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Maimela, Hlamalani

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Exploring the role of ethical school leadership in promoting accountability and trust: A case study of two township schools in Johannesburg Central District.

By Hlamalani Maimela

0607098V

A research report submitted in partial fulfilment of the requirements for the degree of Master of Education in the Discipline of Educational Leadership, Policy and Skills.

Supervisor: Professor S.E. Mthiyane

Co-Supervisor: Dr P.E Mthembu

June 2023

DECLARATION OF ORIGINALITY

I, Hlamalani Eunice Maimela, declare that this research report: ***Exploring the role of ethical school leadership in promoting accountability and trust in schools: A case study of two township schools in Johannesburg Central*****,** abides by the following guidelines:

1. The ideas reported in this research report, except where otherwise indicated, are my work.
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H.E Maimela

Researcher: HE Maimela (0607098v) Date: 12 June 2023

STATEMENT BY THE SUPERVISOR

This research report has been submitted with my approval.



Professor S.E. Mthiyane



Dr P. Mthembu

Date: 12 June 2023

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In conclusion, and more especially my caring husband, Moses Maimela, my son, Bethuel, and my daughters, Zwivhuya and Thompho. I appreciate God for making you part of my life.

DEDICATION

I dedicate this work to:

My late dear mother, Maria Waka Ngobeni, and my father, Richard Mavabaza, who left us while we still needed them, the passing of whom taught me to persevere, no matter how hard it becomes.

ABSTRACT

Over the past decades, the notion of ethics has been incorporated into the literature on leadership, culminating in the introduction of the concept of ethical leadership. This qualitative research case study explored the role of ethical leadership in promoting accountability and trust in two public schools in a township in Gauteng province. The data for the study was generated using telephonic semi-structured interviews, a self-administered questionnaire and a document review. Data were analysed using the thematic analysis approach. Firstly, the findings of the study revealed that for a school principal to be an ethical leader, who can use their leadership to promote accountability and trust, they must not only talk the walk, but they must also walk the talk. This means that the principal, as a leader, must be mindful of their actions and the type of decisions they take and ensure that these are always in the service and interests of their school community rather than self-serving. Secondly, the participants reported the problem of nepotism or favouritism. As a result, school principals, as leaders, could not hold certain people accountable for wrongdoing, which was the major driving force of unequal relations at their schools. Thirdly, the findings revealed that ethical leadership promoted accountability in that followers will support a leader who is the epitome of accountable and trusting conduct. The findings of the study point to the importance of ethical leaders using their leadership to promote accountability and trust and not only talk the walk but also walk the talk. Secondly, ethical leaders must be in touch with the needs and interests of their school community and must use their position and power in a socially responsible manner. In conclusion, findings suggest that nepotism and inadequate implementation of consequence management not only erode ethical leadership but also work against accountability and trust.

Keywords: accountability; ethical school leadership; school management team; trust

ABBREVIATION USED IN THE STUDY

ANA	Annual National Assessments
DCEC	Directorate of Corruption and Economic Crime
DoE	Department of Education
DPSA	Department of Public Service and Administration
EL	Ethical leadership
ELRC	Educational Labour Relations Council
ELS	Ethical Leadership Scale
EMIS	Education Management Information System
GDE	Gauteng Department of Education
GES	Ghana Education Service
HOD	Head of Department
LCD	Link Community Development
NASPAA	National Association of Schools of Public Affairs and Administration
NEEDU	National Educational Evaluation and Development Unit
NPC	National Planning Commission
SACE	South African Council for Educators
SADC	Southern African Development Community
SASA	South African Schools Act
SGB	School Governing Body
SMT	School Management Team
SPR	School Performance Review
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNODC	United Nations Office on Drugs and Crime

ETHICAL CLEARANCE CERTIFICATE

WITS SCHOOL OF EDUCATION

UNIVERSITY OF THE WITWATERSRAND, JOHANNESBURG

SCHOOL OF EDUCATION ETHICS COMMITTEE

CONSTITUTED UNDER THE UNIVERSITY HUMAN RESEARCH ETHICS COMMITTEE (NON-MEDICAL)

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CHAIRPERSON _____
(Dr Paul Goldschagg)

cc: Supervisor: Dr Siphiwe Mthiyane

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CHAPTER ONE

CONTEXT OF THE STUDY

1.1 INTRODUCTION AND BACKGROUND

Recently, across the world, the issue of leadership, especially ethical school leadership (Sabir, 2020) has become a topic of significant interest (Fleychuck & Khudyakova, 2019). Kanokorn (2013) defines ethical leadership as a form of leadership in which individuals demonstrate conduct for the common good that is acceptable and appropriate in every area of their life. This suggests that the foundation of ethical leadership is respect for the dignity and rights of others. Taylor (2012) contends that ethical leadership includes values such as trust, honesty, consideration, charisma, and integrity. Furthermore, in the South African context, ethical leadership may be associated with effective school leadership regarding this study principals, Head of Department and teachers should display leadership which promote high standards of professional ethics. However, the effectiveness of that leadership is embedded in consistency and how best can you maintain.

Furthermore, public administration like teachers at school environment are accountable for learners results to parents and Department of Education (Section 195, sub-sections 1 (a) and 1 (f) of the Constitution of the Republic of South Africa, 1996). Subjects performed bad in matric, the department often conduct accounting sessions with the respective teachers. Those accounting sessions can only be justified by interventions that are documented. However, school principals are accountable to give curriculum reports to School Governing Bodies at the end of each term (Hunt, 2002). The aspect of trust in education displays itself in different perspectives such as the leadership structure. The school principal works hand in hand with his/her Deputy, Heads of Department and teachers. The effectiveness of that leadership depends on the element of trust. The practice of leizzess faire which is delegation of responsibilities by giving a free reign (Heller & Firestone, 2014). The curriculum policies to enforce ethical leadership in schools are embedded in the code of professional ethics where leaders and educators are expected to conduct themselves in a acceptable manner that it embraces teaching profession. The South African Council for Educators Act 31 of (2000) further states that educators should act in a proper and becoming way such that their behaviour does not bring the teaching profession into disrepute.

Given the above, the notions of accountability and trust are important for shaping the culture of schools. According to (Marion, 2002) the only way to enhance trust and accountability is

ethical leadership that embraces integrity and empathy. Fullan (2008) argues that it is important to interrogate and maintain a culture that enables people to grow in the organization. In this regard, ethical leadership play a huge to promote accountability and trust in the organisation. However, this is often difficult as leaders sometimes tend to struggle with the pressures of change as well as deal with different personalities. However, shared leadership, which believes in the delegation of responsibilities, may provide some solutions to this problem. Furthermore, ethical leadership can be useful for both administration types of activities, such as budgeting, personnel, instruction and curriculum type activities considering what is taught and how is taught (Hausmann, Klinger, & Wagner, 2008).

Ethical leadership may contribute positively to the improvement of learning outcomes (Bruns, Filmer, & Patrinos, 2011). For instance, a leader who embraces the values of respect, honesty, trust and accountability may stimulate their followers to give off their best. When followers feel valued by leaders in their institutions, they are likely to be motivated to do their best to produce good results. However, ethical leadership can only be effective if the organisational culture of an institution encourages leaders to lead ethically (Shapiro & Stefkovich, 2006). However, many ethical leaders are confronted with instructional activities of telling others what to do than promoting accountability and trust among their followers.

Many schools in South Africa have a declining National Senior Certificate (NSC) pass rates due to poor leadership which does not embrace trust and accountability (Mpungose & Ngwenya, 2018). When school leaders being accountable of their activities it presents general moral principles and a service of questions to guide ethical decision–making (Lashway,2006). Furthermore, leaders are trusted by followers when he or she works in collaboration and consult (Marion,2002) Ethical leadership has implications for the critical functions of schools, such as administration, curriculum and instructions. In this regard, the purpose of this study is to explore the role of ethical leadership in promoting accountability and trust in schools in two township schools in Johannesburg Central District.

1.2 PROBLEM STATEMENT

The lack of ethical leadership in organizations hinders the promotion of accountability and trust among stakeholders. Ethical leadership is essential for organizations like schools to establish and maintain accountability and trust. However, the problem arises when leaders fail to prioritize ethical behaviour and fail to serve as role models for their subordinates and the broader organization. This lack of ethical leadership leads to a range of negative consequences, including diminished accountability and eroded trust within the organization. The problem can

manifest in various ways. For instance, leaders may engage in unethical practices such as dishonesty, favouritism, or lack of transparency, which undermines trust among employees and other stakeholders. When leaders do not demonstrate integrity or fail to adhere to ethical standards, it sets a harmful precedent that can permeate the organizational culture, leading to a decline in accountability and trust Ultimately, the problem statement highlights that the absence of ethical leadership poses Ultimately, the problem statement highlights that the absence of ethical leadership poses (Owings & Kaplan, 2003).

Additionally, the absence of ethical leadership may result in a lack of clear expectations and standards for behaviour and performance. Without ethical guidance, employees may feel uncertain about what is expected of them, leading to confusion, inconsistency, and potential unethical behaviour. This lack of clarity further erodes accountability and undermines trust among team members (Trong, 2010). Furthermore, ethical dilemmas may arise within organizations, requiring leaders to make challenging decisions that balance competing interests and values. In the absence of ethical leadership, leaders may avoid or mishandle these dilemmas, which can negatively impact trust and accountability. Failure to address ethical dilemmas promptly and transparently may result in perceived favouritism, injustice, or unethical practices, eroding trust and undermining accountability within the organization Bruns et al. (2011).

Ultimately, the problem statement highlights that the absence of ethical leadership poses significant challenges in promoting accountability and trust within organizations. It calls for the recognition and prioritization of ethical leadership practices to address these issues and foster a positive organizational culture characterized by accountability, transparency, and trust (Bush ,2003).

1.3 PURPOSE AND RATIONALE FOR THE STUDY

The purpose of exploring the role of ethical leadership in schools by promoting accountability and trust is to understand how leaders like principals, HOD's and teachers prioritize ethical behaviour which can positively influence their organizations and foster a culture of responsibility and trustworthiness. The rationale in this is to set the moral tone in school leadership as well as to enforce principals, HOD's and teachers conduct themselves in a manner that is ethical in order to promote accountability and trust. My experience of teaching exposed me to many unethical practices done in school context such as sleeping on duty, favouritism, abuse of power and abuse of work time. This study is very relevant to address those unethical behaviour (Rowman & Littlefield, 2008). Ethical leadership is engine in the institution like

school it gives potential to be positive role model to the followers when demonstrate integrity, honesty, and fairness in your actions and decisions. By consistently displaying ethical behaviour, leaders establish a moral tone within the organization, signalling to employees that ethical conduct is valued and expected.

To my professional point of view, school principals, Heads of Department are responsible to create a culture of accountability by establishing clear expectations and standards of behaviour. They need to promote transparency in decision-making processes and hold themselves and others responsible for their actions. When followers see that their leaders are accountable for their choices, they are more likely to follow suit and take ownership of their own responsibilities. Trust is a vital component of any successful school. Ethical leaders such as principals, HOD's and teachers build trust among employees by consistently acting in a trustworthy manner, respecting the rights and dignity of individuals, and fostering open communication. When followers trust their leaders, they are more likely to feel comfortable reporting concerns, admitting mistakes, and seeking guidance when needed (Yukl, 2010).

Ethical leadership contributes to increased employee engagement. Schools that are governed under ethical leadership followers collaborate, share ideas and speak one voice. When leaders prioritize ethical values, employees feel a sense of purpose and alignment with the organization's mission and values. Followers are more likely to be motivated, committed, and dedicated to their work, leading to improved performance and productivity. Principals through the support of HOD's and teachers can proactively identify and address potential ethical issues, minimizing the risk of unethical behaviour and conflicts within the organization Abelmann & Elmore (2007). By promoting ethical decision-making and providing guidance on ethical dilemmas, where collaboration of principals, Heads of Department and teachers can create an environment where followers feel supported in making ethical choices.

In order to enhance organizational reputation, principals, HOD's and teachers should demonstrate positive attitude in the eyes of stakeholders, including parents, department and community. Ethical behaviour and responsible decision-making contribute to the establishment of a strong ethical brand image, which can attract learners, retain talent, and foster long-term success (Yukl, 2010).

In conclusion, exploring the role of ethical leadership in promoting accountability and trust is crucial for organizations seeking to create a positive work environment, build strong relationships with stakeholders, and uphold ethical standards Dladla (2020). Ethical leaders set

the tone, inspire accountability, foster trust, and contribute to the overall success and sustainability of their organizations.

1.4 SIGNIFICANCE OF THE STUDY

This study hopes to contribute to the debates about ethical leadership, especially within an educational context (Partridge & Starfield, 2007). The study hopes to contribute to the efforts to build future leaders, and to influence the thinking of leaders, as they become agents of ethical leadership. This study seeks to reinforce awareness of the importance of ethical leadership, especially in generating and improving accountability and trust within a schooling context. Researchers such as Shapiro and Stefkovich (2016) have argued for the importance of ethical leadership founded on values such as fairness, honesty, fairness and respect. However, not many studies have focused on ethical leadership within education contexts, especially with a focus on ethical leadership as a vehicle for improving accountability and trust. Therefore, exploring the role of ethical leadership in promoting accountability and trust in schools is important for addressing this gap.

This study will also contribute to closing the gap in respect of its focus on placing the interest of people first within an education system to use leadership to improve the quality of education. For this study, consultation, ensuring courtesy, openness and transparency and value for money are important considerations. This is in line with Bennis (2007) argument that ethical leaders put the interests of others first, a virtue as contained in the principles of Batho Pele, which means people first. The principles of Batho Pele elevate consultation as one of the mechanisms through which a leader can establish what people want. Therefore, the principle of consultation can be a powerful tool for decision-making in ethical leadership.

