goal is for leaders to be innovative in their doing of things in order for the six elements of the model to be achievable. Leaders in the teaching profession can employ several innovative strategies to enable them curb conflict in schools. As Rahim (2002:8) highlights, when conflict management strategies are put in place in an innovative way, positive outcomes of conflict with the goal of improving learning in schools will be promoted (cf. 3.3). The model calls for leaders in the education
system to consider employing the following to enhance the achievement of the six critical identified elements:

- Conflict management committees
  These committees can be formed to cater for different groups of people in schools, that is, students, teachers, non-teaching staff and management category. A certain number of representatives from each group could be selected to form the school conflict management steering committee. The steering committee should have members from the Ministry officers who could be called to attend some of the committee meetings depending on the gravity of the conflict that is handled. Shop stewards representatives should also be members by virtue of their position.

- Timeous reactions when problems arise
  School managers and educational leaders should be prompt to respond when problems arise. It will be easier to manage small problems than to wait until the problems become intractable. Weiss (2011) calls for quick and even informal meetings to be held to ensure that nothing hinders progress.

- Use brilliant ideas from others freely
  School managers can tap from the fountain of great minds they have at their disposal. Leaders should know that no individual has all the ideas, the skills, and time to carry out the challenging tasks of contemporary leadership (Bergmann & Horst, 1999:18-20). The welcoming and implementation of good ideas from one's followers has great potential for building trust between the two.

- Appreciate teachers’ outstanding contributions
  When leaders use the appreciation strategy in a continued way, teachers will realise their own value in schools. When this realisation is shared equally and it is appreciated by teachers, the occurrence of conflicts would significantly be minimised. The Appreciative Inquiry research strategy is in support of this practice (cf. 4.3.3.2).
• Be on the alert to detect conflict indicators

School managers can use, among others, the following indicators to tell that things are not normal in their work places:

i) Demoralised attitudes

ii) Absenteeism

iii) Factions in the workplace

iv) Persistent complaints, anger, antagonism

v) Lack of commitment

• Leaders’ impact on their schools

It is important for the leaders to have enough knowledge about teachers’ welfare outside the workplace. Create time to know their achievements, plans, challenges, and aspirations in life. Acquire some background information about each and every teacher. The organisation of some special events throughout the school calendar year would make this component possible. For instance, when the school begins, a mini-party can be thrown to welcome new and old members of staff; during the middle of the year, the school can meet again to celebrate the achievements attained thus far; at the end of the year, another gathering can be called for to bid farewell to members of staff who might be going for transfers, retirement, further studies and so on. Interactions during these meetings would facilitate the sharing of information because people will be in a happy mood. Leaders can augment the suggested events by carrying out regular one-on-one meetings with their teachers (Guthrie & Parisi-Crew, 2009:17).

The Ministry and the employer should also make efforts to visit with schools and interact with them on a face-to-face level. It is when people know each other to a certain extent that they tend to relate well with one another. This produces a good work environment which might not become conflict infested.

• Open door policy

Leaders in the educational sphere should allow teachers with issues of concern to access their offices at any time. This will guard against building of tension which
results from bottled hurt feelings. Let there be free consultation between the school managers, educational managers, and teachers

- Leaders should choose to be innovative
Above all, leaders in the education system should choose to be innovative. An innovative leader is needed more than any other because of his or her incomparable leadership characteristics (cf. 2.3.3).

- Effective communication practices
From the study, it was shown that communication between schools, Ministry and DPSM is not effective (cf. 5.4.4). Communication in schools could be improved by creating websites to enhance the sharing of information on conflict. In the websites, information regarding conflict, conflict management and related concepts such as work relations and conducive school climate could be shared with an intention of sharing knowledge and skills to perceive and manage conflict positively.

- Flexibility
The study has shown that leaders at the school and the Ministry level are not flexible in their leadership practices (cf. 1.2). The concept of being flexible carries much weight in the School R.E.V.A.M.P model because it has the potential to make teachers and learners become appreciative rather than resistant to the E.M.P.S’ efforts in improving performance. Robbins (1996: 18) affirmed that “victory will go to those organisations that maintain their flexibility, continually improve their quality and beat their competitors…”. The leaders in the education system should consider changing their leadership style from those that are rigid to the one that is flexible (cf. Spahr, 2015).

In all the above activities (and others), research, evaluation, van guarding, availability, monitoring and good performance are taking place.

Both the research conclusions and the researcher’s outcome contribution model generated the following recommendations.
6.5 RECOMMENDATIONS
Based on the findings of the literature review and the empirical study, the following recommendations for dealing with further conflict are made. The recommendations for the improvement of practice will be outlined by four levels of governance.

Directorate of Public Service Management based recommendations

Recommendation 1: Higher qualifications should attract a salary increment
It is further recommended that the salaries of teachers who hold higher qualifications be augmented accordingly. In this research study (cf. 5.6.7.6), it has been confirmed that “a higher qualification is of a lesser significance in the MoESD”. This was also affirmed by teachers at the selected schools. The researcher is also a witness to this fact. It is important that teachers be paid well for the quality of education to be improved. Campbell (2006) declares that, “Good education is found in a system that pays salaries that will attract good, qualified teachers”.

Recommendation 2: Teachers’ promotions
The study has shown that teachers in the education system of Botswana get ‘good salaries’ through their promotions into managerial posts. It is recommended that the promotion of teachers should not be based on the narrow pyramid attained through an appointment to managerial posts of responsibility. Instead, their promotion should be progressive as long as they are productive in executing their duties as facilitators in the classroom.

Recommendation 3: The Public Service Act
A further recommendation is made that a review of the new Public Service Act be made in relation to its relevance to the teaching profession. This is because the study has shown that the inclusion of teachers in the public servants domain escalated conflicts at senior secondary schools over many work-related issues (cf. 5.4.5).

Ministry headquarters based recommendations (Policy issues)

Recommendation 4: Code of Ethics
A recommendation is made for the MoESD to formulate some code of work ethics for teachers at senior secondary schools, junior schools, and primary schools. Work
ethics refer to a set of principles that are meant to govern workers’ conduct in a given profession. The conviction is that the code of ethics would give a clear description of the tasks that teachers are expected to perform. The introduction of a code of ethics would motivate teachers to possess the expected attitudes and behaviours as they adhere to their work demands (Salaberry, 2006). This would promote the culture of schools as one of the participants related that “work ethics can make a difference because it is key to an effective school culture”. This recommendation addresses the problem that pertain to the duties that teachers are mandated to do.

**Recommendation 5: Training of School Management Teams**

It was discovered that the majority of school managers were not trained for leadership apart from one school principal (cf. 5.4.1.1). Therefore, it is recommended that all school managers be trained for school managerial roles. This would improve the way senior secondary schools are run because school leaders would be equipped with leadership competencies and skills.

**Recommendation 6: Doing research**

It is recommended that the Ministry should embark on research. A concern was raised by participants at schools and the Ministry that little or no research work is carried out by decision makers in the education system (cf. 5.4.4; cf. 5.4.7.5 Question 3). When the decision makers carry out research, the Ministry would gather information about the educational policies. That is, their formulation and implementation processes. Doing research is important because the Ministry would possess adequate information about the needed policies and about teachers and student welfare. Doing research will also be useful for knowing procedures that may improve the education system.

Crossing over to the Union office, embarking on research would enable the office to represent its members appropriately as labour issues are discussed with the Ministry of Education officers. The study has revealed that there are times when the Union makes decision on behalf of its clients without inviting members' participation (cf.
5.4.4). In this regard, embarking on research will enable the Union to make decisions that are based on the views, opinions and perceptions of the followers.

In supporting the need for research, Awoniyi, et al., (2011:9) state that research helps us to understand the other side of an issue as described below:

> If you are a passionate supporter of a particular viewpoint, you may never know what people who disagree with you really think, as often you do not listen to their position. Therefore, research can force you to look at an issue from more than one perspective and give you a stronger appreciation for the complexity of it.”

