Stakeholders' experiences with the management of professional conduct of teachers in church owned secondary schools in Maseru, Lesotho

by

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DECLARATION

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I declare that the above thesis 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.

I further declare that I have not previously submitted this work, or part of it, for examination at Unisa for another qualification or at any other higher education institution.

_____   <u>March 2024</u>

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I dedicate this thesis to my late mother, 'Mamotseko Clementina Nkanda. Though she was not educated but knowing her love for education was motivation and inspiration enough for me to complete this study.

ABSTRACT

Teachers' professional conduct has become a major concern in the world today because some teachers behave unprofessionally and unethically regardless of qualifications, experience and competences they possess. The purpose of this study was to explore stakeholders' experiences of professional conduct of teachers in church owned secondary schools in Maseru, Lesotho. Underpinned by interpretivist paradigm, this study employed a qualitative multi-case study whereby five church secondary schools in the urban and rural areas of Maseru participated in the study. The population for this study comprised school principals, teachers and School Board (SB) chairpersons of church owned secondary schools. The participants were selected through purposeful sampling. Five school principals, five teachers with lengthy service some of whom were HODs and five SB chairpersons were selected to participate in this study. Semi-structured interviews were used to generate data which were later analysed through interpretive thematic analysis. Findings from this study revealed that the participants witnessed positive and negative experiences of teacher conduct in teaching and learning, relationships in the school and response to authority. The older generation of teachers seemed to pass on a school culture of teacher misconduct to the next generation. This study also reported numerous incidents of teachers' professional misconduct that were prevalent in schools such as cases related to administrative issues; misuse of school resources; intimacy and sexual abuse; working relationships; religious practices and Covid-19 protocols. Most importantly, this study established that school principals employed democracy; a mix of democracy and autocracy; and shared/collaborative leadership to manage teachers' professional misconduct and they used, among others, school developed tools; induction and retreat workshops; enforced disciplinary processes to minimise teacher misconduct. The study recommends that, inter alia, principals and department of education should inculcate conducive culture and edify proper codes of conduct in church owned schools.

Key concepts: stakeholders; experiences of teachers' professional conduct; management of teachers' professional conduct; secondary school teachers; Maseru.

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ACRONYMS

ABIM	American Board of Internal Medicine
ACL	Anglican Church of Lesotho
ACP	Australian Council of Professions
CCCP	Canada Centre for Child Protection
DEM	District Education Management
DFE	Department for Education
ESA	Education Services Australia
GTC	General Teaching Council
HOD	Head of Department
ICT	Information and Communication Technologies
LAC	Lesotho Agricultural College
LECSA	Lesotho Evangelical Church in Southern Africa
LCGP	Lesotho Codes of Good Practice
LGSCE	Lesotho General Certificate of Secondary Education
MOET	Ministry of Education and Training
NUL	National University of Lesotho
OSF	Open Society Foundations
PSASP	Policy on the South African Standard for Principalship
RCC	Roman Catholic Church
SB	School Board
TC	Teaching Council

TCCN	Teachers Code of Conduct of Nigeria
TCMM	Teachers' Conduct Management Model
TLT	Transformational Leadership Theory
TRCN	Teachers' Registration Council of Nigeria
TSD	Teaching Service Department
UNESCO Organization	United Nations Educational, Scientific and Cultural
UNESCO-IBE	United Nations Educational, Scientific and Cultural Organization-International Bureau of Education
UNESCO-IICBA	United Nations Educational, Scientific and Cultural Organization-International Institute for Capacity Building in Africa
UNISA	University of South Africa
WHO	World Health Organization

LIST OF TABLES

CHAPTER ONE
INTRODUCTION AND ORIENTATION TO THE STUDY

1.1 INTRODUCTION

This chapter presents an overview of the study. It displays the background to the study that leads to the description of the research problem. The chapter also presents the purpose of this study, research questions and the theoretical framework that guided this study. I also briefly discuss the research methodology as well as the significance of the study. The key terms or concepts of this study have also been identified and discussed. The chapter concludes with the outline of the chapters of this study.

1.2 BACKGROUND AND RATIONALE FOR THE STUDY

Teaching is said to be one of the oldest and highly regarded profession in the world (Dimkpa, 2015; Kraft & Lyon, 2024). Because of this, teachers are viewed as important professionals because of their ability to educate young people to appreciate and uphold their societal values and norms (Al-Hothali, 2018). Teachers do this through imparting knowledge and skills that assist young people to realise their set national and societal aims and goals (Bitweli, 2013; Sinurat, 2020; Kraft & Lyon, 2024). On account of the unique and significant role played by teachers in the educational system, it is believed that the behaviour of teachers must conform to the set moral standards of their societies and institutions (Al-Hothali, 2018). This is to say that teachers' conduct must be exemplary in all situations because it impacts on the nurturing of young children, on their profession and the nation at large (Agih, 2013).

Teachers' professional conduct, therefore, plays an important role in promoting quality education and success for learners in schools (Chirwa, 2014; Zakaria, Nor & Alias, 2021). On the basis of this, there is a need for teachers' professional conduct to be well managed in schools throughout the world, including Lesotho. Failure to do so may lead to educational organisations which are characterised by human rights violations that negatively affect children of school-going-age. This would directly contradict the Universal Declaration of Human Rights of 2015

Article 26 and the United Nations Convention on the Rights of the Child, Article 28, both ratified by Lesotho, which declare that everyone (especially children) has the right to education and that education shall be directed to full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms.

Despite all the efforts made by different states like Lesotho, teachers' professional conduct remains a huge challenge in schools throughout the world. For instance, many schools in Philippine, Asia, are witnessing cases of teachers' misconduct which Calderon and Ancho (2018) classify as acts of corruption and malpractices. Similarly in East Africa, especially in Tanzania and Kenya, schools are experiencing numerous incidents of teachers who fail to conduct themselves in a professional and ethical manner (Bitweli, 2013; Ng'oma & Simatwa, 2013; Mfaume & Bilinga, 2017; Betweli, 2020). The same applies to Southern African countries like Zimbabwe, Malawi and South Africa (Magwa, 2014; Chirwa, 2014; Mashaba, 2015; Mthiyane & Mudadigwa, 2021). These acts of misconduct include misuse of school funds, sexual abuse, corruption, having a romantic affair with learners, drunkenness, absenteeism, private tuition, tardiness and many others. This problem calls for researchers in school leadership and management to engage in empirical investigations that would provide knowledge on leadership styles and strategies that could be used by school principals to effectively manage the professional conduct of teachers in schools.

As alluded to earlier, professional conduct of teachers plays an important role in promoting quality education and high achievement for learners in schools (Chirwa, 2014; Zakaria et al., 2021). However, in recent years, teachers' professional conduct remains questionable throughout the world. In north-western South Carolina in the United States of America (USA), teachers are reported to commit acts of misconduct such as engaging in romantic relationships with students, using derogatory comments about colleagues to students, giving students high grades in return for favours as well as making sexually provocative statements to students (Barrett, Headly, Stovall & Witte, 2006). Eckes and Russo (2021) somehow share Barrett and others' (2006) sentiment by claiming that in Louisiana one full-time substitute teacher was expelled for using the n-word (nigger) when addressing a student while another teacher in Chicago was

suspended by a principal after being found to have used abusive language in front of students something that was against the school policy. In the same vein, Yu (2024) reiterates Barrett and others' (2006) contention by declaring that teachers in eight states of USA, namely, South Carolina, New Hampshire, Iowa, Illinois, Indiana, Pennsylvania, Vermont and West Virginia, were alleged to have committed sexual misconduct that involved physical contact as well as spreading of sexual texts and pornographic images. Besides the unprofessional behaviour, there are other acts of misbehaviour perceived to be of lighter offence and those are gossips to other teachers about a student, raising student's grade to satisfy a parent or administrator, spending class time doing irrelevant work, and consciously allowing a student to disregard a school rule (Barrett et al., 2006).

A study conducted in Canada by Canadian Centre for Child Protection (CCCP) (2019) reported that from 1997 to 2017, there were 750 cases of sexual offense against children allegedly committed by personnel of Canadian K-12 schools. According to the report, the schools' personnel consisted of, among others, teachers, educational assistants, student teachers and special needs assistants. Since teachers always form the majority of employees found in any school, those alleged to have taken part in this immoral act make a whopping 86% of all alleged perpetrators (CCCP, 2019). Similarly, in England, teachers' professional misconduct has also been reported by General Teaching Council (GTC), which is the body in charge of teachers' professional conduct. This is a body that keeps records of teachers' external behaviour and internal behaviour (Page, 2012). According to Page (2012), external behaviours that are said to frequently occur include drug related matters, driving while intoxicated, and violence while internal behaviours perceived to be common are inappropriate interaction with pupils, technology misuse, procedural breach and pedagogical issues. Hawley (2022) corroborates Page's (2012) assertion by postulating that in the year 2022 many teachers in England were banned for life from the teaching profession owing to their engagement in, among others, sexual affairs with learners, taking upskirting videos, unseemly touching of learners, et cetera.

In Africa, cases of teachers' misconduct in schools are well documented and teachers' misbehaviour is perceived to be evident in both rural and urban areas (Bennell, 2005; Betweli, 2013; UNESCO-IICBA, 2017). In countries like

Tanzania, Malawi and South Africa, unacceptable professional misconduct includes the use of abusive language, drug abuse and drunkenness (Mothemane, 2004; Betweli, 2013). Absenteeism is a problem in both urban and rural areas in Tanzania and Dowa District in Malawi (Betweli, 2013; Chirwa, 2014). Teacher-pupil sexual relationship and abuse, unacceptable dressing, insubordination, and drunkenness are also witnessed in schools (Mfaume & Bilinga, 2017; Chirwa 2014). Other forms of misconduct include private tutoring, improper dressing, forgery and theft, leaving classes unattended and engaging in mobile phone conversations during lessons (Mothamane, 2004; Mashaba, 2015).

In Nigeria, teachers' unethical behaviour is posing a serious challenge in schools. Agih's (2013) study that assessed familiarity and compliance of principals and teachers in secondary schools on some basic ethics of the teaching profession in Bayelsa State clearly shows a drawback on the side of teachers' compliance. The principals' compliance level on the 12 items of misconduct drawn from the Teachers Code of Conduct of Nigeria (TCCN) makes an average of 83.3% while teachers' compliance level is 16.7%. This assessment was based on the following 12 acts of misconduct indicators: forgery or mutilation of official document; fighting in the school premises; assaulting a student or a teacher; intimidation of student(s); absenteeism; taking undue advantage of students/teachers; facilitating, aiding, abetting or assessor to examination malpractice; irregular or unauthorised award of marks; extortion from students; money for marks racket; teaching with non-qualifying or unrecognised certificates; and teaching without registration with the Teachers' Registration Council of Nigeria (TRCN).

In Lesotho, the reviewed literature reports on a number of incidents of teachers' professional misconduct in schools such as absenteeism, lateness, laziness, drunkenness, use of vulgar language, hang-over and absconding workplace (Urwick, Mapuru & Nkhobothi, 2005; Lekhetho, 2013; Mohale, 2022). According to Urwick and others (2005) and Mohale (2022), teachers in Lesotho behave unethically due to, inter alia, lack of motivation, poor salaries, lack of regular workshops and the introduction of a new curriculum. Apart from lack of motivation and other excuses cited above, other reasons reported for misconduct of

teachers is poor leadership and management of the school principal owing to lack of training (Mulkeen, 2010). Mulkeen (2010) also reports that Lesotho falls under eight countries in Africa where majority of principals are said to be untrained and schools are poorly managed. Moorosi and Grant (2013) assert that the majority of school principals in Lesotho are not formally trained, with only 37% having received training in comparison to 76% in South Africa.

In his previous study, Lekhetho (2003) contends that the management style of school principals in Lesotho was weak considering the factors that led to ineffectiveness and dysfunction witnessed in most secondary schools which were teachers' absenteeism and tardiness. In his recent study, Lekhetho (2013) somehow alludes to the previous sentiment saying generally the principals in Lesotho practise laissez-faire leadership style with no consequence management against teachers who habitually dodge classes. The question is, are the principals in Lesotho using laissez faire leadership style because they see it as the most appropriate style to be used to manage the professional conduct of teachers (Bennell, 2005; Lekhetho, 2013) or is it out of sheer lack of awareness of other leadership styles that could be more appropriate and effective as some researchers have stated (Mulkeen, 2010; Lekhetho, 2013)?

This background information has not only laid a solid foundation for this study but it has also been informative to the researcher who is currently a principal at one church secondary school in Maseru City.

1.3 STATEMENT OF THE PROBLEM

The preceding background of literature presents professional conduct of teachers as a challenge that needs to be addressed or managed in schools worldwide, including Lesotho. School principals as leaders and managers in schools are accountable for teaching and learning as well as the conduct of teachers and learners (Eboka, 2016; Kiprop, 2016). Literature highlights the fact that some school leaders and managers who are supposed to manage the conduct of teachers in Africa lack necessary training and knowledge to address issues that relate to professional ethics (Mulkeen, 2010; Lekhetho, 2003; Mothemane, 2004; Chirwa, 2014). The reviewed literature (Lekhetho, 2003; Lekhetho, 2013; Bunnell, 2005; Mulkeen, 2010; UNESCO-IICBA, 2017;

Mothemane, 2004; Chirwa, 2014; Mans, 2015) suggests that there is a gap in the knowledge of how principals as one of the stakeholders in the school should manage the declining professional conduct of teachers. This study had intended to contribute towards filling this gap by exploring how school principals and other stakeholders lead in managing professional conduct of teachers in church secondary schools in Maseru, Lesotho. More particularly, it has been reported by UNESCO-IICBA (2017) that the professional conduct of teachers in Lesotho is declining and the majority of principals do not have knowledge and skills to manage the behaviour of the teachers (Mulkeen, 2010) which could have a negative influence on teaching and learning.

Moreover, the literature discussed in the preceding sub-section 1.2 shows that teachers' professional misconduct is a global challenge and that it is topical in nature. This suggests that if teachers' professional misconduct is investigated, schools are likely to become places where young children's basic rights are violated with impunity and learners could be subjected to perpetual maltreatment and trauma. This situation could negatively affect access to equitable quality education and inclusivity that teachers are required to promote and offer in line with Sustainable Development Goal 4 as declared by UNESCO (2024). There is a need, therefore, to undertake the study of this nature that would inform school leadership on how to minimise and reduce cases of teachers' professional misconduct in schools.

1.4 PURPOSE OF THE STUDY

The purpose of this study was to explore the stakeholders' experiences and management of the professional conduct of teachers in church secondary schools in Maseru, Lesotho.

The study strove to achieve the following objectives:

- To explore the experiences of the stakeholders (school principals, teachers, and SB chairpersons) regarding the professional conduct of teachers.
- To determine what constitutes the professional misconduct of teachers.

- To identify the factors that contribute to the professional misconduct of teachers in schools.
- To explore how school principals lead in managing the professional misconduct of teachers in schools.
- To establish challenges experienced by the stakeholders (school principals, teachers and SB chairpersons) when managing the professional misconduct of teachers.

1.5 RESEARCH QUESTIONS

The main question that directed this research was:

What are the stakeholders' experiences and the management of the professional conduct of teachers in church secondary schools in Maseru, Lesotho?

The sub-questions were as follows:

- What are the stakeholders' (school principals, teachers and SB chairpersons) experiences regarding the professional conduct of teachers in secondary schools?
- What constitutes the professional conduct and misconduct of teachers?
- What factors contribute to the professional misconduct of teachers in schools?
- How do school principals lead in managing the professional misconduct of teachers in schools?
- What are the challenges experienced by the stakeholders (school principals, teachers and SB chairpersons) when managing the professional misconduct of teachers?

1.6 THEORETICAL FRAMEWORK FOR THE STUDY

The transformational leadership was used as the theoretical framework underpinning this study. The researcher believed that transformational leadership theory was a suitable scaffolding structure for this study. The reason being, the research topic, problem statement, purpose and research questions

of this study are all centred around two aspects: (a) teachers' professional conduct in secondary schools and (b) how school principals manage the teachers' conduct. Transformational leadership was deemed appropriate for this study because the theory puts emphasis on the importance of leaders' sound moral dimension (Burns, 1978) and the ability of the leader to uplift the followers' ethical and moral standards (Bass, 1999). Secondly, the theory presented adequate information on the type of leadership behaviours encouraged for leaders to effectively manage their followers. The theory is briefly discussed in the following paragraphs.

The theory of transformational leadership was initiated by a leadership expert called James MacGregor Burns in 1978 and was later on enhanced by Bernard Bass in 1985 (Stone, Russell & Patterson, 2003; Givens, 2008). Over the past four decades, the theory has attracted numerous researchers in the field of organisational leadership (Givens, 2008). The key presumption of this theory is the leader's ability to persuade followers to work towards attainment of goals that symbolize values, needs, aspirations and expectations of the leader and his/her followers (Hebert, 2011). The leader's brilliance is measured by the amount of influence he/she has to motivate the followers to perform and achieve beyond what they (followers) initially had intended to achieve for the good of the group (Burns, 1978; Bass, 1990; Krishnan, 2005).

Transformational leaders are believed to have an impact on innovation and are, as a result, positively associated with organisational innovation (Gumusluoglu & Ilsev, 2009). These leaders have ability to raise the motivation, morale and the followers' performance through numerous ways (Bass, 1990; Rao & Arora, 2017). They have ability to make followers to identify with the organisation's mission while at the same time they inspire them; they challenge them to take ownership for their work; they take time to understand the followers' strengths and weaknesses; and they ensure they optimize the performance of their followers (Rao & Arora, 2017).

Another important point highlighted by Burns (1978) is that transformational leadership underscores the importance of moral aspect in leadership and believes that this type of leadership is grounded in conscious choice among other

alternatives. It is also believed that in educational settings, transformational leadership behaviours minimise workers' negativity about change, therefore, suggesting positive effects of transformational leadership on employees (Hebert, 2013). The behaviours of transformational leaders are said to be consistently developing, solving problems, creating promotions, building confidence, achievement focusing, common benefit focusing, optimistic focusing, enthusiastic focusing and self-actualisation focusing (Avolio & Bass, 2006).

The key question for this study was, how do school principals lead other stakeholders in managing the professional conduct of teachers in schools? The study assumed that school principals in Lesotho apply leadership styles and strategies that are not efficient and effective enough to minimise cases of teachers' professional misconduct in their schools. Transformational leadership theory was deemed relevant to this study in that, firstly, it provides strategies and techniques on how school principals should lead and manage their teachers' behaviour. Secondly, managing professional conduct of teachers is in line with this theory in that it puts emphasis on the moral aspect of leaders (Burns, 1978) which through their persuasion and inspiration should transform teachers' ethical conduct in schools (Bass, 1999).

Another point that makes this theory a suitable guide for this study is the fact that this study, among its objectives, seeks to establish factors that contribute towards the professional misconduct of teachers in secondary schools. The reviewed literature suggests numerous causes of teachers' professional misconduct such as lack of motivation (Urwick et al., 2005) and poor leadership and management (Mulkeen, 2010; Moorosi & Grant, 2013; Lekhetho, 2003). Transformational leadership theory is said to have the ability to boost motivation and morale of its followers (Bass, 1990; Rao & Arora, 2017). More importantly, transformational leadership is perceived to be an effective leadership approach to manage and implement organisational change or innovation (Gumusluoglu & Ilsev, 2009) which the researcher believes principals should adopt if they really want to be on top of teachers' professional misconduct in their schools.

1.7 RESEARCH METHODOLOGY

This section presents a brief discussion on research methodology that was

employed in this study. Detailed discussion of the methodology is done in Chapter 4. This section, therefore, displays a discussion on research paradigm, approach, design, site and sample, data collection methods and data analysis. This study employed subjective reality (ontology) by exploring participants' views on how principals manage teachers' professional conduct. I also made use of objective ontology by discovering reality on the research site through document analysis. The researcher's epistemological stance is that the information about the professional conduct of teachers and how it is managed by principals would be best obtained from the teachers, school principals and SB chairpersons of secondary schools in Lesotho. Qualitative research was found to be suitable for this study because the researcher aimed at exploring the real-world setting concerning the stakeholders' (principals, teachers, and SB chairpersons) experiences of professional conduct of teachers in secondary schools in Maseru. The study is about the case of principals', teachers' and SB chairpersons' experiences of teachers' professional conduct in five church-owned secondary schools in Maseru.

Data were collected from school principals, SB chairpersons, and teachers of five church-owned secondary schools situated in Maseru District. Three participants were selected from each school to make a total of 15 participants. Furthermore, data were generated through semi-structured interviews. The researcher captured the views of the participants through audio recording and handwritten notes which were later on transcribed (Creswell, 2014). The procedures of thematic data analysis were followed in this study to make sense of the data and presented the findings.

1.8 SIGNIFICANCE OF THE STUDY

Teachers' professional misconduct compromises the quality of education that children should be afforded in schools. It also infringes the children's right to education as declared by the Universal Declaration of Human Rights of 2015 Article 26, and the United Nations Convention on the Rights of the Child Article 28. This study was, therefore, critical in that Lesotho and the world at large needed to find a solution to the escalating problem of cases of professional misconduct of teachers. Furthermore, the literature reviewed in this study showed

that there was scarcity of research studies conducted on how school principals managed the professional conduct of teachers in Lesotho secondary schools. This gap motivated the researcher to conduct this study. The study intended to generate a new body of knowledge on the experiences of principals in managing the professional conduct of teachers in church-owned secondary schools in Lesotho. There was a need for a study that would empower school principals with knowledge and strategies that could be used to manage teachers' professional misconduct in secondary schools. The researcher envisaged developing a management model on managing teachers' professional behaviour. The model has proposed leadership styles and strategies to be followed by school principals to maintain and encourage professional conduct of teachers in secondary schools. The researcher has also theorised on the current leadership styles and strategies used by the principals in the schools that participated in this study.

1.9 DEFINITION OF TERMS

Leadership: the ability to inspire or influence others to perform the intended work (Van Deventer, 2003). This study focused on school principals' ability to inspire and influence teachers to behave ethically and professionally while simultaneously ensuring that their professional and organisational standards were adequately maintained.

Stakeholders: refers to individuals or a group of people who are directly or indirectly affected by school's objectives, decision-making, norms, operations, behaviour etc. (Letlatsa, 2018). These individuals or a group of people are members of the school community who have ability and desire to further their interests (Sage, 2020).

School Board: it is a legal entity that governs secondary schools, established under section 23 of the Lesotho Education Act of 2010. The researcher in this study viewed the School Board (SB) as an important structure of governance in secondary schools where the school principal occupies the most influential position, the SB Secretary.

School principal: a leader appointed by the appointing authority (Kingdom of Lesotho, 2010) whose major role is to influence teachers to work or behave in a

manner that would assist the school to realise its vision and goals (Hebert, 2011). The study considered any teacher, by the time of this investigation, duly appointed by the Teaching Service Commission (TSC) or the SB to occupy the office of the principal either on permanent, temporary or probationary basis to be a credible principal.

Teacher professional conduct: a field of regulation of professional bodies, either acting under statutory or contractual powers (Dimkpa, 2015). This study considers a teacher's professional conduct as any behaviour and performance of a teacher that live up to the ideals and standards set by the Lesotho Codes of Good Practice of 2011 and other relevant legislations such as Lesotho Education Act of 2010 and Teaching Service Regulations of 2002, including international conventions ratified by Lesotho. This also takes into consideration the rules, regulations and resolutions that are prescribed by various school proprietors.

Teacher professional misconduct: abandonment of a professional duty or behaviour that makes a teacher compromise the set ethical standards and codes of good practice determined by a teaching profession or group (Calderon & Ancho, 2018). Any teacher behaviour or performance that does not uphold or fulfil the set ideals and standards of the Lesotho Code of Good Practice of 2011 and other relevant legislations such as Lesotho Education Act of 2010 and Teaching Service Regulations of 2002, including international conventions ratified by Lesotho is considered to be the teacher's professional misconduct. Additionally, any teacher's behaviour or performance that may be found to be in violation or inconsistent with the school proprietor's rules, regulations and resolutions may also be classified as a professional misconduct of a teacher.

Teaching ethics: a set of rules or guidelines that pronounce professional principles, values, behaviour and duties that teachers should adhere to in their day-to-day performance of their work (Al-Zubi, 2013). This study considers the Teachers' Codes of Good Practice of 2011 to be the formal document that contains teaching ethics in Lesotho. The study is cognisant of the fact that there might be some schools which have formulated their own institutional codes. These will be considered in as far as they are not in contravention with the national codes and legislations.

1.10 ORGANISATION OF THE STUDY

Chapter One: Introduction and overview

This chapter comprises of the introduction and background of the study which unfolds and provides background to the challenge of the declining teachers' professional conduct worldwide. It also highlights the statement of the problem, the purpose of the study and the research questions. The chapter further briefly describes the theoretical framework and the applicable methodology for this study comprising of the research paradigm, approach, design, site and sample, data collection techniques and data analysis. Finally, it covers the significance of the study, definition of terms and organisation of the study.

Chapters Two: Lesotho educational system, school leadership and theoretical framework of the study

Chapter 2 presents reviewed literature that focuses on the Lesotho educational system, school leadership, principals' roles and responsibilities, principals' leadership styles, school culture and theoretical framework of this study.

Chapter Three: Professionalism and ethics

This chapter gives the reader a detailed account on professionalism and ethics. It also speaks directly to what teachers' professional conduct and teachers' professional misconduct entail. Factors that contribute to teachers' professional misconduct together with measures that may be taken to minimise teachers' misconduct are highlighted. Lastly, the chapter explains challenges that face principals when managing teachers' professional misconduct in schools.

Chapter Four: Research paradigm, approach, design and data collection methods

In this chapter the researcher describes the research paradigm, approach, design, research site and sample, data collection and analysis methods adopted by this study.

Chapter Five: Findings of the study

Chapter 5 highlights the findings drawn from collected data. The findings are organised and presented in five themes that are aligned with the five main research questions. Each of the five themes comprises a number of sub-themes which subsequently give way to different factors highlighted by participants and were ultimately subjected to analysis by the researcher.

Chapter Six: Discussion of findings and contributions from the study

In this chapter, the findings of the study are discussed in relation to literature and the contribution of the study to knowledge on the research topic is presented. This chapter further conveys the extent to which the purpose of this study was realised. It also presents the proposed leadership style and model that could be employed by principals in church secondary schools to manage teachers' professional misconduct.

Chapter Seven: Summary of research findings, conclusions, recommendations and limitations of the study

This last chapter presents the summary of the findings, conclusions and recommendations based on the findings of this study. Delimitations and limitations of this study are also highlighted in this chapter.

1.11 SUMMARY OF THE CHAPTER

This chapter has introduced the reader to the background and rationale for this study. It has highlighted the fact that teachers' professional conduct has become questionable throughout the world, prompting a need for a research that would explore principals', teachers' and SB chairpersons' experiences of teachers' professional conduct and establish how principals manage the professional misconduct of teachers. This chapter also presented the statement of the research problem, the purpose of this study and its research questions. It has further briefly discussed the theoretical framework and the research methodology employed by this study. Lastly, it has unveiled the significance of this study, definition of relevant terms and organisation of this study. The next chapter presents literature discussion on Lesotho educational system, school leadership, principals' roles and responsibilities, principals' leadership styles, school culture

and a detailed account of theoretical framework of this study.

CHAPTER TWO

LESOTHO'S EDUCATIONAL SYSTEM, SCHOOL LEADERSHIP AND THEORETICAL FRAMEWORK OF THE STUDY

2.1 INTRODUCTION

This chapter begins by displaying the background of Lesotho Education System in relation to the form and structure of formal education with particular reference to secondary education. It also sheds some light on the historical background of teacher training in Lesotho and its current form. It also discusses school leadership, school principals' roles and responsibilities and principals' leadership styles believed to be relevant to the case of Lesotho. It goes on to explain school culture, indicating its impact on teachers' conduct and performance. Lastly, it presents transformational leadership theory as a scaffolding framework for this study.

2.2 LESOTHO EDUCATIONAL SYSTEM

This sub-section presents the general overview of formal education in Lesotho. It goes further to give a brief account of the training of teachers firstly by church denominations and later on by the government of Lesotho. The researcher assumes that this background could be having a direct bearing on professional conduct of teachers in Lesotho.

2.2.1 Formal education overview

Lesotho attained political independence in 1966 after being under the British colonisation for 98 years (South African History Online, 2011). The time Lesotho spent under the British government had a direct bearing on her education system. By the time she gained her independence from Britain, she had already adopted the British education style to an extent that their (Lesotho and Britain) syllabi and methods of assessment were identical (Thaanyane, 2010). Lesotho's challenge then was to modify certain aspects of Lesotho education so that her curriculum did not replicate that of the coloniser (Jobo, Khiba, Lefoka, et al., 2000). Eventually, Lesotho was able to effect two meagre changes: a) reducing eight

years of primary education to seven; and b) several subjects like Nature Study, Hygiene and others were either reviewed or phased out (Jobo et al., 2000). However, Lesotho secondary education system grew tremendously in around 1971 in that there were many new secondary schools which were opened with school enrolments expanding rapidly despite Lesotho's inclination to the British education style (Ansell, 2002).

Since independence in 1966, formal education in Lesotho has been used as a vehicle for promoting socio-economic development and as a result, it has been regarded as one of Lesotho's major poverty reduction tools (Ministry of Education and Training (MOET), 2009). Influenced by this, the MOET set the following goals and policies which they strive to realise from time to time:

- ensuring accessibility, quality, equity and relevance of the education sector (MOET, 2009);
- ensuring that every Mosotho is afforded chance to be literate and productive, with grounded cultural, moral and ethical values to promote individual and social development (UNESCO-IBE, 2006; MOET, 2016-2026);
- ensuring that adequate number of Basotho children are equipped with suitable skills that will enable them to play an active role in socio-economic development (UNESCO-IBE, 2006; MOET, 2016-2026);
- providing Basotho with opportunities for continuing education through non-formal programmes (UNESCO-IBE, 2006); and
- ensuring that partnership in education administration and management and provision of education services between the government, churches, community and non-governmental organizations is always maintained (UNESCO-IBE, 2006).

The provision and management of formal education in Lesotho is still a joint venture between churches, the government and the community (Jobo et al., 200; Open Society Foundations (OSF), 2013). Churches own about 80% of secondary schools while the government owns 7% and the remainder 13% is shared between community and privately owned schools (Mokotso, 2017). The church's responsibility is to provide education services to parents at an affordable

price while the government's role is to train teachers, pay their salaries and provide institutional support (Jobo et al., 2000; OSF, 2013). On top of this, the government formulates educational policies; laws and regulations that govern schools; improves infrastructure; designs and implements curricula; supervises teaching-learning through the inspectorate; and administers all national examinations for Junior Certificate and Lesotho General Certificate of Secondary Education (Jobo et al., 2000; Thaanyane, 2010). The community's influence and role in education is very minimal. Parents or guardians are responsible for paying school fees and contribute towards infrastructure (Jobo et al., 2000; Thaanyane, 2010).

Although the government's contribution in the provision of education is much bigger than that of the church in terms of monetary and administrative responsibilities as alluded to in the previous paragraph, the government is struggling to assume full control of management of education in schools because the church is not ready to relax its grip to schools' governance and management (Gill, 1994; OSF, 2013). Moreover, the government is unable to engage fully effective governance, management and monitoring of education access, learner participation and completion at any level (OSF, 2013). This is owing to their partnership (government and church) which is characterised by blurred roles and ambiguous areas of responsibility and accountability (UNESCO-IBE, 2006; Khama, 2000). Consequently, the situation hamstrings any implementation of any envisaged educational reform in the country (Gill, 1994). It also frustrates teachers to an extent that they end up not knowing who their employer is between the government and the church (UNESCO-IBE, 2006). The study deduces that this stalemate may have a direct bearing on teachers' professional conduct and how it is managed by principals in secondary schools in Lesotho.

The formal education system of Lesotho has been divided into five levels, namely, early childhood development attended by children between 2 and 5 years of age; primary level for children from 6 to 12 years; junior secondary for children between 13 and 15 years; senior secondary for those between 16 and 17 years; and post-secondary and higher learning education, from 18 years upwards (Mokotso, 2017; MOET, 2016-2026). In other words, early childhood development takes three years, primary level takes seven, secondary (junior and

senior) takes five and tertiary lasts between two and four years with some exceptions. The formal education goes in parallel with informal education which offers primary and secondary education to youth and adults who are unable to attend formal education institutions (MOET, 2016-2026).

In recent years, there are some reforms in the education system which have changed the form and structure of secondary education in Lesotho. The new developments have turned primary education into basic education which takes ten years covering Grade 1 up to Grade 10 (MOET, 2009; MOET, 2016-2026). The basic education is divided into two parts, namely, lower basic education which covers a period of seven years (Grade 1-7) and upper basic education which lasts for three years (Grade 8-10) (MOET, 2009; MOET, 2016-2026). It must be noted that in the current situation, the upper basic education (Grade 8-10) is what was referred to as junior secondary education while Grades 11 and 12 represent senior secondary education (MOET, 2009). In a year or two from now, Grade 12 will be turned into Advanced Subsidiary (AS); learners will sit for Lesotho General Certificate of Secondary Education (LGSCE) external examinations at the end of Grade 11 and thereafter proceed to do AS (MOET, 2016-2026). This discussion now pays attention to another important aspect of education which is training of teachers.

2.2.2 Teachers' training

The Christian missionaries did not only provide formal education to Basotho children; they also played a huge role in training teachers for their schools. In about 1912, they realised a need to train teachers who would give 'proper' instruction to learners in their schools (Khechane, 2016). As a result, seven teacher training colleges were built based on church denominational faith creed (Mokotso, 2017). The Roman Catholic Church established four colleges; the Lesotho Evangelical Church built two colleges, while the Anglican Church of Lesotho founded one college (Mokotso, 2017). The colleges' common purpose was to provide courses that would produce teachers who would teach in lower and higher primary schools (Jobo et al., 2000). Furthermore, Jobo and others (2000) posit that through the institutions, the missionaries' other goals were to educate teachers who would teach Religious Studies in line with their respective

churches' practices and to train Basotho to teach their companions in the three Rs. The churches pursued the two tasks, imparting knowledge to Basotho children and training teachers until after independence in 1966 (Khechane, 2016).

The existence of the seven church colleges gave way to three different education systems practised in Lesotho based on various denominational beliefs (Mokotso, 2017). This posed a challenge to the Lesotho government to reform teacher education (Jobo et al., 2000). As a way of addressing this problem, the government of Lesotho decided to implement one of the recommendations made by external commissions and task forces to merge the church colleges and form one centralised college of teachers in Lesotho that would provide both pre-service and in-service trainings for primary, secondary and vocational/technical teachers (Mokotso, 2017; UNESCO-IBE, 2006; UNESCO-IBE, 2010). It is assumed the reason behind this was to address some disparities observed in the training of teachers under initial church colleges. In 1975, the government of Lesotho through the support of the United Nations Educational, Scientific and Cultural Organization (UNESCO) established the National Teacher Training College (now called Lesotho College of Education (LCE)) which took over the work that was performed by the church colleges and led to their permanent closure (UNESCO-IBE, 2010; Khechane, 2016).

Today, LCE produces teachers with undergraduate qualifications, certificates and diplomas, accredited by the National University of Lesotho (NUL) while the NUL offers graduate and post-graduate degrees for teachers (UNESCO-IBE, 2010; Mabejane, 2017). Other institutions that play a significant role in the training of teachers who teach in secondary schools are the Lesotho Agricultural College (LAC) and other colleges and universities outside of Lesotho. The LAC provides teacher trainees with undergraduate qualifications in two subjects, namely, Agriculture and Integrated Home Economics. Teachers from local institutions have been trained in a traditional way through colleges and universities using pre-service and in-service designed courses (OSF, 2013; Mabejane, 2017). School principals are selected to management positions from the ranks of serving as teachers and from the civil service (OSF, 2013).

The foregoing discussion has highlighted the background history of Lesotho education system and its general goals formulated immediately after Lesotho's independence. The discussion has touched on the major role players and their contribution in education, the partnership between the government and the Christian church and the form and structure of secondary education in Lesotho. It has briefly presented why and how the missionaries introduced teachers training in Lesotho and the challenge brought about by that venture. Measures taken by the Lesotho government to address teachers' training challenge(s) in missionary colleges are also spelt out. Lastly, the discussion has highlighted institutions of higher education that produce teachers who work in secondary schools in Lesotho today. This background overview leads to another significant section of this study which is school leadership.

2.3 SCHOOL LEADERSHIP

Leadership is a concept that contains different interpretations such as power, authority, management, administration and supervision (Boateng, 2012). Van Deventer (2003) and Othman, Ibrahim, Salleh and Sidek (2024) define leadership as a dynamic process and the ability of a leader to inspire or influence others to perform towards the intended work or goal while Plachy (2009) views leadership as a process of articulating vision and ensuring that the followers are prepared to share it. Kruse (2013) concurs with Plachy (2009) by saying it is a process of social influence which maximises the efforts of others towards the achievement of a goal. According to Prinsloo (2003), leadership is a form of dominance where subordinates, in one way or the other, have to comply with directives and control of another person. The researcher subscribes to the definition presented by the scholars here. However, this description is lacking a critical aspect for effective leadership which is the ability to enforce the law. If a leader cannot enforce the law, his power and authority count for nothing. A leader may inspire or influence his subordinates to meet their institutional goals and standards but if that leader cannot apply the law to correct indiscipline, his leadership abilities are compromised.

This study views the school principal as a leader whose major role is to influence teachers to behave in a manner that would assist the school to realise its vision

and goals. The study shares Mphale's (2015) sentiment that for effective school leadership, leaders must work in collaboration with their subordinates. This notion is influenced by Burns' (1978) transformational leadership theory that stresses the importance of uncompromised moral fibre for leaders and their ability to enhance their followers' ethical and moral standards (Bass, 1999). The theory also advocates for leadership which is able to persuade its followers to work towards achievement of their organisational goals reflecting values, needs, aspirations and expectations of concerned members (Hebert, 2011).

The foregoing discussion is useful in that it may help secondary school principals in Lesotho to have an idea about what school leadership entails. The purpose of this study was to explore school principals' experiences of professional conduct of teachers in secondary schools. To enable principals to share their experiences with greater understanding and appreciation, principals need to have an idea of how their work is defined or perceived by different scholars. Having defined the concept of leadership, the following section presents the roles and responsibilities of school principals.

2.4 SCHOOL PRINCIPAL ROLES AND RESPONSIBILITIES

Nowadays, school principal's responsibilities keep on increasing to an extent that it has become impossible for a school principal to manage a school effectively without help (Mphale, 2015). As a result, principals are strongly advised to consider involving other stakeholders, like teachers, in day-to-day management activities of the school (Pearce, 2007). This means that schools will only become better places for instruction when roles and responsibilities are shared among the concerned parties.

The principal's most important role is that he/she is head of school administration (Eboka, 2016). By virtue of the position the principal occupies in the school, he/she is responsible for discipline in the school (Kiprop, 2016). Moreover, Kiprop (2016) avers that the school principal must ensure that teachers' and learners' discipline is maintained at all times and must set the tone and the morale of the school because of the influence he/she has over teachers and learners. Anwar, Mohamad, Sakdiyah and Hapzi (2020) purport that teachers' discipline is determined by the leadership style employed by the school principal.   In the

same vein, Eboka (2016) shares Anwar and others' (2020) sentiment by saying principals occupy a vantage position to influence teachers' behaviour such that quality instructional delivery is carried out in the teaching and learning process in secondary schools.

Internationally, the roles and responsibilities of school principals are well defined. For example, in Australia, principals' roles are pronounced by Education Services Australia (ESA) (2015), which was updated in 2019. According to ESA (2015), principals, among others, embody the power of education to make a difference to the lives of individuals and society, now and in the future; they inspire students, staff and members of community to continuously enhance the learning of all and continue to strive to understand and improve their impact; they network and collaborate with a wide range of people to secure the best possible learning outcomes and wellbeing of all students; they establish and maintain professional relationships and structures.

In South Africa, school principals' functions are explained in the Policy on the South African Standard for Principalship (PSASP) of 2015. The policy presents the following as key areas of principalship: leading teaching and learning in the school; shaping the direction and development of the school; managing quality of teaching and learning and securing accountability; developing and empowering self and others; managing human resources in the school, et cetera.

However, in Lesotho, duties and responsibilities of school principals are contained in the Lesotho Education Act of 2010, section 21. The Act has stipulated numerous duties that are supposed to be performed by principals in schools. The researcher highlights duties drawn from Lesotho Education Act of 2010 which in his view are relevant for the purpose of this study. Firstly, the principal is responsible for the organisation, management and daily running and leadership of the school. Secondly, the principal is expected to ensure that meaningful teaching and learning take place at the school. Thirdly, the principal is responsible for discipline of teachers under his or her supervision in line with the disciplinary code of conduct. Lastly, the principal shall maintain and enforce discipline in the school he or she is heading (Kingdom of Lesotho, 2010).

The foregoing discussion has outlined the roles and responsibilities that

principals perform in schools. Out of numerous aforementioned duties of principals, literature has indicated clearly that the school discipline especially that of teachers is the responsibility of the school principal. That teachers' professional conduct falls under principals' responsibilities gives relevance and justification for the purpose of this study which is to explore principals' experiences of teachers' professional conduct in secondary schools. It would be impossible for this study to explore principals' experiences of teachers' professional conduct if teachers' professional conduct did not fall under principals' terms of reference. This discourse leads this study into discussing different leadership styles assumed to be having some form of relevance and impact to the way church secondary schools are managed in Lesotho.

2.5 SCHOOL PRINCIPALS' LEADERSHIP STYLES

School principal leadership consists of different styles. For the purpose of this study, leadership styles that are deemed to be relevant to the Lesotho's situation are briefly discussed next.

2.5.1 Autocratic leadership

This leadership style is normally called dictatorship or leadership by force (Nwamae & Kayii, 2018). Nwamae and Kayii (2018) further assert that an autocratic leader is not necessarily elected by concerned membership but has significant control over them and hardly considers their suggestions or shares power. The autocrats give orders and expect immediate implementation, with little-to-no feedback or input from the employees (Lazzari, 2018). This style is best suited to environments where jobs are fairly routine or require limited skills (The Executive Connection). According to Kinyua, Burugu and Mugalavai (2019), an autocratic leader can be defined as someone who is very strict, directive and makes use of his/her power of influence from his/her position to control rewards and force subordinates to comply with his/her instructions. They (Kinyua et al., 2019) further posit that such a leader instils some form of obedience in the employees and expects them to comply and conform to his/her directives. In this study, the researcher believes that an autocratic leadership would have more of a negative impact than positive in the management of teachers' behaviour in schools. The 21st century teachers are against excessive imposition and

dictatorship. They (teachers) work better in situations where they are involved and consulted in matters that concern their work.

2.5.2 Democratic/Participative leadership

According to Moorosi-Molapo (2005), under this leadership, the leader involves other members in decision-making. Nwamae and Kayii (2018) share the same view by saying here decision-making and leadership or organisational issues are discussed and finalised with concerned members. The subordinates are afforded opportunity to air their views and contribute on any matter that affects them or their organisation (Moorosi-Molapo, 2005). Marishane and Botha (2011) emphasise that this type of leadership needs leaders who are directed by a moral purpose which includes sharing purpose, concepts and values that are clearly defined and understood. The democratic leader must encourage his/her peers to actively engage in deliberations freely and convey their feelings while the leader observes and respects the followers' rights and freedom (Nwamae & Kayii, 2018). Under this leadership style, the researcher expects the democratic principal to have a positive impact on teachers' behaviour in schools because of his/her ability to involve teachers in matters that concern them. It is believed that the principal will engage teachers in identifying behaviours that amount to teachers' misconduct in his/her school and together seek strategies to minimise such incidents. It is assumed teachers will own up and work collaboratively to seek lasting solutions.

2.5.3 Instructional leadership

Under instructional leadership, the principal sets high standards of performance for teachers and learners (Kruger, Witzier & Sleeger, 2007). The leader here is goal-driven and focuses on how teaching and learning are done in class (Bush, 2003). According to Shonubi (2012), this type of leadership is significant in that it addresses integral activities of the school which are teaching and learning. Shonubi (2012), however, observes that this model has a serious shortcoming in that it tends to ignore other important school life aspects like sport, student welfare, socialisation and self-esteem. Bush (2006) posits that instructional leadership puts more emphasis not only on teaching and learning, but also on professional learning of teachers and the growth of students. As a result, Bush

(2006) further maintains that good instructional management leaders should work towards uplifting positive school climate or maintain an image or vision of what is to be achieved. This study assumes that an instructional leader would motivate teachers to work hard enough to accomplish the high standards of teaching and learning set in the school. Instructional leadership can keep teachers' minds and energies channelled towards realising the school's instructional goals, allowing little space and time for other activities that may lead to teachers' misbehaviour.

2.5.4 Laissez-faire leadership

Laissez-faire leaders use hands-off approach, allowing employees to do work the way they want (The Executive Connection). The leader supposes that every employee is aware of their responsibilities and therefore, needs not to be supervised or monitored (Marishane & Botha, 2011). This style of leadership creates a situation where employees rely too much on their talent, experience and creativity to produce envisaged results (Lazzari, 2018). According to Prinsloo (2011), a laissez faire leader would be known by the following traits: being uninvolved and hesitating to make decisions; showing no interest in planning, organising and exercising control; insufficient top-down communication; lack of involvement in policy matters leading to unfavourable conduct; abdicating delegated powers and responsibilities; and unsatisfactory school performance. It must be borne in mind that this is the style of leadership purported to be common in the management of secondary schools in Lesotho today (Lekhetho, 2013). The researcher in this study argues that laissez-faire leadership is likely to promote teachers' misconduct in schools because it is natural that when teachers are left unmonitored they are likely to act unethically. The only teachers who can maintain professional and ethical conduct under this leadership are those who are highly principled and are persistently motivated to do their work.

2.5.5 Contingency/Situational leadership

Contingency leadership proceeds from the notion that situations that exist in schools are unique and must be seen and understood as such (Marishane & Botha, 2011). In addition, Marishane and Botha (2011) purport that this

understanding concludes that the effectiveness of a school principal is contingent upon a particular situation of a school. Moorosi-Molapo (2005) adds that this type of leadership depends on different factors that have impact on leadership effectiveness. She (Moorosi-Molapo, 2005) further claims that the factors include the history of the organisation, the age of the leader, the community surrounding the school, the physical circumstances, etc. The researcher of this study anticipates that once the contingency leader realises the challenges brought about by teachers' professional misconduct, he/she will analyse the situation, identify the contributory factors and forge the way forward. In the context of this study, the principal having taken into consideration the surrounding circumstances would come up with strategies that will assist him/her to maintain stability and effectiveness in the management of teachers' behaviour.

2.5.6 Transactional leadership

Transactional leadership style concentrates on work, reward and processes that bring about consistent results (Lazzari, 2018). According to Marishane and Botha (2011), transactional leadership occurs when the relationship between the leader and the followers is forged mainly on the basis of the exchange of things of value to both sides. In the same vein, Lokko and Lokko (2016) concur that this leadership style is exchange-oriented whereby transactions make the huge part of leader-follower relationship. The leader interchanges valuable commodities or services with peers or employees to promote his/her interests as well as the interests of the peers (Avolio & Bass, 2004). This leadership style depends heavily on reward exchange against performance and it concentrates on stimulating employees by ensuring that their needs are met (Shonubi, 2012). Fry (2003) and Thomas (2000) view this model as a contract between the leader and his/her followers. The followers commit that they will ensure that the institutional goals are realised accordingly while the leader undertakes to improve working conditions and enhances the employees' satisfaction which will lead to maintained staff motivation and acceptable professional conduct (Thomas, 2000; Fry, 2003). In this study, the researcher assumes that transactional leadership may have positive impact on teachers' behaviour. When teachers are aware that their contract is based on performance and good results, they are likely to act in a manner that high performance and best result and, as a result, will attract more

rewards from their leader. This may suggest that transactional leadership style is capable of minimising cases of misconduct committed by teachers in secondary schools.

2.5.7 Transformational leadership

This style of leadership encourages employees to think critically and the leader to often be inspiring (Lazzari, 2018). It is believed to be that leadership that takes place when leaders and employees become united and work towards achieving high set goals of an organisation (Barnett, 2003). The unity that exists between the leader and employees is always the result of well communicated organisational vision, mission and purpose (Marishane & Botha, 2011). Transformational leaders have ability to encourage and inspire their subordinates to perform enthusiastically above the set organisational aims and employment standards (Barbuto & Burbach, 2006). They do not only interchange rewards and their (leaders') demands but they persuade their members to prioritise institutional goals over their personal interests (Ayiro, 2014). These leaders are capable of transforming employees' conduct to foster their visions for organisational goals' attainment (Lokko & Lokko, 2016). The researcher contends that this is one of the types of leadership which is likely to improve teachers' professional behaviour. Through influence and inspiration, the leader can always motivate his/her subordinates to behave accordingly and consistently out-perform their potential as alluded to by Rao and Arora (2017).

2.5.8 Shared/collaborative leadership

Shared leadership is said to be team-oriented (Marks & Printy, 2003). It covers both formal and informal sources of leadership and views leadership as an organisational capital whose objective is to improve the school (Ogawa & Bossert, 1995; Pounder, Ogawa & Adams, 1995). Some authors contend that collaborative leadership is a blend of two leadership styles, namely, instructional and transformational (Hallinger & Heck, 2010). The proponents of this leadership paradigm believe that shared leadership has ability to elucidate a wide range of naturally occurring leadership process that is found in schools beyond the formal leadership practised by school principals (Barth, 1990; Barth, 2001; Harries, 2003; Lambert, 2002). The researcher of this study believes that shared

leadership has potential to encourage positive professional conduct among teachers. When the school principal shares management roles with his/her teachers, teachers are likely to behave well. When teachers view themselves as part of the school management, their attitude and conduct are likely to become positive.

Of all the styles of leadership discussed in this section, this study considers transformational leadership to be suitable for the case of Lesotho. If the school leadership wants to effectively change the professional misconduct of teachers for better they need to try this management style. The most important aspect of this leadership style is its ability to inspire/influence teachers which is key to transformational leadership theory adopted as a blueprint for this study. Another advantage is that while it is seeking to realise institutional vision and goals, it also fosters unity and directly involves all concerned members (Marishane & Botha, 2011). That unity when is well managed, may stimulate employees' motivation and commitment towards their set organisational goals and standards. Needless to say, Lokko and Lokko (2016) have already pointed out that this type of leadership can change teachers' conduct.

The importance of the discussion on leadership styles is that school principals' leadership styles speak directly to one of the research questions of this study which is "How do school principals manage the professional misconduct of teachers in schools?" In addressing this question, this study investigated what leadership styles and strategies principals in church secondary schools in Maseru used in their management of teachers' professional misconduct. This discussion, therefore, informed this study prior to data collection on some of the leadership styles/strategies used by school principals worldwide. Another reason that makes the discussion on leadership styles significant is that majority of reviewed studies that examined teachers' misconduct cases in secondary schools did not focus on the different leadership styles and strategies used by the principals to manage teachers' misconduct. It is the researcher's contention that the findings and recommendations of this study will give insight on how principals can improve leadership strategies and techniques in the management of teachers' professional conduct. Most importantly, the perceptions about the leadership styles/strategies used are gathered from principals, teachers and SB

chairpersons. SB chairpersons from church secondary schools remain untapped sample population on the exploration of principals' experiences of teachers' professional conduct which this study capitalised on for in-depth information and for data triangulation.

The foregoing discussion has examined eight leadership styles and has identified transformational leadership as the most suitable leadership model for Lesotho context. However, this study concedes that practising the identified and selected leadership style alone to manage teachers' professional conduct may not be effective enough. The researcher assumes that another way of encouraging teachers' discipline in schools is by way of creating and maintaining conducive school/organisational culture. Ki, Lee and Choi (2012) support this assumption by indicating that organisational culture in ethics studies is perceived by many as the main influential factor of ethical behaviour. As a result, the following section describes school culture and its impact on organisational performance and behaviour.

2.6 SCHOOL CULTURE

The concept 'culture' has attracted different definitions from various scholars. Culture originally comes from the Latin word "colere" which means cultivating, tending or growing (Liderlik, Kültürü & Başarisi, 2019). Furthermore, Davis and Cates (2018) refer to culture as the current ideology that people regard as legitimate or authentic. Clark (2019) somehow concurs with Davis and Cates' (2018) viewpoint by describing culture as a manner in which an organisation thinks and acts. Davis and Cates (2018) further view culture as a symbol of "how things are around here". Conversely, Grunert and Whitaker (2015) perceive culture as a framework that people can employ to address their problems. They (Grunert & Whitaker, 2015) further view it as a social glue that binds together people who belong to the same organisation. The researcher argues that for the purpose of this study, there is a need to merge the stated definitions to form one encompassing and more meaningful description. This study, therefore, perceives culture to be an ongoing realistic ideology that can be used as a framework to resolve organisational challenges.

From the foregoing description, it becomes apparent that culture is closely

associated with the way of thinking of people who belong to one institution or organisation. This understanding compels our discussion to now concentrate on the meaning of organisational or school culture. Cakiroğlu, Akkan and Guven (2012) define school culture as the shared values, rules, belief patterns, teaching and learning approaches, behaviours, and relationships among or across the individuals in a school. Brown (2004) posits that organisational culture refers to a set of common values, attitudes, beliefs and norms, some of which are explicit while others are not so explicit. According to Lewis, Asberry, DeJarnett and King (2016), the beliefs and attitudes Brown (2004) speaks about influence every aspect of how a school functions. Kane, Hoff, Cathcart, et al. (2016) corroborate the preceding sentiments by claiming that school culture refers to the long-term physical and social environment, as well as the values or beliefs of the school shared across individuals and time.

In addition to the already outlined explanation, Humphries and Burns (2015) and Kane, et al. (2016) regard school culture as unwritten cultural norms, unwritten rules, traditions and expectations which are developed and reinforced by managers, teachers and students, which impact on teaching practice. The researcher finds Cakiroğlu, et al.'s (2012) description to be the most appealing definition of organisational culture for this study. What makes their definition most appealing is the fact that Cakiroğlu, et al. (2012) view culture as an ideology of shared teaching and learning approaches, shared behaviours and relationships among members of the school community.

It is my contention that teachers' professional conduct or misconduct which is the focal point of this study can be determined by assessing the teaching and learning approaches applied or not applied in a school; by examining the behaviour of teachers in a school; and by exploring the relationships teachers maintain among themselves and other stakeholders. This is critical for this study in that, it speaks to research question (b) which asks: What do school principals regard as professional misconduct of teachers? The researcher assumed that the participants' responses to this question were highly influenced and swayed by the beliefs and values the participants attached to teaching pedagogies, teachers' behaviour and teachers' relationships with other school members.

The foregoing discussion alludes to the fact that organisational culture impacts on an institution and its membership. Schmiedel and vom Brocke (2012), Rukh and Qadeer (2018) and Alharbi and Abedelrahim (2018) support this standpoint by declaring that organisational culture can lead to success or failure of any institution because of the direct impact it has on institutions and its employees. Clark (2019) echoes the same sentiment by positing that an organisational culture transforms school operations and sets the tone for how the institutional mission will be fulfilled.

The reviewed literature indicates that organisational culture's impact can influence organisational social system, members' performance as well as their behaviour (Ahmed & Shafiq, 2014; Serpa, 2015; Berson, Oreg & Dvir, 2007; Ludolf, Silva, Gomes & Oliveira, 2017; Clark, 2019). Davis and Cates (2018) emphatically concur that organisational culture has ability to develop employees' sense of identity to determine how employees should behave through unwritten and unstated guidelines and improves the steadiness of the social system that they experience. The stability of the social system Davis and Cates (2018) refer to may lead to culture that is shared by all stakeholders which will eventually make both short-term and long-term objectives to be accomplished easily (Lewis, Asberry, DeJarnett & King, 2016). Clark (2019) articulates that people's attitudes and behaviours; set goals and learners' results are also determined by school culture which is regarded as the difference maker in any school. Hongboontri and Chaokongjakra (2011), Cakiroğlu, et al. (2012), Hongboontri and Keawkhong (2014) and Clark (2019) further buttress that organisational or school culture has impact on employees' behaviour, including that of teachers. Hongboontri and Keawkhong (2014) elucidate that teachers are shaped by school cultures that they might possibly have helped shape.

This study's special interest on the impact of organisational or school culture is the fact that school culture has ability to influence teachers' behaviour. If school culture has direct influence on teachers' behaviour, this means that school management structures need to pay special attention to school culture in their management endeavours. The researcher as a manager at one church secondary school in Maseru argues that school principals who are managing secondary schools in Lesotho underestimate the impact of school culture on their

teachers' professional conduct. As a result, it is assumed they (principals) are less concerned about shaping their schools' culture in a way that it would positively impact on their teachers' behaviour. The researcher asserts that when the school principals manage teachers' professional conduct, they spend more time and other resources employing other forms of intervention which may be of lesser impact compared to the effect school culture can have on teachers' conduct.

Now that the impact of organisational culture has been looked into, the next issue is, are the employees aware of the existing culture in their organisation? Davis and Cates (2018) declare that despite the significant role played by culture in various organisations, stakeholders are sometimes unconscious of culture until it has been challenged or a new culture has been introduced or it has been made explicit through a model or a framework. Rukh and Qadeer (2018) suggest that there is a need for stakeholders to diagnose and become aware of their organisation's culture at an early stage because failure to do so would cripple any attempt to change the organisation's culture. Alharbi and Abedelrahim (2018) reiterate Rukh and Qadeer's (2018) opinion by emphasising that if an organisation wishes to succeed and realise its goals, it must be able to define and determine the type of culture that exists in it. Cameron and Quin (2006) concur with Alharbi and Abedelrahim (2018) that the success of the organisation depends on the appropriateness of the organisation's culture to the competitive environment of the industry that it works in, and the extent to which the organisational culture is compatible with its long-term goals, style and inclinations.

The foregoing paragraph has underscored the importance of knowing one's organisation's culture. This on its own suggests that organisational cultures are not the same; they vary from one institution to another. In support of this claim, Hongboontri and Keawkhong (2014) aver that organisational cultures are unique and distinctive.   From business and public administration perspective, organisational culture is said to be of four different types, namely, adhocracy (create), clan, hierarchy and market (Alharbi & Abedelrahim, 2018; Rukh & Qadeer, 2018). I believe that the types of organisational culture described next can fit well in educational institutions like schools. The four categories of

organisational culture explained in the following paragraphs are significant to this study in that they speak directly to two research questions: (c) What factors contribute to the professional misconduct of teachers in secondary schools? and (d) How do school principals lead in managing the professional misconduct of teachers in secondary schools? The discussion about institutional culture and its types somehow informs this study about some factors that may contribute to the professional misconduct of teachers and how school culture may be used as part of strategies to address professional misconduct of teachers in schools.

The first organisational culture category is adhocracy. Adhocracy is said to assume that adaptation and transformation in an institution give way to more sophisticated assets and to an improved financial gain (Cameron & Quin, 2006). As a result, adhocracy pays attention to building future organisational image, controlled anarchy and disciplined innovation (Cameron & Quin, 2006). According to Rukh and Qadeer (2018), adhocracy is characterised by a flexible and internal focus, producing a creative culture that stimulates entrepreneurship, innovation and exclusive means of tackling challenges and continuing to maintain the leading edge. Such an organisation is strengthened by experimenting, applying innovative methods and using analytical thinking (Ližbetinová, Lorincová & Caha, 2016). Ližbetinová and others (2016) further claim that leaders who work in adhocracy culture are not afraid to take risks because they are visionaries and innovators.

In my view, adhocracy and transformational leadership style can be used together to address teachers' professional misconduct in schools. Adhocracy and transformational leadership are compatible in that they both encourage institutional leaders to be visionaries and innovators (Ližbetinová et al., 2016; Lokko & Lokko, 2016; Lazzari, 2018). On the basis of their compatibility, the researcher finds adhocracy suitable for managing teachers' professional conduct in church secondary schools in Lesotho. In a case whereby school principals do not allow teachers to be creative in their roles and responsibilities, teachers are likely to experience unwanted boredom and monotony because their work is reduced to a mere daily routine. This is likely to affect teachers' motivation negatively and teachers may end up behaving in an unbecoming manner. To minimise teachers' professional misconduct, the researcher encourages school

principals to consider adopting adhocracy which will entice them to become visionaries and innovators. However, much as adhocracy possesses some strong points for school management, the researcher is worried about a challenge that may be posed by anarchy on the management of teachers' professional misconduct in church secondary schools. The researcher feels that any amount of anarchy in schools, whether controlled or uncontrolled, may render schools ungovernable. Any amount of anarchy in a school environment may cause unnecessary teachers' hostility against management and may fuel acts of teachers' professional misconduct in schools.

The second category of organisational culture is the clan. The clan is conceived to be more like an extended family than an economic organisation (Alharbi & Abedelrahim, 2018). The clan culture is distinguished by the following attributes: teamwork, employee involvement programmes, consensus, corporate commitment of employees, long-term benefit of individual development and high cohesion and morale (Alharbi & Abedelrahim, 2018; Ližbetinová et al., 2016). The clan is known by a flexible and internal focus; it is a collaborative culture that has values of an extended family which puts more emphasis on employees' growth and institutional prosperity (Rukh & Qadeer, 2018). Under the clan, the employees consider their leaders to be their instructors, advisors and sometimes their parents (Ližbetinová et al., 2016). This type of culture is known by consistently strengthened loyalty and traditions (Ližbetinová et al., 2016).

The researcher's view is that the clan can yield best results in managing teachers' professional conduct when is combined with shared or collaborative leadership style. The reason behind this is that both the clan and shared leadership style are team-oriented and they have special interest in improving employees' capacity as well as organisational growth (Marks & Printy, 2003; Ližbetinová et al., 2016; Alharbi & Abedelrahim, 2018). Just like adhocracy, the researcher regards the clan to be relevant to the case of Lesotho. The clan has several advantages for secondary schools' management in that, among others, it promotes cooperation, partnership and unity among its members (Ližbetinová et al., 2016; Alharbi & Abedelrahim, 2018; Rukh & Qadeer, 2018). The researcher believes that when teachers work together in harmony and recognise one another as an integral part of a formidable team which is their school, they are

likely to improve their professional conduct. Nonetheless, much as the clan may have some undisputed strengths, it may also have some shortcomings of its own. For example, principals may find it time consuming and sometimes too cumbersome to always involve all teachers in all matters that affect them. In a situation like that, failure to fully involve all teachers on matters that concern them may cause dissatisfaction which may lead to some acts of teachers' professional misconduct.

The third category of organisational culture is the hierarchy. The hierarchy is an institutional culture distinguished by formalised structures that observe organisational procedures to regulate employees' operations and to ensure lasting organisational stability, predictability and efficiency (Alharbi & Abedelrahim, 2018). Rukh and Qadeer (2018) concur with Alharbi and Abedelrahim (2018) by positing that hierarchy is characterised by stability and an internal focus; it consists of a formally structured chain of command and control that emphasises constancy, predictability and efficiency. For hierarchy to maintain the smooth operation, stability and efficiency of the institution, hierarchy leaders must be proficient in coordination and organisational skills (Ližbetinová et al., 2016).

In my view, hierarchy and dictatorship/autocracy leadership style can easily gel in that they both put emphasis on observing institutional structures and procedures, and recognise proper line of command (Alharbi & Abedelrahim, 2018; Rukh & Qadeer, 2018; Kinyua et al., 2019). In both hierarchy and dictatorship, subordinates are expected to be obedient and to comply and conform to authority's command, control and directives (Rukh & Qadeer, 2018; Kinyua et al., 2019). The researcher's view is that hierarchy should be the least recommended approach to manage teachers' professional conduct in secondary schools. Teachers in the fourth industrial revolution (4IR) must be given opportunity to use their knowledge and skills in a more flexible manner and they must also be encouraged to be more innovative than they have ever been before.

The last category of organisational culture is the market. The market culture is tuned toward market transactions with other institutions to create a competitive advantage (Meng, Wang, Chen, et al., 2016). Rukh and Qadeer (2018) aver that

market is characterised by stability and an external focus; it gives rise to a competitive organisation that focuses its attention on organisational outcomes and fulfilment of its goals. The market leaders are progressive and motivated contenders who require their employees' performance to meet high standards of employment (Ližbetinová et al., 2016). The market culture concentrates its energies on outshining other competitors and fulfilling the market leadership (Ližbetinová et al., 2016).

In my view, the market and transactional leadership style make a good match. They both channel their energies towards outclassing other competitors and their main purpose is to work extremely hard to realise institutional goals and objectives (Thomas, 200; Fry, 2003; Ližbetinová et al., 2016; Rukh & Qadeer, 2018). The researcher feels strongly that the market can make a positive impact on the professional behaviour of teachers in church secondary schools in Lesotho. Nowadays, the situation in Lesotho is that church schools seem to be struggling to survive, especially during the Covid-19 period which has hampered education provision in many countries globally. In sharp contrast, private schools in Lesotho seemed to be growing in leaps and bounds regardless of the prevailing situation caused by Covid-19. The researcher supposes that private schools are able to thrive against all odds simply because their leaders have adopted the market culture in their schools. These schools compete with church schools, government schools and community schools in many aspects including in instilling professional and ethical behaviour in their teaching staff. It can be argued that teachers' professional conduct is more improved in private schools than in other schools in Lesotho. On the basis of this assumption, the researcher believes that the market can improve the professional behaviour of teachers in church secondary schools.

The four cultural dimensions described can be divided into levels. According to Goldring and Knox (2002), school culture has three different levels. The first level is about observable things such as the management and organisation of daily running of the school (Goldring & Knox, 2002). The second level is about the values and foundational beliefs which empower individuals to achieve high standards in the management of the school while the third level is about the sharing among staff regarding school life (Goldring & Knox, 2002). Since the

main purpose of this study is to explore school principals' experiences of professional conduct of teachers in secondary schools, the researcher believes all the three levels of organisational culture discussed here are applicable to the course of this study. Principals' experiences will depend heavily on how their schools are managed and organized on daily basis. The institutional values and beliefs tuned towards fulfilment of organisational high standards may also have a bearing on the experiences of principals in schools. The level at which teachers participate and collaborate in school life can affect principals' experiences as well. For instance, when teachers' attitude is positive and their motivation is high, principals are likely to experience gratitude and indebtedness; but when the attitude and motivation are low, principals may experience resentment and discontentment.

Having discussed the different types of organisational culture and their three levels, there is a need to look into how organisational cultures can be built or shaped. Hongboontri and Keawkhong (2014) draw our attention to the fact that there is a need to involve all concerned stakeholders when building our organisational cultures. They (Hongboontri & Keawkhong, 2014) argue that organisational cultures are created and re-created by people considered as member of a context like teachers, students, parents, and communities, among others. Hall and Hord (2015) claim that the best practices for shaping school culture for professional educators are personal mastery, team learning and building a shared vision. The most important question is, what steps should members follow to build organisational culture? Fullan (2008) recommends the following eight key points from Herold and Fedor (2008) to be considered when building culture:

- careful entry into the new setting;
- listening to and learning from those who have been there longer;
- engage in fact finding and joint problem solving;
- carefully rather than rashly diagnosing the situation;
- forthrightly addressing people's concerns;
- being enthusiastic,
- genuine and sincere about the change circumstances;

- obtain buy-in for what needs fixing; and
- develop a credible plan for making that fix.