In addition, this study can contribute to raising the awareness of school leaders to the importance of developing structures for ensuring consultation. For example, in this study, school principals, departmental heads and teachers will be consulted, through semi-structured interviews, about their views on the role of ethical leadership in promoting accountability and trust in schools. Setting the service standards in Batho Pele principles is a powerful tool, generally, as it speaks of quality service for users who are civilians in the country of South Africa. For this study, quality service within a school context is in the form of access to quality learning and teaching, which can be measured in the improvement of learners' results. Within the education sector, access to quality education requires partnership and collaboration among a range of stakeholders, including parents of the learners, the community, teachers, principals, the School Governing Body (SGB), the district and the head office. These stakeholders must

participate actively to ensure that outputs in the education system are of quality and meet the applicable service standards. Increasing access in school incudes proper communication strategies where all partners in education have clear access to information. This includes appropriate knowledge of policies and implementation when is necessary (Shalem, 2003). School leaders must educate their followers on the policies of the Department of Education so that they know what is expected of them. Leaders often make assumptions that followers and partners in education know the policies, an assumption that undermines the provision of quality education.

Ensuring courtesy in leadership is one of the most difficult things because it requires an institution that has organised expectations (Department of Public Service and Administration, 2003). Although this has been indicated in black and white, the critical question that one may ask is why it is not happening. This study, therefore, seeks to contribute to responding to the aspects of this question. The Batho Pele principle charter clearly states that the public service is committed to continuous, honest and transparent communication with the citizens (Department of Public Service and Administration, 2003). This suggests that leaders and managers within the public service must understand that the purpose of leadership is to ensure the efficient delivery of services to the citizens.

Therefore, a lot is expected from school leaders and managers in respect of acting in a way that is aligned with the service charter and per the relevant policies and the Constitution of the Republic of South Africa, especially to redress the injustices of the past. For example, South African schools must have policies that do not discriminate against learners (Republic of South Africa, 1996). In this study, it is believed that ethical leadership can provide solutions to many of the organisational challenges experienced in education (Carnoy et al., 2012), as a mechanism for promoting accountability and trust in South African schools.

1.5 OBJECTIVES OF THE STUDY

This study seeks to achieve the following research objectives:

- To establish culture of integrity in schools because integrity will create a culture where ethical behaviour is valued and expected.
- To promote leadership that will lead by example because ethical leaders serve as role models by consistently demonstrating ethical behaviour and decision-making.
- To promote leadership that embrace clear communication and expectations in their schools.
- To establish environment that encourage ethical decision-making in schools.

- To assist leaders to Implement systems of accountability and trust in schools.
- To promote transparency and open communication.
- To build relationships and trust amongst stakeholders:
- To minimise unethical behaviour and conflicts in schools.

1.6 CRITICAL RESEARCH QUESTIONS

This study is guided by the following critical research questions:

- How do the participants envision themselves playing a role in fostering ethical leadership, accountability, and trust in their schools?
- What factors, in the participants' opinion, contribute to the absence of moral leadership, responsibility, and trust in their schools?
- Why are moral leadership, responsibility, and trust of the utmost significance while running the school?
- What potential barriers to or enablers of (if any) fostering ethical leadership, accountability, and trust in their schools?
- How do study subjects foster ethical leadership and responsibility in their institutions?

1.7 CLARIFICATION OF KEY CONCEPTS USED IN THE STUDY

In order to facilitate a common understanding, the broad definitions of key concepts frequently utilised throughout this study are clarified below:

1.7.1 Ethical leadership

Ethical leadership is defined as the practice of being honest and virtuous as a leader (Murphy, 2005). Within the context of this study, ethical leadership was investigated in respect of how it influenced accountability and trust regarding teaching and learning at the research schools. Yukl (2002) contends that ethical leaders have several responsibilities and obligations, including setting a good example, explicitly outlining expectations in respect of performance and holding everyone to perform to the required standards. Noddings (2003) views the effectiveness of leadership as going beyond values, but that values such as care, justice, integrity and respect are significant for good leadership. Ahmad & Hali (2017) contend that leadership devoid of integrity and ethics can be damaging to individuals, organisations and society in general and that ethical leadership is about service to those targeted for such, rather than the self. Ethical leadership requires a production process to convert them into effective actions, especially in complex and dynamic situations.

Ethical leaders are constantly engaged and apply their skills across all activities of the organisation. The significant role of ethical leadership is to apply a commitment to what may be universal values of fairness and equality (Stengel & Alan, 2006) leadership is about influencing others' actions in achieving desirable ends goals. So, leadership in this study will be looked at as the ability to inspire confidence and support among people who are needed to achieve organisational goals Yukl (2002). The concept is about dealing with change, inspiration, motivation and influence. Ethical leaders practice fairness by ensuring that everyone is treated fairly and equally. Some of the principles of ethical leadership are honesty, taking responsibility for their actions as well as putting the greater good ahead of their own interest (Lehrer, 2009).

1.7.2 Accountability

Accountability, within a leadership context, occurs when leaders reliably deliver on their commitments and can demonstrate that they can be trusted to do what they are supposed to do in their leadership roles (Stewart & Kou, 2021). Furthermore, leaders demonstrate accountability by taking responsibility for their decisions and actions and transforming their effort into results that are beneficial to those that they serve (Taylor, 2012). When leaders take accountability, they are willing to take responsibility for the outcomes of their choices, behaviours and actions (Stewart, Snyder & Kou, 2021). Accountable leaders take the heat and do not shift blame to others when things go wrong (De Ruiter, 2019). Accountable leaders go beyond individual actions and decisions and try to build accountable teams who can face the music if things take a different direction as a result of their decisions and choices (Bruns et al., 2011).

1.7.3 Trust

Trust can be defined as the willingness to be open to accepting the safety provided by the person or entity in which one has confidence (Tschannen-Moran,2015). Trust is the cornerstone of effective and long-lasting relationships (Noonan,2008), productive organisational governance (Kelman,2003), collaborative behaviour and productive network relations (Simon,2004). This suggests that trust can potentially reduce the likelihood of the occurrence of harmful practices and provides internal self-correctives in the system to identify, diagnose, and change courses of action that may be harmful or ineffective (Noddings,2002). For this study, trust rests on these conceptualisations.

1.8 DELIMITATIONS OF THE STUDY

The delimitations in a study refer to the limits or the scope and define the boundaries of the study (Simon, 2011). According to Yin (2009), the delimitations are influenced by the objectives, research questions and theoretical perspectives of a research study. This study explores the role of ethical leadership in promoting accountability and trust in two township primary and secondary schools in Johannesburg Central, Gauteng province, from the perspectives of school principals, departmental heads and teachers. As such, the findings of this research study cannot be generalised to school principals, departmental heads and teachers in other secondary and primary school settings or contexts.

1.9 ORGANISATION OF THE RESEARCH REPORT

The research report is divided into five chapters, the contents of which are summarised in the section below.

Chapter One presents the introduction and background of the study. The chapter does this by outlining and stating the problem that the research sought to investigate as well as the rationale for the study. The chapter further outlines the significance, objectives and critical questions of the study, key concepts used in the study, delimitation of the study and outlines the structure of the research report.

Chapter Two presents a review of the literature relevant to the problem that the study sought to investigate. The review of the literature involves analysing and discussing the debates on the role of ethical leadership in promoting accountability and trust, from international, regional and national contexts. The chapter also presents the theoretical framework employed to read, interpret and understand the findings and discussions in the study. The discussion of the theoretical framework focuses on moral development and social learning theories.

Chapter Three presents the research design and methodology used in the study. To this end, the chapter presents the research paradigm, research design, data generation methods, sampling design used, description of case study schools, issues of trustworthiness, ethical considerations and limitations of the study.

Chapter Four presents and analyses data generated through the semi-structured interviews, questionnaire and review of key documents.

Chapter Five presents the summary, conclusions and recommendations of the study, based on the findings.

1.10 CHAPTER SUMMARY

This chapter presented the introduction and background to the study, problem statement, purpose and rationale, significance of the study, objectives of the study, critical research question, delimitations and organisation of the research report. The next chapter will discuss the literature reviewed and the theoretical framework of the study.

CHAPTER TWO

LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.1 INTRODUCTION

The previous chapter introduced the study on the role of ethical leadership in developing accountability and trust in schools. This chapter is the build-up from Chapter one and presents a review of the literature on the role of ethical leadership in promoting accountability and trust, particularly within a schooling context. In the second part of the chapter, I present a discussion of the chosen theoretical framework and its relevance to the study.

2.2 ETHICAL LEADERSHIP, ACCOUNTABILITY AND TRUST GLOBALLY

Ethical leadership, accountability, and trust are crucial components for building a positive and sustainable global community. Ethical leadership, accountability, and trust are crucial elements for creating a positive and sustainable global environment. Ethical leadership involves making decisions and taking actions based on a strong moral foundation and a sense of responsibility towards stakeholders. Ethical leaders prioritize integrity, fairness, transparency, and respect for others. They lead by example and encourage ethical behaviour throughout their organizations. By promoting a culture of ethics, ethical leaders foster trust, loyalty, and collaboration among their teams (Haussmann et al., 2008)

On a global scale, ethical leadership is essential for addressing complex challenges such as environmental sustainability, social justice, and economic inequality. Ethical leaders can drive positive change by advocating for responsible practices, promoting diversity and inclusion, and considering the long-term consequences of their decisions Shapiro & Purple (2005). Accountability refers to the obligation of individuals and organizations to take responsibility for their actions and decisions. It involves being answerable for the outcomes and impacts of one's behaviour and being willing to accept both praise and criticism. Accountability creates a culture of transparency, trust, and continuous improvement.

Globally, accountability is crucial for ensuring the responsible conduct of governments, corporations, and other institutions. It helps prevent corruption, promotes good governance, and protects human rights. Holding individuals and organizations accountable for their actions fosters trust among citizens, promotes social cohesion, and contributes to sustainable development. Trust is the foundation of positive relationships and effective collaboration. It is built upon honesty, reliability, and confidence in the intentions and capabilities of others. Trust

enables individuals and organizations to work together, share information, and take risks collectively (Blackburn, 2006). Trust is vital on a global scale, as it facilitates cooperation between nations, promotes trade and economic growth, and enables international agreements and alliances. Trust is also crucial within organizations, as it enhances employee engagement, productivity, and innovation. Building trust requires consistent and transparent communication, fulfilling commitments, and demonstrating ethical behaviour.

To promote ethical leadership, accountability, and trust globally, several actions can be taken. Strengthening legal and regulatory frameworks, governments can enact and enforce laws and regulations that promote ethical conduct, transparency, and accountability. This includes measures to combat corruption, promote corporate social responsibility, and protect whistle blowers (Salloum & Goddard, 2014). Educational institutions, governments, and organizations can promote ethics and responsible leadership through training programs, awareness campaigns, and public discourse. By fostering ethical awareness from an early age and providing ongoing education, individuals can develop the necessary skills and mindset to become ethical leaders.

Promoting international collaboration it includes governments, businesses, and civil society organizations can collaborate across borders to address global challenges collectively. This includes sharing best practices, establishing international standards, and coordinating efforts to promote ethical behaviour and accountability (De Clercq, 2007). Organizations should adopt transparent practices, disclose relevant information, and establish mechanisms for reporting unethical behaviour. Whistle blower protection and independent oversight bodies can play a vital role in ensuring accountability (Blackburn, 2006). Leaders at all levels should embody ethical behaviour and demonstrate accountability. By consistently acting in an ethical and responsible manner, leaders inspire trust and encourage others to follow suit. Ultimately, promoting ethical leadership, accountability, and trust globally requires a collective effort from governments, organizations, and individuals. By prioritizing these values, we can create a more just, sustainable, and harmonious world.

Ethical leadership refers to the practice of leading with integrity, honesty, and moral values. Ethical leaders prioritize the well-being of their followers and make decisions based on fairness, transparency, and respect for diverse perspectives (Yukl, 2002). They act as role models, inspiring others to act ethically and fostering a culture of ethical behaviour within organizations and communities. In a global context, ethical leadership is essential for addressing complex challenges such as climate change, social inequality, and global conflicts.

Ethical leaders must consider the long-term consequences of their decisions, promote sustainable practices, and encourage collaboration and cooperation across borders. By exemplifying ethical conduct, leaders can inspire individuals, organizations, and nations to work together for the greater good Shapiro & Purple (2005).

It involves establishing mechanisms for dialogue, cooperation, and conflict resolution. Trust is particularly important in international relations, where it enables nations to collaborate on global challenges, negotiate treaties, and maintain peace and security (Chubbuck & Whipp ,2007). To promote ethical leadership, accountability, and trust globally, the following actions are crucial. Strengthening ethical education and promoting ethical leadership development programs. Implementing robust accountability mechanisms and promoting transparency in governance (Shapiro & Brown, 2004). Encouraging international cooperation and collaboration to address global challenges. Empowering civil society organizations and promoting citizen engagement in decision-making processes. Ensuring the rule of law and protecting human rights at both national and international levels. Fostering intercultural dialogue, understanding, and respect for diversity. Encouraging responsible media reporting and countering disinformation. By embracing these principles, individuals, organizations, and nations can work towards a more ethical, accountable, and trustworthy global community (Shapiro & Brown, 2004).

Teachers must work together as professional teams to provide quality education for learners (Wits School of Governance and Bridge, 2016). In this regard, peer coaching presents an opportunity to elevate the professional practice, which may, however, require a high level of trust to be successful (Covey, 2006). Lehrer (2009) describes power as a commodity and asserts that power is not given to a leader by followers, but that instead, the leader must exercise that power with, and sometimes over, their followers. Trust is a key factor in developing positive school culture and an understanding of the power dynamic is essential for strong leadership in schools (Murphy, 2005). Through uncovering and exploring the power base structure undergirding the trust relationships in schools, teachers can be better prepared to navigate challenging interpersonal relationships, not only in their current roles as a teacher.

Fullan (2002) describes an assignment that was designed as a springboard for discussion of the role trust plays in leadership and exploring best practices, and as a tool for the leader candidates to apply what they were learning to real cases. As a team, the leader candidates had to trust and support each other in order to implement the programme successfully. However, training together and trust helped leader candidates to invest in a good learning programme. Fullan

(2002) reports that the programme assisted leader candidates to build strong relationships based on trust in one another. This underlines and highlights the importance of teamwork, collaboration and cooperation in leadership.