**Recommendation 7: Training educational policy-makers**

The study has shown that there are no qualified educational policy-makers in the Ministry of Education and Skills Development (*cf.* 5.4.7.1). It is recommended that officers be trained so that policy matters may be handled with expertise. This is crucial because policies will be drawn, analysed, implemented and evaluated for the success of the Ministry’s operations.

**Regional office based recommendations (Implementation and monitoring)**

**Recommendation 8: Schools visitations by school supervisors**

The study has indicated that school supervisors’ visits to senior secondary schools are not appreciated by teachers. A recommendation is made for the regional education offices and the MoESD personnel to pay fruitful visits to schools (*cf.* 5.4.7.6). The visitations will help the leaders to hear teachers’ concerns and grievances. This would promote the involvement of teachers in decision making processes by allowing them to share their views (*cf.* 5.4.7.1). The visits would allow the Ministry and teachers at senior secondary schools to work together as a team. Leaders should know that “teachers’ working conditions are linked to students’ learning conditions, so schools must provide optimal conditions that would benefit both the students and the staff” (Van Roekel, 2008).

**Recommendation 9: The Levels of Operation (LOO) initiative**

Participants at Office 4 (*cf.* 5.4.7.4) and Office 6 (*cf.* 5.4.7.6), explained how teachers at senior secondary schools have been disadvantaged by the criteria that was used to only consider teachers at junior secondary schools to be the ones to benefit from
this initiative. It is recommended that the DPSM includes teachers at senior secondary and also lecturers at tertiary education levels in the LOO initiative. Their inclusion is prompted by the fact that they work for the same Ministry. It is also possible that some of them worked in junior secondary schools before they were transferred to either senior secondary schools or tertiary institutions.

School based recommendations (Day-to-day operational and relational issues)

Recommendation 10: Consultation practices
In the study, teachers indicated that they are side-lined in decision-making processes by both the school principals and the MoESD. It is recommended that school principals consult their team of teachers at the school level about their visions. The Ministry should also, among others, make its vision known to schools. This can be done through accommodation of teachers’ opinions. This is supported by Hoy and Miskel (2005:323) who maintain that when teachers are given opportunity to share in the formulation of policies, they view the exercise as an important factor in their morale and in their enthusiasm for the school. Moreover, Furukawa (1992:52) believes that employee participation in decision-making is a strategy that leaders could use to increase workers’ motivation to work and to gain job satisfaction.

Recommendation 11: Showing appreciation for teachers’ commendable work
Teachers at the selected schools raised a complaint that when they do things right leaders do not say anything but when things are not done right, that’s when leaders speak up. The researcher recommends that the school managers should cultivate the practice of constant acknowledgment of good performance which calls for appreciative actions. Such actions would boost teachers’ self esteem and reduce tension between school managers, the Ministry and teachers. This is supported by Reilly (2010) who believes that the facilitative style of leadership should encourage understanding and appreciation to exist and grow between an organisation’s management team and employees.

Recommendation 12: Benchmarking other education systems
Although the teacher participants acknowledged that the Ministry of Education officers do benchmark educational practices in other countries, they complained that
“benchmarking exercises bring them more paperwork than improvement in the system”. It is recommended that effective benchmarking plans be done. At the school level, benchmarking would enrich the school principals’ leadership with brilliant ideas which can be readily modified to suit the school managers’ work environment and situations. The school managers would also be helped to learn from other people’s experiences and testimonies. As Sutcliffe (2013) rightly said “headship is about having at least one foot outside of the school looking at what is going on elsewhere and picking up good ideas”. Nonetheless, it is also important for the MoESD to benchmark how schools and the Ministry of Education are run and managed in other countries. This would help the Ministry to appreciate how the education system is managed elsewhere. Benchmarking would also help the Ministry consider replacing services which do not promote job satisfaction among the teaching staff in Botswana with those that promote it.

**Recommendation 13: The “Sport Checking” strategy**

The study revealed that more often than not school principals spend their time in their offices (cf. 5.4.6). A further recommendation is made for school principals to acquaint themselves with their school environments. One participant termed this as the “sport checking” strategy. This is a practice where the principals walk around the school and familiarise themselves with what takes place within the school environment. This is important because the “sport check” strategy allows the principal to know students’ academic affairs and a good number of teachers, if not all, would feel supported by their school leaders. It will also reveal to them things that they did not know about certain practices by the teachers, non-teaching staff, and the students.

**Recommendation 14: Managers’ flexibility in managing conflict**

School managers must be flexible in their operations as they work hard to resolve conflict in their schools. Leaders at school level may team up with Unions’ representatives (cf. 5.4.1 and 5.4.3) to manage conflict situations that arise in schools between the school managers and teachers. Robbins (1996:18) affirmed that “victory will go to those organisations that maintain their flexibility, continually improve their quality and beat their competitors…”

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Recommendation 15: Improved Communication
This research work revealed that leaders in the education system of Botswana maintain a top-down style in communicating with teachers. Therefore, a recommendation is made for a bottom-up communication style to be promoted. The bottom-up communication style suggests the flow of information from schools to the MoESD and the employer (DPSM) (cf. Marzano, et al. 2005:46). The flow of information from the schools to the MoESD and the DPSM officers would give teachers a sense of belonging which is one of the key elements promoted in innovative leadership (cf. 2.2.3.3).

Recommendation 16: Initiatives for improving students’ performance
The study has shown that the conflicts that are prevalent at senior secondary schools, adversely impact on the learning of students. School managers at some of the selected schools even introduced the Uninterrupted morning study initiative. The researcher recommends that the school managers should have different initiatives that aim at improving the performance of students.

Recommendation 17: Parents’ participation in the education of their children
From the study (Section 5.4.7.5; Question 3), it was indicated that parents of children who study at the selected senior secondary schools do not carry out their responsibility in supervising their children’s school work. These parents rely heavily on the teachers for the success of their children academically. Therefore, it is highly recommended that parents of students attending at senior secondary schools in Botswana be actively involved in the education of their children. This is important because parents’ involvement may improve students’ performance.

6.6 AVENUES FOR FURTHER RESEARCH
The foregoing section proposing the recommendations leads to the following suggested areas that surfaced during the study which might be worth pursuing for the improvement of practice. Through the findings of this study on innovative leadership in managing conflict at selected senior secondary schools in Botswana, the following areas are recommended for further research:

i) Further studies can be pursued on the same area of innovative leadership to broaden the scope of the study by including teachers from Primary and Junior secondary schools.
ii) A similar topic can be pursued with an emphasis on the Directorate of Public Service Management to research further about the phenomenon of conflict in the education system of Botswana.

iii) An investigation on the criteria used to determine remunerations for teachers in the education system of Botswana in comparison with other professions as far as acquisition of higher qualifications is concerned may also be made.

6.7 LIMITATIONS OF THE STUDY

Although the MoESD is responsible for the primary, junior and senior secondary schools, due to both time and financial constraints, the research concentrated on four senior secondary schools only. If more schools had been involved, it would make it easy for these research findings to be generalised to other senior secondary schools. Furthermore, the researcher did not use a voice recorder due to respondents’ non-compliance. Although utmost care was taken to capture the data as precisely as possible, the researcher nevertheless pronounces that the use of technology could have made the gathering of the data easier and more trustworthy.