The reviewed literature draws a direct link between school culture and the focus of this study which is to explore stakeholders' experiences of teachers' professional behaviour. That organisational culture has influence on employees' behaviour particularly that of teachers, this study has found it necessary to interrogate school culture to understand and appreciate teachers' behaviour and circumstances surrounding it. The researcher believes that understanding the relationship between school culture and teachers' conduct will inform principals on how best they can handle or manage the professional conduct of teachers in schools. Hongboontri and Keawkhong (2014) support this study's viewpoint by arguing that to better understand school cultures and the reciprocal relationships between school cultures and teachers' beliefs, behaviours and instructional practices, teachers' perceptions of their social organisations need to be examined. Another reason that makes school culture unavoidable for this study is its relationship with school leadership, with special reference to transformational leadership. Valentine (2006) contends that leadership and school culture are intertwined in relation to school reform's development and sustainability. He/she (Valentine, 2006) feels strongly that the role played by the principal is pivotal in shaping the school's culture and leading reform, and the existence and sustainability of reform is hugely related to the school's culture. Lewis and others (2016) assert that school leadership is considered to be one of the most influential factors in the development of the quality and character of a school. According to Piotrowsky (2016), the following three styles of leadership are closely connected to school culture: distributive leadership, instructional leadership and transformational leadership. Lewis and others (2016) and Alzoraiki, Ahmad, Ateeq and Milhem (2024) believe that transformational leadership is one of the successful styles in the process of school culture improvement. Sergiovanni (2007) attributes the transformational leader's success to some of transformational leadership traits such as providing a clear and concise goal, focusing on uniting the organisation and encouraging commitment from individual members.

The foregoing discussion has drawn a link between school culture and

transformational leadership. This, in a way, supports the researcher's standpoint to choose transformational leadership theory as a theoretical framework for this study. The following section presents a detailed account of theoretical framework of this study.

2.7 THEORETICAL FRAMEWORK

The researcher has identified transformational leadership theory as a suitable scaffolding structure for this study. Theoretical framework is perceived differently by various scholars. Adom, Hussein and Agyem (2018) define theoretical framework as a "borrowed" structure from an existing theory in research that is related to and/or reflects the hypothesis of a study. Collins and Stockton (2018) posit that theoretical framework is the utilisation of a theory or theories in a research study that concurrently indicates the deepest values of the researcher and gives a well stated signpost or lens for how the investigation will process new knowledge. According to Grant and Osanloo, 2014), theoretical framework is a 'blueprint' from which all knowledge is generated or constructed in a research study. Grant and Osanloo (2014) further argue that this structure determines rationale for the study, the problem statement, the purpose, the significance and the research questions. Furthermore, theoretical framework guides the researcher on how to approach his/her study ontologically, epistemologically, methodologically and analytically (Grant & Osanloo, 2014; Adom et al., 2018; Ahmad, Shah, Latada & Wahab, 2019).

In a nutshell, theoretical framework can be compared to a map or travel plan used by tourists to inform them about the best way to travel (Sinclair, 2007). The researcher believes that Grant and Osanloo (2014) and Collins and Stockton (2018) merged together to form the most suitable description of theoretical framework for this study. My understanding of Grant and Osanloo's (2014) and Collins and Stockton's (2018) viewpoint is that a study which is embedded in a theory is neither easily derailed from its focus nor is it likely to miss its landing place? As a result, applying a theoretical framework to guide a scientific research is obligatory as Grant and Osanloo (2014) clearly purport.

Having established a suitable definition of theoretical framework for this study, it must be noted that scholars have opposing views on the use of theoretical

framework in qualitative research (Anfara & Mertz, 2015). McMillan and Schumacher (2010) assert that in qualitative studies the use of theory is a bone of contention. Some qualitative researchers believe that their studies must be aligned with existing theories right from the beginning while others argue that doing so would minimise the focus of the study which would result in compromising the inductive process from collected data (McMillan & Schumacher, 2010). Creswell (2009) concurs with McMillan and Schumacher's (2010) viewpoint that the use of theory in qualitative research is applied differently. For example, in *grounded theory*, the researcher may generate a theory as a final result of a research while in other qualitative studies a theory is initiated at the beginning with the aim of giving a lens that will direct in shaping what is constructed and in answering the research questions (Creswell, 2009). Conversely, Lederman and Lederman (2015) completely dismiss the use of theory in qualitative research by saying, "in general, any research design that is inductive in nature and attempts to develop theory would be at a loss." Nonetheless, Grant and Osanloo (2014) emphasise a need for a blueprint (theoretical framework) when developing a dissertation. They (Grant & Osanloo, 2014) compare this to an architect or contractor who cannot erect a house without a prior drawn plan. They (Grant & Osanloo, 2014) further maintain that since developing a dissertation is a massive project like building a house, it is imperative for researchers to create plans for their dissertations and those drawings should be put in place as soon as they establish their research topics. This would also apply to qualitative research methods though they are not so rooted in theory like quantitative methods (Grant & Osanloo, 2014). Collins and Stockton (2018) firmly support Grant and Osanloo's (2014) standpoint that a balanced and centred use of the theoretical framework can bolster the qualitative approach.

This study fully subscribes to Grant and Onsaloo's (2014) and Collins and Stockton's (2018) submission that although qualitative research paradigms are not so much entrenched in theory, they still need theory to support their approach. It is on the basis of this argument that the researcher has decided to employ transformational leadership theory as a scaffolding structure that guides this study.

The study's standpoint presented above compels our discussion to highlight this study's rationale for selecting transformational leadership theory. Transformational leadership theory is considered significant and appropriate for this study because it puts emphasis on the importance of leaders' sound moral dimension (Burns, 1978) and their ability to enhance the followers' ethical and moral standards (Bass, 1999). The researcher views the moral aspect of this theory as the most critical facet that needs to be put in place to eliminate or minimise cases of teachers' professional misconduct in schools. When the school leadership morality is vibrant (Burns, 1978), the principal is likely to uplift teachers' ethical conduct (Bass, 1999) and influence it in a right direction. This theory is also important in that it presents adequate information about the type of leadership behaviours principals must convey to effectively manage their followers' behaviour in schools. Such leadership behaviours are idealised influence (attributed), idealised influence (behaviour), inspirational motivation, etc.

Now that the rationale behind using transformational leadership theory in this study is unpacked, the researcher finds it imperative to explain how transformational leadership theory was used in this study. First and foremost, the theory will be used as a signpost or lens for how the investigation will process new knowledge (Collins & Stockton, 2018). All collected data on stakeholders' experiences of professional conduct of teachers in secondary schools were analysed within the structure of transformational leadership theory. All new knowledge was generated or constructed within the parameters of the transformational leadership theory. Next, the theory also served as a focal point for research discussions and findings. Lastly, all research conclusions will be guided by this theory and the researcher will ensure that they stick to the confines of transformational leadership theory. This explanation sets a platform for our discussion to unpack what transformational leadership theory entails.

Before giving a detailed account of transformational leadership theory, it is fitting to briefly look into the origins of this theory for purposes of setting a firm foundation for our discussion in this regard. Transformational leadership was initiated by a leadership expert called James MacGregor Burns in 1978 and was later on enhanced by Bernard M. Bass in 1985 (Stone, Russell & Patterson,

2003; Givens, 2008). Over the past four decades, the theory has attracted numerous researchers in the field of organisational leadership (Givens, 2008). Initially, Burns (1978) viewed transformational leadership as a theory that was able to increase the level of mutual understanding between the leader and his followers. Later on, the theory was perceived to have ability to assist people to understand the nature of the interaction between the leader and the followers (Bass, 1985). Bass (1985) describes transformational leaders as agents of change who elicit and transform followers' beliefs, attitudes and motivations. The leader's brilliance is measured by the amount of influence the leader has to motivate the followers to perform and achieve beyond what they (followers) initially had intended to achieve for the good of the group (Burns, 1978; Bass, 1990).

The foregoing paragraph has briefly described the origins of transformational leadership theory and the classic meaning it contains. Now the researcher gives a detailed account of what transformational leadership theory entails, classic and contemporary views are discussed together to form a single comprehensive meaning or interpretation. Transformational leadership is predominantly known for its influencing capacity to raise followers/employees' motivation, commitment and enthusiasm towards their work in many organisations (Bass, 1990; Krishnan, 2005; Rao & Arora, 2017; Kartika, 2024). Hebert (2011) shares this claim by declaring that the key presumption of this theory is the leader's ability to persuade followers to work towards attainment of goals that symbolise values, needs, aspirations and expectations of the leader and his/her followers. Transformational leaders apply different techniques to boost their followers' motivation, morale and performance (Bass, 1990; Rao & Arora, 2017). One of those techniques is by way of articulating clear organisational vision developed alongside comprehensible objectives which have to be realised in future (Abazeed, 2018). Another strategy is through encouraging their followers to build a long-term shared vision, seeking change and organisational development required by adopting a flexible leadership style that enables adapting to all external variables, in light of the interest in teamwork, providing a healthy working environment and encouraging dialogue between different managerial levels (Negussie & Demissie, 2013). According to Bass (1985), consensus decision-

making can also help in ameliorating institutional motivation and performance. Another tactic to improve interest and performance is by making followers to identify with the organisation's mission while at the same time they are inspired and challenged to take ownership of their work (Rao & Arora, 2017). Lastly, leaders need to take time trying to understand their followers' strengths and weaknesses and ensuring that they (leaders) optimise the performance of their followers (Rao & Arora, 2017).

Another element that has made transformational leadership theory popular in educational leadership space is its ability to instigate innovative thinking on its leaders and followers. In the same vein, Gumusluoglu and Ilsev (2009) concur that transformational leaders are believed to have an impact on innovation and are, as a result, positively associated with organisational innovation. Such leaders cultivate a culture of creative transformation and growth, and feel duty-bound to ensure development of their followers (Bass & Avolio, 2003). Bass and Avolio (2003) aver that in a highly innovative and satisfying organisational culture, transformational leaders are likely to build on the premise that their followers are trustworthy and purposeful; every individual has a special role to play and complicated issues are administered at the lowest level possible. The innovative leaders give their followers an opportunity to invent creativity and solve problems on their own (Bass & Avolio, 2004). In the process of being innovative, transformational leaders refrain from any form of negative criticism and humiliation of their followers, therefore, allowing them to brainstorm new ideas and make mistakes (Carless, Wearing & Mann, 2000; Bass & Avolio, 2004).

Another strong facet of transformational leadership theory is its ability to uplift membership moral fibre. Burns (1978) and Bass (1999) contend that transformational leadership theory puts emphasis on the importance of leaders' sound moral dimension which enables them (leaders) to escalate the followers' ethical and moral standards. Burns (1978) further believes that this type of leadership is grounded in conscious choice among other alternatives. Since the transformational leaders are not defined by maintaining the organisational status quo, they tend to change the organisation's culture and its employees' values to have shared norms, values and culture (Bass & Avolio, 2003). On account of that, transformational leaders are able to transform the values of their followers

(Jung & Avolio, 2000).

Transformational leadership is also known for its capacity to maintain positive attitude towards change among its members. In support of this claim, Roberts (2018) opines that the main purpose of transformational leadership is to effect positive change in individuals and social systems. Hebert (2013) corroborates Roberts' (2018) sentiment by claiming that transformational leadership behaviours minimise workers' negativity about change, therefore, suggesting positive effects of transformational leadership on employees. The behaviours of transformational leaders are said to be consistently developing, solving problems, creating promotions, building confidence, achievement focusing, common benefit focusing, optimistic focusing, enthusiastic focusing and self-actualisation focusing (Avolio & Bass, 2006).

Another significant aspect about transformational leadership theory is that it encourages serving leaders to groom new leaders for an organisation. Mukhuty (2013) shares this sentiment by saying the transformational leader must work towards developing and moulding new leaders for the organisation from within because the transforming leaders will affect changes envisaged in the organisation. For new leaders, this theory lifts higher their level of awareness on important institutional matters while at the same time improves the self-confidence of the employees (Abazeed, 2018).

Transformational leadership scholars have categorised it into numerous dimensions. According to Bass (1985), transformational leadership consists of four dimensions referred to as 4 Is, namely, idealised influence, inspirational motivation, intellectual stimulation and individualised consideration. Bass and Avolio's (2004) later development on transformational leadership split Bass's (1985) first component into idealised influence (attributed) and idealised influence (behaviour) resulting in five transformational leadership factors instead of four initially presumed by Bass. The five factors of transformational leadership are discussed next.

Idealised Influence (Attributed): It stands for the charismatic attributes of a leader (Rowold, 2005). It denotes admiration, respect and trust that followers have for their leaders' positive attributes (for example, perceived power, focusing on

higher-order ideals) and expresses the importance of having a collective mission (Avolio & Bass, 1995; Rowold, 2005). It also refers to the level at which the followers perceive their leaders to be trustworthy and charismatic, with a precise and achievable mission and vision (Avolio & Bass, 2003; Avolio & Bass, 2002). This factor regards highly the importance of moral ethics for all decision making at all times (Avolio & Bass, 2003; Avolio & Bass, 2002).

Idealised Influence (Behaviour): It symbolises the leader's charismatic behaviour characterised by moral ethics and values, sense of purpose and performance for decision-making (Avolio & Bass, 2003). On the basis of this, the followers associate themselves with their leaders and follow on their footsteps (Avolio & Bass, 2003).

Inspirational Motivation: It refers to leader's behaviours targeted at inspiring and motivating followers to achieve ambitious and complicated or unreachable goals (Bass, 1985). It relates to the leader's ability to inspire his/her followers through communicating high expectations, using symbols to focus efforts and expressing important purposes in simple ways (Bass, 1990). The leader stimulates and arouses the followers' motivation by forecasting hope and optimism in an organisation's future, resulting in strengthened commitment towards a shared organisational vision (Avolio & Bass, 2004). It also implies leadership ability to transform followers' values, attitudes and aspirations to realise the organisation's shared vision (Conger, Kanungo & Menon, 2000).

Intellectual Stimulation: It denotes the degree to which a leader challenges the *status quo* and takes risks to encourage his/her followers to use their intelligence to critique the prevailing set-up, as a way of trying to stimulate their innovative and creative decision-making (Bass, 1985). Leithwood and Jantzi (2006) concur that this constituent denotes leaders' ability to arouse followers' logical, analytical, problem solving, creative and innovative thinking. The followers become independent problem solvers because of their ability to conceptualise, comprehend and creatively generate solutions that lead to higher productivity and satisfaction (Hebert, 2011).

Individualised Consideration: It denotes the socio-emotional support a leader affords his/her followers based on individual needs with the purpose of

developing and empowering them (Bass, 1985). It may also refer to leaders' ability to concentrate on followers' individual talents and needs rather than focusing on a group (Bass, 1990; Avolio & Bass, 2002). It further signifies leader's ability to see and assess individual's needs and encourage them through coaching, mentoring and giving them advice aimed at an attainment of personal goals and development (Bass, 1990; Avolio & Bass, 2002; Mukhuty, 2013).

In an attempt to clarify the description above, Figure 2.1 is presented for further illustration.
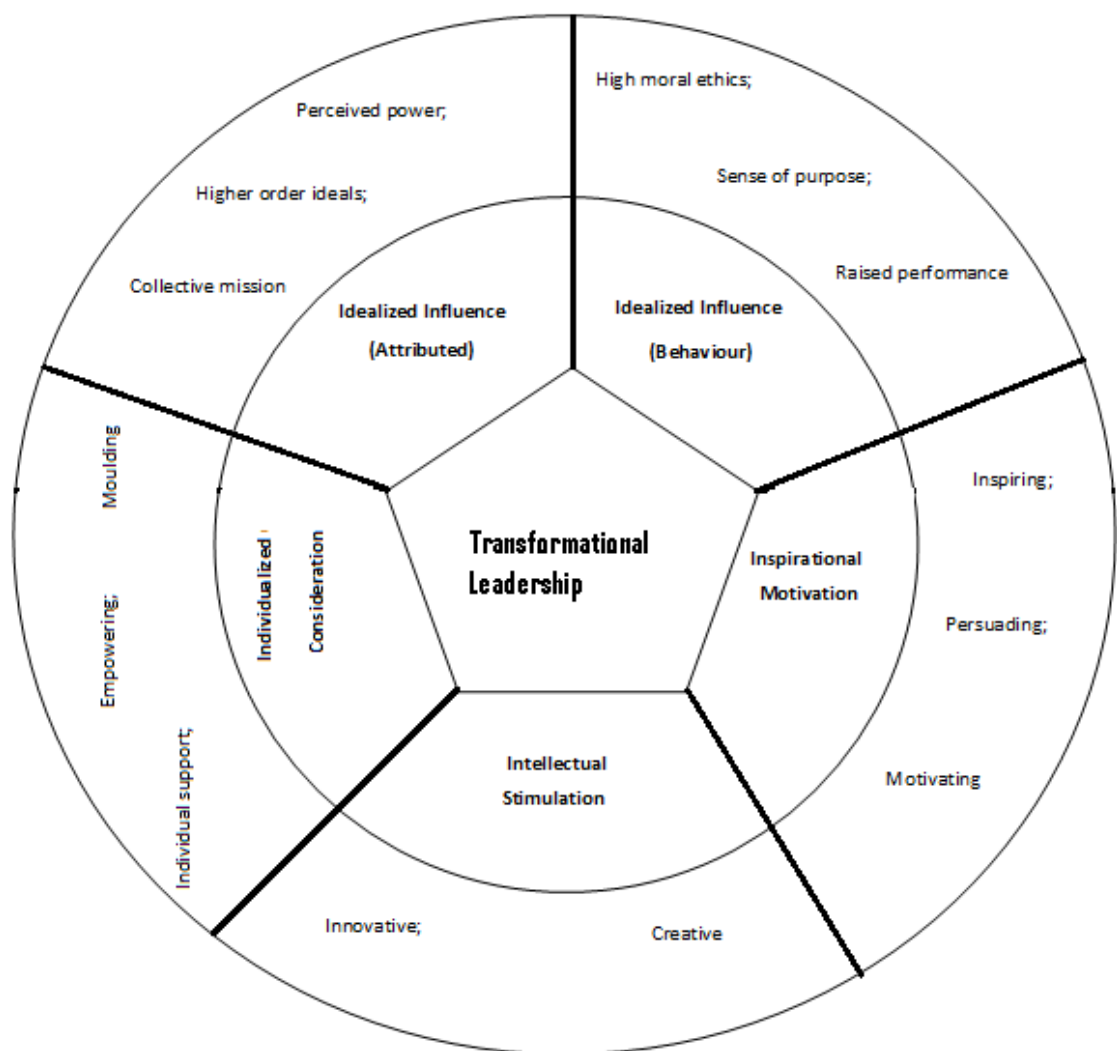
Figure 2.1: Transformational Leadership Model

(Adapted from Clavelle and Prado-Inzerillo (2018) and modified by the

researcher)

The foregoing discussion and diagram have given an elaborated account of transformational leadership theory. Now the important question is, to what extent is transformational leadership theory suitable for this study? Firstly, the research topic and the key questions for this study are centred around the experiences of school principals regarding the professional conduct of teachers. Principals' experiences will be explored in relation to principals' management responsibility on the professional conduct of teachers in schools. The theory provides many strategies and techniques on how school principals should manage their teachers' behaviour. The recommended ways are raise teachers' motivation and morale towards their work (Bass, 1990; Hebert, 2011; Rao & Arora, 2017); ignite innovative thinking on teachers (Gumusluoglu & Ilsev, 2009); uplift teachers' ethical and moral standards (Bass, 1999); effect positive change on teachers and social systems (Roberts, 2018); and develop and mould teachers into new leaders for the organisation (Mukhuty, 2013).

Secondly, this study is rooted in transformational leadership theory because the focal point of its problem statement, purpose and research questions is around two aspects: (a) how teachers conduct themselves in secondary schools and (b) how school principals manage the teachers' conduct. How does teachers' conduct fit into transformational leadership and how is the management of it relevant to this theory? Exploring teachers' conduct fits into transformational leadership theory in that this theory has special interest in transforming followers' attitude and behaviour for better and it has ability to mould teachers into managers as claimed by Bass (1999) and Mukhuty (2013). Another point that justifies the use of transformational leadership theory as the right axle for this study is lack of motivation and morale observed among teachers in secondary schools, especially in Lesotho (Urwick et al., 2005). Transformational leadership theory presents various modalities through which school principals can raise and maintain teachers' motivation and morale in secondary schools. Such strategies, just to cite a few, involve teachers in the formulation of school vision and objectives; inspiring the employees to achieve high levels of performance by reaching consensus among themselves; promoting healthy working environment; strengthening communication between different departments and

individual teachers etc. (Bass,1985; Negussie & Demissie, 2013; Rao & Arora, 2017; Abazeed, 2018).

The negativity experienced by teachers in schools (Chirwa, 2014; Bitweli, 2013; Mashaba, 2015; Mfaume & Bilinga, 2017) is another element that gives transformational leadership theory relevance to guide this study. The negativity is caused by a variety of factors, such as changes in curriculum (Mashaba, 2015), low income or salaries (Bitweli, 2013), poor management (Mfaume & Bilinga, 2017) and lack of cooperation among teachers (Chirwa, 2014). This theory displays behaviours that address negativity in principals and teachers such as ability to solve problems, common benefit focusing and optimistic and enthusiastic focusing (Avolio & Bass, 2006). Moreover, the theory is said to have ability to increase the level of achievement and self-development, while simultaneously enhancing the growth of groups and institutions (Abazeed, 2018).

2.8 SUMMARY OF THE CHAPTER

The chapter has discussed the Lesotho education system looking into its secondary education and teacher training historical background including the current structure of secondary education in Lesotho. The chapter has also outlined the definition of school leadership. It has gone further to display the roles and responsibilities of school principals and has given a detailed account of principals' leadership styles assumed to be applicable to Lesotho's situation. This discussion has led to the researcher identifying and selecting transformational leadership as a suitable leadership style for church secondary schools in Lesotho with regards to managing teachers' professional conduct. School culture and its impact on change implementation, school performance and teachers' behaviour have also been discussed. Most importantly, the chapter has discussed how and why transformational leadership theory is the most appropriate blueprint for this study. In the next chapter, I discuss professionalism and ethics entail and I will also interrogate concepts that have direct link with professionalism and ethics.

CHAPTER THREE

PROFESSIONALISM AND ETHICS

3.1 INTRODUCTION

In the previous chapter, literature discussion on Lesotho educational system, school leadership and theoretical framework that underpins this study were presented. This chapter discusses professionalism and ethics by way of defining the concepts and highlighting their significance to the teaching profession. Teachers' professional conduct and teachers' professional misconduct are also reviewed with the purpose of highlighting the ideals that must guide teachers' behaviour and should enable them to draw the difference between acceptable and unacceptable conduct in the teaching profession. Factors that contribute to teachers' professional misconduct are also discussed. This chapter further examines the measures that are taken by principals to mitigate teachers' misconduct in schools. Lastly, this chapter highlights challenges that face principals in their management of teachers' misconduct in schools.

3.2 PROFESSIONALISM

The researcher is cognisant of the fact that there is an ongoing debate among scholars about whether teaching is a profession or not (Demirkasimoglu, 2010; Maxwell, 2017; Hung & Li, 2017). Despite all the many debates, opinions and arguments about professionalism in teaching or lack of it, this study considers teaching as a profession; hence its attempt to interrogate professionalism in the context of teaching in the following paragraphs.

This study departs from the premise that professionalism and ethics are two strong pillars of teachers' professional conduct and for that matter, teachers' professional conduct can be realised and measured through these two pillars. Moswela and Gobagoba (2014) somehow support this view by declaring that a teacher may master teaching methods and techniques; may have all teaching materials of highest quality; his/her students may obtain high marks, but if the teacher lacks professional ethics the mastery of classroom teaching counts for

nothing. It is on the basis of this understanding that the researcher believes that interrogating professionalism and ethics is unavoidable for this study. More importantly, interrogating professionalism and ethics can add knowledge to the existing literature in that unlike in other investigations, this study is going to establish professionalism and ethics from the context of church-owned secondary schools. Since the church-owned schools in Lesotho are governed by the government and proprietors (what the researcher refers to as dual-governance), there is likelihood that participants in this study will view teachers' professional conduct differently from the way it is conceptualised in other areas. In the following paragraphs, the researcher describes professionalism, its classifications, its characteristics and its ethical connotations.

Professionalism has attracted numerous varied definitions from different authors but still lacks a universally accepted definition in teacher education programmes (Creasy, 2015). According to Demirkasimoglu (2010), professionalism is a multi-dimensional structure that includes one's behaviour and attitudes to perform at the highest standards and improve the service quality. In the same vein, Worthington (2013) corroborates Demirkasimoglu's (2010) description that professionalism applies to a particular group of individuals and it includes attitudes and behaviours in and out of the workplace. Australian Council of Professions (ACP) describes professionalism as the personally held beliefs of a professional about their own conduct as a member of a profession. According to Hung and Li (2017), professionalism involves the possession of expert knowledge and ability related to a particular field. Andreassen and Natland (2022) concur with Hung and Li (2017) by asserting that professionalism entails both the competence to execute the assigned professional duties and the attitudes that are related to being a professional and acting as a professional. In my view, the definition of professionalism presented by ACP is inadequate in that it is missing the most important aspects of professionalism which are specialised knowledge and ability to perform one's roles and responsibilities. The researcher prefers a combined definition from the aforementioned three scholarly sources, namely, Demirkasimoglu (2010), Worthington (2013) and Hung and Li (2017). Professionalism, therefore, refers to a professional (teacher) who has exceptional knowledge and ability synchronised with positive attitudes and behaviours that

are tuned towards the fulfilment of institutional high standards and delivery of quality services.

Professionalism can be divided into a number of categories. Brehm, Breen, Brown, et al. (2006) posit that professionalism is a multi-faceted concept which may be divided into three components, namely, professional parameters, professional behaviours and professional responsibilities. Creasy (2015) explains the three components of professionalism outlined by Brehm and others (2006) as follows:

- professional parameters concentrate on the legal and ethical issues which teachers must observe such as institutional and national laws relating to education matters;
- professional behaviours refer to actions that show teacher's acceptable conduct like upholding appropriate relationships with students, parents and colleagues; portraying the image and attitudes of the profession; and
- professional responsibilities for a teacher would include being accountable to the profession, students, parents, community and the employer.

In my view, the three types of professionalism are relevant to the case of Lesotho in that schools would like to have teachers who respect the laws, who foster good relationships among members of the school community and who are always accountable to their employers and other stakeholders. Nonetheless, of the three components, without undermining the significance of other categories, the researcher feels that there is a need for teachers to pay more attention to professional responsibilities. If teachers were fully aware of the level of accountability they have towards students, parents, community and the employer, many challenges that are encountered by principals related to teachers' professional misconduct would be minimised. When teachers fully understand what accountability entails, they will automatically observe the aspects of other two categories, professional parameters and professional behaviours.

There are certain attributes that are closely associated with teachers' professionalism. Anitha and Krishnaveni (2013), after analysing a plethora of traditional and modern literature, identified critical professional characteristics

that teachers should possess as subject knowledge, teaching prowess, updating knowledge, collegiality, commitment, teacher student relationship, empowerment, self-development and remuneration. In their view, subject knowledge refers to teacher's expertise in his/her subject of specialisation that is intensely acquired, subject content, ability to assess students to improve their core skills of the discipline. Teaching prowess denotes teacher's ability to use appropriate pedagogy, helpful communication skills and show classroom management skills that will bolster his/her credibility. Updating knowledge represents the teacher's desire to improve his/her knowledge, update the teaching process through professional training, research and action research. Collegiality stands for working in collaboration with colleagues to promote consensus rather than competition that will improve professional skills and school effectiveness. Commitment indicates the teacher dedicating his/her time and space to his/her profession. Teacher student relationship refers to teacher's ability to strengthen his/her relationship with students through interpersonal skills, sense of responsibility and self-discipline. Empowerment signifies teacher's capacity to absorb information and use his/her autonomy after careful application of his/her mind. Self-development indicates the teacher's responsibility to achieve job satisfaction, manage time, promote leadership qualities etc. Remuneration refers to a reward a teacher receives for rendering his/her services through knowledge, skills and capabilities (Anitha & Krishnaveni, 2013). Vijayalakshma and Rajasekar (2019) somehow corroborate Anitha and Krishnaveni's (2013) contention by claiming that the teaching profession has a number of responsibilities such as reflecting on teaching, maintaining accurate records, communicating with families and participating in the professional community, just to mention a few. While the researcher understands and appreciates the importance of all the nine attributes of professionalism presented by Anitha and Krishnaveni (2013), he feels that the most relevant elements for teachers' professionalism are subject knowledge, teaching prowess, collegiality and teacher-student relationship. Therefore, the researcher considers these four attributes to be very fundamental and capable of having positive impact on teachers' professional conduct in secondary schools.

Professionalism is a concept that contains some ethical connotations. Ethically

speaking, professionalism can be described as a status that is reached, maintained and improved through the continuous effort and perseverance of those who practice the human principles and values that make it up (Vivanco & Delgado-Bolton, 2015). The Australian Council of Professions (ACP) asserts that professionalism is often linked to the upholding of the principles, laws, ethics and conventions of a profession in the form of a code of practice. It is associated with the following concepts: excellence, accountability, duty, altruism, respect, compassion and empathy, honour and integrity (American Board of Internal Medicine (ABIM), 1994). In addition, Evetts (2012) argues that professionalism requires professionals to be worthy of trust to put clients first to maintain confidentiality and not use their knowledge for fraudulent purposes. Underlying all these elements is a strong ethical dimension and attributes that act as the backbone of professionalism (Vivanco & Delgado-Bolton, 2015). What this discussion reveals is that professionalism and ethics are closely related, meaning it is not easy to talk about professionalism without touching on ethics. In other words, professionalism and ethics have reciprocal relationships in that when a teacher is showing good qualities of professionalism, he/she is simultaneously reflecting strong elements of ethics.

The foregoing discussion has underpinned that professionalism is concerned about teachers' behaviour, beliefs and attitudes that are tuned towards realisation of highest standards and improved service. This is in line with transformational leadership theory in that the theory has capacity to transform followers' behaviour, beliefs, attitudes and motivation (Bass, 1985). By implication, professionalism underlines the importance of upholding values, principles, laws and ethics (Vivanco & Delgado-Bolton, 2015). This draws a strong link between professionalism and transformational leadership theory in that transformational leaders are able to inspire teachers to recognise their schools' values and principles and persuade them to achieve their schools' set standards and goals (Hebert, 2011). Trustworthiness is a requirement in both professionalism (Evetts, 2012) and in the guiding theory. Bass and Avolio (2003) put it clearly that transformational leaders are fond of building on the premise that their followers are trustworthy and purposeful. They, as a result, allow their followers room to apply their minds (be innovative) and do certain things on their own (Carless,

Wearing & Mann, 2000; Bass & Avolio, 2004).

This study adopts entwined meaning of professionalism from ACP's and Demirkasimoglu's (2010) definitions. To this study, professionalism denotes a teacher's behaviour and attitude tuned towards upholding education principles, laws, ethics and conventions for purposes of performing to the highest standards and improving the quality of service in schools (ACP; Demirkasimoglu, 2010). The importance of discussing professionalism in this study is to set a springboard to convey what constitutes professional conduct of teachers in schools. The discussion informs and sensitizes teachers about what is expected of them as professionals. The researcher's observation is that most teachers in Lesotho are not fully aware of the deeper meaning of professionalism discussed earlier and its implications to teachers. The foregoing discussion has highlighted the significance of professionalism in teaching and the general education fraternity.

This section speaks directly to research question (b) which asks: What do school principals, teachers and SB chairpersons regard as professional misconduct of teachers? This research question has given birth to three interview questions which seek to explore participants' views about the meaning of teachers' professional conduct and what they regard as teachers' professional misconduct in their schools. Unpacking professionalism informs this study on what constitutes an ideal teachers' professionalism that church-owned secondary schools must adhere to.

This section has clearly pronounced that there is close connection between professionalism and ethics (Demirkasimoglu, 2010; Worthington, 2013; Vivanco & Delgado-Bolton, 2015). Against this background, the following section discusses ethics in relation to the teaching profession.

3.3 ETHICS

Etymologically, the term 'ethics' originates from the Greek word *ethos* which means customs, character or conduct (Northouse, 2010; Gulcan, 2015; Prasad, 2019). Özan, et al. (2017) concur with Northouse (2010), Gulcan (2015) and Prasad (2019) by claiming that ethics used to denote customs and practices but later on it was perceived to mean character and temper, and people used it to

describe dignified behaviours. Gulcan (2015) and Prasad (2019) further aver that ethics is related to human beings' values and virtues, meaning people's actions and experiences in day-to-day life are subjects of ethics. Chowdhury (2016) purports that ethics is commonly conceived to be synonymous to morality. In the same vein, Thoker (2017), Josefova (2017), Gulcan (2015) and Prasad (2019) share Chowdhury's view by describing ethics as the study of what is right and wrong, and that it enables people to draw the distinction between right-wrong, good-evil, virtue-vice and justice-injustice. Similarly, this study appreciates the fact that there is close relationship between ethics and morality as Chowdhury (2016) claims. The researcher understands that human beings, especially teachers, have reasoning power. That teachers are capable of reasoning, the researcher expects them to be able to draw a difference between what they ought to do and what they ought not to do in line with what Thoker (2017), Josefova (2017), Gulcan (2015) and Prasad (2019) have presented. It must be said that teachers' ability to draw the difference between right and wrong is not enough; the researcher expects teachers to be able to translate that ability into desirable conduct.

The discussed etymological meaning of ethics sets platform for this study to look into ethics as a discipline of philosophy. Chowdhury (2016) defines ethics as a section of philosophy that analyses the origins of human values and standards, and tries to locate them within theories of human individual and social condition. Ethics also examines universal values and standards of behaviour that every reasonable person wants others to follow; and it determines special codes of conduct adhered to by those who are engaged in a common pursuit (Chowdhury, 2016). According to Josefova (2017), ethics deals with values and set of rules which shapes a society or a group of people as well as the moral behaviour inside a society. In the same vein, Moswela and Gobagoba (2014) concur that ethics is concerned about standards set by a profession to regulate the conduct of its members. Similarly, Sinclair, Papps and Marshall (2016) corroborate the foregoing sentiments by positing that ethics is the study of moral judgements based on values, beliefs and attitudes that an individual or a group possesses. In contrast, Werner and Nel (2014) looking at ethics from a slightly different perspective, describe it as a set of personal, professional and corporate

standards or conduct that results in consequences that are fair and just to others. The researcher finds Chowdhury's (2016) description of ethics as a branch of philosophy to be the most relevant for the purpose of this study. What appeals to the researcher about Chowdhury's explanation is the fact that he/she states that the origins of human values and standards studied in ethics are supposed to be zoomed in line with ethical values and standards that are globally acceptable. This means that in this study principals' experiences of teachers' professional conduct will be analysed bearing in mind what constitutes acceptable values and standards of teachers' ethical behaviour nationally and internationally.

Another aspect of great importance which this study would like to delve in is classification of ethics. According to Gulcan (2015) and Prasad (2019), ethics can be classified into two categories: theoretical ethics and applied ethics. Applied or practical which is sometimes referred to as professional ethics (Gulcan, 2015) is the focus of this study. According to Josefova (2016), professional ethics which is concerned with moral aspects of human relationship cannot be separated from peoples' everyday life. Gulcan (2015) argues that professional ethics can be described as standards or codes that provide human beings with guidance in their professional lives. According to Prasad (2019), the standards or codes that Gulcan (2015) speaks about have four basic principles, namely; responsibility, confidentiality, honesty and conflict of interest. In the same vein, Frank, Campanella, Dondi, et al. (2011) concur with Prasad (2019) that professional ethics is closely linked to virtues of responsibility, trust and credibility. Frank and others (2011) further argue that teachers must ensure that they always maintain fairness, honesty, transparency, respect for others' rights and privacy and take care of the vulnerable. Ethics forms an integral part of the world's social laws and politics (Ropiak, 2019). The researcher believes professional ethics is relevant for this study in that it presents principles, virtues and standards that teachers must follow and uphold in their daily activities. These principles, virtues and standards give guidance to teachers about how they are expected to conduct themselves. Professional ethics, therefore, sets a firm foundation for this study whose aim was to explore stakeholders' experiences of professional conduct of teachers in secondary schools.

It must be noted that even though the foregoing discussion has spelt out the

ethical principles, virtues and standards to be maintained by teachers at work, professional ethics sometimes creates difficult situations for teachers and schools to go by. In the 21st century, schools throughout the world experience a myriad of ethical dilemmas owing to globalisation, development of new communication technologies and multi-culturalism resulting from immigration tendencies (Özan, et al., 2017; Josefova, 2016; Gluchumanova, 2015). Teachers are confronted with new challenges of balancing local, national and international norms, moral and ethical values in the process of teaching children (Gluchumanova, 2015). In situations like this, ethical knowledge can best capture the essence of teaching professionalism as it enables teachers to appreciate the complexities of their moral agency (Campbell, 2008).

In Lesotho, ethical dilemmas are not only triggered by globalisation, new communication technologies and multi-culturalism as Gluchumanova (2015), Josefova (2016) and Özan and others (2017) purport. The researcher assumes that another element that causes ethical uncertainty among school management and teachers in church-owned schools is dual-governance. The researcher supposes that on numerous occasions, school management personnel and teachers in church-owned schools find themselves in a difficult situation where on the one hand they want to follow government policies and rules while on the other hand they want to uphold the school proprietorship's prescripts. The researcher assumes this situation might lead to cases of teachers' professional misconduct in church-owned schools in Lesotho. This paragraph speaks to research question (c) which asks: What factors contribute to the professional misconduct of teachers in secondary schools? It was anticipated that participants in this study would give rich information related to ethical dilemmas caused by, among others, dual-governance in church-owned secondary schools in Lesotho.

Despite all the quandaries sometimes posed by ethics, schools are still expected to live up to their professional ethics. Starrat (2004) and Ntumi, Bulala, Yeoboach, Nimo and Antwi (2024) assert that teachers are required to make ethical decisions based on the values of their profession and as such they must respect and follow the teaching rules, beliefs and values at all times. However, it is not only teachers who are supposed to observe professionalism and ethics in schools, principals too are expected to act professionally and ethically in every

aspect of their work. Ghanemi (2018) asserts that teachers and principals are bound to obey rules and regulations in line with ethics principles. Eranil and Ozbilen (2017) aver that the role and behaviours of an organisational leader, strategies and tactics he/she adopts, play an important role in fulfilling institutional goals in an organised way, and affect attitudes, beliefs, values and behaviours towards leaders. Students, parents and teachers expect their leaders to make ethical decisions and conduct themselves ethically when they resolve conflicts (Özan et al., 2017). Özan and others (2017) further argue that when people of any profession perform their duties within the parameters of ethical codes and standards, they earn trust of others, combat resources wastage and promote organisational order.

The foregoing discussion emphasises a need for principals and teachers to respect and follow professional ethics against all odds. The argument raised by scholars here, which the researcher totally subscribes to, is that the manner in which the school principal conducts himself/herself in relation to ethics rules and principles has a direct impact on the way other school members especially teachers will behave and do their work. This paragraph speaks to research question (d) which reads as follows: How do school principals manage the professional misconduct of teachers in schools? One of the interview questions that originates from this research question is: What leadership strategies do principals use to manage the professional misconduct of teachers in your school? This discussion informs this research by presenting one of the most important strategies that can be employed by the principal to curb teachers' professional misconduct which is strict observation of the ethical rules/codes and standards. Having said that, the researcher still argues that there is a need for a study of this nature which was going to gather primary data from unique sites like church-owned secondary schools. There is likelihood that this study will yield more information on strategies and tactics that could be used by principals from Christian church school's context.

In this study's view, professionalism and ethics are inalienable; they are interwoven. When observed together, they can be instrumental in reducing cases of teachers' misconduct that are common around the globe today (Bitweli, 2013; Calderon & Ancho, 2018; Mfaume & Bilinga, 2017; Magwa, 2014; Mashaba,

2015). For that to happen, school principals and teachers need to allow their daily practices, performance and behaviour to conform to acceptable values, beliefs, principles and rules as Ghanemi (2018) rightly put it. By so doing, schools will be safe places and will become conducive environments for teaching and learning. This study assumes that acts of teachers' misbehaviour are common in schools because their managements and teachers have compromised the two important aspects, professionalism and ethics, that can positively impact on societal norms, beliefs etc. as Josefova (2017) proclaims. To improve the prevailing situation, principals and teachers must always uphold professionalism and ethics. Shaw (2009) supports the notion that professionalism and ethics are overlapping concepts by saying, "it is unethical to be unprofessional, and unprofessional to be unethical."

The rationale behind discussing ethics in this study is to sensitise teachers and their leadership about the importance of upholding ethics in schools. Since this study focuses on school principals' experiences of managing teachers' professional conduct, studying ethics becomes unavoidable because as Gulcan (2015) and Prasad (2019) correctly stated people's experiences and actions are subjects of ethics. Teachers' awareness of ethics and their ability to make right choices will always have a direct bearing on teachers' professional behaviour in schools.

There is a need for this study in that it is going to instil and share knowledge concerning teachers' ethical behaviour that is collected from principals' experiences gathered from church-owned secondary schools in Lesotho. This study can add knowledge to the existing literature in that unlike in other investigations, this study is going to explore teachers' professionalism and ethics from the context of Christian church-owned secondary schools. Since the Christian church-owned secondary schools in Lesotho are run by a partnership between the government and school proprietors ratified in 1995 (Mokotso, 2017), this sets a unique context for exploring teachers' professional conduct worldwide. There is likelihood that participants in this study will view teachers' professional conduct differently from what is already conceptualised in existing literature.

As it is the case with professionalism in the previous section, this part speaks to

research question (b) which asks: What do school principals regard as professional misconduct of teachers? Principals' ability to draw a difference between ethical and unethical conduct of teachers which is investigated through two interview questions will always be informed by their knowledge of what ethics entails. Discussing ethics is important in that it enriches this study with knowledge about principles, values, virtues and standards that principals and teachers must take into consideration in their performance of professional roles and responsibilities in church-owned schools.

This section has presented a brief discourse on ethics and its significance in shaping the behaviour and performance of teachers and principals in schools. The next section presents discussion on teachers' professional conduct.

3.4 TEACHERS' PROFESSIONAL CONDUCT

Professional conduct of teachers has become an issue of concern in education because many schools are confronted by teachers who lack professional ethics despite having high qualifications, knowledge and achievements (Sherpa, 2018). In view of this concern, the researcher has deemed it necessary to zoom in teachers' professional conduct with the purpose of demonstrating what scholars consider to be acceptable conduct, attitude and behaviour that teachers must always preserve in their daily activities at work.

To realise the aforementioned purpose, this study looks into what professional conduct entails. Hosseineian (2006) views professional conduct as a theory that involves many aspects such as conventional behaviour among people of the same profession; ability to manage time regardless of differing human behaviour and attitudes; an academic discipline that addresses occupational affairs; and a body of laws or codes drawn from one profession. Dimkpa (2015) describes professional conduct as a discipline whose aim is to restore law and order of professional organisations, in full observation of the organisational legal or contractual powers. He/she (Dimkpa, 2015) further claims that historically, professional conduct was the responsibility of private bodies who formulated codes of conduct and ethical codes that would direct and guide its members. The two authors have three common elements. Firstly, either directly or by implication they both perceive professional conduct as a field of study that handles

employment affairs. Secondly, they both draw a relationship between professional conduct and a set of rules and codes that are used to manage professionals at work. Lastly, they both highlight the importance of having regulated common conduct among the employees of the same profession, hired under the same employment conditions. Much as there are more similarities than differences between the two authors, Hosseineian's (2006) explanation is believed to be more appealing to this study in that it underscores the significance of time management in all professional institutions. The researcher assumes that failure to effectively manage time has led to many cases of teachers' professional misconduct in secondary schools in Lesotho. Hosseineian's (2006) definition of professional conduct implies that professional conduct can be observed or determined through professional practices or behaviours.

The question is: What professional practices or behaviours are teachers expected to perform or to display in their work? Among others, teachers are to show behaviour that reflects knowledge and skills of their profession (Creasy, 2015). Creasy maintains that teachers must use their specialised knowledge to make reasonable judgments, design specialised training and set standards which they will always adhere to. By implication, Creasy (2015) means that on account of their high level of expertise, teachers must be held responsible for making irrational discernments; for using less effective pedagogical practices and for failing to provide quality services for their institutions. The amount of knowledge and reasoning power that teachers possess should make them liable for any breach of conduct and any sub-standard practice or performance they display at a workplace. According to Kimathi and Rusznyali (2018), the teachers' professional practices or behaviours discussed in this paragraph can be divided into six dimensions:

- they should be directed by moral responsibility which enables them to put students' interests first;
- their practice should be guided by their expertise and knowledge;
- their knowledge should influence them to make rational and logical decisions;
- their performance in class should be consistent with their knowledge and

skills;

- they should work collaboratively with learners, parents, caregivers, colleagues and others; and
- they should have eagerness to improve their personal and professional capabilities.

The preceding teachers' professional practices need to be guided by a professional code of ethics. Sherpa (2018) defines professional code of ethics as a guiding principle whose main objective is to help professionals (teachers) to perform their duty with commitment, dedication, sincerity, honesty and integrity. Deshach (2014) concurs with Sherpa (2018) by claiming that ethics regulate the conduct of those in the teaching profession, safeguard and maintain the profession's development and progression. In the following paragraphs, the researcher briefly highlights professional codes of ethics which are selected from different parts of the world. The professional codes of ethics that are outlined next are those which the researcher believes are somehow relevant to the Lesotho context.

Internationally, professional codes of ethics are well documented. In England, the teachers' standards were published by the Department for Education (DFE) in 2011. The DFE has presented teachers' standards in two parts. Part 1 contains teachers' standards pertaining to teachers' teaching activities whereas Part 2 conveys teachers' ideals in relation to teachers' personal and professional conduct. Under Part 1, teachers are expected to, among others, lay high expectations which inspire, encourage and arouse students' interest in learning; show competence in the subject and curriculum that they teach; design and teach well planned lessons; use well designed assessment, etc. (DFE, 2011). Under Part 2, teachers are expected to exhibit high standards of personal and professional conduct by:

- sustaining public trust in the profession through maintaining high standards of ethics and behaviour;
- respecting school ethos, policies and practices and observe high standards in their attendance and punctuality; and
- acting within the parameters of the law which outline their professional

obligations (DFE, 2011).

The researcher opines that the professional ethics of England presented here is applicable to the case of Lesotho. In an explicit and unambiguous manner, the codes of teachers' ethics in England encourage teachers to respect school ethos, policies and practices, something the Lesotho's codes are not so explicit about. The Lesotho's teaching codes Article 3(k) speaks about a need for teachers to observe government policies whereas in practice teachers are also expected to respect ethos, policies and practices of their schools and their proprietorship (churches who own them).

In Ireland, the teachers' professional practices are guided by the Code of Professional Conduct for Teachers published by the Teaching Council (TC) in 2016. According to this Code, the set teaching standards to be upheld by teachers are presented in six categories, namely; professional values and relationships, professional integrity, professional conduct, professional practice, professional development and professional collegiality and collaboration (TC, 2016). To give the reader a slight idea about what is contained in this Code, a few standards and expectations are being highlighted. Teachers are expected to create positive relationships with other stakeholders; ensure effective and appropriate communication with other role players; respect privacy of other people; develop teaching, learning and assessment strategies that support differentiated learning; work collaboratively with other school members; and avail opportunities for professional development (TC, 2016). The researcher argues that the Irish teachers' professional ethics aligns well with the Lesotho's codes of good practice. In researcher's view, the Irish set standards and ideals are achievable to Lesotho teachers and they can work towards their (standards and ideals) realisation without any struggle.

In Africa, professional codes of ethics are also well established. In Nigeria, teachers' code of conduct was published by the Teachers Registration Council of Nigeria (TRCN) in 2013. The code, among others, encourages teachers to respect one another and to assist one another to achieve highest professional goals regardless of their status (whether senior or junior) in the teaching service (TRCN, 2013). Furthermore, teachers are expected to reflect loyalty by working

together to realise professional goals; they must also demonstrate integrity by being honest and respect other people and their property (TRCN, 2013). This code further encourages teachers to maintain warm relationship with their fellow colleagues; respect learners' rights and dignity; be empathetic towards students' feelings and circumstances; avoid humiliating, threatening or harassing students through sexual misconduct, drug abuse, human trafficking and other types of misdemeanour. The code also inspires teachers to demonstrate courtesy and respect to parents/guardians and must collaborate with parents/guardians when they address matters that concern their children and wards. The researcher has observed that since the Nigerian code of conduct is detailed and elaborative, it has in a way set the standards of ethics that cut across many national codes of ethics including that of Lesotho. In my view, almost all the standards set by the TRCN can be met and maintained by teachers teaching in church secondary schools in Lesotho.

In Kenya, the teachers' professional behaviour is regulated by the codes established by the Teachers Service Commission. Briefly, the Teachers Service Commission of Kenya of 2015 proclaims that every teacher must respect its codes together with the provisions of the General Leadership and Integrity Code. Some of the codes highlighted under Part II-Requirements are

- a teacher shall respect the Constitution and the law;
- a teacher shall respect the personal rights and freedoms;
- a teacher shall maintain a neat and decent standards of dressing which befits the dignity and image of the teaching service; and
- a teacher must ensure that his/her appearance and personal hygiene is not offensive to other members of the staff or those they serve.

The standards set by the Kenyan Teachers Service Commission are also applicable to the context of Lesotho. However, it has been noted that unlike Lesotho' codes of good practice, the Kenyan professional codes of ethics are articulate about the fact that teachers are expected to observe the Constitution, personal rights and freedoms. In Lesotho, this is an implied expectation.

In Lesotho, teachers' professional practices are guided by Lesotho Codes of

Good Practice (LCGP) of 2011. The code has 22 obligations that teachers must do and 16 practices that they must avoid. Of the 22 obligations, a few are summarised for the purpose of this study: a teacher shall teach in a manner that respects the dignity and rights of learners; diagnose learners' needs, prescribe programmes and evaluate learners; exercise authority with compassion; obey lawful orders from relevant authorities; at all times while at work, dress in a presentable and respectable manner; etc. At the same time, teachers must avoid disclosing confidential information about a learner; taking advantage of his/her position for profit; being under the influence of alcohol or drugs while at work; solicit bribes; abuse teacher-learner relationship; engage in any activity that compromises his/her service, etc. (Kingdom of Lesotho, 2011). The researcher has observed that the way the codes of good practice in Lesotho are structured differs from the way other codes are outlined. For example, the Codes of Good Practice of Lesotho are presented in positive (what teachers ought to do) and negative tasks (what teachers ought not to do). Internationally, in countries like England and Ireland, the teaching codes are stated in terms of what teachers must strive to fulfil without paying attention to what teachers must avoid. Nonetheless, it could be argued that presenting the codes of ethics through dos and don'ts like is the case in Lesotho could be a way of trying to augment exactness and minimise ambiguity that is sometimes observed in some codes of ethics. The above discussion serves as a springboard for what this study should consider as teacher professional conduct in Lesotho and elsewhere in the world. Any teacher practice or behaviour that deviates from the aforementioned ideals leads to teachers' professional misconduct examined in the following section.

3.5 TEACHERS' PROFESSIONAL MISCONDUCT

Teachers' professional misconduct has become a major challenge in the world today. Bitweli (2013) supports this sentiment by purporting that there are numerous cases of teachers who behave in unprofessional and unethical manner. The following paragraphs discuss incidents of teachers' professional misconduct recently reported in some parts of the world including Lesotho.

In north-western South Carolina in the USA, teachers are reported to commit acts of misconduct such as engaging in romantic relationships with students, using

derogatory comments about a colleague to a student, giving students high grades in return for favours as well as making sexually provocative statements to students (Barrett, et al., 2006). Besides this unprofessional behaviour, there are other acts of misbehaviour perceived to be of lighter offence and those are gossips to other teachers about a student, raising student's grade to satisfy a parent or administrator, spending class time doing irrelevant work, and consciously allowing a student to disregard a school rule (Barrett et al., 2006).

A study conducted in Canada by Canadian Centre for Child Protection (CCCP) (2019) reported that from 1997 to 2017, there were 750 cases of sexual offense against children allegedly committed by personnel of Canadian K-12 schools. According to the report, the schools' personnel consisted of, among others, teachers, educational assistants, student teachers and special needs assistants. Since teachers always form the majority of employees found in any school, those alleged to have taken part in this immoral act make a whopping 86% of all alleged perpetrators (CCCP, 2019). Similarly, in England, teachers' professional misconduct has also been reported by General Teaching Council (GTC) which is the body in charge of teachers' professional conduct. This is a body that keeps records of teachers' external behaviour and internal behaviour (Page, 2012). According to Page (2012), the external behaviours that are said to frequently occur include drug-related matters, drunk driving, and violence while internal behaviours perceived to be common are inappropriate interaction with pupils, technology misuse, procedural breach, pedagogical issues, failure to disclose or withholding information, financial misbehaviour etc. Hawley (2022) corroborates Page's (2012) assertion by postulating that in the year 2022 many teachers in England were banned for life because they were found guilty of engaging in, among others, sexual affairs with learners, taking upskirting videos, unseemly touching of learners, et cetera.

In Asia, Philippines has experienced several malpractices involving, among others, teachers, school administrators and principals (Calderon & Ancho, 2018). They are reported to have committed the following offenses: misuse of funds, illegal non-contributions to government agencies, sexual abuses to students and punching a student in the stomach for disobeying instructions (Calderon & Ancho, 2018). The two authors divide the malpractices committed in Philippines into two

categories, namely, corruption and misconduct. They define corruption as those acts of misbehaviour that one does to obtain personal gain or benefit illegally while misconduct denotes behaviours that one performs to inflict pain on others, whether a student or a fellow employee.

In Africa, cases of teachers' misconduct in schools are well documented and teachers' misbehaviour is perceived to be evident in both rural and urban areas (Bennell, 2005; Betweli, 2013; UNESCO-IICBA, 2017). In countries like Tanzania, Malawi and South Africa, unacceptable professional misconduct includes the use of abusive language, drug abuse and drunkenness (Mothemane, 2004; Betweli, 2013; Chirwa, 2014). Teacher absenteeism is a problem in both urban and rural areas in Tanzania (Betweli, 2013; Han, Karamperidou & Peirolo, 2021). Teacher-pupil sexual relationship and abuse, unacceptable dressing, insubordination, drunkenness and stealing of school properties are also witnessed in schools (Mfaume & Bilinga, 2017; Chirwa 2014). Mabagala's (2016) study in Nzega District in Tanzania also revealed that teacher financial mismanagement manifested itself in different forms, such as misuse of students' fees and misuse of money allocated for different departments. Other forms of misconduct that took place in South Africa include private tutoring, improper dressing, forgery and theft, leaving classes unattended as well as engaging in mobile phone conversations during lessons (Mashaba, 2015; Bipath, Venketsamy & Naidoo, 2019). Maboe (2013) supports many of the findings stated here and adds the following to the list: teachers still use corporal punishment; slow learners are discriminated against; teachers' lateness to class; failure to produce quality work for assessment; and failure to meet the frequency at which assessment duties should be made.

Other African countries that have reported cases of teachers' professional misconduct in schools are Zimbabwe and Kenya. In Zimbabwe, it has been established that school children of less than 18 years continue to fall victims of sexual abuse by teachers (Magwa, 2014). Sexual abuse is also prevalent in Kenya (Ng'oma & Simatwa, 2013; Ndung'u, 2017). Over and above, Kenya has experienced numerous incidents of teacher malpractice stated in the previous paragraph including lateness, negligence of duty, financial mismanagement, fraud, unregulated corporal punishment, assault and desertion of duty (Ng'oma

& Simatwa, 2013). Moreover, Ndung'u (2017) has also reported that other teachers in Kiambu County public secondary schools in Kenya commit the following indiscipline cases: absconding duties, missing classes and failing to come to school.

In Nigeria, teachers' unethical behaviour is posing a serious challenge in schools. Agih's (2013) study that assessed familiarity and compliance of principals and teachers in secondary schools on some basic ethics of the teaching profession in Bayelsa State clearly shows a drawback on the side of teachers' compliance. The principals' compliance level on the 12 items of misconduct drawn from the Teachers Code of Conduct of Nigeria (TCCN) makes an average of 83.3% while teachers' compliance level is 16.7%. This assessment was based on the following 12 acts of misconduct indicators: forgery or mutilation of official document; fighting in the school premises; assaulting a student or a teacher; intimidation of student(s); absenteeism; taking undue advantage of students/teachers; facilitating, aiding, abetting or assessor to examination malpractice; irregular or unauthorised award of marks; extortion from students; money for marks racket; teaching with non-qualifying or unrecognised certificates; and teaching without registration with the Teachers' Registration Council of Nigeria (TRCN). Onoyase's (2018) study also discovered that absenteeism, lateness, truancy and poor-quality teaching are common incidents of misbehaviour among secondary school teachers in Delta State.

In Lesotho, Urwick, Mapuru and Nkhobothi (2005) found that the professional misconduct cases of teachers such as absenteeism, lateness, laziness and drunkenness were prevalent in some schools. De Wet (2007) revealed that students in Lesotho were regularly subjected to verbal and physical humiliation by their teachers. Mohale (2022) corroborates Urwich and others (2005) sentiment by alluding to the fact that teachers at Matelile in Mafeteng District engage in the following unprofessional misbehaviours: missing work without permission, corporal punishment, use obscene language, late coming, hangover, leaving school premises, et cetera. Some teachers were said to spend a number of days without coming to school, especially during month end when they had received their wages and in winter when it was cold (Lekhetho, 2013). In addition, Moremoholo (2017) reported of the office of the prosecutor in Leribe District

which released shocking statistics on sexual abuse of students by teachers. According to Moremoholo (2017), more than 100 cases of sexual abuse had been reported to the said office between 2011 and 2017.

This background indicates that teachers' professional misconduct is a global problem reported by many research documents in the world today. Moreover, the reviewed literature shows that this phenomenon (teachers' professional misconduct) is a relevant and topical issue which has a negative impact on learners' development, learners' discipline, curriculum implementation and academic performance (Ng'oma & Simatwa, 2013; Magwa, 2014; Mwesiga, 2016; Mothibeli, 2017). This predicament necessitates a study of this nature to explore principals' experiences of professional conduct of teachers in church secondary schools in Maseru, Lesotho. Principals, by virtue of positions they occupy in schools, are likely to share more in-depth information about their experiences of teachers' professional misconduct that they regularly witness in their schools.

Discussing teachers' professional misconduct is deemed relevant to this study in that it speaks to its two major research questions:

- What are school principals' experiences regarding the professional conduct of teachers in secondary schools?
- What do school principals regard as professional conduct and misconduct of teachers?

This section has provided an insight into teachers' professional misconduct cases reported by studies conducted previously. The knowledge gathered from the previous studies gives the researcher a rough idea about what this study is likely to discover even though it is going to explore a different set-up, church-owned secondary schools in Maseru, Lesotho. Church-owned secondary schools from Lesotho context remain untapped data collection site for this phenomenon worldwide. This situation creates a good opportunity for this study to produce new body of knowledge in this regard.

Another reason that necessitates this study is paucity of studies that explored principals' experiences of teachers' professional misconduct in church secondary

schools conducted from education management perspective, especially in Lesotho. The few studies that report on incidents of teachers' professional misconduct in Lesotho are focusing on different phenomena such as teachers' motivation and incentives in Lesotho (Urwick et al., 2005); exploring school violence from learners' perspective in Lesotho (De Wet, 2007); and, examining stakeholders' satisfaction with teachers and principals in Lesotho secondary schools (Lekhetho, 2013). This suggests that Lesotho remains untapped fertile site to explore principals' experiences of teachers' professional misconduct which could provide new body of knowledge in, among others, leadership styles and strategies that can be used to manage teachers' professional misconduct.

Another aspect that makes Lesotho a suitable site for this study is its uniqueness in terms of topography and sometimes extreme weather conditions which, in the researcher's view, make teachers' monitoring and supervision a bit challenging. On the basis of Lesotho's physical structure, the researcher assumes that principals are likely to experience more cases of teachers' professional misconduct than it could be anticipated.

Internationally, this study comes at a time when there is scarcity of studies which have explored principals' experiences of teachers' professional conduct of teachers in church secondary schools. Onoyase's (2018) study conducted in Delta State in Nigeria is one of the few studies that investigated this phenomenon though from a different focus. Furthermore, Onoyase investigated principals' perceptions of misconduct among secondary school teachers in Delta. Another point that makes this study distinctive from existing literature is that it is striving to explore how school principals lead in managing the professional misconduct of teachers in church secondary schools in relation to the leadership styles and strategies used on day-to-day basis. Some studies that explored teachers' professional misconduct from a closer angle did not look into leadership styles and strategies used by principals instead they established preferred administrative or management strategies to handle teachers' misconduct cases in primary schools (Ng'oma & Simatwa, 2013; Ndung'u, 2017). It is also worth mentioning that just like it is the case in Lesotho, internationally church-owned secondary schools remain untapped data collection sites for this phenomenon. Lastly, what makes this study a standalone research is the fact that it is using

transformational leadership theory as its scaffolding aisle. Chirwa's (2014) study from Malawi is close to this current study because it used two theoretical frameworks, Social Learning Theory and Transformational Leadership Theory, to guide his study. This discourse has set up the platform for the next section which highlights factors that contribute towards teachers' professional misconduct.

3.6 FACTORS CONTRIBUTING TO TEACHERS' PROFESSIONAL MISCONDUCT

This study believes that there are always circumstances that prompt people to behave in a certain manner. Even for teachers who conduct themselves in unbecoming ways, it is assumed that there are causes for such cases of behaviour. This section, therefore, looks into factors that influence teachers to behave unethically in schools.

Internationally, Graham, Bahr, Truscott and Powell (2018) explored factors that influenced teachers to transgress professional boundaries in relation to sexual misconduct from Australian perspective, including other countries such as Scotland, Ireland, Northern Ireland, Canada and USA. Their study identified numerous factors which they classified into three clusters, namely, personal factors, student factors and institutional factors. **Personal factors** may include, among others, a situation where a teacher him/herself blurs the boundaries to establish a relationship aimed at supporting a student; an incident where a teacher and a student believe they have a genuine romantic affair that can lead to marriage, etc. (Graham et al., 2018). **Student factors** may involve a student causing boundary crossing by the way he/she speaks to a teacher and by initiating unacceptable contact from a teacher; teachers also behave in unbecoming way when they deal with needy and vulnerable students, etc. (Graham et al., 2018). **Institutional factors** include situations like physical features of the school such as classrooms with few windows, position of principal's office, etc.; school policies and how they are put into practice; and school culture in relation to induction of novice teachers and ensuring that students are safe at all times (Graham et al., 2018).

In Africa, factors that contribute to teachers' professional misconduct are also well documented. According to Bitweli (2013) and Mabagala (2016), in the

context of Tanzania, factors that influence teachers to conduct themselves unethically are low income and inadequate salaries, poor living environment and residing far from school, lack of frequent visits to schools by education officers and the Teaching Service Department officials. Mfaume and Bilinga (2017) subscribe to Bitweli's observation and add three more factors, namely; influence of science and technology, lack of professional knowledge and poor management. In the same vein, in Ethiopia, Ayenalem, Gone, Yohannes and Lakew (2023) report that meagre salaries, poor pre-service training of teachers on professional ethics at tertiary institutions, teachers' negative attitude towards teaching, lack of supervision among others, are contributory factors towards teachers' indiscipline. It can be argued that the majority of factors stated here are beyond the control of the school principal. However, on the one hand, the principal is still expected to use his position to influence authorities to address issues like low income, poor living environment etc. On the contrary, lack of professional knowledge and poor management fall under the principal's control.

In South Africa, Mashaba (2015) identified factors such as changes in curriculum, financial constraints, stress caused by high workload, and poor teaching and learning environment as major concerns. The minor factors include working in one school for a long time, job dissatisfaction, family matters and lack of mentorship (Mashaba, 2015). Mothibeli (2017) corroborates Mashaba's (2015) sentiments though his study is focused on one kind of teachers' misconduct, which is absenteeism. He (Mothibeli) is dividing such factors into two categories, namely; personal factors and school factors. He presents additional personal factors as teacher illness and drunkenness while additional school factors are unsatisfactory administrative duties for staff and poor infrastructure and resources. Apart from these factors, Mans (2015) believes that some of the circumstances that perpetuate teachers' misconduct in North West are the spirit of *ubuntu,* tribal hierarchy and principals' poor knowledge on how to handle misconduct cases. The researcher argues that the *ubuntu* is the most common factor that leads to many cases of teachers' professional misconduct in Lesotho and probably in most parts of Africa. It is believed that most principals feel for teachers when they are supposed to deal with teachers' unbecoming behaviour in schools.

In South Africa, Maphosa, Mutakwe, Machingambi, Wadesango and Ndofirepi (2012) examined the contributory factors towards teachers' misconduct from a different point of view. They posit that teachers' professional misconduct is caused by none other than lack of sense of accountability on the part of teachers. They divide teacher accountability into three types, namely, moral, professional and social. According to Maphosa and others (2012), moral accountability refers to a teacher's conscience that enables them to behave in an ethical way towards their students while professional accountability denotes teachers' acceptable behaviour towards their profession and colleagues. Moreover, Maphosa and others (2012) argue that social accountability makes teachers aware of their role in society which is to ensure that they uphold societal values and norms. The factors discussed from South African perspective are of three types: a) those that are beyond the principal's jurisdiction like changes in curriculum and inadequate finances; b) those that can be managed by the principal such as poor learning environment and lack of mentorship; and c) those that need to be managed by individual teachers such as family matters and sense of accountability. Regardless of whether the contributory factors fall under the principal's control or not, the researcher is expecting the principal to use his/her influencing powers to change the prevailing situation for better.

In the case of Zimbabwe, Magwa (2014) argues that teachers continue to abuse students sexually on account of three enabling factors: a) power relations – teachers are taking advantage to abuse children in schools because learners are taught to respect and take instructions from adults; b) students submit to teachers' demands because they fear the negative consequences that might be brought about by their refusal; and c) children are taught to be loyal to their elders - this makes learners not to suspect their teachers of any wrong-doing. The researcher's view is that the school principal has a direct role to play in the stated issues. He/she can influence the community living around the school to re-consider their approach to these issues as they bring up and mould their children. The principal can educate and sensitise learners on these issues and empower them to be able to distinguish between ethical and unethical orders from adults, including teachers. The principal also needs to pay special attention towards establishing and maintaining learners' reporting mechanisms. He/she can

conscientise teachers about the importance of maintaining good moral relationships with students and encourage them to always use their powers to protect their learners.

In Namibia, Hipondoka's (2017) study conducted in Windhoek focused on causes of teacher absenteeism, among other themes. Hipondoka (2017) established the following as root causes of teacher absenteeism in Namibia: professional development – teachers not reporting for work when they write examinations at colleges and universities; teachers falling sick especially in winter; teachers attending to their private matters like marking, stress etc.; lack of teachers' commitment and motivation; lack of teaching and learning materials and poor school management. In addition, Ng'oma and Simatwa (2013) from Kenya claim that school leadership is a contributing factor towards teachers' misconduct in schools. They also have a strong feeling that other aspects that lead to teachers' misconduct are poor work environment, home background and teacher's character. The researcher contends that the principal can have impact on most of the factors discussed here. For example, the principal can influence SB members to develop a comprehensive development programme for teachers who would like to further their education. The principal can also minimise these other factors by working together with his/her teachers, inspiring and motivating them, and instilling the spirit of accountability in them. The only factor the principal does not have control on is the teachers' background, but he/she is still expected to work on that by transforming the organisation's culture and altering teachers' values in order to have shared norms, values and culture as Bass and Avolio (2003) rightly suggest.