Through capacity, building a team can develop a strong network of empowered colleagues, which is better for the organisation than having a single expert (Kolzow, 2014). In a position of leadership, where one receives significant amounts of trust, this could mean more responsibility for leaders. However, leadership based on trust has the potential to improve productivity and a culture of collaboration and cooperation (Fullan, 2001). For instance, through trust, a school principal can delegate responsibilities to their junior colleagues with full confidence that they are going to do what they are supposed to do. On the other hand, a lack of trust can undermine and hinder opportunities for professional learning and the development of the necessary leadership qualities. This is an important consideration given the fact that the concept of a team is premised on working together, collaboration and sharing ideas (Janus, 2016). This research shows how the consequences of power influence trust development and suggests that power bases cannot discriminate between positive and negative examples of trust (Rubinstein & McCarthy, 2014). The way trust is perceived socially and emotionally deployed directly affects distributed leadership models. A positive experience extending trust makes it easier and the converse is true (Rubinstein & McCarthy, 2014). In this regard, it is important to safeguard trust as it is often difficult to restore trust after a negative experience of violated or betrayed trust (Louis, 2007).

However, despite these challenges, in South Africa, in the system of education people are unlikely to be held liable for misusing public resources (Carnoy et al., 2012). The result is inadequate administration, which often leads to non-performance and poor service delivery. Researchers such as O'Day (2002) have argued that education outcomes cannot improve unless accountability is reinforced throughout the system. Capacity constraints and inadequate accountability have resulted, for instance, in low mathematics teacher content knowledge, which Hausmann et al. (2008) has characterised as a conundrum of accountability without capacity and capacity without accountability. Bruns et al. (2011) argue that high levels of teacher absenteeism, funding leaks and inefficiencies, as well as the weak correlation between spending and outcomes, are some of the signs of a weak accountability system. As a result, school-based management, decentralisation of school-level decisions, and unregulated autonomy account for most of the challenges facing the education system. To this end, Bruns

et al. (2011) argue that teacher incentives that link pay or tenure to performance may have to be considered to strengthen accountability in the education system.

Teacher absenteeism and low curriculum coverage, inefficient usage of instructional time and insufficient information for accountability are some of the results of a weak accountability system (Bruns et al., 2011). For instance, some teachers are continuously absent themselves without medical certificates, which is a phenomenon that takes place predominantly on Mondays and Fridays (Salloum & Goddard, 2014; Reddy et al., 2010). There is a range of reasons that account for teacher absenteeism, poor time management and lack of a culture of teaching and learning in schools, with many teachers ending up completing less than 60 per cent of their teaching programmes (Carnoy et al., 2012). The situation is even worse in primary schools as information to hold teachers accountable does not exist, resulting from a lack of information on primary school performance.

In 2011, the Department of Basic Education implemented the Annual National Assessments, which were used to assess the performance of learners in Grades 1 to 6 and 9 using nationally standardised assessments (Department of Basic Education, 2011). Currently, the Annual National Assessments have been terminated due to issues that teacher unions had with the assessments Learners who could not demonstrate even the most basic reading skills of the International Benchmark by the fourth grade were considered at serious risk of learning how to read (United Nations Educational Scientific and Cultural Organisation, 2012).

Measuring numeracy and literacy and holding schools accountable for these outcomes in these areas' signals to learners, teachers and principals that these are the most important parts of education (Spaull, 2015b). It is not possible to create a single indicator of quality which can be used to hold learners, teachers and principals accountable (Nodding, 2003). In the South African educational system, bureaucratic and professional accountability, capacity and trust are key to the functionality of schools in South Africa (Ehren, Paterson & Baxter, 2020). However, the importance of professional accountability lies in that it moderates the playing field and allows teachers to exercise their professional judgment and shifts the focus away from obsessing about compliance with procedures and standards (see, for instance, Danioni & Burnitt, 2016). This focuses the issue of accountability more on reliance on professional knowledge and judgement, as well as mutual accountability amongst those in the profession (National Educational Evaluation and Development Unit, 2003).

Professional accountability has been further referred to as teachers evaluating the work of their peers and encouraging teachers to share and reflect on their teaching and learning as a professional learning community. However, De Clercq (2007) has argued for a combination of bureaucratic and professional accountabilities on grounds that the two approaches offset one another's weaknesses. This means that if bureaucratic teacher accountability is useful in ensuring the equity of service delivery, it does not encourage collaboration and team reflection, which accountability does best (Ehren & Baxter, 2019). However, professional accountability only works effectively with teachers who acknowledge their professions and are committed to improving their professional practices and their learners' performance (O'Day, 2002).

According to Bruns et al. (2011) bureaucratic accountability focuses on the application of and compliance with laws and regulations that specify norms and standards of performance expected of the implementers. In South Africa, one could argue that bureaucratic accountability could work well in regulating teacher absenteeism and monitoring textbook procurement and delivery (see, for instance, Spaull, 2015b; Fleisch, 2006). Bureaucratic accountability measures could include discretion for teachers to use their judgement to decide what part of the curriculum to deliver and how (Covey, 2006). On the other hand, De Clercq (2007) describes bureaucratic accountability as a tool aligned with the earlier notion of teachers as workers, who must transmit a teacher-proof curriculum and comply with departmental procedures and regulations. In this instance, accountability tends to reinforce the isolation of teachers on ways to improve innovative practices. De Clercq (2007) regards accountability as a line of management supervision, which can be executed or performed either externally by departmental subject advisors or inspectors or internally by school management teams, and that it is usually conducted for control purposes. Bureaucratic accountability tends to focus on inputs and processes, which seek to ensure the standardisation of procedures in schools as a mechanism for monitoring the teachers' work. These standardised procedures could include scripted lessons, curriculum coverage trackers and time-based annual teaching plans (Fullan, 2002). Ethical leaders must navigate these accountability matters (De Hoog & Hartzog, 2008).

Transactions-intensive measures, in that producing learning results, requires repeated and frequent interaction between teachers and learners (Bruns et al., 2011). Accountability without capacity stresses capacity as a fund of skill and knowledge that an organisation can bring to bear in responding to external pressure. In other cases, note that schools and teachers need to know what to do when presented with information that they are underperforming (Loveless, 2005). Research shows that if a teacher has not covered certain topics because they do not

understand the content, no number of incentives will work unless they are incentives to take advantage of opportunities to acquire the skills and knowledge needed to teach those content areas or capacitation. School leaders are instructional leaders as well as building managers. Therefore, they must make scheduling decisions and develop relationships with all their learners, teachers, officials, and non-educator staff. According to Stengel & Alan (2006), school leaders must use accountability measures as motivators to promote more transparent data-driven decision-making and increase the interactivity of the school personnel and its surrounding stakeholders.

2.3 ETHICAL LEADERSHIP, ACCOUNTABILITY AND TRUST IN AFRICA

Ethical leadership, accountability, and trust are fundamental for the development and success of schools in Africa. Here's how these principles can be fostered within the context of African schools:

Ethical Leadership is a values-based education which African schools should prioritize because it emphasizes ethical principles such as integrity, honesty, empathy, and respect for others. School principals, Heads of Department and teachers should promote these values through curriculum, policies, and by being role models themselves (Taylor, 2005). Teacher training and professional development equips them with the knowledge and skills to incorporate ethics and moral reasoning into their teaching practices. Ethical decision-making plays a big role in schools because it creates a culture that encourages trust by involving stakeholders in decision processes, considering the welfare of students, and adhering to moral and ethical guidelines.

Accountability has capacity to enhance transparent governance, this includes clear lines of responsibility, effective communication channels, and mechanisms for stakeholders to provide feedback and express concerns. Regular performance evaluations should be conducted for teachers, administrators, and staff, based on predetermined criteria and goals. For example, in South African Schools teacher's performance through Quality Management System/QMS formally called IQMS. Whereas peer staff are measured through PDMS.This evaluation process should also consider ethical behaviour and adherence to professional standards. One of the nine focus Taylor (2005) on areas of evaluation to enhance ethical leadership is through Parent and community engagement (Taylor, 2005). Schools should actively engage parents and the broader community in school affairs, including decision-making processes and monitoring of school performance through School Governing Body/SGB. This engagement fosters accountability and ensures a shared responsibility for the education and well-being of students.

Trust in schools should focus on building positive relationships with students, parents, and the community. This can be achieved through open communication, active listening, and creating a welcoming and inclusive environment. Schools should create a supportive and safe environment where students feel valued, respected, and encouraged to voice their opinions. By fostering a sense of belonging and trust, students are more likely to engage in their education and achieve their full potential. Schools should establish partnerships with local organizations, businesses, and community leaders to provide additional resources, mentorship programs, and opportunities for students. These collaborations build trust and enhance the school's capacity to meet students' needs effectively. To support the implementation of ethical leadership, accountability, and trust in African schools, additional measures can include:

Governments should prioritize education policies that promote ethical leadership, accountability, and trust in schools (Villirilli, 2021). This can be done through the development of guidelines, training programs for school leaders, and the provision of resources and support for schools. Schools should encourage their staff to join professional networks and associations that promote ethical standards and provide opportunities for sharing best practices. These networks can offer training, mentorship, and a platform for collaboration. Schools can organize workshops and awareness campaigns for parents and the community to educate them about the importance of ethical leadership, accountability, and trust in education. This helps create a shared understanding and commitment to these principles (Gebremedhin & Joshi, 2016).

Ethical leadership, accountability, and trust are vital for the development and success of schools in Botswana. Here's how these principles can be fostered within the context of Botswana schools:

Schools should prioritize leadership development programs that emphasize ethical principles, values, and character development. The perspective of his includes training school leaders to be role models of integrity, fairness, and ethical decision-making. Schools should establish clear ethical policies and codes of conduct that outline expected behaviour for both staff and students. These policies should be communicated effectively and consistently enforced. School leaders should encourage collaboration and participatory decision-making processes that involve stakeholders, such as teachers, students, parents, and the local community. This inclusive approach promotes transparency and ethical decision-making.

Schools should have transparent governance structures that clearly define roles and responsibilities. This includes establishing clear lines of accountability, effective

communication channels, and mechanisms for reporting and addressing concerns. Regular performance evaluations should be conducted for teachers, administrators, and staff, based on clear criteria and goals. Feedback mechanisms, such as surveys and suggestion boxes, should be in place to allow stakeholders to provide input and hold individuals accountable. Schools should maintain transparent financial management systems, ensuring that funds are used appropriately and efficiently. Regular audits and reporting should be conducted to ensure accountability in financial matters (Blankstein, 2004).

Schools should focus on building positive relationships with students, parents, and the local community to enhance trust. This can be achieved through open and honest communication, active listening, and addressing concerns promptly and effectively (Conrad, 2013). Schools should adopt a student-centred approach to education, where the needs and voices of students are valued and respected. Creating a supportive and inclusive environment fosters trust and encourages students to actively engage in their education. Schools should actively involve parents and the local community in school activities and decision-making processes. Engaging parents as partners in their children's education and collaborating with community stakeholders builds trust and strengthens the school-community relationship.

To support the implementation of ethical leadership, accountability, and trust in Botswana schools, the following actions can be taken Dierdorff & Brown (2010). Professional development: School leaders should receive ongoing professional development that includes training on ethical leadership, effective governance, and accountability practices. This helps equip them with the necessary skills and knowledge to promote these principles within their schools. The government should provide clear guidelines and policies that promote ethical leadership, accountability, and trust in schools. This includes the development of standards and frameworks that support these principles and ensure consistency across schools (Mathiba, 2021; Corruption Watch, 2016).

Schools should actively engage with parents, community leaders, and local organizations to foster collaboration and partnerships. This can include creating forums for dialogue, involving the community in school events, and seeking their input on school matters (Schie & Lebher, 2010). By fostering ethical leadership, accountability, and trust in Botswana schools, we can create nurturing and empowering educational environments that contribute to the holistic development of students and the overall advancement of education in the country.

Although considerable research has been devoted to ethics, significantly less attention has been paid to ethical leadership (Cheteni & Shindika, 2017). Several African countries have witnessed several incidents of maladministration of public funds and corruption (Warf, 2017). This study argues that such behaviour is mainly attributed to leadership. Chief Justice Mogoeng, while addressing delegates at the Serious Social Investigating Conference 2016 in South Africa, pointed out that South Africa requires ethical leaders who are susceptible to corruption (Nicilaides, 2016). These views were also expressed in the landslide constitutional ruling, which found that former President Zuma had used public funds to enrich himself through the security upgrades in his home (Public Protector South Africa, 2014). The Constitutional Court of South Africa in this regard ruled that the former President had, thus, failed in his duty and oath to uphold, defend and respect the Constitution (Constitutional Court of South Africa, 2017).

Botswana has established the Directorate on Corruption and Economic Crime (DCEC), which deals with cases of corruption, embezzlement, and fraud of public funds (Botswana Civil Society APRM Working Group, 2021). Botswana has relatively strong and well-functioning governance institutions, both public and private (Botswana Civil Society APRM Working Group, 2021). Botswana has a dual legal system, comprising customary law and common law, which consist of English and Roman-Dutch law, as amended by statutes (United Nations Office on Drugs and Crime [UNODC] 2014). Its Constitution, which was adopted in 1965, Botswana has created institutional frameworks that recognise Parliament as a law-making, representative and oversight branch, under the President as the Head of State (Sebudubudu, 2014). The Executive Branch, in turn, has a largely politically neutral civil service, whose responsibility is to implement policies, plans and programmes, including the provision of services to the public in an efficacious manner (Organisation for Economic Co-operation and Development, 2005). The Constitution of Botswana sought to establish a non-racial democracy, maintain freedom of speech for the press and associations, and afford citizens equal rights (UNODC, 2012).