6.8 CONCLUDING REMARKS

First and foremost, this study has broadened the researcher’s insight and understanding of the phenomenon of conflict at senior secondary schools. Secondly, the research has enabled the researcher to gather information from the Ministry of Education and Skills Development officers. The researcher’s interaction with the Ministry’s officers was an eye-opening experience. Thirdly, the researcher hopes that if the recommendations made are carried out, the management of conflicts will, to a great extent, be improved.
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Dear Sir/Madam

PERMISSION TO CARRY OUT A RESEARCH STUDY IN YOUR MINISTRY

My name is Shathani Rejoyce Orapeleng and I am currently registered with UNISA and work under the supervision of Professor Pretorius who can be contacted at pretosg@unisa.ac.za. I am researching for a Doctoral Thesis entitled INNOVATIVE LEADERSHIP IN MANAGING CONFLICT AT SELECTED SENIOR SECONDARY SCHOOLS IN BOTSWANA.

The applicant has been a teacher since 1998, first at junior and senior secondary schools and currently at a teacher training college. As a teacher, I have noticed that the teaching profession in Botswana has changed drastically. The change brought dissatisfaction, murmurings, complaints, lack of interest and passion for the job among teachers in general. These resulted in numerous conflicts at their workplace.

Therefore, it became necessary to conduct a study on how innovative leadership could be of help for school principals to manage conflicts in their respective schools as they work with teachers on a daily basis. The study also intends to find strategies by which school principals as custodians of directives from the teachers’ employer, Directorate of Public Service Management (DPSM), Ministry of Education and Skills Development (MoESD), Botswana Secondary Education Teachers Union (BOSETU) and Teaching Service Administration (TSA), could employ to effectively manage conflict to enhance performance in the teaching and learning environment.

Therefore, I am asking for permission to carry out research in your Ministry in Botswana. I have already completed the first four chapters of the dissertation and
would like to begin collecting data as soon as all arrangements for securing permission are done.

I intend to involve some officers in your Ministry (Educational policy analysts, Regional Managers, Teaching Service Administration representatives, School Inspectors, Deputy Permanent Secretaries) and they will be engaged in some 30 to 60 minutes long interview sessions. The participation of interviewees will be voluntary and they will be free to withdraw at any time from the exercise should they wish to do so. Moreover, the researcher is kindly asking for permission to use audio recorders to make the collection of data more authentic and also take pictures of any event that will enhance the research findings. Furthermore, the researcher will like to carry out document analysis of your correspondences to schools and some sections of publications pertaining to the Ministry of Education and Skills Development.

Be assured that the names of the participants and of their institutions will remain confidential and anonymous. If by any case a participant decides to withdraw from the research proceedings, he or she will be allowed to do so without any blaming for withdrawing.

Any further information needed for the clarification of some issues will be made available to your office. Your response in a hard copy format will be appreciated because the letter will be used to get access into the selected senior secondary schools.

Yours sincerely

Shathani Rejoyce Orapeleng
UNISA Student No. 3313-497-9
Email: rorapeleng@gmail.com
APPENDIX B: PERMISSION TO DO RESEARCH STUDY AT THE SELECTED SENIOR SECONDARY SCHOOLS

The Director
Department of Secondary Education
Private Bag 005
Gaborone

Dear Sir/Madam

PERMISSION TO DO RESEARCH STUDY AT THE SELECTED SENIOR SECONDARY SCHOOLS

My name is Shathani Rejoyce Orapeleng. I am a registered student with the University of South Africa (UNISA) and currently carrying out a research project under the supervision of Professor Pretorius. The contact address for my supervisor is: pretosg@unisa.ac.za. The applicant is researching for a Doctoral Thesis entitled INNOVATIVE LEADERSHIP IN MANAGING CONFLICT AT SELECTED SENIOR SECONDARY SCHOOLS IN BOTSWANA.

The purpose of this research work is to study the quest for innovative leadership and explore amicable ways which innovative leaders could apply to manage conflict in the education sector of Botswana. Secondly, this research work purposes to determine the perceptions of practitioners in as far as the nature and causes of conflict in the education system of Botswana are concerned. Lastly, the study purposes to offer the education authorities and school management teams with scientific recommendations on how to handle conflict through innovative leadership practices.

Therefore, I am asking for permission to involve school administrators and teachers from the selected schools. The applicant has completed the first four chapters of the project and would like to start interviews with the participants as soon as possible. The interview sessions for school management teams and teachers will range from thirty to sixty minutes long. The applicant would like to do some observations that will run for a week at each site. The targeted group for observations is teachers and the researcher will observe the compliance of teachers to the clocking system, teaching as an essential service career, extra curricular activities, supervision of students during meal and general cleaning times, teachers’ attitudes toward teaching and learning practices, over time and also towards the introduction of the new Public Service Act.

Participation will be voluntary and withdrawal without reprisal will be accepted. A high level of confidentiality and anonymity in the use of participants’ and institutions’ names will be upheld as well. The researcher asks for participants’ consent to take pictures and use audio recorders to enhance the capturing of the research data.
Any further information needed for the clarification of some issues will be made available to your office.

Thank you.

Shathani Rejoyce Orapeleng (Mrs.)
UNISA Student no. 3313-497-9
Email: rorapeleng@gmail.com.
Dear Participant

My name is Shathani Rejoyce Orapeleng. I am a registered student with the University of South Africa (UNISA) and currently carrying out a research project. The applicant is researching for a Doctoral Thesis entitled INNOVATIVE LEADERSHIP IN MANAGING CONFLICT AT SELECTED SENIOR SECONDARY SCHOOLS IN BOTSWANA.

The applicant has been a teacher since 1998, first at junior, senior secondary schools and currently at a teacher training college. As a teacher, I have noticed that the teaching profession in Botswana has changed drastically. The change brought dissatisfaction, murmurings, complaints, lack of interest and passion for the job among teachers in general which result in numerous conflicts at their workplace.

Therefore, it became necessary to conduct a study on how innovative leadership could be of help for school principals to manage conflicts in their respective schools as they work with teachers on daily basis. The study also intend to find strategies by which school principals as custodians of directives from teachers’ employer, Directorate of Public Service Management (DPSM), Ministry of Education and Skills Development (MoESD), Botswana Secondary Education Teachers Union (BOSETU) and Teaching Service Administration (TSA), could employ to effectively manage conflict and enhance performance in the teaching and learning environment.

Your participation in this project will provide useful information on the stated research topic. A structured interview for about an hour will be used to source for information from the selected schools. Participants will be free to ask questions whenever clarity is sought and to use their vast knowledge to share information to fill in the gaps that the interviewer would have overlooked. The researcher, therefore, asks for your consent to allow her to record the interview conversations, take pictures where necessary and carry out document analysis on your correspondences to aid the findings of this research.

Furthermore, the researcher guarantees that the following conditions will be met:

i. The researcher will use pseudonyms when referring to the participant or his or her institution.

ii. Note that the involvement of the participant is voluntary. Should you decide to withdraw from participating at any time, you will be free to do so without any blame for withdrawing.

iii. A copy of the final script will be made available for your office at the following repositories: Botswana National Libraries, Ministry of Education and Skills Development and University of Botswana.

Researcher: Shathani Rejoyce Orapeleng, (Private Bag 008, Molepolole)
CONSENT FORM

I acknowledge the above information and provide consent by signing this form.

Participant signature...........................................Date..........................

Researcher: Shathani Rejoyce Orapeleng

Signature......................................................................Date.......................
APPENDIX D: LETTER AND CONSENT FORM: SENIOR MANAGERS AND TEACHERS

Dear Participant

My name is Shathani Rejoyce Orapeleng. I am a registered student with the University of South Africa (UNISA) and currently carrying out a research project. The applicant is researching for a Doctoral Dissertation entitled INNOVATIVE LEADERSHIP IN MANAGING CONFLICT AT SELECTED SENIOR SECONDARY SCHOOLS IN BOTSWANA.

The applicant has been a teacher since 1998, first at junior, senior secondary schools and currently at a teacher training college. As a teacher, I have noticed that the teaching profession in Botswana has changed drastically. The change brought dissatisfaction, murmurings, complaints, lack of interest and passion for the job among teachers in general which result in numerous conflicts at the workplace.