Agih (2013), from Nigerian context, views this from a completely different standpoint. Agih (2013) believes that teachers in Nigeria failed to comply with the set teaching ethics because of the delay in establishing teachers' regulatory body which was enacted in 1993 when other professions had already instituted their supervisory bodies. According to Agih (2013), there is also extremely large number of teachers that made organising regular awareness meetings problematic. Another factor is that the teaching profession was joined by people from other professions who seemed not interested in teaching; and teachers whose moral fibre was very low (Agih, 2013). In Malawi, Chirwa (2014) presents

numerous reasons for teachers' professional misbehaviour such as low job satisfaction, lack of knowledge of Teachers' Code of Conduct, negligence, lack of support from authorities, and lack of cooperation among teachers. This study finds most of these factors to fall within the control of the school principal. For example, it is the responsibility of the principal to ensure that his/her subordinates are familiar with all legislations that govern education and that proper recruitment processes of teachers are always adhered to. It is principal's responsibility to ensure that teachers' morale and team spirit are always high.

In Lesotho, lack of motivation (Urwick et al., 2005) and poor leadership and management (Lekhetho, 2003; Mulkeen, 2010; Moorosi & Grant, 2013; Lekhetho, 2013) are the key factors identified by literature. In addition, Mohale's (2022) study conducted in Mafeteng District alludes to alcoholism as a cause for teachers' ineffectiveness in primary schools in Matelile. It is believed there may be more factors on the ground but the only challenge is that there is dearth of literature in Lesotho addressing professional conduct of teachers and how it is managed in secondary schools. The researcher in this study believes that lack of motivation and poor leadership and management fall directly under the control of the school principal. The school principal must explore ways to motivate his/her teachers and find means to develop their professional knowledge and skills.

The foregoing discussion has revealed numerous factors that contribute towards teachers' professional misconduct in schools worldwide. This section has directly addressed the research question (c) which asks: What factors contribute to the professional misconduct of teachers in secondary schools? The researcher believes that prospective participants from church-owned secondary schools are likely to yield rich data because they come from a unique background compared to ordinary primary and secondary public schools explored by many researchers such as Ng'oma and Simatwa (2013), Chirwa (2014), Magwa (2014), Mashaba (2015), Mfaume and Bilinga (2017) and others. What makes church-owned schools different from public schools is, among others, their devotion in Christian dogma, studying Religious Studies as a compulsory subject and their schools are run by dual-governance (the government and the church authorities). This discourse leads to yet another important aspect of this study which is measures

taken to mitigate teachers' misconduct.

3.7 MEASURES TAKEN TO MITIGATE TEACHERS' MISCONDUCT

Literature shows that teachers' misconduct poses serious challenges in schools such as teacher-pupil sexual relationship and abuse, dereliction of duty, financial mismanagement, drunkenness etc. (Ng'oma & Simatwa, 2013; Magwa, 2014; Mfaume & Bilinga, 2017; Calderon & Ancho, 2018). This situation dictates that school principals must act swiftly to address the incidents of teachers' misconduct in schools. In my opinion, it seems like the school principals cannot afford to ignore this situation any longer and should come up with strategies that will minimise or eradicate this dilemma in schools. In the next paragraph, this study presents a discussion on various ways that can be employed to curb teachers' misconduct in schools. Like the researcher alluded to earlier, Lesotho has paucity of relevant literature in this regard. As a result, most of the information discussed on mitigating misconduct of teachers is drawn from other countries.

There is a need to zoom into how principals can curb teachers' underperformance in schools. Mendez (2009) purports that in Mexico principals address underperformance of teachers by investigating the matter and when they have found evidence, they use informal measures (not regulated by the law) as the first step. The same approach is applied in South Africa and in Lesotho whereby principals are said to be giving advice to teachers instead of following prescribed disciplinary procedures (Mothamane, 2004; Mohale, 2022). The informal measures include dialogue, supportive measures, oral or written recommendations, written invitation, reconciliation, negotiation of sanctions, to cite a few (Mendez, 2009). When the informal processes fail to produce the desired outcome, principals resort to formal procedures regulated by the law such as written warnings, warning notices, bad performance notes, low score of the Annual Evaluation Report (AER), salary cut etc. (Mendez, 2009). It must be noted that Akinrotimi (2021) from Nigerian context is opposed to the use of informal processes when dealing with teachers' misbehaviour; he/she encourages school leadership to follow formal disciplinary procedures straight away. According to Mkhize (2000), other strategies that are used to curb teachers' underperformance in South Africa are, among others, teachers'

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supervision, staff induction and development, and rewarding teachers' good performance. The researcher believes that many principals in the world including Lesotho prefer using informal means to address teachers' underperformance and other misconduct cases because they are haunted by the *ubuntu* factor which Mans (2015) alluded to in the previous section.

Besides curbing underperformance of teachers, principals are also faced with a challenge of mitigating students' sexual abuse by teachers which is also prevalent in schools (Magwa, 2014; Moswela & Gobagoba, 2014). From the Zimbabwean context, Magwa (2014) reported that teachers can be discouraged from abusing students sexually through annual workshops where teachers will be reminded about: their obligations; turning schools into safe and secure places for learners; developing and adopting policies that pronounce sanctions or consequences to be borne by teachers who infringe the set terms. The researcher supports the idea of holding workshops for teachers. However, the researcher argues that workshops should not be a once-off thing because teachers' motivation tends to deflate with time. On top of that, the researcher contends that workshops can work effectively when they are mixed with other forms of mitigating teachers' misconduct like close monitoring and supervision.

Writing from Botswana's background, Moswela and Gobagoba (2014) recommend that teachers indulging in love affairs with students can be stopped by developing a code of ethics for teachers and by ensuring that ethics education is compulsory for all education students at colleges and universities. Chirwa (2014) from Malawi supports this recommendation by suggesting that teachers may also take an oath of allegiance to the Teachers' Code of Conduct while they are addressing their professional needs. The researcher's view is that developing codes of ethics for teachers and ratification of such codes on its own is not enough to improve teachers' behaviour; what matters is proper implementation and enforcement of the teaching codes by the school principal. The researcher opines that there are many countries in the world who have developed and adopted codes of ethics but are still experiencing serious problems of teachers' misconduct. Some of those countries are the Philippines who accepted codes of teachers' ethics in 1994 (Philippines Professionalization Act, 1994), South Africa in 1997 (South African Council of Educators (SACE),

1997), Nigeria in 2004 (Teachers Registration Council of Nigeria, 2013) and Lesotho in 2011 (Lesotho Codes of Good Practice (LCGP), 2011). Another challenge that seriously needs to be addressed by principals is teachers' absenteeism. Mothibeli (2017) from the South African context presents many steps used to curtail teacher absenteeism in Bloemfontein. This study has selected only those that the researcher perceived to be relevant to the case of Lesotho. Those are positive reinforcement for teachers whose attendance is not questionable; working in collaboration with external authorities in education; teachers' salaries be improved; teacher absenteeism be dealt with according to the law; schools should improve their facilities and resources; leave management policy should be accurately implemented; teachers' attendance register should always be maintained; leave forms be filled appropriately; and the principal should afford counselling services to perpetual teacher absenteeism (Mothibeli, 2017). In another study, Hipondoka (2017) reporting from Namibian background posits that teachers' absenteeism can be minimised through teachers unpaid leave, improved salaries for teachers, writing warning letters to habitual absentees and eventually transferring them and teachers signing captain book or staff attendance register. Both Mothibeli (2017) and Hipondoka (2017) purport that increased salaries for teachers can reduce teachers' professional misconduct cases. However, the researcher holds an opposing view to that of Mothibeli (2017) and Hipondoka (2017). The researcher subscribes to Herzberg's two-factor theory which labels salaries as a maintenance factor or 'dissatisfier' that falls under hygiene factors (Herzberg, Maustner & Snyderman, 1959). In other words, the researcher feels that increased salaries for teachers and similar factors may lack the anticipated effect to minimise teachers' absenteeism and other forms of teachers' misconduct.

The reviewed literature also presents strategies that principals can use to mitigate general misconducts of varying nature such as late coming, dodging classes, drunkenness, examinations malpractices, abusive language, drug abuse, dereliction of duty and others. Ng'oma and Simatwa's (2013) study conducted in Nyando District in Kenya reveals that the commonly used strategies for managing teacher professional misconduct in Kenya are guidance and counselling, log in, provision of Code of Regulation for Teachers, capacity

building, provision of account clerks, transfer and motivation. In Tanzania, teachers' misconduct is controlled by inspecting teachers' work like scheme of work, lesson plans, students' notes, etc.; using teachers' attendance register signed during arrival and departure; introducing lesson attendance form signed immediately after the lesson; issuing verbal/written warnings and reprimands to habitual offenders (Tluway, 2015). From many strategies suggested here, the researcher believes that capacity building that goes with the principal's ability to motivate and inspire teachers can reduce incidents of teachers' misconduct in schools. Moreover, the researcher opines that inspecting and monitoring teachers by checking their professional books (scheme books and lesson plans) and using teachers' attendance register can have positive impact, provided disciplinary measures are taken against defaulting teachers.

This section addresses research question (c) which asks: What factors contribute to the professional misconduct of teachers in secondary school? This question has produced two interview questions, one of which is directly spoken to by this section and, that is: What measures do you (principal) take to minimise the factors you have stated above? This section has, therefore, shared some insight into the measures that are taken by principals in other parts of the world to curb incidents of teachers' professional misconduct. The researcher anticipates that prospective participants drawn from church-owned secondary schools are likely to share more ways of curbing teachers' professional misconduct cases in Lesotho. In the following section, this study looks into challenges that principals face from different backgrounds in their management of teachers' misconduct cases in schools.

3.8 CHALLENGES FACING PRINCIPALS WHEN MANAGING TEACHERS' MISCONDUCT

Generally speaking, managing employees at any organisation has never been a rosy affair for those in management. Similarly, the researcher believes that managing teachers' professional misconduct in schools poses several challenges for principals. This section, therefore, highlights challenges faced by principals when managing teachers' misconduct in schools. The challenges discussed here are assumed to be somehow relevant and applicable to the Lesotho context.

The major challenge that principals face in the management of teachers' misconduct cases is their lack of capacity to apply codes of conduct accordingly. Mothemane (2004) asserts that in South Africa, principals are facing this problem because they do not know how to deal with misconduct cases. As a result, they fail to follow proper procedure when handling misconduct cases and they sometimes become reluctant to engage in formal disciplinary processes because they believe they spoil working relationships (Mothemane, 2004). In a survey conducted under the International Institute for Educational Planning (IIEP) on codes of conduct for teachers in 24 countries, McKelvie-Sebileau (2011) echoes Mothamane's (2004) sentiment by reporting that principals are faced with a dilemma in that they are not able to use national codes of ethics effectively because they are sometimes not aware of such codes. As the researcher alluded to earlier on, proper implementation and enforcement of codes of conduct is very critical for the management of teachers' professional misconduct cases. There is a need to capacitate principals with leadership styles and strategies that they should employ to manage teachers' professional conduct; failure to do so will render schools ungovernable. This is in line with one of the objectives of this study which seeks to establish challenges experienced by the school principals, teachers and SB chairpersons when managing the professional misconduct of teachers.

Lack of proper training for principals poses another challenge in the management of teachers' misconduct. From Mexico City context, Mendez (2009) argues that inadequate training for principals is a stumbling block for them to execute their duty properly. Mendez's (2009) argument is supported by Mulkeen (2010) and UNESCO-IICBA (2017) who allude to the fact that the majority of principals in some parts of Africa including Lesotho do not have required knowledge and skills to manage teacher misconduct. In the researcher's view, this challenge falls under matters that principals can directly deal with. Principals who are not well trained need to engage in consistent development that will boost their confidence with the ultimate goal of reaching the self-actualisation level of their growth which Avolio and Bass (2006) advocate for. The researcher concurs with Abazeed's (2018) opinion that principals, like ordinary teachers, should lift their level of awareness on important school matters such as teachers' professional conduct

to improve their confidence as school leaders.

Lack of support from education department authorities causes another nightmare for principals. From the South African perspective, Mothemane (2004) supports this view by positing that the Department Administration inefficiency in dealing with reported cases of misconduct exacerbates the problems that principals already have. Tluway (2015) concurs with Mothemane's (2004) view by claiming that principals in Tanzania experience lack of cooperation from District Education Office who sometimes do not address indiscipline when it involves a close relative like a wife or a husband. The important question here is: What can principals do to minimise this problem? The researcher believes that there is little that principals can do to address this hurdle. This problem calls for a political will from the Ministry of Education personnel to eradicate it. If this challenge is not resolved, it is likely to put principals under extreme pressure and frustration.

Another challenge is that principals are sometimes frustrated by laws and unions that are perceived to shield misbehaving teachers (Mendez, 2009). Moreover, Mendez (2009) raises a concern that in Mexico educational laws and policies are insufficient and overprotect underperforming teachers. Besides the laws and policies that are inadequate, there is no operational tool that can be used to measure teachers' performance standards in classrooms (Mendez, 2009). In addition, Mendez (2009), van Nuland (2009) and Paddy (2013) buttress that union representatives work tirelessly to protect underperforming teachers who under normal circumstances are supposed to face the wrath of law. The issue of insufficient educational laws and policies does not fall under the principals' jurisdiction. However, the principal can use the influence and persuasion that Hebert (2011) talks about under transformational leadership theory to pressurise educational authorities to amend laws and policies accordingly. The issue of lack of operational tool to measure teachers' performance, in the researcher's view, falls under the transformational principal's powers. The principal should instil positive change in teachers and in the whole school system as Roberts (2018) claims. This will help teachers to do their work properly without necessarily being made to follow a certain tool which in my view will render teachers less creative and unable to solve problems independently.

Teachers who love money but lack commitment for school work create another complication for principals. From the Tanzanian context, Betweli (2013) supports this claim by revealing that newly recruited teachers come with high hopes for high salaries; when their first salaries and subsistence allowances are delayed they lose job morale. Tluway (2015) also from Tanzania corroborates Betweli's (2013) standpoint by postulating that lack of commitment and lack of headship allowances on the part of teachers form serious complexities for principals. Nthenya (2012) from Kenya somehow subscribes to Bitweli's (2013) and Tluway's (2015) view by stating that principals' work to manage teachers in Kenya is becoming complicated owing to teachers earning low salaries and late pay for teachers. The researcher argues that 'lack of commitment' that Betweli (2020) refers to here is not a challenge as such; it is an indicator of a real challenge which is teachers' resistance to authority. A transformational leader is believed to have capability to deal with teachers' lack of commitment. He/she can address this challenge by devising means and strategies to keep teachers' motivation and morale always high as suggested by Rao and Arora (2017). It is expected that the principal will come up with techniques and tactics that will work for him/her such as articulating clear vision and objectives (Abazeed, 2018), showing belief and trust in his/her followers (Bass & Avolio, 2003) and giving them opportunity to apply their creativity and solve problems (Bass & Avolio, 2004).

Lack of accommodation facility for teachers complicates principals' work as well. Nthenya (2012) asserts that lack of housing for teachers which leads to teachers commuting and travelling long distances poses a serious challenge for principals. Nthenya (2012) goes further to claim that these challenges lead to teachers committing unethical conduct such as engaging in private tuition, poor syllabus coverage, poor examination performance, absenteeism and poor time keeping. Building teachers' houses is the responsibility of the SB to which the school principal is not just a member but a secretary and a financial controller (Kingdom of Lesotho, 2010), which are two highly influential positions in the SB. In other words, staff housing falls directly under the principal's duties. To address this challenge, the transformational principal should influence and persuade the SB (Burns, 1978; Bass, 1990; Krishnan, 2005; Hebert, 2011) to build staff houses.

Another problem that causes headache for principals is teachers' lack of dedication for their work which is reflected by teachers' absenteeism, late coming, poor performance among other indicators (Betweli, 2020). In the case of South Africa, Mothibeli (2017) argues that principals' major challenge is having classes that spend more time without a teacher because such classes become a source of many problems like lack of teaching and learning, uncontrollable rowdiness in class, more burden for other teachers et cetera. What literature exposes here is that absenteeism and late coming cause many challenges that principals encounter in schools today. While some people may view absenteeism and lateness as minor forms of misconduct compared to other cases of misconduct such as sexual abuse, the researcher shares Mothibeli's (2017) sentiment that absenteeism and tardiness give rise to numerous cases of teachers' professional misconduct in schools. As a result, absenteeism and tardiness deserve to be given special attention by principals. In my view, a principal who is able to curb teachers' absenteeism and late coming has eradicated many challenges associated with teachers' professional misconduct in schools.

Another issue that frustrates many principals is misconduct cases which do not have enough evidence to be proved. In support of this, Mukleen (2005) and Knoll (2010) opine that some teachers' misconduct cases are not reported; even those reported are not handled to finality owing to of lack evidence. Pope (2015) clarifies this point by declaring that some misconduct cases lack evidence because alleged victims and potential witnesses are afraid to come forward to report such cases owing to lack of support from the management. Kilonzo (2013) alludes that at times school principals also feel intimidated when they are supposed to deal with indiscipline at school. Consequently, this suggests that principals must educate all stakeholders about the importance of breaking the silence in an attempt to quash all acts of teachers' misconduct that take place inside or outside school premises. Principals must also ensure that necessary support is given to whistle blowers, victims and potential witnesses, and that punishment systems are put in place for those found in violation of professional ethics and standards (Ray, 2006; Sakyi & Bawole, 2010).

Lastly, many principals are bothered by teachers who resist their directives and

new innovations introduced in the school. In the same vein, Sincar (2013) supports this claim by positing that in Turkey old teachers who have been in the teaching profession for a very long time resist the use of technology in elementary schools. As a result, they demotivate young teachers who have interest in the use of technology. Betweli (2020) shares Sincar's (2013) sentiment by highlighting that some teachers in Tanzania arrive late at school because they resist principals' orders to observe punctuality.

As it has been observed in the preceding paragraphs, principals experience many challenges in their management of teachers' professional misconduct. However, the researcher argues that the principals' challenges highlighted in the previous chapter are just the tip of the iceberg. Anyhow, for the purposes of this study the researcher believes this sub-section has covered enough ground. One of the objectives of this study was to establish challenges experienced by school principals in the management of teachers' professional misconduct cases and determine how principals address those challenges. This sub-section has given a highlight on the forms of challenges that face principals in schools, and this has set a platform for the next sub-section to interrogate various strategies that are used by principals to address challenges they are faced with.

3.9 SUMMARY OF THE CHAPTER

This chapter has given a description of professionalism and ethics and reflected on the importance of professionalism and ethics in moulding teachers' professional conduct in schools. Professionalism and ethics have been set as a springboard to show what constitutes teachers' professional and ethical conduct in schools. This chapter has gone further to review teachers' professional conduct and misconduct with the purpose of equipping teachers and other concerned parties with necessary knowledge that will enable them to make proper ethical judgements and choices. In addition, factors that contribute to teachers' professional misconduct such as lack of motivation, low income, poor management, lack of mentorship, changes in curriculum and low moral fibre have been highlighted. This chapter has proceeded to discuss various measures taken to minimise teachers' misconduct cases in schools from different contexts. It has also given a comprehensive account on the contents and type of codes of

conduct/ethics analysed from international, regional and local perspective. The chapter has also shared crucial information by examining challenges experienced by principals when managing teachers' misconduct and has proposed strategies that can be used to minimise such challenges. Finally, the chapter has dealt with proper procedure that school management must be familiar with and follow when handling teachers' misconduct cases in Lesotho.

The reviewed literature has assisted this study to identify a gap that it would like to fill. It has been observed that in all literature that has investigated on teachers' professional misconduct in schools there is scarcity of studies that have directly interrogated principals' experiences of teachers' professional misconduct, especially in church-owned secondary schools. It has also been observed that there is shortage of studies that sought to establish how principals manage teachers' professional conduct in relation to their employment of leadership styles and strategies in their management practices. As a result, the intention of this study is to contribute knowledge towards filling this gap by exploring how principals manage professional conduct of teachers in secondary schools. This situation creates an opportunity for this study to find knowledge and skills that can be used by principals to manage teachers' behaviour better. In conclusion, this literature review has clearly shown that teachers' professional misconduct is a topical and relevant problem in the world today because it affects learners' development, learners' discipline, teaching and learning and learners' academic performance negatively (Ng'oma & Simatwa, 2013; Magwa, 2014; Mwesiga, 2016; Mothibeli, 2017). The results and findings of this study will inform schools' leadership and management, SB members, education inspectorate and schools' proprietors on how best they can deal with teachers' professional misconduct in their schools.

CHAPTER FOUR

RESEARCH METHODOLOGY

4.1 INTRODUCTION

This chapter presents a detailed account on research paradigm, approach and design. It also describes data collection site and sampling that was used by this study. It further explains methods that were employed to collect and analyse data in this investigation. Trustworthiness of this study and ethical considerations that the researcher adhered to throughout the research process are also highlighted. This chapter also outlines the envisaged contribution of this study. This chapter concludes by describing pilot study and its significance to this study.

4.2 RESEARCH PARADIGM

To guarantee proper application of research design, researchers should select research paradigms which are compatible with their way of thinking about the nature of reality (Mills, Bonner & Francis, 2006). This selection of research paradigms needs to be well contemplated because research paradigms elucidate perceptions, beliefs, assumptions and the nature of reality and truth (Khechane, 2016). A deliberate interrogation of these issues is significant in that the researcher's choice influences how an empirical investigation must be handled (Mills, Bonner & Francis, 2006; Khechane, 2016). This understanding set a platform for this study to unpack research paradigm(s) and their significance for this study.

Paradigm is defined as a loose collection of orderly related assumptions, concepts or propositions that adapt thinking and research (Bogdan & Biklen, 1998). McGregor and Murnane (2010) subscribe to Bogdan and Biklen's (1998) explanation by describing paradigm as a set of assumptions, concepts, values and practices that constitute a way of viewing reality for the community that shares them. Eusafzai's (2014) interpretation of Bogdan and Biklen's definition is that in actual fact the two authors present two aspects of paradigm which are practical and abstract or philosophical. This study paid attention to the philosophical aspect which has two strands, ontology and epistemology that are

perceived to have direct influence on the methodology used by a researcher (Eusafzai, 2014). Scotland (2012) acknowledges the two components presented by Eusafzai and further states two additional components which are methodology and methods. These four components: ontology, epistemology, methodology and methods, are described in the following paragraphs.

Ontology is a research inquiry which is concerned about what exists or what is real (Crotty, 1998). Scotland (2012) somehow shares Crotty's (1998) sentiment that ontological assumptions are concerned with what constitutes reality. Scotland (2012) further posits that researchers have to be aware of their notions of how things really are and how they actually work. The reality being studied can either be objective or subjective (Easterby-Smith, Thorpe & Lowe, 2004). The objective ontology aims to discover what is out there while subjective ontology strives to understand people's interpretations and perceptions, noting that the truth is dependent on the source (Khechane, 2016).

In this study, the researcher believed in subjective reality. As a result, he explored stakeholders' experiences of teachers' professional conduct in secondary schools by using semi-structured interviews to gather principals', teachers' and SB chairpersons' perceptions and interpretations of the stated phenomenon. Furthermore, the researcher collected information from the same participants on how school principals managed teachers' professional conduct in secondary schools. This is subjective ontology. Besides interviews, the researcher had intended to engage in documentation analysis which would give him an idea about what was transpiring on the ground. By so doing, the researcher would be discovering reality as it was on the research site which falls under objective ontology. The researcher looked into the reality on the ground to guide his interpretation and give meaning to the phenomenon that was studied.

The second component of paradigm is epistemology. Epistemology is defined as the study of the nature of knowledge and its justification (Schwandt, 2001). Epistemology is also referred to as a theory that studies the nature and forms of knowledge (Cohen, Manion & Morrison, 2007; Carter & Little, 2007). Epistemological assumptions are concerned with how knowledge can be generated, obtained and transmitted (Scotland, 2012). Harding (1987) presents

epistemological issues as matters that are concerned about requisite theory of knowledge or rationalised approach or procedure. This theory has ability to change methodology and present knowledge that is defendable. According to Guba and Lincoln (1994), epistemology is concerned about the nature of the relationship between the would-be knower and what can be known.

The epistemological stance of this study was that the information from the stakeholders' (principals, teachers and SB chairpersons) experiences of teachers' professional conduct and how principals manage professional conduct of teachers could be best obtained through direct interaction using semi-structured interviews. The data were collected from the stakeholders (school principals, teachers and SB chairpersons) in secondary schools in Lesotho. In line with the World Health Organization (WHO) guidelines for Covid-19, the researcher engaged the participants in telephonic interviews, instead of the popular face-to-face encounter. It was also believed that observing what is taking place on school sites could also shed light on participants' non-verbal cues that could otherwise not be stated by participants. The researcher felt that the information through interviews would reveal how principals in church-owned schools in Maseru managed the teachers' professional conduct and would unfold principals', teachers' and SB chairpersons' experiences of teachers' professional conduct.

The third component is methodology. Methodology is the strategy or plan of action which sets basis for selection and use of particular research methods (Crotty 1998). Guba and Lincoln (1994) define methodology as a way through which the investigator can go about to find out what he/she supposes can be known. This means that methodology is an approach or procedure that the researcher selects after considering why, what, where, when and how data should be gathered and analysed (Scotland, 2012). Harding (1987) perceives methodology as a theory and analysis of how research must be conducted. Schwandt (2001) views it from a slightly different point of view, as he presents it as an analysis of the assumptions, principles and procedures in a particular approach to inquiry. McGregor and Murnane (2010) corroborate Schwandt's (2001) opinion by referring to methodology as the rationale and the philosophical assumptions that underlie any natural, social or human science study, whether

articulated or not.

The purpose of this study was to explore the stakeholders' (principals, teachers and SB chairpersons) experiences of teachers' professional conduct in secondary schools in Maseru. The researcher felt that the interpretive paradigm was the most appropriate for this study to realise its purpose. The researcher made this choice enticed by the considerable influence the interpretive paradigm has gained in the research space despite questionable dominance conceived by its opponents (Smith, 1993; Thanh & Thanh, 2015).

Interpretive paradigm is a methodology associated with Max Weber who supported an approach of 'understanding' rather than 'explaining' in social sciences (Crotty, 1998). The idea behind interpretive paradigm is that social and natural world are basically divergent from each other (Eusafzai, 2014). Eusafzai further claims that the social world deals with human beings and human beings cannot be studied and dealt with in terms of simple cause and effect relationships. As a result, interpretive researchers maintain that in the social world there are multiple socially constructed realities unlike post-positivist researchers who strongly believe in a single reality (McMillan & Schumacher, 2010).

According to Merriam (2002), the researcher using interpretive paradigm focuses on understanding how participants make meaning of a situation or phenomenon; the perceived meaning is conveyed through the researcher as a data collection instrument, who interprets meaning inductively, and reports outcomes descriptively. Merriam (2002) further claims that in this type of study, the researcher seeks to discover and understand a phenomenon, a process, the perspectives and worldviews of those involved, or a combination of these. Cohen and others (2007) and Thanh and Thanh (2015) subscribe to Merriam's (2002) sentiment by purporting that the interpretive model is characterised by concern for the individual and its purpose is to understand the subjective world of human experience. To preserve the integrity of the phenomena being explored, attempts are made to get inside the individual and understand his/her views from within (Cohen et al., 2007). McMillan and Schumacher (2010) echo what Merriam (2002), Cohen and others (2007) and Thanh and Thanh (2015) have proclaimed

by asserting that interpretive researchers instead of being objective prefer using their professional judgment and viewpoint to interpret data. Using these authors' suggestions, the researcher collected data directly from participants about stakeholders' (principals, teachers and SB chairpersons) experiences of teachers' professional conduct and strove to understand participants' individual subjective views that they attached to teachers' professional behaviour. Furthermore, the researcher interpreted collected data inductively and reported the findings of this study descriptively.

The fourth component of paradigm is method(s). According to Crotty (1998), methods are specific techniques and procedures employed to gather and analyse data. McGregor and Murnane (2010) concur with Crotty's (1998) viewpoint by postulating that methods refer to technical procedures applied to conduct a research and are determined by methodology. Mackenzie and Knipe (2006) corroborate the description presented by Crotty (1998) and McGregor and Murnane (2010) by positing that *method* refers to systematic modes, procedures or tools used for collection and analysis of data. This study was qualitative in nature and used multiple case study of five church-owned secondary schools in Maseru. As alluded to earlier on, data collection was made through telephonic semi-structured interviews. Data analysis was dealt with through a process of coding collected data, classifying them and interpreting them (McMillan & Schumacher, 2010). A detailed account of the used methods to gather, analyse and interpret data in this study is presented in the following sections.

4.3 RESEARCH APPROACH

Creswell (2014) refers to a research approach as a plan and procedure for a research that stretches across the steps from broad assumptions to detailed methods of data collection, analysis and interpretation. Research approaches are of three types, namely; quantitative, qualitative and mixed methods (Creswell, 2014). Of the three research approaches, the researcher employed qualitative research in this study. This was permissible because there is a strong link between interpretive paradigm and qualitative methods in that interpretivists prefer using qualitative methods such as case studies, interviews and observations (Willis, Jost & Nilakanta, 2007; Thanh & Thanh, 2015).

Furthermore, Thanh and Thanh (2015) qualify this sentiment by claiming that researchers who employ interpretive paradigm and qualitative methods tend to look into individuals' experiences, understandings and perceptions for them to discover reality rather than depending on statistics.

Qualitative research is described as an approach to the study of the social world which seeks to describe and analyse the culture and behaviour of humans and their groups from the point of view of those being studied (Bryman, 1995). It explores and aims at understanding the meaning individuals or groups ascribe to social or human problem (Creswell, 2009). According to Sutton and Austin (2015), qualitative research can help researchers to access the thoughts and feelings of research participants, which can enable development of an understanding of the meaning that people ascribe to their experiences. This study explored stakeholders' (principals, teachers and SB chairpersons) experiences of teachers' professional conduct in secondary schools in Maseru. To fully understand the experiences of stakeholders (principals, teachers and SB chairpersons) in relation to teachers' professional conduct, the researcher considered the culture and behaviour of teachers in different secondary schools. To achieve this, the researcher attempted to understand the meaning the principals, teachers and SB chairpersons ascribe to this social problem which was teachers' professional misconduct in secondary schools in Maseru.

Qualitative research's focus is not to produce statistical representations but seeks to discover insightful information and deep understanding about a problem under investigation (Queiros, Faria & Almeida, 2017). Another purpose of qualitative as a research method in social sciences is to collect descriptive data in natural settings, using inductive reasoning and interpretation, and emphasising on understanding the subjects' point of view (McMillan & Schumacher, 2010; Bogdan & Biklen, 2007). According to Yin (2011), qualitative research is an approach whose aim is to investigate the meaning of the participants' lives under real-world conditions, understanding their contextual conditions within which participants live and strive to use multiple sources of evidence rather than relying on single source alone. This study, therefore, collected data from multiple natural settings which were five church-owned secondary schools in Maseru District in Lesotho. It then attempted to make sense of the collected data through inductive

means and the findings and results of this study were reported in a descriptive manner.

Qualitative research was suitable for this study because the researcher wanted to study a real-world setting from multiple sources in five secondary schools in Maseru. When exploring the stakeholders' (principals, teachers and SB chairpersons) experiences of professional conduct of teachers in secondary schools in Maseru, the researcher tried to understand the meaning that the participants attached to teachers' professional conduct in their respective schools. This implied, therefore, that the meaning that participants ascribed to this phenomenon might have differed from one school to another and from one participant to another. Lastly, qualitative approach was appropriate because the researcher could not separate the phenomenon (teachers' professional conduct) from its context which was church-owned secondary schools in Maseru, Lesotho.

4.4 RESEARCH DESIGN

This study employed a multi-case study of five church-owned secondary schools in Maseru. The researcher's decision to use a multi-case study was influenced by Yin (2009). Therefore, the researcher used a multi-case study design because he had no control over teachers' professional conduct and the experiences of the stakeholders (principals, teachers and SB chairpersons) had in relation to teachers' professional conduct in secondary schools. The investigated phenomenon (teachers' professional misconduct) in this study was a present-day issue which would be explored within real-life context, which was church-owned secondary schools in Maseru (Yin, 2009). Furthermore, the participants gave their experiences of teachers' professional conduct without being manipulated by the researcher (Baxter & Jack, 2008).

A case study is defined as an empirical inquiry that investigates a contemporary phenomenon within its real-life context when the boundaries between the phenomenon and context are not clearly evident in which multiple sources of evidence are used (Yin, 2003). Creswell (2009) concurs with Yin's (2003) viewpoint by referring to case study as a strategy of inquiry whereby the researcher explores a programme, event, activity, process, or one or more individuals in depth. McMillan and Schumacher (2010) corroborate the sentiment

made by both Yin (2003) and Creswell's (2009) by postulating that a case may be a programme, an event, an activity, or a set of individuals bounded in time and place. They (McMillan & Schumacher, 2010) further posit that a case study examines a bounded system, or a case, over time in depth, employing multiple sources of data found in the setting. Merriam (2002) views a case study as an intensive description and analysis of a phenomenon or social unit such as an individual, group, institution, or community. This study used multiple sources of data by interviewing principals, teachers and SB chairpersons from five church-owned secondary schools belonging to three mainline church denominations in Maseru. The researcher sought to gather in-depth information that would yield intensive description and analysis of collected data.

A case study can also be defined by the special characteristics it has which are particularistic, descriptive and heuristic (Merriam, 1998). According to Merriam (2009), a particularistic case study concentrates on a particular situation, event, programme, or phenomenon; a descriptive case study collects "rich" or "thick" data that produces the final outcome of a case study that is full of description about the problem under study; a heuristic case study enlightens the researcher's conception of the phenomenon or situation under study that may lead to the construction of new body of knowledge.

Case studies can be divided into different classifications. According to Stake (1995) and McMillan and Schumacher (2010), a case study can be divided into three categories, namely, intrinsic case study, instrumental case study and collective case study. An intrinsic case study is applied when the researcher wants to understand and learn more about a particular case (Stake, 1995). In my view, an intrinsic case study can be compared to particularistic case discussed in the preceding paragraph in that they both strive to understand further a specific case or problem of a research. McMillan and Schumacher (2010) opine that typically intrinsic case studies explore about unusual or unique human beings, groups or events.

The second category of case studies is instrumental. The instrumental case study is used when the researcher seeks to understand an entity, issue or theme through studying something else; for example, teenage sexual activity can be

explored by studying students in a single school (Stake, 1995; McMillan & Schumacher (2010). The researcher feels that an instrumental case study is similar heuristic case study in that it enables the researcher to deduce what is happening in other areas by using the information gathered from a single entity.

The last category of a case study is collective. Collective, multiple or multisite case study refers to a situation in which the researcher conducts an in-depth study where numerous cases are studied to investigate a person, institution, phenomenon or entity (Stake, 1995; McMillan & Schumacher (2010). The researcher believes a collective case study has similar characteristics with a descriptive study in that they both strive to collect detailed data which are full of rich and thick information about the investigated problem.

Other than aforementioned case studies' characteristics and classifications, case studies can also be differentiated by their designs. Case studies consist of four types of designs, namely; single-case holistic design, single-case embedded design, multiple-case holistic design and multiple-case embedded design (Yin, 2009). Of the four designs, this study followed a multiple-case holistic design which Merriam (1998) simply refers to as a multi-case study. According to Merriam (1998), a multi-case study involves collecting and analysing data from several cases and can be differentiated from the single case study that may have sub-units or sub-cases embedded within a school.

Case studies use different methods of data collection. Case studies use a variety of data collection methods like observations, audio-visual, artefacts, document analysis and interviews (Mack et al., 2005; Creswell, 2007; Creswell, 2014; Shareia, 2016). Case studies also use a technique called data triangulation to establish and ensure validity of collected data (Shareia, 2016). Data triangulation is a research strategy that involves using multiple sources of evidence when analysing data (Yin, 2003).

To shed more light on what case study entails, this discussion now looks into the strengths and limitations of case study. Merriam (1998) declares that case studies have advantages and disadvantages like any other research design. Merriam (2009) further argues that the advantages that case studies have outbalance their disadvantages. One of the advantages of a case study is that

researchers who are using it as their research design have a benefit of investigating a multifaceted social phenomenon by examining numerous aspects for deeper understanding of a problem under investigation (Merriam, 2009). Since case studies explore topical issues within real-life contexts, they have capacity to produce in-depth and rich version of a phenomenon (Merriam, 2009; Yin, 2009; McLeod, 2019). Case studies also have ability to provide insightful information that can lead to further research, and are capable of revealing meanings that increase their readers' experiences (Merriam, 2009; Vissak, 2010; McLeod, 2019). Furthermore, case studies are conceived to be relevant designs for applied disciplines like education (Merriam, 2009). Lastly, case studies often shed light on aspects of human thinking and behaviour that would otherwise be impractical and unethical to investigate using other means (McLeod, 2019).

Like it has been alluded to in the previous paragraph, case studies do have limitations of their own. According to Merriam (2009), Vissak (2010) and McLeod (2019), much as case studies can yield in-depth and rich information, their data collection processes may be time consuming, costly and labour-intensive. This means that case studies are most appropriate in the event whereby the researcher has enough time and adequate resources to collect data. Vissak (2010) presents the following shortcomings which have direct association with case studies: there is likelihood to gather inappropriate data from interviewees; some case narratives may be too long and researchers may be overwhelmed by the volume of collected data; interviews may be affected by time constraints, interruptions and the presence of the third party; for longitudinal case studies, informative participants may end up leaving the organisation; et cetera. Merriam (2009) and McLeod (2019) claim that case studies are difficult to replicate and case study researchers are likely to be biased in their interpretation of data owing to subjective feelings they have about the problem under investigation. McLeod (2019) makes researchers aware of the fact that case studies' findings may not be generalised to wider population because the case is context-specific.

After looking into the advantages and disadvantages of case studies, Vissak (2010) claims that on account of their weaknesses, case studies (and other qualitative methods) are visualised as soft, descriptive, "feminine", "microscopic", less concrete/precise/objective/rigorous, unsystematic, "second best", less

interesting, mystical or unscientific. Nevertheless, this study begs to differ with Vissak's view. It would be illogical to undermine case studies' contribution in research on the basis of their limitations only. There is a need to strike a balance between case studies' strengths and weaknesses. In my opinion, case studies have irreplaceable strengths. For example, as McLeod (2019) argues, it is only case studies that can allow a researcher to explore a problem in a more detailed manner than just dealing with large number of participants in an effort to come up with statistical representations. Secondly, it is only case studies which can deal adequately with the social and behavioural aspects of human beings (McLeod, 2019). In the same vein, Eusafzai (2014) argues that human beings cannot be studied and dealt with in terms of simple cause and effect relations. Most importantly, Merriam (2009) has put it point blank that in actual fact case studies' strengths outweigh case studies' limitations.

The researcher concludes this discussion by reiterating the suitability of a case study for this study. A case study was suitable for this current study in that this study attempted to explore stakeholders (principals, teachers and SB chairpersons) experiences of teachers' professional conduct in secondary schools. The researcher did not have control over the investigated phenomenon which was teachers' professional conduct as it was experienced by stakeholders (principals, teachers and SB chairpersons) in secondary schools in Lesotho. Lastly, a case study was appropriate for this study because this study focused on discovering human beings' perspectives on human behaviour, something that other designs could not establish satisfactorily.

4.5 RESEARCH SITE AND SAMPLE

Data were collected from secondary school principals, teachers and SB members of five secondary schools situated in Maseru District. The sample included the principal of each school, the teacher with the longest service in the school and the SB Chairperson or Vice-Chairperson. Three participants were selected from each school to make a total of 15 participants. Some of these schools were found in the rural and mountainous area of Maseru District while others were in the urban areas of the district. Yin (2009) advocates for this when saying the vital strategy behind using a case study is to apply multiple sources of information as

this will allow triangulation to take its cause.

For data that are information rich, the researcher selected participants through purposive sampling (Eusafzai, 2014). Merriam (2002) purports that purposive sampling is important because it helps the researcher to select sample from which most can be learned. Nieuwenhuis (2007) shares Merriam's standpoint by postulating that purposive sampling selects participants with specialised qualities whose contributions will assist the study to realise its aim. In purposeful sampling the researcher chooses members from the population who will stand on behalf of others or have relevant information about the topic of interest (McMillan & Schumacher, 2010). Eusafzai (2014) supports Nieuwenhuis (2007) and McMillan and Schumacher (2010) by claiming that purposive sampling technique means that the researcher chooses and approaches participants who promise to have relevant and sufficient data. The researcher selected schools with principals who have more than three years of experience as principals, SB members who have been in the position of the chair for at least two years and teachers with the longest period of service. The researcher assumed that on account of their experience in education matters, the participants were conversant with the education laws that regulated or directed teachers' professional conduct particularly the Lesotho Codes of Good Practice of 2011.

4.6 DATA COLLECTION METHODS

There are numerous methods of collecting data in research which vary according to the research approach and design adopted by a study. As has been observed in the preceding sections, the methods that were employed in this study align with qualitative case study. Merriam (2002) presents the following methods as the three major sources of data for a qualitative research study: interviews, observations and documents. Baxter and Jack (2008) add to Merriam's (2002) list of major sources of data by stating what they call potential data sources for researchers using case study as documentation, archival records, interviews, physical artefacts, direct observations, and participant-observation. It must be said that Baxter and Jack (2008) have elucidated that the list of sources of data is not exhaustive, meaning there are other sources or methods that can be used beside the mentioned ones. Creswell's (2007) submission is also important as

he posits that in case study research the investigator explores a bounded system (a case) or multiple bounded systems (cases) over time, through detailed, in-depth data collection involving multiple sources of information such as observations, interviews, audio-visual material, documents and reports.

From the many sources of data highlighted above, this study employed the in-depth interviews. On the basis of that, our discussion now focuses on what each of the two methods entails. The in-depth interview is defined as a technique devised to obtain a clear picture of the participant's view on the research topic (Mack, Woodsong, MacQueen, Guest & Namey, 2005). An interview is a flexible instrument for collecting data that enables multi-sensory channels to be used: verbal, non-verbal, spoken and heard (Cohen et al., 2007). In qualitative interviews, the researcher may engage in face-to-face interviews, telephone interviews, focus group discussion interviews or email internet interviews with participants (Creswell, 2014). These interviews involve questions prepared in one of the following patterns: structured questions, semi-structured questions or unstructured questions (McMillan & Schumacher, 2010). The structured form adopts the interview schedule that provides choices from which participants may select answers; semi-structured pattern asks open-ended questions without choices for participants but are phrased in a way that it allows individual answers; unstructured form gives an interviewer freedom to ask broad questions in any order he/she chooses (McMillan & Schumacher, 2010). In this case study, data were generated through semi-structured interviews. The researcher captured participants' views through audio recording and handwritten notes which were later on transcribed (Creswell, 2014).

The researcher using interviews as a source of data is expected to conduct him/herself in an acceptable manner. In the first place, the researcher must remember to always uphold the research ethical considerations and ensure that he/she respects the rights, needs, values and desires of the participants (Creswell, 2014). The researcher should remember that in this encounter, the interviewer assumes the position of a student while the participant becomes an expert (Mack et al., 2005). This on its own suggests that the interviewer must be a good listener (Cohen et al., 2007). Mack and others (2005) further posit that the researcher must ask questions in a neutral way and listen to participants'

answers and probe for further clarification in line with participants' responses. Cohen and others (2007) believe that another interviewer's responsibility is to consider the dynamics of the situation. Therefore, he/she must ensure that the conversation is progressing well by motivating participants to discuss their thoughts, feelings and experiences and to address any challenges that may crop up during the interview.

4.7 DATA ANALYSIS

Nieuwenhuis (2007) defines analysis of qualitative data as a way of trying to understand how participants view life by assessing their opinions, values, experiences etc. Data analysis was conducted through a process of coding collected data, classifying them and interpreting them to provide explanations of a single phenomenon of interest (McMillan & Schumacher, 2006).

The methodology that was deemed appropriate was interpretive paradigm. The interpretive paradigm seeks to make sense of the participants' experiences out of the multiple realities of the phenomenon (Cohen et al, 2007). The researcher analysed interviews from the participants to make sense of their reality and answer the research questions (Johnson & Christensen, 2012; Denzin & Lincoln, 2003). Furthermore, the researcher furnished "thick" descriptions from the interview data to make it possible for him to relate the findings of the study to his own situation (Lichtman, 2012). The interpretive paradigm assisted the researcher to illuminate his insights, views and knowledge on how school principals managed the professional conduct of teachers in secondary schools in Maseru.

4.8 TRUSTWORTHINESS OF THE STUDY

Credibility in qualitative research is realised when researchers apply different techniques in their investigations (Creswell 2014). The techniques may include obtaining participants' feedback on how the researcher interprets their views; corroborating interviews to ensure that the findings reflect the participants' opinions; spending enough time with participants to develop better understanding of them and employing deviant case analysis and triangulation (Shaw, 2010). In addition, Schwandt (2007) avers that credibility may be attained through prolonged fieldwork, using multiple data collection methods and data sources,

member checking and using verbatim recording.

In this study, the researcher employed multi-sources of data to allow triangulation of data throughout the investigation which increased credibility of findings (Schwandt, 2007; McMillan & Schumacher, 2010). Tape recording was also used to collect accurate information and to store it raw (McMillan & Schumacher 2010).

Trustworthiness is defined as transparency which is shown by the researcher when he/she analyses data (Shaw, 2010). To ensure trustworthiness, the researcher explained how data was collected, analysed and verified (Bryman, 2012). For verification purposes, the researcher transcribed interviews, made drafts of analysed data, compiled findings' interpretations and conclusions and sent these to participants to validate what they said, a process called member checking (Creswell 2014). The researcher presented findings using only headings obtained from data and participants' verbatim quotes to allow confirmability and minimise possible biasness (Mouton, 2001).

Transferability, sometimes called applicability, can be compared to what quantitative researchers refer to as external validity (Hays & Singh, 2012). This term refers to the level at which other researchers can use the study results to inform their study and see if the study context could be relevant to their results (Mosia, 2017). To ensure transferability for this study, the researcher has explained the area and the sites where the study would take place. The sample and the sample size of the participants to be interviewed were adequately described.

Dependability can be ensured through rich and detailed descriptions that indicate how certain views and actions are entrenched in and develop out of contextual interaction (Van de Riet & Durrheim, 2006). In this study, dependability was realised by presenting data from participants as it was by way of using verbatim to reveal and demonstrate participants' opinions about the phenomenon under investigation.

4.9 ETHICAL CONSIDERATIONS

Ethical consideration or behaviour refers to a set of moral principles, rules or standards that guide an individual or a profession in a research (Mcmillan &

Schumacher, 2010; Resnik, 2015). Creswell (2007) contends that the said ethical standards or rules are the benchmarks that a researcher must comply with whenever he/she is conducting a research. Before collecting data, the researcher applied for ethical clearance from the Ethics Committee of the University of South Africa (Appendix A). He asked for permission to conduct research from the District Education Office in Maseru, the educational secretariat offices and school principals' offices of all schools that participated in this study (Appendix B). The researcher wrote a letter illustrating the purpose of this study and its importance. The letter was hand delivered to all offices and/or authorities that were responsible for participants in this study such as school principals, teachers and SB members. In the letter, the researcher explicitly stated participants' rights such as voluntary participation and freedom to withdraw from the study at any time without a penalty (Appendix E). The researcher committed that participants' names and those of their schools or offices would be kept anonymous. Therefore, pseudonyms or codes were used to protect the identity of the participants and their places of work. More importantly, information that could lead to revealing the identity of the participants or their schools or offices was eliminated from the findings and the study as a whole (Creswell, 2007). All collected data remained confidential and was only used for the purpose of this study (McMillan & Schumacher, 2010).

The researcher reassured the participants that the study would not cause any harm to any one of them. Accordingly, the researcher showed in the ethics application form that the highlights from the findings of this study would be shared with the participants. The participants were requested to give their consent before participation by signing the consent letter developed by the researcher explaining the purpose of the study and the role of the participants (McMillan & Schumacher, 2010). Participation in this study was voluntary.

4.10 ENVISAGED CONTRIBUTION OF THE STUDY

In Lesotho, like in other African countries and elsewhere in the world, teachers' misconduct is an on-going challenge that calls for principals to provide leadership and management on a regular basis (Mothemane, 2004). However, there is

scarcity of empirical research in this field in Lesotho as most studies in Education Management have focused on principals managing curriculum, finances, human resource and supervision of schools among others (Mokoqo, 2013; Shale, 2009; Ntseto, 2009; Ntšala, 2001). This study intended to generate knowledge on the leadership styles and strategies the principal may employ in managing the professional conduct of teachers in secondary schools in Lesotho. There is a need to fill in the knowledge gap on studies that could empower school principals with information and strategies that could be used to manage teachers' professional conduct in schools. The researcher envisaged developing a management model on managing teachers' professional behaviour. The model proposed steps to be followed by school principals and their management teams to maintain and encourage acceptable professional conduct of teachers in schools. The researcher theorised on the current leadership styles and strategies used by the principals in schools that were involved in this study.

4.11 PILOT STUDY

According to van Teijlingen and Hundley (2002), the concept 'pilot study' is used in two distinctive ways in social science research. Pilot studies are referred to as feasibility studies which are small scale versions or trial run(s) which are conducted in preparation for the major study (van Teijlingen & Hundley, 2002). Arain, Campbell, Cooper and Lancaster (2010) subscribe to van Teijlingen and Hundley's (2002) explanation when they define a pilot study as a small feasibility study designed to test various aspects of the methods planned for a larger, more rigorous or confirmatory investigation. In the same vein, Bell, Whitehead and Julious (2017) also concur with van Teijlingen and Hundley's (2002) description by claiming that pilot study or trials are often small versions of the main trial, undertaken to test trial methods and procedures. Eldridge, Lancaster, Campbell, et al. (2016) reiterate that such a study or test is conducted before the larger and more comprehensive study, and it is closely related to the larger study.

There is always a purpose and a benefit for administering a pilot study in research. The primary purpose for conducting pilot study is not to answer specific research questions but to prevent researchers from launching a large-scale study without adequate knowledge of the methods proposed (Polit & Beck, 2017).

Sometimes a pilot study is administered to curb the possibility of an occurrence of a serious weakness in a study that is costly in time and money (Polit & Beck, 2017). Van Teijlingen and Hundley (2002) assert that one of the advantages of conducting a pilot study is that it might give advance warning about where the main research project could fail, where research protocols may not be followed, or where proposed methods or instruments are inappropriate or too complicated. A pilot study is also necessary to check for bias in the procedures, the interviewer and the questions (McMillan & Schumacher, 2010). Another objective for piloting a study is to test the planned data collection instruments or methods for all types of data for quality and appropriateness (Lowe, 2019). The overall aim of pilot studies is to demonstrate that future trial can be undertaken (Bell, Whitehead & Julious, 2017).

What is the significance of conducting a pilot study? Piloting for interviews is an integral aspect and useful in the process of conducting qualitative research as it highlights the improvisation to the major study (Majid, Othman, Mohamad, Lim & Yusof, 2017). Piloting for interviews also gives the researcher an opportunity to test questions and to gain some practice in interviewing prior to the actual interviewing process (Yin, 2011; Majid et al., 2017). In effect, piloting comprises a risk mitigation strategy to reduce the chance of failure in a larger project (Dorothy et al, 2018). Pilot studies help to test and refine one or more aspects of a final study such as the study's design, fieldwork procedures, data collection instruments, or analysis plans (Yin, 2011).

This study used pilot study/testing to evaluate the questions for intent and clarity, to assess the length of the interview and to give the researcher an idea of the ease with which the data can be summarised (McMillan & Schumacher, 2010). Similarly, piloting this study was also used to test data collection instruments or methods with the purpose of improving quality and appropriateness (Lowe, 2019). Lastly, a pilot study was also applied to check for bias in the procedures, the interviewer and the questions of this study (McMillan & Schumacher, 2010). In this study, a pilot study helped the researcher to realise that some participants somehow attached similar semantic connotations to interview questions 3 and 4, though in the researcher's understanding they were different. Question 3 sought to explore the participants' experiences regarding the professional conduct of

teachers in a school, while question 4 strove to establish the participants' general feeling or opinion about the professional conduct of teachers in that school based on their experiences (Appendices F, G & H). Moreover, the conducted pilot study enabled the researcher to determine how he should handle some of the interview items to avoid going beyond the estimated duration of the interview. Since the interviews were mainly conducted in Sesotho, piloting gave the researcher a sense of how certain questions must be phrased for clarity and unambiguous connotations.

4.12 SUMMARY OF THE CHAPTER

This chapter has described the research paradigm employed in this study. Under research paradigm, it has been stated that this study adopted the interpretive orientation which had direct influence on the researcher's choice of using qualitative approach and multiple-case study design. The discussion has gone further to highlight the research site and sample which was explored through semi-structured interviews and document analysis. It has been indicated that data analysis had followed a process of coding collected data, classifying them and interpreting them. Furthermore, this chapter has shown how credibility and trustworthiness of this study was maintained. It has also displayed the ethical considerations that the researcher adhered to throughout the research process, such as voluntary participation, confidentiality, anonymity, etc. The contribution that this study would make to research had been well articulated. This chapter has concluded by defining a pilot study, unpacking its purpose and benefit as well as its importance for this study.

CHAPTER 5

FINDINGS OF THE STUDY

5.1 INTRODUCTION

The previous chapter described qualitative methodology with special reference to a case study and highlighted its suitability for this study. This chapter presents the findings of this study. The data that are examined and analysed in this study were gathered through telephonic semi-structured interviews in which five secondary schools in Maseru participated. The stakeholders (school principals, teachers and SB chairpersons) from selected secondary schools yielded in-depth information that contributed to the findings of this study. The purpose of this study was to explore the stakeholders' experiences and the management of professional conduct of teachers in secondary schools in Maseru, Lesotho.

5.2 BIOGRAPHICAL INFORMATION OF THE PARTICIPANTS

This sub-section presents the biographical information of school principals, teachers and SB chairpersons who participated in this study.

Table 5.1: Biographical information of the participants

School	Participant	Gender	Portfolio occupied	Length of Service
A	Principal A	Female	Acting Principal	**5 years**
	Teacher A	Female	HOD Languages	**21 years**
	SB Chairperson A	Female	SB Chairperson	**>5 years**
B	Principal B	Male	Principal	**17 years**
	Teacher B	Male	Senior teacher	**12 years**
	Principal C	Female	Acting Principal	**3 years**

C				
	Teacher C	Male	Senior teacher *(former acting HOD Maths & science)*	**30 years**
	SB Chairperson C	Male	SB Chairperson	**7 years**
D	Principal D	Female	Principal	**6 years**
	SB Chairperson D	Female	SB Vice Chairperson	**4 years**
E	Principal E	Male	Principal	**18 years**
	Teacher E	Male	HOD Languages	**12 years**

The researcher's intention was to interview three stakeholders from five selected church secondary schools. In School B, two stakeholders participated in the interview. The SB Chairperson B was not available to be interviewed. In School D, the identified teacher participant declined from taking part in this study at the eleventh hour. In School E, all identified stakeholders were interviewed; however, the researcher deemed the data collected from the SB Chairperson E somehow superficial and it was discarded from the collected data.

5.3 RESEARCH QUESTIONS AND INTERVIEW QUESTIONS

Table 5.2 Research questions and interview questions

Research questions	Interview questions
Biographical questions	1. a) For how long have you been the principal of this school? b) How many teachers do you have?
What are the experiences of stakeholders (school principals, teachers and SB chairpersons) regarding the professional conduct of teachers in secondary schools?	3. What are your experiences regarding the professional conduct of teachers in your school?
What are the professional conduct and misconduct of teachers?	2. In your view, what does professional conduct of teachers mean? 4. What can you say about the professional conduct of teachers in this school? 5. What do you expect of your teachers in relation to professional conduct? 6. What do you regard as professional misconduct of teachers in this school? 7. What incidents/cases of teachers' professional misconduct are prevalent in your school? 8. In your opinion, why do teachers behave in unprofessional manner?
What factors contribute to the professional misconduct of teachers in schools?	9. What factors contribute to the professional misconduct of teachers in your school? 10. What measures do you take as the principal to minimize the factors you have stated above?
How do school principals lead in managing the professional misconduct of teachers in schools?	11. What leadership style(s) do you employ to manage the professional misconduct of teachers in your school? Please, give me some examples. 12. As a leader, what strategies do you use to manage the professional misconduct of teachers in your school?

What are the challenges experienced by the stakeholders (school principals, teachers and SB chairpersons) when managing the professional misconduct of teachers?	13. What challenges do you experience regarding the professional misconduct of teachers in your school? 14. How do you address the challenges you have stated above?

5.4 RESEARCH QUESTIONS, THEMES AND SUB-THEMES

Table 5.3: Research questions, themes and sub-themes

Research questions	Themes and sub-themes
What are the experiences of stakeholders (school principals, teachers and SB chairpersons) regarding the professional conduct of teachers in secondary schools?	**Theme 1: The stakeholders (school principals', teachers' and SB chairpersons') experiences of professional conduct of teachers** • Experiences of passing on school culture of teachers' misconduct from one generation to the next • Experiences of good professional conduct of teachers • Experiences of unacceptable professional conduct of teachers
What are the professional conduct and misconduct of teachers?	**Theme 2: Teachers' professional conduct and misconduct** • What professional conduct of teachers entails • General feeling about professional conduct of teachers in schools • Expectations about teachers' professional conduct in schools • What teachers' professional misconduct entails • Prevalent incidents/cases of teachers' professional misconduct • Reasons for teachers' unprofessional behaviour
What factors contribute to the professional misconduct of teachers in schools?	**Theme 3: Factors that contribute to the professional misconduct of teachers** • Institutional factors • Personal factors • Social factors

How do school principals lead in managing the professional misconduct of teachers in schools?	**Theme 4: How school principals lead in managing the professional misconduct of teachers** • Measures taken to minimise stated factors • Leadership styles employed in managing the professional conduct of teachers • Leadership strategies employed in managing the professional conduct of teachers
What challenges are experienced by the stakeholders (school principals, teachers and SB chairpersons) when managing the professional misconduct of teachers?	**Theme 5: Challenges experienced by stakeholders (principals, teachers and SB chairpersons) in the management of professional misconduct of teachers and how principals address such challenges.** Challenges experienced by principals, teachers and SB chairpersons • How principals, teachers and SB chairpersons address the challenges

5.5 RESEARCH FINDINGS

In this section, the researcher presents the research findings of this study. The findings outlined here are supported by verbatim quotations selected from the interviews conducted with the participants. The findings are presented in accordance with the research themes to answer the research questions.

5.5.1 Theme 1: The stakeholders' (school principals, teachers and SB chairpersons) experiences of professional conduct of teachers

This theme conveys the perceptions of the stakeholders (school principals, teachers and SB chairpersons) on their experiences of professional conduct of teachers in their schools. The participants' opinions were raised to respond to the following question: What are your experiences regarding the professional conduct of teachers in your school?

The participants seemed to have had positive (acceptable) experiences and negative (unacceptable) experiences in their schools. This section consists of two sub-themes: (a) experiences of passing on a school culture of teacher misconduct from one generation of teachers to the other; (b) experiences of good (acceptable) professional conduct as well as unacceptable professional conduct of teachers. Sub-theme (a) deals with one factor, the passing on of school culture from one teachers' generation to the next. Sub-theme (b) discusses good and bad experiences under the following factors: teaching and learning; positive and negative relationships in the school; response to authority; adhering to professional codes and conduct; physical appearance; and managing extra-mural activities.

5.5.1.1 Sub-theme 1: Experiences of passing on a school culture of teacher misconduct from one generation of teachers to the next

This sub-theme sought to address perceptions of the participants on their experiences in relation to professional conduct of teachers in their schools. The participants were asked what their experiences regarding the professional conduct of teachers in their schools were. This finding indicates that some participants observed the passing on of school culture of teacher misconduct from one generation to the next.

One of the principals was of the opinion that old teachers passed on a school

culture of teacher misconduct from their generation to the next generation. She believed that old teachers had developed a school culture that was characterised by acts of misconduct and they swiftly passed it on to the newly recruited teachers in the school. Principal A made the following declaration:

> *The new teachers imitate what the old teachers do. You will find that within a short period of time they engage in acts of misconduct in a similar fashion their old fellow workers do* (Principal A).

This finding suggests that in some church secondary schools in Maseru, new teachers maybe expected to maintain the status quo of the behavioural culture that is passed on by old teachers. This might be caused by the work arrangement adopted in secondary schools in Lesotho where old and experienced teachers are expected to serve as mentors and tutors for newly recruited teachers. As mentors and tutors, old teachers induct new teachers on every aspect of school life, from academic work to extra-curricular activities. As a result, chances are high for newly appointed teachers to follow norms and practices that are instilled into them by their old colleagues. New teachers may be doing this to fit and be part of the school culture. For new teachers, there could be a possibility of fearing to behave differently. The compliance with the passed-on culture maybe acceptable to newly recruited teachers because it ensures a sense of belonging for them.

5.5.1.2 Sub-theme 2: Experiences of good professional conduct as well as unprofessional conduct of teachers

This sub-theme conveys participants' opinions about the good (acceptable) experiences the participants had regarding the professional conduct of teachers in their schools. The participants were asked what their experiences were regarding the professional conduct of teachers in their schools. This sub-theme also reports on participants' opinions on unacceptable experiences they had regarding the professional conduct of teachers in their schools.

The findings reveal that the participants had good experiences in the following areas: teaching and learning; relationships in the school; response to authority; and adhering to professional codes of conduct. The findings also show that the participants had unacceptable experiences in the following areas: teaching and

learning; relationships in the school; response to authority; adhering to professional codes of conduct; physical appearance; and managing extra-curricular activities.

- Teaching and learning

The finding on teaching and learning reports the experiences of teachers performing well in certain subjects despite the unsatisfactory school performance in external examinations. Some participants also claimed that they observed unacceptable experiences of teachers' professional conduct in teaching and learning particularly young teachers who were indolent and did not attend classes. Some teachers went to classes unprepared for the lessons. The following is what the participants said:

> *Although our school's general performance in external examinations at the end of the year is poor, there are certain subjects in which our school performs very well. Looking at our performance in subjects like Sesotho and English Language, I have noticed that teachers' commitment is high in those subjects* (SB Chairperson C).

> *This new generation of teachers is lazy and dodges classes. I am not saying all of them but the majority are lazy and dodge classes* (Principal E).

> *Another experience is that we still have teachers who do not make daily lesson preparations before they go to class. They go to class without prior preparations* (SB Chairperson A).

On one hand, this finding conveys that in church secondary schools under this study, there are teachers who work hard to ensure that they meet the professional standards and expectations of teaching and learning. This positive attitude could be attributed to teachers' own determination to ensure that they produce teaching and learning of high quality in their schools. Teachers of this calibre are likely to influence their colleagues from the same department or subject area to develop the spirit and sense of respect for professional ethics that guide teaching and learning. There is a possibility that after the influence the

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whole team of teachers may find themselves working collaboratively in teaching and learning, and this is likely to improve students' performance in external examinations.

On the other hand, this finding also reveals that there are teachers who are less concerned about fulfilling the professional standards and expectations related to teaching and learning in schools. This could be ascribed to laxity of school leadership in the church secondary schools. The leadership that is not strict is likely to ignore unprofessional and unethical behaviour of teachers which could have negative influence on the quality of teaching and learning in school. The laxity in leadership is also likely to develop lack of eagerness in monitoring and supervising teaching and learning in their school. On the basis of this supposition, it can be argued that the lax leadership forms a fertile environment for teachers' indolence and poor teachers' classroom attendance for lessons.

- Positive and negative relationships in the school

Some participants revealed that they had positive experiences about teachers' relationships in the school. The teachers showed a caring attitude towards vulnerable students. They always went out of their way to give support to needy students. In addition, teachers worked collaboratively in a harmonious relationship with one another and the parents. The school leadership reminded teachers about their duties. There were moments when teachers performed their duties voluntarily without close monitoring and supervision from the school management. The participants said:

> *There used to be students who were needy or had problems originating from outside the school but because of that caring attitude, the teachers were aware of the situation students were in and they were trying their level best to help those students. Moreover, our teachers then were working as a team* (Principal D).

> *Most of my experiences regarding the professional conduct of teachers here are positive. I see freedom prevailing between the leadership and teachers. The leadership is showing or reminding teachers that it is time to do their work. Sometimes teachers are volunteering to do their work. They are monitoring day-to-day students' activities in the school. I have*

not seen the principal having to chase teachers to do their work (Teacher B).

I have noticed that there are good relations between teachers and students and between teachers and parents. In addition to that, our teachers are able to reprimand learners and accordingly give them instructions (SB Chairperson C).

This finding shows the appreciation for ethics of care from some of the teachers. It further indicates that in the schools that participated in this study, collaboration and team spirit seem to be regarded as good conduct. This situation could be ascribed to the school leadership's ability to instil a sense of empathy and the caring attitude into teachers and to encourage them to work in unity. It seems that when empathy and caring attitude are well inculcated into teachers, they begin to appreciate their role in promoting professional relationships with other stakeholders such as students and parents.

The responses of other participants regarding relationships in the school indicated that some unacceptable experiences could be associated with poor relationships in the school more particularly communication. It is reported that some new teachers openly uttered sensitive issues or information without considering other people's feelings which reflects poor professional conduct. Here is what some participants said:

Actually, when I talk to these new teachers, I address them like they are my kids because of the way they behave. During our staff meetings, one has to be hard on them when addressing them. They take advantage of small things; they are not even sensitive. Some of the things they do or say shock me. I always wonder how it comes that some of them do not know the difference between matters that need to be raised in a general staff meeting and issues that need to be addressed privately. My teachers raise in a general meeting sensitive issues that should have been reported to my office and dealt with privately (Principal E).

One of the things we experience here is teachers who communicate with others in a manner that does not show respect for other teachers (SB

Chairperson A).

The way our teachers conduct themselves makes them lose that sense of responsibility which we knew and trusted them for. When we look at them, we neither see nor sense any sprinkle of professionalism in them. Even as a member of the SB, my teachers make me feel uncomfortable to speak to them; they make me feel uncomfortable to approach them even when there is a problem (SB Chairperson D).

The foregoing responses indicate that good relationships in some schools are limited by teachers who lack professional etiquette in communication. This situation could be caused by teachers' lack of knowledge about boundaries regarding what to be discussed, when, how and where. The situation might be intensified by the notion of freedom of speech enshrined in the constitution of Lesotho which gives every citizen a right to express his/her views freely. It seems that lack of knowledge about boundaries and the conceptualised freedom of expression give room to the use of offensive and abusive language by teachers without restraint when expressing their views or communicating with other members of the staff, including the school management and the SB members. This shows the lack of mutual respect among the teachers and between the teachers and the school management. The expected standard of communication between the teachers and the management seems to be different with teachers' lack of awareness of what is acceptable and that which is not.

- Response to authority – acceptable and unacceptable teacher behaviour
Some participants claimed that they were witnessing acceptable experiences of teachers' professional conduct because teachers were responding positively to their authorities by working together in the management of the school's daily activities. There were also participants who believed that some of the negative experiences they went through regarding teachers' professional conduct were related to teachers' undesirable response to authority mostly evident in absenteeism from work without notifying the immediate supervisors (HODs). It was also reported that some of the teachers did not attend classes to teach. The following are some of the remarks from some participants:

Our teachers and management are able to manage day-to-day activities

of the school (SB Chairperson C).

Absenteeism is also common among our teachers. They absent themselves without informing my office. When I ask them they tell me that they informed the HODs and they were hoping the HODs would inform my office. What I see is that the level of responsibility of our teachers nowadays has terribly declined (Principal D).