Sebudubudu (2014) points out that, despite the mechanisms outlined above, the public sector in Botswana is, however, still prone to many cases of unethical practices, where many cases are sophisticated white-collar crimes, involving senior private business leaders, politicians and senior officials. In response, the Botswana government has established additional institutions to deal with unethical and poor governance (Cheteni & Shindika, 2017; Office of the Auditor General, 2008). For instance, in September 1994, the government established the Directorate on Corruption an Economic Crime (DCEC) (Gabriel, 2013). The DCEC is an operationally

autonomous law enforcement agency charged with three dedicated directives: to investigate allegations of corruption and economic crime; as well as suspicious transactions; to share investigative results with the Directorate of Public Prosecutions (DPP) for possible trials; and to establish mechanisms to prevent corruption in the public sector (Sebudubudu, 2014). In respect of this work, in 2012, the DCEC received 1,778 cases and 589 classifieds for investigations (Mwamba, 2013). In addition to the above issues, Botswana also experiences rampant incidents of nepotism in government, often involving senior officials and members of the Cabinet (Dube, 2013). However, among the Southern African Development Community (SADC) countries, Botswana is leading in terms of corruption controlling indicators compared to its counterparts: Corruption Perception Index 30 out of 177 countries in 2013; World Bank Doing Business ranking 56 out of 189 countries; and United Nations Human Development Index ranking 109 out of 187 in 2014 (Open Society Initiative for Southern Africa, 2017).

However, other than the variables found in Botswana in respect of corruption, literature has revealed that other variables may also account for the prevalence of corruption. For instance, Rhoads and Vaught (2001), in their study on the prevalence of corruption in the Democratic Republic of Congo (DRC), found that gender, age, level of education and length of service in government were significant predictors of ethical beliefs and conduct. The findings of the study by Rhoads and Vaught (2001) suggest that gender, age, educational level and length of service may influence the relationship between ethical climate and retention and performance constructs. In addition to gender, Pierce and Sweeney (2010) found that the size of institutions had a significant association with ethical decision-making. For instance, large institutions were more prone to incidents of unethical conduct than smaller ones (Pierce & Sweeney, 2010).

Given the magnitude of the phenomenon of corruption, it was important to explore the role of ethical leadership in promoting accountability and trust within a schooling context. Consequently, in this study, I argue that ethical leadership decadence in public entities is an urgent problem that must be addressed as a matter of urgency. In this chapter, I have reviewed the literature to assess the state of ethical leadership in African countries, specifically South Africa and Botswana. In looking into the two contexts, I identified some key issues that require attention in respect of ethical leadership, focusing on South African public institutions, which must be addressed to improve governance.

2.4 ETHICAL LEADERSHIP, ACCOUNTABILITY AND TRUST IN SOUTH AFRICA

The systems of ethics and governance frameworks in the public sector in the South African context have been more robust under the democratic than the apartheid government (Department of Public Service and Administration, 2003). It could be argued that the democratic Constitution of the Republic of South Africa has provided a framework for setting up mechanisms for detecting and dealing with the challenges of unethical conduct (Republic of South Africa, 1996). Section 195 of the Constitution states that the public administration must be governed by the democratic values and principles enshrined in the Constitution (Republic of South Africa, 1996). In terms of this section, public administration must be broadly representative of the South African people, with employment and personnel management practices based on ability, objectivity, fairness and the need to redress the imbalances of the past to achieve broad representation (Republic of South Africa, 1996).

Ethical leadership is of paramount importance in South African schools as it plays a significant role in shaping the education system, fostering a positive learning environment, and developing responsible citizens (Konstant, 2016). Here are some key considerations for promoting ethical leadership in South African schools School leaders such as including principals ,Heads of Departments and teachers, should lead by example and demonstrate ethical behaviour in their actions, decisions, and interactions with students, staff, and parents. They should uphold integrity, honesty, and fairness, setting the standard for ethical conduct within the school community.

Schools should develop and implement clear policies and codes of conduct that outline expected ethical behaviour for all stakeholders. These policies should address issues such as academic integrity, respect for diversity, anti-bullying measures, and handling conflicts of interest. Regular communication and training should be provided to ensure that everyone understands and follows these ethical guidelines. School leaders should promote a culture of ethical decision-making by involving relevant stakeholders, considering different perspectives, and weighing the potential impact of decisions on students, staff, and the broader community. Encouraging open dialogue and transparent processes helps build trust and accountability.

Ethical curriculum and values education: Schools should incorporate ethics and values education into the curriculum. This includes teaching students about ethical principles, moral reasoning, and responsible citizenship. By providing opportunities for students to reflect on

ethical dilemmas and engage in discussions, schools can foster critical thinking skills and moral development.

Professional development and support: School leaders and teachers should receive ongoing professional development and support in ethical leadership. Training programs, workshops, and mentoring opportunities can enhance their understanding of ethical issues, decision-making frameworks, and strategies for promoting ethical behaviour among students and staff. Schools should actively engage with parents, community leaders, and local organizations to foster a culture of ethical leadership beyond the school walls. Collaborative initiatives, such as service-learning projects and community outreach programs, can reinforce ethical values and encourage students to become socially responsible citizens Phera (2019). Reporting mechanisms and accountability: Schools should establish clear reporting mechanisms for ethical concerns or misconduct. Whistle blower protections and confidential channels should be in place to ensure that individuals feel safe and supported when reporting ethical violations. School leaders should take swift and appropriate Phera (2019)

Promoting ethical leadership in South African schools requires a collective effort from school leaders, teachers, students, parents, and the broader community. By instilling a strong ethical foundation, schools can contribute to the development of morally upright individuals who will positively impact society.

experiencing a flood of corruption as well as moral relativism and moral contextualisation of the apartheid regime. In line with the needs of the country, particularly the public sector, several ethics and governance measures have been adopted in line with the international and national frameworks (Malunga, 2014). Such measures, policies, and legislative and regulatory frameworks consist of the key institutions, sectors, laws, practices and specific mechanisms that together contribute to enhancing good governance (Republic of South Africa, 2020). These include the following, established in terms of Chapters 9 and 10 of the Constitution (Republic of South Africa, 1996).

The Constitution of the Republic of South Africa requires that the above institutions must be independent, and impartial exercise their powers and execute their obligations without prejudice, favour or fear (Republic of South Africa, 1996). contends that the above institutions provide the country's mechanism for supporting and enhancing democracy and fundamental human rights. This suggests that these institutions provide a mechanism to safeguard, support and uphold constitutional democracy in South Africa; hence they function outside of the three

spheres of government, namely, judiciary, executive and legislature (Republic of South Africa, 1996).

Social learning theory posits that "individuals are more likely to pay attention to the behaviour of credible and high-status models that have control over valued rewards" (Cox, 2000, p. 2). In administration, school leaders must use their organisational rank and managerial powers to role-model ethical conduct (Suff et al, 2007). In line with this, Yukl (2008) has argued that the side-effects of leader behaviour might have adverse consequences on the institutional integrity of an organisation. For instance, when employees are empowered to make work-related decisions that ensure the integrity of their organisation, they may become more motivated and draw more satisfaction from their jobs, which may improve the reputational image of their organisation (Kolzow, 2014). Brown et al, (2005) contend that this will require leaders to transformational in their approach to ensuring ethical conduct in their organisations in order to motivate their subordinates to demonstrate moral practice, which may require fundamental changes to attitudes. Furman (2003) asserts that the processes of change in attitude follow three phases or stages, namely, compliance, identification and internalisation, which are briefly discussed in the section below.

2.4.1 Compliance

According to Giroux (2003), compliance is when an individual accepts influence in order to avoid punishment or to gain specific rewards, regardless of their beliefs. In the context of public administration, it is worthwhile to note that this motive based on gains may be overshadowed by the potential gains an individual would expect from engaging in unethical behaviour or corruption (De Cremer & Vandekerckhove, 2016). On the other hand, Chubbuck and Whipp (2007) contend that leaders obsessed with compliance may coerce their subordinates to do certain things, which may undermine their dignity, resulting in a loss of self-esteem for the benefit of senior managers. For instance, within the context of a school, a principal may engage in unethical practice with the assistance of a deputy principal, who would be trying to please the principal, as argued by Kelman (2016). This situation points to the fact that subordinates may feel that they have no choice but to conform, which will perpetuate unethical leadership and undermine ethical leadership.

2.4.2 Identification

Identification is described as a condition in which an individual accepts influence in order to maintain or establish a self-defining or desired relationship with particular persons or groups (Kelman, 2016) Therefore, again, the individual is not concerned with their personal beliefs

towards the adopted morals or behaviour (Shapiro & Stefkovich, 2016). This means that, unlike in the case of compliance, in which a recipient of change does not believe in the change itself, in this phase, the recipient does believe in the change, although such a belief is irrelevant under the circumstances (Kelman, 2016). Therefore, identification involves satisfaction derived from the act of conforming with the interests of, for instance, a senior leader (Kelman, 2016).

2.4.3 Internalization

Internalisation involves an individual's aligning their values with the new behaviour or belief that they perceive as useful to their situation. That is, the recipient is prepared to change because the change is inherently rewarding for them (Kelman, 2016). In the internalisation process, the recipient or subordinate embraces the change because they regard it as valuable or useful in their situation (Kelman, 2016). That is, the benefit is derived from the change itself.

2.4.5 Ethical climate

to the notion of ethical climate posits that individuals use numerous philosophical viewpoints of ethics and morals, including justice, relativism, egoism, utilitarianism, and deontology, when making ethical judgements (Smith, 2001). Ethical judgements emanate from perspectives, such as moral equity, contractualism and relativistic judgements. A decision made from the moral equity perspective is often motivated by one's assessment of the action in terms of its moral righteousness, justice and fairness (Smith, 2001). Contractualism emphasises one's understood obligations of their job (Smith, 2001). The relativistic perspective considers the appropriateness of a decision based on the relative moral standards of the organisation (Smith, 2001).

Bardes and Salvador (2009) contend that the concept of workplaces ethical climate at the centre as it contrasts ethical leadership with employee delinquency. Therefore, for Bardes and Salvador (2009, p.112), the notion of ethical climate refers to "the holistic impression that individuals have regarding ethical policies, practices, and procedures within a unit or organisation". This means that in order to achieve an ethical environment in a workplace, leaders must actively establish practices that encourage adherence to the promotion and conservation of ethical values. For instance, leaders must demonstrate to their subordinates that ethical standards are a priority, even when they must be upheld at the expense of the organisation's immediate objectives Bardes & Salvador, 2009). In principle, by exemplary behaviour, leaders must establish an environment in which their subordinates consider ethical values as an important part of their work.

Stringer (2002) supports the above notion when pointing out that most leadership research findings suggest that a leader's behaviour is the most influential aspect of determining the ethical climate of an organisation. Moreover, Neeubaum (2005) supports Stringer (2002) in that a leader's moral development and actions are strong determinants of an organisation's ethical climate. This means that a leader's personal characteristics will match and align with their organisation's ethical climate (Hartman & Brown, 2000). In this regard, leaders, thus, may shape and reinforce ethical or unethical organisational climate by what they consider to be their priority, their solutions to predicaments, behaviour in the organisation, how they behave, how they allot rewards and their principles in respect of recruitment and dismissal of employees (Hartman & Brown, 2000). That is, leadership that is consistent in its focus and priorities often conveys a strong message to the subordinates about the values that are important in an institution or organisation. In contrast, inconsistent behaviour influences subordinates to relax their commitment to the rules and values of ethical conduct. That is, if leaders concentrate on maximising organisational short-term financial gains, employees may adopt similar practices at the expense of ethical standards.

2.5 OTHER VARIABLES OF THE ETHICAL ENVIRONMENT

Various variables, such as gender, age, and marital status have been suggested in ethics literature as determinants of the ethical culture within organisations (see, for instance, Musbah, Cowton & Tyfa, 2014). However, Pierce and Sweeney (2010) note that there are contradictory findings in most research studies in respect of the effect of personal characteristics on ethical decision-making. Firstly, Peter (2002) found that age was a significant variable for ethical behaviour. For instance, Peter (2002) indicated that mature employees tended to possess higher ethical values compared to younger workers and often showed stronger resistance to external influences, such as their circumstances or other individuals. Regarding gender as a variable regarding commitment to ethical values, Kracher (2002) found that men were twice as likely and more willing to engage in unethical behaviour when it comes to work-related values and willingness to engage in unethical behaviour than women.

2.6 THEORETICAL FRAMEWORKS

Theoretical perspectives on ethical leadership, accountability, and trust provide frameworks for understanding the concepts and their interrelationships. Here are three prominent theoretical perspectives relevant to this topic:

Transformational leadership theory emphasizes the leader's ability to inspire and motivate followers towards a collective vision and shared goals. Based on this study principal, Head of Departments and post level one teachers are expected to provide leadership. However, this leadership will vary based on categories. Principal is providing leadership for the entire school, Head of Department provide leadership to a group of teachers in a specific department, whereas post level one teacher provide leadership in the classroom. Finally, all stakeholders work together for good to achieve common goal Shapiro and Stefkovich (2016). Within this framework, ethical leadership is seen as a key aspect of transformational leadership (Ravitch & Riggan, 2011). Ethical leaders demonstrate integrity, moral values, and a concern for the well-being of followers, thus inspiring trust and commitment. Through their ethical behaviour, transformational leaders foster a culture of accountability, where individuals are motivated to take ownership of their actions and responsibilities.

Social exchange theory advocate that individuals engage in relationships based on mutual exchanges of resources and benefits. Taking closer look at school context, mutual exchange of resources and happens during social interaction between leaders and followers. Resources it could Learner Teacher Support Material (LTSM) which determines the outcome Shapiro and Stefkovich (2016). In the context of ethical leadership, this theory suggests that leaders who demonstrate ethical behaviour and benefits of act in the best interests of their followers create a positive social exchange. When leaders prioritize fairness, transparency, and trustworthiness, they enhance the quality of the leader-follower relationship. This, in turn, promotes a sense of accountability, as individuals feel compelled to reciprocate the leader's ethical conduct and trustworthiness.