Therefore, it became necessary to conduct a study on how innovative leadership could be of help for school principals to manage conflicts in their respective schools as they work with teachers on daily basis. The study also intends to find strategies by which school principals as custodians of directives from teachers’ employer, Directorate of Public Service Management (DPSM), Ministry of Education and Skills Development (MoESD), Botswana Secondary Education Teachers Union (BOSETU) and Teaching Service Administration (TSA), could employ to effectively manage conflict and enhance performance in the teaching and learning environment.

Your participation in this project will provide useful information on the stated research topic. Purposive sampling will be used to involve school principals in a structured interview of about thirty to sixty minutes long session. On the other hand, 20% of teachers will be selected randomly to engage in a 20 to 40 minutes long structured interview session. Additionally, the researcher solicits for permission to use audio recorders and video cameras to take pictures in order to aid the findings of this research.

Furthermore, participants will be free to ask questions whenever clarity is sought and to use their vast knowledge to share information to fill in the gaps that the interviewer would have overlooked since the researcher will be engaged in participant observation at the selected sites. Moreover, the researcher guarantees that the following conditions will be met:

i. The use of pseudonyms when referring to the participant or his or her institution will be upheld.

ii. Since the involvement of the participant is voluntary, should you decide to withdraw from participating at any time, you will be free to do so without any blame for withdrawing.

iii. A copy of the final script will be made available for your office at the following repositories; Botswana National Libraries, Ministry of Education and Skills Development and University of Botswana.

Researcher: Shathani Rejoyce Orapeleng, (Private Bag 008, Molepolole)

255
CONSENT FORM

I acknowledge the above information and provide consent by signing this form.

Participant signature.................................................................Date...........................

Researcher: Shathani Rejoyce Orapeleng

Signature..................................................................................Date.........................
REF: DEPRS 7/1/5 XIII (16)
Shathani R. Orapeleng
Molepolole College of Education
Private Bag 0008
Molepolole

Dear Madam/Sir

RE: REQUEST FOR A PERMIT TO CONDUCT A RESEARCH STUDY

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

Innovative Leadership in Managing Conflict at Selected Senior Secondary Schools in Botswana.

It is of paramount importance to seek Assent and Consent from the Department of Secondary Education, School Heads and Teachers of selected Secondary schools that you are going to collect data from. We hope that you will conduct your study as stated in your proposal and that you will adhere to research ethics. Failure to comply with the above stated, will result in immediate termination of the research permit. The validity of the permit is from 14th July 2014 to 13th July 2015.

You are requested to submit a copy of your final report of the study to the Ministry of Education and Skills Development, in the Department of Educational Planning and Research Services, Botswana.

Thank you.

A. Galeboe
For/Permanent Secretary
SAVINGRAM

FROM: Acting Director, Regional Operations
       South East Region

TEL: 3625000

FAX: 3975899

TO: School Head
    Gaborone SSS

REF: SCRE 1/15/2 V1 (130) 25 July 2014

PERMISSION TO CONDUCT RESEARCH STUDY

Permission has been granted to Ms Shathani R. Orapeleng, a student with the University of South Africa (UNISA) to conduct a research in your school.

The purpose of the research is to study the quest for innovative leadership and explore amicable ways which innovative leaders could apply to manage conflict in the education sector of Botswana.

Please assist her accordingly.

Thank you.
REF: KWR 1/24/21 (113) PAO III

16th July 2014

Mrs. Shathani R. Orapeleng
Molepolole College of Education
P O Box 008
Molepolole

Dear Madam,

REQUEST FOR PERMISSION TO CONDUCT RESEARCH FOR A DOCTORAL THESIS

Reference is made to your letter regarding the above mentioned subject.

You are hereby granted permission to conduct research in this Region. May I advise you to submit a copy of your research outcome to the Regional Director after completion of your research.

We wish you all the best in your study.

Thank you.

Yours faithfully,

[Signature]

G. Motshabi-Rammekwa
DIRECTOR KWEENEG REGIONAL OPERATIONS
25 July 2014

Shathani Rejoyce Orapeleng
Molepolole College of Education
Private Bag 008
Molepolole

Dear Madam

PERMISSION TO CONDUCT RESEARCH (LOTSANE SENIOR)

This communiqué refers to your letter dated 04 July 2014 in which you requested for permission to conduct research in the school you mentioned.

Therefore, you are granted permission to undertake the research.

Thank you

Yours faithfully

Leihoko Ben
For/Chief Education Officer - Palapye
APPENDIX F: INTERVIEW GUIDE FOR PRINCIPALS
The following guide will be used only to ensure that important issues and concerns are not left out in the discussions. The interview will be structured, however, the participants will be free to raise issues that might be overlooked by the interviewer which are of concern to them and also useful to the study. The following questions were used to guide the discussions.

- How would you describe your responsibilities as a leader in a senior secondary school?
- Share about the communication patterns between schools and the Ministry of Education.
- What is the relevance of the new PSA in the teaching profession in relation to the
- What vision drives your school?
APPENDIX G: INTERVIEW GUIDE FOR BOSETU (TEACHERS’ UNION)

The following guide will be used only to ensure that important issues and concerns are not left out in the discussions. The interview will be structured but the participants will be free to raise issues that might be overlooked by the interviewer which are of concern to them.

- Kindly tell me about the effect and the meaning that the following aspects have/had on teachers.
  i. 2011 national strike
  ii. Teaching as an essential service
  iii. The new Public Service Act
- What could be the main causes of conflicts in the teaching profession?
- In your opinion what can the MoESD do to curb the prevailing conflicts in the teaching profession?
- What role could school principals play in dealing with conflicting situations that are prevalent in the teaching sector?
APPENDIX H: INTERVIEW GUIDE FOR THE MINISTRY OF EDUCATION OFFICIALS

The following guide will be used only to ensure that important issues and concerns are not left out in the discussions. The interview will be structured, however, the participants would be free to raise issues that might be overlooked by the interviewer which are of concern to them and also relevant to the study.

➢ Educational Policy Analysts

- What work relations exist between your office and that of the Minister of Education and Skills Development?
- With the introduction of the new public service act, how has the performance of teachers in senior secondary schools been improved?
- In what way does your office involve schools in general in the development, amendments and implementation of educational policies?
- How often does your office pay visits to senior secondary schools to give school managers and teachers feedback on the adopted educational policies?

➢ Regional Managers

- Is it viable for the teaching profession to be treated as any other career in the public service arena? What is your opinion on its inclusion in the new PSA?
- In what ways is the teaching profession now different from what it was in the past?
- What changes have you noticed in the teaching profession and what impact do they have in the education system of Botswana?
- How has the inclusion of the teaching profession in the PSA in relation to the change of TSM to TSA affected the day-to-day execution of school principals’ responsibilities as they directly deal with teachers?
Teaching Service Administration

- I understand this department was once Teaching Service Management, kindly indicate to me the aspects that prompted the shift from TSM to TSA and the impact the shift brought on the teaching profession.
- What new services and products has the shift brought in the welfare of teachers at senior secondary schools in Botswana?
- To what degree does your office work with the educational policy analysts as a way of monitoring and evaluating the adopted new PSA legislation in relation to its suitability for teachers at senior secondary schools?
- To what extent has the Ministry built rapport with teachers at senior secondary schools?
- In what way have the following issues influenced the performance of teachers with specific reference to senior secondary schools: 2011 National strike, overtime issues and the clocking system?

School Inspectors

- How would you describe the senior secondary school teachers’ conduct in the recent past?
- What could be the possible contributory factors to the specified teachers’ conduct at senior secondary schools?
- What is your opinion regarding the introduction of the new PSA in the running of senior secondary schools in Botswana?
- Looking at the changes that took place in the MoESD, how can school principals at senior secondary schools manage their schools in an effective way?