We also have teachers who do not come to work without having sought permission from authorities. Sometimes they (teachers) come to school but they do not go to classes to teach. They just come here to wind away time (SB Chairperson A).

This finding reflects two contradicting situations. Firstly, it indicates that some teachers' behaviour in church secondary schools aligns with professional ethics of collegiality between teachers and the school management. This could be attributed to the school leadership's ability to nurture the spirit of companionship and co-operation between the school management and teachers. This suggests that when the school leadership embraces the tenets of sharing and delegates duties to their staff, teachers tend to respond positively and participate in all daily schools' ventures.

Secondly, the finding shows that some teachers' behaviour contradicted the professional ethics of collegiality between teachers and the school management. There seems to be three different culture of class attendance, namely; *"absent-absent"* (teacher absent from school and classroom), *"present-absent"* (the teacher is present at school but does not attend to their class teaching) and *"present-present"* (the teacher is present at school and attends to their lessons). The cultures that show the absence of the teacher in the classroom could be caused by the school leadership's inability to enforce teachers' class attendance policy and related ethics in their respective schools. It seems that the school leadership who fails to enforce teachers' class attendance policies and ethics creates a situation in which teachers lose respect for their authority and eventually engage in unauthorised absenteeism and dodge classes. There is also a possibility of lack of accountability expected from individual teachers as

well as the absence of strict consequences of not performing their professional duties.

- Adhering to professional codes of conduct

Some of the participants reported that teachers were performing their work diligently, showing high sense of commitment and accountability and they were performing activities that they were not necessarily supposed to do. Other participants believed that there are many teachers whose behaviour was unacceptable and were not adhering to professional codes of conduct, rules and regulations. Such behaviour was inconsistent with the teaching values and standards. The views presented are as follows:

In my first tenure, the teachers were very dedicated to their work. They were doing their work excellently and were showing high sense of responsibility. They were also taking care of students' needs. They were doing things that were not even stipulated in the teaching service guidelines but which they realised were of benefit to students (Principal D).

We have Codes of Good Practice; we have Education Act; we have policies that we have developed at school level to try to ensure that our teachers do what is expected of them. However, my experience is that our teachers just don't want to listen (Principal A).

The way our teachers talk and behave themselves does not tally with the standards and values of the teaching profession (Teacher E).

This finding presents two differing views of the participants. On the one hand, this finding reveals that in church secondary schools, there are teachers whose conduct abides by the professional codes of conduct evidenced in the way they do their work; their positive commitment; and the manner in which they perform duties. This could be ascribed to an enabling school culture that seems to be existent in their schools. This school culture seems to promote the spirit of obedience and compliance towards the teaching professional codes of conduct among teachers. It can be argued that this type of school culture has ability to

mould teachers' behaviour in a way that teachers would always like to follow the professional codes of conduct.

On the other hand, this finding conveys that in church secondary schools involved in this study, some teachers' conduct is in violation of the standards and values of the teaching profession in Lesotho. This could be attributed to an ineffective school leadership which is reluctant to monitor teachers' professional conduct that does not align with the teaching codes, values and standards. There is possibility that this type of leadership does not sensitise teachers about the importance of adhering to the teaching professional codes of conduct. There is also a possibility of inadequate preparation of teacher during pre-service and in-service on teachers' professional conduct. School leadership that lacks a clear focus on monitoring teachers' professional conduct could create a school climate where teachers disregard their professional integrity and codes of conduct.

- Physical appearance

Some participants expressed that some negative experiences of teachers' professional conduct could be associated with unacceptable physical appearance of teachers which included lack of formal dressing. The dressing style that contradicted formal teaching dressing code was regarded as being unprofessional. Here are the opinions of some of the participants:

> *Their way of dressing is not impressive. When I first joined the teaching profession, we used to be very formal to an extent of wearing neck ties. With this current generation, when I talk of wearing a neck tie they frown. They are always dressing informally* (Principal E).

> *Their way of dressing is not in line with the teachers' dressing code; as a result, it causes students to harbour negative thoughts about their teachers* (Teacher E).

This finding shows that in the church secondary schools involved in this study, some teachers do not observe professional dressing codes. There is a possibility of lack of a general understanding of the expected dressing code for teachers. This could also be ascribed to school leadership's indecisiveness to deal with

teachers' dressing code in schools. The reluctance of school leaders to act on this issue might be influenced by on-going debates between new and old teachers regarding what really forms acceptable formal dressing in schools and the right to freedom of expression which includes clothing. There is also presumed influence of the teachers' dressing style on students. Such notions could be perceived differently by new young teachers compared with older teachers who have been long in the profession. The argument for what is decent dressing remains a debate.

- Managing extra-curricular activities

Some participants claimed that they witnessed unacceptable experiences in areas or situations where teachers were supposed to manage some school-based responsibilities or perform their extra-curricular activities and they did not accept it as part of their responsibility. There were some participants that were concerned about the school management and teachers' inability to influence their students to take care of their school environment and to ensure that it was kept clean at all times. The lack of responsibility in the school included disciplinary matters. For example, the school disciplinary committee would sometimes recommend that certain students be expelled from school; yet the way such cases were handled was full of unwarranted mistakes. The participants said:

> *I also notice that our teachers' perception nowadays is that their work is confined to classroom duties only. When students misbehave outside classrooms in their presence, they ignore them* (Principal D).

> *One day the management informed me that they were going to tell a woman who was selling fat cakes at the school's main gate to pay a certain amount of money so that they (management) could hire a person who would collect littered papers and plastic materials in the school yard… I was shocked to learn the extent at which the school management and teachers had lost control over students* (SB Chairperson C).

> *There was a time when the management through the school disciplinary committee were handling a students' disciplinary case. In the end, the disciplinary committee recommended that those students should be*

expelled from school. We (SB) then read the report explaining what led to such recommendation. We then discovered that the way teachers dealt with students' disciplinary cases had a lot of loopholes (SB Chairperson C).

This finding indicates that some teachers and the school management are lacking in professional responsibilities' ethics. This could be the result of lack of enthusiasm and poor sense of accountability on the part of teachers and school management. It seems that when teachers lack drive and accountability to perform their duties, they tend to be selective; they do not perform duties that they consider to be extra-curricular. This suggests lack of common understanding of the importance of extra-curricular activities and the responsibility of implementing them in the schools. The involvement in the extra-curricular activity may require passion and motivation. In the same vein, when the school management is not well motivated, it is likely to ignore other responsibilities like extra-curricular activities. Furthermore, lack of commitment in extra-curricular activities as part of the professional responsibilities of teachers may also be attributed to lack of training as well as how to handle extra-curricular activities.

5.5.2 Theme 2: Teachers' professional conduct and misconduct

This theme reports on the perceptions of school principals, teachers and SB chairpersons on teachers' professional conduct and misconduct in secondary schools in Maseru. The participants were asked what they regarded as professional conduct and misconduct of teachers in their schools.

The findings of this theme are presented in four sub-themes: (a) what professional conduct and misconduct of teachers entail; (b) general feelings about professional conduct of teachers in schools; (c) expectations about teachers' professional conduct in schools; and (d) prevalent incidents/cases of teachers' professional misconduct. Sub-theme (a) consists of the following factors: behaviour – adhering to policies, rules and regulations; physical appearance; positive and poor working relationships; work ethics; teaching and learning; poor attendance; and lack of responsibility. Sub-theme (b) is made up of the following factors: punctuality and attendance of teachers; working relationships between teachers and learners; teaching and learning; and intimate

relationships. Sub-theme (c) is built on the following factors: teachers' attendance and performance; teachers' attitude and behaviour; working relationships; and teaching and learning. Sub-theme (d) consists of the following factors: (i) cases related to day-to-day administrative issues; (ii) cases related to misuse of school finances; (iii) cases related to misuse of school buildings and properties; (iv) cases related to intimacy and sexual abuse; (v) cases related to working relationships; (vi) cases related to religious practices; (vii) cases related to Covid-19 protocols.

5.5.2.1 Sub-theme 1: What teachers' professional conduct and misconduct entail

This part of the findings sought to unfold participants' views on what teachers' professional conduct means. The participants were asked to express their perceptions on this question: In your view, what does professional conduct of teachers mean? The findings reveal that professional conduct of teachers can be defined in relation to teachers' behaviour that adheres to teaching policies, rules and regulations; teachers' preparedness to maintain acceptable physical appearance; their (teachers') capability to promote positive working relationships with other stakeholders; their capacity to uphold work ethics; and their ability to ensure teaching and learning in schools. This sub-theme also sought to reveal participants' opinions on what teachers' professional misconduct means. The participants' perceptions were expressed in an attempt to answer this question: What do you regard as professional misconduct of teachers in your school? The findings indicate that professional misconduct of teachers can be explained in relation to poor attendance and lack of responsibility.

- Behaviour – adhering to policies, rules and regulations

Some of the participants described teachers' professional conduct in terms of the extent to which teachers' behaviour aligns with MOET's and schools' policies, rules, regulations and codes of good conduct. When explaining teachers' professional conduct, some participants defined it in relation to the extent to which teachers' behaviour fails to adhere to the teaching policies, codes, law and regulations. Those who held this view asserted that teachers' professional misconduct referred to a teacher's behaviour that infringed conventional teaching

ethics. They claimed that teachers' professional misconduct also meant that a teacher was not behaving in a manner that was consistent with the established teaching expectations. The participants made the following remarks:

In my view, professional conduct of teachers means the ability of a teacher to adhere to what is expected of him/her, either by adhering to the school's policies and codes or by adhering to the Ministry of Education and Training's (MOET) policies and codes (Principal A).

The teaching profession is governed by codes of good conduct; the teacher's behaviour must therefore align with those codes. The teacher's conduct must also adhere to the teaching rules and regulations (Teacher C).

Professional misconduct in my understanding is when a teacher is not behaving in ethical manner. Teachers know when they are not following the ethics of the teaching profession. I take that to be professional misconduct (Principal E).

It refers to failure to follow the rules and regulations that teachers are expected to abide by. It denotes teacher's inability to conduct himself/herself in an expected manner (Teacher A).

The preceding quotations show appreciation for ethics of behaviour from school principals and teachers involved in this study. There seems to be unanimous perception between school principals and teachers that teachers' behaviour must fully comply with the set standards and values of the teaching profession. This could be ascribed to the school leadership role in upholding the professional and ethical conduct of teachers in church secondary schools. It appears that when the school leadership is demonstrating professional standards and values in their behaviour, they influence the way their academic staff perceives their professional conduct. This influence may not only have effect on teachers' way of thinking but also has direct impact on how they behave themselves at a workplace. This implies that the school principal whose conduct aligns with the teaching behaviour ethics is likely to have teachers who appreciate ethics of behaviour and are in turn able to draw a distinction between the behaviour that

fulfils or not fulfils the dictates of the teaching codes of good behaviour.

- Physical appearance

Some participants were of the view that in church secondary schools, teachers' professional conduct may be defined in relation to the physical appearance of teachers. They believed that the physical appearance of teachers before other role players like students and parents must be characterised by decency and elegance. The participants expressed their views as follows:

> *Firstly, it means a teacher must conduct him/herself in a proper way. Secondly, it means teacher's appearance must be acceptable. Thirdly, it means a teacher must do his/her work in a way it is expected of him/her…* (Principal C).

> *It means the manner in which teachers behave and the way they portray themselves in the sight of all those they serve in the teaching fraternity such as students, parents and all other stakeholders* (SB Chairperson D).

This finding shows that some participants who participated in this study have special admiration for ethics of decency and elegance. This could be attributed to the proprietorship's influence on school leadership that teachers in church secondary schools must maintain acceptable physical appearance while at school. There is possibility that the school proprietorship could be preaching the importance of teachers keeping the "temple of God" neatly dressed at all times. There is also a possibility that the participants' assertion in this regard is influenced by their knowledge of the contents of the Lesotho Codes of Good Practice of 2011 in relation to the teachers' dressing code. It could be argued that this expectation of teachers wearing decently and elegantly could be controversial in the sense that the interpretation of "acceptable" or "presentable" physical appearance could be subjective and relative. It may seem that when the school proprietorship is vocal about the importance of teachers maintaining presentable physical appearance in their schools, school principals and SB chairpersons tend to appreciate the ethics of decency and elegance.

- Positive working relationships

Some participants opined that teachers' professional conduct should be explained in relation to teachers' ability to foster positive relationships with other stakeholders. The participants accentuated that for teachers to be able to extend positive relationships to other members of the school community, they must first of all have appreciation and understanding of living in harmony with fellow workers. The participants believed that when teachers have that appreciation, they would be able to maintain warm and healthy relationships with other members of the school community like fellow teachers, learners, parents and the school leadership. In an attempt to unpack teachers' professional misconduct, some participants purported that it could be described as teachers' failure to maintain good working relationships with other stakeholders. They stated that poor working relationships between a teacher and his/her authorities, a teacher and his/her colleagues, a teacher and his/her learners, and a teacher and parents amounted to misconduct. They highlighted that lack of respect for learners, fellow teachers and school leadership was also tantamount to misconduct.   The participants aired their views as follows:

> *Lastly, it means he/she must have good relationships with other teachers and the rest of the community* (Principal C).

> *It begins from within an individual teacher. It is about a teacher understanding how he/she is expected to conduct himself/herself in relation to his/her fellow colleagues, in relation to his/her students, and in relation to parents who have children in that school… Professional conduct also involves good relationship between a teacher and his/her authorities… I also consider poor working relationships between a teacher and the school governance and management to be a sign of professional misconduct. Lack of cordial working relations between a teacher and other staff members forms part of professional misconduct. Lack of hospitable relations between a teacher and students and lack of warm working relations between a teacher and parents of children under the teacher's instruction also constitute professional misconduct of a teacher* (SB Chairperson A).

> *I also regard professional misconduct as lack of respect for those in*

authority such as HODs and the school management at large. Professional misconduct of a teacher may also refer to failure of a teacher to respect learners and his colleagues (Principal D).

This finding reveals that some participants who participated in this study subscribe to ethics of good working relationships and use it as a measure to determine teachers' professional conduct or misconduct in schools. This could be ascribed to the SB members who are trying hard to spread the spirit of cooperation and teamwork among teachers. It could be detected from SB Chairperson A's extract that some SB members are concerned about poor working relationships that seem to be existing among school community members. There is possibility that some SB members have taken trouble to propagate ethics of good working relationships among teachers and other school members. This may suggest that when ethics of good working relationships are well articulated and inculcated in school community members, teachers are likely to judge poor working relationships and lack of respect for others as professional misconduct and distance themselves from such behaviour.

- Work ethics

Some of the participants believed that professional conduct of teachers should be described in terms of the extent to which teachers behave and perform their work in a manner that fulfils the teaching professional ethics at work. The participants perceived that professional conduct of teachers was concerned with teachers doing their work according to the way they were trained. They claimed that teachers' professional conduct should align with professional guidelines and teachers must, among others, perform their duty with dedication and commitment. The participants narrated their views like this:

In my view, professional conduct of teachers refers to the way a teacher should conduct himself or herself and the way he/she should do her work in line with the way he/she is trained to perform his/her duties. There are guidelines that teachers must follow; for instance, a teacher must show dedication and commitment to his/her work; he/she must keep good record of his/her work; he/she must work collaboratively with his/her colleagues; he/she must respect other teachers and students as well

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(Principal D).

So we are to conduct ourselves in line with the profession's expectations. When talking about expectations, I am referring to professional ethics. In every profession, people are expected to behave in a certain manner guided by ethics, rules and regulations of that profession (Teacher A).

Teaching has set expectations and standards and if a teacher fails to live up to those expectations and standards, we then say he/she is acting unprofessionally (SB Chairperson A).

This finding reveals that some participants from church secondary schools have high regard for ethics of work. This could be ascribed to the school leadership that focuses on a workforce that is highly disciplined, professional and guided by ethical principles as well as values. There is a possibility that the leadership of some church secondary schools that participated in this study could be working hard to instil virtues of honesty, integrity, justice and fairness into their teachers. Such leadership could be propagating the importance of teachers showing the behaviour that is indicative of respect for the rights and dignity of other stakeholders, especially learners. Another possibility is that the school leadership in some of the church secondary schools could be aspiring to have teachers who are performing their work diligently and producing results of highest quality. This may suggest that when the school leadership is keen about upholding work ethics, chances are high for such leadership to sway teachers' mentality, behaviour and performance to measure up to the set work ethics.

- Teaching and learning

To some participants, teachers' professional conduct was all about teachers ensuring that quality teaching and learning was taking place in a classroom. By implication, this meant that teachers' professional conduct referred to any conditions or circumstances created or brought about by a teacher whose target was to augment teaching and learning. The participants further postulated that teachers' professional conduct had to do with teachers' ability to discern curriculum and fully comprehend the requirements of the education system. In trying to define teachers' professional misconduct, some participants explained

it in terms of teachers' inability to execute teaching and learning in an acceptable manner. Participants who shared this view emphasised that the teaching profession had well-articulated directions and requirements that teachers were supposed to fulfil, such as, proper keeping of the scheme and record of work done together with preparation books. They purported that teachers' failure to fulfil these requirements amounted to misconduct. Furthermore, the participants perceived that any action of a teacher that disturbed teaching and learning also constituted teacher's misconduct. The participants presented their views as follows:

> *To me basically it means that which puts the profession in good standing; that which enhances teaching and learning; that which does not put the school into disrepute and the whole profession* (Principal B).

> *It means the way teachers behave in the school environment. It also refers to our understanding of the school curriculum and what the education system demands of us as teachers* (Teacher E).

> *I regard failure to do teaching work properly as professional misconduct. There are guidelines that show how a teacher must do his/her work, for instance, proper keeping of registers, scheme and record of work done and preparation books. When a teacher is not keeping proper record of these books, I take that to be misconduct* (Teacher C).

> *What I regard as professional misconduct is when a teacher by his/her actions disrupts teaching and learning process at school* (Principal B).

This finding shows that some participants who participated in this study recognise the ethics of teaching and learning and believe that it must be used as a yardstick to describe teachers' professional conduct or misconduct in secondary schools. This could be attributed to the school leadership that is more inclined to instructional perspectives in their management practices. It may appear that some principals who participated in this study have prioritised teaching and learning over other activities that are performed by teachers in their schools. This could lead to participants whose minds are preoccupied by strategies and practices of instructional theory. It seems that when the school leadership has

set clear instructional expectations and targets, teachers tend to respect the ethics of teaching and learning and strive to maintain them. This may suggest that when school principals and teachers have high regard for instructional approaches in teaching and learning, they are likely to promote them (instructional approaches) against all odds and view any behaviour that is inconsistent with the ethics of teaching and learning as misconduct.

- Poor attendance

Some participants felt that teachers' professional misconduct should be explained in terms of poor school attendance and poor class attendance. The participants who held this view declared that teachers who absented themselves from school without reasonable excuses were misbehaving. Similarly, the participants stressed the point that it was unprofessional for teachers to ignore the school master timetable when they were supposed to attend their classes. The participants' views are as follows:

> *In my school, professional misconduct may refer to teachers who do not come to school without reasons* (Principal D)

> *Like I said, there is no need for me to keep on going to the staff room to check the master timetable to ensure that teachers attend their classes. The fact that there are some teachers who sit in the staff room when they are supposed to go to their classrooms is a sign of professional misconduct* (Principal E)

> *I regard failure to attend classes in a proper way as professional misconduct* (Teacher C)

This finding shows that some participants who were involved in this study held in high regard the ethics of attendance in the teaching profession. This could be associated with the school leadership who is very effective in monitoring and supervising teachers' attendance to school and to classes. It may appear that some principals involved in this study are reasonably vigilant about teachers' poor attendance and they seem determined to minimise incidents of teachers' poor attendance. The principals' effort to eradicate poor attendance may be arousing a sense of appreciation for ethics of attendance on teachers' part. This

may suggest that when principals and teachers value ethics of attendance to school and class, they are likely to view poor attendance to school and to class as unprofessional and unethical.

- Lack of responsibility

Some participants felt that teachers' professional misconduct should be interpreted in line with teachers' lack of responsibility. The participants declared that teachers' professional misconduct signified a teacher who abdicated his/her responsibilities and assumed the roles or responsibility of a minor. They posited that professional misconduct could also refer to a teacher who through actions or behaviour reduced him/herself from a position of honour to a lesser respectable position where the level of accountability was blurred. To elaborate on this, one of the participants highlighted that teachers should always be mindful about the acceptable ways of approaching and interacting with their students; implying that failure to do so would lead into misconduct. The participants made the following submissions:

> *Professional misconduct of a teacher implies that a teacher wants to be treated like a child. Professional misconduct is when a teacher is undermining the respectable position that the society has spared him. I have observed that, more often than not, teachers tarnish the respectable positions which they are entrusted to hold* (SB Chairperson C).

> *Professional misconduct has to do with a teacher forgetting or ignoring his professional roles and responsibilities as a teacher. For example, the use of acceptable approach when dealing with students must be top priority. A teacher engaging in professional misconduct ignores the fact that he/she is a teacher who has responsibility over his/her students* (SB Chairperson D).

This finding indicates that some participants from schools under this study had attached great value to ethics that spell out teachers' responsibilities. This could be associated with SBs' particularity about teachers' roles and responsibilities in church secondary schools. It is possible that some SBs involved in this study had special interest in educating teachers under their governance about the

importance of separation of responsibilities at a workplace. It can be argued that separation of responsibilities creates sense of awareness and level of accountability that every school member must fulfil, particularly teachers. This may suggest that school members who have a clear understanding about separation of responsibilities and appreciate the amount of accountability that goes with it are likely to declare any teachers' behaviour that clashes with ethics of teachers' responsibilities as misconduct.

5.5.2.2 Sub-theme 2: General feelings about professional conduct of teachers

This sub-section sought to explore participants' general feelings about the professional conduct of teachers in their schools. The participants were asked to express their opinions on this question: What can you say about the professional conduct of teachers in your school? The findings reveal that the participants' views in this regard covered the following factors: punctuality and attendance of teachers; working relationships; teaching and learning; and intimate relationships.

- Punctuality and school attendance of teachers

Some participants believed teachers in their schools arrived at school on time and they habitually attended classes to teach learners on a daily basis. Other participants were of the view that some teachers were coming to school late and were not attending classes regularly. The participants who shared this sentiment further claimed that there were times when teachers who had come to school spent most of their time in the staffroom without attending classes to teach. They (participants) further reported that when principals went to classes for spot checking, they came across abandoned classes whose teachers had reported for work, yet they had preoccupied themselves with trivial issues. The participants expressed their views as follows:

> *Truly speaking, there are those who behave accordingly. They are punctual to school; they attend their classes; they prepare for their classes; they assess students* (Principal A).

> *I have noted their (teachers') sensitivity to punctuality. They come to*

school on time and they attend classes regularly (Principal E).

I have always seen absenteeism, late coming and leaving the school during working hours as common cases of misconduct. I do not see any improvement or positive change from our teachers (Teacher A).

… sometimes a teacher is present at work but he/she does not go to class to teach. He/she is sitting in the staffroom relaxing. Sometimes as I move from one class to another, checking on how teaching-learning is taking place, I happen to come across a class where learners are left unattended yet their teacher is present at school (Principal D).

This finding reveals that in some schools under this study, teachers respect temporal ethics and ethics of attendance. This could be attributed to a school leadership who is conscious about time management in their school. It could be argued that when the school leadership manages time well, there is likelihood that they could inspire teachers under their management to become sensitive towards time wasting and influence them to do their work according to schedule. Another possibility could be that the school leadership in this case could be applying effective strategies of managing teachers' punctuality to school and monitoring their attendance to classes. This may suggest that when school leadership manages time well and effectively supervises teachers' punctuality to school and their attendance to classes, teachers tend to develop mutual respect towards temporal ethics and ethics of attendance at work.

- Working relationships between teachers and learners

Some participants reported that teachers in their schools maintained good working relationships with learners. They claimed that teachers in their schools approached learners in a cordial manner and on account of that, learners perceived their teachers to be standing on behalf of their parents. In the participants' view, this state of affairs had let to a situation in which learners felt unconfined in their interaction with their teachers. Other participants disclosed that the working relationships between teachers and learners were different to what it used to be in the past. The participants who subscribe to this view claimed that there was an anomaly which resulted from the deteriorated standards of

teachers' professionalism. These participants posited that on account of the decline in teachers' professionalism, the relationship between teachers and learners made both groups to traverse responsibility boundaries which led to the deterioration of teachers' professional conduct. The participants expressed their views like this:

> *The way they present themselves before students is very good. They make students feel that they (teachers) are their parents… Students seem to be free in their teachers' presence (Principal E).*

> *In recent times, the relationship that exists between teachers and students is different. It is different because teachers' professionalism has scaled down… It is bad in a sense that when teachers and students are too close to each other, they are likely to go beyond responsibility boundaries. Crossing responsibility boundaries compromises teachers' professional conduct* (SB Chairperson D).

This finding shows that in some church secondary schools involved in this study, some teachers appreciate ethics of good working relationships with students. This could be ascribed to the school leadership which is inclined to customer relationship management. It may be argued from this finding that the school leadership of some of the schools that participated in this study pay special attention to promoting students' welfare and satisfaction. To realise this ambition, school principals could be working hard to sensitise teachers about the importance of fostering good working relationships with students. There is possibility that students could be feeling comfortable in the presence of teachers who seem to be cultivating and nurturing good working relationships with them. This may suggest that when school principals are keen on promoting customer relationship management, teachers are likely to cherish values of good working relationships with their students.

- Teaching and learning

Some participants divulged that good professional conduct of teachers was also witnessed through teachers using appropriate ways of teaching and learning. The participants purported that their teachers were following instructions about

the medium of instruction that they were ordered to use in class. They further claimed that teachers in their schools developed lesson plans that were up to scratch and complemented that by arranging relevant notes for students and they assisted learners after school hours. Other participants shared the view that the majority of teachers were indeed trying hard to ensure that learners were afforded quality teaching and learning. However, they registered their concern about teachers, though few in number, who came to work but did not bother going to classes to teach. This is what some participants said:

> *When I say their subjects must be conducted in English, they abide by the instruction. They present their lessons in good English throughout their lesson presentations. They make proper lesson preparations. They organise notes for their students and they help students during their (teachers') spare time* (Principal E).

> *They are trying their level best in that regard, but there are few individuals who need to be closely monitored and supervised so that they end up conducting themselves in a way they are expected to behave as teachers. For example, sometimes a teacher is present at work but he/she does not go to class to teach. He/she is sitting in the staffroom relaxing. Sometimes as I move from one class to another, checking on how teaching-learning is taking place, I happen to come across a class where learners are left unattended yet their teacher is present at school* (Principal D).

This finding indicates that in some church secondary schools that participated in this study, there are teachers who observe the teaching standards and expectations. This could be attributed to the school leadership which is results-oriented. This leadership could have established work-related classroom routines which direct teachers' focus and energies towards achieving acceptable teaching standards and expectations. It is possible that when work-related classroom routines are well defined and communicated to teachers, teachers are likely to produce teaching practices that promote required teaching-learning standards and goals. Another possibility is that the school management could be allocating teachers to teach subjects that they are competent in. It seems that when teachers are allocated to teach subjects that fall under their areas of

specialisation, teachers tend to be innovative and proactive in the way they approach and execute teaching-learning activities in class. This may suggest that when work-related classroom routines are well pronounced and teachers are assigned to teach subjects, they are knowledgeable in, teachers are likely to observe and meet the set teaching-learning standards and expectations of that particular school.

- Intimate relationships

Some principals reported that teachers' bad professional conduct was also observed through young teachers who engaged in intimate relationships with learners. They proclaimed that they doubted if this issue of intimate relationships between teachers and learners was addressed and instilled into teacher trainees while they were still under pre-service training. Another set of participants claimed that in their school they were not experiencing serious incidents like that of intimate relationships between teachers and learners. However, they were quick to say it would be wrong to claim that there were no romantic affairs between teachers and students in their school, it was safe to say they were not visible. The participants expressed their views as follows:

> *Another point that I have observed is that for many young teachers, this issue of intimate relationships between teachers and students seems to be not well understood. I do not know if this issue is ever addressed during their training at different colleges or universities. There is still a challenge to the young teachers who are having romantic relationships with students* (Principal D).

> *This is an example of incidents that I come across, not serious incidents of teachers who are having romantic affairs with learners. However, I would be wrong to say they are not taking place at all, I would rather say we no more come across such incidents in recent times. If they are still existent, they are not noticeable* (Principal B).

This finding indicates that some teachers, especially novice teachers, in schools under this study disrespect ethics that regulate intimate relationships between teachers and learners. This could be associated with inadequate training of

teacher trainees offered by institutions of higher learning. It could appear that when teachers are not well trained and sensitised against having romantic relationships with students, teachers are likely to have unacceptable relationships with the learners. This situation could be exacerbated by the fact that some young teachers complete their teaching qualifications while still relatively young. It seems that there is no noticeable age gap between novice teachers employed immediately after their tertiary education and students who are attending secondary schools today, especially in rural areas of Maseru. This may suggest that inadequate training of young teachers combined with young age of teachers may continue to contribute towards increasing numbers of existing intimate relationships between teachers and learners in church secondary schools.

5.5.2.3 Sub-theme 3: Expectations of teachers' professional conduct in schools

This sub-theme reports on the participants' perceptions on their expectations about teachers' professional conduct in their schools. The participants' views were raised to address the following interview question: What do you expect of your teachers or fellow teachers in relation to professional conduct of teachers? The findings reveal that participants in this study expected teachers to maintain desirable behaviour in the following aspects: teachers' attendance and performance; teachers' attitude and behaviour; working relationships; and teaching and learning.

- Teachers' attendance and performance

Some participants indicated that they expected teachers to maintain regular school attendance and perform their work appropriately. They posited that they expected teachers to be punctual and spend all their work time in the school premises teaching and preparing for lessons. The participants further declared that they expected teachers to prepare and execute their lessons satisfactorily. Moreover, they averred that they expected teachers to show enthusiasm and devotion in their work to a point where they developed the teaching aids that would enable deeper understanding of learner behaviour. The participants presented their opinions as follows:

They must also be at work at all times. They must be at work from morning when the school resumes until in the afternoon when the school ends. While at school, they must utilise their spare time to prepare for their next day lessons (Principal A).

I expect them to display good conduct: they should be responsible; they should do their work without being chased; they should be punctual; they should prepare their work well; they should teach well; they should use different teaching materials to help students learn better (Principal D).

I am expecting each and every teacher to show commitment to his/her work. I am expecting teachers to show unwavering dedication to their work (SB Chairperson A).

This finding reveals that in schools under this study, some participants expected teachers to adhere to the teaching codes that regulate teachers' attendance and performance. This expectation could be triggered by the participants' awareness that their teachers' conduct seemed to be inconsistent with the codes that guide teachers' attendance and performance in schools. There is possibility that some teachers in church secondary schools involved in this study could be lowering their sense of responsibility in that they habitually come to school late. It could be argued that these teachers are not only coming to school late, but they are also showing some signs of laziness in their work. It could be discerned from Principal D's excerpt that these teachers do their work properly when they are under close monitoring and supervision. This may suggest that when teachers' sense of responsibility has declined, teachers become less conscious about punctuality at work and acceptable performance ethics.

- Teachers' attitude and behaviour

Some participants reported that they expected their teachers to show positive attitude and desirable behaviour while at work. They claimed that they would like to have teachers who were inspired to do their work; teachers who take control of their situation and who do not need to be closely monitored by the management. Furthermore, the participants divulged that they expected teachers to submit to the teaching laws and regulations though they conceded that it was not possible for teachers to always follow all the teaching rules. They also opined

that teachers' behaviour must be exemplary; learners must emulate their behaviour in the way they spoke and in the way they conducted themselves at school and outside the school premises. The participants emphasised that teachers must avoid consuming alcoholic drinks during working hours. The participants expressed their views in the following manner:

> *I expect my teachers to be always proactive. They should not expect the management to be pushing them from behind to do their work. I would like my teachers to be self-driven, to be motivated to do their work and to show interest in the work they are doing* (Principal E).

> *I also expect them to try by all means to abide by the dictates of the law. While I appreciate that teachers cannot conduct themselves properly at all times, there is a need for them to try and adhere to all the laws that govern teaching* (Principal A).

> *I am expecting them to conduct themselves properly; they must be role models to their students. Their good conduct must show in their utterances and actions, inside and outside the school premises. They must not come to school drunk and they must not take alcoholic drinks while at work* (Principal D).

This finding indicates that some participants in this study expected their teachers' attitude and behaviour to harmonise with the ethics that direct teachers' attitude and behaviour. It can be argued that the participants' expectation in this regard could be emanating from the participants' realisation that their teachers' attitude was negative and their behaviour was unacceptable. The teachers' negative attitude could be associated with lack of motivation on the part of teachers whereas their undesirable behaviour could be attributed to teachers' abuse of alcohol. It may be argued that when teachers' motivation is low, their attitude becomes negative. It could further be argued that the teachers whose attitude is low/negative are likely to indulge in alcohol abuse which would result in deplorable behaviour. This may suggest that when teachers' motivation is low and they abuse alcohol, there is possibility that their attitude and behaviour will contradict the teaching ethics that control teachers' attitude and behaviour in schools.

- Working relationships

Some participants revealed that they expected teachers to foster harmonious working relationships with other role players in their schools. The participants posited that they were expecting teachers to bear in mind that teaching needs all school stakeholders to work as a team. On account of that, the participants pronounced that they expected teachers to encourage synchronised partnership and co-operation among the staff and other members of the school community. The participants further postulated that teachers must relate to learners in a way that shows respect to learners and must take good care of learners' welfare. They went further to state that teachers had a responsibility to sensitise the students about the significance of showing respect and obedience to other members of the school community. The participants declared their opinions as follows:

> *I am expecting each one of our teachers to consider him/her as a team-player, not as an individual player in this field of teaching. If we are playing together, there must be co-ordination and collaboration* (SB Chairperson A).

> *I expect teachers to treat students with dignity; they must always think about students' welfare. They must be more than teachers because that is what is required of them* (Principal A).

> *They must be able to work collaboratively with other people. They must show respect to other people including students. They must also teach students that respect and obedience are virtues that must always be upheld especially when they (students) have wronged other people* (Principal D).

This finding conveys that some participants in this study expected their teachers to promote ethics of good working relationships amongst members of the school community. This expectation could be provoked by the participants' observation that their teachers could not be doing enough to encourage ethics of good working relationships in their schools. This observation could have been triggered by the low level of teamwork and cooperation seen among school stakeholders

found in schools involved in this study. Lack of teamwork and cooperation among teachers could be associated with teachers' egocentricity as well as their unwillingness to share their professional knowledge and resources with others. Another aspect that could have caused the participants to raise the aforementioned expectation could be poor working relationships observed between teachers and students. It could be detected from Principal A's extract that some teachers seemed to have no respect for students' dignity. This may suggest that when teachers do not attach value to teamwork and cooperation and undermine the dignity of students, they are likely to trample upon the ethics of good working relationships in their schools.

- Teaching and learning

Some participants disclosed that they expected teachers to facilitate teaching and learning that met the expectations of the teaching profession. They said they expected teachers to develop lesson plans before they went to class, and they expected their teachers to implement the lessons the way they prepared them. They also looked forward to having teachers who could analyse and reflect on the teaching approaches they applied during lessons. Furthermore, the participants were expecting teachers to be able to select and employ appropriate assessment techniques for learners. Moreover, the participants claimed that they were expecting teachers to be able to produce learners who were fit to pass end of year examinations and eventually get direct entry into institutions of higher learning. Some emphasised that though they were expecting teachers to produce students who excelled academically, they were also expecting teachers to produce learners who were skilful enough to survive in their society. This is what the participants said:

> *They must do their work as expected. They must prepare for their classes. They should not just go to class to teach without prior preparation. They must also evaluate their lessons by assessing students and discussing learning outcomes with their learners. I am also expecting teachers to assess or reflect on their ways of teaching* (Principal A).

> *I am expecting them to groom students who can pass examinations at the end of the year; students who are good enough to get admission at tertiary*

level to further their studies. Students who graduate from this school should not only excel academically but should also be able to live well with other members of their communities (SB Chairperson C).

This finding shows that some participants who participated in this study expected their teachers to fulfil the performance expectations and standards set in the teaching fraternity. It may be argued that this expectation was aroused by the participants' own impression that their teaching staff were not living up to required performance expectations and standards. It could be deduced from Principal A's extract that many teachers could be going to class without prior lesson plan preparations. It could also be detected from the same extract that some teachers are not planning their work ahead of time and their ways of assessing students may be somehow archaic. This could be caused by teachers' lack of the commitment in teaching and their inclination to using routine way of lesson delivery. It could be argued that teachers who have been in the teaching profession for a long time tend to be too comfortable with their old ways of teaching and depend too much on their experience. It could also be argued that some of the experienced teachers are reluctant to reflect on their teaching and try to come up with new ways of teaching and assessing students. This may suggest that teachers who have been in teaching for a long time are too overconfident to an extent that they may find themselves deviating from the performance standards and expectations set for teaching and learning in schools.

5.5.2.4 Sub-theme 4: Prevalent incidents/cases of teachers' professional misconduct

This sub-theme reports on the participants' perceptions on teachers' professional misconduct cases or incidents that are prevalent in their schools. The participants' views presented here addressed this interview question: What incidents or cases of teachers' professional misconduct are prevalent in your school? The findings indicate many prevalent incidents or cases of teachers' professional misconduct and they are classified into the following categories: (a) cases related to day-to-day administrative issues; (b) cases related to school finances; (c) cases related to misuse of school buildings and properties; (d) cases related to intimacy and sexual abuse; (e) cases related to working relationships;

(f) cases related to religious practices; and (g) cases related to Covid-19 protocols.

Category (a) consists of four factors which are absenteeism; late coming and poor attendance; drunkenness; and insubordination. Category (b) comprises two factors, namely, embezzlement of school funds; and lack of accountability. Category (c) is composed of the following two factors: school buildings and properties; and misuse of school Wi-Fi. Category (d) is built on one aspect which is intimacy and sexual abuse; category (e) is founded on one element which is inappropriate ways of communication. Category (f) is made up of four factors, namely, church attendance; conversion of students; church contributions; and conducting and attending morning assembly. Category (g) consists of one factor: physical distancing, wearing face masks/shields.

(a) Cases related to day-to-day administrative issues.

- Absenteeism

In response to the aforementioned research question, some participants reported that one of the most prevalent cases of teachers' professional misconduct in schools under this study was absenteeism. The participants who raised this issue claimed that teachers absented themselves without proper authorisation from the principal's office. The participants further purported that even those who asked for permission to be absent used fabricated excuses to obtain that permission. Some participants disclosed that they had designed a tool (form) that teachers were supposed to fill in before being absent but many teachers ignored that form. For some participants this situation was worsened by physicians who issued deceitful sick leaves for teachers who clearly engaged in unnecessary absenteeism. The participants' views are presented as follows:

> *I also have a problem of teachers who do not do their work owing to regular unauthorised absenteeism from school. This has led to a tricky situation whereby teachers ask for permission not to come to school on certain days citing seemingly convincing reasons. The management authorises them to be absent without realising their dishonesty* (Principal A).

> *… another one is unauthorised absenteeism; teachers do not report or*

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give reasons when they have not come to school. There is a form that is supposed to be filled by teachers who will be absent. Every now and then I remind my teachers about a need to fill in that absenteeism form and state reasons for being absent. Only a few teachers do that (Principal D).

There is also a lot of teacher absenteeism in my school. This is exacerbated by some professionals like medical doctors who write fraudulent sick leaves for teachers. They (medical doctors) certify that they have assessed a patient (teacher) and they have found him/her unfit for work. This comes against the evidence that the principal has that shows that that particular 'patient' was seen at a village function during school hours (Principal B).

This finding shows that some teachers who are employed in some schools under this study seem to disregard the teaching rules and regulations that regulate absenteeism in schools. This could be attributed to the school leadership's ineffectiveness to enforce consequences for teachers who are not abiding by the school attendance regulations. There is possibility that when teachers realise that their leadership is unable to enforce such rules and regulations, they somehow lose respect for their authorities, including the school principals whose responsibility is to ensure that teachers do follow the schools' attendance regulations. Another possibility is that teachers could be having other engagements that took them away from the teaching obligation. It could be argued that because of their engagements, teachers seem to have gradually lost interest and commitment in teaching and learning. This situation could be worsened by their (teachers') dishonesty detected from Principal A's and Principal B's excerpts. This suggests that when the school principals cannot enforce attendance regulations, teachers tend to disrespect and eventually engage in activities that will make them transgress attendance rules and regulations.

- Late coming and poor class attendance

Some participants reported that late coming and poor class attendance were prevalent cases of teachers' professional misconduct in their schools. The participants opined that teachers' late coming was evident to an extent that it

negatively affected first lessons of the day. Some participants claimed that teachers' poor class attendance was also a worrying factor. They emphasised that sometimes teachers dodged classes even when they had come to school. In participants' view, teachers' poor class attendance was the most prevalent of teachers' misconduct cases that needed principals to pay special attention to. The participants expressed their views as follows:

> *Besides that, we still have teachers who fail to be punctual to school. They arrive late and this affects morning lessons* (Principal A).

> *Other incidents of teachers' professional misconduct are coming to school late; using unacceptable language when communicating with other teachers; teachers who absent themselves from school; teachers who do not attend classes yet they are present at work…* (SB Chairperson A).

> *Dodging (poor attendance) of classes is the most prevalent. This one I know I have to keep on checking on it. Dodging of classes is really troubling us. It is the most prevalent case; others are occasional* (Principal E).

This finding indicates that some teachers who work in schools under this study do not fulfil the codes of good practice that determine teachers' punctuality to school and regular attendance to their classes. This could be ascribed to school leadership who are likely to be less effective in controlling teachers' punctuality and regular classroom attendance. This may also be associated to the principal's lack of assertiveness which could lead to teachers coming to school late and dodging classes when they realise that their leadership lack courage and confidence to control them. This situation could be exacerbated by teachers who have lost sense of accountability for their work. It may appear that when teachers realise that nobody holds them responsible for late coming and wasting teaching time, they tend to behave in a wayward manner knowing that they will not be held liable for their misconduct. This may suggest that when the leadership is less effective and teachers have lost sense of accountability, there is likelihood that teachers will violate the codes of good practice that direct teachers' punctuality and regular attendance to class.

- Drunkenness

Some participants perceived that drunkenness was a common incident of teachers' professional misconduct in their schools. The participants who shared this view declared that some teachers went to the nearby village during school working hours to enjoy alcohol which, according to Principal C, diminished the good image of teachers in the sight of members of the community in that particular area. It was further claimed that teachers in some of these schools go to class intoxicated with alcohol. The participants presented their opinions as follows:

> *…some teachers go to the village to drink alcoholic drinks during school hours. This reflects badly on their image as teachers in the community* (Principal C).

> *Incidents of teachers' professional misconduct that are prevalent in my school are absenteeism; teachers having intimate relationships with students; teachers failing to keep proper record of professional books; and teachers attending classes under the influence of alcohol* (Teacher C).

This finding shows that some teachers who teach in schools involved in this study do not observe the codes that determine honour and dignity of teachers in the teaching profession. This could be ascribed to the negligence tendencies that might have been developed by some teachers found in church secondary schools today. There is possibility that some teachers found in schools under this study could be neglecting their responsibilities and lacking concern for education of their learners. This could be worsened by the leadership which is applying hands-off approach and lacks necessary strictness. It could be argued that for teachers to go to the nearby village to drink alcohol during working hours and come back to teach under the influence of alcohol implies that their principal could be slack. This may suggest that when negligent teachers are under the slack administration, such teachers are likely to violate codes of honour and dignity in their schools; they also set a bad example to the learners. It could be further argued that one of the indicators that shows that teachers have lost sense of honour and dignity is when they have audacity to have romantic relationships with their learners.

- Insubordination

Some participants were of the view that insubordination was one of the prevalent incidents of teachers' professional misconduct in their schools. They disclosed that teachers were not taking instructions from their authorities, and they refused to perform duties assigned to them by their HODs. The participants further divulged that some teachers dismissed teaching allocations presented to them by their HODs and instead, they selected classes they preferred to teach. Furthermore, the participants claimed that teachers opposed everything that their authorities instructed them to do. The participants made the following declaration:

One of the incidents of professional misconduct that is prevalent in my school is insubordination. Insubordination is about when someone in authority asks a junior to perform a certain duty and a junior defies him/her (Principal A).

They do not obey the directives given by their supervisors. When a HOD gives them some work to do, they tell him/her straight in the face that they are not going to do it. When the HOD allocates them classes to teach, they reject that allocation and choose classes they want to teach. Our teachers challenge almost everything their supervisors order them to do (Teacher E).

This finding shows that some teachers from the schools involved in this study overlook the rules and regulations that determine line of command in the teaching profession. This could be attributed to the school leadership that is casual and informal in the way they handle or deal with administrative issues. This situation could have led to a school environment whereby teachers do not draw a line of demarcation between the powers vested in the school management and ordinary teaching staff; as a result, teachers do as they please. This could be intensified by teachers who lack sense of respect for their authority which could create a situation where teachers express their views without restraint in matters that relate to the allocation of duties and other relevant responsibilities. This finding implies that when the school leadership or management applies casual and informal approach to deal with administrative matters, teachers tend to take them for granted and overlook the rules and regulations that determine the chain of

command in the teaching profession. There is also a possibility that there are no laid-out consequences of insubordination of teachers or the lack of implementation of such consequences.

(b) Cases related to misuse of school finances
- Embezzlement of school funds

Some participants conveyed that another case of teachers' professional misconduct that was common in schools under this study was embezzlement of school funds. They reported that the SB in their school once established that teachers misappropriated M10, 000 (ten thousand maloti, Lesotho's currency equivalent to ten thousand ZAR, South African currency) that was meant to cover trip expenses for students. They further disclosed that there was another misconduct case that involved unstated amount of money that was pending in the courts of law of Lesotho. The participants also divulged that there was another case where a teacher misused money that was meant for student teachers' farewell. It was reported that the teacher responsible for entertainment went to town to buy food and drink, but never returned while the rest of the teaching staff and student teachers were waiting for him/her to arrive. The participants expressed their opinions as follows:

> *Students were complaining that they were not well catered for and they did not visit all places of interest as promised. We then had to make investigations to find out what really happened in that trip. We then discovered that the money for the trip to the tune of M10, 000.00 had been embezzled by teachers… The second case is still pending in the High Court of Lesotho. This one involves a tour guide. Teachers (trip organisers) gave money to a person who claimed to be a tour guide… It was established that 'the deposit money' did not reach rightful service providers…* (SB Chairperson D).

> *We once had a case of a teacher responsible for entertainment who embezzled the money that was supposed to be used for a farewell function. This farewell function was organised for student teachers who had just completed their teaching practice at our school. On that day, we waited in vain for the teacher who had gone to town to buy the teaching*

staff some refreshments (Teacher A).

This finding reveals that some teachers employed in church schools involved in this study disregard financial management ethics that determine proper management of school funds. This could be attributed to the school leadership's lack of capacity to manage school finances efficiently in church secondary schools. There is possibility that some teachers are aware of their principals' lack of capacity in financial management which gives them an opportunity to use the school money in their possession for other purposes other than the ones intended without seeking authorisation or approval from the principal. It could be argued based on the SB Chairperson D's excerpt that some school principals consciously or otherwise seem to give teachers a leeway to use the school money in their possession however they deem fit. On the contrary, it may appear that some teachers simply take advantage of the principals' lack financial accountability to misuse school fund. The teachers seem not to be held accountable for proper use of school find. The lack of financial accountability reflected in the way the teachers use the funds as well as the action taken by the school management regarding the effective and efficient use of school finances. This may suggest that when the school leadership lacks capacity to manage school funds effectively and efficiently, teachers are likely to take advantage and disregard financial management ethics.

- Lack of accountability

Some participants were opined that lack of accountability for used school funds was prevalent in schools under this study. The participants who held this view claimed that when teachers were given money to perform certain school duties, teachers failed to appropriately account for the money that they used. The participants highlighted the fact that some teachers did not submit the report of how the school money was spent with corresponding proof of payment; instead, they produced forged slips or receipts. It was also reported that when teachers were given money for emergencies, they used it but failed to show how much was spent and how much was left by producing supporting invoices and receipts. The participants made the following submissions:

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When teachers are given school money to spend on school activities or functions, they do not properly account for the expenditure they incurred. They pick till slips that they come across all over. Using fake slips to account makes the accounting process complicated because it is not easy to determine what payments were made (Principal B).

I have realised that it is a big problem for teachers to report back by way of showing how much they have spent, how much is left, and support that with receipts. The misuse of school funds is something very serious in this school. Even when I send the concerned teacher to the place where he/she spent the money to collect receipts, she will come back with a paper that has no connection with the expenditure. This is a very serious problem (Principal D).

I encounter problems when it comes to contingency money. This one poses a serious challenge; they do not account for it. As a result, I have now resolved not to give them any money for emergencies. I tell them that when they encounter problems wherever they are, they should know that I am a phone call away. They should call me and I will attend to their problem (Principal E).

This finding reveals that some teachers who work in church secondary schools involved in this study compromise the standards of financial accountability. This could be attributed to the school principals who are not conversant about good practices of financial accountability. It could be argued that when the school principal does not have basic knowledge on how school funds should be accounted for, teachers tend to take advantage and misuse school funds as reported by Principal D. There is a possibility that this improper way of reporting used school monies is common because the school leadership is not dealing with it decisively. That being the case, there might be one party or two that benefits from the sub-standard financial reporting and accountability, something which might be reflecting badly on principals who serve as schools' chief accounting officers. This may suggest that when the school principals are not aware of or compromise the standards of reporting school finances, teachers are likely to contravene the acceptable standards of financial reporting and accountability.

(c) Cases related to misuse of school buildings and properties

- School buildings and properties

Some participants believed that the misuse of school buildings and properties was happening frequently in some schools under this study. They posited that some male teachers who are in romantic relationships with female learners were using staff residential houses and classrooms for practical subjects as meeting places with the learners and subject them to sexual molestation. Other participants believed that the misuse of school livestock and other agricultural tools was rife in their schools and some teachers, especially those teaching agriculture, were benefiting from misuse of agricultural tools and livestock. Some of them claimed that their leadership ended up losing track of their livestock's quantities because teachers brought in their own animals from home to feed from the schools' animal feed. The participants expressed their views as follows:

Sometimes our teachers, especially male teachers, have romantic relationships with girl students and they end up abusing them sexually. These teachers use our workshops (classrooms for practical subjects) to lock in our girl students and abuse them sexually. Some of them use the school's residential houses to lock in these students and engage them in sexual activities (Principal C).

For instance, we have the department of agriculture in our school. Under this department, there is equipment like digging spades and other types of tools. I happened to see some of the agricultural equipment/tools somewhere in the village. When I asked, the person who was in possession of these tools at that time told me that those tools were given to him by one of my teachers (Principal B).

Another case which is very common here is that agriculture teachers enrich themselves out of school livestock put under their supervision such as broilers, pigs and others. The school management ends up not knowing the exact quantities of broilers/pigs that belong to the school. They (teachers) sometimes bring their own livestock (such as piglets) from their homes to the school's kraals to be fed from the school's coffers. This causes a lot of uproar among teachers when they realise that the school

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> *management has lost control over school projects and resources* (Teacher A).

This finding shows that some teachers have no regard for house rules and regulations that determine how school buildings and properties must be used by school staff. This could be attributed to the school leadership that has abandoned their responsibility to look after school buildings and ensure that the school buildings are always used for the intended purpose. It could be argued that in some church secondary schools, school buildings are used as houses of ill repute by some ill-mannered teachers. This finding also reveals that some teachers who teach in schools involved in this study infringe on ethics of public trust, integrity and honesty. This could be ascribed to the school leadership's lack of knowledge and skills in inventory and property management of the school property. There is a possibility that in some schools there is no policy that guides staff on what and how school buildings and properties are supposed to be used. It could be argued that in some schools teachers who are assigned to run school projects do so without a clear mandate that is explained in unambiguous terms of reference. There is possibility that some principals run these agricultural projects without budgetary estimates in place that indicate how much they are expected to spend on every aspect of the project. This could have rendered the schools' financial control system prone to any form of malpractice in which teachers engage. This may, firstly, suggest that when the school leadership have neglected or abandoned their responsibility to ensure that school buildings are properly used, teachers are likely to take advantage and use them for wrong purposes. Secondly, this finding may suggest that when the school leadership is not well trained in inventory and property management and does not have tools that determine proper conduct for any assigned duty, teachers are likely to disregard the ethics of public trust, integrity and honesty.

- Misuse of school Wi-Fi

Some participants who participated in this study accentuated that misuse of school Wi-Fi was one of the common cases of teachers' professional misconduct in the schools involved this study. They purported that some of the teachers used the school internet connections for their own personal benefit either by surfing

internet to make transactions for their own businesses or by browsing internet to log in on social media. The participants claimed that surfing the internet sometimes caused teachers to either be late for classes or not to attend classes at all. The participants also reported that some of the teachers who used school computers and Wi-Fi for their own benefit stole the school equipment. The participants proclaimed as follows:

> *There is a teacher here who is selling cars from overseas commonly known as 'import' vehicles. I do not know whether he has an office for his business or not because I have not asked him. He comes to school to do his business operations using the school's internet. He does this even when the school is closed* (Principal D).

> *There is an incident whereby teachers use school computers and Wi-Fi for their own good. They log in on social media and because of that they do not do their work on time. They sometimes do not attend classes. The same teachers were found to have stolen an overhead projector; the school no more has such a projector for presentations* (Teacher E).

This finding indicates that in some church secondary schools in Maseru there are some teachers who transgress ethics of public trust. This could be attributed to school leadership's lack of enlightenment in technology-based equipment and activities. It could be assumed that most teachers who misuse school Wi-Fi are ICT teachers. It is possible that when many schools first introduced ICT as a subject, many principals depended heavily on ICT teachers because of their technical expertise. Based on that, the ICT teachers could have realised that their principals lacked basic knowledge in computer and technology and as a result, they depended on the teachers for technical needs of the school. ICT teachers seem to believe that that their principals were ignorant regarding technology that they could not realise when the school Wi-Fi and other technological devices were either misused or stolen. It could be argued that the ICT teachers then became dishonest and betrayed their principals' trust in them by misusing the schools' internet and by stealing some technological equipment. This may suggest that when the school leadership is not techno-savvy and depends heavily on their teachers' expertise, teachers are likely to become

dishonest and infringe the ethics of public trust that regulate their behaviour at work.

(d) Cases related to intimacy and sexual abuse

• Intimacy and sexual abuse

Some participants revealed that intimacy and sexual abuse were prevalent cases of teachers' professional misconduct in their schools. These participants opined that there were teachers who had romantic relationships with students – the behaviour which the participants in this study disapproved. The participants felt that it was abusive and abominable for teachers to fall in love with students because in their view learners were unable to make decisions related to sexual relationships. The participants made the following declarations:

> *Another incident of misconduct that took place was an incident of a teacher who was dating a student. I heard about this when the alleged student had already left the school for higher education institution* (Principal A).

> *There are cases whereby some teachers do not show respect for learners. The way they interact with learners is not acceptable. Male and female teachers alike have intimate relationships with learners* (SB Chairperson A).

> *I remember we had two or three cases of teachers' misconduct that were reported to me. One of those cases was about a teacher who had an intimate relationship with a student. In fact, it was not a relationship per se, it was an abuse because a student is always perceived to be a minor who does not have capacity to consent in sexual affairs* (SB Chairperson D).

This finding shows that some teachers employed in church secondary schools involved in this study violate ethics of intimacy and sexual relationships. This could be ascribed to misuse of power by the same teachers who engage in intimacy and sexual relationships with learners. It could be argued that students do not engage in intimate and sexual relationships out of their own will. The teachers seem to be in a position to manipulate them and put them under duress

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in accepting such relationships. There is a possibility of teachers using some sort of incentives in luring learners to be involved in romantic relationships with the teachers. It could appear that students succumb to teachers' pressure to engage in romantic affairs with them out of fear or love for luxurious life. This may suggest that when teachers are not conscientized about proper use of power, they are likely to contravene ethics of intimacy by misusing their power to coerce students into engaging in abusive intimate/sexual relationships. This finding suggests a gap in school administration in the code of conduct that protects learners against intimate relationship with teachers. The voices of the parents also seem to be missing with regard to this finding.

(e) Cases related to working relationships
- Inappropriate way of communication

Some participants reported that inappropriate way of communication was common among teachers in schools involved in this study. The participants who held this view purported that teachers communicated with their colleagues and the management personnel in a manner that showed disrespect for one another. The participants further claimed that this incident was rife among female teachers who did not hesitate to slander fellow colleagues in front of students. The participants presented their opinions as follows:

> *Another incident that I find to be common is the way teachers talk to one another. In my view, they address one another in a way that does not show respect. Maybe I am not used to their way of conversation owing to the manner in which I am groomed as part of the nunnery family* (Principal D).

> *The way our teachers communicate with one another does not show a sense of respect between an ordinary teacher, a HOD and the principal. Teachers talk to one another as if they are age mates. They do not show respect to their superiors* (Teacher E).

> *It is more common among female colleagues. There are teachers who have the guts to stand in front of a class and speak ill about other teachers. We witnessed this when two female teachers clashed. They shared their hatred for each other with students* (Principal B).

This finding, like the one presented under theme 1, sub-theme 2 which revealed existing positive and negative relationships among staff, illuminates the fact that some teachers employed in church secondary schools lack professional communication etiquette. In the present context, this could be associated with the way teachers are moulded and trained in various institutions of education. There is a possibility that some educational institutions are making little effort to teach student-teachers about observing strict professional communication etiquette in their premises. This situation might have been propelled by the school leadership who seems to be hesitant to take disciplinary measures against teachers who slander other teachers in front of learners. It could be argued that the school leadership's failure to act decisively on teachers who assassinate other teachers' characters could have set a very bad precedent, resulting in a situation which is difficult to control. This may suggest that when teachers are not well groomed about the importance of maintaining respectful and admissible ways of communication combined with the school leadership that appears to be reluctant to reprimand those who dent the reputation of other teachers, gives room for teachers to transgress the professional communication etiquette determined by the school.

(f) Cases related to religious practices

- Church attendance

Some participants were of the view that poor church attendance was one of the common incidents of teachers' professional misconduct in schools under this study. The participants averred that the majority of teachers in their schools did not attend the school organised church services and in some instances some teachers communicated reasons for not attending. The participants claimed that during such church services, teachers who did not attend the church services left the school compound to attend to their personal commitments. It was reported that even those who attended the church services were walking in hesitation and lagging behind the church services. The participants made the following submissions:

> *One of the religious practices we must observe here is to attend a church mass service every first Friday of the month. Teachers choose not to*

attend this church service. When students go to church, teachers take their handbags and leave the school premises. Hardly ten out of 24 teachers accompany students to the church service every month (Principal C).

Last year, 2020, was a different year due to Covid-19, so we did not attend as many church services as we normally do... I was still expecting teachers to accompany students to the church and to give them the necessary assistance and support. Teachers should also ensure that students are orderly in the church because students are fond of talking at all times. Those who attended the services dragged their feet on the way to the church. Others did not go to church; instead, they went to town to attend to their personal commitments (Principal D).

What I have observed is that on the day ear-marked for a church service, the majority of teachers do not attend that service. Those who do not attend the church service give reasons for not attending the service (Teacher A).

This is a unique finding for this study. It indicates that some teachers employed in secondary schools under this study violate rules and regulations that govern teachers' church attendance. This could be attributed to the spirit of religious emancipation that might be prevailing among teachers who teach in schools under this study. It may be argued that this spirit of religious emancipation could be brought about by the teachers' conceptualisation of section 13 of the constitution of Lesotho, which states that every citizen has a right to freedom of conscience which includes freedom of thought and religion. Carrying of handbags and leaving the school premises instead of going to church and dragging feet on the way to the church could be interpreted as signs of protestation against the school authorities. There is possibility that some teachers view the school leadership to be oppressive when they demand teachers to attend the church service. Teachers could also be holding a view that their rights to freedom of conscience are being trampled upon by their leadership. This may suggest that when teachers believe that their leadership is oppressive and tampers with their freedom of conscience and their religious fundamental human rights, teachers

are likely to contravene the rules and regulations that determine church attendance. This finding suggests a mismatch of expectations of church schools in terms of religious commitment of teachers and the recruitment criteria and the implementation of freedom of religious observances.

- Conversion of students

Some participants were of the view that converting students into new religious movements was happening frequently in their schools. They reported that some teachers were working in collaboration with the new religious movements' personnel to persuade learners from their schools into joining their denominations. The participants further claimed that the teachers who participated in the conversion campaign targeted orphans and vulnerable learners. They posited that the converting team or campaigners lured students into joining their church organisations by giving them financial assistance and support. It was disclosed that another strategy that was used to convert learners was by way of forming a prayer group which held some prayer sessions after school every day. The participants made the following declaration:

> *Are you aware that these new religious movements that mushroom all over do not have their own buildings. As a result, they struggle to assemble their members together. So, they use places like ours where people are already brought together in one place to tout for their denominations. For instance, one of my teachers was behind a group of people who came and addressed students with the aim of canvassing for their own church. I then told her and her group that it was improper for them to use our school premises as their platform to tout people to leave our church and join theirs* (Principal B).

> *There are teachers who take advantage of orphans. They identify orphan students who are needy and vulnerable and they offer them sponsorships. As time goes on, the sponsored orphans are converted by teachers' religious denominations. We had this kind of incident; it was a very serious case. One of our teachers quit teaching after having converted a big number of students from this school* (Principal E).

> *Sometime in the past, there was a teacher who belonged to one of the new religious movements or new church denominations who formed a prayer group for students in the school. Every day after school, she assembled students and conducted prayer sessions within the school premises. That was stopped because it was considered unacceptable* (Teacher A).

This is another finding which makes this study unique. It shows that some teachers who are employed in some church secondary schools involved in this study do not respect ethics of religious affiliation and spiritual intimacy of learners. This could be attributed to school leadership who is not vigilant enough about teachers' religious conduct and practices that take place in the school premises. It may appear that some teachers who teach in schools involved in this study have staunch conviction in the biblical teachings hence they use any opportunity they come across to preach the Word of God and convert students. It is also possible that some teachers canvass for their own church denominations out of ambition. It could be discerned that when teachers see needy and vulnerable orphans in their schools, they see an opportunity to increase their membership for their denominations. This may suggest that when the school leadership is not watchful about teachers' religious conduct and practices that take place in their schools, teachers are likely to disregard the ethics of religious affiliation and spiritual intimacy of learners.

- Church contributions

Some participants disclosed that it was common in their schools to witness teachers who refused to pay and collect church contributions during Charisma/Lenten time; yet they were expected to do so. The participants who shared this view claimed that there were teachers who were not paying church contributions despite their principals persuading them to do so for many years. It was also reported that in some secondary schools only students were expected to contribute towards the Charisma/Lenten charity. The teachers' duty in this case was to ensure that money contributions were collected from students and submitted them to the responsible HOD. However, the participants highlighted teachers' reluctance to collect those church contributions from students. In a

situation whereby teachers had collected the church contributions from students, it was divulged that some of them did not submit them to the responsible HOD; instead, they used the collections for their individual needs. The participants made the following narrative:

> *I try my level best to make them contribute but they refuse completely. Some of them have never made any contributions towards Lenten period in the whole time they have spent here as teachers (Principal B).*

> *During the Charisma period, we normally ask students to contribute 1 loti (equivalent to 1 rand in South African currency) towards charity. When these contributions are collected, they are given to the church… The teacher responsible for those collections (HOD-Religious Studies and Sesotho) is experiencing a lot of problems while trying to ensure that such contributions are made and collected. After collecting those contributions, some teachers do not give them to the relevant HOD; instead, they spend the money on their personal commitments* (Principal D).

This is yet another unique finding for this study. It indicates that some teachers disregard church ethos and values espoused by their schools' proprietorship. This could be ascribed to the school leadership's lack of determination to deal with matters that concern proprietorship religious practices and teachings. It may appear that teachers' negative attitude towards church contributions or collections thereof could be perpetuated by the school principal's lukewarm stance towards ensuring that all teachers observe their schools' religious practices and values. There is possibility that teachers are not adequately sensitised about Charisma/Lenten contributions and their importance to the church community. This could have led to a situation whereby opposing views held by teachers come to the fore concerning how almsgiving practices are done in church secondary schools. This may suggest that when school leadership is less determined to ensure that the teaching staff is abreast about church contributions and their importance, teachers are likely to disregard church ethos and values.

- Conducting and attending morning assembly

Some principals opined that failure to conduct and attend morning assembly was occurring regularly in schools under this study. They reported that in some schools, teachers were assigned to conduct assembly in clusters guided by the school assembly roster. The participants revealed that some teachers failed to perform the work assigned to them. The participants claimed that some teachers would conduct the assembly for a few days and begin to express their dissatisfaction about their fellow teachers who were not conducting the assembly. The indignant teachers ended up not doing their responsibility, leaving it to be performed by other teachers who also decided not to do so. It was declared that despite the fact that in some schools morning assemblies were held on Mondays only, some teachers were still failing to show up for assembly. The participants made the following assertions:

> *We have assembly roaster that shows five or four teachers who are supposed to conduct assembly every week. Teachers do not conduct the assembly as expected. One teacher conducts it well for only two days. After two days, he/she will be complaining saying he/she is not the only one assigned to perform the duty. He/she leaves his/her colleagues with the responsibility of conducting the assembly, which they sometimes do not do. Of the five groups, it is only one or two groups that conduct the morning assembly satisfactorily throughout the week* (Principal C).

> *Since our students' roll is too big, we hold an assembly once a week, on Mondays only. Holding assembly every day would waste a lot of teaching time. So, once a week we hold an assembly where we make weekly announcements and pray together. Many teachers do not attend this assembly yet I know that according to the codes of conduct wherever students are, teachers must also attend* (Principal D).

This finding makes this study to be of distinctive nature. It reveals that some teachers in church secondary schools in Maseru undermine the rules and codes that determine morning assembly attendance. This may be attributed to school principals' lack of capacity to enforce morning assembly rules and codes. This could have been worsened by the school principals' lack of support for teachers

who attend morning assembly accordingly and perform their obligations well. It could be discerned from Principal C's submission that there are teachers or a group thereof who perform their morning assembly duties well but end up not doing them. It may appear that those who attend the assembly regularly and perform their duties well may be feeling agitated by their fellow teachers who seemingly distance themselves from their morning assembly responsibilities. The teachers who do their work properly might be frustrated when they see their school leadership failing to take their defaulting colleagues to task. This may suggest that when school principals cannot enforce morning assembly rules and codes and fail to support teachers who attend morning assembly and perform their duties well, this may lead to teachers who undermine morning assembly rules and codes out of indignation. This finding also suggests that the principals are either unaware of the legal power invested in the position of principalship or they are incompetent to play an effective leadership role as the school principal.

(g) Cases related to Covid-19 protocols
- Physical or social distancing and wearing face masks/shields

The participants presented varying views pertaining to physical or social distancing during Covid-19 pandemic. Some participants opined that teachers liked the idea of social/physical distancing and in some instances, they tried to avoid overcrowding. It was reported that in some schools, teachers pleaded with the school management to allow them to come to school only when they had some teaching to do. Contrary to this, other participants reported that during Covid-19 pandemic, it was common for some teachers to ignore the requirements set by World Health Organization (WHO) on physical/social distancing. Those who shared this view disclosed that as a way of trying to provide more space for teachers, the school management allocated an additional room for teachers but unfortunately teachers did not use the additional room; they were still overcrowded in the two staff rooms.