Stakeholder theory emphasizes the importance of considering the interests of all stakeholders in decision-making processes. Staff meeting for principal, departmental meeting for HOD and post level one in classroom will be a proper platform for consultation to enhance decision-making. In the context of ethical leadership, this theory highlights the ethical responsibility of leaders towards various stakeholders, including employees, students, parents, and the community Schannen-Moran (2015). Leaders who adopt a stakeholder perspective prioritize ethical decision-making that considers the well-being and interests of all stakeholders. The relationship that school has with immediate communities can enhance collaboration. This approach enhances trust among stakeholders and fosters a culture of accountability, as leaders are held responsible for the impact of their decisions on different stakeholders.

These theoretical perspectives offer valuable insights into how ethical leadership, accountability and trust are interconnected. They provide frameworks for understanding the mechanisms through which ethical leadership influences accountability and trust within organizations, including schools. While each theory emphasizes different aspects, they collectively contribute to our understanding of the importance of ethical leadership in promoting accountability and trust in educational settings Tschannen-Moran (2015.Ethical leadership focuses on the leader's ability to inspire and motivate followers towards a collective vision and shared goals. This theory suggests that transformational leaders have a positive and significant impact on their followers, transforming their attitudes, beliefs, and behaviors.

2.6.1 Shapiro and Stefkovich's (2016) model on ethical leadership and decision-making in education

Ethic of care is a normative ethical theory that holds the moral action centres of interpersonal relationships and care or benovelence as a virtue. It urges educational leader to nurture the emotional and moral development of children rather than stress of academic achievement. This ethic places student at the centre of ethical decision making and focuses on relational valusuch as trust, loyal, belonging, self- efficacy and the needs and desires of young people in school (Shapiro & Stefkovich, 2005).

Ethic of critique is rooted in critical theory and emphasises ethical behaviour as that which addresses inequities amongst individuals and groups related to social class and other factors which impact once powers and voice. Based on this study, school Principal, Head of Department and teachers should people of wisdom to understand the dynamics of leadership and be able to provide solution that is informed of policy and serves the best interest of an organization. This model emphasize that educators should go beyond questioning and critical analysis. Furthermore, it embraces values such as power, privilege and empowerment (Shapiro & Stefkovich, 2005). In other words, being in position of power has been described as privilege which need to be exercised with limitations and responsibilities and the best empowerment is delegation in formed by teachers' development.

Ethics of profession is based on educational leaders to examine their personal values and ethic code set forth by various professional organizations (Shapiro & Stefkovich, 2005). Educational leaders such as principals, Head of Department and teachers are not concerned of teaching and learning but the moral and ethical aspect in their leadership roles (Northouse, 2005). Moreover, leaders must positively influence others and instils values and related issue decision making and principles in leadership (Lawshay,2006). Regarding this study true leadership embraces

professionalism in order to act in a manner that is acceptable to other stakeholders and the expectation of the department.

Ethics of justice is defined as commitment to human freedom and producers for making decisions that respect the equal sovereignty of people (Stefkovich,2005). The emphasis is on the role of the individuals in relation to the larger society which vary but increasingly moral or ethical aspect of leadership notes (Northouse, 2005)

According to Shapiro and Stefkovich (2016), ethics of care in schools can be turned into a moral decision-making strategy. In other words, an ethical leader makes decisions that put the interests of others first. In this regard, an ethical leader considers the impact of each decision they take and assess whether is in the best interests of their organisation. The theory of practice and paradigm of ethics is often associated with concepts such as loyalty, trust and empowerment (Noddings, 2002). In this regard, an ethical leader develops and empowers their followers with relevant knowledge, which can contribute to the growth of their organisation. The model of Shapiro is an awareness to ethical leaders in schools since it looks beyond personal values, it further focuses on taking care of learners and other stakeholders. Educational leaders are also reminded that leadership is not about themselves since they still expected to account to the respective stakeholders. However, the way they conduct themselves it enhances trust amongst themselves and their followers Shapiro and Stefkovich (2005).

The elements of trust and loyalty between followers and leaders play a significant role. Shapiro's model reveals that in education, caring is one of the most important values (Normore, 2008, p. 27). The requirement of the ethics of care in schools urges all school leaders to consider and include multiple voices in their decision-making process. In other words, consultation and involvement of stakeholders are essential for the smooth running of an organisation, such as a school (Olivia, 2006). Shapiro and Stefkovich (2016) contend that it is essential for educational leaders to move away from top-down hierarchical models and turn to leadership styles that emphasise relationships and connections in order to ensure that their decisions are (Noddings, 2002). In line with this, Lehrer (2005) argues that ethical leaders must encourage collaborative efforts among their staff and students in order to promote interpersonal interactions, deemphasise competition, facilitate a sense of belonging and increase individual skills as they learn from one another.

Ethical leadership may be exercised by principals, teachers, students and other staff (Rowman & Littlefield, 2008). The school, to become a fully moral and ethical space, requires a shared

sense of doing what is right and good (Rowman & Littlefield, 2008). When schools operate in full moral and ethical space, the quality of their results may also improve. However, educational leaders with deadly values could poison and undermine creativity, and ultimately the good-making characteristics of an organisation (Hemsath, 2011). Therefore, ethical leadership could provide a mechanism for safeguarding the values of institutions and eradicating toxic elements in the workplace. Baduou (2001) argued that ethical leadership as a moral and ethical situation requires us to be aware of the views other people have about leadership.

2.6.2 Shaw and Shapiro's (2003) model of accountability

The concept of accountability is informed by the theory of Shaw and Shapiro (2003), which associated accountability with keeping budgets in check. The notion of accountability applies to this research study because one of the roles of a school principal is to make informed financial decisions. Therefore, school principals are required to ensure that they conduct themselves in an accountable manner regarding the management of the financial resources of their organisations. In the other context, school principals must account to departments of education and parents about learner's results (Republic of South Africa, 1996; Simon, 2004).

Accountability is the most significant tool for a successful organisation (Mahapa, 2018). Thus, while accountability is often associated with educational achievement, it is also frequently thought to be a concept which creates a great deal of blame (Abadzi, 2020). This suggests that leaders must exercise and enforce accountability in an ethical and accountable manner that promotes individual and organisational development and growth. In other words, if school leaders are sufficiently accountable, they will also demonstrate accountability and ethics of care in ways in which they engage with their staff and learners. That is, they will encourage their followers to responsibly execute their allocated responsibilities (Berliner, 2007). Accountability speaks to what school principals and teachers should do to ensure that all their learners learn and succeed. Principals are challenged by accountability when they are faced with an ethical decision that pits policy against the best practice and pits teachers against administrators and the school board (see, for instance, Mestry, 2017). Stakeholders celebrate good school achievements and are silenced, but whenever performance is poor, the school principal is accountable to Department of Education as well as School Governing Body (Berlin,2007).

2.7 Tshannen-Moran's (2015) work on trust

The element of trust in this study is informed by the theory of Tschannen-Moran (2015), which states that trust is the heart of effective leadership because when teachers trust one another, it

can enhance student achievement, which is the reason why a school exists. High trust relationships exist when leaders are respected for their deep educational knowledge, their actions and values and the way they engage respectfully with others through empathy and humility, fostering openness in discussions (see, for instance, Zydziunaite, 2018). Leaders must, therefore, have good emotional intelligence and self-awareness so that they can build and sustain high-trust relationships with the people they work with (Educational Council, 2018).

School leaders have a significant influence on student achievement. One of the factors that influence student achievement is the ability of school leaders to generate trusting relationships with and among their staff. Bryk and Schneider (2003) have demonstrated a causal relationship between the level of trust amongst members of a school community and the degree of improvement in student outcomes: “Few other variables examined by educational researchers come close to the level of the predictive power of trust on student achievement” (Tschannen-Moran, 2015, p, 258). This means that trust in leaders has the potential to influence trust among staff, which is significantly correlated to student achievement (Handford, 2013). Moreover, teachers' trust in their school principal and their colleagues makes it more likely they will trust their students (Tschhannen-Moran, 2015). Trust motivates individual behaviour, shapes social exchanges and influences collective performance (Noonan, 2008).

2.8 CHAPTER SUMMARY

This chapter presented a review of the literature based on the focus and critical research questions of the study. The chapter reviewed literature on the interchange between ethical leadership, accountability and trust in schools. Further, the chapter also presented and discussed the theoretical frameworks employed in this study. The next chapter will present and discuss the research design and methodological considerations made in respect of the conduct of the study.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

The previous chapter presented the literature review and theoretical framework of the study. This chapter presents and discusses the research design and methodology in order to respond to the key research questions of the study. The discussion presents an account of the research paradigm, research design, methodology, selection of research participants such as principal, Heads of Departments and post level one teachers, data generation methods, data analysis, issues of trustworthiness, ethical considerations and limitations of the study (Creswell, 2003).

3.2 RESEARCH PARADIGM

This study was located within the interpretive paradigm (Kivunja & Kuyini, 2017). A research paradigm refers to a way of viewing the world and a framework from which to understand the human experience (Lambert, 2019). Paradigms are important because they provide the researcher with the epistemological, ontological and methodological apparatus through which to view, analyse, interpret and understand what is being studied or investigated (Kivunja & Kuyini, 2017). Research paradigms provide us with the lens to frame what we know since I am practising as a teacher. The notion of what we can know will be answered through findings of this research study (Creswell, 2014). Paradigms are created based on assumptions, notions and estimations (Punch, 2009). The interpretive paradigm was chosen for its ontological stance that there are not one but multiple realities (Creswell, 2012). The interpretive paradigm enabled me to explore and understand, not from one, but from multiple dimensions, the data elicited from the participants on the role of ethical leadership in promoting accountability and trust. Through engaging with the participants from an interpretive paradigm, knowledge was socially constructed to make sense of the intersectionality between ethical leadership, accountability and trust.

3.3 RESEARCH DESIGN

According to Creswell (2003), a research design is a map or framework which provides an account of how a study will be conducted. This study adopted a case study research design because it involves the study or examination of a case within a real-life, contemporary context (Rule & John, 2011). According to Yin &Creswell (2012) case study is process, activity, event, programme or individual multiple individuals. It might even refer to a period rather than a

particular group of people. Regarding this study principal, Heads of Department and teachers will share their experiences as leaders in school context. The intrinsic case study is solely focused on the aim of gaining a better understanding of the individual case. The case is not to understand a broad social issue, but merely to describe the case being studied (Punch,2009). Taking closer look at participant like principal, his/her experience of understanding ethical leadership accountability and trust will not be the same as HOD,s and teachers. The instrumental case study is used to elaborate on a theory or to gain a better understanding of the social issue. This case study merely serves the purpose of facilitating the researcher's knowledge about the social issue. The collective case study furthers the understanding of the researcher about a social issue or population being studied. The interest in the individual case is secondary to the researcher's interest in a group of cases (Punch ,2009). The reason for using instrumental and collective case studies is explore different understandings from principal, HOD,s and teachers regarding ethical leadership, accountability and trust in schools. Cases are chosen so that comparisons can be made between cases and concepts so that theories can be extended and validated.

Research involves the study of a case in a real-life, contemporary context or setting (Yin,2009). The intrinsic case study will assist the researcher to explore real-life experiences through observations, interviews, and audio-visual materials. Rule & John (2012) state that a case study provides rich insight into situations and allows for in-depth study boundaries. This study was a case study approach. It was a case of two schools in the Johannesburg Central District (D14).

3.4 RESEARCH APPROACH

Research methodology distinguishes between mainly two types of research approaches, namely, qualitative and quantitative methodology (Cohen et al., 2011). Given the fact that the study sought to explore the role of ethical leadership in promoting accountability and trust in township schools. The adoption of the qualitative research approach assisted me to understand the role of ethical leadership in promoting accountability and trust from the perspectives of the school principals, Heads of Departments and teachers who were the participants of this study. Qualitative study assist researcher to describe and interpret issues or phenomena. In this study qualitative research will assist researcher to describe ethical school leadership as well as their experiences. Furthermore, qualitative research assists to gather information that has deeper understanding of experiences from respondence (Cohen et al.,2011).

The advantage of qualitative research requires to provide deeper insight about ethical school leadership, accountability and trust. To explore test-takers behaviour as well as analysing respondence perceptions. Finally, it does not require relatively longer time for data collection (Rule & John, 2011).

3.5 DATA GENERATION METHODS

Data generation methods refer to specific research methods used to gather information for a particular study (Creswell, 2014). De Vos (2007) states that there is a range of data generation methods, including interviews, surveys, participant observations and focus group interviews. This study used semi-structured interviews and document reviews to generate data to respond to the key research questions. The two data generation methods for this study are discussed in the section below.

3.5.1 Semi-structured interviews

In this study, semi-structured interviews were conducted with the participants, who were school principals, HOD's and teachers of two schools (namely, primary and secondary) to solicit their views on the phenomenon under investigation in this study, namely, the role of ethical leadership in promoting accountability and trust. The two schools were identified pseudonyms Nkomazi Secondary School and Lallapppanzi Primary School, which was done in order to maintain the confidentiality promised to the participants such as principals, HOD's and teachers. The interview sought to gain insight into how participants such as principals, HOD's and teachers feel and perceive their role as leaders in their respective institutions. The interviews took place telephonically as a way of adhering to COVID-19 protocols in terms of social distancing.

Each interview lasted approximately 45 minutes, principals, HOD's and teachers were interviewed separately on different days. The interviews were audio-recorded digitally after permission had been sought and granted by principals, HOD's and teachers and were transcribed verbatim in preparation for the analysis. Semi-structured interviews were chosen for their potential to allow the participants to tell their stories in a way that conveyed their own meanings of their experiences (Rubins, 2005).

3.5. 2 Self-administered questionnaires

According to Lambert (2009), a questionnaire is a research tool comprising a series of questions used to collect useful information from respondents. Questionnaires were issued to the four

Heads of Department for each school. The benefits of the questionnaire in this study were that it generated responses on the beliefs of the participants on the role of ethical leadership in promoting accountability and trust. They contained items on biographical information, such as age, experiences in teaching and qualifications, as well as items that sought to obtain participants' beliefs regarding the phenomenon under investigation.