Permanent Secretary/Deputy Permanent Secretary

- How does the MoESD perceive the relevance of the new legislation in relation to the peculiarity of the teaching profession?
- What strategies have been put in place to coordinate TSA, Regional Managers, School Inspectors and education policy analysts as far as the evaluation of educational issues is concerned?”
• In what way have the 2011 national strike, overtime issues and clocking system influenced the performance of teachers with specific reference to senior secondary schools?
  i. 2011 national strike
  ii. Overtime issues
  iii. Clocking system
• To what extent has the Ministry built rapport with teachers at senior secondary schools?”
APPENDIX I: INTERVIEW GUIDE FOR DEPUTY PRINCIPALS, HEADS OF HOUSES AND SENIOR TEACHERS 1

The following guide will be used only to ensure that the researcher is enabled to gather the information that is direct to the issue of discussion. Thus, the researcher will be able to measure the consistency of the matter as work experiences unfold.

- Describe your management role.
- What is your take on innovative leadership?
- Share about the communication patterns that are prevalent in your school and the Ministry of Education.
- What is the relevance of the new PSA in the teaching profession?
- Does the school leadership create a friendly environment for effective teaching and learning?
- Are there conflicts in the education system of Botswana, if so, what factors contribute to their existence?
- The leadership team promotes the school vision. What is your response?
APPENDIX J: INTERVIEW GUIDE FOR TEACHERS

The following guide will be used only to ensure that important issues and concerns are not left out in the discussions. The interview will be structured and as thus, the participants would be free to raise issues that might be overlooked by the interviewer which are of concern to them and also relevant to the study. The sessions will take between 20 to 40 minutes.

1. How would you describe the school leaders’ management styles?

2. Are there conflicts in the education system of Botswana, if so, what factors contribute to their existence?

3. What is your take on innovative leadership?

4. How would you describe communication patterns between school managers, teachers and the Ministry of Education?

5. What is the relevance of the new PSA in the teaching profession?

6. How would you describe your school environment?
   - How do you view conflict in your work environment?
   - What vision drives you?
The researcher intends to participate in direct observation sessions for 5 days, that is, 1 week at each of the sites. The observations will be spread over a period of two months. Re-visitations will be entertained whenever there will be a need.

With the permission of the participants the researcher will use recording devices to enhance the capturing of information and accuracy of the gathered information. The researcher will also use personal diaries to record what will be taking place at every site.

<table>
<thead>
<tr>
<th>WEEK 1</th>
<th>SCHOOL W</th>
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</table>
| Observations will be done for a period of a week | • The researcher will start the day with the school members at the stipulated time, that is, 0730hrs, to observe the effectiveness of the clocking system.  
• Also observe the attendance of class teachers for registration in their assigned classes.  
• The participation of teachers during meal times  
• The participation of teachers during extra-curricular activities  
• The response and attitudes during staff meetings and briefings  
• The clocking system in relation to the knock-off time (1630hrs) |

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<tr>
<th>WEEK 2</th>
<th>SCHOOL X</th>
</tr>
</thead>
</table>
| Observations will be done for a period of a week | • The researcher will start the day with the school members at the stipulated time, that is, 0730hrs, to observe the effectiveness of the clocking system.  
• Also observe the attendance of class teachers for registration in their assigned classes.  
• The participation of teachers during meal times |
<table>
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<tr>
<th>WEEK 3</th>
<th>SCHOOL Y</th>
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<tbody>
<tr>
<td>Observations will be done for a period of a week</td>
<td>The researcher will start the day with the school members at the stipulated time, that is, 0730hrs, to observe the effectiveness of the clocking system.</td>
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<td></td>
<td>Also observe the attendance of class teachers for registration in their assigned classes.</td>
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<td>The participation of teachers during meal times</td>
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<td>The participation of teachers during extra-curricular activities</td>
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<td>The response and attitudes during staff meetings and briefings</td>
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<td></td>
<td>The clocking system in relation to the knock-off time (1630hrs)</td>
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</tbody>
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<th>WEEK 4</th>
<th>SCHOOL Z</th>
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<tr>
<td>Observations will be done for a period of a week</td>
<td>The researcher will start the day with the school members at the stipulated time, that is, 0730hrs, to observe the effectiveness of the clocking system.</td>
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<td>Also observe the attendance of class teachers for registration in their assigned classes.</td>
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<td>The participation of teachers during extra-curricular activities</td>
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<td>The response and attitudes during staff meetings and briefings</td>
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<td>The clocking system in relation to the knock-off time (1630hrs)</td>
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<td>(1630hrs)</td>
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<td>-----------</td>
<td></td>
</tr>
<tr>
<td>• Work relations between school management and the teachers</td>
<td></td>
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</tbody>
</table>

- The researcher will at least attend one staff meeting in all the selected sites. In case the meeting will not be scheduled for the week when observations will be on-going at a particular school, the researcher will make arrangements to attend the meeting when it is called.

- Re-visitations will be entertained for the purpose of doing follow-ups, clarity and confirmations.
APPENDIX L: CONTENT ANALYSIS OUTLINE

The content analysis guide was used only to ensure that only important and relevant issues are analysed by the researcher. The documents that were considered for use as far as the research work is concerned are:

- Newspapers (The Botswana Gazette, The Voice, Mmegi, The Monitor, Daily News e.t.c.) as far as issues pertaining to the MoESD are concerned.
- The BOSETU correspondences in relation to teachers’ issues of concern
- The employer’s correspondences in relation to issues of concern in the teaching profession
- The MoESD correspondences in relation to issues of concern pertaining to the teaching profession
- Government publications in relation to the teaching sector

The researcher will specifically consider issues that deal with:

- Innovative leadership in relation to the change of structures within the Ministry
- clocking system
- overtime issues
- salary concerns
- issues regarding promotions
- teaching as an essential service career
- the impact of the new Public Service Act in the teaching profession
APPENDIX M: PERMISSION TO CARRY OUT EMPIRICAL RESEARCH INVESTIGATION

11th November 2014

Ms. Shathani Rejoice Orapeleng
Dear Madam

PERMISSION TO CARRY OUT EMPIRICAL RESEARCH INVESTIGATION

Reference is made to your letter of 7th November 2014 in which you seek permission to commence your research interviews and observations sessions at the Ministry of Education and Skills Development. You intend to use Thursday 13th November and Friday 14th November 2014. Should you not complete the exercise within the stipulated period, please ensure that you formally request for extension.

You are further advised to closely liaise with your Head of Department to ensure that core business is not compromised by any means.

Yours faithfully

[Signature]

B. Setabo
Principal
APPENDIX N: INITIATIVES TO IMPROVE RESULTS

SAVINGRAM

FROM: Director, Regional Operations
Ministry of Education & Skills Development (North East)
O. T. Masesane

TEL: 2415623/2413181
FAX: 2410838/2415606
TO: School Heads
All Secondary Schools

REF: FRE 1/3/261(3) 22nd April 2014

INITIATIVES TO IMPROVE RESULTS

I wish to remind you that during the meeting for secondary School Heads on the 20th February 2014 I asked you to implement the following initiatives with immediate effect:

1. Get feedback from students on monthly basis on lesson delivery of every subject and the teacher who delivers the lesson. Profile the comments of the students and call the concerned/subject teacher to respond to the comments. This initiative is meant to assist the teacher to deliver to the expectations of their clients who are the students.

2. Daily Plan – every teacher should indicate what they will be doing if they are not scheduled to be teaching at that time. It is encouraged that most of this time should be used for marking students work and preparing for the next lesson. This should assist the teacher to effectively and efficiently use the time available.

3. Checking students books (class work, assignments, notes etc) by school management team on fortnightly basis. It is expected that you will ensure that all teachers adhere to the subjects standards that have been sent to all schools in 2012.