Some participants revealed that failure to wear face masks and shields was another incident of teachers' professional misconduct that was common during Covid-19 pandemic. The participants divulged that teachers wore face masks only when they were teaching in class, once they left classrooms they removed

them. It was also reported that teachers did not wear their face shields. It was claimed that in one of the schools only three teachers out of 42 wore the face shields bought by the school. The participants presented their views as follows:

The idea of observing physical distancing has given the teachers an advantage. They made a request that they be allowed to come to school only when they had classes to teach. Immediately after teaching they leave to avoid unnecessary overcrowding in the staff room. They like this idea and they are enjoying the moment (Principal E).

They do comply with some guidelines and protocols but they do not adhere to all of them. For example, observing social distancing is a problem; I think it is a challenge that affects the whole nation. We agreed that in order to observe social distancing we must have three staff rooms instead of two. Contrary to the agreement, teachers are still congested in the two staff rooms, they do not use the third room set aside for that purpose… In my observation, they only wear masks when they go to class. Outside the classroom, they do not wear masks. When they go home after school, some of them wear masks, others do not (Principal C).

They do comply when they are in the classrooms. I bought all of them face shields to wear when they go to class. Unfortunately, they do not wear them. I have seen only three teachers wearing them, 39 of them do not wear them (Principal D).

This is a special finding that makes this study to be different from other inquiries. It reveals that at the time of data collection for this study, some teachers violated Covid-19 health guidelines and protocols announced by WHO and the Lesotho Ministry of Health. This could be ascribed to teachers' own negative attitude towards changes that are introduced in schools by health and education authorities. This situation may be perpetuated by school leadership's inability to influence teachers to respect and comply with the directives proclaimed by government authorities. The preceding verbatim extracts highlight the fact that much as some teachers liked the idea of working from home which was common during Covid-19 pandemic, they were resistant towards other means of social/physical distancing, and they were opposed to wearing face masks and

shields. The question is: Why did teachers seem to be generally opposed to the Covid-19 health guidelines and protocols? There is possibility that when the changes were proposed and put in place, teachers were not adequately involved or consulted. For instance, a deeper analysis of the foregoing excerpts suggests that there is possibility that some school leaders could have decided to buy teachers masks and shields without consulting teachers; that could be the reason some of them resist wearing masks and shields. This may suggest that no matter how critical the health protocols and guidelines may appear to be, if there is no proper consultation and involvement of teachers, teachers are likely to dismiss and violate them and risk their own health as well as that of the learners.

5.5.3 Theme 3: Factors that contribute to the professional misconduct of teachers

This theme presents the perceptions of school principals, teachers and SB chairpersons on the factors (reasons) that contribute to the professional misconduct of teachers in church secondary schools in Maseru. The participants were asked to respond to the following questions: In your opinion, why do teachers behave in an unprofessional manner and, what factors contribute to the professional misconduct of teachers in your school? The responses of the participants in this theme are categorised into three major factors, namely; institutional, personal and social. Under institutional factors, the findings revealed that teachers in church secondary schools in Maseru behave in an unprofessional manner owing to ineffective school leadership, poor teacher training, lack of support from government officials and SBs and lack of law enforcement as well as dual employment and governance. Under personal factors, it is established that teachers misbehave because of entrepreneurship (side businesses) and alcohol abuse. Under social factors, the study has exposed one contributory element which is the influence of global changes and other professions on the behaviour of the teachers.

5.5.3.1 Sub-theme 1: Institutional factors

- Ineffective school leadership

Some participants disclosed that teachers in their schools conducted themselves unprofessionally because of ineffective school leadership. The participants

purported that when the school leader was weak and lacked relevant leadership skills, teachers tend to portray unprofessional behaviour. The participants further declared that the school principals who were incompetent normally resorted to punishing teachers instead of dealing with teachers' misconduct in a constructive manner. The participants further explained that when teachers realised that the principal's intention was to punish them, they reacted against such a principal, something that led to additional cases of unprofessional conduct. The participants also stated that for teachers to work well as a team, they needed an authoritative voice from the principal that would give a lead to the teachers. The participants expressed their views as follows:

> *Secondly, teachers behave unprofessionally when the principal does not have necessary leadership skills. When the school principal is unable to manage teachers well, he/she takes pride from fixing his/her subordinates. This makes teachers to react against the principal's attitude. As they react and protest against the principal's attitude, they end up committing many incidents/cases of professional misconduct* (Teacher C).

> *Another reason which I consider to be the most critical is that teachers' professional misconduct is caused by poor school leadership. When teachers are together they tend to behave like young children. So, when the principal is weak, the whole school system becomes disjointed. When teachers do not feel the presence of the leader they do as they wish; they do not pull together in one direction* (SB Chairperson C).

This finding indicates that some teachers in church secondary schools undermine the codes of loyalty and respect for their authority at a workplace. This could be ascribed to the enlightenment and awareness that teachers have about effective school leadership in schools. Teacher C's excerpt gives the impression that teachers in church secondary schools in Maseru have capacity to detect assertive and non-assertive leadership style of the principal. Teacher C's extract also implies that some teachers from participating schools can notice when the school principal is treating teachers fairly or unfairly and they stand against the principal when he/she is not following the right procedure when dealing with teachers' professional misconduct cases. From the preceding finding, it can be

argued that when teachers rise against their leadership, there is possibility that their level of loyalty and respect for their leadership is negatively affected. This may suggest that teachers are not loyal and respectful to ineffective leadership style of the principal. This finding also challenges the quality criteria used to recruit school principals and accountability of the performance expectation of the principals.

- Poor teacher training

Some participants revealed that some teachers behaved unprofessionally owing to poor training they acquired in higher learning institutions. The participants averred that in recent years tertiary institutions were not concentrating on educating teachers on professional conduct and that had led to teachers' training that was scrappy and inadequate. The participants divulged that failure to instil professional conduct during pre-service training leads to a situation whereby the behaviour of novice teachers from the teachers' college of education does not reflect the awareness of the expected professional conduct. The participants made the following submissions:

> *Inadequate training of teachers in our colleges and universities is another factor. Professional conduct of teachers in tertiary institutions is no more given the attention it deserves. Basically, these teachers leave their colleges and universities still half-cooked in this regard* (Principal B).

> *Generally, I would say teachers behave unprofessionally due to shaky foundations of training at the teachers' college of education. I have a feeling that teacher educators at tertiary level do not do enough to prepare teachers who are fit to mould our future generation. There is a general belief that the teachers' training college is not able to produce teachers who are professionally sound… In that institution, there are teacher trainees who have formed gangs that engage in acts of thuggery and criminality. Some of them carry knives, others have screw drivers; all sorts of weapons that are prohibited by law* (SB Chairperson C).

The preceding quotations lament that some novice teachers who are working in church secondary schools involved in this study lack quality of training during

preservice training. The issue of professional conduct expected from the teaching profession seems not to be given much attention during teacher training and the consequence of such omission is seen in the misbehaviour of the newly employed teachers. This finding calls for teacher education institution to revisit their curricular to fill in the gaps that exist in training a competent as well as a professional teacher. The researcher supposes that the school leadership who have high regard for teachers' professional and ethical behaviour would ensure that their schools recruit and appoint teachers who are professionally and ethically sound. It seems that poor teacher training in tertiary institutions combined with the school leadership that is less concerned about teachers' professional conduct in their schools may lead to teachers disregarding values of peace that are propagated by church secondary schools' proprietorship.

- Lack of support from government and SB

The participants believed that lack of support for school principals from the government and the SBs may contribute to the unprofessional unethical conduct of teachers. Those who shared this view declared that principals were dealing with teachers' professional misconduct; yet it was clear that they could not successfully control the professional misconduct of teachers without the assistance of the SB. The participants disclosed that sometimes the SB members did not afford the school principal the support he/she needed when he/she had brought teachers' disciplinary cases before them. The participants also highlighted the fact that some teachers were conducting themselves unprofessionally owing to lack of involvement of government officials. The participants made the following declarations:

> *The biggest factor is lack of SB support for principals. Principals are the ones who manage the professional misconduct of teachers but they cannot handle disciplinary cases without the support of the SB. You will find that the SB members are not always supportive of the principal when he/she presents cases of teachers' professional misconduct before them (SB)* (Principal B)

> *Secondly, teachers are behaving in an unprofessional manner because, truly speaking, this profession is being pulled down, it is undermined.*

While one thought that people who are highly educated and occupy high ranking positions in the government would do something to improve the teaching profession, I find that not to be the case (SB Chairperson C).

This finding reveals that stakeholders like government officials and SB members do not maintain good working relationships between their offices and the school. This could be attributed to principals' lack of clarity on how to manage and administer the disciplinary cases that involve teachers. It may be argued that some school principals might not be aware of the legal authority that is bestowed upon them in relation to the management of teachers' professional misconduct at school level. If this is the case, there is a possibility that some principals might find themselves prone to using powers that are beyond their legal authority. The SB members might be withholding their support for principals as a way of registering their disapproval of principals who overstep their legal parameters and, in the process, undermine the authority of the SBs. This may suggest that when the school principals are not using the powers vested in them appropriately, the SBs and other government officials are likely to impair good working relationships between the two parties.

- Lack of law enforcement

Some participants revealed that another reason that made teachers to behave unprofessionally was lack of law enforcement on the part of the school leadership, especially the school principal. They reported that some school principals dealt with the professional misconduct of teachers in a less rigorous manner and compromised the application of the law. Those who shared this view claimed that teachers questioned every rule when they realised that their principals were not stringent in the application of the law. It was also reported that teachers became uncontrollable when the school leadership was weak in law enforcement. The participants presented their views in the following manner:

Our teachers behave in unprofessional manner due to lack of law enforcement. Our teachers challenge everything they are told to do or to observe. The school leadership does not apply or enforce the law accordingly; they are too lenient with teachers. For instance, our leadership is not that strict about teachers' poor attendance to class

(Teacher E).

Firstly, sometimes teachers behave in unprofessional manner when the principal is not firm in the way he/she is handling teachers' professional misconduct cases. Some teachers become lose when their leader is too soft when dealing with misconduct cases (Teacher C).

This finding shows that the participants have observed that some teachers defy the rules and regulations related to teacher professional conduct. This could be ascribed to teachers not adhering to the professional and ethical conduct expected of them. This may be exacerbated by the school leadership's lenity towards proper implementation of the teacher code of conduct in the schools that participated in this study. This could have led to a situation whereby some teachers become ungovernable. The unprofessional conduct among the teachers and the inability of the principal to assert the authority that comes with the principal post may be one of the reasons for teachers to disregard the rules and regulations of teaching as well as defying the authority of the school principal.

- Dual employment and governance

Some participants revealed that dual employment and governance that was experienced in church secondary schools had caused numerous cases of teachers' professional misconduct. They claimed that the fact that teachers' recruitment and appointment were administered by church authorities and yet their wages were paid by the Department of Education had created unnecessary upheaval. The participants further posited that when teachers realised that there was no clear pecking order in school governance issues between the school proprietorship and the department of education, they took advantage of that and misbehaved. They further disclosed that some teachers openly challenged any order or directive that was not in line with the teaching service rules and regulations. The participants made the following remarks:

I think one of the reasons is that in church schools, teachers' employment is dual in nature. Teachers are answerable to two different bodies, the school proprietor (church authorities) and the MOET. On the one hand, teachers are employed and placed in church schools by the school

proprietorship; on the other hand, their salaries and all other benefits are paid by the government. On the basis of this, teachers are aware of possible loopholes created by this arrangement; so, they do as they wish (SB Chairperson A)

Truly speaking, dual governance, as you call it, is causing a lot of confusion in our church schools. Let me give you another example. Like a church school, at this Lenten time we are expected to make some contributions in accordance with the practices of the church. At one point in time, a teacher confronted me saying I should show him/her a clause in the rules and regulations of the MOET that says he/she must contribute towards Lent. I was not able to convince that teacher because things like Lenten contribution are a directive from the school proprietor (church authorities) (Principal B)

This finding reveals that teachers who participated in this study experience conflict between the expectations, rules and regulations of church-owned secondary schools and those propagated by the MOET. This could be attributed to teachers' recruitment process that may appear to be somehow confused because it involves both the school proprietorship and the MOET. This could be exacerbated by school proprietors passing orders that are inconsistent with the teaching service rules and regulations and expect teachers to follow such orders. There is possibility that in teachers' view it makes more sense for them to observe the instructions of the entity that pays their salary as opposed to the school governing body. This could be in line with Basotho's proverb that says, "Ntja e tsokela ea e fang" – literally meaning a dog wags its tail for those who provide for it. This may suggest that when teachers find themselves under the authorities that do not make direct contribution or benefit to their services, they are likely to undermine the directives or instructions of such authorities.

5.5.3.2 Sub-theme 2: Personal factors

- Entrepreneurship

Some participants reported that some teachers engage in acts of indiscipline because they are managing their own side businesses apart from their teaching

career. The participants who shared this view disclosed that teachers who were running their private businesses engaged in numerous incidents of teachers' misconduct such as absenteeism, late coming and absconding from school. The conflict of interest in teaching as opposed to entrepreneurship seems to weaken the professional conduct expected of teachers. Furthermore, the participants purported that this type of teachers put more focus on their businesses than on the teaching job. Because they pay more attention to their businesses, they end up being left with little time for lesson preparations, the actual teaching and marking of students' tests and assignments. The teaching profession is, therefore, compromised. The participants made the following submissions:

> *Besides this, I have two teachers who are running personal businesses. I sometimes find that right in the middle of the day they have disappeared from school to attend to their businesses* (Principal A).

> *Another cause for teachers' professional misconduct is teachers who run their own personal businesses. The reason being a teacher who is running a side business does not have enough time to prepare for his teaching. He does not have enough time to teach; and he does not have enough time to mark students' work* (Principal D).

> *Running small businesses leads to teacher professional misconduct. In our school, this is a major contributory factor towards professional misconduct of teachers. The majority of our teachers who commit misconduct cases such as being absent from school, arriving late, disappearing during the course of the day etc, are those who are running personal businesses* (Teacher A).

This finding indicates that some teachers who teach in some church secondary schools involved in this study violate their contractual obligations. This could be attributed to teachers' unfulfilled demand for better salaries which might be common in secondary schools involved in this study. There is possibility that teachers might be finding their monthly salaries to be insufficient to meet their day-to-day financial demands; hence, their decision to start businesses that will give them additional money. This implies that the teachers who are running businesses may not be in a position to fully attend to education matters and this

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has negative effect to teachers' code of conduct. It may be argued, therefore, that when teachers leave their places of work in the middle of the day, they are doing so at the time when they think their market is ready for their services/products not considering the learners right to education. Teaching and at the same time doing business violates the contractual obligations of the teacher.

- Alcohol abuse

Some participants reported that alcohol abuse was another source of misconduct among teachers. They posited that teachers who abused alcohol spent many days without reporting for work claiming to be unwell. It was also divulged that drunken teachers used indecent words when addressing their colleagues. Furthermore, the participants who shared this view declared that sometimes the intoxicated teachers held informal meetings where they encouraged one another to misbehave while at work. The participants presented the following narratives:

> *Alcohol abuse is another factor. We have one case of a teacher who is fond of coming to school drunk. Although he does not belong to my department, I am told that when he is drunk he uses unacceptable language when talking to other teachers. There are times when he does not come to work citing ill-health as the main reason for not coming to work* (Teacher A).

> *Another factor is drunkenness. There was a teacher who used to come to school drunk. That happened for about two years. He would dodge classes on Mondays and Fridays because of drunkenness* (Principal A).

> *Drunkenness is another reason for teachers to behave unprofessionally. Those involved in drunkenness sit down together and plan. For instance, they agree on a venue where they will sit down and drink together. Whenever they are together, they plan together and agree to engage in certain acts of unprofessionalism* (Principal E).

This finding shows that some teachers in schools under this study transgress ethics of sobriety propagated by the Codes of Good Practice. This could be ascribed to the school leadership that is lax and pays little attention to ensuring

that teachers observe sobriety ethics. It is possible that when some teachers see that their leadership is not doing enough to address alcohol abuse and drunkenness in the school premises, they take advantage of that to an extent that they end up not going to work. It could be argued that drunken teachers could easily influence other teachers to follow in their footsteps and once the number of teachers who abuse alcohol increases, professional misconduct cases are bound to multiply. This may suggest that when school leadership does not rigorously address alcohol abuse in schools, many teachers are likely to trample upon the teaching sobriety ethics. This finding also suggest that there are is no accountability structure in the school that ensures learners get high quality education by teachers being effective and committed to their main task which is teaching.

5.5.3.3 Sub-theme 3: Social factors

- Influence from global changes and other professions

Some participants articulated that teachers were behaving unprofessionally owing to influence from global changes and other professions. The participants who subscribed to this notion claimed that teachers' professional behaviour was affected by changes that were taking place locally and abroad. The participants averred that those global changes were brought about by the use of technology which attracted some teachers to new styles and trends that were adopted in other parts of the world. The participants claimed that teachers followed these new styles and trends even though some of them were still perceived to be unprofessional in the context of Lesotho. Furthermore, about teachers' dressing code, some participants accentuated that some teachers were behaving unprofessionally because they were copying dressing styles that professionals from other careers had adopted. The participants made the following narratives:

> *It is change in the way we live as a community and change that comes from other countries that influences our way of living. This change is brought about by the exposure that we have through the use of technology. Technology has enabled us to see how people live in other countries. We are attracted by these new developments and want to conduct ourselves in a similar fashion yet those acts of behaviour are still*

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perceived as acts of misconduct in our country (SB Chairperson A).

We are living in a world where changes come thick and fast and that allows too much flexibility and relaxation of professional ethics. We do have a challenge with this. Anyhow, I want to believe that there is indeed something that has gone wrong because this problem does not only affect teachers. Other professions as well are experiencing this change of lack of professionalism in their institutions (SB Chairperson D).

I think they are being influenced by other professions… We see this from teacher trainees when they come here to do teaching practice. We, from time to time, keep on advising teacher trainees on proper ways of dressing. I think teachers sometimes behave unprofessionally because they imitate what people from other professions do. Another reason has to do with many changes that we see globally. We are living in the world where things keep on changing (Teacher A).

This finding reveals that on account of the influence from global changes and influence from other professions, some teachers violate the teaching codes, especially the codes that regulate the dressing style of teachers. This could be attributed to teachers who are not principled and lack will power to uphold the existing codes of teaching. This could be worsened by the school leadership that is too flexible and is not strict in the application of the teaching codes in schools. It could be argued that when teachers are not principled enough, they could easily be swayed by the pressures from global changes and other professions. This may suggest that when teachers are less principled and their leadership is not strict enough in the application of the teaching codes, teachers tend to succumb to external pressures easily and end up adopting styles, trends and approaches that contravene the teaching dressing code. This finding also suggests that there is a gap in instilling teacher dress code during pre-service training. This gap might be caused by the fact teachers' acceptable dressing code nowadays might be a bone of contention.

5.5.4 Theme 4: How school principals lead in managing the professional misconduct of teachers

This theme reports on the responses of school principals, teachers and SB

chairpersons on how they manage the professional misconduct of teachers in their church secondary schools. This theme is informed by participants' perceptions aired when responding to the following question: How do you and your school principal manage the professional misconduct of teachers in your school?

This section comprises of three sub-themes:

- measures taken to minimise contributory factors towards teachers' professional misconduct;
- leadership styles employed to manage professional misconduct of teachers; and
- leadership strategies employed to manage professional misconduct of teachers.

Sub-theme (a) is built on the following factors: using school developed tools; induction and retreat programmes; following disciplinary processes; as well as staff and management meetings. Sub-theme (b) consists of democratic leadership, democratic-autocratic leadership and shared/collaborative leadership. Sub-theme (c) is made up of the following factors: face-to-face encounter and involving management teams and school committees.

5.5.4.1 Sub-theme 1: Measures taken to minimise factors that contribute to teachers' professional misconduct

This sub-theme conveys participants' perceptions on measures that are taken by the school principal and his/her team to minimise factors that contribute towards teachers' professional misconduct in the schools that participated in this study. The participants were responding to the following question: What measures do you/your principal take(s) to minimise the factors you have stated above? The findings indicate using school developed tools, holding induction and retreat workshops, enforcing disciplinary processes and holding management and staff meetings as ways of reducing teacher misconduct.

- Using school developed tools

Some participants revealed that they minimised the factors that led to teachers' professional misconduct by using school developed tools like strategic plan,

school policies and teacher attendance register. The participants who held this view purported that the main aim of using the strategic plan was to boost teachers' performance while policies were used to ensure that teachers' behaviour aligned with the teaching codes and ethics. It was also reported that teacher attendance register was employed to assist the school management to monitor teachers' daily attendance more effectively. The participants further disclosed that teachers detested the use of teacher attendance register in the classroom. The participants presented their views as follows:

> *We have developed our strategic plan which clearly specifies what teachers are expected to do. The ultimate goal for developing this plan was to improve teachers' performance… We have also formulated policies that we have all agreed on as teachers. The purpose of those policies is to direct teachers' conduct so that they stick to their teaching professionalism* (Teacher C).

> *Right now I have a document that I use which is called teacher attendance register form. Teachers do not like this tool. I give copies of this teacher attendance register form to class monitors and monitresses. They take these forms to their respective classrooms. I also give them clocks. What the monitors and monitresses do is they keep a record of when teaching took place throughout the day* (Principal A).

> *In our school, we have developed a tool that is used in all the classrooms. Every class keeps a record of teachers' attendance. When a teacher enters a class to teach, a student responsible writes down the time at which the teacher comes in and the time at which the teacher goes out of class. My observation is that this tool helps the HODs to monitor teachers' attendance and lack thereof better* (Teacher A).

This finding shows that some teachers from schools that participated in this study have high regard for the teaching codes and ethics that promote teachers' performance and behaviour. This could be attributed to unity that seems to exist between teachers and their school management. A deeper analysis of the foregoing excerpts shows that in some schools involved in this study there were teachers who out of good will work with the school management to develop the

strategic plans and other policies of the school. It may appear that this cooperation has made it easier for the school management to introduce and implement the strategic plans and other school policies because teachers have supported their authorities in the development of those tools. It could be argued, therefore, that teachers were not opposed to the execution of the strategic plan and policies as it was the case with teacher attendance register because they participated in their development (strategic plans and policies). As a result, they had better understanding of the purpose and the spirit behind their formulation. This may suggest that when teachers are fully involved in any initiative envisaged by the school leadership, they are likely to co-operate and voluntarily fulfil the relevant teaching codes and ethics. This finding also suggests that teachers may not be opposed to teacher attendance register per se but they might not be comfortable to be kept under the watch of their own students who do not have authority to oversee them.

- Induction and retreat workshops

Some participants indicated that in their schools, factors that led to teachers' misconduct were addressed by holding induction and retreat workshops. The participants divulged that their school management held induction sessions for novice teachers to inform them about the importance of upholding the proprietors' expectations and urged them to always respect the teaching laws and regulations from the department of education. The participants also claimed that in addition to induction sessions, their principals held retreat workshops for all teachers. In those workshops, it was proclaimed that teachers were asked to assess their level of professionalism and examine the extent to which they had implemented the school policies. The participants declared that in an attempt to ensure that retreat sessions achieved what was intended, some school principals sought expertise from outside to train teachers on professional development. The participants made the following submissions:

> *The first step that the management takes is to induct newly recruited teachers. We sit down with them and tell them that they are employed at the church school and the church is expecting them to live up to its values. We also inform them that their employment is directed by the teaching*

service rules and regulations; so, they must adhere to them at all times (Principal B).

We hold retreats to reflect on our professional conduct to see whether our conduct is still aligned to our profession or not. We also check the extent to which we have implemented our policies. Through the same retreats, we also reassure our leadership that we are still committed to doing our work professionally (Teacher C).

At the beginning of this year, 2021, I organised a retreat which was facilitated by one of our nuns on professional development. The nun is new in this school. When I realised that I was working very hard, chasing teachers like young children to do their work, I asked my union to give me someone who would revive teachers' morale so that they do their work properly (Principal D).

This finding reveals that some teachers seem determined to align their behaviour with the set teaching codes and policies. This could be ascribed to the school leadership that is efficient and works in harmony with their staff. It could appear that some principals who run church secondary schools are proactive and foster warm relationships among the staff. There is possibility that when these principals realise areas that need to be improved work together with teachers to seek correct remedies. Such principals could be having power to influence teachers to reflect on the way they do their professional work. It could be argued that because the principals' management style is characterised by warmth and collaboration with teachers, it is likely to get teachers to work in a professional manner.

- Enforcing disciplinary processes

Some participants reported that another way of minimising the factors that contribute to teachers' professional misconduct was through enforcing disciplinary processes. It was reported that when some school principals saw teachers committing acts of misconduct, they advised deputy principals to compel HODs to initiate disciplinary measures or processes against misbehaving teachers. The participants believed that following disciplinary processes when a

teacher had defaulted served as a warning sign to other teachers who were contemplating to commit the same misconduct. The participants made the following remarks:

> *Over and above, since we are trying everything in our power to curb undesirable behaviour among our teachers, once a misconduct case has occurred, we take disciplinary measures against the alleged perpetrator. By so doing, we are sending a warning even to those who would commit similar mistakes in future* (Principal B).

> *Another way of managing teacher absenteeism is by way of I, the principal, exerting pressure on the deputy principal who in turn pressurises HODs to follow disciplinary processes to deal decisively with absenteeism of teachers under their departments* (Principal A).

> *Our principal also uses her HODs to manage the teachers' professional misconduct. She expects the HODs to take necessary disciplinary measures against teachers who are not conducting themselves accordingly* (Teacher A).

This finding shows that some members of the school management, particularly the HODs, are reluctant to initiate disciplinary processes against teachers who violate the teaching codes and ethics. This could be caused by HODs' lack of capacity to deal with disciplinary issues and also being cautious of not weakening the collegial relationship between the HODs and the teachers. It could be also argued that some HODs may not be well trained in this regard. Consequently, they are not conversant about the procedures that they must follow when dealing with teachers' misconduct cases. This situation might be worsened by HODs who are seemingly fearful of acts of misconduct which are recently taking part in schools. From the foregoing quotations, it may appear that many of those HODs lack courage to have a face-to-face encounter with teachers under their supervision and call them to order. This may suggest that when some members of the school management lack knowledge and confidence to deal with teachers' disciplinary issues, they are likely to hesitate to start the disciplinary processes which makes teachers continue infringing the teaching codes and ethics.

- Holding management and staff meetings

Some participants pointed out that factors that led to teachers' misbehaviour were reduced by holding management and staff meetings. It was divulged that in those meetings, the school principal and his/her fellow teachers were, among others, looking into matters that related to teachers' professional behaviour. Furthermore, the participants claimed that through such staff meetings, principals encouraged teachers to show dedication to their work, foster good relationships with other members of the school community and maintain daily class attendance. The participants expressed their views as follows:

> *As for the principal, wherever she is, she is still holding meetings with her management team. She also holds staff meetings where they discuss issues that concern proper and improper conduct of teachers* (SB Chairperson A).

> *In most cases in our staff meetings, I emphasise the importance of teachers having passion for their work, regularly attending their classes and having good relationships with one another* (Principal E).

This finding indicates that there are teachers whose dedication is questionable and those teachers transgress the teaching collegiality and class attendance ethics. This could be attributed to teachers' own lack of motivation to do their work in accordance with the teaching requirements and standards. It could be argued that sometimes when teachers lack motivation, there is poor class attendance and deplorable relationships among the staff members. A deeper analysis of Principal E's excerpt gives the impression that poor class attendance and unacceptable working relationships are, more often than not, top of the agenda items of staff meetings. This may imply that these two issues may appear to be the most disturbing matters. Consequently, the school principals find themselves bound to use every opportunity they get to caution teachers against those issues. This may also suggest that when teachers' motivation is low, teachers' passion becomes depleted and consequently teachers tend to contravene ethics that regulate class attendance and teachers' collegiality.

5.5.4.2 Sub-theme 2: Leadership styles employed to manage professional misconduct of teachers

This sub-theme unfolds participants' views on the leadership styles that were employed in the management of teachers' professional misconduct in church secondary schools in Maseru. The participants' perceptions were aired in response to the following interview question: What leadership style(s) do you employ to manage professional misconduct of teachers in your school? The findings indicate that the leadership styles that were used to manage professional misconduct of teachers in church secondary schools in Maseru were as follows: democratic leadership style, democratic-autocratic leadership style and shared/collaborative leadership style.

- Democratic leadership style

Some participants revealed that their principals used democratic leadership style to manage teachers' professional misconduct in their schools. They posited that their principals were fond of involving HODs and other staff members when there was a challenge related to teachers' professional behaviour. Some participants went to an extent of claiming that their principals were reluctant to dictate terms to teachers in matters that concerned teachers' professional conduct; instead, they preferred consulting them. The participants who shared this view further posited that some staff members were critical of principals who consulted them instead of taking disciplinary matters head on. They purported that some staff members perceived the principals' tendency to consult them as a management shortcoming especially when some principals were not able to execute the staff's suggestions and resolutions. The participants made the following narratives:

> *In actual fact, I am a democrat. When there is a problem, I call the HODs to work together with them to find a lasting solution. I like working that way. I do not like to always give directives to my staff. For the very fact that I do not like to impose decisions on my teachers, some people see that as my weakness* (Principal C).

> *My principal does a lot of consultation. She involves her staff in everything that she does. But the problem is that after having done all the consultations, she fails to implement the decisions reached* (Teacher C).

This finding shows that some principals who run church secondary schools in Maseru subscribe to teamwork and collegiality ethics. This could be attributed to principals' own belief in the model of leadership that promotes a meaningful involvement of staff members. There is possibility that some principals who run church secondary schools somehow allow teachers space to participate in the management of teachers' professional misconduct. It could appear that in some of these schools, teachers are given an opportunity to suggest approaches and sometimes remedies that the school management could consider to reduce cases of teachers' professional misconduct. This finding suggests that principals who seek teachers' support and advice in the management of teachers' professional misbehaviour are judged to be weak by some members of the staff. This finding also suggests that despite the involvement of members of the teaching staff in the management of teachers' professional misconduct, teachers are still expecting their principals to take a leading role in the execution of some of the agreed upon decisions and resolutions.

- Democratic and autocratic leadership styles

Some participants reported that in their schools their principals employed democratic and autocratic leadership styles interchangeably to manage teachers' professional misconduct. They claimed that their principals used each leadership style depending on the situation at hand. The participants posited that the democratic leadership was applied when the school environment allowed exchange of ideas whereas the autocratic style was exercised when the school principal wanted to determine a direction that teachers must follow. The participants presented their opinions as follows:

> *Most of the time, I employ democratic style. Occasionally, I become autocratic because people tend to believe that when they are speaking in numbers I will take everything they say even when it is wrong. There are issues that we discuss together and agree. As long as they do not step beyond professional expectations, I consider their views and agree with the majority as the case may be. But in other cases, I make the decision alone depending on the nature of the issue at hand* (Principal B).

> *Well, I am not quite sure. But in my observation, the current principal is*

more inclined to democratic style of leadership. More often than not, she shares information with us, the HODs, and goes further to involve the rest of other teachers. She holds staff meetings where we come together to discuss issues and agree on our way forward. I would say, there are times when she uses some bit of authoritative style. My understanding is that there are times when she has to show us what direction to take. It is in situations like these where she uses authoritative style. I see her mixing the two leadership styles depending on the prevailing situation at that particular time (Teacher A).

What I see here is a mixture of two styles of leadership, namely, democratic leadership style and autocratic leadership style. It seems the management is taking a shift from democratic leadership to autocratic leadership. I am praying that they revert to democratic style and do away with autocratic style (Teacher B).

This finding indicates that some principals who lead some church secondary schools in Maseru use different methods to ensure that teachers observe the teaching professional standards and expectations. This could be attributed to the principals' own belief and high regard for the teaching professional codes and ethics. A deeper analysis of Principal B's excerpt denotes that in order to encourage teachers to adhere to the teaching codes and ethics, principals use a combination of democratic leadership style and autocratic leadership style. There is a possibility that, under normal circumstances, most principals favour democratic leadership style and use autocracy sparingly when they realise a need to put teachers' behaviour under close control. This finding suggests that it is sometimes misleading to assume that when teachers speak in one voice they make decisions that are professionally and ethically sound. This finding also suggests that there is a need for principals to adopt some form of flexibility when they choose leadership styles that may promote the teaching professional standards and expectations.

- Shared/collaborative leadership style

Some participants revealed that their principals were using shared/collaborative leadership style to manage teachers' professional misconduct in their schools.

Furthermore, some participants disclosed that to tackle issues that were related to their professional misconduct, some principals engaged teachers who were suspected of wrong doing. They further purported that their principals also involved the deputy principals and the HODs to address some of teachers' professional misconduct cases. The participants also divulged that the school principals informed the school governing bodies about teachers' misconduct cases in their schools. The participants made the following assertions:

> *All I know is that she is not using laissez faire. What I know is that she sits down, talks with the implicated teachers about the professional misconduct that they are alleged to have committed. She also involves her deputy principal and the concerned HOD in those discussions. She also informs us, the SB, about whatever is taking place in this school* (SB Chairperson A).

> *In my observation, my principal is working in collaboration with her teachers. I do not know what leadership style that is* (SB Chairperson D).

This finding shows that some principals who manage some church secondary schools in Maseru realise the importance of observing institutions' hierarchical structures that are outlined by the teaching service rules and regulations. This could be ascribed to principals' own awareness of such structures and their willingness to respect them. It could be argued that some principals involve suspect teachers in the issues that concern their misconduct cases probably because the principals are conscious of the *audi alteram partem* principle. It could appear, therefore, that the principals' intention by incorporating suspect teachers in this case was to afford them a fair disciplinary hearing whereby they could present their own sides of the story. There is possibility that principals work closely with their deputy principals and HODs not out of their own volition; they could be forced by the procedures that are determined by codes of good practice. Another possibility is that principals inform SB members about what is transpiring in teachers' professional misconduct issues probably because they know that if some cases may need to be pursued further, principals may need endorsement and support of the SBs. This finding highlights the importance of hearing two sides of the story when dealing with teachers' disciplinary matters. It also

suggests that awareness of organisational structures enables school principals to follow proper institutional structures and procedures when dealing with teachers' professional misconduct cases.

5.5.4.3 Sub-theme 3: Leadership strategies employed to manage professional misconduct of teachers

This sub-theme reports on the participants' opinions on the leadership strategies that are employed in the management of professional misconduct of teachers in church secondary schools. The participants' perceptions were raised in an attempt to answer this question: What strategies do you use to manage professional misconduct of teachers in your school? The findings declare that the leadership strategies that are employed to manage teachers' professional conduct include face-to-face encounter; and involving management teams and school committees.

- Face-to-face encounter

Some participants indicated that one of the leadership strategies used by the principals was having a face-to-face encounter with misbehaving teachers. The participants disclosed that although some principals liked talking to teachers privately, that approach had its own shortcomings. To substantiate this claim, the participants alluded that some teachers disclosed what they had discussed privately with their principals and ended up being ill-advised by other teachers. Nonetheless, there were participants who reported that their principals seldomly used face-to-face encounter to address issues of teachers' professional misbehaviour. The participants who held this view claimed that their principals managed teachers' professional misconduct, more often than not, by addressing teachers in a group in the staff meeting thereby avoiding to take the alleged culprits head on. The participants presented their views as follows:

> *Besides that, I call a teacher who has a problem and talk face-to-face with him/her. Let me tell you that this strategy has never been without a challenge. When I speak to teachers one-on-one, they seem to understand their shortcoming(s) and they do apologise for that. From there, the same teacher goes to the staff room to tell other teachers what we were talking about. His/her colleagues give him/her negative advices*

and he/she goes back to repeat the same mistake (Principal C).

What I have seen is that when she (principal) is dealing with issues that are not academic in nature, she calls the concerned teacher to the office to talk to him/her privately (Teacher A).

Sometimes she talks about a misconduct incident in the staff meeting where she generalises the matter. In most cases she tackles misconduct incidents by generalising. It is on rare occasions that she takes an implicated individual directly to have one-on-one talk with him/her (Teacher C).

This finding shows that some school principals who run some church secondary schools in Maseru observe ethics of confidentiality and privacy between their offices and their staff. This could be attributed to the principals' awareness of their duty to keep information divulged in confidence to the office of the principal confidential and not disclose without the consent of the informant. It could be argued that teachers going to other teachers to share what they discussed with the principal could be showing how teachers could unite, especially in difficult times when some of them are taken to task for wrong doing by the school management. There is possibility that teachers disclose what they discussed with the principal as a way of buying sympathy from their fellow teachers. It is also possible that this information is shared with teachers who could be viewed as opponents of the incumbent principal and for that matter the principal could be struggling to keep them under control. It could appear that this calibre of teachers could be believed to be having some of form of influence which could diffuse principal's attempts to discipline them. This finding highlights that some principals are hesitant to directly take teachers who conduct themselves unprofessionally to task. It could be argued that some teachers are taking advantage of principals who are soft and indecisive when dealing with teachers who behave unprofessionally and unethically.

- Involving management teams and school committees

Some participants reported that in their schools their principals managed professional misconduct of teachers by involving the management teams and

school committees. They disclosed that their principals were working collaboratively with the HODs and deputy principals to address teachers' professional misconduct cases and from time-to-time informed the SB members about their resolutions and measures they intended to take. The participants postulated that involving various school committees and departments in the management of teachers' professional misconduct cases was of benefit to the office of the principal and it encouraged cooperation among different school sectors. The participants aired their views as follows:

Like I said earlier on, she works hand in hand with her deputy principal and HODs. She keeps the SB abreast about the decisions they have made and what they plan to do in future (SB Chairperson A).

She has committees which help her in her day-to-day work. The committees, such as a disciplinary committee, work in collaboration with the office of the principal. She is also working with different departments. In my observation, working with various departments is very helpful in that it promotes the spirit of shared responsibilities within the school (SB Chairperson D).

This finding reveals that some school principals who manage secondary schools involved in this study subscribe to values of cooperation and unity. This could be ascribed to the principals' own understanding and appreciation of the importance of working together in the management of acts of unprofessionalism that are committed by teachers in schools. This could have been caused by the principals' soft spot for the African concept and practice of *Letsema* which literally means voluntarily doing work together. There is possibility that when the school principals look at the rate at which teachers commit acts of unprofessionalism, they see this as an infectious behaviour that needs to be addressed through joint efforts. Involving different departments could be helpful to the principal in that teachers are not going to associate efforts to eradicate bad practices with the principal as an individual but will see that as a concerted effort of all concerned stakeholders. This finding suggests that the school leadership is likely to succeed in putting teachers' unbecoming behaviour under control when they work in collaboration with other stakeholders.

5.5.5 Theme 5: Challenges experienced by stakeholders (principals, teachers and SB chairpersons) in the management of professional misconduct of teachers

This theme presents the perceptions of the stakeholders (school principals, teachers and SB chairpersons) on the challenges that they experienced in the management of professional misconduct of teachers in church secondary schools. The participants expressed their views in response to this question: What challenges do you experience in relation to professional misconduct of teachers in your school?

This theme has given rise to the following two sub-themes: (a) challenges experienced by principals, teachers and SB chairpersons; and (b) how principals, teachers and SB chairpersons address the challenges they are faced with. Sub-theme (a) consists of the following factors: HODs' reluctance to apply the law; teachers' resistance to change and to authority; and teachers' retaliation. Sub-theme (b) consists of persuasion and using internal and external expertise.

5.5.5.1 Sub-theme 1: Challenges experienced by principals, teachers and SB chairpersons

This sub-theme reports on participants' perceptions of the challenges that they experience in the management of teachers' professional misconduct. Under this sub-section, the participants' perceptions were raised in response to this question: What challenges do you experience regarding the professional misconduct of teachers in your school? The findings indicate that the participants in this study experience challenges that include HODs' reluctance to apply the law, teachers' resistance to change and authority and teachers' retaliation.

- HODs' reluctance to apply the law

Some participants revealed that in their schools they witnessed a situation whereby HODs were reluctant to apply the law. The participants who shared this opinion claimed that some HODs were delaying to take disciplinary measures against teachers who had misbehaved because they did not want to spoil their working relationships with those teachers. It was also reported that HODs were also hesitant to take legal measures against teachers' professional misconduct

when they believed that doing so would lead into teachers' expulsion. The participants further claimed that such HODs only applied relevant rules and regulations on teachers when they were pressurised by principals to do so. The participants made the following submissions:

> *Although we have the teaching service rules and regulations that we may use when there is an act of misconduct, our biggest challenge is that the HODs drag their feet when they are supposed to apply these rules. For them to deal with teachers who are in breach of discipline, I have to be hard on them* (Principal A).

> *The HODs do not want to perform that responsibility. In fact, they are afraid to do this duty. The HODs believe that if they perform this responsibility accordingly, they are going to be hated by their fellow teachers. As a result, the principal finds himself/herself with no option but to take the HOD who is reluctant to perform his/her responsibility to task. It is a difficult situation* (Principal B).

> *I will answer this in my context as a HOD. The biggest challenge that we are faced with as HODs is that we are afraid of taking disciplinary measures against teachers especially when we realise that such measures may lead to expulsion or dismissal of such teachers. In every department there is a troublesome teacher who commits unprofessional acts every now and then, but we (HODs) are afraid to apply the law and expel them* (Teacher A).

This finding indicates that some HODs lack confidence to initiate the disciplinary process against misbehaving teachers under their departments as determined by the Teaching Codes of Good Practice of 2011. This could be ascribed to HODs' lack of competencies to deal with teachers' behaviour that deviates from the Teaching Codes of Good Practice. It could appear that some HODs lack capacity to appropriately handle teachers' professional misconduct cases owing to lack of training. It could also be argued that when HODs are not well trained to manage teachers' misconduct cases, they (HODs) are likely to lose confidence in exercising their administrative powers effectively in this regard. HODs' lack of confidence could be the reason behind some participants claiming that some

HODs are reluctant to perform their responsibility out of fear. It could be argued that HODs are not actually afraid to apply the law but they might be let down by their principals who may appear not to support the HODs who are committed to proper execution of the disciplinary process. This finding may suggest that when school principals do not build HODs' capacity to handle teachers' disciplinary matters, HODs are likely to hesitate to start the process out of ignorance. It may also suggest that when HODs doubt the school principals' support in teachers' disciplinary issues, HODs are likely to disassociate themselves from such cases.

- Teachers' resistance to authorities and to change

Some participants indicated that they experienced teachers' resistance towards authorities and towards change in general in their schools. The participants declared that in some cases some teachers refused to appear before the SB to be reprimanded. It was further divulged that such teachers only agreed to appear before the SB because they did not want to risk losing their jobs. The participants further posited that some teachers who had served their school for a lengthy period of time wanted to do things the traditional way; they did not want changes, even when such changes were dictated by the Department of Education. The participants presented their views as follows:

> *I experience a lot of resistance from teachers. To me resistance is a serious stumbling block when dealing with professional misconduct of teachers* (Principal D).

> *The challenge that I have observed is resistance to change. The very issue that I alluded to earlier on about old teachers who say "In the past, we used to do this and that" shows that they are opposed to change. They say this without realising that some of the changes that are introduced in this school are prescribed by the MOET* (SB Chairperson A).

> *There is resistance from teachers. It has become clear that some of our teachers are not willing to come before the SB when they are summoned to do so. They only agree to appear before the SB to avoid putting their work in jeopardy. If they had an option, they would blatantly refuse to come before the SB for reproach* (SB Chairperson D).

This finding shows that some teachers who teach in some church secondary schools that participated in this study disregard directives from their authorities. This could be attributed to teachers' rebellious behaviour towards their school leadership. This could be intensified by the school leadership which is not strict enough to ensure that teachers conform to the set standards of conduct. A deeper analysis of Principal D's and SB Chairperson D's excerpts gives the impression that teachers' resistance could have reached a point where the school leadership is unable to put it under control. It could appear that some teachers do not recognise the powers vested in the SBs to govern church secondary schools. It could be argued that some teachers undermine the SBs' legal authority probably because most SB members could be lacking specialised knowledge to oversee schools' governance. This situation could lead to teachers who are not willing to appear before the SB when they are instructed to do so because they (teachers) doubt the SBs' abilities to constitute fair trial for teachers who are suspected of misbehaviour. This finding may suggest that when the school leadership is not dealing decisively with teachers' resistance, teachers are likely to undermine the school leadership structures including the department of education directives. It may also suggest that when schools are run by the leadership whose abilities are questionable in the sight of teachers, teachers are likely to resist any change that such leadership plans to put in place. This finding further implies a gap in pre and post school leadership training.

- Teachers' retaliation

Some participants disclosed that they experienced teachers' retaliation in their schools. They purported that some teachers took revenge against SB members who rebuked them when they were called before the SB disciplinary panel to be reprimanded. According to the participants, teachers somehow hit back at SB members who made them suffer the consequences of their unprofessional behaviour. It was further revealed that teachers revenged when they were angered by the manner in which their cases were conducted. SB Chairperson D substantiated this viewpoint by declaring that her child was once victimised by a teacher who felt he was unfairly treated by the disciplinary panel in which her mother (child's) participated. The participants made the following narratives:

Another challenge has to do with teachers who were summoned before the disciplinary hearing tribunal for misconduct cases. Some teachers who have been punished for their acts of misconduct harbour the spirit of revenge when they believe that their disciplinary cases could have been handled differently (Teacher B).

When a SB member speaks tough against a teacher brought before the SB, he/she (SB member) risks victimisation of his/her child if his/her child is still attending this school. I am saying this because my own child was victimised for the same reason. My child faced many challenges; she was ill-treated by her teacher (SB Chairperson D).

This is yet another finding which is peculiar to this study. It reveals that some teachers who are employed in church secondary schools that participated in this study disregard the teaching codes that determine good working relationships between teachers and their authorities and between teachers and their learners. This could be ascribed to the negative attitude that teachers could have developed against their SB members in church secondary schools. There is a possibility that some teachers find the disciplinary hearing processes that are conducted by the SB members to be somehow defeating the purpose by creating unfair and unjust environment for accused teachers. Another possibility is that some teachers could be retaliating against some SB panellists probably because they either feel that were victimised by the disciplinary hearing panel or the sanction preferred against them was too harsh. It could be argued that teachers avenging on children is a well calculated move which may lack enough tangible evidence to expose teachers to other disciplinary hearings. This finding may suggest that when working relationships between teachers and the SB members are not well fostered, teachers are likely to transgress the teaching codes that regulate warm relationships between teachers and their authorities and the codes that encourage healthy relationships between teachers and learners.

5.5.5.2 Sub-theme 2: How principals, teachers and SB chairpersons address challenges that they experience

This sub-theme reports on participants' opinions on how they addressed the challenges they were faced with in the management of teachers' professional

misconduct in church secondary schools. The participants' perceptions were stated in response to this research question: How do you address the challenges you have stated above? The findings show that the participants addressed the challenges they faced in the management of teachers' professional misconduct through persuasion and by using internal and external expertise.

- Persuasion

Some participants revealed that they addressed some of the challenges stated in sub-theme 1 by persuading HODs to perform their duties and responsibilities. They disclosed that some principals urged deputy principals to ensure that HODs took proper disciplinary action against teachers who violated the teaching codes and ethics. The participants who subscribed to this viewpoint believed that there was a need for principals to educate the HODs about their duties and responsibilities as well as the duties and obligations of principals. The participants asserted that through education the HODs would understand their responsibilities and principals' responsibilities in relation to teachers' disciplinary processes in schools. The participants made the following observations:

> *For the HODs who are dragging their feet, I try to talk to them. Besides that, I instruct the deputy principal to take necessary measures against HODs who are reluctant to discipline teachers who do not adhere to the codes under their departments* (Principal A).

> *In a situation whereby the immediate supervisor is reluctant to take necessary measures against this teacher, my duty is to remind the immediate supervisor of his/her duties and responsibilities. The HODs must be made to understand their duties and responsibilities and at the same time they should know my duties and responsibilities as the principal* (Principal B).

This finding indicates that some HODs are reluctant to follow the right procedure to deal with teachers who behave unprofessionally. This could be attributed to HODs' own cravenness to deal decisively with acts of indiscipline that are committed by teachers. There is a possibility that some HODs drag their feet to address teachers' professional misconduct probably because they know that

they sometimes committed similar mistakes which some of their colleagues might be aware of. Another possibility could be that HODs drag their feet as a sign of protest against principals who, in their view, abdicated their responsibility to discipline teachers. It may appear that some school principals are dodgy to deal directly with teachers' professional misconduct cases; instead, they might be shifting their responsibility to the HODs. To say HODs must be made to understand their duties and responsibilities implies that the HODs are not conversant about their roles in relation to teachers' disciplinary processes. It could be argued that some principals used deputy principals to persuade HODs to do their (HODs') work probably because principals were avoiding to appear as if they were imposing their decisions on the HODs. This finding may suggest that when the HODs are not kept abreast about their roles and responsibilities in teachers' disciplinary processes, the HODs are likely to be sceptical to perform their responsibilities despite putting them under pressure.

- Using internal and external expertise

Some participants indicated that they addressed some of the challenges they experienced in their schools by using internal and external expertise. The participants claimed that they either involved the HODs or they engaged teachers who were dependable to help them resolve some of the problems caused by teachers' professional misconduct. Other participants disclosed that they sometimes engaged education officials like the schools' educational secretaries or inspectors from the central inspectorate to resolve some of the issues. Another set of participants purported that they addressed some of the challenges they came across by engaging specialists from outside the school to deal with teachers' professional misconduct matters. The participants made the following narratives:

> *As I said, I normally work with the HODs. When there is a problem we sit down together and see how we can solve the problem at hand. Besides that, I work with some of the teachers whom in my view appear to be more responsible. I call them and ask them to assist me in addressing whatever problem I am faced with* (Principal C).

> *Another strategy I use to address these challenges is to meet with those*

in higher authority like the educational secretaries. I normally inform him (educational secretary) and invite him when I have problems here. He comes here to address the SB and sometimes visits the teachers to tell them what is expected of them… Sometimes I engage the Inspectorate department from the MOET (Principal B).

I have recruited a specialist who has a degree in conflict resolution management. I am yet to see the extent at which we are able to manage this resistance because I shall be working with someone who has knowledge and skills to manage conflicts (Principal D).

This finding shows that some principals who are in charge of church secondary schools that participated in this study subscribe to ethics of collective responsibility. This could be ascribed to principals' own willingness to manage teachers' professional misconduct conjointly with other stakeholders. It may appear that some principals could have realised some challenges caused by addressing teachers' professional misconduct single-handedly. Principals' awareness of those challenges could have led them to making a conscious decision to seek assistance and support from other role players to manage teachers' professional misconduct in schools. It could appear that teachers become more cooperative when their misconduct cases are addressed by their colleagues who happen to occupy lower ranks in the schools' hierarchy. This situation could be giving teachers a sense of amicability and hope in the way their disciplinary matters are handled. It may appear that teachers feel comfortable in an environment where communication is more horizontal than vertical. It could also be argued that teachers feel comfortable when their cases are addressed by educational secretaries, inspectors and other specialists because they could be viewing them as officers who have potential to handle their cases with all fairness and neutrality. This finding may suggest that when teachers have confidence in the body that deals with their misconduct cases they are likely to cooperate with the process and change their attitude for the better.

5.6   SUMMARY OF THE CHAPTER

This chapter has presented the research findings under five major themes of this study. Some of the findings highlighted are somehow similar to those that are

reported by scholarly literature conducted in other parts of the world. For instance, like in other parts of the world, this study has discovered that teachers in Lesotho, among others, come to school late and they sometimes dodge classes; they engage in unauthorised absenteeism; sometimes their physical appearance is unacceptable; they engage in intimate relationships with learners; they indulge in alcoholic drinks. This shows that teachers' professional misconduct is rampant in Maseru in a similar fashion as it is in other parts of the world. In addition to the common findings of teachers' professional misconduct, this study has unearthed new unique findings. The new findings that are peculiar to this study include teachers' poor church attendance; teachers converting students to their own (teachers') church denominations; teachers refusing to pay church contributions; teachers' failure to attend and conduct morning assembly; teachers' failure to observe Covid-19 protocols (physical/social distancing and wearing of face masks and shields); and teachers' retaliation against SB members. This presentation of findings enables the researcher to engage in extensive discussions of the findings in the next chapter.

CHAPTER 6

DISCUSSION OF FINDINGS AND CONTRIBUTION FROM THE STUDY

6.1 INTRODUCTION

The previous chapter reported on the findings of this study. This chapter focuses on the discussions of the research findings that are presented in the previous chapter. The data used in this study were gathered through semi-structured interviews where five church secondary schools belonging to mainline church denominations participated in this study. The stakeholders (school principals, experienced teachers and SB chairpersons) were selected because the researcher believed they had the potential to yield rich data for this research enquiry. In discussing the research findings of this study, the researcher used scholarly literature that directly speaks to the findings and applied the theory that forms the framework for this study in the discussion. Most importantly, the researcher made his views clear regarding every finding discussed in this chapter.

6.2 RESEARCH PURPOSE, OBJECTIVES AND QUESTIONS

The main question of this study was: What are the stakeholders' experiences and the management of professional conduct of teachers in church secondary schools in Maseru? To ensure that the main question was adequately addressed, the researcher formulated the following sub-questions which guided this study in establishing the research findings that are reported in the previous chapter:

- What are the experiences of stakeholders (school principals, teachers and SB chairpersons) regarding the professional conduct of teachers in secondary schools?
- What are the professional conduct and misconduct of teachers?
- What factors contribute to the professional misconduct of teachers in

schools?

- How do school principals lead in managing the professional misconduct of teachers in schools?

- What are the challenges experienced by the stakeholders (school principals, teachers and SB chairpersons) when managing the professional misconduct of teachers?

6.3 DISCUSSION OF RESEARCH FINDINGS

6.3.1 The stakeholders' (school principals, teachers and SB chairpersons) experiences of professional conduct of teachers

One of the findings under this theme is the experiences of passing on a school culture of teacher misconduct from one generation of teachers to the next. The participants in this study claimed that old teachers passed on to novice teachers the school culture that is marked by misconduct tendencies. It means that the behaviour of the older teachers being passed is considered as the organisational culture. This finding corresponds with scholarly views which purport that organisational culture has impact on organisational social system, members' performance and their behaviour (Ahmed & Shafiq, 2014; Serpa, 2015; Ludolf, et al., 2017; Clark, 2019). This finding also relates to Davis and Cates' (2018) assertion which claims that organisational culture has the capacity to develop employees' sense of identity and to determine how employees should behave through unwritten and unstated guidelines.

In this case, it appears that the organisational culture that exists in church secondary schools in Maseru has negative impact on teachers' behaviour in that experienced teachers are perceived to instil their unprofessional tendencies into newly employed teachers. In line with this statement, some scholars (Ahmed & Shafiq, 2014; Serpa, 2015; Ludolf, et al., 2017; Clark, 2019; Ahmed & Shafiq, 2014; Serpa, 2015; Clark, 2019) opine that there is possibility that the passed-on school culture in church secondary schools may end up affecting teachers' performance negatively. It seems that the transfer of bad school culture from old generation to young generation should be a call-out to the school leadership to pay attention to this predicament and to ensure that they re-direct teachers' sense of identity. Furthermore, the researcher in this study argues that once a

negative school culture has been developed and internalised by teachers, the school leadership might find it extremely difficult to control and uproot it. The school leadership might have to come up with some specialised intervention to deal with this situation.

The researcher also believes that transformational leadership theory (TLT) can apply to resolve this predicament through implementing its moral dimension. Burns (1978) and Bass (1999) emphasise the importance of sound moral dimension which enables leaders to uplift the ethical and moral standards of followers. This means that teachers (old and new) whose ethical and moral standards are escalated are unlikely to perpetuate and instil unto others the school culture that is characterised by acts of misconduct. Furthermore, since transformational leadership is grounded in conscious choice among other alternatives (Burns, 1978), it becomes the right strategy to be used by school principals to diffuse transfer of unwanted school culture from one generation to the next. The researcher argues that in a school setting where moral dimension is effectively applied, newly recruited teachers are not likely to follow any organisational culture as it presents itself without subjecting it to some form of moral examination. The teachers' organisational culture examination or perusal that is based on moral aspect would not allow room for negative influence from old staff members on novice teachers.

Another finding was the experiences of good professional conduct as well as unprofessional conduct of teachers. This finding is discussed under the following categories: teaching and learning; positive and negative relationships in the school; response to authority-acceptable and unacceptable teacher behaviour; adhering to professional codes of conduct; physical appearance; and managing extra-curricular activities.

- Teaching and learning

This study has established that some participants experienced good professional conduct of teachers in teaching and learning while others experienced unacceptable professional conduct in this regard. In the first place, the researcher would like to highlight the fact that in as much as the SB Chairperson C claims to have noticed high commitment of Sesotho and English Language teachers which

has resulted in good performance in both Sesotho and English Language, he, like other participants, still decries generally poor performance of teachers in other subjects. This implies that the participants in this study observed unacceptable experiences caused by lazy and uncommitted teachers. This finding, therefore, corresponds with Onoyase's (2018) study which discovered that poor-quality teaching, among others, was common among secondary school teachers in Delta State in Nigeria. In Onoyase's (2018) study, some participants were experiencing poor quality teaching because teachers were lazy and did not attend classes regularly. This also confirms what Mohale (2022) reported that in Lesotho teachers' lateness to school and laziness were common in some public schools in Matelile, Mafeteng.

The researcher in this study opines that since teaching and learning are the core tasks of every teacher in a school (Duze, 2012; Hulme, Beauchamp, Wood & Bignell, 2024), chances are high that there is limited accountability regarding the teaching and learning responsibilities of teachers as well as leadership. Moreover, the researcher contends that unacceptable experiences referred to in this study are not brought about by novice teachers alone, but it is also because of older and more experienced teachers' influence on the schoolteacher behavioural culture. The researcher contends that the data collected for this study could be somehow biased because it was collected from senior experienced teachers who serve in managerial positions in their respective schools. The researcher presupposes that if younger teachers were given a chance to participate in this study and answer the same question, they could have implicated their old colleagues probably in a similar fashion. This finding suggests that teachers' commitment to quality teaching and learning cannot only be determined by teachers' age or long service but also depends on the level of professionalism and ethics instilled in an individual teacher.

Transformational leadership theory becomes relevant where teachers lack the necessary commitment and seem to have adopted a carefree attitude towards teaching and learning. The participants in this study highlighted teachers' lack of commitment as a challenge which led to teachers' failure to make lesson preparations and poor class attendance. The researcher argues that teachers'

lack of professional commitment and negative attitude are the results of deflated motivation and enthusiasm on the part of teachers. Transformational leadership has strategies that can be used to inflate teachers' motivation and enthusiasm and ensure that they are always maintained high (Krishnan, 2005; Rao & Arora, 2017). This finding is in line with Hebert (2011) who postulates that TLT presumes that the leader can persuade followers to work towards realising goals that convey values, needs, aspirations and expectations of the leader and his/her followers.

- Positive and negative relationships in the school

This study has discovered that some participants were experiencing positive relationships in their schools while others described their negative relationships. The findings of experiences of positive relationships with other role players relates to Kimathi and Rusznyali's (2018) study which reported that teachers' professional practice and behaviour should be measured through teachers' ability to cooperate with fellow colleagues and foster a meaningful partnership with parents, learners, caregivers etc. This finding is also in line with the codes of professional conduct published by the Irish TC in 2016. According to the Irish Code of Professional Conduct for Teachers, teachers should create positive relationships with other school role players, respect privacy of other people and work hand in hand with other members of the school.

Apart from the positive relationships, this finding indicates that some participants experienced negative working relationships witnessed through the use of unacceptable language. The use of offensive language is in line with what Eckes and Russo (2021) reported about teachers' acts of misconduct in Louisiana and Chicago in the USA. According to Eckes and Russo (2021), teachers were using obscene language in front of learners and sometimes in exchange with their learners. In this study, the use of unacceptable language could mean that either teachers do not exercise restrain when addressing their seniors or interacting with them or it may refer to teachers' inability to draw a line of demarcation between matters that must be shared or not shared in the presence of the authorities and the right approach to use.

The researcher opines that some teachers who are employed in church secondary schools that participated in this study try everything in their power to promote positive working relationships among staff and other role players in their schools. The researcher further believes that in general teachers who are employed in these schools are committed to ensuring that healthy working relationships do exist especially between them and their leadership. The researcher presupposes that the only shortcoming that some teachers have is their inability to draw a line of demarcation between what they may utter or divulge in the presence of their leadership and their failure to adopt the right approach when presenting certain issues. The researcher presupposes that this weakness has led to the school leadership to harbour doubts about teachers' commitment towards the sustainability of positive working relationships in their schools. TLT has capacity to mould teachers who express their views with respect to avoid spoiling working relationships in the school premises. The theory raises followers' ethical and moral standards and instils in followers the ability to make conscious choices (Burns, 1978; Bass, 1999). When teachers' ethical and moral standards are high, teachers are likely to have warm relationships with other role players, including their leadership. Teachers whose moral fibre is high can make the right choice of words and approach when they are communicating with fellow colleagues. In other words, TLT can groom teachers who are able to differentiate between right-wrong, good-evil, virtue-vice, justice-injustice including the use of acceptable and professional language (Gulcan, 2015; Josefova, 2017; Thoker, 2017). Because of this, transformational leadership theory can neither drill teachers who utter words that create divisions among teachers nor can it produce teachers who are likely to cause distress and pain for other members of the school community.

- Response to authority – acceptable and unacceptable teacher behaviour

This study has revealed that some participants perceived that teachers' response to authority was acceptable while others perceived that it was not acceptable. The positive response to authority that was observed by SB Chairperson C in the current study is somehow related to the clan or collaborative culture as presented by Alharbi and Abedelrahim (2018) and Ližbetinová and others (2016).

According to Alharbi and Abedelrahim (2018) and Ližbetinová and others (2016), the clan as an organisational culture is characterised by teachers who work together as a team and participate in school daily activities. The clan culture is also known for its ability to create an environment that is suitable for the school management to encourage teachers to be part of consensus decision making process. More importantly, teachers in School C were perceived to be showing loyalty and obedience to their leadership which Ližbetinová and others (2016) mark as a positive indicator for the clan culture.

This study has also found that some participants experienced undesirable teachers' responses to authority which were observed through teachers' unauthorised absenteeism and their failure to attend classes as expected. This finding is in line with Han and others' (2021) assertion that teachers' absenteeism was a challenge in rural and urban areas of Tanzania. This finding also supports Mashaba's (2015) and Bipath and others' (2019) sentiment that in some schools in South Africa, teachers had a tendency of leaving classes unattended. Similarly, Onoyase (2018) also reported that in Delta State in Nigeria teachers' absenteeism and truancy were common in secondary schools. This means that undesirable teachers' response to authority that is marked by unauthorised teachers' absenteeism and failure to attend classes is a common challenge facing schools worldwide, particularly in Africa.

The researcher concurs with the finding that some church secondary schools' authorities experience unacceptable teachers' response towards them characterised by unauthorised absenteeism and failure to attend classes regularly. The researcher asserts that this predicament is more serious in Lesotho than in other parts of the world owing to Lesotho's terrain, among other factors. Lekhetho's (2013) finding somehow alludes to this situation when he indicates that teachers in the highlands of Lesotho absent themselves from school for some days, particularly when it is cold and at the end of the month when they have been paid their salaries. The researcher contends that this finding exposes lack of teachers' professionalism in relation to their response towards school authorities that exists in church secondary schools that participated in this study.

Idealised Influence, a component of TLT presented by Avolio and Bass (1995; 2002 & 2003) and Rowold (2005), becomes relevant when and where teachers respond to their authority in unacceptable behaviour like engaging in unauthorised absenteeism and failure to attend classes. To transform teachers' mindset, school principals must possess positive attributes of a charismatic leader. The principals who are charismatic in nature have power to convince teachers to focus on higher order ideals and encourage teachers to work collectively pursuing the same institutional mission (Avolio & Bass, 1995; Rowold, 2005; Korejan & Shahbazi, 2019). *Idealised influence* can produce principals who are admired and respected by teachers (Avolio & Bass, 1995; Mdletshe & Nzimakwe, 2023). Under this dimension, teachers are likely to trust their principals because they would perceive them to be trustworthy and charismatic and presume that their leadership can set accomplishable vision and mission (Avolio & Bass, 2003; Avolio & Bass, 2002; Korejan & Shahbazi, 2019; Mdletshe & Nzimakwe, 2023).

- Adhering to professional codes of conduct

This study has found that some participants were experiencing teachers who were adhering to the professional codes of conduct while other participants were experiencing teachers who were not adhering to the professional codes of conduct. That some participants perceived that teachers in church secondary schools in Maseru adhere to the professional codes of conduct corresponds with the ACP assertion that professionalism is associated with the upholding of the principles, laws, ethics and conventions of a profession in the form of a code of practice. As stated earlier, it was also discovered that other participants claimed that they experienced teachers who violated professional codes of conduct something that contradicts with Starrat's (2004) and Ntumi and others' (2024) assertion that teachers are required to respect and follow the rules, beliefs and values at all times. This finding is also inconsistent with Ghanemi's (2018) viewpoint that teachers' and principals' daily practices, performance and behaviour must conform to acceptable values, beliefs, principles and rules.

Based on the preceding contradicting views on adherence or non-adherence of teachers towards professional codes of conduct, the researcher concedes that in church secondary schools there are some teachers who work hard to ensure that they adhere to the professional codes of conduct. However, the researcher contends that there could be more incidents of non-adherence to professional codes of conduct than there are cases of adherence.

Since this study is embedded in TLT, the researcher believes transformational leadership has a role to play in moulding the teachers' behaviour which transgresses the teaching codes. *Inspirational motivation* dimension can transform teachers' attitude for better by inspiring teachers to be ambitious and work extremely hard to achieve difficult and unattainable aims of the school (Bass, 1985). Hebert (2011) concurs with this viewpoint by claiming that transformational leaders have the ability to inspire teachers to recognise their schools' values and principles and persuade them to achieve their schools' set standards and goals.

- Physical appearance

This study has established that some participants perceived that some teachers did not observe the teaching dressing code; as a result, their physical appearance/dressing was unacceptable. This finding agrees with scholarly literature that has reported about unacceptable dressing style that was witnessed in Tanzania (Mfaume & Bilinga, 2017). The researcher shares the concern that teachers' physical appearance, including formal dressing, is unacceptable in church secondary schools. What could lead to this situation is the fact that the codes that determine physical appearance and formal dressing for teachers is not specific on what is expected of teachers in this regard. For example, the LCGP (2011) simply stipulates that a teacher shall always while at work, dress in a presentable and respectable manner. Presentable and respectable manner is open to many interpretations, varying from one generation to another, from one school to another, from one church denomination to another, etc. Because of this, the researcher argues that teachers' acceptable or unacceptable physical appearance and formal dressing remain a bone of contention in many secondary

schools.

The TLT can address this predicament through the application of *idealised influence.* The *idealised influence* would mould the school principal who possesses the attributes and behaviour of a charismatic leader. As a charismatic leader, the school principal would portray the acceptable physical appearance and the formal dressing that the teaching profession and his/her school propagate. Because under this type of leadership, teachers tend to admire and respect their principals, teachers are likely to copy and maintain the physical appearance and way of dressing that their principals are maintaining. In this situation, the principal sets the bar for what his/her followers must do and consequently follow the precedence set by their leader.