3.5.3 Documents review

Document reviews are often used in qualitative research to establish data on the background and history of the context you are studying (Creswell, 2013). For this study, over and above the semi-structured interviews, the analysis of documents was also used to generate the data to respond to the key research questions of the study and to provide a context for the study (Plummer, 2001). Although some documentation was regarded by the schools as confidential, the researcher requested some of their key documents that were regarded as useful for understanding the phenomenon under investigation. Where this was possible, the researcher conducted a careful review or inspection of the documents provided, which included minutes of staff meetings, reports, policies, statistics, presentations, and other key artefacts. The researcher used these documents and artefacts to understand the context of the role of ethical leadership in promoting accountability and trust and to triangulate data generated through the semi-structured interviews. The information generated from these documents provided the researcher with a perspective on the context of ethical leadership, accountability and trust in the two research schools. The themes that emerged from the examination of the documents were utilised to answer the key research questions and to provide the context for the study. Document review was useful as it assisted the researcher to delve into the working contexts of the participants (Creswell, 2013).

3.6 SAMPLING OF PARTICIPANTS

A research population is a set of people with special common characteristics and a subset of the population selected for purposes of research is known as a sample (De Vos, 2007). Sampling can be defined as the process of selecting a group of related persons or things from a larger population to study for purposes of research (Scott & Morrison, 2005). This study selected members of the School Management Teams (SMTs) from two schools, namely, a primary and a secondary school, based on the assumption that they had some experience in leadership and management. To ensure anonymity, these schools were given fictitious names of Lallapanzi primary school and Nkomazi Secondary School. Sampling methods can be classified as either

probability or non-probability. Probability sampling includes random, systematic and stratified sampling. Non-probability sampling includes purposive, convenience, judgement and snowball (Creswell, 2018). This study used purposive sampling as the purpose was to select specific participants who could speak with confidence and knowledge on the phenomenon under investigation. Therefore, the participants such as school principals, Heads of Departments and teachers who were regarded as having experience in the leadership of the school. The criterion for sampling Heads of Department was based on three years and above in managerial position. Therefore, the participants had to meet a specific criterion, namely, they had to be members of the SMT.

3.6.1 Description of the case study schools and participants

3.6.1.1 Nkomazi Secondary School[1]

Nkomazi Secondary School was used to identify the secondary school whose SMT participated in the study. Nkomazi Secondary School is a Section 21, Quintile 5 school in terms of the South African Schools Act 84 of 1996, situated in Soweto, a township in Gauteng province. At the time of data collection, the school had a learner enrolment of 990, 24 teachers and nine (9) SMT members. SMTs comprises of Principal, two (2) Deputy Principals, one male and one female, and six (6) Heads of Department, which were three (3) males and three (3) females, Portraits of the participants: Nkomazi Secondary School.

(a) Ms Dakota

According to biographical questionnaire Ms Dakota[2] is 55-year-old female school Principal of Nkomazi Secondary School, who, at the time of the research, had 10 years of teaching experience. At the time of the study, Dakota had been serving as a Head of Department for four (4) years, a Deputy Principal for six (6) years and a principal for three (3) years. Dakota possesses a BCOM, HDIP(ED), BED Hons and MED.

(b) Ms Dulas

According to biographical questionnaire, Ms Dulas[3] is 58 years and had a teaching experience of 30 years. Ms Dulas possessed a teacher's diploma in education.

[1] Not the real name of the school
[2] Not her real name
[3] Not her real name

(c) Mr Gobela

According to biographical questionnaire, Mr Gobela[4] had a teaching experience of 18 years and possessed a bachelor's degree in education.

(d) Mrs Maote

According to biographical questionnaire, Mrs Maote had a teaching experience of 20 years and possessed a bachelor's degree in education.

3.6.1.2 Lallapanzi Primary School[5]

Lallapanzi Primary School was used to identify the primary school whose SMT members participated in this study. Lallapanzi Primary School is a Section 21, Quintile 5 school, situated in Soweto, a township in Gauteng province. At the time of the study, Lallapanzi Primary School has a learner enrolment of 1 200, 28 teachers and 10 SMT members. The SMT of Lallapanzi Primary School is comprised of a principal, two (2) Deputy Principals, one (1) male and one (1) female, and six (6) Heads of Departments, four (4) males and three (3) females.

(a) Mr Velvet[6]

According to biographical questionnaire, Mr Velvet, a Principal of Lallapanzi Primary School, is 61 years old, with a teaching experience of 32 years. Mr Velvet, at the time of the study, possessed a diploma in teaching and an Advanced Certificate in Education/ACE.

(b) Mr Kudula[7]

According to biographical questionnaire, Mr Kudula is 44 years, with between 15 and 16 years of teaching experience, and possesses a Bachelor of Education.

(c) **Mr Zethu**[8]

According to biographical questionnaire, Mr Zethu is 38 years, with between 15 and 16 years of teaching experience, and possesses a Bachelor of Education.

(d) Ms Fire[9]

According to biographical questionnaire, Ms Fire is 41 years, with between 15 and 16 years of teaching experience, and possesses a Bachelor of Education.

[4] Not his real name
[5] Not the real name of the school
[6] Not his real name
[7] Not his real name
[8] Not his real name
[9] Not her real name

3.7 DATA ANALYSIS

Data analysis is the process of bringing order structure and meaning to the mass of collected data (Schwandt, 2007). In this study, data analysed comprised data generated through semi-structured interviews, self-administered questionnaires and document review. Before the analysis of the data, the researcher went through the data to acquaint himself and obtain a sense of what was contained in the data. This process comprised immersing himself in the data, identifying initial themes and patterns, coding, elaborating on and describing and interpreting situations (Babbie, 2007).

The content analysis approach was used to analyse the collected qualitative data. The choice of this approach assumed that this approach would enable the researcher to examine the data more deeply (Babbie & Mouton, 2001; Braune & Clarke, 2006). The content analysis of data involved making sense of textual qualitative data to develop a line of argument (Babbie & Mouton, 2001, p. 23; Downe-Wamboldt, 2003). In this study, textual data included verbal data from semi-structured interviews and focus group interviews and textual data from the analysis of documents that the participants were willing to share with the researcher.

3. 8 ISSUES OF TRUSTWORTHINESS

To establish the trustworthiness of a study, Creswell (2014) suggests that it could be better understood in qualitative research if the researcher discusses this in terms of credibility, transferability, dependability and confirmability. Trustworthiness refers to the extent to which research is believable and appropriate, with reference to the levels of agreement between participants and the researcher (De Vos, 2005). How trustworthiness was ensured in this study is discussed in the section below.

3.8.1 Credibility

Trochim and Donnelly (2007) define credibility as a way of ensuring the findings of a research study that are credible or believable from the perspective of participation in the research. To this end, data was generated through different data generation methods, namely, semi-structured interviews, self-administered questionnaires and document reviews. In addition, the data was generated from school principals, heads of departments and teachers.

3.8.2 Transferability

Transferability refers to the degree to which the results of qualitative research can be generalised or transferred to other contexts or settings (Trochim & Donnelly (2007): 149. De

Vos, (2005, p. 346) defines transferability as the applicability of one set of finding another context. For this study, in order to enable transferability, detailed descriptions of procedures and processes followed were provided in the respect of methodology and research design.

3.8.3 Dependability

Dependability is concerned with whether we would obtain the same results if we could observe the same thing twice (Trochim & Donnelly, 2007). Dependability is defined as an "attempt by the researcher to focus on methodological rigour and coherence towards generating findings and case accounts which the research community can accept with confidence" (Rule & John, 2011, p. 107). For this study, dependability was ensured through the combination of data generation methods, namely, semi-structured interviews, self-administered questionnaires and document review.

3.8.4 Conformability

De Vos (2005) explains conformability as when the findings of the research are confirmed by the data. To ensure conformability, I kept records of raw data generated through individual interviews; further to this I used my critical reader.

3.8.5 Comparability

Comparability exists when data are of known quality and can thus be validity applied by external users, even when project objective differ (Yin,2012). Comparability also makes the research findings from different studies in ostensibly the same domain of research comparable enough to combine. Data generation, the researcher will spend prolonged time at the sites and engage widely with the research participants until gathering new ideas for the study. In addition, the researcher will use various methods such as interviews, questionnaire, audio tapes and document reviews to generate data analysis.

3.9 ETHICAL ISSUES

Ethical issue in research is circumstance in which a moral conflict arises in the workplace. Ethical issue can be a moral dilemma that emerges, and it requires skill to resolve. Th aim of ethical issue is to prevent harm, therefore researchers (de Vos, Strydom, Fouche, & Delport, 2005) describe ethical issues as a set of moral principles. Silverman (2000, p.201) adds that researchers must be mindful that whilst they conduct research, they inhabit the private spaces of the research participants. Therefore Creswell (2003) states that the researcher is obliged to respect the rights, needs, values and desires of their informants. The are several aspects that researchers should be wary of, these aspects are getting informed consent from principals,

HOD's and teachers, investigating if the research may cause harm, being honest presenting the data. Confidentiality and anonymity must be strictly adhered to and lastly looking into intervention and advocacy strategy should be the research participants display behaviour that is illegal or harmful in any way.

Inform consent is where the researcher informs participants of the nature and purpose of the research, thereafter principals, HOD's and teachers makes the choice whether to be included in the study after being informed of the particulars that may affect decisions (McNeill & Chapman, 2009). Further, the researcher explains to participants their roles. In this study, I obtained informed consent in writing.

To avoid harm and risk, this study employs the principal of non-maleficence (do not harm). The researcher guaranteed that there will be no harm to participants' consequent of their participation, psychological or physical (Trochim, 2000). This may relate to issue of privacy, confidentiality, and anonymity. Pseudonyms of all schools and participants were used in ensuring anonymity.

Regarding this study, the researcher has obtained ethical clearance from the Ethics Committee of the Wits School of Education to conduct the research. Since the study was conducted within the schools of Gauteng province, the researcher requested permission to conduct research in schools from the Gauteng Department of Education. Once such permission had been granted, the researcher approached the schools to request permission from gatekeepers to conduct in the selected schools. The request for permission was accompanied by a detailed description of the nature and focus of the research, and what was expected of those who would be willing to participate. Once such permission had been granted, the researcher then approached specific members of the SMTs and teachers to request them to participate in the study. The request for consent was made after the researcher was confident that the prospective participants understood what the study was about and what was expected of them. Once consent had been given, those who were willing to participate were requested to sign a consent form to indicate their consent.

3.10 LIMITATIONS OF THE STUDY

Limitations can be defined as potential weaknesses in a study which are beyond the researcher's control (Simon, 2011). The limitations faced by this study included the permission from school principals to conduct research. This took longer than expected as there were delays in responding given the fact that principals needed to consult with the members of their school

communities. Secondly, some participants were sometimes not available on the agreed dates due to their personal and professional commitments. This required that the researcher reschedule, which impact the timeframes of the study. Thirdly, data was generated while the restrictions of containing the spread of COVID-19 were still in force, which restricted the natural engagement with the participants and imposed significant logistical issues on the study. In addition, given the fact that the semi-structured interviews were conducted telephonically, signal challenges sometimes negatively affected communication with the participants, resulting in breakages in the flow of the conversations. Lastly, the study was conducted in only two schools, with a few teachers, within a specific geographical area. As result, the findings of the research study cannot be generalised to other contexts.

3.11 CHAPTER SUMMARY

This chapter presented and discussed the research design and methodology for the study. The research paradigm for this study, data collection methods, sampling of the participants, data analysis, issues of trustworthiness, limitations and ethical considerations were presented and discussed in this chapter. The next chapter presents data and the findings of the study.

CHAPTER FOUR

DATA PRESENTATION AND DISCUSSION

4.1 INTRODUCTION

The previous chapter presented and discussed the research design and methodology for the study. This chapter presents and discusses data generated through semi-structured interviews, self-administered questionnaires and document reviews, and the findings of the study. The discussion of the findings is structured according to the key research questions of the study and is based on the focus and purpose, literature review and theoretical frameworks of the study as discussed in Chapters 1 and 2. The arrangement of findings takes the form of themes that emerged through content analysis as discussed in Chapter 3. In addition, in presenting the findings, I endeavoured to ensure that the voices of the participants were not mislaid and silenced. To this end, verbatim quotations are used throughout the data presentation and discussion.

4.2 DATA PRESENTATION AND DISCUSSION

This data is presented under themes that emerged from my analysis of the individual datasets. The following key themes emerged from the data generated: The principal's, HOD's and teachers' insights into ethical leadership; Ways of promoting ethical leadership; Role of ethical leadership in promoting trust and accountability; Principle of trust in ethical leadership. Demonstration of accountability; Observed unethical practices; Importance of trust and accountability in ethical leadership; Promoting ethical culture in socio-economically deprived communities; Causes of unethical conduct, as well as the lack of trust and accountability amongst staff members; Enabling factors/impediments in developing trust and accountability; Relationship between ethical leadership, trust and accountability. Addressing unethical behaviour as well as promoting trust and accountability; SACE workshops in enhancing code of ethics and the role of continuous leadership development in shaping ethical leadership.

4.2.1 The principals, HODs and teachers' insights into ethical leadership

The two participating principals seemed to have some understanding of ethical leadership. However, data seemed to suggest that both principals, who were participants in this study, had different views on how they perceived ethical leadership in their schools. Ethical leadership was understood as a type of leadership that evokes feelings of trust, a responsibility entrusted

to school principals or leaders to promote a set of common values for all. Ms Dakota, the principal of Nkomazi Secondary School, said:

Ethical leadership is characterised by equal treatment of employees supported by the leader's openness, fairness, compassion and transparency. Positive school environment and the smooth running of the school. My understanding is that ethics are moral principles that govern people's or person's behaviour and ethical leadership in schools refers to taking full responsibility for every decision and having good interpersonal skills in a position of power.

[Ms Dakota, Principal, Nkomazi Secondary School]

Likewise, Mr Velvet from Lallapanzi Primary School maintained that ethical leadership is:

Characterised by ethical values in the management functions including decision making, behavioural ethics such as open communication, coordination, leading, planning and organising.