4. Project Plans – ensure that subject project plans are in place so that you and other supervisors can monitor and track progress of these projects. It is expected that you ensure that all subject projects are completed in time for moderation.

Please note that these are just a few amongst other performance improvement initiatives that you have been implementing. Please let us ensure the rigorous implementation of all the initiatives that will give us results. NOTE also that our regional targets for this year are:

JCE - 60%
BGCSE - 40%

I am confident that you have the potential.
APPENDIX O: INTERVIEW SCHEDULE DATES

The respondents at the selected senior secondary schools and Ministry of Education and Skills Development were interviewed over a period of one and half months. The conducted interviews were recorded verbatim. Interviews for school managers and teachers were conducted at the participants’ offices. Those for BOSETU and the MoESD were conducted either in the participant’s office or in a preferred place by the participant. The following information shows the interview schedules throughout the data collection period at the selected Senior Secondary Schools in Botswana.

5. Office 5: 4th December 2014 and 16th December 2014
6. Offices 1 – 4 and 6: 4th – 12th December 2014

Dates for the General Staff meetings attended were as follows:
1. School W: Not attended
2. School X: 7th August 2014
3. School Y: 16th October 2014

Sets of guidelines and pre-determined questions for interviews were prepared for the different groups. Appendices F to J contain the questions. The questions were not exhaustive because the interviewer had to probe further where the participants had given answers that needed to be clarified further.
APPENDIX P: SAMPLES OF INTERVIEW TRANSCRIPTS

1. Transcription of verbatim individual interview with School Principal

The purpose of this interview is to know the type of leadership style that you employ in your school and also the challenges that are faced by school principals in senior secondary schools in Botswana.

Interview was conducted with a school principal (Respondent) at his office on the 26th of September, 2014.

I: INTERVIEWER (Researcher)          R: RESPONDENT (School Principal)

INTERVIEWER (I): Thank you Sir for having spared part of your time in your busy schedule to assist me in this research project. As you might have read in the letter that I delivered earlier, the discussions of this interview session will be treated confidential. May I take this opportunity to re-assure you that nothing that you are going to share will be divulged.

INTERVIEWER (I): I am Shathani Rejoyce Orapeleng, pursuing my doctoral studies with UNISA (University of South Africa). My research topic is: Innovative leadership in managing conflict at selected senior secondary schools in Botswana. So, I will briefly go over the statement of consent so that we may understand what it entails.

RESPONDENT (R): That will be appreciated because I did not find time to go over it.

INTERVIEWER (I): Alright. It became necessary to conduct a study on how innovative leadership could be of help for school principals to manage conflicts in their respective schools as they work with teachers on daily basis. The study also intends to find strategies by which school principals as custodians of directives from teachers’ employer, Directorate of Public Service Management (DPSM), Ministry of Education and Skills Development (MoESD), Botswana Secondary Education Teachers Union (BOSETU) and Teaching Service Administration (TSA), could
employ to effectively manage conflict and enhance performance in the teaching and learning environment.

Your participation in this project will provide useful information on the stated research topic. Purposive sampling will be used to involve school principals in a structured interview of about thirty to sixty minutes long session. On the other hand, 20% of teachers will be selected randomly to engage in a 20 to 40 minutes long structured interview session. Additionally, the researcher solicits for permission to use audio recorders and video cameras to take pictures in order to aid the findings of this research.

Furthermore, participants will be free to ask questions whenever clarity is sought and to use their vast knowledge to share information to fill in the gaps that the interviewer would have overlooked. In that regard, the researcher guarantees that the following conditions will be met:

i. The use of pseudonyms when referring to the participant or his or her institution will be upheld.

ii. Since the involvement of the participant is voluntary, should you decide to withdraw from participating at any time, you will be free to do so without any blame for withdrawing.

iii. A copy of the final script will be made available for your office at the following repositories; Botswana National Libraries, Ministry of Education and Skills Development and University of Botswana.

RESPONDENT (R): Kea leboga Mma (Thank you Madam), we may continue.

INTERVIEWER (I): Please, here is the consent form for you to sign to confirm your agreement.

RESPONDENT (R): Okay (Handing it back to the interviewer; signed)

INTERVIEWER (I): To begin our interview session, briefly share with me about your school in terms of size- student enrolment and your staff capacity.
RESPONDENT (R): Ok. This is quite a big school in that I am working with 136 teachers, 5 Heads of Houses (H.O.H), 22 Senior Teacher 1s and a total enrolment of 1680 students. This enrolment of students puts our school in a 42 stream category. That means that we have 21 classes for Form 4s and another 21 for 5s.

INTERVIEWER (I): For sure the school is big and I suppose the responsibility of heading such a big school is not easy.

RESPONDENT (R): Yaa, it is quite challenging because one needs to know quite a number of things, for instance, to know every aspect of the school like issues of finance, supplies- one needs to know how to motivate teachers and students. One other challenge is that I work with people who are academicians. Therefore, one needs to reason with them.

INTERVIEWER (I): Thank you for such an elaborate answer. Kindly share with me the type of leadership style that you employ in your school.

RESPONDENT (R): The type of leadership style that I use is situational. I find this relevant to the type of work that I do because as the school principal your mood keeps on fluctuating depending on the events of the day. For instance, how to organise things, how to deal with parents, you need to be yourself, you need to know how to relate with your supervisors and so on.

INTERVIEWER (I): How does your leadership style help in managing the prevailing conflicts in the teaching sector in Botswana?

RESPONDENT (R): Not much. There is need for us to be trained to match with the current demands of life and work environment. With management you learn on a daily basis; thinking that you are the most intelligent than your staff is a very big mistake one could make.

INTERVIEWER (I): What is the attitude of your followers towards the chosen leadership style?
RESPONDENT (R): I may not tell exactly but what I can say is that when teachers boil in a staff meeting I need not to be angry with them. Also I think it helps me to create rapport with my staff members because I need to understand them. It also helps me to maintain an approachable attitude which in turn may help me to instill an element of respect among my teaching staff.

INTERVIEWER (I): (checking the time on her watch) I think we have come to the end of our interview. We have covered the questions I wanted to ask. Thank you so much for your time and willingness to assist me.

RESPONDENT (R): You are welcome. It’s my pleasure.

2. Transcription of verbatim individual interview with a teacher

The purpose of this interview is to know the type of leadership that the principal uses in your school and the work relations between the principal and teachers in the work place. Furthermore, the communication patterns between the Ministry of Education and Skills Development and teachers, the views of teachers on innovative leadership and causes of conflict at senior secondary schools will be discussed.

Interview was conducted with a teacher (Respondent) at his workroom on the 26th of September, 2014.

INTERVIEWER (I): I am Shathani Rejoyce Orapeleng, pursuing my doctoral studies with UNISA (University of South Africa). My research topic is: Innovative leadership in managing conflict at selected senior secondary schools in Botswana. So, I will briefly go over the statement of consent so that we may understand what it entails.

The researcher has been a teacher since 1998, first at junior, senior secondary schools and currently at a teacher training college. As a teacher, I have noticed that the teaching profession in Botswana has changed drastically. The change brought dissatisfaction, murmurings, complaints, lack of interest and passion for the job among teachers in general which result in numerous conflicts at the workplace.
Therefore, it became necessary to conduct a study on how innovative leadership could be of help for school principals to manage conflicts in their respective schools as they work with teachers on daily basis. Your participation in this project will provide useful information on the stated research topic. Purposive sampling will be used to engage 20% of teachers in a 20 to 40 minutes long structured interview session. Additionally, the researcher solicits for permission to use audio recorders and video cameras to take pictures in order to aid the findings of this research.