- Managing extra-curricular activities

The findings of this study established that some participants witnessed unacceptable experiences in relation to teachers' management of extra-curricular activities. Some teachers did not perceive extra-curricular activities as part of their roles and responsibilities. Teachers failed to influence students to keep their environment clean and they mishandled students' disciplinary cases. This finding corresponds with Ndung'u's (2017) report which proclaims that one of the main disciplinary issues that was committed by teachers in Githunguri, Kiambu County, in Kenya was absconding duties. In the same way, teachers in schools that participated in this study seemed to have negative attitude towards extra-curricular activities; hence, their failure to influence students to take good care of their environment and their mismanagement of students' disciplinary cases. This finding also confirms Demirkasimoglu's (2010) view about professionalism who declares that behaviour and attitude of teachers are critical forces that determine the standards and quality of services given by professionals. This simply means that when teachers' behaviour and attitudes are negative as is the case in this finding, teachers' performance and service will be of poor quality.

The researcher argues that it is an exaggeration to claim that teachers do not see or accept extra-curricular activities as part of their responsibilities. The researcher believes that teachers as professionals do understand their roles in extra-curricular activities and could be having no problem participating in them;

the only challenge could be that some of them may be selective (meaning they choose to do the activities that they are comfortable in). It could be argued that when teachers are assigned duties (by their HODs/deputy principals/principals) that they have soft spot for their behaviour and attitude remain positive and they excel in those activities, but when they are allocated activities that they dislike their attitude becomes negative. The negative attitude could impact badly on teachers' behaviour, and they could end up being negligent. Teachers' liking or disliking of certain extra-curricular activities could be depending heavily on teachers' individual knowledge and skills that they have in a particular extra-curricular activity.

In trying to address teachers' lack of interest and negative attitude towards extra-curricular activities, the TLT can apply *individualised consideration* facet. Since teachers' participation in extra-curricular activities could be depending on individual teacher's interest, knowledge and skills, there is a need to employ the transformational leadership facet that deals with individual needs and empowerment which is *individualised consideration* (Bass, 1985)*.* The school principal in this case would need to look at teachers' individual talent and needs before he/she allocates extra-curricular duties (Bass, 1990; Avolio & Bass, 2002). After identifying the individual talent and needs, the school principal should come up with strategies on how to develop and empower individual teachers to perform their roles in this regard. Informed by his/her assessment, the school principal will afford individual teachers some form of capacity building, either through coaching, mentoring or giving advice (Bass, 1990; Avolio & Bass, 2002; Mukhuty, 2013).

6.3.2 Teachers' professional conduct and misconduct

The discussions of this study's findings in this section are based on the participants' responses to the following questions:

- What teachers' professional conduct and misconduct entail?
- What can you say about the professional conduct of teachers in your school?
- What do you expect of your teachers/fellow teachers in relation to professional conduct?

- What incidents/cases of teachers' professional misconduct are prevalent in your school?

Firstly, in this section this study has revealed what the participants perceived to be the description of teachers' professional conduct and misconduct. The participants aired their views in response to this question: What does professional conduct/misconduct of teachers mean? This finding is discussed under the following categories: behaviour-adhering to policies, rules and regulations; physical appearance; positive working relationships; work ethics; teaching and learning; poor attendance; and lack of responsibility.

- Behaviour – adhering to policies, rules and regulations.

This study has revealed that teachers' professional conduct can be defined in terms of the behaviour of teachers that adheres to the teaching policies, rules and regulations. It has also discovered that to other participants, teachers' professional misconduct denotes teachers' failure to abide by educational policies, rules and regulations. Defining teachers' professional conduct in terms of teachers' behaviour that shows respect for policies, rules and codes is in line with Ghanemi (2018) who asserts that teachers and principals are bound to obey rules and regulations in line with ethics' principles. This finding is also in agreement with the ACP's and Vivanco and Delgado-Bolton's (2015) sentiment which claims that professionalism is more often than not closely associated with the upholding of values, principles, laws, ethics and conventions of a profession.

The researcher concurs with the preceding definition of teachers' professional conduct and the distinction drawn between teachers' professional conduct and misconduct. In support of this, the researcher contends that every profession has predetermined values, principles, laws and policies that must be followed by its professionals. The researcher believes that it is logical to define teachers' professional conduct or misconduct in relation to the extent to which teachers obey or disobey professional policies, rules and regulations. In short, obeying the professional policies, rules and regulations could be said to be the minimum requirement every teacher must meet. The researcher argues it was unavoidable for participants to explain teachers' professional conduct without touching on their respect for professional values, principles, laws and ethics of the profession in

question.

How does the TLT become relevant in this case? Defining teachers' professional misconduct in terms of teachers' behaviour that aligns with policies, rules and regulations seems to fall within the parameters of the TLT. Hebert (2011) claims that the key presumption of this theory is the leader's ability to persuade followers to work towards the attainment of goals that symbolise values, aspirations, needs and expectations of the leader and his/her followers. This means that the TLT advocates for teachers' conduct which complies with institutional values, principles, laws and ethics. Bass and Avolio (2003) share Hebert's sentiment by arguing that under the TLT, the leader can help teachers to refocus and come up with new shared norms, values and culture. Shared norms, values and culture suggest that teachers' acceptable behaviour should be measured by teachers' ability to uphold the organisational norms, values and culture. Any teachers' act or behaviour that deviates from the shared norms, values and culture could be deemed as misconduct and must be aligned with the prescript of this theory.

- Physical appearance

This study has also discovered that teachers' professional conduct could be described in terms of how teachers physically present themselves before other stakeholders. In other words, some participants believed that there is a relationship between teachers' professional conduct and their physical appearance in the school environment. This finding corresponds with Creasy's (2015) conceptualisation that professionalism signifies the professionals' ability to portray the image and attitudes that are appropriate for their profession. This finding is also in line with the dictates of the codes of good practice of teachers in both Lesotho and Kenya. According to the Codes of Good Practice, Article 3 (v) (Kingdom of Lesotho, 2011), teachers are expected to always dress in a presentable and respectable manner while they are at work. Similarly, the Teachers Service Commission of Kenya, Article 12 (a) (Republic of Kenya, 2015) declares that a teacher shall maintain a neat and decent standard of dressing which befits the dignity and image of the teaching service. Article 12 (b) goes further to say a teacher shall ensure that his/her appearance and personal hygiene are not offensive to workmates and those they serve.

The researcher has observed that the reviewed literature in this study has not explicitly drawn a direct link between teachers' professional conduct and teachers' physical appearance. Despite the scholars' failure to draw a relationship between teachers' professional conduct and physical appearance, the researcher asserts that teachers' professional conduct described without referring to acceptable physical appearance leaves a realisable vacuum. The researcher accentuates that many professions or disciplines in the world, if not all, have well defined physical appearance or dressing codes. Based on this, the researcher believes that the participants are right to draw a connection between teachers' professional conduct and their physical appearance. The researcher argues that it would be an oversight for the participants to describe teachers' professional conduct without referring to acceptable physical appearance and way of dressing.

What role can the TLT play to entice teachers to observe physical appearance as part of their professional conduct? The transformational leadership can use *idealised influence (behaviour)* to instil proper and acceptable physical appearance at a workplace. Through idealised influence, the school principals can capitalise on the influence they have on their followers owing to the charisma they possess. The school principals could themselves adopt the acceptable physical appearance and always dress in a presentable and respectable manner. They should also observe the hygiene standards set by the teaching profession. By so doing, school principals would entice teachers under their administration to follow on their footsteps. Since transformational leaders are admired by their followers, teachers are likely to imitate what their leaders are doing.

- Positive working relationships

This study has revealed that some participants opined that teachers' professional conduct must be defined in relation to teachers' ability to keep positive working relationships with other members of the school community. The participants further posited that teachers' inability to forge and sustain positive working relationships with other school role players was an indication of teachers' professional misconduct. This finding agrees with the Teachers Code of Conduct established by the Teachers Registration Council of Nigeria (TRCN) (2013). The

Teachers Code of Conduct underscores the importance of positive relationships between teachers and their colleagues, learners, parents/guardians, and the society at large. The TRCN (2013) Article 13 stipulates that senior teachers and junior teachers should respect one another in all their dealings, and they should seek to assist one another to achieve the highest professional goals. Moreover, Article 48 stipulates that teachers are expected to co-operate with parents/guardians by showing them necessary respect and courtesy (TRCN, 2013). This finding also corroborates the Irish Code of Professional Conduct for Teachers which stipulates that teachers must foster positive relationships with other stakeholders and must ensure that there is effective and appropriate communication between members of the school community. This finding also speaks to Kimathi and Rusznyali (2018) and Vijayalakshma and Rajasekar (2019) sentiment that teachers must have collegial relationships with fellow colleagues, parents and students.

The researcher avers that there is sense in defining teachers' professional conduct in terms of teachers' ability to foster positive working relationships in schools. He argues that healthy working relationships form an integral part of teachers' professional conduct in that without positive relationships among the teaching staff and other members, teachers' professional conduct may not be realised. The researcher also believes that without warm and meaningful relationships, teaching and learning may not be of the required standards. In the researcher's view, any attempt to describe teachers' professional conduct or misconduct without considering teachers' ability to maintain positive working relationships among themselves and with other concerned parties will be a fiasco.

Can the TLT assist in building positive relationship among teachers and other school employees? The TLT has capacity to build positive working relationships among teachers and other members of the staff. The principal can adopt a flexible leadership style that permits teachers to adapt to all external variables to promote collaboration among members which will eventually create a healthy environment and encourage dialogue between different levels of school management (Negussie & Demissie, 2013). According to Bass (1985), the TLT also makes use of consensus decision-making. The researcher views consensus

decision-making as another strategy that promotes positive working relationships among staff members, and it requires people to communicate effectively with one another. In the researcher's view, consensus decision-making on its own has capacity to bring about unity and respect for one another among teachers.

- Work ethics

This study has divulged that teachers' professional conduct should be defined in relation to teachers' ability to uphold the teaching professional ethics. The participants elaborated that teachers' professional conduct should be indicated through teachers showing dedication and commitment that were instilled in them during pre-service training. This finding relates to Demirkasimoglu (2010) who defines professionalism as a multi-dimensional structure that includes one's behaviour and attitudes to perform to the highest standards and improve the service quality. Demirkasimoglu's understanding of professionalism underpins this finding in that it advocates for professional behaviour and attitude that enable professionals to fulfil highest standards of their profession. The ACP also speaks directly to this finding by claiming that professionalism is always associated with the upholding of the principles, laws, ethics and conventions of a profession.

The researcher believes that there is logic in defining teachers' professional conduct in terms of teachers' capacity to maintain work ethics. It is the researcher's belief that observing work ethics sets the tone for teachers' behaviour and attitude in general. It is the researcher's submission that when teachers are conscious about what is expected of them and follow the set principles, laws and ethics of teaching, they are consequently likely to maintain all other aspects that are related to their professionalism and conduct.

The TLT can be relevant where teachers are encouraged to observe and uphold their work ethics. This theory can make use of *inspirational motivation* facet to inspire and motivate teachers to realise the importance of following and maintaining the teaching ethics in their schools (Bass, 1985). In the application of this theory, the researcher believes that school principals can stimulate teachers' interest by clearly articulating and communicating the ideals that the school leadership is expecting teachers to live up to. Bass (1990) posits that when the work ethics are communicated, the school leadership should adopt the

strategies that will allow information to flow smoothly from the school leadership to the teachers. Bass (1990) contends that the right tactic to be employed would be using symbols that portray the intended outcomes and convey important school objectives in a simple, straight forward manner. When this approach is well executed, teachers will be motivated to respect work ethics and they will remain optimistic and more than willing to share the school's vision (Conger et. al., 2000; Avolio & Bass, 2004).

- Teaching and learning

This study has discovered that some participants perceived teachers' professional conduct as teachers' ability to discern curriculum and execute quality teaching and learning in the classroom whereas teachers' professional misconduct is conceptualised as teachers' inability to produce teaching and learning of high quality including any activity that inhibits proper teaching and learning. This finding is in line with Creasy's (2015) view that teachers' behaviour should reflect knowledge and skills of their profession. Furthermore, Creasy (2015) claims that the knowledge that teachers possess should enable them to draw and prepare specialised lessons; hence the participants in this study make reference to implementation of teaching and learning of highest quality. This finding also tallies with Anitha and Krishnaveni's (2013) and Vijayalakshma and Rajasekar (2019) contention that subject knowledge and teaching prowess are some of the professional characteristics that teachers should have.

The researcher's view is that defining teachers' professional conduct/misconduct in terms of teachers' ability to discern curriculum and execute teaching and learning of highest quality is fallible. The researcher believes that the ability to discern curriculum and produce quality teaching and learning is an aspect that defines who a teacher is. The researcher's viewpoint is supported by Anitha and Krishnaveni (2013) and Kimathi and Rusznyali (2018) who argue that subject knowledge and teaching expertise are the professional characteristics that every teacher must possess. In researcher's view, lack of these competences somehow renders a teacher incompetent and not indiscipline. This means that a teacher who is not able to interpret curriculum correctly and fails to apply relevant teaching pedagogies is not fit to be a teacher because he/she is lacking

the most appealing element of what makes a teacher.

The TLT can come into play in this situation where teachers lack ability to discern curriculum and cannot produce teaching and learning of high quality. The transformational dimension that can be employed by the school principal in this case is *individualised consideration*. Under *individualised consideration*, the school principal needs to assess individual teachers and identify their talents and needs instead of concentrating on the abilities of the whole teaching staff (Bass, 1990; Avolio & Bass, 2002). After identifying those who have challenges, for example, in making correct discernment of curriculum and in producing teaching and learning of high quality, the school principal would come up with strategies that would capacitate and empower such teachers (Bass, 1985). Some of the strategies that the school principal may use are coaching, mentoring, giving advices (Bass, 1990; Avolio & Bass, 2002). The researcher believes the list of strategies cited under this constituent is not exhaustive; it simply serves as an example of techniques that may be used. In the researcher's view, the principal is free to apply other means which in his/her view appear to more relevant and effective in empowering teachers in the identified area.

- Poor attendance

This study has revealed that some of the participants were of the opinion that teachers' professional misconduct should be explained in terms of teachers' poor attendance to school and to class. This finding corresponds with Ndung'u's (2017) report that declares that teachers who teach in public secondary schools in Kiambu County in Kenya, among others, abscond duties, miss classes and sometimes do not go to school at all. The finding is also consistent with what is experienced in South Africa where some teachers arrive late to class and others leave their classes unattended because of rife teacher absenteeism which has negative impact on curriculum delivery and syllabus coverage (Mashaba, 2015; Mothibeli, 2017). This finding somehow reiterates Lekhetho's (2013) assertion that in Lesotho some teachers spent many days without coming to school especially in winter or at the end of the month.

The researcher opines that describing teachers' professional misconduct in relation to teachers' poor attendance to school and to class is admissible. In the

researcher's view poor attendance of teachers and absconding classes leaves a very bad scar on the conduct of a teacher and his/her professionalism. The researcher argues that even if a teacher is strong in other aspects of teaching, poor attendance would always overcloud his/her capabilities and qualities. The researcher, therefore, concurs that poor attendance to school and to class is an aspect that is unavoidable in the description of teachers' professional conduct or misconduct.

The TLT can be utilised to address teachers' poor attendance at school and in class in a number of ways. In a case where teachers' poor attendance to school and to class is the result of deflated morale and motivation on the part of teachers, the TLT becomes applicable and effective. Burns (1978) and Bass (1990) have already emphasised that the TLT is capable of improving followers' morale and motivation. On the basis of this, the school principal who is experiencing teachers 'poor attendance to school and to class would have to seek effective ways of boosting teachers' morale and motivation in their work (Bass, 1990; Krishnan, 2005; Rao & Arora, 2017). Among many alternatives, one of the techniques that the school principal can employ is work closely with his/her teachers to review and reset the school's vision and mission (Negussie & Demissie, 2013; Abazeed, 2018). This process would create an opportunity for the school principal and his/her staff to deliberate on many issues including teachers' attendance to school and to class. This exercise could bring back teachers' confidence in themselves and in their leadership and this would gradually improve their morale and motivation. Another strategy that could be applicable is when the school principal focuses on improving teachers' interest and performance in their work. He/she could do that by making them identify with the school's mission while at the same time they are inspired and encouraged to take ownership of their work (Rao & Arora, 2017). When teachers have taken ownership of their work, they are likely to improve their attendance to school and to class.

- Lack of responsibility

This study has established that some participants perceived that teachers' professional misconduct can be defined in terms of teachers' lack of responsibility. The participants believed there were teachers who abdicated their

responsibilities and their places of honour and conducted themselves in an irresponsible manner like young children. This finding contradicts Kimathi and Rusznyali's (2018) assertion that teachers' practices and behaviours should be guided by their moral responsibility which makes them to put learners' interests ahead of theirs (teachers). Kimathi and Rusznyali (2018) further proclaim that the knowledge that teachers have should inspire them to make logical and rational decisions. This finding contradicts Kimathi and Rusznyali's (2018) sentiment because, by implication, some teachers who are found in schools under this study are perceived to be somehow making illogical and irrational choices.

The researcher is inclined to share the participants' view that teachers' lack of responsibility is one of the tenets that characterise or define teachers' professional misconduct. The researcher's opinion is that teachers' lack of responsibility could be a clear indication of lack of professionalism and teachers who are irresponsible might be prone to committing numerous acts of misconduct. The researcher contends that this teachers' behaviour could be the result of a care-free attitude that some irresponsible teachers might have adopted. It could be argued that as teachers continue to engage in irresponsible acts, they, in one way or the other, reach a point where their professional conscience is suppressed or silenced. When professional conscience is suppressed more incidents of irresponsible choices are bound to come into play.

The TLT becomes handy and relevant in a situation where teachers have lost sense of responsibility. In the first place, it must be noted that the researcher assumes that lack of responsibility on teachers' part could be the result of depleted moral fibre. Since one of the strong points of the TLT, according to Burns (1978) and Bass (1999), is its capacity to restore and uplift teachers' moral fibre, the researcher believes it can be instrumental in this case. Burns (1978) and Bass (1999) further claim that the TLT can assist followers to observe high ethical and moral standards. This means that teachers' depleted moral fibre can be revived through proper implementation of this dimension of the TLT.

Another finding that emerged from this study concerns the general feelings of the participants on the professional conduct of teachers in their schools. The

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participants pronounced their views in response to this question: What can you say about the professional conduct of teachers in your school? This finding is discussed under the following four categories: punctuality and school attendance of teachers; working relationships between teachers and learners; teaching and learning; and intimate relationships.

- Punctuality and school attendance of teachers

The study has discovered that the general feeling of one set of participants about teachers' professional conduct in their schools was that teachers observed punctuality to school and they frequently attended their classes to teach while another group of participants held a different view. Those who held a different perception claimed that teachers in their schools arrived late at school and they did not regularly attend their classes. The first part of this finding which reveals that teachers were punctual to school and attended classes regularly corresponds with DFE (2011) which declares that teachers in England should respect school ethos, policies and practices and should observe high standards in their attendance and punctuality. This part of finding also appeals to Hosseineian's (2006) conceptualisation of professional conduct. Hosseineian (2006) posits that professional conduct, among others, refers to ability to manage time irrespective of differences in human behaviour and attitudes etc. Another part of this finding which discloses that teachers in schools under this study arrive late to school and did not regularly attend classes is in line with Maboe's (2013) and Onoyase's (2018) discoveries that indicate that teachers arrive late at school in South Africa and Nigeria respectively.

To some extent, the researcher concurs with this finding that in church secondary schools that participated in this study there are teachers who observe punctuality to school and attend classes regularly. However, looking at this issue from scholarly literature point of view, the researcher contends that there are more cases of late coming to school and poor attendance to class than there are incidents of punctuality and regular classes' attendance in schools. The researcher presumes that this predicament could be a problem in Africa and in other parts of the world. This finding suggests that late coming and poor might be pervasive in schools under this study, and this might be a warning to school

leadership to pay special attention to these two incidents of teachers' misconduct.

The researcher assumes that lack of motivation and enthusiasm is the main source for teachers' failure to observe punctuality to school and to attend classes regularly. If that is the case, the TLT is recommended because of its capabilities to inflate teachers' motivation and enthusiasm (Bass, 1990; Krishnan, 2005; Rao & Arora, 2017). To address this challenge, the transformational leader would have to seek ways through which he/she can efficiently inflate teachers' motivation and enthusiasm. The transformational leader may employ consensus decision-making where he/she invites all teachers to collectively find a lasting solution towards teachers' late coming and poor attendance to class (Bass, 1985).

- Working relationships between teachers and learners

This study has found that on one hand the general feeling of some of the participants was that teachers had maintained good working relationships with their learners. On the other hand, there was a group of participants that perceived that in recent times working relationships between teachers and learners were characterised by crossing of responsibility boundaries on the part of teachers. This finding corresponds with the teaching standards set by TRCN (2013) in Nigeria. According to the TRCN (2013), teachers in Nigeria are encouraged to respect learners' rights and dignity and to be empathetic towards their students' feelings and circumstances (TRCN, 2013). The TRCN (2013) further inspires teachers not to humiliate, threaten or harass students through sexual misconduct, drug abuse, human trafficking and other types of misdemeanours.

The researcher subscribes to the notion that there are teachers who teach in church secondary schools in Maseru who maintain good working relationships between themselves and students. However, the researcher also shares the view that some of the teachers who teach in schools under this study somehow cross responsibility boundaries in their interaction with learners, something which could have led to unacceptable relationships between teachers and learners. The researcher argues that working relationships between teachers and learners is a sensitive area that needs to be taken care of. In the researcher's view, working relationships between teachers and learners determines the success or failure of

a school and therefore, it is one area that needs serious attention.

The TLT can help to ensure that all teachers maintain good working relationships with learners through the use of *individualised consideration.* In a situation whereby teachers do not respect the parameters of the law and cross the responsibility boundaries, the school principal should give socio-emotional support to teachers based on their individual needs (Bass, 1985). The school principal would have to first assess teachers' individual needs in relation to teachers' ability or inability to foster good working relationships between themselves and students (Bass, 1990; Avolio & Bass, 2002). After making that assessment, the school principal would identify the most appropriate intervention to be applied. The school principal could use one of the following approaches: coaching, mentoring and giving them advice that are aimed at an attainment of personal goals and development (Bass, 1990; Avolio & Bass, 2002; Mukhuty, 2013).

- Teaching and learning

This study has also found out that the general feeling of the participants about teachers' professional conduct in their schools was that teachers used appropriate ways of teaching and learning. Nonetheless, there were some participants, though few, who raised a concern about teachers who went to school but did not go to class to teach. That teachers in church secondary schools under this study are said to use appropriate ways of teaching and learning contradicts with Onoyase's (2018) discovery that declares that in Delta State in Nigeria teachers engage in unauthorised absenteeism, lateness, truancy, and they produce teaching of poor quality. On the issue of teachers who go to school but do not attend classes to teach, this is in line with Mashaba's (2015) finding that claims that in South Africa some teachers left their classes unattended and engage in mobile phone conversations during lessons.

On the one hand, the researcher acknowledges that some teachers who are employed in church secondary schools do use appropriate ways of teaching and learning. On the other hand, the researcher believes that there are teachers who do not apply relevant pedagogical approaches appropriately in class. The researcher believes that Mashaba's (2015) claim that the use of mobile phones

negatively affects teaching time is also relevant to schools under this study. The researcher presupposes that the use of mobile phones in class could be one of the most disruptive ways to teaching in recent times. This could mean that principals seriously need to find ways to address this tendency and seek ways to minimise all practices that may compromise quality teaching and learning.

How can the TLT help in a situation whereby teachers produce teaching and learning of low quality and do not attend classes as expected? According to Gumusluoglu and Ilsev (2009), TLT is capable of moulding leaders (in our case school principals) who are perceived to have impact on innovation and are positively linked with organisational innovation. Bass and Avolio (2003) purport that such leaders would cultivate a culture of creative transformation and growth among their following and feel duty-bound to ensure development of their staff members. The researcher believes that through this theory, the school principals will encourage their teachers to be innovative in lesson plan design and in selection of teaching aids and in identification of relevant teaching and assessment methodologies.

- Intimate relationships

This study has revealed that the general feeling of the participants about teachers' professional conduct was that young teachers conducted themselves unprofessionally by engaging in intimate relationships with learners. However, there were those who claimed that romantic affairs between teachers and students were not visible. The fact that teachers is some schools were reported to have intimate relationships with learners corresponds with Hawley's (2022) declaration that in England some teachers were banned for life because they were engaging in sexual affairs with learners; they took upskirting videos; and they touched learners in unseemly way. This finding also speaks to the Philippines' experience of teachers who abuse students sexually (Calderon & Ancho, 2018). The finding is also consistent with what is reported in Zimbabwe and Kenya where learners are allegedly subjected to sexual abuse by their teachers (Ng'oma & Simatwa, 2013; Magwa, 2014; Nding'u, 2017).

The researcher subscribes to the view that some teachers in church secondary schools that participated in this study do engage in intimate relationships with

learners. On the contrary, the researcher believes that those who deny that teachers have romantic affairs with students in schools could just be unrealistic. The researcher believes that there is possibility that teachers' engagement in intimate relationships with learners or learners' sexual abuse could be rampant in schools under this study to an extent that it needs radical measures to minimise it.

The TLT becomes quite useful and relevant to address the challenge of teachers who engage in intimate relationships with learners. The researcher presupposes that what makes teachers to have romantic affairs with students is low ethical and moral standards. According to Burns (1978) and Bass (1999), the TLT underscores the significance of leaders' moral aspect which gives leaders capacity to raise their followers' ethical and moral standards. This means that under transformational leadership framework, the school principals are expected to uproot this problem by imparting moral fibre to their teachers and encourage them to uphold the teaching ethical and moral standards especially those that address ethics' relationships.

This study has also revealed the expectations about teachers' professional conduct in schools. The participants in this study expressed their opinions in response to the following question: What do you expect of your teachers or fellow teachers in relation to professional conduct? The discussions of this finding are presented in the following factors: teachers' attendance and performance; teachers' attitude and behaviour; working relationships; and teaching and learning.

- Teachers' attendance and performance

This study has discovered that some participants expected teachers in their schools to attend school on a regular basis and perform their work accordingly. The participants further elaborated that they did not only expect teachers to attend school regularly, but they also expected them to be punctual and to stay at school for the rest of the school day doing their work. This finding corresponds with the dictates of the teachers' professional codes of conduct of England published by DFE in 2011. Part 2 of the teachers' professional codes of conduct of England declares that teachers are expected to show high standards of

personal and professional conduct by, among others, observing high standards in their attendance and punctuality (DFE, 2011). This finding also echoes ACP's, Hung and Li's (2017) and Andreassen and Natland's (2022) assertion that professionalism involves expert knowledge and ability to perform one's roles and responsibilities. The researcher avers that when teachers' attendance is satisfactory, teachers' performance is likely to improve and reach the set standards and expectations of an institution.

The researcher opines that the participants' expectation is reasonable in this regard. The researcher believes there is logic in expecting teachers to attend school regularly and demand them to produce performance of high quality. However, the researcher believes the participants were raising this expectation probably because they realised that teachers' attendance and performance in schools involved in this study were questionable. The researcher argues that these two elements, attendance and performance, are basic in determining teachers' professional conduct in schools because they serve as a yardstick to measure the extent to which teachers' professional conduct is either improving or declining in schools. The researcher, therefore, acknowledges that there was no way the participants could miss these two elements in their expectations of teachers' professionalism in church secondary schools.

The TLT can help teachers to maintain regular attendance and high performance in schools by employing *inspirational motivation* dimension. According to Bass (1985), the school principal operating under the prescripts of transformational leadership can find ways to inspire and motivate teachers to work hard enough to sustain their attendance and their performance in schools. The school principal could assist teachers to cope with regular attendance and quality performance in school by using some of these strategies by communicating high expectations; using symbols to focus efforts; and expressing significant goals in a simplistic manner (Bass, 1990). Since the TLT allows innovativeness, the school principal would also apply his mind to come up with other means and techniques that would be more vibrant and relevant to his/her environment in encouraging teachers to attend school regularly and perform outstandingly.

- Teachers' attitude and behaviour

This study has found out that some participants expected their teachers or fellow colleagues to show positive attitude and desirable behaviour while at work. This finding coincides with Demirkasimoglu's (2010) and Worthington's (2013) description of professionalism which entails that people's behaviour and attitudes inside and outside the workplace should be geared towards achieving the highest institutional goals and upgrading of quality service delivery. This finding is also somehow related to Andreassen and Natland's (2022) conceptualisation of professionalism. Moreover, Andreassen and Natland (2022) purport that professionalism is characterised by employees' competences that are linked to professional duties and attitudes that are related to being and acting as professionals. The reviewed literature cited in this paragraph (Demirkasimoglu, 2010; Worthington, 2013; Andreassen & Natland, 2022) underpins the importance of teachers' positive attitude and behaviour in teachers' professional conduct.

The researcher argues that it is justifiable for participants to expect teachers to have positive attitude and desirable behaviour in church secondary schools under this study. The researcher believes that positive attitude and good behaviour of teachers form an integral part of teachers' professionalism in church secondary schools. The nature of church secondary schools in Lesotho makes this expectation to be even more permissible. It could be argued that church secondary schools are used by their owners as a platform for spreading the Christian dogmas. The Christian dogmas could be, among others, focusing on transforming congregations' attitudes and behaviour, including those of teachers. It could also be argued that on account of Christian teachings the culture that exists in church secondary schools in Lesotho could be suitable for improving teachers' attitude and good behaviour. This means it does not come as a surprise to the researcher to learn that the participants in this study expect teachers to show positive attitude and good behaviour towards their work.

The TLT fits well where the school leadership is considering improving and maintain teachers' attitude and behaviour. Roberts (2018) postulates that transformational leadership's main target is to effect positive change in

individuals and social systems. Hebert (2013) also views transformational leadership as a proper aisle for improved teachers' attitude and behaviour because in his/her view transformational leadership possesses behaviours that minimise workers' negativity about change. In order to improve teachers' attitude and behaviour, school principals should encourage teachers to focus on building teachers' confidence; focus on achievements, common benefit and self-actualization; and instil the spirit of optimism in teachers; etc. (Avolio & Bass, 2006).

- Working relationships

This study has established that some participants expected teachers in their schools to promote cordial working relationships with other stakeholders. This finding corroborates with the Irish professional codes of conduct published by the TC in 2016. According to the TC (2016), teachers are expected, among others, to create positive relationships with other stakeholders; to ensure effective and appropriate communication with other role players; to respect privacy of other employees; and to work collaboratively with other school members. This finding also parallels with the code of conduct of teachers in Nigeria which encourages teachers to maintain warm relationship with their fellow colleagues; to respect learners' rights and dignity; to be empathetic towards students' feelings and circumstances; to avoid humiliating, threatening or harassing students through sexual misconduct, drug abuse, human trafficking and other types of misdemeanours (TRCN, 2013). In addition to this, teachers in Nigeria are expected to show courtesy and respect to parents/guardians and must work hand in hand with parents/guardians to address issues that affect their children (TRCN, 2013).

The researcher' opinion is that the participants' expectation for teachers to promote cordial relationships with other stakeholders is well founded.   The researcher believes that the participants' expectation in this regard falls within the Christian church's principles of peace and reconciliation among its membership.   The researcher presupposes that church denominations in Lesotho who happen to be proprietors of all schools under this study encourage its membership, including teachers, to ensure that they promote tenets of peace

and reconciliation by living well together. It could be argued that fostering good working relationships is one way of cherishing peace and promoting reconciliation among school community members. There is possibility that church secondary school sites are used by the school proprietorship to propagate values of peace and reconciliation. It could be argued, therefore, that it is logical for participants to expect their teachers or fellow teachers to promote and maintain positive working relationships in church secondary schools where peace and reconciliation could be seen as virtues of life.

If the school leadership wants to maintain positive working relationships among staff members and other role players, they may consider escalating their teachers' moral fibre and their ethical awareness. According to Burns (1978) and Bass (1999), the TLT can mould school principals who have sound moral fibre and on account of that be able to uplift their employees' ethical and moral standards. The researcher believes that it is not possible for teachers to maintain good working relationships with other stakeholders when their moral fibre and ethics are low. The school principal operating under this theory will have to ensure that teachers' conduct, and their decision-making are grounded in conscious choice (Burns, 1978). The researcher also believes that the school principal must also change the school's culture from time to time to match the new teachers' shared norms and values.

- Teaching and learning

This study has found out that some participants expected teachers in their schools to carry out teaching and learning that met the standards and expectations of the teaching profession. This finding is in line with the Irish codes of conduct for teachers published by the TC in 2016. The Code of Professional Conduct for Teachers expects teachers to develop teaching, learning and assessment strategies that support differentiated learning (TC, 2016). This finding also corresponds with the Lesotho's codes of good practice which declares that a teacher shall teach in a manner that respects the dignity and rights of learners; diagnose learners' needs, prescribe programs and evaluate learners.

The researcher has found this finding to be sensible and acceptable. As Hulme

and others (2024) proclaim that teaching and learning is the core business of teachers in every school, the researcher believes it is in order for participants to expect teachers to facilitate teaching and learning that fulfils the expectations of the teaching profession. The researcher argues that the main purpose for schools' establishment in Lesotho and elsewhere is to see effective teaching and learning taking place. It could be argued therefore that some participants viewed the primary role of their schools as to impart knowledge and skills in a way that fulfils the standards and expectations of the teaching profession. As a result, the researcher's opinion is that the participants' expectation makes sense because it could be based on the primary purpose behind the establishment of church secondary schools.

In order to improve teachers' capacity to manage teaching and learning better, the school leadership could employ the constituent of the TLT called *intellectual stimulation*. In the application of this component, the school principal would afford his/her teachers some form of autonomy to use their intelligence to critique the prevailing status quo in teaching (Bass, 1985). Through the support of the school principal, teachers would critically analyse and re-assess the old teaching methods with the intention of identifying new teaching pedagogies that would yield positive results (Bass, 1985). The school principal would continue to stimulate his/her teachers to be innovative, creative, analytical and logical in their selection and development of effective teaching, learning and assessment strategies (Bass, 1985; Leithwood & Jantzi, 2006).

The study has gone further to unearth the prevalent incidents/cases of teachers' professional misconduct that were witnessed in schools under this study. The findings discussed here were drawn from data yielded by participants in their attempt to respond to the following research question: what incidents/cases of teachers' professional misconduct are prevalent in your school? The discussions of this finding are presented in the following categories: a) cases to day-to-day administrative issues; b) cases related to misuse of school finances; c) cases related to misuse of school buildings and properties; d) cases related to intimacy and sexual abuse; e) cases related to working relationships; f) cases related to religious practices; and g) cases related to covid-19 protocols. Each category is made up of one to four subdivisions or factors.

(a) Cases related to day-to-day administrative issues.

This study has discovered numerous cases of teachers' professional misconduct that are said to be prevalent in church secondary schools in Maseru. The first category is of cases or incidents that are related to day-to-day administrative issues. Under this category the following factors are discussed: absenteeism; late coming and poor class attendance; drunkenness; and insubordination.

- Absenteeism

This study has disclosed that absenteeism is the most prevalent case of teachers' professional misconduct in schools under this study. This finding is in agreement with Mabagala (2016) discovery that in Tanzania, absenteeism is a challenge in urban and rural areas. This finding is also consistent with research findings that highlight the fact that South Africa is also experiencing numerous incidents of teachers' unauthorised absenteeism (Mothibeli, 2017). Lastly, this finding reiterates what Mohale (2022) declared that in Lesotho teachers' absenteeism was prevalent in a number of public primary schools in Mafeteng.

The researcher acknowledges that absenteeism is a serious challenge in church secondary schools that participated in this study. The researcher is aware that this is not the first study to report about teachers' absenteeism in Lesotho, meaning that absenteeism is a problem that has been there for quite a long time. This implies that teachers' absenteeism in Lesotho has become more serious and rampant than one could speculate. This finding is a reminder to school leadership in church secondary schools that absenteeism is still a challenge that calls for radical measures to put under control.

How can TLT address teachers' unauthorised absenteeism in church secondary schools in Maseru? According to Bass (1990), Krishnan (2005) and Rao and Arora (2017), transformational leaders have an opportunity to capitalise on the influence they have to uplift teachers' motivation and enthusiasm to attend school regularly. The school principals who subscribe to this theory would persuade teachers to work hard to achieve school goals that show shared values, needs, aspirations and expectations (Hebert, 2011). One way of uplifting teachers'

motivation, morale and performance would be by way of pronouncing a clear school vision formulated side by side with understandable objectives which are to be met in future (Abazeed, 2018).

- Late coming and poor class attendance

The study has also revealed that other incidents of teachers' professional misconduct that are prevalent in schools under this study are late coming and poor attendance to class. This finding has direct link with Mothamane's 2004 and Mashaba's 2015 studies which declare that in South Africa some teachers leave their classes unattended. This finding also relates to Ng'oma and Simatwa's (2013) and Ndung'u's (2017) research findings which stipulate that the Republic of Kenya is experiencing cases of teachers' professional misconduct such as lateness to school, missing classes and desertion of duty.

The researcher is inclined to agree that late coming and poor class attendance are prevalent incidents of teachers' professional misconduct in church secondary schools in Maseru today. However, the researcher wishes to differ with the participants who claimed that poor class attendance appeared to be more common than late coming. The researcher contends that late coming and poor class attendance seem to be inseparable. The researcher argues that late coming could be having direct negative impact on poor class attendance. Therefore, in the researcher's view the two incidents of professional misconduct could be occurring at the same frequency.

To address teachers' late coming and poor class attendance, the transformational leader would apply similar approach to that used to minimise teachers' absenteeism. The school principal would inspire and motivate teachers to observe punctuality to school and attend classes regularly. For the school principal to achieve this, Negussie and Demissie (2013) suggest that he/she should encourage teachers to develop a long-term shared vision that accommodates institutional change and development. Negussie and Demissie (2013) further recommend that the school principal should adopt a flexible leadership style that would allow teamwork, encourage healthy working environment and promote dialogue between different levels of management. The researcher believes that what Negussie and Demissie (2013) propose here can

work effectively when the principal fully involves all the teachers who commit these acts of misbehaviour.

- Drunkenness

This study has discovered that some participants disclosed that some teachers from schools involved in this study indulged in drunkenness during school working hours. This finding corresponds with Page's (2012) report that declared that in England some teachers were found driving while intoxicated. This finding is also in line with Bitweli's (2013) and Chirwa's (2014) assertion that in Tanzania and Malawi some teachers get involved in drunkenness. Furthermore, this finding is consistent with the report of Mohale (2022) which purports that some primary school teachers in Lesotho do engage in drunkenness that sometimes leads them into having negative effects of excessive drinking like hangover.

The researcher agrees that drunkenness is common among teachers who teach in church secondary schools in Maseru. However, the researcher is of the view that the use of drugs and consumption of alcohol by teachers in church secondary that participated in this study could be relatively low. This viewpoint is stimulated by the researcher's assumption that in church secondary schools, proprietors (church leaders) could be openly denouncing the use of drugs and alcohol by teachers in their schools. Standing firmly against the use of alcohol and drugs could lead to low consumption of such substances on school sites. Nevertheless, irrespective of how high or low the consumption of alcohol and drugs could be among teachers; the worrying factor is that the use of drugs and alcohol on its own could be leaving irreparable dent on the image of the school and the teaching profession at large. The researcher harbours the feeling that drunkenness on its own could be a source of numerous acts of teachers' professional misconduct that are taking place in many schools today.

This study assumes that teachers' involvement in drunkenness could be the result of lack of moral fibre. Burns (1978) and Bass (1999) posit that TLT puts emphasis on the leaders' sound moral dimension which enables them to escalate followers' ethical and moral standards. The school principals with sound moral dimension will then be able to uplift the ethical and moral standards of their teachers. The school principals will also transform the values of their teachers

and instil in them the ability to make conscious choices (Burns, 1978; Jung & Avolio, 2000). The researcher is of the view that drunkenness will be minimised when teachers' ethical and moral standards are raised; their values are changed; and they are in a position to make conscious choices.

- Insubordination

This study has established that some participants were of the opinion that another incident of teachers' professional misconduct that was prevalent in church secondary schools was insubordination. On the one hand, this finding is in agreement with Chirwa's (2014) discovery which states that in Malawi teachers commit acts of insubordination against their authorities. On the other hand, this finding is in contradiction with the dictates of LCGP (2011) Article 3, sub-section (1) (g) and (h). Sub-section 1(g) stipulates that a teacher shall obey lawful orders from the relevant authorities in the execution of his/her professional duties; sub-section 1(h) specifies that a teacher shall fulfil his/her contractual obligations to the employer until he/she is released according to the law.

The researcher shares the participants' view that insubordination is witnessed among teachers working in church secondary schools in Maseru. However, the researcher argues that to claim that insubordination is prevalent in these schools is to blow the situation out of proportion. The researcher supposes that the majority of teachers working in schools under this study are more than willing to follow their authorities' directives and orders. The only challenge could be when those directives and orders are not lawful. The researcher argues that it is common practice for some principals and those in management in church secondary schools to give teachers unlawful instructions and expect them to follow such instructions. The researcher suspects that when the participants in this study are claiming that teachers are defiant to their authorities, they could be referring to incidents when teachers refused to follow their authorities' unlawful directives and orders.

This study presupposes that teachers who engage in acts of insubordination are those whose attitude is negative towards their management and are somehow pessimistic about change and future of their school. In a situation like this, Roberts (2018) recommends the TLT because he/she claims that its main

purpose is to effect positive change in individuals and social systems. Hebert (2013) also encourages the use of the TLT because in his/her opinion the TLT behaviours decrease workers' negativity about change and brings about positive effects on employees. This means when the TLT is put into practice it will turn teachers' negative attitude towards change and the school management system. Teachers will be optimistic about new changes introduced in their school and likely to develop trust in the changes that are aimed towards the growth and improvement of their institutions. The researcher believes that this kind of intervention is likely to minimise acts of insubordination that may be committed by some of the teachers in church secondary schools today.

<center>(b) Cases related to misuse of school finances</center>

According to the findings of this study, the second category of cases of teachers' professional misconduct comprises of incidents that are related to misuse of school finances. There are two factors discussed under this category, namely, embezzlement of school funds; and lack of accountability.

- Embezzlement of school funds

This study has revealed that some participants were of the view that embezzlement of school funds was common among teachers who are employed in church secondary schools in Maseru. This finding replicates Mabagala's (2016) study which illustrates that teacher financial mismanagement in Nzega District in Tanzania manifested itself in different forms, such as misuse of students' fees and misuse of money allocated to different departments by the school management. Mabagala (2016) further revealed that one teacher was sued by the school leadership for mismanagement of school funds. This finding also relates to Calderon and Ancho's (2018) study which divulges that in Philippines, some teachers, school administrators and principals engage in corrupt cases that include misuse school funds.

The researcher concurs that embezzlement of school funds by some teachers happens frequently in schools that participated in this study. The researcher is of the opinion that there is a variety of school activities that involve the use of money in church schools under this study. On the basis of this, the office of the

principal seems to be giving out money to teachers on several occasions to pay for school activities or services. The researcher argues that some teachers could be using some of the money for intended purposes while others could use it for unintended purposes. Since school activities take place throughout the academic the year, these acts of money embezzlement could be taking place repeatedly as some participants claimed. Moreover, the researcher is of the view that this finding has somehow put the capacity of school principals to effectively manage school finances under the spotlight. Lastly, the researcher argues that this finding serves as a warning to those who run church secondary schools that embezzlement of school funds is becoming pervasive and uncontrollable day by day.

How can TLT assist in minimising teachers' tendencies of embezzling school funds in church secondary schools? The researcher presupposes that teachers who have guts to misuse school funds have low moral fibre. The TLT becomes relevant in that aspect because it can groom school principals with strong morality and who in turn are able to inflate teachers' ethical and moral standards (Burns, 1978; Bass, 1999). The researcher believes that once the ethical and moral standards of teachers are escalated, teachers will be conscience-stricken by a mere thought of funds embezzling. Jung and Avolio (2000) posit that through transformational leadership, followers (teachers in this case) can completely change their values from those that condone corrupt tendencies to those that show respect for public property.

- Lack of accountability

This study has found out that some participants conveyed that another case of teachers' professional misconduct that was prevalent in church secondary schools involved in this study was lack of accountability for used school funds. This finding somehow parallels with Ng'oma and Simatwa's (2013) study which reported that there was financial misconduct or mismanagement among primary school teachers in Nyando District in Kenya.

The researcher concurs that teachers working in church secondary schools under this study do not to account for used or unused school funds and this malpractice seems to recur in schools. The researcher is of the view that some

teachers intentionally sabotage the proper way of reporting used and unused school monies with a purpose of making it difficult for the school principal to detect and realise how school funds are used by teachers. It seems that some school principals could be struggling to instil the right procedure to be followed by teachers. This could have led to teachers who are a bit resistant to take heed of principals' advice and instructions in this regard. The researcher contends that some teachers do not want to cooperate with their leadership due to their lack of awareness and appreciation of the importance of following financial rules and ethics in a school setup. The researcher is of the view that lack of accountability for used school finances could negatively affect school financial auditing process that all schools must subject themselves to an annual basis according to Lesotho Education Act of 2010.

How does the TLT rescue a situation where teachers are reluctant to account for used money? Since embezzlement of school funds and lack of accountability for used school funds are closely related, the researcher is of the view that similar approach suggested by Burns (1978) and Bass (1999) could be used to address the problem of low moral fibre. Thus, there is a need even in this case for the school principal to strive for uplifting teachers moral and ethical standards (Burns, 1978; Bass, 1999). The researcher contends that teachers with high morals and ethics would always see the importance of not only using school funds properly and also follow the right procedure to report used and unused funds.

(c) Cases related to misuse of school buildings and properties.

The third category for discussion consists of cases or incidents that are related to misuse of school buildings and properties. The factors that are discussed under this category are: school buildings and properties and misuse of school Wi-Fi.

- School buildings and properties

This study has established that another case of teachers' professional misconduct that occurs quite often in some church secondary schools in Maseru is misuse of school buildings and properties. This finding relates to Mfaume and

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Bilinga's (2017) study which declares that in some Tanzanian public secondary schools some teachers stole school properties in the form of: teaching and learning aids, buckets, learners' academic certificates and school money. They (Mfaume & Bilinga, 2017) further divulged that according to the records confirmed by the Teaching Service Department of Tanzania, four teachers were discharged from work because they had stolen school textbooks, academic certificates, learners' fees and monthly wages for other teachers.

The researcher believes that to claim that misuse of school buildings and properties is prevalent in church secondary involved in this study is an understatement. The researcher is of the opinion that the behaviour of some teachers spelt out in this finding implies that teachers have conquered school buildings and properties to commit criminal acts with impunity. Additionally, the researcher contends that this finding reflects badly on the capacity of school leadership to manage teachers' professional conduct in relation to proper keeping of school buildings and properties of church secondary schools under this study. This somehow gives an impression that the leadership of these schools have completely lost control of school buildings and properties and, as a result, teachers do as they please. This could mean that both school leadership and teachers have forgotten about their responsibility to protect school buildings and properties and avoid using them to pursue their personal interests. This finding suggests that some teachers employed in schools that participated in this study seem to undermine and ignore Article 2 (m) of LCGP (2011) which declares that every teacher shall distance him/herself from misusing school properties.

How can TLT help to address a situation whereby teachers misuse school buildings and properties? The researcher presupposes that the behaviour shown by teachers in this finding suggests that teachers have lost sense of vision and direction that the school including teachers themselves must pursue. In a situation like this, the researcher believes that *inspiration motivation* may fit very well. As Bass (1985) suggests, the school principal should adopt behaviours that will inspire teachers to realise ambitious, difficult or unreachable goals. For this intervention to succeed, the school principal will have to stimulate teachers' interest and motivation by predicting hope and confidence in the school's future which will lead into teachers developing a strong sense of faith and allegiance to

the school's vision (Avolio & Bass, 2004). The researcher believes that teachers who have loyalty and commitment in their school's future are not likely to misuse school buildings and properties because they would view that as a sabotage against the shared vision.

- Misuse of school Wi-Fi

This study has revealed that misuse of school Wi-Fi was also common in some church secondary schools in Maseru. This finding parallels with Page's (2012) discovery about primary and secondary teachers' misbehaviour in England. According to Page (2012), some teachers, mostly secondary school teachers, on several occasions were found to have used the school Internet during lessons for personal reasons such as sending emails. Some of them used Internet to insult other teachers on the blog that was stored on the school's network (Page, 2012).

The researcher is of the opinion that misuse of school Wi-Fi or Internet in church secondary schools under this study occurs more frequently than it is anticipated in this finding, especially in Maseru urban areas. There is possibility that many school principals of church secondary schools in Maseru urban area could have installed Wi-Fi or Internet networks as a way of supporting teaching and learning in their schools. In view of this, some principals could have deliberately allowed access to school Wi-Fi for pedagogical purposes. The researcher suspects that teachers could be taking advantage of this opportunity and they are using the school Wi-Fi to advance their own interests and benefits. This could be complicated by the fact that many teachers could be using their personal electronic devices to surf Internet which could have made control and monitoring thereof very difficult. This situation could have let to many undetected cases of Wi-Fi or Internet misuse in some schools. This means that when school Wi-Fi's or Internet's accessibility is unrestricted, teachers tend to overlook ethics that determine how they should behave in the cyberspace.

What dimension of the TLT can be used to address this malpractice of teachers who misuse school Wi-Fi or Internet? The researcher suspects that teachers who misuse school Wi-Fi for their own benefit lack sense of trustworthiness, honesty, and integrity to their school. The researcher believes that these three

presumed lacking elements could be increased and sustained through moral fibre enhancement.   Burns' (1978) and Bass' (1999) assert that when morality is well built and uplifted, teachers' choices will be guided by high moral and ethical standards of their profession. The researcher argues when teachers' moral fibre high, teachers will distance themselves from all sorts of immoral acts like misuse of school internet or Wi-Fi.

(d) Cases related to intimacy and sexual abuse

The fourth category of cases of teachers' professional misconduct is incidents that are related to intimacy and sexual abuse. Under this category, only one factor is discussed which is intimacy and sexual abuse.

- Intimacy and sexual abuse

This study has revealed that intimacy and sexual abuse happened often in some church secondary schools that participated in this study. According to some participants, there were some teachers who fell in love with learners something they considered to be sexual abuse. This finding corresponds with Mfaume and Bilinga's (2016) assertion that some teachers in Tanzania, especially males, had secret sexual relationships with their learners. Mfaume and Bilinga (2016) further claimed that the TSD records in Tanzania showed that from 2001 to 2007, there were eleven teachers who were expelled for sexually abusing learners in the region of Mbeya.

The researcher shares the participants' view that intimacy and sexual abuse is prevalent in church secondary schools under this study.   However, the researcher suspects that many cases of intimacy and sexual abuse that occur in church secondary schools remain unidentified and untold for that matter. There is a possibility that on account of sensitivity behind this issue, teacher-learner intimacy and sexual abuse, particularly in church secondary schools, many students may be hesitant to share any information in that regard. The researcher assumes that this situation could be exacerbated by teachers who could be instructing learners to conceal information surrounding this issue with anybody. It could be argued that teachers do this to avoid the consequences that are attached to this kind of misbehaviour. According to LCGP (2011), teacher-

learner intimacy and sexual abuse is gross misconduct, so any teacher who may be found to have committed this malpractice is dismissed with immediate effect.

The researcher believes that teachers who engage in intimacy and sexual abuse with learners could have lost their moral and ethical awareness that is expected of them as teachers. In this situation the TLT may become relevant because it has capacity to advance and elevate followers' moral and ethical awareness (Burns, 1978; Bass, 1999). When teachers' moral and ethical appreciation are raised, teachers' ability to make conscious choices is improved (Burns, 1978). The result of this improvement or maturity could be shaping teachers who deliberately distance themselves from engaging in intimate relationships with learners.

<div align="center">(e) Cases related to working relationships</div>

The fifth category of cases of teachers' professional misconduct is incidents that are related to working relationships. Under this category, the researcher discusses one factor which is inappropriate way of communication.

- Inappropriate way of communication

This study has found out that inappropriate way of communication was prevalent among teachers who worked in church secondary schools that participated in this study. The participants had divulged that some teachers, particularly females, communicated with their peers and their management in a manner that did not show respect. This finding relates to Mothemane's (2004) study which reports that in South Africa bad and abusive language was common among female teachers who used it against one another. Mothemane (2004) further postulates that the abusive language was caused by personal differences and characters.

The researcher concurs that inappropriate way of communication is common among teachers teaching in church secondary schools under this study. However, the researcher begs to differ with the notion that female teachers are common culprits in this malpractice. This issue could raise a lot of debate. There is possibility that female teachers could be perceived to be committing this malpractice more often than their male counterparts simply because females could be more vocal than males. Their ability to express their views unreservedly

on almost every matter that concerns them, including work related issues, could be putting them on the spotlight. Based on this argument, the researcher's standpoint is that inappropriate way of communication in church secondary schools under this study is not a feminine matter nor is it a masculine issue? The researcher believes that though he agrees that this malpractice exists frequently in church secondary schools under this study, there is a need to be mindful about the subjectivity behind this matter. Thus, the degree of inappropriateness of communication could be varying from one school to another, implying that there might be variations even on the alleged culprits who might implicated between male and female teachers.

The researcher assumes that teachers engage in inappropriate way of communication when there are new changes introduced in the school. The TLT, therefore, becomes handy in addressing this challenge. According to Roberts, (2018), the TLT has ability to maintain positive attitude towards change among its members and social systems. As recommended by Roberts (2018), the school principal operating under the auspices of transformational leadership could uphold positive attitude among teachers and improve the working relationships among teachers who serve the same school. This would decrease teachers' negativity to change and enhance their positivity (Hebert, 2013). The TLT will ultimately help teachers to focus self-actualisation, desire to solve their own problems, and always remain optimistic when they are faced with new development at their work (Avolio & Bass, 2006).

(f) Cases related to religious practices

The sixth category presents prevalent cases of teachers' professional misconduct that are related to religious practises in church secondary schools. This category consists of the following four discussed factors: church attendance; conversion of students; church contributions; conducting and attending morning assembly. As indicated in the previous chapter, all the findings that fall under this category make this study a standalone inquiry.

- Church attendance

This study has discovered that some participants perceived that poor church

attendance was one of the prevalent cases of teachers' professional misconduct in church secondary schools involved in this study. The researcher agrees that poor church attendance is common among teachers teaching in church secondary schools in Maseru. The researcher suspects that some teachers do not attend church services probably because they do not see attending church as part of their duties. This perception could be somehow originating from teachers' understanding that the laws that govern and regulate teachers' professional conduct in schools are silent about teachers going to church or accompanying learners to church. The researcher's view on this matter is that even if the rules and codes may appear to be silent but ideally speaking church attendance is teachers' responsibility especially when students are involved. The habit of not attending church service seems to be so pervasive that if it is left unresolved, more teachers, if not all, could end up refusing to attend church services or accompany students to church on the basis that it is outside their terms of reference.

The researcher assumes that teachers lose interest in attending church services or in accompanying students to the church because of low morale and motivation. The TLT can use *Idealised Influence (Attributed)* to boost teachers' morale and motivation. Under this dimension, the school principal would have to inspire his/her teachers to work towards achieving a collective mission (Avolio & Bass, 1995; Rowold, 2005). This would mean that even in matters that concern church attendance and other related issues, teachers would be motivated to work towards realising a common goal. According to this dimension once teachers are convinced, as they should be assuming that they are led by someone they trust and admire, teachers will work hard enough to realise a collective mission of the school (Avolio & Bass, 1995; Avolio & Bass, 2002; Avolio & Bass, 2003; Rowold, 2005). In this way, the researcher assumes that teachers' morale and motivation will be raised, and teachers are likely to attend church services in big numbers because they believe and trust in the person who is giving them command.

- Conversion of students

This study has revealed that conversion of students into new religious

movements took place regularly in schools that participated in this study. The researcher is inclined to acknowledge that conversion of students happens regularly in church secondary schools in Maseru. It seems that the focus of some of the teachers teaching in church secondary schools is somehow derailed from the main purpose of their schools. This could lead to teachers' divided attention which could result in negative impact on teachers' professional conduct thereby making them to breach some of the codes and ethics of teaching. The researcher contends that teachers who are involved in conversion of students in school premises are unethical and disrespectful of school proprietors who own the school sites. If this teachers' misbehaviour is left unattended, it could end up creating an irreparable rift between school proprietors and teachers who are involved in conversion of students in their schools.

The researcher presupposes that teachers who convert students into their own church denominations in school premises have low moral ethics and values. The TLT can use *idealised Influence (Behaviour)* to address this predicament. Under this constituent, it is assumed that the school principal is someone possessing a charismatic behaviour characterised by high moral ethics and values and sense of purpose and performance for decision-making (Avolio & Bass, 2003). The researcher expects that on account of the charisma the principal has, he/she will influence teachers to uphold high moral ethics and values in their work. There is possibility that out of admiration, teachers will emulate their principal's way of conduct and will strive to behave in a manner that reflects and maintains high moral standards. The researcher argues that teachers with high moral values would refrain from all unethical acts such as taking advantage of orphans and vulnerable learners by converting them into their church discipleship. It may appear that such teachers would ensure that they respect their leadership by working hard to ensure that they reach the envisaged purpose of the institution, and their performance matches the standards set by their leader.

- Church contributions

The study has found out that another incident of teachers' professional misconduct that happened frequently was that of teachers who refused to pay church contributions. The researcher agrees that many teachers who are working

in church secondary schools are not willing to make contributions towards Charisma/Lenten charity and this happened regularly. Nonetheless, the researcher does not share the view that teachers' refusing to pay church contributions is a professional misconduct. The researcher argues that these church contributions should be treated like almsgiving, contributions that are made out of love or good will. In this sense, it could be argued that teachers have freedom to contribute or not to contribute towards Lent/Charisma.

The researcher is of the view that much as he does not see teachers' failure to contribute towards Charisma/Lenten charity as a form of indiscipline, he still believes the exercise on its own is a good practice. The researcher presupposes that teachers in church secondary schools seem to be lacking the spirit of almsgiving. How can the TLT intervene in this situation? According to Mukhuty (2013), the TLT encourages serving leaders to groom and train new leaders for their institutions from within their organisations. Abazeed (2018) concurs with Mukhuty's (2013) sentiment by purporting that this theory helps new leaders in that it raises the level of awareness on important issues of the institution and at the same time it improves self-confidence of employees. This means that to address the challenge of teachers who resist to pay contributions for church charity, the school principal must groom and develop teachers who will become responsible leaders by showing them the rationale behind church contributions and other practices related to almsgiving. The principal must broaden teachers' awareness by showing them that there is sense in making voluntary contributions towards charity in the church and in other charity organisations. The researcher believes this initiative will in a way transform teachers' attitude for better, teachers would begin to have better understanding and appreciation of this noble exercise.

- Conducting and attending morning assembly

This study has discovered that another case of teachers' professional misconduct that occurs repeatedly was that of teachers who fail to attend and conduct morning assembly. The researcher acknowledges that teachers' failure to conduct and attend morning assembly happens regularly in some church secondary schools under this study. It seems like teachers who are employed in church secondary schools involved in this study have no interest in conducting

and attending morning assembly; instead, they are looking for their colleagues who default performing their duty and start playing blame game. The researcher contends that attending and conducting morning assembly is not the work of the school principal alone as some teachers perceive, it is the responsibility of every teacher including the school management.

The researcher believes that teachers refuse to attend and conduct morning assembly because they have negative attitude towards this role. The researcher is of the view that teachers who may seem to have negative attitude could be those who come from different religious background or affiliation. According to Hebert (2013), the TLT has capacity to deal with employees' negative attitude for it can produce positive effects on employees and minimise their negativity about change. This means the principal who is operating under the TLT's model can improve teachers' positivity in relation to assembly attendance and its conduction. The school principal can transform teachers' negative attitude by applying one or more of the following interventions recommended by Avolio and Bass (2006): building teachers' confidence; developing teachers from time to time; encouraging teachers to be optimistic in their thinking.

(g) Cases related to Covid-19 protocols

The seventh category is about cases or incidents of teachers' professional misconduct that are related to Covid-19 protocols. It must be noted that the data used in this study were collected right in the middle of Covid-19 pandemic in 2020/2021. The researcher supposes that the participants' opinions in this case were triggered by the behaviour of teachers at the time when Covid-19 was very rampant in Lesotho and in the world at large. Under this category there is one factor discussed which is physical or social distancing and wearing face masks and shields. This finding also makes this study an inquiry of a distinctive nature.

- Physical or social distancing and wearing face masks/shields

This study has revealed that some participants were of the view that an incident of teachers' professional misconduct that was common in schools under this study was teachers' failure to wear face masks and shields and their denial to observe physical or social distancing. The researcher concurs that teachers in

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church secondary schools in Maseru on regular basis did not observe physical or social distancing and they neither wore face masks nor did they put on face shields while at school. It seems that some teachers who teach in church secondary schools in Maseru were so used to the habit of opposing changes that they even stood against the national initiatives that were meant to protect their school communities and their nation against deadly pandemics like Covid-19. The researcher argues that some teachers who work in church secondary schools that were involved in this study cared less about protecting members of their school communities against fatal epidemics. The researcher is of the view that the act of exposing students and other school community members knowingly to deadly Covid-19 could unethical, immoral as well as criminal.

The researcher assumes that teachers who do not observe international protocols against Covid-19 could be somehow demotivated to a point where they have lost purpose in their organisation's future. According to Bass (1985) and Bass (1990), the TLT through its *Inspirational Motivation* could be relevant in a situation whereby teachers have lost interest in their work. Bass (1990) claims that the TLT has leader's behaviours that can raise teachers' motivation and enthusiasm to the level where they can anticipate and dream about realising advanced institutional targets and goals. The researcher believes that when principals have acquired the TLT behaviours they will groom teachers who attach value to safety and on-going existence of their schools. Such teachers would voluntarily take precautionary measures to protect lives of other school members in the face of deadly pandemics like Covid-19.

6.3.3 Factors that contribute to the professional misconduct of teachers

The discussions under this section of this study are based on the participants' views expressed in response to the following questions:

- In your opinion, why do teachers behave in an unprofessional manner?
- What factors contribute to the professional misconduct of teachers in your school?

This study has unearthed three types of factors that contribute to teachers' professional misconduct in church secondary schools under this study. They

include institutional, personal and social factors.

(a) Institutional factors

The first category is institutional factors. It comprises the following five aspects: ineffective school leadership; poor teacher training; lack of support from government and SB; lack of law enforcement; and dual employment and governance.

- Ineffective school leadership

This study has revealed that some participants perceived that teachers in their schools were misbehaving owing to ineffective school leadership. The participants claimed that when the school leadership was weak and did not have the required leadership skills teachers conducted themselves in unbecoming manner. This finding replicates Ng'oma and Simatwa's (2013) and Mfaume and Bilinga's (2017) results that indicate that in Tanzania and Kenya there are numerous acts of teachers' misconduct such as absenteeism, abusive and violent behaviours, sexual abuse/immorality, alcoholism, financial mismanagement and others that are caused by poor management and leadership in schools. This finding also resonates with Hipondoka's (2017) study conducted in Namibia which discloses that poor school management is one of the major causes for teacher absenteeism in Windhoek.

The researcher shares the view that ineffective school leadership is indeed a factor towards many incidents of teachers' professional misconduct in church secondary schools in Maseru. It seems leadership ineffectiveness referred to here could be seen in three dimensions. Firstly, it could be seen through the school principals' inability to deal effectively with matters that concern teachers' professional conduct in schools. Secondly, it could refer to school principals' failure to influence teachers to fulfil the set teaching codes, standards and expectations. Thirdly, it could be observed through the school principals' inability to correctly deal with or handle teachers' professional misconduct when it has occurred. This predicament could lead to a situation whereby teachers lose confidence and trust in the way the school principal manages their misconduct cases. On account of the supposed principal's ineffectiveness, some teachers

may end up harbouring thoughts that their principals are not dealing with teachers' misconduct cases in good faith and went out of their way to victimise teachers. The researcher argues that when teachers lose confidence in their principals, teachers tend to disrespect and undermine their principals. This situation could lead to multiplicity of misbehaviour on the part of teachers.

How can the TLT address the problem of principals' ineffectiveness in church secondary schools? The researcher opines that the TLT can address this problem by helping principals to realise the amount of authority they possess and assist them to reflect on their abilities to deal with higher order ideals (Avolio & Bass, 1995; Rowold, 2005). It could be argued that principals who are able to deal with higher order ideals are great thinkers who can always come up with solutions to complex situations that involve teachers' misconduct in church secondary schools. Another advantage of using this theory is that it is known for its capacity to groom leaders who are morally sound (Avolio & Bass, 1995; Rowold, 2005). In the researcher's view, principals who are morally sound are likely to be effective in the way they manage their schools.

- Poor teacher training

This study has established that some participants adumbrated that some teachers were misbehaving on account of poor training that they received from colleges and universities. The participants further argued that in recent times tertiary institutions were no more focusing on training teachers on professional conduct and ethics, something that in their view, had led to many cases of teachers' unprofessional behaviour in their schools. This finding parallels with Ayenalem, Gone, Yohannes and Lakew's (2023) discovery that declares that lack of pre-service training for teachers on professional ethics at tertiary institutions is one of the contributory factors towards teachers' misbehaviour in Ethiopia.

The researcher shares the notion that many tertiary institutions provide training of poor quality in their preparation of would-be teachers. It seems that some of these training institutions put more emphasis on courses that equip student teachers with mastery of content and pay little attention to the professional and ethical aspect of training. The researcher contends that this state of affairs leaves a recognisable void in the training of teachers in matters that relate to ethics and

professionalism.

How can the TLT intervene in a situation where teachers commit unprofessional acts owing to poor teacher training at tertiary level? Burns (1978) and Bass (1999) purport that the TLT has ability to groom and mould leaders who have high moral fibre and on account of that leaders are capable to boost their followers' ethical and moral standards. The researcher assumes that the school principals who are well equipped with moral and ethical instruction would always prefer to work with teachers whose moral fibre is very high. In view of this, the researcher believes that the school principals under the TLT would ensure that they train new teachers on professional ethics and behaviour as soon as they recruit them to the teaching profession. It is supposed that principals would from time to time sensitise their teachers about the importance of upholding moral values and maintaining ethical principles. The researcher believes that through interventions like this, teachers will reach the expected moral and ethical maturity and this would fill the gap that was left by tertiary institutions during the in-service training of teachers.

- Lack of support from government and SB

Some participants indicated that lack of support for the school principal from government officials and SB members also contributed to teachers' professional misconduct in some church secondary schools. The participants who shared this viewpoint contended that lack of support from government and SB created a chaotic situation because school principals could not handle teachers' disciplinary cases on their own. This finding somehow relates to that of Chirwa's (2014) study which reveals that of the many reasons that led to teachers' professional misbehaviour in Malawi, lack of support from authorities was another outstanding factor.

However, the researcher begs to differ that lack of support from government and SB causes teachers' misbehaviour in church secondary schools in Maseru. The researcher argues that it is not easy for teachers to realise when the school principal is not enjoying the support of the SB and the government. Therefore, it could be misleading to claim that teachers misbehave owing to principals' lack of support from government officials and SB members. The researcher suspects

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that the support that is referred to in the highlighted extracts is not support per se. Some principals and SB members could be expecting government officials to rubber stamp their decisions, something that government officials could be against. It might happen that some school principals or SB members fail to justify some decisions or measures they prefer against some teachers; so, when they are questioned about certain issues, they take that to be lack of support.