[Mr Velvet, Principal, Lallapanzi Primary School]

The Head of Department of Nkomazi Secondary School, Mrs Nontombela, seemed to support the principal's understanding of the notion of ethical leadership:

Ethical leadership is moral behaviour in a leader. Conduct which a leader demonstrates through personal actions and the relationship he or she has with other staff members and the ability to lead by example.

[Ms Dulas, Head of Department, Nkomazi Secondary School]

As can be seen in the above excerpts, there was a strong relationship between the principal's understanding of ethical leadership and one of the Heads of Department of Nkomazi Secondary School. Ms Dulas of Nkomazi Secondary School described ethical leadership as the type of leadership where leaders put the interest of others first, pointing out the example of a school context where the principal must avoid all activities that benefit him at the expense of others. Ms Dulas further pointed out that the kinds of decisions made by ethical leaders must seek to make school a better place for everyone. However, Mr Gobela, in the same school, supported Ms Dula's understanding of ethical leadership as "*moral principles that govern a person's behaviour and identity to differentiate between right and wrong*". For them, ethical leadership comprise and incorporates values, such as "*openness, fairness, compassion and transparency*". Mrs Maote shared the same understanding with her colleagues, that ethical leadership is the "*moral behaviour of a leader through personal actions and the relationship he has with the*

staff members", which is enhanced by "*walking the talk*". This finding supports Groeneveld & Kuipers' (2014) argument about the necessity for ethical leaders to not only talk the ethical walk but to walk the ethical talk.

In support of the above understanding of ethical leadership, Ms Phuthi understood ethical leadership as:

…a way of relating to your subordinate with a conscious of respect, understanding, sharing, sympathy and compassion in the organisation. All these arguments corroborate what others said about ethical leadership.

[Ms Phuthi, Head of Department, Lallapanzi Primary School]

The relationship between the understanding of ethical leadership of the principals and Heads of the Departments was also evident from the minutes of the staff meeting at Lallapanzi Primary School, held on 30 October 2020. The minutes of this meeting reflect the principal's strong view on ethical teaching practices that the principal believed teachers had to promote:

…collaboration which starts from School Management Team (SMT), teachers, non-teaching staff and learners. This incorporates talking about school values and emotional control that takes central focus daily. It can include professionalism in teaching activities such as handling formal assessments pre- and post-moderated to enhance quality. Implementation of Bloom's Taxonomy questioning techniques. Making sure that I understand others before I understood. Promoting respect for all individuals. Having a good relationship with my learners and colleagues. Being honest, loyal, fair and sense of integrity towards others.

[Minutes of the Staff Meeting, Lallapanzi Primary School, 30 October 2020]

The above excerpt from the minutes of the school suggests that the understandings of ethical leadership shared with the researcher were not only shown by the participants for the researcher; the importance of ethical leadership was in the day-to-day life of the school. The perspective of the above excerpts suggests that the principles and values of leadership within an organisation drive a leader's consciousness and actions in respect of ethical decision-making. The excerpts go on to specify the values that must sit at the core of ethical leadership, which include fairness, compassion, trust, integrity, accountability, openness, fairness, compassion and transparency and many more. Moreover, the excerpts suggest that if ethical leadership is properly practised within an organisation, it has the potential to enhance trust in the leadership of the organisation. That is, when a leader walks the ethical talk, their subordinates tend to trust them, which results in good-quality outputs. Lastly, when an ethical

leader leads by example, their followers will not fear them, but they will always be mindful of their actions to protect and nurture their relationship with the leader. This means that they will approach their work with more accountability.

4.2.2 Ways of promoting ethical leadership

The participants' responses pointed to specific ways in which their schools promoted ethical leadership. Below are some strategies reported by the participants as being used by their schools to promote ethical leadership:

Development and implementation of policies via oriented programmes like workshops and evaluating teachers on IQMS. The principal included values such as respecting learners in the environment of teaching and learning. This can be done by creating a conducive environment that is easy to allow teaching and learning to take place. A space that is democratic and allows all learners to participate and express themselves without fear of whether their responses are right or wrong. Trust supplies relevant information and avoids misinterpretation and creates justification. Whereas accountability on the other hand is important as it makes one acknowledge and accept personal accountability.

[Mr Velvet, Principal, Lallapanzi Primary School]

Mr Kudula, the teacher at Lallapanzi Primary School, shared how his school promoted and encouraged ethical leadership as follows:

Our principal strategy for promoting ethical leadership practice, the process entails planning where School Management Team and admin clerks open a week before other staff members. The whole idea behind this is to set up the goals and standards that teachers will use for teaching and learning in their respective classes. Revising curriculum policies to enable the readiness of school for the current academic year. This includes activities such as timetables for teachers and learner material to execute their duties as well as the programme to guide novice teachers. I trust my leader and am confident that both of us are pushing the same vision and mission. I believe in synergy. It is not about you or me but is about us. That gives me trust and trust towards my leader.

[Mr Kudula, teacher, Lallapanzi Primary School]

The above excerpts suggest that Lallapanzi Primary School used specific ways to promote ethical leadership. However, in this instance, the notion of ethical leadership did not only apply to the SMT; it applied to teachers as well, in how they conducted the business of teaching and learning. Moreover, the minutes of the staff meeting of Lallapanzi Primary School reflected a

relationship with some of the policies and practices of Nkomazi Secondary School in respect of ethical leadership. For instance, both schools were consciously working towards promoting ethical leadership in their contexts. The above finding supports findings by Yukl (2002) which contends that genuine leadership is marked by humility, empathy, resilience through loss, reflection, self-depreciation, skills to unite/unify people and the ability to communicate with people and move them forward. However, almost in line with the findings of this study, some literature suggests that ethical leaders must demonstrate their sense of accountability by showing a willingness to take the blame, not shifting blame to others when things go wrong (see, for instance, Bruns et al., 2011), which concurs with the above excerpts from the minutes of the staff meeting for Lallapanzi Primary School.

The above findings were further illustrated by Ms Phuthi, Head of Department of Nkomazi Secondary School who felt that:

Ethical leadership can be promoted by respecting and treating everyone equally. It can be implemented by demonstrating honest and open communication. Furthermore, ethical practices such as fairness can necessarily promote equal treatment and trust in the practised leadership. Such a leader will be reliable to the entire stakeholder. People will feel motivated and encouraged to work. We are all humans, but my school principal provides clarity on how to achieve the school goals, and completion and school activities. She becomes part of the vision and even if is challenging, she shows ownership and transparency.

[Ms Phuthi, Head of Department, Nkomazi Secondary School]

As an example, Mr Manamela, Head of Department, Nkomazi Secondary School, believed that:

Collaboration brings people together and makes it easy to make decisions that will be favourable to the majority and followed through. Employees support a leader who doesn't allow emotions to take control but is self-disciplined and uses facts in winning discussions.

[Mr Manamela, Head of Department, Nkomazi Secondary School]

This was further illustrated by Ms Nontombela, Head of Department, Lallapanzi Primary School, who said:

Trust is a very important ethical leadership tool to enhance leadership led by the example of what you speak. Walking the talk makes it easier to hold people accountable for their actions.

Ultimately it promotes growth and social justice within the organisation and their immediate communities.

[Ms Nontombela, Head of Department, Lallapanzi Primary School]

Furthermore, Ms Regalo, Head of Department, Lallapanzi Primary School believed that:

It is important to avoid the marginalisation of learners that are vulnerable due to certain barriers. Leaders can only earn trust when he/she is approachable to learners and other subordinates in both academics and social life.

[Ms Regalo, Head of Department, Lallapanzi Primary School]

The above excerpts from the participants point out that leading by example, that is, "w*alking the talk*", makes the leaders' subordinates do what they are supposed to: "*makes it easier to hold people accountable*". That is, leading by example, "*walking the talk*", makes it easier for the leader to demand, "*hold people accountable*", what their subordinates must deliver. In the words of Ms Regalo, leading by example and being approachable assist a leader to earn their subordinates' trust, both personally and professionally. Mr Manamela goes further to point out that subordinates "*support a leader who doesn't allow emotions to take control but is self-disciplined and uses facts in winning discussions*", which means that leaders must not allow their emotions to take over and mess up things; they must remain calm even under difficult circumstances. However, according to Ms Regalo, it is not only the teachers who benefit from the actions of an ethical leader; learners also benefit.

However, the participants also raise the issue of the importance of unity and collaboration to get things done. For instance, according to Mrs Nontombela "*collaboration brings people together and makes it easy to make decisions*" that will be favourable to most staff. For her, subordinates support a leader who does not get worked up and lose control of situations, who is self-disciplined and who uses facts to win decisions. Ms Regalo, Head of Department of Nkomazi Secondary School alluded to the above statement by saying that "*ethical teaching practices enhance trust and accountability*", because "*when a leader is trusted by subordinates it creates an ideal working environment*" where systems are put into place and the implementation of different tasks becomes easier to execute. The side effects of leader behaviour might adverse consequences in the institutional integrity (Yukl, 2008). In administration, school leader must use their organisational rank and managerial powers to role model others. The ethics of justice point out the commitment of school ethical leader to human

freedom and producers for making decisions that respect the equal sovereignty of people (Northouse, 2008).

4.2.3 Trust in the ethical leader

Mr Velvet principal of Lallapanzi Primary indicated that honesty and fair treatment to all staff members is an enabling factor for a leader to be trusted. An ethical leader will never forget that they still expected to conduct themselves in a manner that should not put teaching profession into a disrepute (South African Council for Educators Act 31 of 2000). Whereas "Ms Nontombela Head of Department at Lallapanzi Primary view trust as benefits of those who lead by example of what they speak". Furthermore, the Head of Department at Nkomazi Ms Regalo value the concept of trust since it has potential to create better working environment. "Ethical teaching practices enhance trust and accountability because when a leader is trusted by subordinates it create an ideal working environment". The working relation in the organisation is consequence of power on the trust development (Louis, 2007).

The findings indicate that participants from both schools are aware of stipulations of South African Schools Act 31 0f 2000 which speaks of conducts of teachers. The ability to create a positive working environment was also considered as individual responsibility in both schools. Ms Dakota Principal of Nkomazi Secondary also emphasized on lead by example whereas, Ms Regalo Head of Department of Nkomazi put emphasis on conducive working environment. "Trust has potential to create better working environment". Values such as honesty and fairness were highlighted to be the useful tool of ethical leadership. The evidence of this discussion is embedded within the document review minutes of staff meeting of 30 October 2020. The contents of that meeting demonstrate relationship between the understanding of ethical leadership of the principals and Heads of the Departments meeting at Lallapanzi Primary. The minutes of this meeting reflect the principal's strong view on ethical teaching practices that the principal believed teachers had to promote:

…collaboration which starts from School Management Team (SMT), teachers, non-teaching staff and learners. The concept of collaboration signify trust where people work together to achieve common goal, and it requires trust amongst the stakeholders. This incorporates talking about school values and emotional control that takes central focus daily.

[Minutes of the Staff Meeting, Lallapanzi Primary School, 30 October 2020]

Based on the questionnaire data base, the principal of Nkomazi Secondary Ms Dakota seemed to understand the driving forces of trust in the institution. Part of the reason is number of years

and experience in teaching and ranks she occupy. Ms Dakota possesses a Bcom, HDIP (ED), BED Hons and MED. Looking at other participants like teachers at Nkomazi Secondary and Lallapanzi understand trust issues due to experience they have in education.

Ms Regalo, Head of Department of Nkomazi Secondary School, referring to her school principal, reported that:

…she is neutral to give a specific answer because when she arrives at work, she focuses much on the job description to avoid school politics.

The above excerpt suggests that teachers at Nkomazi Secondary School had trust in the leadership of their principal. They reported that the principal demonstrated confidence and guided in tasks to ensure effective execution. Based on her experience in the education field, they believed that she "*has learned to trust her educators with their daily teaching practices*", which encouraged teachers to give off their best performance. This is significant coming from the Head of Department, as Heads of Department are the drivers of curriculum delivery and support, and if they feel supported, they are likely to emulate what they experience from the principal and support their teachers as well. Ethics of profession demonstrates that the true leadership embraces professionalism in order to act in a manner that is acceptable to other stakeholders and the expectations Shapiro and of the department (Lawshay, 2006). However, the dynamic of leadership should provide solution that is informed by policy and serves the best interest of an organization (Shapiro and Stefkovich, 2005).

4.2.4 Demonstration of accountability

Ms Dulas, a teacher at Nkomazi Secondary School stated that they were disciplined as they respected school times and general rules, reported on progress in meetings, and followed through with the implementation of Annual Teaching Plans (ATPs). In addition, the participants reported that "*HODs worked with educators to enforce school rules regarding learner behaviour*". Mr Gobela, another teacher from Nkomazi Secondary School, the response is based on the school principal as a leader who he trusts because of her trustworthiness, transparency, discreet. Mr Gobela believed that he had become a responsible educator because of the principal's mentorship. Mr Maote indicated that his strong sense of accountability is to make the staff accountable by signing the time book, since it is an important document, observing the ground duty and attending to their teaching schedule as per their job description. Mr Maote reported that they did this in order to make sure that "*teaching and learning take place and* [that] *the school runs smoothly*".

Mr Maote believed that when the environment of teaching and learning was conducive for learners as well as teachers, this often led to "*good and quality results at the end of the year*". He further reported that "*my principal does not target people … but where is necessary she can hold people accountable*". For instance, he reported an incident where a:

… newly appointed teacher just decided to absent herself from school and go to another province for family responsibilities without reporting to the principal. On the second day, she decided to report that she is unable to report at school due to family responsibilities and is going to last the whole week. When the principal advised her to come back, she could not come back and as a result, the principal remain without a choice but to charge the teacher.

[Mr Maote, teacher, Nkomazi Secondary School]

The findings from Mr Kudula, a teacher at Lallapanzi Highlight issues of accountability about staff member who disregard his/her job description and no action is taken by principal. Some of the staff members seem to come to work with the smell of alcohol and no action against those acts of misconduct. "The general assistants not doing their job, but manager is failing to take action". Professional accountability state that professional leaders should evaluate their colleagues' work and encourage them (De Clerg, 2007).