Furthermore, participants will be free to ask questions whenever clarity is sought and to use their vast knowledge to share information to fill in the gaps that the interviewer would have overlooked. Moreover, the researcher guarantees that the following conditions will be met:

i. The use of pseudonyms when referring to the participant or his or her institution will be upheld.

ii. Since the involvement of the participant is voluntary, should you decide to withdraw from participating at any time, you will be free to do so without any blame for withdrawing.

iii. A copy of the final script will be made available for your office at the following repositories; Botswana National Libraries, Ministry of Education and Skills Development and University of Botswana.

RESPONDENT (R): Ee mma (Yes Madam). Did I hear you mentioning something about the use of audio recorders?

INTERVIEWER (I): Yes I did mention that, if you agree that I record the interview session.

RESPONDENT (R): I don’t think I am comfortable with it.

INTERVIEWER (I): Then I will not record. But if you agree to participate you may sign the consent form for me. Like I mentioned in the letter that I have just read if you choose to withdraw from the session, you may freely do so.

RESPONDENT (R): I may sign the form and I trust that you will keep your word.

INTERVIEWER (I): I promise to keep it.
Please, share with me about the leadership style that is employed in your school.

**RESPONDENT (R):** The style that is used in my school is mainly autocratic. This type of leadership is too defensive and does not promote productivity to its optimum level.

**INTERVIEWER (I):** What are your views on innovative leadership?

**RESPONDENT (R):** (staring at the interviewee) Please, explain to me what kind of leadership is innovative.

**INTERVIEWER (I):** This is a type of leadership that aims at doing things differently from the way they were done in the past, offering new services and products, looking for opportunities to foster creativity among one’s followers and so forth.

**RESPONDENT (R):** Okay, I can say that innovative leadership can make much difference in the workplace because it is contextualised. This will mean that the bottom-up communication is encouraged, committees be formed at the school level to inform the school head and then the policy makers. Looking at it that way I would say innovative leadership is not there in Botswana because as mentioned earlier the leadership style is mainly autocratic and this style impacts negatively on the performance of teachers. We should accept the reality that changes have taken place and we are working with a new generation. Therefore, we need to put in place strategies and new ways of doing things. The past is gone and we are modern.

**INTERVIEWER (I):** How would you describe the work relations of teachers and the school head?

**RESPONDENT (R):** Sour relations, just waiting for pay days. I long for such a time when people holding PhD will be heading schools because I believe that higher qualifications can equip leaders with knowledge, skills and competencies.

**INTERVIEWER (I):** Now what would you say is the key thing that drives you in your day-to-day activities in the workplace? For instance, does the school vision play a part?
RESPONDENT (R): The school vision is just in written form but it’s not known (turning the chair towards a colleague seated further from the respondent) or you know the school vision (shouting). “No” (a colleague responded).

INTERVIEWER (I): Thank you for what you have shared so far. What would you say about the communication patterns in your school?

RESPONDENT (R): Communication pattern is top-down. Teaching has become boring, teachers’ demands are not met and their voices are not heard. Students have become powerful than teachers in that information is from the management, students and then teachers. Teachers’ ideas are not taken into consideration. There is a big gap between schools, teachers and the Ministry. The “us and them” perspective becomes the rule of the day. This is contributed by the fact that communication pattern is a one-way style. Teachers are hoping for better services. The Ministry should give teachers a platform to air their grievances. One other thing is that teachers never get feedback. If proposals can not be carried out it is appropriate for the Ministry to get to the natural settings to share information and update teachers.

3. Transcription of verbatim individual interview with Office 6.

The purpose of this interview is to know the perceptions and views of participants about the change of the employing entity in regard to the new Public Service Act. The purpose also strives to compare these perceptions with those of teachers for comparison purposes.

Interview was conducted with Office 6 (Respondent 1 and 2) at her office on the 26th of 4th December, 2014.

INTERVIEWER (I): I am Shathani Rejoyce Orapeleng, pursuing my doctoral studies with UNISA (University of South Africa). My research topic looks at: Innovative leadership in managing conflict at selected senior secondary schools in Botswana. I
will briefly go over the statement of consent so that we may understand what it entails.

**RESPONDENT (R):** You may just summarise the main points of the letter.

**INTERVIEWER (I):** Ok. The main thing is for you to know that your participation in this research work is highly appreciated. Also note that you are free to withdraw from the interview session anytime you feel like. Above all, the researcher guarantees that the following conditions will be met:

i. The use of pseudonyms when referring to the participant or his or her institution will be upheld.

ii. Since the involvement of the participant is voluntary, should you decide to withdraw from participating at any time, you will be free to do so without any blame for withdrawing.

iii. A copy of the final script will be made available for your office at the following repositories; Botswana National Libraries, Ministry of Education and Skills Development and University of Botswana.

For us to begin the interview, you need to sign this consent form to verify your agreement (handing the consent form to the participant).

**RESPONDENT (R):** (signing and handing the consent letter back to the researcher).

**INTERVIEWER (I):** Thank you Madam.

**INTERVIEWER (I):** To begin our session, I would like to know a little bit more about you.

**RESPONDENT (R):** Alright. I am Ms. P. I joined the MoESD last year (2013) and you can tell that I am relatively new in this office. I have a BA in Public Administration and I also have a Masters in Public Administration. Our office is responsible for teachers and the management staff.

**INTERVIEWER (I):** Thank you Ms. P for sharing that information with me. Now we may begin our interview session. Please, feel free and be assured that the sharing is just between you and me and as thus, confidentiality will be exercised.
RESPONDENT (R): Thank you. I will have to attend to some in-coming calls and you will excuse me for that.

INTERVIEWER (I): Yaa, we will cater for them. The first question that I would like you to help me with is: How does the MoESD perceive the relevance of the new PSA in relation to the peculiarity of the teaching profession?

RESPONDENT (R): In short, we have realised that the teaching cadre is different from other cadres. This is an issue that is going to be presented to the cabinet.

INTERVIEWER (I): Now looking at what you have shared, what strategies have been put in place to coordinate TSA, regional managers, school inspectors and educational policy analysts as far as the evaluation of educational issues is concerned?

RESPONDENT (R): Tota (really) as I mentioned at the beginning, I am new in this office but I will share with you the little information that I have. I know that teachers are not happy about the conditions of service. Our intention is to engage the assistant directors to decide what could be done. Employee relations is another issue of concern that needs to be addressed by the assistant directors, the regional education directors, and to be passed on to school heads and to the teachers. When strategies have been identified, they will be used.

At the moment we only have the following:

1. The Teachers’ Day - this is an annual celebration initiated by the Ministry through which the value of a teacher is appreciation by the Ministry.

2. Negotiations - we meet with the Unions, and issues that concern the teachers are discussed. We do regular consultations with the other recognised teachers’ Unions.

INTERVIEWER (I): Ok. Now let us move on to the last but one question. In addition to conditions of work, in what way have the following issues influenced the performance of teachers with specific reference to senior secondary schools?

i. 2011 national strike
ii. Overtime issues

iii. Clocking system

**RESPONDENT (R):** (attend to an incoming call) you will excuse me, we are always busy and receive voluminous calls. What I can say with the 2011 national strike is that the teaching and learning was adversely affected. This impacted negatively on the performance of students. At the moment there is a go-slow general perspective. This means that the strike is still on. With overtime issues I can say that the Ministry is paying a lot of money and extra-curricular activities are affected. On the clocking system, the teachers’ unions are strongly against this initiative. It has been taken to the DPSM office for further discussions. It has been noted that some teachers do the clocking while others are not complying with it.

**INTERVIEWER (I):** Now with all these work experiences, to what extent has the Ministry through your office built rapport with teachers at senior secondary schools?

**RESPONDENT (R):** Hei, we are thin on the ground and on this aspect we depend more on the unions. We need to visit the schools once in a while. Really, we are doing poorly on the issue. It is not easy to be in constant touch with the employees because of the bulk of work that we are doing in the office. We are aware of the fact that we cannot get good performance or quality results from disgruntled teachers. We intend to visit so that we may get first-hand information.