How can the TLT be employed in this case? In the first place, the researcher's understanding is that the school principal, the SB members and the government officials are all working towards achieving one common goal. However, in a situation whereby one of these three bodies decries of not getting support from other parties, this suggests there is a state of distress in a school. The researcher believes there are two techniques the TLT can apply to meet desirable results in this regard. For the three bodies (principals, SB members and government officials) to operate as a team, they need to have common conceptualisation of their school's vision and its objectives (Abazeed, 2018). They also need to be encouraged to identify with the school's mission statement something that will make them take ownership of their work (Rao & Arora, 2017). This strategy would eradicate this element of suspicion that some leadership parties harbour against others.

- Lack of law enforcement

This study has revealed that some participants argued that lack of law enforcement by principals in some schools that participated in this study also contributed to teachers' unprofessional behaviour. The participants who subscribed to this view claimed that teachers misbehaved when they realised that their school leadership lacked capacity to enforce relevant codes and law. This finding agrees with Mans (2015) discovery which posits that in South Africa teachers misbehave when they realise that their school principals do not have sufficient knowledge to administer teachers' misconduct cases. This finding also relates to Mfaume and Bilinga's (2016) assertion that teachers in Tanzania commit malpractices owing to, among others, poor management.

The researcher concurs that lack of law enforcement by principals is one of the main causes of teachers' professional misconduct in church secondary schools

in Maseru. The researcher presumes that when teachers commit acts of misconduct and do not face consequences for their misbehaviour, they tend to repeat similar offences. There is possibility that as time goes on teachers get used to malpractices and normalise them just because no one takes a leading role to reprimand their unwanted behaviour. It could be argued that lack of law enforcement could lead to teachers who disregard the teaching codes and ethics because it gives them the impression that after all their school authorities do not seem bothered by their acts of misdemeanour.

In a situation whereby school principals seem to lack capacity to enforce the teaching codes and ethics as claimed in this finding, the TLT can empower them through *individualised consideration.* Since the school principals is legally speaking answerable to the SBs, the concerned SBs will take the responsibility to assess the principals' individual needs and provide them with the necessary socio-emotional support to develop and empower them (Bass, 1985; Bass, 1990). The SBs would go further to effect positive change in the principals (Roberts, 2018) by encouraging them to engage in leadership development programmes that would equip him with necessary knowledge and techniques that would enable them to manage teachers' misbehaviour effectively. Moreover, the SB would inspire their principals to work towards achieving their institutional goals through mentoring, coaching and in some cases giving him/her some advice (Bass, 1990; Avolio & Bass, 2002; Mukhuty, 2013).

- Dual employment and governance

This study has discovered that some participants perceived that another cause for teachers' misconduct in some church secondary schools that participated in this study was dual employment and governance. The participants claimed that the fact that teachers' employment processes were firstly initiated and handled by the school proprietorship (church leaders), yet teachers' salaries and their benefits were paid by the ministry of education was a cause for teachers' indiscipline. This finding corresponds with OSF's (2013) claim that the government of Lesotho is unable to engage fully effective governance and management in schools due to their partnership (government and church) which is characterised by blurred roles and ambiguous areas of responsibility and

accountability (UNESCO-IBE, 2006; Khama, 2000). According to UNESCO-IBE (2006), this prevailing situation in Lesotho frustrates teachers to an extent that they end up not knowing who their employer is between the government and the church (UNESCO-IBE, 2006). In the researcher's view, when teachers are frustrated they are likely to show discontent by committing numerous acts of indiscipline within and outside the school compound.

The researcher begs to differ with the notion that dual employment and governance in church secondary schools under this study is the main reason behind many acts of teachers' misbehaviour. However, the researcher believes that the issue of dual employment and governance is something that brings about too much confusion and uncertainty among many teachers in church secondary schools in Maseru. The researcher argues that when teachers are not sure about who their employer is and who is in charge of governance issues at their workplace, they become sceptical about their job security. There is possibility that the anticipated teachers' scepticism about their job insecurity may impact negatively on their professional conduct and performance in general. This finding could be sending a warning to those who are responsible for education in church secondary schools. More importantly, unclear lines of demarcation between school proprietors' roles and government's responsibilities on issues that concern teachers' employment and governance could cause unnecessary scepticism among teachers which could result in many unwarranted acts of professional misconduct.

How can the TLT assist in a situation whereby teachers are concerned about dual employment and governance? Since this situation could lead to scepticism and confusion on teachers' part, the researcher supposes that the right way to address this challenge would be by way of instilling positive attitude into concerned teachers. According to Roberts (2018), the main focus of transformational leadership is to bring about change in individuals and social systems. The researcher assumes that when teachers have adopted the right attitude towards their employment and governance in their schools, they would do away with scepticism and confusion in this regard. This means that they will be in a state of mind where they develop an attitude that makes them feel re-assured about their school governance and their employment terms and

conditions.

(b) Personal factors

The second category is personal factors. It consists of two elements, namely, entrepreneurship and alcohol abuse.

- Entrepreneurship

This study has revealed that some participants were of the view that entrepreneurship contributed towards cases of teachers' professional misconduct such as absenteeism, late coming and absconding from school. The participants claimed that teachers who run their private businesses seemed to focus more on their businesses other than doing their professional work. This finding has a link with Mabagala's (2016) claim which states that one of the causes of teachers' professional misconduct in Nzega District in Tanzania is meagre monthly salaries of teachers. It could be argued that on account of poor salaries, teachers in church secondary schools have resorted to engaging in entrepreneurship to augment their monthly earnings. This finding also resonates with that of Hipondoka (2017) who purports that in Namibia teachers do not go to work regularly because of their divided attention between school work and private matters such as marking. The researcher assumes that teachers in Namibia engage in private marking because they are looking for additional cash.

The researcher contends that much as entrepreneurship can contribute to a number of teachers' misconduct acts, its impact on teachers' indiscipline in church secondary schools in Maseru is minimal. Furthermore, the researcher argues that entrepreneurship, under normal circumstances, is well thought and organised. As a result, it is not likely to create a situation whereby teachers commit numerous acts of unprofessionalism. The researcher believes the real source for teachers' misbehaviour in church secondary schools in Maseru could be hustling. In the researcher's view, hustling could be key to causing acts of indiscipline because it is, more often than not, unintended and unplanned. It could be argued that some of the teachers who are teaching in some church secondary schools today are seen running hustle businesses even in school premises something that may lead to unbecoming teachers' behaviour.

How can TLT remedy the situation whereby teachers engage in small businesses when they are supposed to dedicate all their time to teaching and learning? The researcher proposes the strategy recommended by Roberts (2018). According to Roberts (2018), TLT has ability to foster positive attitude among employees. In this scenario, the researcher would encourage the school principal to find ways to instil and maintain positive attitude among teachers about their work. In the meantime, the school principal should reflect behaviours that can eradicate negativity among teachers as Hebert (2013) suggests. The researcher assumes this approach would help teachers to take their pride and satisfaction from their institution's achievements other than drawing it from monthly salaries something that Herzberg (1959) refers to as "hygiene", and not a motivator.

- Alcohol abuse

This study has found out that some participants opined that alcohol abuse was a source of teachers' professional misconduct in church secondary schools in Maseru. The participants purported that their colleagues who abused alcohol did not regularly go to work claiming that they were not feeling well. This finding is consistent with Mothibeli's (2017) assertion that in South Africa some teachers misbehave owing to personal factors such as drunkenness. This finding also agrees with that of Mohale's (2022) study conducted in Lesotho which alludes to the fact that alcoholism is a contributory factor towards teachers' ineffectiveness at Matelile in Mafeteng.

The researcher opines that alcohol abuse is one of the major contributory factor towards many teachers' misconduct cases in church secondary schools involved in this study. In addition, the researcher is of the view that many teachers who are teaching in church secondary schools nowadays are fond of alcohol intoxication, something they got used to while they were doing a pre-service training at colleges and universities. There is a possibility that after being employed in church secondary schools, their consumption of alcohol could be increasing because they are getting monthly wages. The increased consumption of alcohol could be leading to teachers who have complete disregard for the teaching standards and codes. This could lead to teachers' violation of ethics and codes that govern teachers' relationships, punctuality and regular attendance,

proper way of communication, ensuring high performance and others. The researcher contends that alcohol abuse is, more often than not, the primary source for many acts of teachers' indiscipline that are observed in church secondary schools today.

How can TLT help schools to minimise alcohol abuse among teachers in church secondary schools? The researcher assumes that teachers who indulge in alcoholism are those whose moral and ethical fibre is low. The TLT has the ability to enhance moral fibre of school principals who will ultimately elevate the ethical and moral standards of their teachers (Burns, 1978; Bass, 1999). The researcher believes that teachers with high moral fibre consume alcohol in a responsible manner; so, to divert teachers' attention from alcohol abuse there is a need to develop their ability to make conscious choices (Burns, 1978). It is assumed that when teachers' conscience is reasonably high, teachers will refrain from high alcohol intoxication and this would lead into fewer cases of teachers' misconduct in church schools.

(c) Social factors

The third category is social factors. It is made up of only one component which is influence from global changes and other professions.

- Influence from global changes and other professions

This study has established that some participants were of the opinion that some teachers' misconduct cases were caused by influence from global changes and other professions. The participants claimed that some teachers followed or copied new styles and trends that were adopted from other parts of the world and from other professions, such as stylish dressing, without considering the context in which they were living or working. This finding replicates Mfaume and Bilinga's (2017) finding which indicates that in Tanzania teachers misbehave because of the influence of science and technology. Mfaume and Bilinga (2017) purport that technological devices such as cellular phones, internet and television influence some teachers, especially young ones, to copy new life styles without considering their teaching values and cultural differences (Mfaume & Bilinga, 2017).

The researcher believes that to some extent the influence from global changes

and from other professions is a contributory factor towards teachers' misbehaviour in church secondary schools under this study. The researcher assumes that many teachers, if not all, who teach in church secondary schools do have access to new technological devices which expose them to new global changes and new practices from other professions like it is the case in Tanzania. The researcher argues that this exposure creates what Gluchumanova (2015), Josefova (2016) and Özan and others (2017) refer to as an ethical dilemma; a situation whereby teachers have to draw a balance between local, national and international norms as well as moral and ethical values that originate from diverse backgrounds (Gluchumanova, 2015). The researcher supposes that it is the teachers' inability to make proper balance of different norms, moral and ethical values that makes them to disregard their teaching norms and values in favour of other professions' ethics and values.

How can the TLT come into play in a situation whereby teachers find themselves compelled to follow new global changes and new trends from other professions? The researcher argues that this challenge can be addressed through the school principal escalating teachers' moral capacity (Burns, 1978; Bass, 1999). In addition, the school principal operating under the TLT would need to redirect the school's culture and teachers' values so that all members of the teaching staff work towards the fulfilment of their school's common values and principles (Bass & Avolio, 2003). The researcher supposes that teachers who are morally grounded and have reached moral maturity cannot be easily swayed by fashionable lifestyles and tendencies that undermine their teaching codes and ethics. Furthermore, the researcher believes that when the school's culture and teachers' values and principles are refocused, teachers are likely to align their choices and activities with the newly propagated culture and values.

6.3.4 How school principals lead in managing the professional misconduct of teachers

This study's discussions in this section are based on participants' responses to the following research questions:

- What measures do you take as the principal/SB member/teacher to minimise the factors you have stated above?

- What leadership styles do you or your principal employ to manage professional misconduct of teachers in your school?
- In your view, what leadership strategies do you or your principal employ to manage professional misconduct of teachers in your school?

This study has established that principals, teachers and SB chairpersons of church secondary schools in Maseru make use of the following four measures to minimise factors that contribute to teachers' professional misconduct: using school developed tools; induction and retreat workshops; enforcing disciplinary processes; and holding management and staff meetings.

- Using school developed tools

This study has found out that some of the church secondary schools that participated in this study used school developed tools such as strategic plan, school policies and teacher attendance register to minimise factors that contributed towards teachers' professional misconduct. This finding is consistent with Mothibeli's (2017) assertion that in Bloemfontein, South Africa, teachers' absence was regulated through the use of the following tools: leave management policy, teachers' attendance register and leave forms. This finding also speaks directly to Tluway's (2015) claim that teachers' misconduct in Tanzania is curbed by ensuring that teachers sign teachers' attendance forms and lesson attendance forms immediately after the lesson.

The researcher concurs that there are some school developed tools used by school management to minimise or control incidents of teachers' professional misconduct in church secondary schools in Maseru. However, of all the tools stated above, the researcher accentuates that teachers' class attendance register seems to be the most commonly used tool in church secondary schools that participated in this study. It could be argued that other tools such as strategic plans and school policies are seldomly used. The researcher contends that few principals who are running church secondary schools have capacity to formulate school policies, let alone strategic plans. This means that the use of strategic plans and school policies in church secondary schools claimed by some participants could be very minimal and without impact in this regard.

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- Induction and retreat workshops

This study has revealed that some of the schools that participated in this study curb factors that lead to teachers' professional misconduct by holding induction and retreat workshops. This finding replicates Magwa's (2014) sentiment that in Zimbabwe, teachers can be sensitised about avoiding incidents of students' sexual abuse through holding annual workshops for teachers. According to Magwa (2014), such workshops should concentrate on the following aspects: teachers' moral responsibilities; teachers' ability to make school environments that are abuse free for students; adopting and maintaining policies that discourage teachers from engaging in acts that perpetuate learners' sexual abuse in schools.

The researcher is of the view that induction and retreat workshops could be the most used strategy to curb factors that may lead to teachers' professional misconduct in church secondary schools. The researcher opines that this strategy could have been copied from traditional practices of some of the Christian denominations in Lesotho. The researcher argues that in as much as this strategy could have been copied from church practices, it might have its own challenges when it is used in a school set-up. Some of the challenges could relate to the frequency and duration at which such workshops are held in a school. For example, if such workshops are often held and for a longer time, their effectiveness could be high whereas when they are rarely held and for a shorter time, their effectiveness could be low. The researcher believes that the induction and retreat workshops are held infrequently in church secondary schools in Maseru, therefore their impact could be less than it could be anticipated.

- Enforcing disciplinary processes

This study has unearthed that in some schools that participated in this study, the factors that enable teachers' professional misconduct are minimised by enforcing disciplinary processes. This finding parallels with Mendez's (2009) study conducted in Mexico. Mendez (2009) asserts that when the informal processes

fail to produce the desired results when dealing with teachers' professional misconduct, principals should opt for formal procedures that include written warnings, warning notices and bad performance notes. In the same vein, the finding also correlates with Tluway (2015) and Mothibeli (2017) who emphasise that for school leadership to control some of teachers' professional misconduct cases like absenteeism, they need to follow the prescripts of the law such as issuing of verbal and written warnings.

The researcher acknowledges that enforcing disciplinary processes is one of the approaches used by principals to curb factors that lead to teachers' professional misconduct in church secondary schools under this study. However, the researcher avers that this is one of the least used methods in trying to minimise causes of teachers' misbehaviour in church secondary schools. The researcher presumes that principals and their management teams in church secondary schools could be hesitant to apply this method probably because the procedure more often than not takes a long time to reach finality. Another reason that could lead to school leadership being reluctant to pursue this method could be out of lack of knowledge on how to effectively handle matters of misconduct. The researcher believes despite the possibility that this approach could be the least applied but it could be the most effective strategy to reduce factors that lead to teachers' professional misconduct in church secondary schools today.

- Holding management and staff meetings

This study has also discovered that some factors that lead to teachers' professional misconduct in schools are reduced through holding management and staff meetings. This finding parallels with Ndungu's (2017) study which states that principals in Githunguri sub-county improved teachers' discipline by involving teachers in matters that affect them, especially when the management was going to make important decisions in the school. The researcher argues that in a similar manner when the school principals of church secondary schools hold management and staff meetings in their schools, it is assumed it is because they want to afford teachers an opportunity to participate in matters that affect them.

The researcher opines that holding management and staff meetings is another strategy that is commonly used to minimise incidents of teachers' professional

misconduct in church secondary schools under this study. The researcher believes that much as this approach is commonly used in church secondary schools, it could be the most ineffective approach used to tackle contributory factors towards teachers' professional misconduct. The researcher argues that this approach could have gained popularity in church secondary schools probably because it is convenient and economical to use. Despite the advantages that may be associated with this method, the researcher contends that it appears not to be the right approach to minimise factors that relate to teachers' misconduct cases. The researcher argues that the sensitivity and confidentiality sometimes attached to causes of teachers' misconduct cases may make it difficult for this approach to reduce some root causes of indiscipline. In the researcher's view, this approach on its own could be a source of many teachers' misconduct cases observed today in church secondary schools.

This study has found out that the leadership styles that are used in the management of teachers' professional misconduct in schools that participated in this study are democratic leadership style, a mix of democratic and autocratic leadership styles and shared or collaborative leadership style. The researcher would like to highlight the fact that this category conveys new findings which make this study a standalone inquiry.

- Democratic leadership style

This study has revealed that some participants opined that their principals employed democratic leadership style to manage teachers' professional misconduct in their schools. This finding is consistent with Moorosi-Molapo's (2005) assertion which claims that through democratic leadership style leaders can give their subordinates chance to deliberate on any issue that affects their institutions. This finding also speaks to Nwame and Kayii's (2018) sentiment which proclaims that a democratic leader should allow his/her followers to be part of discussions where they freely express their views in an environment where their rights and freedoms are respected.

The researcher argues that democratic leadership style is commonly practised to manage teachers' professional misconduct in church secondary schools that participated in this study. The researcher argues that many principals could have

adopted this style of leadership not because they find it effective in dealing with teachers' professional misconduct. They could be using it because of the popularity it has gained in the political space and governance fraternity worldwide. Looking at the situation in church secondary schools in Maseru exposed by the findings of this study, the researcher argues that democratic leadership style may lack the anticipated rigour to mitigate teachers' professional misbehaviour.

- Democratic and autocratic leadership styles

This study has found out that other participants believed that principals in their schools employed democratic and autocratic leadership styles interchangeably to manage teachers' professional misconduct. This finding somehow corresponds with Marishane and Botha's (2011) description of situational leadership where they claim that a leader's effectiveness in an institution is dependent on a prevailing situation in a school, suggesting that there might be a need to apply a variety of leadership styles to address certain issues in a school set-up. This finding also relates to Moorosi-Molapo's (2005) contention which stipulates that it is permissible for school principals to use different leadership styles based on circumstances that the school is faced with.

The researcher believes that some principals running church secondary schools under this study do use democracy and autocracy side-by-side. However, the researcher argues that while the two styles of leadership may be used together, majority of principals could find themselves bent on the use of autocracy. It could appear that more often than not dealing with teachers' professional misconduct could be very emotional and tense. The researcher assumes that in situations like this the majority of principals resort to leadership by force. However, the researcher argues that in a situation where the two leadership styles could be well balanced in their application, they could be effective in addressing teachers' professional misconduct in church secondary schools involved in this study.

- Shared/collaborative leadership style

This study has established that another set of participants was of the view that their principals used shared or collaborative leadership style to manage teachers'

professional misconduct in their schools. This finding somehow relates to Ogawa and Bossert's (1995) and Pounder and others' (1995) conceptualisation that shared leadership can be used to improve any situation in a school set-up.

The researcher opines that to some extent principals who are leading church secondary school do use shared leadership style to manage teachers' professional conduct. Much as the researcher believes that shared leadership can have positive impact on teachers' professional conduct, the researcher also anticipates some limitations that can be associated with it. For example, when dealing with some cases of teachers' misbehaviour, principals need to observe privacy and confidentiality. This would mean that as a matter of principle and procedure, the principal might avoid involving other members of the staff. On the basis of this argument, the researcher contends that shared/collaborative leadership style might not be the best style to manage teachers' professional misconduct in church secondary schools under this study.

This study has discovered that the leadership strategies that are used to manage teachers' professional misconduct are face-to-face encounter and involving management teams and school committees.

- Face-to-face encounter

This study has exposed that some participants believed that the leadership strategy that was employed by their school principals was having a face-to-face encounter with misbehaving teachers. This finding is consistent with Mohale's (2022) finding where he claims that principals from some primary schools in Matelile were managing teachers' misconduct by privately cautioning them against unethical behaviour. Mohale (2022) goes further to aver that the principals were addressing teachers privately because they wanted to establish why teachers were behaving unethically.

The researcher believes that face-to-face encounter is a strategy that is commonly used in church secondary schools under this study. It seems this strategy gives chance to teachers to rethink about their misconduct and transform their behaviour. It could be argued that through this strategy the principal is giving their teachers an opportunity to repent and do things right. Through this strategy,

the school principals could be showing their belief in the power of private talk when it comes to addressing teachers' individual misbehaviour. Some principals could be using this strategy because they subscribe to Basotho's philosophy of Ubuntu which requires them to show concern for one another. This implies that some of the principals who lead the schools involved in this study sympathise with misbehaving teachers and would not like to immediately follow the stipulated disciplinary procedures when dealing with them.

- Involving management teams and school committees

This study has revealed that some participants were of the view that their school principals managed teachers' professional misconduct by involving the management teams and school committees. This finding tallies with Betweli's (2020) study which posits that the use of School Discipline Committees (SDCs) in public primary schools in Sumbawanga Municipal and Rural Districts was of great importance. According to Betweli (2020), the SDCs' role was to find a solution to teachers' misbehaviour cases before such cases could be presented before the school principal.

The researcher subscribes to the notion that one way of the leadership strategies of managing teachers' professional misconduct in church secondary schools is by involving management teams. However, the researcher begs to disagree that school leadership in church schools also use school committees to manage teachers' misconduct in church secondary schools. In the researcher's view, there is no committee according to the teachings laws and regulations whose mandate is to deal with teachers' misconduct cases.

6.3.5 Challenges experienced by stakeholders (principals, teachers and SB chairpersons) in the management of professional misconduct of teachers

The discussions of this section of the study are based on the participants' responses to the following questions:

- What challenges do you experience regarding the professional misconduct of teachers in your school?
- How do you address the challenges you have stated above?

This study has revealed that school principals, teachers and SB chairpersons experience the following three challenges in church secondary schools: HODs' reluctance to apply the law, teachers' resistance to authorities and to change and teachers' retaliation.

- HODs' reluctance to apply the law

This study has unearthed that some participants perceived that one of the challenges that they came across was the reluctance of some HODs to apply the law. The participants claimed that the HODs seemed reluctant to take disciplinary measures for fear of possible teachers' dismissal and impairment working relationships. This finding relates to Mothemane (2004) who claims that in South Africa principals are faced with a challenge of incapacitation in relation to proper application the codes. Mothemane (2004) alludes to the fact that because some principals are unable to follow the right procedure when dealing with teachers' disciplinary matters, they become reluctant to handle such cases to avoid decimating their working relationships. This finding also corresponds with Mulkeen's (2010) and UNESCO-IICBA's (2017) viewpoint that majority of principals in Africa including Lesotho lack prerequisite knowledge and skills to handle teachers' misconduct properly. The researcher contends that if principals are lacking knowledge to handle teachers' misconduct cases appropriately, HODs could also be caught wanting in that regard.

The researcher argues that for participants to claim that HODs are reluctant to apply the law might be superficial. The real challenge could be their lack of knowledge or capacity to apply the law. This presumed insufficient knowledge to apply the law somehow confirms what scholarly literature (Mothemane, 2004; Mulkeen, 2010; UNESCO-IICBA, 2017) claims to be the existing predicament in many parts of Africa.

How can TLT assist in a situation whereby HODs are reluctant to apply the law? As the researcher has already alluded to, this could be prompted by lack of knowledge to deal effectively with disciplinary matters. In a situation like this, TLT's component called *Individualised Consideration* becomes very handy. The school principal under transformational leadership would diagnose each HOD's abilities and weaknesses with the intention of developing and empowering them

(Bass, 1985; Bass, 1990; Avolio & Bass, 2002). The diagnosis would be followed by a choice of preferred intervention which would be tuned towards realisation of individual goals and development (Bass, 1990; Avolio & Bass, 2002; Mukhuty, 2013).

- Teachers' resistance to authorities and to change

This study has also established that another challenge that some participants claimed that school principals experienced was teachers' resistance to those who were in authority. The participants further purported that some teachers preferred to stick to their old ways of doing things thereby resisting any change that was envisaged by the school management. This finding is in line with Betweli's (2020) observation from the Tanzanian context. Betweli (2020) reported that in Sumbawanga Municipal and Rural Districts in Tanzania, some teachers arrived late at school in defiance of school principals' orders that urged them to observe punctuality to school. This finding is also in coherent with Sincar's (2013) study that was conducted in Turkey. Sincar (2013) posits that despite young teachers showing interest in the use of technology in elementary schools, experienced old teachers did not embrace the use of technology in their schools.

The researcher agrees that there is some form of teachers' resistance towards school authorities and towards change in church secondary schools. However, the researcher argues that a higher degree of teachers' resistance or defiance in these schools could be related to teaching and learning. It seems that there are teachers who undermine their authorities probably because they held higher qualifications than their principals. Another reason that could lead to teachers' resistance towards principals could be the position or status that some teachers occupy in the church hierarchy. There is possibility that if teachers occupy more influential positions than their leadership in the church, there is likelihood that they may undermine their school leadership. The researcher argues that a higher degree of teachers' resistance or defiance in church secondary under this study could be associated with curriculum reforms.

How can the TLT intervene in a situation whereby teachers are resistant to authorities and to change? The researcher assumes that teachers become resistant to authorities and to change because they have low morale and

negative attitude. That being the case, to improve this situation there is a need to boost teachers' morale (Bass, 1990; Rao & Arora, 2017) and to instil positive attitude to minimise teachers' negativity about change (Hebert, 2013; Roberts, 2018).

- Teachers' retaliation

This study has discovered that in some church secondary schools under this study, some SB members experienced some form of retaliation from teachers. It was purported that some teachers avenged against SB members whom they perceived to have played an active role in influencing negative consequences preferred against such teachers as a result of their misbehaviour. Similarly, this finding parallels with the results of Kilonzo's (2013) study conducted in public secondary schools in Lamu County, Kenya. Kilonzo (2013) postulates that some school principals in Lamu County were afraid to take proper disciplinary action against students because they were intimidated by students and some parents. In this current study, it seems SB chairpersons are sceptical to deal with teachers who misbehave because they (teachers) retaliate against them by victimising their children at school. In the researcher's view, though this finding can be compared to Kilonzo's (2013) research result, it remains unique because the intimidation or retaliation experienced in this regard is targeting SB members not school principals as is the case in Kilonzo's (2013) study. This could be the first study to disclose that teachers retaliate against SB chairpersons.

In the researcher's view, teachers' retaliation against SB members is not common in church secondary schools in Maseru. The researcher argues that majority of teachers in church secondary schools seem to have respect for SB members. In the researcher's view, a member of the SB who is likely to experience teachers' retaliation could be the one who has personal issues with teachers. There is possibility that teachers who harbour the spirit of retaliation against SB members do so because they are somehow settling scores on issues that are not even related to school governance matters.

How can the TLT address a situation whereby teachers' take revenge against SB members who played an active role in disciplining them? The researcher argues that teachers who retaliate when they are disciplined are morally and ethically

immature. There is a need, therefore, to deal with the moral aspect of such teachers. According to Burns (1978) and Bass (1999), the TLT would be relevant in this area because it is concerned with principals' moral growth and it enables them to raise teachers' ethical and moral standards. Furthermore, this theory has the ability to mould teachers whose decisions depend on their conscious choice (Burns, 1978). The researcher believes that teachers who are ethically and morally mature and whose thoughts are grounded in conscious choice can hardly find themselves committing immoral acts like retaliation.

This study has established that school principals, teachers and SB chairpersons who participated in this study address the challenges stated in the previous sub-section through persuasion and by using internal and external expertise.

- Persuasion

This study has revealed that some of the challenges that were witnessed in schools under this study were tackled through principals persuading deputy principals and HODs to take disciplinary measures against teachers who misbehaved. This finding is consistent with Akinrotimi's (2021) results on critical professional misconducts of teachers in Nigeria and how school leadership should deal with them. Akinrotimi (2021) posits that in order to combat challenges linked to teachers' professional misconduct in Nigerian secondary schools, school administrators need to enforce discipline among teachers. Akinrotimi (2021) further argues that when enforcing discipline among teachers, the school leadership should follow formal disciplinary procedures which he/she believes will discourage other teachers from committing similar acts of misdemeanour.

The researcher believes that many principals who run schools under this study do use persuasion as a strategy to minimise challenges that they experience in the management of teachers' professional misconduct. However, the researcher argues that the effect of that persuasion could be varying from one school to another. It could appear that this persuasion is more effective in schools where school leadership is more efficient and effective – meaning it could be less effective in schools where school leadership is less effective. The researcher argues, therefore, that persuasion as a strategy could work better in schools where principals are influential. It could be further argued that under normal

circumstances teachers' attitudes could be easily swayed towards the expected behaviour by principals who possess attributes of the transformational leader like charisma and inspiration. This calibre of leadership could command respect and trust of teachers under their administration something that could lead into reduction of many challenges that confront principals in church secondary schools.

- Using internal and external expertise

This study has found out that some of the participants who participated in this study were of the view that some of the challenges that were experienced in church secondary schools were addressed by using internal and external expertise. This finding corresponds with Ng'oma and Simatwa's (2013) discovery that claims that in Nyando District in Kenya principals used to invite specialists to hold guidance and counselling sessions for teachers who behave unprofessionally in schools. This finding is also in line with Mothibeli's (2017) assertion that some principals in Bloemfontein, South Africa, address teachers' habitual absenteeism by using experts from counselling services and specialists from the department of education.

The researcher agrees to the view that some of the schools involved in this study mitigate the challenges associated with management of teachers' professional misconduct by using internal and external expertise. The researcher opines that internal and external expertise is easily accessible and could be the most used intervention to reduce challenges of teachers' conduct in church secondary schools. The researcher argues that church secondary schools under this study could be spoiled for choice of using highly resourceful personnel either from their church denominations or from the government without incurring much expenses. It could be argued, therefore, that the partnership between the government and the church that exists in church secondary schools could make this approach the most favoured strategy because it could be the most effective way of transform teachers' professional misconduct. However, the researcher contends that despite all the advantages that this approach might have for church secondary schools in Maseru, some principals might still be found to be underutilising this opportunity.

6.4 CONTRIBUTION OF THE STUDY

In the following section, I present what seems to be unique about this stud that can be classified as contribution from the study or new knowledge.

6.4.1 INTRODUCTION

The purpose of this study was to explore school principals' experiences of professional conduct of teachers in church secondary schools in Maseru, Lesotho. The previous chapter focused on the discussion of the findings that were presented in Chapter Five. In this chapter, the researcher would like to, firstly, showcase the extent to which this study has achieved its objectives. Secondly, the researcher intends to delve into the previous chapters to form an opinion on what leadership styles can be used in the management of teachers' professional conduct in church secondary schools as reflected in this study. Furthermore, the researcher would synthesise the reviewed literature and the findings of this study in order to develop a management model that could assist school principals in managing the professional conduct of teachers.

6.4.2 REVISITING THE OBJECTIVES OF THE STUDY

The researcher in this study envisaged to achieve the following objectives in order to respond to the main question of this study:

- To explore the experiences of stakeholders (school principals, teachers and SB chairpersons) regarding the professional conduct of teachers.
- To determine the professional misconduct of teachers.
- To identify factors that contribute to the professional misconduct of teachers in schools.
- To explore how school principals lead in managing the professional misconduct of teachers in schools.
- To establish challenges experienced by the stakeholders (school principals, teachers and SB chairpersons) when managing the professional misconduct of teachers.

In the following paragraphs, the researcher showcases the extent to which this study has been able to achieve its purpose. He shows this by highlighting the

reviewed literature and the current findings of this study which in his view speak directly to the objectives of this study.

In the first place, this study has provided an informative literature on incidents of teachers' professional misconduct that many scholars claim that they occur in numerous schools in many parts of the world (cf. 3.5). The researcher contends that the cases of teachers' professional misconduct highlighted in section 3.5 are more or less the experiences witnessed by school principals in many parts of the world. The findings of this study also present the experiences that school principals, teachers and SB chairpersons who participated in this study have undergone. Those experiences were in the form of school culture that existed in schools which teachers passed from one generation to the other, including the experiences of acceptable and unacceptable professional conduct of teachers (cf. 5.5.1). The researcher contends that the information gathered from literature and the one conveyed by the findings of this study have adequately met the first objective of this study.

In an attempt to achieve the second objective which is to determine what the participants in this study regarded as teachers' professional misconduct, the researcher presented scholarly literature that gave a detailed description of teachers' professional conduct and misconduct and drew a difference between the two (cf. 3.4; 3.5). To give the reader a deeper understanding of these concepts, the researcher interrogated professionalism (cf. 3.2) and ethics (cf. 3.3), which he believed would share critical information on what makes a teacher professional. In the researcher's view, the findings of this study align with the second objective of this study in that they convey the participants' views on what teachers' professional conduct and misconduct mean (cf. 5.5.2). In addition, the findings of this study show participants' general feelings and their expectations about teachers' professional conduct as well as prevalent cases of teachers' professional misconduct. In the researcher's view, all the points or elements covered under 5.5.2 have formed a comprehensive account of what school principals and other participants regarded as teachers' professional misconduct.

Thirdly, this study was expected to identify factors that contributed towards teachers' professional misconduct. The reviewed literature has been accurate in

this regard in that it exposes many factors that contributed towards teachers' professional misconduct such as low income, stress caused by high workload, lack of teachers commitment and motivation, to mention a few (cf. 3.6). The findings of this study revealed that teachers misbehave professionally owing to, for instance, ineffective school leadership, poor teacher training, entrepreneurship, the influence of global changes and other professions on the behaviour of the teachers (cf. 5.5.3). The findings went further to classify these factors into institutional, personal and social. On the basis of what literature has revealed and what has been disclosed by the findings, the researcher, therefore, contends that the third objective of this study is satisfactorily achieved.

This study had intended to explore how school principals lead in managing the professional misconduct of teachers in schools. In trying to realise this objective, the researcher reviewed literature that dealt specifically with school principals' leadership styles (cf. 2.5). This part of literature highlighted different styles and approaches that principals can use in leading the management of teachers' professional misconduct in schools. The researcher has presented his views on the styles of leadership that he believes could be applicable to the case of Lesotho, particularly in church secondary schools that participated in this study. School culture was also roped in because the researcher believed that identifying and introducing the right school culture could be one of the leadership strategies that could be used to effectively manage teachers' professional misconduct in church secondary schools (cf. 2.6). The researcher went further to suggest leadership styles and types of school culture that seemed to be compatible and could be used together to address teachers' professional misconduct. The findings of this study disclosed that some principals in schools under this study employed democratic, democratic-autocratic and shared/collaborative leadership styles and the strategies that they used were face-to-face encounter and involvement of management teams and school committees (cf. 5.5.4). In the researcher's view, the literature highlighted in this part and the findings of this study referred to here have enabled this study to realise its fourth objective.

Lastly, the study envisaged to establish challenges that were experienced by the school principals, teachers and SB chairpersons who participated in this study in the management of teachers' professional misconduct. In line with this objective,

the researcher interrogated scholarly literature on challenges that face principals when managing teachers' misconduct in schools (cf. 3.8). The reviewed literature shows that principals encounter challenges like their inability to apply codes of good conduct appropriately, poor in-service training, lack of support from education personnel etc. The findings have revealed a number of pertinent issues that principals were faced with like HODs' reluctance to apply the law, teachers' retaliation etc. (cf. 5.5.5.1). Moreover, the researcher contends that both the reviewed literature and the findings highlighted here have assisted this study to fulfil its objective. In addition, the researcher sought to establish means through which some of the challenges could be resolved (cf. 5.5.5.2). The researcher argues that searching for ways to address the said challenges was still in line with this objective because skipping possible remedies would leave a recognisable gap in the findings of this study.

6.4.3 PROPOSED LEADERSHIP STYLES

As indicated earlier, the main purpose of this study was to explore school principals, teachers and SB chairpersons' experiences of professional conduct of teachers in church secondary schools in Maseru, Lesotho. Of the five objectives that were formulated to guide this study to realise its purpose, the fourth research objective specifically focused on how school principals led in managing the professional misconduct of teachers in church secondary schools. It is on the fourth objective that this study deemed it necessary to work towards identification of leadership styles that would be applicable in the management of teachers' professional misconduct in church secondary schools in Lesotho.

In this section, the researcher has analysed the leadership styles that according to the findings of this study were perceived to be used by school principals to manage teachers' professional misconduct in their schools. The researcher showed the extent to which those styles are suitable or not suitable as the case may be for the management of teachers' professional misconduct in church secondary schools under this study. The reviewed literature was used to inform the researcher's argument on the strengths and weaknesses of each leadership styles in the management of teachers' professional conduct. The researcher went further to articulate his view on the relevance of each leadership style and

recommended the leadership style he believed would be relevant for schools under this study.

This discussion was necessary because the reviewed background literature had indicated that some school leaders and managers who are supposed to deal with issues surrounding professional conduct of teachers particularly in Africa did not have the required training and knowledge (cf. 1.3). This study has realised a gap in the lack of knowledge of leadership styles that school principals should use to manage the declining professional conduct of teachers in secondary schools (cf. 1.3). On the basis of this, this study's intention was to fill this very gap by exploring how school principals led in managing professional conduct/misconduct of teachers in church secondary schools in Maseru.

In line with the identified gap, this study has revealed that the leadership styles that are employed by some principals who participated in this study are democratic leadership, a mix of democratic-autocratic leadership and shared or collaborative leadership (cf. 5.5.4.2). A deep analysis of participants' views in this regard gives the impression that democratic leadership could be the most used and probably the most favoured style (cf. 5.5.4.2). However, the findings allude to the fact that the use of democratic leadership style could be associated with some shortcomings on the part of school principals. The findings indicate that for those who are inclined to democratic leadership style, there could be a feeling that some principals use it to avoid direct confrontation with teachers who misbehave and as a result, it is viewed to be somehow ineffective. Another implication is that democratic leadership style is used by principals who could be avoiding being held responsible for making unpopular decisions (cf. 5.5.4.2). There seems to be a notion that when decisions are reached where all teachers are involved, the school principal would not be held accountable for unsatisfactory decisions. Conversely, the researcher argues that the principal by virtue of the position he/she occupies in the school structures, he/she would always be held responsible for any decision taken on discipline in the school (cf. 2.4).

The reviewed literature presented in section 2.5.2 does not explicitly advocate for or denounce the use of democratic leadership in the management of teachers'

professional misconduct. In the same vein, the reviewed literature does not spell out the weaknesses that could be associated with democratic leadership style in the management of teachers' professional misconduct. However, the researcher presumes that many principles of democracy shown in 2.5.2 may not be suitable where the school leadership is dealing with teachers' professional misconduct. For example, it might be impossible for the school leadership to involve teachers in disciplinary issues that affect another teacher (cf. 2.5.2). The researcher contends that owing to sensitivity and confidentiality attached to teachers' misconduct cases, the use of democracy may bring about many administrative challenges. As a result, against what the findings of this study present in this case, the researcher argues that democratic leadership style may not be suitable for managing teachers' professional misconduct in church secondary schools.

Secondly, the findings of this study have indicated that some principals employed democracy and autocracy or dictatorship interchangeably when dealing with teachers' professional misconduct (cf. 5.5.4.2). Much as some participants claimed that their principals were using a mix of these leadership styles, the researcher has taken note of the fact that some participants registered their disapproval of the use of autocracy in their schools (cf. 5.5.4.2). This suggests that autocratic leadership style could be unpopular among the teaching staff in church secondary schools involved in this study. On the basis of this, the researcher argues that any attempt to include autocracy in the management of teachers' professional misconduct could end up inviting unnecessary resistance from teachers. It may appear that the use of autocracy could be a source for multiplicity of problems in the management of teachers' professional conduct.

The reviewed literature does not refer to any application of democratic leadership and autocratic leadership as a combined method of leadership. However, sub-section 2.5.5 of the reviewed literature presents contingency or situational leadership which in the researcher's view accommodates the use of two or more leadership styles. The researcher's understanding of contingency leadership is that it encourages the school principals to assess the situation or environment of their schools and determine what leadership style or styles could be effective in the given situation. The researcher avers that whenever principals consider leadership styles that they may use to combat teachers' professional misconduct

in schools, they must try everything in their power to minimise the use of autocratic leadership style. The researcher argues that autocracy could be too archaic to deal adequately with teachers' demands and expectations that are related to their professional conduct in the 21st century.

Thirdly, the findings of this study disclosed that some of the interviewees accentuated that some principals employed shared/collaborative leadership style to manage teachers' professional conduct (cf. 5.5.4.2). The analysis of the findings does not give a hint about any challenges that may be associated with the use of shared leadership. The researcher asserts that shared leadership could, to some extent, address issues that concern teachers' misbehaviour effectively. Nonetheless, the researcher contends that principals need to be very careful when they involve other role players like teachers in matters that concern their colleagues because there is likelihood of conflict of interest and malice in this.

The shared/collaborative leadership style is recommended by Mphale (2015) who claims that in recent times it is difficult for school principals to run schools effectively without assistance of other stakeholders. In the same vein, Pearce (2007) emphasises a need for school principals to collaborate with other stakeholders in day-to-day management activities of the school (cf. 2.4). According to Kiprop (2016), one of the responsibilities that school principals must perform is to ensure that teachers' discipline is maintained. The implication of this is that even in matters that concern teachers' conduct and discipline, school principals must involve other stakeholders. Kiprop (2016) argues that in this situation, the principal's responsibility is to use his/her influence to set the tone and morale of the school on teachers' professional conduct in the school.

On the basis of the scholars' views presented earlier, the researcher is of the view that shared/collaborative leadership style would be the most suitable leadership approach to be used to manage teachers' professional misconduct in church secondary schools under this study. Another factor that influences the researcher's decision in this direction is the fact that this study is embedded in transformational leadership theory. The researcher contends that shared leadership has some attributes of transformational leadership. This notion tallies

with Hallinger and Heck's (2010) viewpoint which claims that shared leadership is a hybrid of instructional and transformational leadership (cf. 2.5.8).

One of the findings of this study disclosed that some of the participants who participated in this study experienced, among others, the passing on of a school culture of teacher professional misconduct from one generation to the other (cf. 5.5.1). On the basis of this finding, the researcher is of the view that for shared/collaborative leadership style to be effective, principals must be mindful about the organisational culture that exists in their schools. This implies that principals must establish what organisational culture exists in their schools and determine whether they must change it or not. The researcher contends that every leadership style will flourish and work effectively if it is practised in a conducive culture.

Section 2.6 of reviewed literature shares an informative information on what organisational culture entails. This section has given a detailed account on the definition and meaning of organisational or school culture. It has also highlighted the impact of school culture on the institution itself and its members, in this case teachers. Of great interest from this point is the fact that organisational or school culture has direct impact on the institution and particularly on teachers' behaviour (cf. 2.6). This section went further to interrogate different typologies of organisational culture from business and public administration perspective which the researcher believed they were somehow relevant to the school set-up. The researcher proposed the combinations of leadership styles and school culture that could be used together to effectively manage teachers' professional conduct in church secondary schools. For instance, since this study recommends the use of shared leadership to manage teachers' professional conduct, the researcher contends that shared leadership may yield effective results where the clan exists (cf. 2.6).

6.4.4 PROPOSED MANAGEMENT MODEL

In this sub-section, the researcher presents a management model that he developed in line with the commitment that he made in chapter one section 1.8. The proposed management model shall be called 'Teachers' Conduct Management Model' (TCMM). In the following paragraphs, the researcher

highlights the findings of this study and the reviewed literature that in his view had direct influence on the development of this proposed model. Moreover, the researcher will present a lay-out of this proposed model and explain how it is intended to operate.

6.4.5 DEVELOPMENT OF TCMM

As alluded to in the previous paragraph, the development of the TCMM was informed by the interrogation and scrutiny of the findings of this study as well as the reviewed literature. Only the findings that were deemed relevant to the construction of the envisaged model were highlighted together with the corresponding reviewed literature. In the following paragraphs, the researcher discusses the relevant findings and the reviewed literature that speaks to them in the context of developing a model that would assist principals to manage teachers' professional conduct more effectively and efficiently.

Firstly, one of the findings that made a major contribution towards the development of the proposed management model is the fact that some of the participants claimed to have experienced the passing on of a school culture of teacher misconduct from one generation to the other (cf. 5.5.1.1). In the researcher's view, this finding somehow compelled him to include school culture in the development of the TCMM. In line with this, the researcher consulted section 2.6 of literature review which gives an informative account about school culture and the impact it has on teachers' behaviour and performance. Guided by this, the researcher found it imperative to include school culture in the development of the proposed model and use it as the basis of the model.

Another finding that appealed to the researcher in the process of building the proposed management model was the fact that some participants registered their concern about some teachers who engaged in intimate relationships with learners and sexually molested them (learners) (cf. 5.5.2.2; 5.5.2.4). The reviewed literature shows that this is a global concern. The researcher learned that countries like north-western Carolina in the USA, Philippines in Asia and some parts of the African continent like Kenya and Tanzania have experienced this predicament (cf. 3.5). The researcher contends that this issue of teachers having intimate relationships with learners and abusing them (learners) sexually

implies that working relationships between teachers and learners are not conducive. The researcher, therefore, argues that there is a need to develop a model that would help principals to deal appropriately with teachers' and other role players' relationships, especially learners.

Some participants had reported that some teachers engaged in alcohol abuse or drunkenness (cf. 5.5.2.4). Alcohol abuse was also said to be a factor that contributed towards the professional misconduct of teachers in church secondary schools in Maseru (cf. 5.5.3). The reviewed literature shows that drunkenness is not only a problem in Lesotho, but also a challenge in South Africa, Kenya and Malawi, just to mention a few (cf. 3.5). In full view of this prevailing situation, the researcher felt that there was a need for this study to develop a model that would empower principals to deal effectively with teachers' behaviour.

Another finding that was of profound significance to the development of this model was the fact that some participants purported that in church secondary schools under this study only three leadership styles were used to manage teachers' professional misconduct (cf. 5.5.4.2). The three leadership styles were democratic leadership style, democratic-autocratic leadership style and shared/collaborative leadership style. This was significant in that it implied that there was limited knowledge on the part of the participants on the leadership styles that could be used in schools to manage teachers' conduct. This alleged lack of knowledge warrants a need for a leadership tool that could inform principals on a leadership style that could be employed to manage teachers' professional misconduct. Section 2.5 of literature review gives a detailed account of the types of leadership that could be used in schools. Section 2.6 provides additional knowledge on the types of school culture that could be used side-by-side with certain leadership styles. The researcher argues that for a leadership style to be effective, it must match with compatible typologies of school culture. In the researcher's view, this is another part that contributed massively to the development of the proposed model.

Lastly, this study also reported on the participants' responses on the measures and strategies taken to minimise and manage professional misconduct of teachers in different schools. The participants posited that the following

measures and strategies were employed to minimise and manage teachers' professional misconduct: using school developed tools; induction and retreat workshops; face-to-face encounter and involvement of management teams and school committees etc. Considering the seriousness and severity of some teachers' misconduct cases in church secondary schools that participated in this study, the researcher envisaged the need to include 'strategies' in the construction of the new model.

6.4.6 PRESENTATION OF THE PROPOSED TEACHERS' CONDUCT MANAGEMENT MODEL
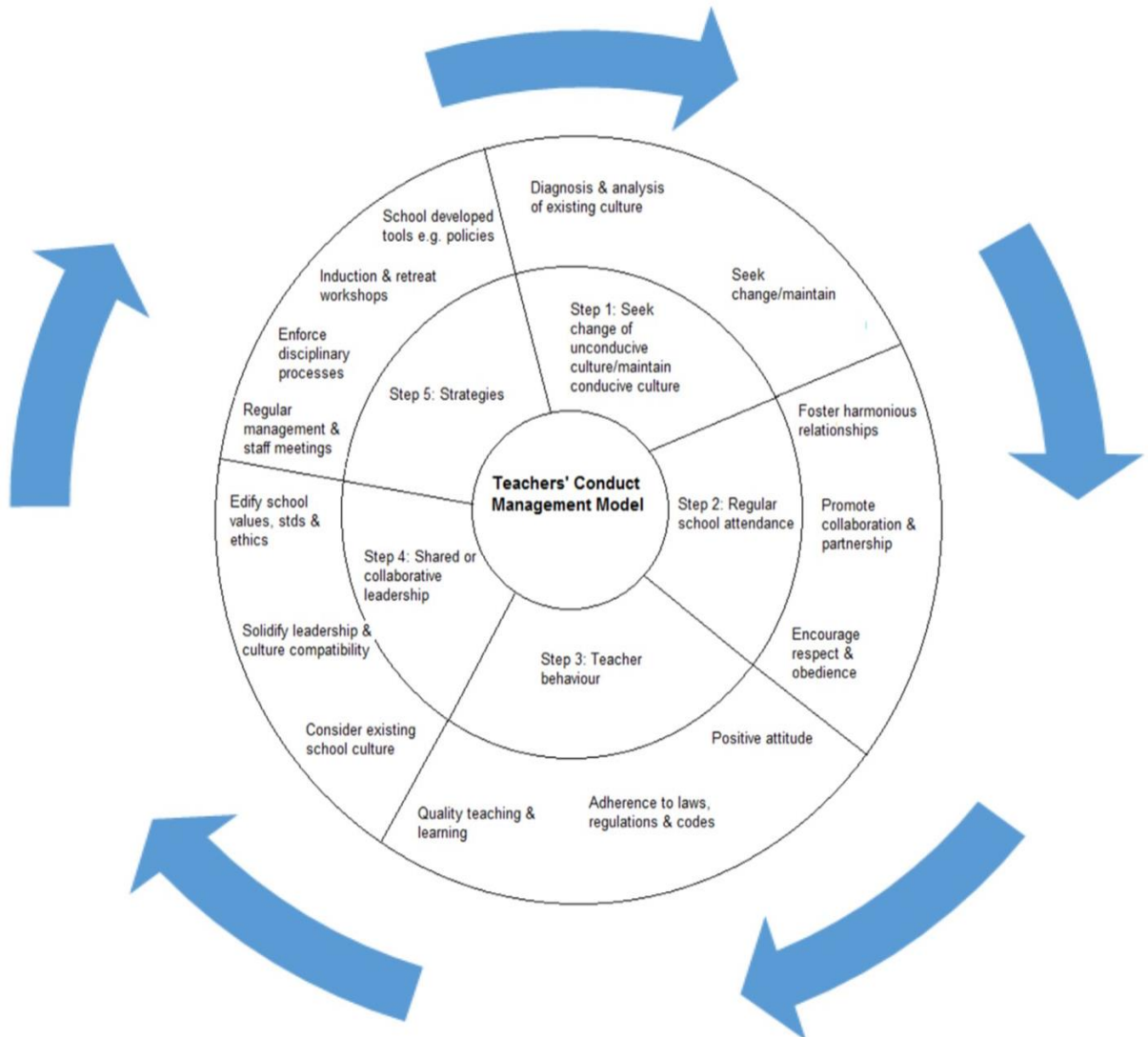
The proposed management model is named Teachers' Conduct Management Model. The reason behind developing this model was to provide church secondary schools' principals, especially those involved in this study, with a well-researched tool that could assist them to manage teachers' professional conduct more effectively. In the following paragraphs, the researcher gives an overview of this model in a sequence that is suggested by the researcher. The researcher would like to state that the sequential order of events proposed here could allow some form of variation and overlapping depending on each school's situation. However, the researcher recommends that where possible the proposed model

be applied the way it is presented to the reader.

This management model is cyclical in nature and it consists of five major components, namely, *seek change of unconducive culture or maintain conducive culture, regular school attendance, teacher behaviour, shared or collaborative leadership, and strategies*. The first component, *seek change of unconducive culture or maintain conducive culture*, is informed by the finding that speaks about the participants experiencing the passing on of school culture of teacher misconduct from one generation of teachers to the next (cf. 5.5.1.1). Based on this finding, the researcher believes that for principals to deal effectively with teachers' professional conduct, there was a need for them to know the culture that exists in their schools. The researcher contends that principals could be challenged to address teachers' professional conduct without clear understanding of the school culture that prevails in their schools. The *seek change of unconducive culture or maintenance of conducive culture* presented as the first tool of this model consists of two dimensions: diagnosis and analysis of existing culture and seek change or maintain the existing culture. This model, therefore, encourages principals to first of all diagnose and analyse the existing school culture. While diagnosing and analysing, the principals should identify the attributes of the existing culture especially those that need to be strengthened and those that need to be pruned. After thorough scrutiny of the attributes of the existing culture, the researcher contends that the principal should be able to classify the culture in line with the information given in section 2.6 of reviewed literature. Lastly, when the principal is fully aware of the type of culture his/her school is faced with, he/she must plan for the new change or maintenance of the prevailing culture. This plan must be intentional and must be guided by an action plan which indicates what cultural aspects to change; who is assigned to do or facilitate what; envisaged activities and their timeframes. Since this study is guided by the TLT, principals are advised to consider changing the existing school culture or some aspects of it which may appear to have contributed to undesirable behaviour of teachers in the past. After all, changing school culture is believed to be one of the ways of forestalling employees from going back to the past status quo (Kotter, 2012).

The second component of this model is *regular school attendance*. This step

consists of the following dimensions: fostering harmonious relationships; promoting collaboration and partnership; and encouraging respect and obedience. This component is prompted by the findings that revealed that some teachers were coming to school late and were not attending classes regularly (cf. 5.5.2.2). In addition, some participants indicated that they expected teachers in their schools to maintain regular school attendance and perform their duties appropriately (cf. 5.5.2.3). Another finding that influenced inclusion of *regular school attendance* in this model was the fact that some participants claimed that absenteeism, late coming and poor class attendance were the most prevalent cases which had negative impact on teaching and learning (cf. 5.5.2.4). In view of the reported participants' expectations highlighted in sub-section 5.5.2.3, this model asserts that for school principals to enhance teachers' regular school attendance, they need to work tirelessly to maintain harmonious relationships between teachers and other school community members. This is also in line with the participants' views which underscored the importance of promoting collaboration and partnership between school community members. The participants also alluded to the fact that there was a need for school community members, especially learners, to show respect and obedience for teachers (cf. 5.5.2.3). The researcher argues that if working relationships between teachers and other stakeholders are always conducive in schools, teachers' attendance is bound to improve.

The third step of this model is *teacher behaviour*. *Teacher behaviour* is built on positive attitude of teachers, teachers' adherence to laws, regulations and codes and quality of teaching and learning. This tool is necessitated by the fact that this study reveals that there are numerous incidents of teachers' misbehaviour that were reported to be prevalent in church secondary schools under this study (cf. 5.5.2.4). For instance, there were cases of drunkenness, insubordination, embezzlement of school funds, to mention a few, that were reported in relation to teachers' misconduct in some church secondary schools. Moreover, the undesirable behaviour of teachers was also observed in religious practices where teachers were said to be reluctant to accompany students to the church; they converted students to their (teachers') religious movements and they refused to pay and collect church contributions etc. The participants of this study have

proposed means through which teacher behaviour could be enhanced (cf. 5.5.2.3). They declared that teachers' unwanted behaviour could be improved by, among others, building teachers' positive attitude, ensuring that teachers adhere to teaching laws, regulations, and codes and they (teachers) produce teaching and learning of high quality. The researcher argues that this could be done through capacity building workshops and from time-to-time reinforcement of positive response, among others.

The fourth step of this model is *shared/collaborative leadership*. *The shared/collaborative leadership* component is guided by the findings highlighted under sub-section 5.5.4.2 of this study and it consists of the following elements: consider existing school culture, solidification of leadership style and compatible school culture and edification of school values, standards and ethics. The participants in this study revealed that their principals were using democratic leadership style, democratic-autocratic leadership style and shared leadership style to manage teachers' professional misconduct in their schools. Of the three styles of leadership claimed to be used by principals in schools under this study, the researcher suggests that shared leadership could be the most effective when it is applied to its strengths. However, the researcher is of the view that the school principals could use other leadership styles provided they find them to be relevant to the existing culture. In determining the appropriate and relevant leadership style, the school principal must be fully aware of the type of culture that exists in his/her school. The principal would have to select a leadership style that makes a good match with the prevailing culture. Section 2.6 of literature review gives an informative account in this regard. In section 2.6, the researcher has suggested some combinations that in his view are conformable between some leadership styles and different cultural typologies. For instance, he proposed that transformational leadership style could prosper where adhocracy culture exists, shared/collaborative leadership style could flourish where the clan prevails, hierarchy could gel with dictatorship/autocracy leadership style while the market culture could correspond with transactional leadership style. The researcher contends that if the leadership style selected is not compatible with the culture that exists in that particular school, chances are high that the employed leadership style could be ineffective. The researcher also contends that

irrespective of the leadership style selected by the principal, the implementation thereof must focus on edification of school values, morals and ethics in teachers.

The fifth constituent of this model is *strategies*. This constituent is made up of regular management and staff meetings, disciplinary processes enforcement, induction and retreat workshops, using school developed tools, face-to-face encounter and involvement of management teams and school committees. The construction and inclusion of this tool in this model is informed by the findings of this study that are found under sub-sections 5.5.4.1 and 5.5.4.3. Sub-section 5.5.4.1 reveals findings pertaining to measures that were taken by school leadership to mitigate factors that contributed towards cases of teachers' professional misconduct in schools under this study. It was reported that some of the measures or strategies that were used to curb such factors were holding regular management and staff meetings, enforcing disciplinary processes, holding induction and retreat workshops and using school developed tools such as policies and strategic plans. Sub-section 5.5.4.3 reports on the participants' views on the leadership strategies that were employed in the management of teachers' professional misconduct in church secondary schools. The findings of this study disclosed that the following strategies were used to manage teachers' professional misconduct: face-to-face encounter and involvement of management teams and school committees. In the researcher's view, the measures taken to curb contributory factors towards teachers' professional misconduct and the strategies used to manage teachers' professional misconduct highlighted here should be combined to make six elements that construct step five of this model.

6.4.7 PRESENTATION OF NEW FINDINGS

The purpose of this study was to explore stakeholders' (school principals, teachers and SB chairpersons) experiences of professional conduct of teachers in church secondary schools in Maseru, Lesotho. In its attempt to achieve this purpose, this study was also aiming at generating a new body of knowledge on the experiences of school principals, teachers and SB chairpersons of teachers' professional conduct in schools that participated in this study. This section of research presents a brief highlight of the new findings of this study and indicates

how they contribute towards scholarly research.

Of the many incidents or cases of teachers' professional misconduct that are perceived to be prevalent in church secondary schools, this study has revealed numerous distinctive incidents which are religious in nature (cf. 5.5.2.4). Firstly, some participants disclosed that poor church attendance was one of the common incidents of teachers' professional misconduct whereby most of the teachers refused to attend church services or accompany students to church, so to speak. Another incident that was found to be prevalent was the issue of teachers who convert students into their (teachers') new religious movements. Thirdly, this study revealed that it was common for teachers to refuse paying or collecting church contributions from students during Charisma/Lenten period. For those who collected the church contributions, it was reported that they embezzled them. Lastly, it was reported that failure to attend and conduct morning assembly was also occurring regularly.

There are numerous research studies that were conducted on prevalent cases of teachers' professional misconduct especially in Africa (Ng'oma & Simatwa, 2013; Chirwa, 2014; Mabagala, 2016; Mfaume & Belinga, 2016). Most of them collected data from public schools whereas this study focused on church-owned secondary schools. To the best of my knowledge, this study has become the first of its kind in the field of educational management to have reported about the four religious cases highlighted above. This study has brought about a new dimension in this field of study by highlighting the fact that in church secondary schools that participated in this study, teachers' professional conduct could also be determined by considering the extent to which teachers adhered to the religious practices of the owner of the school. In other words, in these schools, teachers' conduct is not only measured by looking at the extent to which teachers adhered to the teaching regulations, ethics and codes' frameworks. These new findings clearly show that in church secondary schools under this study, another aspect that needed to be considered when looking at teachers' conduct was their (teachers') ability to follow the religious practices of their respective school proprietors regardless of whether such teachers subscribe to their religious belief or not. This suggests that a teacher may follow all the dictates of the teaching codes and legal frameworks, if he/she fails to adhere to the religious practices of

the church which owns the school where a teacher is employed, his/her conduct might be viewed as unprofessional or unethical.

In the researcher's view, the fact that this study could be the first one to have revealed the findings of religious nature is a sign of uniqueness for this study. The researcher attributes this achievement to the choice of purposive sampling (cf. 4.5). Purposive sampling assisted the researcher to select participants with specialised knowledge and experience, who could yield rich information that could help this study to achieve its purpose (Merriam, 2002; Nieuwenhuis, 2007). School principals, teachers with long service and SB chairpersons were purposively chosen and they were believed to have in-depth and rich information about teachers' professional conduct. This paid dividends in that the participants in the current study acknowledged the religious practices that had direct bearing on the professional behaviour of teachers.

Some participants divulged that during the Covid-19 pandemic, some teachers ignored the protocols and requirements set by WHO on physical or social distancing and wearing of face masks/shields which the participants regarded as common among teachers. This finding added new knowledge by indicating that teachers' codes and standards are not static, and they transcend the teaching codes and legal frameworks. For example, in the time of crisis like it was the case in 2020-2022, teachers' codes and ethics broadened to accommodate WHO protocols. The researcher would like to attribute this achievement to the use of case study under qualitative approach. The study followed a multi-case study where data were collected from five church-owned secondary schools in Maseru. In-depth interviews were telephonically conducted where open-ended semi-structured questions were asked (cf. 4.6). This method gave the researcher opportunity to probe more and inquire for more information during the interview. In the researcher's view, this approach together with its design and method was the most appropriate technique to use in this type of study. This could be witnessed by the rich and thick information that was yielded by the participants. Another advantage is that the use of a multi-case study allowed the researcher to tap information from a variety of cases for purposes of triangulation.

This study has discovered that principals who run the schools that participated in

this study employed three leadership styles to manage professional misconduct of teachers in church secondary schools in Maseru. The three leadership styles that were said to be mostly employed in schools under this study were democratic leadership style, a mix of democratic and autocratic leadership style and shared or collaborative leadership style. The information shared here was directly speaking to the main research question which is: How do school principals lead in managing the professional conduct of teachers in schools? This finding fulfils the main purpose of this study in that it fills the very gap that the researcher had identified in section 1.3 in the first chapter. The researcher made a commitment which this study has fulfilled that this study would strive to gather knowledge that would shed light on the leadership styles that school principals used to manage the declining professional conduct of teachers in secondary schools in Maseru.

This study has discovered that one of the challenges that were experienced by principals, teachers and SB chairpersons in the management of professional misconduct of teachers was that some teachers retaliated against SB members who seemed to be stern during their disciplinary hearing (cf. 5.5.5.1). The scholarly literature reviewed on the challenges that principals faced when managing teachers' professional conduct had no mention of this point (Mothemane, 2004; Mendez, 2009; McKelvie-Sebileau, 2011); Nthenya, 2012; Tluway, 2015). Therefore, it could be argued that this finding adds to the wealth of knowledge on the challenges that face principals especially in church secondary schools involved in this study. The researcher contends that this finding is raising an alarm on the poor relationships that exist between some teachers and SB chairpersons in church secondary schools. This finding shows that in recent times it is not only principals who are faced with challenges of teachers' professional conduct; SB members are experiencing a reasonable share too and this could be compromising SB members' safety and security in some schools. This could serve as a call to other researchers in educational management to engage further in empirical research which explores challenges that face SB members. The researcher assumes what contributed to the participants stating sensitive and delicate issues like teachers' retaliation against SB members was the use of telephonic interview. The researcher suspects that it would be difficult for some participants to state issues that concerned teachers'

ill-discipline against SB members in the presence of the interviewer.

6.5.8 SUMMARY OF THE CHAPTER

This chapter discussed the findings of this study that were presented in Chapter Five. The discussions followed the sequence and order in which the findings were presented in the previous chapter. In the discussion of the findings of this study, the researcher examined the findings in relation to scholarly literature that spoke directly to the findings. The researcher went further to interrogate the guiding theory of this study, the TLT, to determine possible interventions that could be applied to improve or curb the situation presented by the findings. Lastly, the researcher spelt out his viewpoint on every finding reported by this this study. Furthermore, this chapter has demonstrated how this study achieved its set objectives in Chapter One. This is followed by the highlight of the leadership styles that some participants perceived to be employed by school principals in the management of teachers' professional conduct in church secondary schools that participated in this study. In line with this, the researcher has recommended shared/collaborative leadership style as the most appropriate leadership style that could be used to manage teachers' professional conduct in church secondary schools in Maseru. Moreover, this chapter has presented the management model, TCMM, which in the researcher's view could be used by school principals in church secondary schools to manage teachers' professional conduct more effectively. Lastly, this chapter has discussed the contribution that this study could make towards scholarly literature. This discourse has paved way to the presentation of the last chapter of this study.

CHAPTER SEVEN

SUMMARY OF RESEARCH FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

7.1 INTRODUCTION

The previous chapter showcased the contributions made to theory and practice from the findings of this study. This chapter concludes the study by revisiting the research objectives that are outlined in Chapter One. The analysis of the generated data was done in accordance with the set purpose and objectives of this study. The data analysis enabled the researcher to draw conclusions, to make relevant recommendations and to present suggestions for further research.

This study adopted a multi-case study under qualitative research approach to generate data from principals, senior teachers and SB chairpersons from five church-owned secondary schools in Maseru.

7.2 SUMMARY OF RESEARCH FINDINGS

This section presents a summary of findings highlighted in Chapter Five of this study. The findings are summarised in five major themes which bring forth answers to the five main questions of this study. In the following paragraphs, the researcher presents a summary of each theme and expresses his personal opinion on each category.

7.2.1 The stakeholders' (school principals, teachers and SB chairpersons) experiences of professional conduct of teachers

The summary presented in this section responds to the research question. The findings reveal the perceptions of stakeholders (school principals, teachers and SB chairpersons) on their experiences of professional conduct of teachers in their schools. The findings of this study show that the participants' experiences can be divided into the following two categories: (a) experiences of passing on a school culture of teacher misconduct from one generation of teachers to the other; (b) experiences of good (acceptable) professional conduct and

experiences of unacceptable professional conduct of teachers. One of the principals shared the experience of passing on of the school culture of teachers' misconduct from one generation of teachers to another. The researcher assumes that old teachers in church secondary schools were able to quickly instil the school culture of teachers' misconduct into novice teachers because they (old teachers) served as their mentors and tutors. On the basis of that, out of fear of being excluded, the novice teachers found themselves bound to abide by the directives of their immediate instructors.

Some participants reported that they witnessed positive (acceptable) experiences of teachers' professional conduct in the following areas: teaching and learning; relationships in the school; teachers' response to authority; and teachers' adhering to professional codes of conduct. Some participants revealed that despite generally poor performance in national final external examinations in some schools, some teachers were doing exceptionally well in teaching and learning. Concerning prevailing relationships in schools, some participants disclosed that some teachers displayed good care and support for weak students and they fostered cordial relationships with other teachers and parents. Other participants asserted that to show that some teachers responded positively towards their authority, they performed some school activities jointly with the school management. The participants were of the view that teachers were doing their work in accordance with the professional codes of conduct in that they performed their schoolwork showing high levels of commitment and accountability.

Conversely, other participants experienced unacceptable teachers' professional misconduct in the following domains: teaching and learning; relationships in the school; teachers' response to authority; adhering to professional codes of conduct; physical appearance; and managing/performing extra-curricular activities. The participants claimed that young teachers were lazy and dodged performing their teaching and learning responsibilities. The participants also believed that teachers spoiled good working relationships among staff members by divulging sensitive issues in public. Teachers were also viewed to be responding negatively to their authorities by engaging in unauthorised absenteeism and dodging classes. Some teachers' behaviour was seen to be

unacceptable in that it contradicted with the teaching professional codes of conduct while other teachers' conduct was perceived negative in that it did not conform to the formal teaching dressing code. Lastly, the participants indicated that some teachers' behaviour was not good because teachers did not accept extra-curricular activities as part of their responsibilities and lacked capacity to handle learners' disciplinary issues.