**INTERVIEWER (I):** Oh, thank you very much Ms. P. This was quite informative.

**RESPONDENT (R):** Thank you too, and please, do not hesitate to come back for any other additional information you will need.

4. **Transcription of verbatim individual interview with Senior Teacher 1.**

The purpose of this interview is to know the perceptions and views of participants about the leadership role of the school principal and his or her interaction with teachers in their natural setting. Moreover, the questions were aimed at determining the extent to which innovative leadership is used in the day-to-day running of the school.
Interview was conducted with the participant at her workplace on the 14th of September, 2014.

INTERVIEWER (I): I am Shathani Rejoyce Orapeleng, pursuing my doctoral studies with UNISA (University of South Africa). My research topic looks at: Innovative leadership in managing conflict at selected senior secondary schools in Botswana. I will briefly go over the statement of consent so that we may understand what it entails. I have been a teacher since 1998, first at junior, senior secondary schools and currently at a teacher training college. As a teacher, I have noticed that the teaching profession in Botswana has changed drastically. The change brought dissatisfaction, murmurings, complaints, lack of interest and passion for the job among teachers in general which result in numerous conflicts at the workplace.

Therefore, it became necessary to conduct a study on how innovative leadership could be of help for school principals to manage conflicts in their respective schools as they work with teachers on daily basis. Your participation in this project will provide useful information on the stated research topic.

Before giving your consent to participate in this research project (by endorsing your signature if you choose to), I would like to give a summary of this consent letter.

RESPONDENT (R): Ok (receiving the letter from the researcher).

INTERVIEWER (I): Please, know dear participant that you are free to ask questions whenever clarity is sought and to use your vast knowledge to share information to fill in the gaps that the interviewer would have overlooked. As such, the researcher guarantees that the following conditions will be met:

i. The use of pseudonyms when referring to the participant or his or her institution will be upheld.

ii. Since the involvement of the participant is voluntary, should you decide to withdraw from participating at any time, you will be free to do so without any blame for withdrawing.
iii. A copy of the final script will be made available for your office at the following repositories; Botswana National Libraries, Ministry of Education and Skills Development and University of Botswana.

RESPONDENT (R): Ke a leboga (thank you). I hope this research work will help us a lot.

INTERVIEWER (I): That is my hope too. Kindly endorse your signature before we begin the interview, but be informed that if you choose to withdraw in the process of the interview session, your decision will be honored.

RESPONDENT (R): (What is the date today, 14th?) yaah. Here you are (handing a signed consent letter to the researcher).

INTERVIEWER (I): Thanks a lot. Now to begin our interview, how would you describe the leadership role of school principals?

RESPONDENT (R): Leadership has been neglected unlike in the past. The old leadership is no longer useful we need new information and ways of doing things. For instance, we need educators in our offices (Ministry) who will do research and identify issues of concern in our system. Leaders in schools should be trained on managerial issues. They need to be knowledgeable.

INTERVIEWER (I): Connecting your comments to innovative leadership how innovative do you think you are in senior secondary schools?

RESPONDENT (R): Innovation is lacking at the school, region, Ministry and DPSM levels. I think outside support is a major challenge in implementing innovative leadership.

INTERVIEWER (I): What would you say about the support that teachers are getting from the school principal (inside support)?

RESPONDENT (R): ah, in a way it's the same. The school principal is not supporting the teaching staff. His presence is not felt because he is always in the office. His monitoring through walk-abouts is not effectively carried out. There is no a particular school culture because everyone does what he or she wants. Lack of it affects the students’ performance.
INTERVIEWER (I): Would you say there are conflicts in the education system of Botswana, if so, what factors contribute to their existence?

RESPONDENT (R): Conflicts are present in the teaching profession. The Ministry should learn to consult people on the ground. People are full of anger because there is lack of fairness and generally teachers are unhappy. There are double standards practices in the Ministry and teachers are pushed to carry out their duties. The Ministry will not do well until issues of concern are worked out, for instance, LOO (Levels of Operations)- teachers who are Diploma holders at junior secondary schools with lesser work experience have been elevated as far as salaries are concerned; progression takes long; further training does not help us in anyway as far as salary increment is concerned.

INTERVIEWER (I): Now, how do these conflicts affect the commitment of teachers in their work?

RESPONDENT (R): If one is not happy, he or she can not deliver effectively. People (teachers) used to talk in staff meetings but now they just attend the school head and his or her team’s meeting.

INTERVIEWER (I): Alright, let me take this time to thank you for sharing your perspectives and views that are centered on your work experiences. You have enriched me. Stay blessed.

RESPONDENT (R): Thank you too.
APPENDIX Q: RESEARCH ETHICS CLEARANCE CERTIFICATE

UNISA
college of education

Research Ethics Clearance Certificate

This is to certify that the application for ethical clearance submitted by

SR Orapeleeng [33134979]

for a D Ed study entitled

Innovative leadership in managing conflict at selected senior secondary schools in Botswana

has met the ethical requirements as specified by the University of South Africa College of Education Research Ethics Committee. This certificate is valid for two years from the date of issue.

Prof KP Dzvimbo
Executive Dean : CEDU

Dr M Claassens
CEDU REC (Chairperson)
mdtca@netactive.co.za


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APPENDIX R: PRELIMINARY ACTIVITIES

- To initiate the study, the researcher:

  - Asked for permission to carry out a research project from the Ministry of Education and Skills Development, Botswana. The researcher’s supervisor, Professor S. G. Pretorius, played a major role in this process as he facilitated the issuing of the permission by writing a letter of confirmation.

  - Conducted preliminary interviews with expects regarding the need for research on the proposed research topic (INNOVATIVE LEADERSHIP IN MANAGING CONFLICT AT SELECTED SENIOR SECONDARY SCHOOLS IN BOTSWANA). The interviews helped the researcher to gather relevant information for the background of the study. More interviews and observations will be done as the study progresses.

  - Made a collection of government publications which helped her to obtain relevant information for the study.

  - Further conducted an extensive literature review of relevant material to investigate the concept of leadership and in particular the theory of and quest for innovative leadership in this modern day and age. And also reviewed the concept of conflict in education and the broad aspect of conflict management.

  - The researcher also incorporated her knowledge based on her work experience and involvement in the education system of Botswana to enhance the findings of the study.
APPENDIX S: EDITOR’S DECLARATION LETTER

Prof. K. le Roux
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17 June, 2017

DECLARATION

I herewith declare that the thesis

INNOVATIVE LEADERSHIP IN MANAGING CONFLICT AT SELECTED SENIOR SECONDARY SCHOOLS IN BOTSWANA

was edited by me for language usage and technical aspects such as the reference technique.

However, the correction of all errors/missing information remains the responsibility of the student.

[Signature]

Prof. K. le Roux
APPENDIX T: UNISA’S DED PROGRAM ADMISSION LETTER

Mrs S Orapeleng
Solusi University
P O Solusi
Bulawayo
ZMBASWE

2011-07-25

Dear Ms Orapeleng

I have pleasure in informing you that you meet the minimum admission requirements and that you may register for the degree of DEd in Education Management for the academic year 2012.

Registration for the 2012 academic year commenced on 1 July 2011 and your registration can be finalised on payment of the 2011 fees R2832.00. If your registration is not finalised before 15 September 2011 you will be liable for the increase in fees.

The curriculum for the degree comprises out of a Research Proposal module (DPEDU01) and a thesis (TFCUR65).

A student must comply with the requirements for the Research Proposal module before registering for the thesis. The outcome of this module is an acceptable research proposal with an approved topic for your proposed thesis.

In terms of the Rules a master’s or doctoral student may not cancel her/his registration for the research components of the degree.

Yours Faithfully

Mrs C Kotl
Postgraduate Qualifications
Master’s and Doctoral Degrees
Directorate Student Admissions and Registrations