From the findings of this theme, the researcher deduces that the participants' experiences of teachers' professional conduct in the church-owned secondary schools involved in this study are generally negative and unacceptable. This is supported by the number of areas or factors that are claimed to be yielding the acceptable experiences compared to the number of areas that are said to cause unacceptable experiences. In addition, under acceptable experiences in teaching and learning, there is only one participant who raised that issue, the SB Chairperson C. Much as he claimed to have noticed positive experiences in two subjects, Sesotho and English, the fact remains that many of his teachers still lack the required commitment and enthusiasm that he alluded to.

7.2.2 The perceptions of the stakeholders (school principals, teachers, andSB chairpersons) on the professional conduct and misconduct of teachers

The summary of the findings of the second research question: What do school principals, teachers and SB chairpersons regard as professional conduct and misconduct of teachers? The findings indicated the perceptions of the school principals, teachers and SB chairpersons on what teachers' professional conduct and misconduct imply. The findings of this study show that the participants' views could be classified into the following four sub-themes: (1) what teachers' professional conduct and misconduct entail; (2) the general feelings about professional conduct of teachers; (3) expectations about teachers' professional conduct in schools; and (4) prevalent incidents/cases of teachers' professional misconduct.

The findings indicated that the participants defined teachers' professional conduct in relation to teachers' behaviour that aligns with the teaching policies, rules and regulations; acceptable physical appearance of teachers; cordial

working relationships; upholding of work ethics; and maintaining high standards of teaching and learning. The findings revealed that teachers' professional misconduct is perceived to be the antonym of teachers' professional conduct. It was referred to as teachers' disregard for the teaching rules and regulations; unhealthy working relationships; any act or behaviour that compromises teaching and learning; poor attendance; and lack of responsibility.

The participants' responses highlighted earlier give the researcher the impression that the participants have a clear understanding of what teachers' professional conduct and misconduct entail because they can easily draw the distinction between the two. On the basis of the participants' awareness, the researcher presumes that the teachers in church secondary schools in Maseru can be easily influenced to conduct themselves professionally. Their ability to draw a line of demarcation between teachers' professional conduct and misconduct gives one an impression that most of them are well trained and they know what conduct is expected of them in the teaching profession.

The findings of this study also revealed contrasting views on the participants' general feelings about teachers' professional conduct in their schools. Some participants felt that teachers in their schools observed punctuality to school and attended classes regularly while others refuted that saying teachers were neither punctual nor did they attend classes regularly. Some participants expressed a feeling that teachers promoted good working relationships with learners while others refuted that claim by declaring that the working relationships between teachers and learners were low. Some participants opined that teachers followed the right techniques of teaching and implemented their lesson plans well while others, though few in number, claimed that some teachers were dodging classes. Some participants were concerned about young teachers who fell in love with learners while others claimed there were no cases of intimacy between teachers and learners in their schools.

Though some participants expressed positive feelings about teachers' professional conduct, the researcher is inclined to agree with those who presented negative feelings. Those who expressed negative feelings substantiated their viewpoint. For example, on the issue of punctuality and

regular attendance to class, they indicated that teachers did not go to classes and sat in the staffroom enjoying gossips with their colleagues. Another reason that makes the researcher to agree with those who raised concerns about unbecoming conduct of teachers is that those who claimed there were no romantic affairs between teachers and learners were quick to concede that such cases could be taking place without them being aware.

The findings under sub-theme 3 were drawn from the participants' perceptions that were raised to express the participants' expectations about teachers' professional conduct in their schools. The findings reveal that the participants expected their teachers to attend school frequently and do their work properly showing signs of enthusiasm and dedication in their work. The findings also showed that the participants were expecting teachers to have positive attitude to their work and their behaviour must be exemplary thereby submitting to the teaching rules and regulations. Furthermore, it was discovered that some participants were expecting teachers to promote good working relationships with other school community members. Lastly, it was revealed that the participants were expecting teachers who were committed to the fulfilment of all teaching and learning standards in schools.

The participants' expectations cited above show that in some schools involved in this study, some teachers failed to maintain regular school attendance, positive attitude and behaviour, good working relationships and effective teaching and learning. The fact that the participants wish their teachers could show the stated qualities and values suggests that some teachers are caught wanting in relation to the realisation of the teaching codes, values and standards as stipulated in the Lesotho Codes of Good Practice of 2011.

Under sub-theme 4, the findings reveal that the prevalent cases of teachers' professional misconduct in church secondary schools in Maseru is classified into cases related to: day-today administrative issues; school finances; misuse of school buildings and properties; intimacy and sexual abuse; working relationships; religious practices; and Covid-19 protocols. Many of the prevalent cases outlined here could be said to be common incidents that occur in many schools worldwide. The findings of this study bring about new prevalent cases in

religious practices and in Covid-19 protocols, the aspect that makes this research unique.

7.2.3 Factors that contribute to the professional misconduct of teachers

This section focuses on the summary of the finding of the research question: What factors contribute to the professional misconduct of teachers in schools? The findings that are presented in this section are deduced from school principals, teachers and SB chairpersons' responses on the reasons and factors that they perceive to be contributory towards teachers' unprofessional behaviour in church secondary schools. The findings show that the factors and reasons perceived by the participants can be classified into three categories, namely, institutional factors, personal factors and social factors.

Under institutional factors, the participants purported that teachers were misbehaving due to ineffective school leadership; poor teacher training; lack of support from government personnel and SBs; lack of law enforcement; as well as dual employment and governance. A brief account of some of these factors is presented in the following paragraphs. The findings indicate that ineffective school leadership is a source of teachers' professional misconduct in schools because more often than not an ineffective leader does not have necessary leadership skills to deal effectively with teachers' behaviour. The findings further reveal that tertiary institutions in Lesotho offered poor teacher training because they are no more focused on teaching professionalism and ethical conduct in their curriculum. It was discovered that lack of support from government officials and SB members somehow frustrated principals when they had to deal with teachers' professional conduct in schools on their own. It was also reported that teachers misbehaved when they realised that the principal was not strict enough in the enforcement of the law. Furthermore, the participants posited that dual employment and governance also had negative impact on teachers' professional conduct. They proclaimed that the fact that teachers are recruited by school proprietorship but paid by the government created confusion that sometimes led into teachers' professional misconduct. The researcher avers that of all the institutional factors discussed earlier, ineffective school leadership is the major source of teachers' professional misconduct. When the school leadership is

ineffective, other factors come into play easily.   It is also impossible for government officials and the SB members to pledge their support for the leadership that is incapable. Lastly, it is assumed an ineffective leader would not see a need to capacitate or empower novice teachers with necessary teaching ethics and professionalism.

According to some participants, personal factors that lead to teachers' professional misconduct in schools are side businesses and alcohol abuse. It was discovered that teachers who had opened private businesses were committing many incidents of unprofessionalism such as absenteeism, late coming, leaving school premises before school out etc.   The participants also averred that alcohol abuse was also a serious enabling factor for teachers' professional misconduct. It was reported that drunken teachers did not go to work; they used unacceptable language when they communicate with other teachers; and they influenced other teachers to misbehave.

Of the personal factors highlighted above, the researcher presumes alcohol abuse to be the most contributory factor to teachers' professional misconduct. In comparison, the researcher presumes that teachers who are running their personal businesses can perform their responsibilities better than teachers indulged in alcohol. The drunken teacher could always be absent from school. When he/she is at work he/she is not in a state of mind where he/she can make reasonable decisions and perform his/her duties diligently. This is one factor, in one's view, which is more challenging to manage. Under social factors, the findings reveal that the influence from global changes brought about by technology and the influence of other professions had negative impact on teachers' professional conduct. The participants declared that teachers' behaviour was affected by new styles and trends that were adopted locally and in other parts of the world. It was claimed that this element also had a negative impact on the dressing code of teachers. The researcher subscribes to the view that new styles and trends have negative impact on teachers' professional behaviour. The researcher assumes that teachers are easily affected by new styles and trends because they are technology savvy; they know how to navigate new devices and they search for new knowledge every now and then. The researcher, therefore, believes that the power and influence that technology has

on ordinary people may also be witnessed in teachers' behaviour. However, the researcher is opposed to the view that other professions have negative impact on teachers' professional conduct.

In conclusion, the researcher opines that from the many factors highlighted in the preceding paragraphs, the most contributing factors towards teachers' professional misconduct are ineffective school leadership and alcohol abuse. These other factors have a minimal negative impact on teachers' professional conduct and can be easily controlled and managed by an effective and efficient school leadership.

7.2.4 How school principals lead in managing the professional misconduct of teachers

This section presents the summary of the findings of the research question: How do school principals lead in managing the professional misconduct of teachers in schools? The findings presented in this section are drawn from principals, teachers and SB chairpersons' answers stated in an attempt to illustrate how they manage teachers' professional misconduct in their schools. The findings indicate measures such as leadership styles and leadership strategies that are applied by the participants to minimise contributory factors towards unprofessional behaviour of teachers.

It has been revealed that the participants used schools' developed tools to ensure that teachers' performance, behaviour and attendance were up to standard. In addition, the participants held induction and retreat workshops with the purpose of assessing their level of professionalism and see how far they have executed school policies. According to the participants, another strategy that needed to be used was to implement and follow the disciplinary processes as determined by the teaching codes. It was reported that this approach would send a strong message even to those who were thinking of committing misconduct acts. Lastly, the participants claimed that holding management and staff meetings was an effective tactic that could be used to inspire teachers to be more devoted to their work, to maintain good relationships with other role-players in education sector and to encourage regular attendance of teachers to classes.

Of all the measures highlighted earlier, the researcher believes that holding

management and staff meetings is the best strategy to curb teachers' professional misconduct in church secondary schools. This approach has ability to strengthen communication between the school management and staff. When communication is improved, the school leadership is able to have meaningful engagement with teachers whose conduct is questionable. Through effective communication, the school leadership will be able to arrest on time some of teachers' tendencies that lead to misconduct. Most importantly, effective communication and consultations can promote the spirit of ownership on the part of teachers and this can positively impact on teachers' professional conduct.

The participants further declared that they employed a variety of leadership styles to control teachers' professional misconduct in schools. The commonly used leadership styles in schools involved in this study were democratic, autocratic and shared (collaborative). The participants asserted that they sometimes used democratic leadership interchangeably with autocratic, depending on the prevailing circumstances. It is worrying to learn that the school leadership of church secondary schools in Maseru was employing only three types of leadership when they could benefit from other types of leadership which they do not practice. Practising three leadership styles out of so many types that are presented by literature is a disadvantage to the school leaders and other role players. Nonetheless, of the three leadership styles used in church schools, the researcher notes that when shared leadership is appropriately used, it can go a long way in curbing numerous acts of professional misconduct in schools. The participants disclosed that the leadership strategies that are used to manage teachers' professional misconduct are face-to-face encounter and involving management teams and school committees. Of the two strategies, the researcher believes face-to-face encounter can be more effective than involving management teams and school committees in addressing teachers' misconduct cases. Face-to-face encounter saves time in that many issues surrounding a misconduct case of a teacher can be dealt with within a short period of time. Sometimes prolonged cases of teachers' professional misconduct can lead into failure to afford victims with justice because justice delayed is sometimes justice denied. Another important point is that face-to-face encounter is not prone to a variety of ambiguities and misinterpretations. When dealing with misconduct

cases of a teacher, there is a need for the school leadership to come out very clear and unambiguous sanctions to avoid unnecessary complaints and appeals.

The researcher concludes by positing that the strategy that can perform effectively in the management of teachers' professional misconduct is to have management and staff meeting where the school management will articulate their expectations about teachers' professional conduct. This can align very well with shared leadership because at staff/management meetings the management and teachers are expected to openly share their views on what constitutes teachers' professional conduct and how it can be regulated. This interaction adopts a face-to-face approach where issues are addressed and communicated there and then and preferred remedies are sought and delivered on time.

7.2.5 Challenges experienced by stakeholders' (principals, teachers and SB chairpersons) in the management of professional misconduct of teachers

The last research question was: What are the challenges experienced by the stakeholders' (school principals, teachers and SB Chairperson) when managing the professional misconduct of teachers? The summary of the findings of this question is presented in this section. The findings presented were divided into two categories: (a) challenges experienced by the participants; and (b) how the participants addressed the challenges they experience. The findings indicated that the participants experienced the following challenges: HODs' reluctance to apply the law, teachers' resistance to authority and teachers' retaliation. The researcher deduces that HODs' reluctance to apply the law is the source of all teachers' conduct problems in church secondary schools. This is because if HODs, as immediate supervisors of teachers in Lesotho's context, are not taking legal measures against teachers who behave unprofessionally, teachers are likely engage in all sorts of misbehaviour. Applying the law to control teachers' misconduct would reduce cases of teachers' resistance and retaliation.

The findings of this study indicated that the challenges highlighted above could be addressed through management persuasion and by using internal and external expertise. Of the two approaches believed to be appropriate techniques to minimise the challenges outlined earlier, the researcher is of the impression

that persuasion is the better approach. When used appropriately, persuasion can entice deputy principals and HODs to perform their duties properly. In addition, persuasion can change teachers' attitude and ultimately transform teachers' resistance and retaliation to authority without any need to engage internal and external expertise.

7.3 LIMITATIONS OF THE STUDY

This study like any other empirical research experienced several limitations. In the following paragraphs, the researcher is going to give a detailed account of the limitations that this study has faced.

This study collected data at the time when Covid-19 pandemic was at its peak in Lesotho and in other parts of the world. On the basis of that, school principals were reluctant to allow the researcher to have access to relevant documents for analysis. The researcher was left with no option except to generate data through semi-structured interviews only. As a result, this limited the researcher's ability to apply triangulation of findings from different data generation methods. However, the researcher triangulated the data from the different participants. The researcher assumed that the principals could have been reluctant to give access to documents as a precautionary measure against the spread of Covid-19 which was very deadly between 2020 and 2022. In trying to curb this challenge, the researcher asked the principals to send him scanned documents. Some of the principals refused straight away while others kept on promising but all in vain. If a similar situation erupts in future, it would be advisable for the researcher to mobilise more funds for communication bundles and network data to be able to invest more time in using technology to generate data.

The aim of this study was to generate data from six church secondary schools in Maseru. However, the data used in this study were collected from only five church secondary schools because the principal of the sixth school was reluctant to participate in this study and she influenced other potential participants from her school not take part in this study. This affected this study in that it reduced the intended sample population. Moreover, the researcher was denied access to a site which he believed had participants who could have given more rich and thick information about teachers' professional conduct in church secondary schools.

The researcher suspects that the principal of the sixth school might have thought the researcher was a disguised officer from the department of education. In future, it is advisable that the researcher uses research assistants for data collection when he is going to collect data from less confident principals.

Another limitation was that at the time of data collection for this study, Unisa had released a directive that all interviews be conducted telephonically owing to Covid-19 restrictions. Telephonic interviews could have compromised data generation in that it denied the researcher opportunity to see some clues from the faces and gestures of the participants in the process of data gathering. This could have helped the researcher to probe more in an attempt to uncover deep-seated information about the participants' experiences of teachers' professional conduct. The researcher also missed the opportunity played by an eye-contact during interviews. In addition, telephonic interviews were challenging because sometimes the communication line between the researcher and participant was not clear. At times, the researcher had to cut a call and start it afresh. This somehow disturbed the flow of the conversation and had negative impact on the information that the participants were willing to share at that very moment. Lastly, telephonic interviews were a bit expensive. There was a time when the researcher's calling bundles got depleted right in the middle of the interview. This somehow led to a loss of important details of the response of the participants on a particular issue. Next time, the researcher may have to put more money aside for conducting interviews. It would also be advisable for the researcher to consider using WhatsApp calls in future to minimise expenses.

Time constraint was another limitation. All the participants who participated in this study were full time employees at their respective institutions. It was difficult for the researcher to organise time that was suitable for both parties for an interview session. As a result, the researcher took a long time to reach all the participants for interviews. This affected the process of data collection in that some of the participants, especially SB chairpersons, ended up allocating a short time for interviews while others failed to take part. Covid-19 also had impact on time constraint. There was a time when the researcher had to wait for a participant whose spouse was quarantined owing to Covid-19. According to the Covid-19 protocols, the whole family had to be isolated for at least two weeks. This

prolonged data collection process and delayed transcription and analysis of data. Participants who are full time employees seem to struggle to create time for interviews. In future an alternative data generation instrument like questionnaires could be used.

7.4 DELIMITATION OF THE STUDY

This study identified and selected case study as a right design for data collection. Of the many techniques that are applicable under case study, this study decided to collect data through semi-structured interviews and documentation analysis. In other words, this current study decided not to use site observation. This was because the researcher believed that it was not practical for him to observe what principals, teachers and SB chairpersons experienced about teachers' professional conduct in their schools. The researcher presumed that the participants and the teachers would alter their behaviour once they suspected that there was an observer on school compound. Another technique that the study decided not employ was a focus group discussion. The researcher was of the view that this source of data did not give equal opportunity to all participants to express their views. The researcher believed that in focus group discussions those who are vocal and influential tend to dominate the discussions and this makes other participants reserve their views.

The initial intention of this study was to collect data from three participants from six different church secondary schools. The researcher chose three schools from the urban area of Maseru while the other three were selected from the rural area of Maseru. The researcher's selection of church secondary schools in Maseru was influenced by proximity. Since the researcher is working in Maseru, it was easy for him to travel to the schools that participated in this study. This had positive implications on time and money that was used in this study.

Furthermore, this study collected data from secondary schools owned by mainline churches in Lesotho, namely, the Roman Catholic Church schools, Lesotho Evangelical Church of Southern Africa schools and the Anglican Church of Lesotho schools. Other secondary schools were excluded. The reason behind this choice was that mainline churches are believed to own majority of secondary

schools by far compared with other church denominational schools in Lesotho. The researcher, therefore, believed that exploring principals, teachers and SB chairpersons' experiences of teachers' professional conduct from schools that had long time service and experience of managing teachers' professional conduct would yield rich and in-depth information.

7.5 CONCLUSION

Although this study aimed at exploring the experiences of stakeholders' (principals, teachers and SB chairpersons) and management of the professional conduct of teachers in church secondary schools in Maseru, the findings of this study arouse interest in establishing the experiences of learners and parents on teachers' professional conduct in church secondary schools. The researcher suggests that to discover more findings, future studies could explore the experiences of primary school principals, teachers and SB members and establish how primary school principals manage teachers' professional conduct in their schools. This could allow empirical research opportunity to unearth more prevalent cases of teachers' misconduct; more contributory factors; more leadership styles and strategies employed to curb teachers' misconduct cases; and more challenges faced in the management of teachers' professional misconduct. Furthermore, learning from the findings of this study, the researcher concludes that the participants involved in this study especially school principals showed some elements of transformational leadership theory. It could be argued that using schools' developed tools as a strategy or measure to mitigate misconduct suggests that the participants especially school principals had vision about what they intended to achieve in the management of teachers' professional conduct; holding induction and retreat workshops could be one way of instilling morals and motivating and inspiring the teachers to behave in acceptable manner.

The conclusions made earlier set a platform for the researcher to call upon all relevant stakeholders in the management and governance of church secondary schools to take note of the recommendations of this study and act accordingly. There is a need to seriously address the incidents or cases of teachers' professional misconduct that seem to be taking place in church secondary

schools and find ways to manage them. Failure to do so would make teachers engage in numerous acts of misconduct which would lead in total disregard of ethics and professionalism in their work. In the following section, the researcher presents the recommendations of this study.

7.6 RECOMMENDATIONS FROM THE FINDINGS

The conclusions drawn in the preceding section of this study informed the researcher to come up with the following recommendations:

- From the findings of this study, the researcher recommends that the Department of Education should engage in training programmes that educate school principals about the importance of establishing and maintaining the school environment that promotes the culture of good conduct and professionalism among teachers.

- Much as some of the findings of this study suggest that teachers have clear understanding of what teachers' professional conduct and misconduct entail, there is still a need for the Education Department to find means to enforce the implementation of teachers' code of good practice in a rigorous manner. The education officers should persuade church secondary schools to put aside a day where all schools would be celebrating teachers who are outstanding in their ethical and professional conduct.

- There is a need for the Department of Education through the District Education Management (DEM) to set as a condition that every teacher selected to teach in church secondary schools should pledge formerly to adhere to all the teaching codes, rules and regulations before his/her appointment and placement could be effected and enforced.

- There is a need for school leadership to draw a comprehensive policy on how each school intends to promote safety and protection of the rights of the learners including those of other stakeholders.

- The MOET is urged to ensure that church secondary schools are run by principals who do not only have required certificates to head the schools but also have specialised knowledge and competences to deal with teachers' misconduct cases.

- The proprietors of church secondary schools ought to ensure that they persuade their SBs and school principals to work together to formulate additional codes that address issues that are not included in the national teaching codes yet they perceive them to be pertinent to teachers' conduct in their schools like religious issues.

- The school principals are encouraged to ensure that they promote the culture of good conduct among teachers while simultaneously combatting the culture of passing on misconduct among teachers.

- All secondary school principals in Lesotho, including those who run schools under different proprietorship, are encouraged to use the TCMM and see its effectiveness in the management of teachers' professional misconduct in schools.

7.7 FUTURE RESEARCH

From the research findings, conclusions and limitations of this study, the researcher feels that there are areas that need further investigations. Those areas are as follows:

- This study covered five church secondary schools in Maseru. There is a need to conduct the same study using quantitative research approach to allow chance for larger population of schools and participants to participate in this research. If survey could be employed for data collection, this could help in the production of more reliable and consistent results which could be generalised on an increased population of schools.

- It is recommended that for triangulation where possible, document analysis and observation be used alongside semi-structured interviews in future.

- Since the current study focused on school principals, teachers and SB chairpersons, it is recommended that the same study be carried out focusing on the views of parents as well learners regarding the professional conduct of teachers.

- It is recommended that the Department of Education should form part of this study's population. The researcher supposes that their perceptions and experiences as well as the effort that they have put in addressing the

misconduct of teachers can make a huge contribution to the findings of this study.

- The current study was conducted in Maseru urban and outskirts (rural) of Maseru. It is recommended that the similar investigation could be conducted in other districts and see if it could produce the same results.

- Since the current study concentrated on collecting data from mainline churches, it is recommended that the same study be conducted focusing on government or community schools.

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APPENDIX A: ETHICS APPROVAL

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UNISA | university of south africa

UNISA COLLEGE OF EDUCATION ETHICS REVIEW COMMITTEE

Date: 2020/08/12

Dear Mr ND Nkanda

Decision: Ethics Approval from 2020/08/12 to 2025/08/12

Ref: 2020/08/12/50091921/11/AM
Name: Mr ND Nkanda
Student No.: 50091921

Researcher(s): Name: Mr ND Nkanda
E-mail address: ndnkanda@gmail.com
Telephone: +266 5885 5092

Supervisor(s): Name: Dr T.A. Ogina
E-mail address: Oginateresa8@gmail.com
Telephone: +27 124 202 445

Title of research:
Principals' experiences of professional conduct of teachers in secondary schools in Maseru, Lesotho

Qualification: PhD Education Management

Thank you for the application for research ethics clearance by the UNISA College of Education Ethics Review Committee for the above mentioned research. Ethics approval is granted for the period 2020/08/12 to 2025/08/12.

The **low risk** application was reviewed by the Ethics Review Committee on 2020/08/12 in compliance with the UNISA Policy on Research Ethics and the Standard Operating Procedure on Research Ethics Risk Assessment.

The proposed research may now commence with the provisions that:
1. The researcher will ensure that the research project adheres to the relevant guidelines set out in the Unisa Covid-19 position statement on research ethics attached.
2. The researcher(s) will ensure that the research project adheres to the values and principles expressed in the UNISA Policy on Research Ethics.

3. Any adverse circumstance arising in the undertaking of the research project that is relevant to the ethicality of the study should be communicated in writing to the UNISA College of Education Ethics Review Committee.

4. The researcher(s) will conduct the study according to the methods and procedures set out in the approved application.

5. Any changes that can affect the study-related risks for the research participants, particularly in terms of assurances made with regards to the protection of participants' privacy and the confidentiality of the data, should be reported to the Committee in writing.

6. The researcher will ensure that the research project adheres to any applicable national legislation, professional codes of conduct, institutional guidelines and scientific standards relevant to the specific field of study. Adherence to the following South African legislation is important, if applicable: Protection of Personal Information Act, no 4 of 2013; Children's act no 38 of 2005 and the National Health Act, no 61 of 2003.

7. Only de-identified research data may be used for secondary research purposes in future on condition that the research objectives are similar to those of the original research. Secondary use of identifiable human research data requires additional ethics clearance.

8. No field work activities may continue after the expiry date **2025/08/12**. Submission of a completed research ethics progress report will constitute an application for renewal of Ethics Research Committee approval.

Note:

The reference number **2020/08/12/50091921/11/AM** *should be clearly indicated on all forms of communication with the intended research participants, as well as with the Committee.*

Kind regards,

Prof AT Motlhabane
CHAIRPERSON: CEDU RERC
motlhat@unisa.ac.za

Prof PM Sebate
EXECUTIVE DEAN
Sebatpm@unisa.ac.za

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Title of Dissertation: PRINCIPALS' EXPERIENCES OF PROFESSIONAL CONDUCT OF TEACHERS IN SECONDARY SCHOOLS IN MASERU, LESOTHO

20th August, 2020

The District Education Manager
Maseru Education Office
Ministry of Education
Maseru

Dear Mrs Lillian Malefe

Re: Request for permission to conduct research in Maseru District secondary schools

I, Ntoa David Nkanda, am doing research under supervision of Dr Teresa Ogina, a senior lecturer in the Department of Leadership and Management in Education, towards a PhD in Education Management at the University of South Africa. I humbly request permission to conduct my research study entitled 'Principals' experiences of professional conduct of teachers in secondary schools in Maseru, Lesotho'.

The aim of the study is to explore school principals' experiences of the professional conduct of teachers in secondary schools located in Maseru district.

The study will gather data through telephonic semi-structured interviews and document analysis. I will collect data from **six secondary schools**, namely, John Maund High School, Massabielle High School, Morapeli High School, 'Matikoe High School, Masianokeng High School and 'Mabathoana High School. Principals, teachers and SB chairpersons/Vice chairpersons from each of the 6 schools are expected to participate in the interviews. The types of documents that will be requested from the school principals to serve as sources of data will include codes of conduct/ethics for teachers, teachers' attendance register/clock book, and lesson attendance form, among others.

Participation in this study is voluntary and the participants have the right to withdraw from the study at any time without any penalty. The participants will be interviewed telephonically at the time convenient to them. The duration of the interviews will be approximately 45 minutes. Further consent will be obtained to record the interviews.

Confidentiality and anonymity regarding information shared will be guaranteed. The identity of the schools and participants will be protected by using pseudonyms and codes instead of the real names of the schools and participants.

The study does not have material benefits for participants. The only benefit is that participants will contribute to the construction of body of knowledge on principals' experiences of teachers' professional conduct in schools and this will give the participants opportunity to reflect on their own practices.

The risks the participants in this study are likely to face are discomfort and distress caused by the level of sensitivity of the research topic. However, this will be minimized by identifying counselling services to refer participants to should psychological distress be detected from the interviews. There will be no physical contact; the data required will be generated through telephone interviews. The participant will be told at the beginning of the interview that there will be a debriefing session after the interview. The interview protocol will be amended if threads are identified prior to the interview. The interview will be terminated if participants are unable to continue with the interview due to their emotional state of mind. The researcher will stick to the proposed duration of the interview and will strictly observe all the ethical considerations stated above.

There will be no reimbursement or any incentives for participation in the research.

Once the study is concluded, the feedback on the findings of the study will be sent to the relevant offices through emails or by use of courier services.

Yours sincerely

Ntoa David Nkanda (Researcher)
Contact no. 58855092/58888129
Email: ndnkanda@yahoo.com or ndnkanda@gmail.com

APPENDIX C: LETTER OF PERMISSION FROM MASERU DISTRICT EDUCATION OFFICE

THE KINGDOM OF LESOTHO
MINISTRY OF EDUCATION AND TRAINING
MASERU DISTRICT EDUCATION OFFICE
P.O. BOX 47.   MASERU 100.
22 322 755

20 August 2020

The Principal
_____ School
Maseru 100

Dear Sir/Madam

RE: RESEARCH

"Principals Experiences of professional conduct of teachers in secondary schools in Maseru."

Mr. Ntoa David Nkanda is a student who is conducting a research on the above stated topic. He therefore wishes to carry out a research at your School.

You are kindly requested to provide him with the information that he may require.

Thanking you in advance for your usual support.

Yours Faithfully

LYLIAN MALEFE (MRS)
DISTRICT EDUCATION MANAGER - MASERU

MASERU DISTRICT
EDUCATION OFFICE
2 4 AUG 2020
P.O. BOX 47. MASERU LESOTHO
TEL.: 22322755/22313709

APPENDIX D: LETTER REQUESTING ADULT'S PARTICIPATION

A LETTER REQUESTING AN ADULT TO PARTICIPATE IN AN INTERVIEW

Dear ………………………………..

This letter is an invitation to consider participating in a study I, Ntoa David Nkanda, am conducting as part of my research as a PHD student entitled PRINCIPALS' EXPERIENCES OF PROFESSIONAL CONDUCT OF TEACHERS IN SECONDARY SCHOOLS IN MASERU, LESOTHO at the University of South Africa. Department of Education and the Ethics Committee of the College of Education at Unisa have given permission for this study. I have purposely identified you as a possible participant because of your valuable experience and expertise related to my research topic.

I would like to provide you with more information about this project and what your involvement would entail if you agree to take part. The importance of teachers' professional conduct is substantial and well documented. Exploring principals' experiences of professional conduct of teachers is very critical.

In this interview, I would like to have your views and opinions on this topic. This information can be used to improve working relationships between school principals and teachers. Most importantly, it can be used to assist school principals to manage teachers' professional conduct more effectively and efficiently.

Your participation in this study is voluntary. It will involve an interview of approximately 45 minutes in length to take place telephonically at a time convenient to you. You may decline to answer any of the interview questions if you so wish. Furthermore, you may decide to withdraw from this study at any time without any negative consequences.

With your kind permission, the interview will be audio-recorded to facilitate collection of accurate information and later transcribed for analysis. Shortly after the transcription has been completed, I will send you a copy of the transcript to give you an opportunity to confirm the accuracy of our conversation and to add or to clarify any points. All information you provide is considered completely confidential. Your name will not

appear in any publication resulting from this study and any identifying information will be omitted from the report. However, with your permission, anonymous quotations may be used. Data collected during this study will be retained on a password-protected computer for 5 years in my locked office. The only anticipated risk to you as a participant in this study is inconvenience.

If you have any questions regarding this study, or would like additional information to assist you in reaching a decision about participation, please contact me at +266 58855092 or by e-mail at ndnkanda@yahoo.com or ndnkanda@gmail.com.

I look forward to speaking with you and thank you in advance for your assistance in this project. If you accept my invitation to participate, I will request you to sign the consent form which is attached to this letter.

Yours sincerely

Ntoa David Nkanda (Researcher)
Contact no. 58855092/58888129
Email: ndnkanda@yahoo.com or ndnkanda@gmail.com

APPENDIX E: PARTICIPANT INFORMATION SHEET

Date: 1st July, 2020

Title of Dissertation: PRINCIPALS' EXPERIENCES OF PROFESSIONAL CONDUCT OF TEACHERS IN SECONDARY SCHOOLS IN MASERU, LESOTHO

DEAR PROSPECTIVE PARTICIPANT

My name is Ntoa David Nkanda. I am doing research under the supervision of Dr Teresa Ogina, a senior lecturer in the Department of Leadership and Management in Education towards a PhD in Education Management at the University of South Africa. We are inviting you to participate in a study entitled 'Principals' experiences of professional conduct of teachers in secondary schools in Maseru, Lesotho'.

WHAT IS THE PURPOSE OF THE STUDY?

This study is expected to collect important information that could contribute to the construction of body of knowledge on principals' experiences of teachers' professional conduct in secondary schools and this will give the participants opportunity to reflect on their own practices. The study will also inform school principals on the types and strategies of leadership that can be employed to effectively manage teachers' professional conduct in schools.

WHY AM I BEING INVITED TO PARTICIPATE?

You are invited because the researcher assumes you are capable of yielding rich information for this study based on the knowledge and experience you have in teaching. I obtained your contact details from the office of the principal. I am expecting 30 participants to take part in this study: 10 principals, 10 teachers and 10 SB chairpersons.

WHAT IS THE NATURE OF MY PARTICIPATION IN THIS STUDY?

The study involves semi-structured interviews and audio recording. The researcher intends to interview you, and the interview is expected to take approximately 45 minutes. The type of questions to be asked is open-ended questions and they are presented here for your perusal:

1. For how long have you been a teacher in this school? What position do you currently hold?

2. What do you understand by professional conduct of teachers?

3. What are your experiences regarding the professional conduct of teachers in your school?

4. What can you say about the professional conduct of teachers in this school?

5. What do you expect of your teachers in relation to professional conduct?

6. What do you regard as professional misconduct of teachers in this school?

7. What incidents/cases of teachers' professional misconduct are prevalent in your school?

8. In your opinion, why do teachers behave in unprofessional manner?

9. What factors contribute to the professional misconduct of teachers in your school?

10. What measures do you taken to minimize the factors you have stated above?

11. In your view, what leadership style(s) does your principal employ to manage the professional misconduct of teachers in your school?

12. In your observation, what leadership strategies are used by your principal to manage the professional misconduct of teachers in your school?

13. In your observation, what challenges does your school experience regarding the professional misconduct of teachers in your school?

14. How does your principal address the challenges you have stated above?

15. Is there anything else you would like to tell me regarding the professional conduct of teachers in your school?

CAN I WITHDRAW FROM THIS STUDY EVEN AFTER HAVING AGREED TO PARTICIPATE?

Participating in this study is voluntary and you are under no obligation to consent to participation. If you do decide to take part, you will be given this information sheet to

keep and be asked to sign a written consent form. You are free to withdraw at any time and without giving a reason. There is no penalty or loss of benefit for non-participation.

WHAT ARE THE POTENTIAL BENEFITS OF TAKING PART IN THIS STUDY?

The study does not have material benefits for participants. The benefit is that participants will contribute to the construction of body of knowledge on principals' experiences of teachers' professional conduct in schools in Lesotho and this will give the participants opportunity to reflect on their own practices. The study will also inform school principals on the types and strategies of leadership that can be employed to effectively manage teachers' professional conduct in schools.

ARE THERE ANY NEGATIVE CONSEQUENCES FOR ME IF I PARTICIPATE IN THE RESEARCH PROJECT?

The only risk the participants in this study are likely to face is inconvenience in terms of time dedicated to an interview. However, this will be minimized by sticking to the proposed duration of the interview and by strictly observing confidentiality and anonymity regarding the information shared.

WILL THE INFORMATION THAT I CONVEY TO THE RESEARCHER AND MY IDENTITY BE KEPT CONFIDENTIAL?

You have the right to insist that your name will not be recorded anywhere and that no one, apart from the researcher and identified members of the research team, will know about your involvement in this research. Your answers will be given a code number or a pseudonym and you will be referred to in this way in the data, any publications, or other research reporting methods such as conference proceedings.

A report of the study may be submitted for publication, but individual participants will not be identifiable in such a report.

HOW WILL THE RESEARCHER(S) PROTECT THE SECURITY OF DATA?

Hard copies of your answers will be stored by the researcher for a period of five years in a locked cupboard/filing cabinet in my office in Maseru for future research or academic purposes; electronic information will be stored on a password protected computer. Future use of the stored data will be subject to further Research Ethics Review and approval if applicable. After five years, hard copies will be shredded and electronic copies will be permanently deleted from the hard drive of the computer through the use of a relevant software programme.

WILL I RECEIVE PAYMENT OR ANY INCENTIVES FOR PARTICIPATING IN THIS

STUDY?

Your participation in this study is purely voluntary with no reward or payment.

HAS THE STUDY RECEIVED ETHICS APPROVAL

This study has received written approval from the Research Ethics Review Committee of the CEDU ERC, Unisa. A copy of the approval letter can be obtained from the researcher if you so wish.

HOW WILL I BE INFORMED OF THE FINDINGS/RESULTS OF THE RESEARCH?

If you would like to be informed of the final research findings, please contact Ntoa David Nkanda on +266 5885 5092 or ndnkanda@yahoo.com/ndnkanda@gmail.com.
Should you require any further information or want to contact the researcher about any aspect of this study, please contact Ntoa David Nkanda on +266 5885 5092 or ndnkanda@yahoo.com/ndnkanda@gmail.com.

Should you have concerns about the way in which the research has been conducted, you may contact Dr Teresa Ogina on +27721289958 or oginateresa8@gmail.com .

Thank you for taking time to read this information sheet and for participating in this study. Thank you.

Ntoa David Nkanda

APPENDIX F: SCHEDULE OF PRINCIPALS INTERVIEW QUESTIONS

1. a) For how long have you been the principal of this school?

   b) How many teachers do you have?

2. In your view, what does professional conduct of teachers mean?

3. What are your experiences regarding the professional conduct of teachers in your school?

4. What can you say about the professional conduct of teachers in this school?

5. What do you expect of your teachers in relation to professional conduct?

6. What do you regard as professional misconduct of teachers in this school?

7. What incidents/cases of teachers' professional misconduct are prevalent in your school?

8. In your opinion, why do teachers behave in unprofessional manner?

9. What factors contribute to the professional misconduct of teachers in your school?

10. What measures do you take as the principal to minimize the factors you have stated above?

11. As a leader, what leadership style do you employ to manage the professional misconduct of teachers in your school?

12. As a leader, what leadership strategies do you use to manage the professional misconduct of teachers in your school?

13. What challenges do you experience regarding the management of professional misconduct of teachers in your school?

14. How do you address the challenges you have stated above?

15. Is there anything else you would like to tell me regarding the professional conduct of teachers in your school?

APPENDIX G: SCHEDULE OF TEACHERS INTERVIEW QUESTIONS

1. a) For how long have you been a teacher in this school?

   b) What position do you currently hold?

2. In your view, what does professional conduct of teachers mean?

3. What are your experiences regarding the professional conduct of teachers in this school?

4. What can you say about the professional conduct of teachers in this school?

5. What do you expect of your fellow teachers in relation to professional conduct?

6. What do you regard as professional misconduct of teachers in this school?

7. What incidents/cases of teachers' professional misconduct are prevalent in your school?

8. In your opinion, why do teachers behave in unprofessional manner?

9. What factors contribute to the professional misconduct of teachers in your school?

10. What measures are taken by your principal to minimize the factors you have stated above?

11. In your view, what leadership style does your principal employ to manage the professional misconduct of teachers in your school?

12. In your observation, what leadership strategies are used by your principal to manage the professional misconduct of teachers in your school?

13. In your observation, what challenges does your school experience regarding the professional misconduct of teachers in your school?

14. How does your principal address the challenges you have stated above?

15. Is there anything else you would like to tell me regarding the professional conduct of teachers in your school?

APPENDIX H: SCHEDULE OF SB CHAIRPERSONS INTERVIEW QUESTIONS

1. For how long have you been the School Board Chairperson of this school?

2. In your view, what does professional conduct of teachers mean?

3. What are your experiences regarding the professional conduct of teachers in your school?

4. What can you say about the professional conduct of teachers in your school?

5. What do you expect of your teachers in relation to professional conduct?

6. What do you regard as professional misconduct of teachers in this school?

7. What incidents/cases of teachers' professional misconduct are prevalent in your school?

8. In your opinion, why do teachers behave in unprofessional manner?

9. What factors contribute to the professional misconduct of teachers in your school?

10. What measures do you take as the SB to minimize the factors you have stated above?

11. In your view, what leadership style does your principal employ to manage the professional misconduct of teachers in your school?

12. In your observation, what leadership strategies are used by your principal to manage the professional misconduct of teachers in your school?

13. In your observation, what challenges does your school experience regarding the professional misconduct of teachers?

14. How do you and your principal address the challenges you have stated above?

15. Is there anything else you would like to tell me regarding the professional conduct of teachers in this school?

1. a) For how long have you been the principal of this school?

I have been a principal here since 2015. I have been here for 5 years.

b) How many teachers do you have?

I have 28 teachers.

2. In your view, what does professional conduct of teachers mean?

In my view, professional conduct of teachers means the ability of a teacher to adhere to what is expected of him/her, either adhering to the school's policies and codes or adhering to the Ministry of Education and Training's (MOET) policies and codes. Here I am referring to Codes of Good Practice and the Education Act of 2010 which show clearly how a teacher must conduct himself/herself. So if a teacher adheres to the dictates of these documents that I have just stated here, he/she is conducting himself/herself professionally.

You are talking about school policies and codes; does your school have its own codes of conduct? Yes, we do! Most of them correspond with the codes from the MOET. They are written and are made available to teachers to familiarize themselves with them and follow them.

3. What are your experiences regarding the professional conduct of teachers in your school?

We have Codes of Good Practice; we have Education Act; we have policies that we have developed at school level to try to ensure that our teachers do what is expected of them. However, my experience is that our teachers just don't want to listen.

You are saying, they do not want to listen. Are they familiar with these legislations and codes? They absolutely know them. You know what we did? We made these documents (the Education Act of 2010 and Codes of Good Practice of 2011) available to them by photocopying them and distributing them.

We have made it a point that we hold meetings at the beginning of the year where we discuss these documents together. For instance, we talk about how teachers should relate to students and how they should treat other teachers. We share all these and tell them that there is a need for teachers to adhere to these rules, codes and policies but the fact remains our teachers do not want to listen.

I understand you are saying teachers do not adhere to the law and the codes. Tell me, which group of teachers is more defiant or less adhering to the law and the codes between old teachers and new teachers? There is a mix of old and new teachers who do adhere to the laws and codes, but these old teachers are problematic. They are indeed problematic. I do not know whether this is caused by the fact that I am relatively young and new in this school. Maybe they have a feeling that they have been working here for a longer period therefore I cannot dictate anything to them. The new teachers imitate what the old teachers do. You will find that within a short period of time they engage in acts of misconduct in a similar fashion their old fellow workers do. To be honest, it is a mix, both groups do misbehave somehow.

4. What can you say about the professional conduct of teachers in this school?

Generally, I can say they do not conduct themselves professionally. Truly speaking, there are those who behave accordingly. They are punctual to school; they attend their classes; they prepare for their classes; they assess students; they submit scheme books on time; but we have a problem of teachers who are not conducting themselves accordingly. For example, when the management presents a schedule for scheme books submission, they do not meet the submission dates. The Heads of Departments (HODs) are having it tough to ensure that scheme books are submitted on time. Some of our teachers also have a problem of coming to school on time and attending classes on time. Another problem is that when they are asked to submit their lesson plans, they submit something that does not qualify to be called a lesson plan. They just write and submit some scrappy notes instead of making a proper lesson plan.

5. What do you expect of your teachers in relation to professional conduct?

My expectations regarding professional conduct of teachers are quite many. They must do their work as expected. They must prepare for their classes. They should not just go to class to teach without prior preparation. They must also evaluate their lessons by assessing students and discussing learning outcomes with their learners. I am also expecting teachers to assess or reflect on their ways of teaching. They must also be at work at all times. They must be at work from morning when the school resumes until in the afternoon when the school ends. While they are at school, they must utilize their spare time to prepare for their next day lessons. I also expect them to try by all means to abide by the dictates of the law. While I appreciate that teachers cannot conduct themselves properly at all times, but there is a need for them to try and adhere to all laws that govern teaching. For example, the Education Act deters teachers from lashing students. You know what happens? Some teachers do not only lash students but they actually lacerate them. That shows that they have totally forgotten about their responsibility and when parents come to question that, it becomes difficult for me to justify that kind of behaviour. I expect teachers to treat students with dignity; they must always think about students' welfare. They must be more than a teacher because that is what is required of them. Teachers should not only concentrate on teaching the syllabus, they must also give support to the students. When students are faced with serious challenges in their lives, teachers must support them. They must help students without sharing or disclosing whatever information a student has shared with a teacher in confidence. This is what I am expecting of my teachers.

6. What do you regard as professional misconduct of teachers in this school?

Professional misconduct means a teacher is failing to adhere to what is expected of him/her. He/she does not adhere to teaching policies, codes and the law. It is the opposite of teachers' professional conduct.

7. What incidents/cases of teachers' professional misconduct are prevalent in your school?

One of the incidents of professional misconduct that is prevalent in my school is insubordination. Insubordination is about when someone in authority asks a

junior to perform a certain duty and a junior defies him/her.

Another incident of misconduct that took place was an incident of a teacher who was dating a student. I heard about this when the alleged student had already left the school for higher education institution.

I also have a problem of teachers who do not do their work owing to regular unauthorised absenteeism from school. This has led to a tricky situation whereby teachers ask for permission not to come to school on certain days citing seemingly convincing reasons. The management authorises them to be absent without realizing their dishonesty. Of late, we have realized that we are being manipulated, these teachers are taking advantage of our leniency. I consider this to be a serious misconduct. It is a misconduct which I do not know how to handle because a teacher in this case is always not at work but his/her absenteeism is authorised by the management.

Besides that, we still have teachers who fail to be punctual to school. They arrive late and this affects morning lessons. We still have teachers who fail to submit their professional books on time, for instance, scheme books and lesson plans. We have quite a number of teachers who do not meet deadlines in this regard. We also have a problem with teachers who come to school and disappear without reporting or saying anything to their immediate supervisors. These are teachers who come to school and teach classes allocated to them. Once they finish teaching, they leave the school premises without anybody's permission.

What would you say about teachers' misconduct in relation to teacher-to-teacher relationships? In recent years, I have not seen or heard of anything of that sort happening here.

Are you experiencing any teacher misconduct in relation to the use of school resources? No, not really! Oh, by the way, the only time I had a teacher who misused school property was about four years ago, but that teacher is no longer working here. At the moment, we do not have a problem like that.

What had happened? This person was teaching Agriculture. He was in charge of piggery project owned by the school. Actually, I do not know how he worked with the previous principal. As time went on, he illegally took full control of this

project. He claimed that those pigs under his care were being provided for out of the proceeds that the project made. Without consultation, he slaughtered some of the pigs and sold their meat for personal gain. At one point, the principal gave him more than M4000 to buy some irrigation items for school. He bought a few items that cost about M1000 and did not bother to account for the balance.

Do you experience any incidents of teachers' misconduct in relation to the use of school funds in sporting activities? No! In sports, we do not experience such problems; teachers in charge of sports do account for monies they spend. We do not have a problem with them because they are working as a team. We have a sports organiser who is working well with his team. He allocates different teachers different assignments. For instance, someone is put in charge of transport, another is responsible for organising food for players and so on. I have not encountered any mismanagement of school funds in sports; our teachers do account for any money used.

You are heading a church school; I would like to know incidents of teachers' misconduct in connection with religious activities or practices performed in your school in line with the expectations of the church authorities? We have not experienced any problems in that regard. We did talk about when our students should attend church services. It was agreed that they should attend church services twice a year. It must be noted that our church, the Lesotho Evangelical Church in Southern Africa (LECSA), is not that strict on its schools practising the church's religious ethos like is the case in other church schools. We are not like other church schools whereby schools are expected to attend church services every first Friday of the month.

On the days ear-marked for church services, there are some teachers who do not go to church, but they do register their apologies. They report that they will not be able to attend because they have other commitments in their own churches. Truly speaking, we do not have a problem in this regard.

8. In your opinion, why do teachers behave in unprofessional manner?

In my observation, one of the things that makes some of the teachers to behave unprofessionally is lack of reading culture. When one avails all relevant materials

pertaining to their professional conduct and explains those documents, the fact of the matter is that some teachers do not bother reading them. On account of that, they do not become aware of the seriousness of certain acts of misconduct that they commit. Because they do not read, their ignorance on how the law is applied is another thing that makes them to behave unprofessionally.

Another reason for teachers behaving unprofessionally is that experienced teachers normally do not like to be led by a relatively new principal. In my case, since I am new in this school, experienced teachers are not happy to be under my leadership. Being a newcomer makes it difficult for teachers to accept me as their principal. Well, I understand that people become used to their own old ways of doing things. When I introduce new ways of doing things which are in line with the dictates of the law, teachers become indifferent just because I am new in this school.

I would say undermining someone on a personal level is another reason that leads to teachers behaving in unprofessional manner.

9. What factors contribute to the professional misconduct of teachers in your school?

One thing that comes to my mind when you ask this question is that some of our teachers have a bad tendency of buying goods on credit, so they owe many sellers around. They take items from different sellers until they owe the amount of money that is far beyond their monthly salaries. This makes teachers who do not to come to school on time; sometimes they dodge classes; and they are inside and outside the school yard every now and then. They are running away because the sellers come to school to collect their money. Knowing that they have spent all their salaries to pay other debts, they (teachers) resort to hiding, disappearing and running away from the school yard. For example, one of the teachers who owed these vendors told them to come to school to collect their dues. When these sellers came to school using the main entrance, the teacher slipped out the school yard using another gate. He did this several times because he owed many sellers. It was one seller after another; this one came and left, another came and left. It went on and on. This tendency makes a teacher who spends most of his time hiding rather than coming to school to teach.

Besides this, I have two teachers who are running personal businesses. I sometimes find that right in the middle of the day they have disappeared from school to attend to their businesses. When I ask concerned HOD about their whereabouts, he says he does not know.

Another factor is drunkenness. There was a teacher who used to come to school drunk. That happened for about two years ago. He would dodge classes on Mondays and Fridays because of drunkenness. Disciplinary measures were taken against him and he transformed. Another thing that contributed towards his drastic change was ill-health. He fell sick and had to quit drinking alcoholic beverages. His misbehaviour changed for better for the past two years.

10. What measures do you take as the principal to minimize the factors you have stated above?

Right now I have a document that I use which is called teacher attendance register form. Teachers do not like this tool. I give copies of this teacher attendance register form to class monitors and monitresses. They take these forms to their respective classrooms. I also give them clocks. What the monitors and monitresses do is, they keep a record of when teaching took place throughout the day. They note the subject that is supposed to be taught according to the time-table. They indicate when the concerned teacher arrives in class and when he/she departs. They reflect the exact time the actual teaching begins and the time the lesson ends? There are teachers who are against the use of this tool because they don't want that record to be kept by students. When they complain, I simply tell them that I use the tool to ensure that teaching is taking place in the classrooms.

Another tool that I use to curb unauthorized absenteeism is teachers' log/record book. This one is administered by HODs. When a teacher has not come to school due to ill-health or has attended a workshop or has absented himself from work for unstated reasons, the concerned HOD keeps a record of that in the log book. The HOD indicates clearly that a certain teacher did not attend his classes on a particular day and the HOD states reasons (if any) for that. If a teacher has been absent for unknown reason(s), at the end of the month the HOD calls that teacher and talks to him about his regular absenteeism. The HOD also shows

the frequency at which the teacher has been absent for that month and asks the teacher to tell him/her (HOD) how he will compensate the lost teaching time. For every unknown reason, the concerned teacher is always asked to sign the record book and the HOD countersigns. This helps us to address the challenge of teachers who absent themselves from school every now and then for no good reasons. Another way of managing teacher absenteeism is by way of I, the principal, exerting pressure on the deputy principal who in turn pressurises HODs to follow disciplinary processes to deal decisively with absenteeism of teachers under their departments.

What about this issue of teachers who run personal businesses, what measures do you take to minimise it? You know, following the prescripts of the law is quite challenging sometimes. Since legally speaking, I am not allowed to initiate disciplinary processes against teachers who commit acts of misconduct, mine is just to pressurise the HODs when I realise that the deputy principal is reluctant to play his role. Like I said, it is difficult to deal with these teachers who are running side businesses because they do ask for permission to be either late to school or not to attend citing inescapable circumstances.

There is one of them who is selling bread in town. At one point he went to the HOD to ask for permission to go for a medical check-up. This is a tricky request because when someone is asking for permission to see a physician, one cannot say he/she should bring his/her health booklet/record to convince oneself. Besides that, some of the teachers claim that they attend medical check-ups at private clinics, so private doctors use health cards to keep their patients' records. Those health cards are filed and kept at the clinic. We eventually granted him a permit though we doubted the authenticity of his reason. He then spent two days without coming to school. Some of his colleagues said they saw him selling bread in town on those two particular days. This means that sometimes our teachers misuse our permits.

Then, what measures do you take to minimize drunkenness? The HODs take disciplinary measures against teachers who come to school drunk. In the case I stated earlier on, the HOD followed the prescribed procedures to deal with that teacher. He started with verbal warning, followed by written warning. When

the second written warning was issued the teacher realised that he was likely to lose his job, he then stopped. He was such a delinquent teacher in that department, he was bad.

Lucky you! You had a bold head of department. Let me tell you, these HODs are afraid of these teachers. One of the things that I saw in 2016, because I became the principal in 2015, was that the HODs feared the teachers. Then I told them that I did not have any problem dealing with teachers who misbehaved. I instructed the deputy principal to take to task any HOD who did not take disciplinary measures against a teacher who behaved unprofessionally. That approach worked because as time went on all the four HODs started doing their work. They all administered the first disciplinary hearings and recorded verbal warnings against ill-disciplined teachers. The HODs saw the need to perform their responsibilities.

11. What leadership style(s) do you employ to manage the professional misconduct of teachers in your school? Please, give me some examples.

I don't know, sir! I have not done any course in educational leadership and management. But what I realised since my arrival at this school under the leadership of my predecessor, was that there was lack of communication in the way the principal interacted with teachers. As a result, what I do when there is a misconduct case, I hold short staff meetings. At these meetings, I engage teachers in discussions. I call their attention to the fact that the management realises there is something unbecoming that is taking place within the school premises. I ask them why that incident is taking place? After discussing this, I tell them that now that we have talked about this issue, the next step is to take disciplinary measures. I then ask HODs to take this matter to a departmental level for further deliberations. We then take resolutions from different departments and put them into practice. I remember that from the meeting we held a few weeks ago, we agreed that a delinquent teacher who does not come to school should not be allocated classes to teach for the whole of this coming year, 2021. So the greatest thing which I am doing is to engage teachers in decision making on matters that affect them. I try to discuss issues with my teachers so that we improve our communication channels among ourselves.

Information must be well communicated so that taking legal/disciplinary measures should be the last resort when all possible avenues have been fully explored.

12. As a leader, what strategies do you use to manage the professional misconduct of teachers in your school?

For those who do not draw lesson plans and for absenteeism, we have agreed that one strategy that we may use is classroom observation. We believe that classroom observation will make teachers to be mindful about their obligations. If there is nothing to fear at work, teachers tend to make mistakes like that one of failing to draw lesson plans.

Who is observing who? We decided that the deputy principal and I will observe the HODs; the HODs can observe us, the principal and the deputy principal, and the teachers. It is also permissible for teachers to observe one another.

Another strategy is team teaching. Right now we are in an era that demands teachers to do team teaching. In our school, team teaching has been taking place at lower classes, but we have decided that there is a need to extent it to higher classes. For instance, we have a Geography class that is taught by two teachers. One teacher teaches certain topics while the other teacher teaches other topics. This curbs absenteeism in that it forces both teachers to work together and attend classes at all times. They both have to be at work every day.

13. What challenges do you experience regarding the professional misconduct of teachers in your school?

Although we have the teaching service rules and regulations that we may use when there is an act of misconduct, our biggest challenge is that the HODs drag their feet when they are supposed to apply these rules. For them to deal with teachers who are in breach of discipline, I have to be hard on them. I end up talking to them in a harsh manner, telling them that I do not understand why they are not taking disciplinary measures against teachers who commit acts of professional misconduct. So the problem is the HODs are reluctant to discipline teachers because some of these teachers are their (HODs') friends.

The second challenge is that the very rules and regulations that we must use to discipline teachers, some teachers are very conversant with. Teachers use their knowledge of rules and regulations to guard against the management's flaws in their application of the law. They are able to see when the HOD has not followed the right procedure and they capitalise on that. When they see that the right procedure is being followed they tend to behave properly. Since they know that the warnings given in disciplinary proceedings last for a limited time, they conduct themselves properly only when such warnings are in force. Once such warnings lapse, they misbehave again. They are clever, they know how these cases are supposed to be handled. Because of that knowledge, they manipulate the disciplinary process to their own advantage.

Another challenge that we face is that our legal officials in the Ministry of Education who are supposed to assist us on how to formulate written warnings, they do not help us. When a disciplinary case has been taken to a higher level, the very legal officers who failed to help us tell us that there is a loophole in the manner in which we have framed the written warnings. We become shocked by this remark recalling that nobody assisted us when we asked for help yet they know that we are not specialist in law. For the very fact that we are not legal professionals, we sometimes do not understand how certain schedules/items must be framed or structured. When a new principal is appointed to lead a school, no one bothers to orientate or train him/her. No support, no guidance, nothing is afforded him/her. The new principal climbs on a horse that is already hitting the road. Even when he/she calls them for assistance, they will tell him/her that they are busy. When the principal does things his own way, they tease him/her, "What have you written? Read a certain section! That section says this and that!" The principal will read that section but will not quite understand what he/she is supposed to do because he/she is not a specialist in law. Truly speaking, legal officials from the MOET are not willing to assist principals.

14. How do you address the challenges you have stated above?

For the HODs who are dragging their feet, I try to talk to them. Besides that, I instruct the deputy principal to take necessary measures against HODs who are reluctant to discipline teachers who do not adhere to the codes under their

departments.

Concerning teachers who know the rules and regulations and use them to their advantage, that one is a painful experience. It is difficult to say how one can address this. In fact, there is nothing one can do about it, but it is painful. A teacher behaves accordingly just because he/she is waiting for the three months' warning period to expire. He/she knows very well that once the warning period has expired there is nothing we can do because his/her misconduct case automatically becomes obsolete.

Concerning lack of support from the Ministry of Education, in 2018 I called the legal office in the MOET. I also called one official in the office of regional inspectorate. I wanted them to assist us because we had a serious case against one of our teachers. We finally secured an appointment and we went there. There were also other people from other schools who were in attendance. Although the purpose was to assist us with a particular and specific case they were able to enlighten us on other aspects of our law as well.

15. Is there anything else you would like to tell me regarding the professional conduct of teachers in your school?

One thing that I would like to share with you is that I find people who have worked here for a long time very ungovernable. For instance, in one practical department, one of the teachers is responsible for sowing while the other one is in charge of cookery. One of them is responsible for cookery at secondary level while the other is in charge of cookery at high school level. They both have to buy materials that they use in their respective sections. The fact that they have been here for a long time has negative impact on their working relationships. I am told that at one point in time they were close friends and that friendship collapsed. The two teachers are unable to work well together. Every now and then I have to intervene or their HOD has to mediate. There is a serious problem in that department. One of them is a sub-head. When they want to buy items to be used in their subjects they have to make requisitions. The one responsible for sowing makes her own requisition independently, the one in charge of cookery draws her requisition too. The two requisitions must be submitted to the office of the principal as one requisition document. The one who is cooking (sub-head)

cancels the requisition of the other teacher claiming that it was not submitted to her for endorsement. They are failing to co-operate because they have been working together for a very long time. I have a feeling that working at one place for a very long time is not good. Many conflicts that they have are not related to work, they are so deeply rooted that they have turned to be personal. Their personal issues tend to cloud their judgement even when they are dealing with matters that are professional in nature.

APPENDIX J: EXAMPLE OF CODING TABLE

Data Analysis Table

Questions and sub	Responses	Segments	Comments/ codes	Themes/ sub
2. In your view, what does professional conduct of teachers mean?	**Principal A** In my view, professional conduct of teachers means the ability of a teacher to adhere to what is expected of him/her, either adhering to the school's policies and codes or adhering to the Ministry of Education and Training's (MOET) policies and codes[1]. Here I am referring to Codes of Good Practice and Education Act of 2010 which show clearly how a teacher must conduct himself/herself. So if a teacher adheres to the dictates of these documents that I have just stated here, he/she is conducting himself/herself professionally[2]. **Principal B** Hey! That's a broad one! To me basically it means that which puts the profession in good standing[3]; that which enhances teaching and learning[4]; that which does not put the school into disrepute and the whole profession[5]. To me that is what suits a professional	means the ability of a teacher to adhere to what is expected of him/her, either adhering to the school's policies and codes or adhering to the Ministry of Education and Training's (MOET) policies and codes. it means that which puts the profession in good standing; that which enhances teaching and learning; that which does not put the school into disrepute and the whole profession. it means a teacher must conduct him/herself in a proper way. it means teacher's appearance must be acceptable. it	1. Adhering to policies and codes 2. Adhering to policies and codes 3. Upholding teaching profession 4. Enhancing teaching and learning 5. School and professional reputation 6. Proper conduct 7. Acceptable appearance 8. Performance 9. Good working relationships 10. Proper conduct 11. Performance	**What professional conduct of teachers entails** Behaviour – adhering to policies rules and regulations Physical appearance Positive relationships Work ethics Teaching and learning

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	conduct of a teacher. **Principal C** Firstly, it means a teacher must conduct him/herself in a proper way[6]. Secondly, it means teacher's appearance must be acceptable[7]. Thirdly, it means a teacher must do his/her work in a way it is expected of him/her[8]. Lastly, it means he/she must have good relationships with other teachers and the rest of the community[9]. **Principal D** In my view, professional conduct of teachers refers to the way a teacher should conduct himself or herself[10] and the way he/she should do her work in line with the way he/she is trained to perform his/her duties[11]. There are guidelines that teachers must follow[12], for instance, a teacher must show dedication and commitment to his/her work[13]; he/she must keep good record of his/her work[14]; he/she must work collaboratively with his/her	means a teacher must do his/her work in a way it is expected of him/her. it means he/she must have good relationships with other teachers and the rest of the community. refers to the way a teacher should conduct himself or herself and the way he/she should do her work in line with the way he/she is trained to perform his/her duties. a teacher must show dedication and commitment to his/her work; he/she must keep good record of his/her work; he/she must work collaboratively with his/her colleagues; he/she must respect other teachers and students as well.	12. Following prescribed guidelines 13. High work ethic 14. Keeping work records 15. Team work 16. Respect colleagues and students 17. Behaviour 18. Right approach 19. Following professional ethics 20. Following ethics, rules, regulations 21. Behaviour 22. Upholding professional standards 23. Behaviour 24. Adherence to codes 25. Adherence to rules and	

	colleagues[15]; he/she must respect other teachers and students as well[16].		regulations
			26. Behaviour
		is the way a teacher is expected to behave.	27. Curriculum discernment
			28. Education system requirements
		It means the right way of approaching teaching issues. there are expectations and rules. we are to conduct ourselves in line with the profession's expectations. I am referring to professional ethics.	29. Good working relationships
	Principal E I would say professional conduct of teachers is the way a teacher is expected to behave[17].		30. Adherence to rules and regulations
			31. Adherence to law and codes
	Teacher A It means the right way of approaching teaching issues[18]. In this work of ours, teaching, there are expectations and rules. So we are to conduct ourselves in line with the profession's expectations[19]. When talking about expectations, I am referring to professional ethics. In every profession, people are expected to behave in a certain manner guided by ethics, rules and regulations of that profession[20].	It means the way a teacher has to conduct him/herself. It is about the appropriate standards that a teacher should follow or adapt in relation to educational regulations and law.	32. Upholding expectations and standards
			33. Positive relationships
			34. Adherence to law and professional training
		It refers to a type of behaviour a teacher is expected to uphold in the teaching profession. the teacher's	35. Performance
			36. Behaviour
			37. Physical appearance

	Teacher B It means the way a teacher has to conduct him/herself[21]. It is about the appropriate standards that a teacher should follow or adapt in relation to educational regulations and law[22]. **Teacher C** It refers to a type of behaviour a teacher is expected to uphold in the teaching profession[23]. The teaching profession is governed by codes of good conduct; the teacher's behaviour must therefore align with those codes[24]. The teacher's conduct must also adhere to teaching rules and regulations[25]. **Teacher E** It means the way teachers behave in the school environment[26]. It also refers to our understanding of the school curriculum[27] and what the education system demands of us as teachers[28]. **SB Chairperson A** It begins from within an individual teacher. It is about a teacher understanding how he/she is expected to conduct	behaviour must therefore align with those codes. The teacher's conduct must also adhere to teaching rules and regulations. It means the way teachers behave in the school environment. It also refers to our understanding of the school curriculum and what the education system demands of us as teachers. It is about a teacher understanding how he/she is expected to conduct himself/herself in relation to his/her fellow colleagues, in relation to his/her students, and in relation to parents who have children in that school. refers to the way a teacher conducts himself in relation to the rules and regulations that govern his profession in the country. A teacher must know the dictates of the Education Act and those of the Codes of Good Practice. he/she must also follow them. if a teacher fails to live up to those expectations and		

himself/herself in relation to his/her fellow colleagues, in relation to his/her students, and in relation to parents who have children in that school[29]. Professional conduct refers to the way a teacher conducts himself in relation to the rules and regulations that govern his profession in the country[30]. By rules and regulations, I mean the Education Act and the Codes of Good Practice. A teacher must know the dictates of the Education Act and those of the Codes of Good Practice[31]. He/she must not only know them, he/she must also follow them.

Teaching has set expectations and standards and if a teacher fails to live up to those expectations and standards we then say he/she is acting unprofessionally[32]. We say so because we know exactly how a person who belongs to the teaching profession must conduct himself/herself.

Professional conduct also involves good relationship between a teacher and standards we then say he/she is acting unprofessionally. also involves good relationship between a teacher and his/her authorities.

a teacher is someone who is trained, who is supposed to work within the parameters of the law and in accordance with his/her training. His way of working which is aligned with his experience and expertise dictates that he must always bear in mind that as a parent and a giver of light, he is grooming someone who fully trusts in him, a child.

	his/her authorities[33]. By authorities here I mean HODs, Deputy Principal, Principal and the School Board. In a case of a church school, this also includes the school proprietor, though a church already has representation in the SB. Each denominational church has its own expectations about their schools and they have their expectations about their employees working in their schools. **SB Chairperson C** In my view, a teacher is someone who is trained, who is supposed to work within the parameters of the law and in accordance with his/her training[34]. This means a teacher is a parent and a nurturer. He is someone who gives light; he is someone a child trusts. His way of working which is aligned with his experience and expertise dictates that he must always bear in mind that as a parent and a giver of light, he is grooming someone who fully trusts in him, a child[35]. He must know that the rise or fall of a child depends solely on him as a	It means the manner in which teachers behave and the way they portray themselves in the sight of all those they serve in the teaching fraternity such as students, parents and all other stakeholders.		

	teacher.			
	SB Chairperson D			
	<mark>It means the manner in which teachers behave[36] and the way they portray themselves in the sight of all those they serve in the teaching fraternity such as students, parents and all other stakeholders[37].</mark>			

APPENDIX K: DECLARATION OF LANGUAGE EDITING

EDITING AND PROOFREADING CERTIFICATE

22 Osche Street

The Reeds

Centurion

0157

09 April 2024

TO WHOM IT MAY CONCERN

This certificate serves to confirm that I have edited ND Nkanda's thesis entitled, **"Stakeholders' experiences with the management of professional conduct of secondary school teachers in Maseru, Lesotho."**

I found the work easy and intriguing to read. Much of my editing basically dealt with obstructionist technical aspects of language, which could have otherwise compromised smooth reading as well as the sense of the information being conveyed. I hope that the work will be found to be of an acceptable standard. I am a member of Professional Editors' Guild.

Hereunder are my contact details:

Jack Chokwe (PhD – University of Leicester (United Kingdom)

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Professional
EDITORS
Guild

APPENDIX L: TURNITIN REPORT