Though it is unclear in this case whether disciplinary procedures were followed, the description of the incident suggests a deep sense of shock at the lack of accountability and regard for the work of the novice teacher. This suggests that the participant regarded the incident as a display of unethical conduct, which, from the tone of the description, the novice teacher should have known. For Mr Maote, the actions of the novice teacher to disregard the professional ethic of respect for the profession and the work point to gross unprofessional conduct, which left the principal with no alternative but to fire the teacher. The bureaucratic accountability has been displayed as a tool aligned to the earlier notion of workers who must transmit job compliance and comply with departmental procedures and regulations (De Clerg, 2007). The ethics of critique state that the role of ethical leader is to address inequity amongst individuals and groups related to social class and other factors which impact on powers and voice Shapiro and Stefkovich,2005).

4.2.5 Observed unethical practices.

Ms Dakota, Principal of Nkomazi Secondary School reported having observed unethical practices, as reflected in the excerpt below:

... taking meeting discussions outside to influence others to contrast what was agreed upon. The issue of arriving early at school but having tendencies of going to classes late. Teaching without a lesson plan and requesting learners to assist with tasks that should be done by an educator or HOD.

[Ms Dakota, Principal of Nkomazi Secondary School]

Ms Phuthi, Head of Department of Nkomazi Secondary School shared the incidents that she considered unethical practices, as reflected in the excerpt below:

...stakeholders leak confidential information such as interview results by panel members whereas they signed confidential forms. Many times, the disclosure of this information is to spite the principal, jealousy of those who were suggested to be the possible candidate for the job, just to mess up with the process and she believes that this conduct is unethical behaviour. People have lunch before the actual stipulated time frames for breaks. Improper relationships amongst colleagues set bad example to minor learners.

[Ms Phuthi, Head of Department, Nkomazi Secondary School]

Likewise, Mr Kudula from Lallapanzi Primary School shared his observations of what he considered unethical conduct or practice:

The general assistant not doing their job, but the manager is failing to take action. When they drink alcohol on the school premises and the headmaster knows about it and still does not do anything. General workers frequently come to school smelling alcohol and appear before the headmaster still no action is taken. When an educator does wrong like a practical scenario of a novice teacher who is absent for four days without valid reasons, the principal was not ready to listen but to charge the poor teacher.

[Mr Kudula, teacher, Lallapanzi Primary School]

The above excerpts suggest that the participants could differentiate between wrong and right, acceptable and unacceptable practice and professional and unprofessional conduct. In some instances, incidents of unethical practice presented as a symptom of leadership failure: "*The general assistant not doing their job, but the manager is failing to take action ... General workers frequently come to school smelling alcohol and appear before the headmaster still no action is taken*". The pain of watching unethical practices that are felt in the above excerpts suggests that where there are high expectations of ethical practice and functional and ethical leadership, watching leadership dysfunctionality and unethical incidents has a vicarious effect

on those who believe in ethical and professional conduct. For them, it hurts to watch the professional reputation of their organisation being dismantled. The findings form unethical practices display lack of commitment in the job description taking advantage of poor leadership. “General workers frequently come to school smelling alcohol and appear before the headmaster still no action is taken”. According to (Loveless,2005) state that accountability without capacity stresses as skills and knowledge can bring bear in responding to external pressure. Whereas (Shapiro & Stefkovich, 2005) indicate that ethics of critique reminds an ethical leader to address the inequities of individuals.

4.2 6 Importance of trust and accountability in ethical leadership

Mrs Maote, a teacher from Nkomazi Secondary School indicated that it is through trust and accountability that employees will value and take their duties seriously. She argued that when all stakeholders commit and there is trust among themselves, the level of production will likely increase “*because people are accountable for their actions*”. She also pointed out that “*if you’re a leader, your followers must be able to trust you through your deeds*”. Mr Kudula, a teacher from Lallapanzi Primary in his responses indicated that for a leader to be trusted and ability to hold people accountable it starts with him in doing right. The findings from Mrs Maote from Nkomazi Secondary indicate that ethical leaders need to display favourable attitude to their followers in order to be trusted. The trusted leadership enables commitment amongst employees. “Mrs Maote stated that people should be accountable for their actions”. Whereas Mr Kudula from Lallapanzi trust and accountability has capacity to drive ethical leader. Therefore, conclusion for both institutions give us impression that leaders should be example of what they want others to be. “If you’re a leader, your followers must be able to trust you through the deeds”.

In other words, as argued by Nkosi (2014), ethical leadership was about walking the talk; not only talking the walk. Moreover, Mrs Maote argued that trust and accountability help organisations, including schools, to “*create a conducive environment which gives comfort and motivation to produce more*”.

For her, many leaders who survived in their leadership positions were those “*who walk the talk so that your people know what you stand for exactly*”.

Teachers and Head of Department s in both schools attest to issues of walking the talk which point to school ethical leaders to be able to deal with private space before dealing with public space. However, Mr Manamela, a Head of Department in Nkomazi emphasize on the leader

that is “approachable to all stakeholders”. The findings from both schools revolves around the role of personal attitude in leadership.

This is in line with what have argued Shapiro and Stefkovich (2016) have argued that the significance of trust and accountability in ethical leadership is a commitment to human freedom. In other words, when a leader’s position on issues is clear, their followers are most likely to trust and embrace their leadership, which means that followers are likely to take ownership and run with the autonomy entrusted to them.

4.2 7 The causes of unethical conduct, distrust and lack of accountability

Ms Dakota, Principal of Nkomazi Secondary School, argued that unethical conduct has many causes, including lack of accountability and trust. She argued that sometimes leaders neglect their responsibilities and cited an example of this as “*a teacher who is regularly absent from class and does not teach as expected*”. Ms Dakota mentioned a range of things which cause anxiety, stress, and depression among staff, which are often taken for granted, as well as weak mechanisms to deal with unethical leaders, such as corrupt principals. Ms Nontombela, Head of Department of Lallapanzi Primary indicated cause of unethical conduct emanated from “*poor communication*”. Followers use ineffective leadership as a platform to abandon their responsibility because there is no voice of command.

Ms Dakota further pointed out that other unethical activities were often influenced by power struggles, with many people eager to gain the power to control rather than support their subordinates. She argued that, in the long run, this behaviour often leads to disunity among followers, where people participate in and only support the activities controlled by members of their factions. Like Strike (2006), Ms Dakota argued that there is a great concern not only to make schools more just, that is, to provide equality of educational opportunity and to allow freedom of belief, but also to educate, and fulfil their ethical responsibilities so that people who believe in human freedom and social justice can emerge from schools. In other words, Ms Dakota argued for socially responsible or ethical use of power, rather than use power to harm and victimise others.

4.3 CHAPTER SUMMARY

This chapter presented, analysed, discussed and interpreted data and findings generated through semi-structured interviews, self-administered questionnaire and documents review. The participants shared their understandings of ethical leadership, ways of promoting ethical leadership, trust in the ethical leader, demonstration of accountability, observed ethical

practices, the importance of accountability and trust in ethical leadership, and cases of unethical conduct, distrust and lack of accountability. The next chapter presents a summary of key findings, conclusions, recommendations, limitations of the study and implications for future research.

CHAPTER FIVE

STUDY SUMMARY, KEY FINDINGS OF THE STUDY, CONCLUSIONS, RECOMMENDATIONS AND IMPLICATIONS FOR FURTHER RESEARCH

5.1 INTRODUCTION

The previous chapter presented the study summary of this research. The purpose of this chapter is to consolidate and elevate the key findings of the study, the conclusions based on these findings. This is followed by specific recommendations informed by the findings in respect of the role of ethical leadership in promoting accountability and trust. The last section of this chapter presents the implications for further research.

5.2 STUDY SUMMARY

This section of the research report provides the summary of the entire study.

Chapter One presented the introduction and background of the study. The chapter outlined the problem that the research sought to investigate as well as its rationale. The chapter further outlined the significance, objectives and critical questions of the study, key concepts used in the study, delimitations of the study.

Chapter Two presented a review of the literature relevant to the problem that the study sought to investigate. The review of the literature involved analysing and discussing the debates on the role of ethical leadership in promoting accountability and trust from an international, continental and national contexts. The chapter also presented the theoretical framework employed to read, interpret and understand the findings and discussions in the study. The theoretical framework of the study was also presented.

Chapter Three presented the research design and methodology of the study. To this end, the chapter presented the research paradigm, research design, data generation methods, sampling design used, description of case study schools, issues of trustworthiness, ethical considerations and limitations of the study.

Chapter Four presented and analysed data that was generated through the semi-structured interviews, questionnaire and review of key documents. Key findings in the form of themes and responding to the research questions were presented.

Chapter Five presented the summary, conclusions, recommendations and implications of the study.

5.3 KEY FINDINGS OF THE STUDY

This section presents the summary of the key findings and conclusions based on the discussions from the previous chapter, namely Chapter Four.

Firstly, the participants' responses pointed to the importance of the personal attitude and personality of a leader as a driving force of ethical leadership. In other words, for school principals, for instance, to become ethical leaders, they must have the integrity to be the servant of the people. This suggests that, as pointed out by Nkosi (2014), for a school principal to be an ethical leader, who can use their leadership to promote accountability and trust, they must not only talk the walk, but they must also walk the talk. This means that the principal, as a leader must be mindful of their actions and the type of decisions they take and ensure that these are always in the service and interests of their school community, rather than self-serving. For the participants, followers can read the type of leader a leader is through their decisions and actions. In this regard, the participants argued that the principal must conduct themselves as model and engine of their organisations.

Secondly, the participants pointed out that ethical leadership promoted accountability in that followers will support an accountable leader. In other words, the participants argued, that followers will not want to disappoint a leader or school principal who provides a good example for them, that is, who is the epitome of accountable conduct. Furthermore, the participants argued, that followers are likely to support and not want to disappoint a leader who trusts them. The participants argued that this required a leader to make reasonable and fair judgements informed and supported by the policy. This means that ethical leadership must be in touch with the needs and interests of all the stakeholders of the schools, and must not use their position to harm, undermine or victimise others, what De Hoogh and Den Hartog (2009) calls the socially responsible use of power. The participants also argued that every teacher held a leadership role in their classroom and that they were, thus, expected to adhere to a code of ethics in this regard. In addition, the participants pointed out that open communication between the principal and teachers was a serious consideration for ethical leadership. For instance, the participants from the secondary school felt that communication was a critical aspect of ethical leadership.

Thirdly, the participants argued that ethical leadership remained a major challenge in many schools, for a range of reasons. That is, there are many factors which impede the practice of ethical leadership such as lack of trust, nepotism and lack of a culture of accountability. For instance, the participants reported the problem of nepotism or favouritism, as a result of which

school principals as leaders could not hold certain people accountable for wrongdoing (Maxcy, 2008). This was indicated to be a major driving force of unequal relations at their schools. The participants held the view that teachers who were not favoured by the principal were most likely to be compelled to use defiance mechanisms to protect themselves from unjust treatment. The participants believed that nepotism harmed trust between school principals and teachers who are not favoured. However, the principals, who were participants in this study, believed that an element which broke trust in schools was the teachers' attitudes towards being reprimanded. As a result, the teachers who participated in this study believed that school principals who were treating staff unequally were responsible for the divisions among staff.

5.4 CONCLUSIONS OF THE STUDY

Conclusions serves to provide a summary of key issues and consolidate the main issues in respect of what has emerged from the data and findings of a research study. The findings of this study lead the researcher to the following conclusions:

5.4.1 The principals, HODs and teacher's insights into ethical leadership

The conclusion from principals, HODs and teachers on ethical leadership are based on what is right about the leader. The similarities on the values attached to ethical leadership as highlighted by all participants like openness, fairness, compassion and transparency. However, Ms Dakota principal of Nkomazi Secondary showed that accountability is the only enabling factor to an ethical leader. "Ethics are moral principles that govern people or person's behaviour, and ethical leadership refers to taking full responsibility" Whereas, Mr Velvet principal of Lallapanzi stated that ethical leadership is embedded in elements such as "coordination, leading, planning and organising". In closing, ethical school leader is the centre of all activities and if is conducted properly it will enable all system and processes this be effective (Simon, 2011). Doing what is right in schools has been proved to be the moral obligation expected from all stakeholders. Ethical leaders subscribe to the following values such as integrity, humility, empathy (Yukl, 2002).

5.4.2 Ways of promoting ethical leadership

The conclusion drawn from both schools clearly shows that conducting workshops and developing teachers through Integrated Quality Management System can promote ethical leadership by teaching what is expected of you. SMT has been described as the drivers of curriculum to enforce school vision. Mr Kudula, a teacher from Lallapanzi Primary conclude that our principal strategy to promote ethical leadership entails planning where School

Management Team and admin clerks open a week before other staff members. Whereas, Ms Phuthi, the Head of Department at Nkomazi Secondary concludes that ethical leadership can be promoted by "respecting and treating everyone equal". The high expectations that an ethical leader has of employee are also applicable on the individual level (Blanstein,2004).

5.4.3 Trust in the ethical leadership

The conclusion on trust in both schools are pointing similarities where participant like Mr Velvet, the Principal of Lallapanzi Primary indicated that trust is maintained through the person of honest character and the one who embrace fairness. Based on the respondent of the participants, the concept of trust was understood differently. Mr Velvet, Principal of Lallapanzi Primary attached values such as fairness and equality. "Honesty and fair treatment to all staff members is enabling factor for a leader to be trusted". The theoretical perspective to support this argument is ethics of justice which commit to human freedom and procedures for making decisions that respect the equal sovereignty of people (Northouse, 2005).

5.4.4 Demonstration of accountability

The conclusion remarks from Ms Dulas, a teacher from Nkomazi Secondary gives impression of full implementation of curriculum policies such as Annual Teaching Plan which is good practice. Monitoring of teachers by Heads of Department also demonstrate accountability by educational leaders. HODs worked with educators to enforce school rules regarding learner behaviour. Mentorship demonstrated to be a useful tool of accountability. Mr Gobela, a teacher at Nkomazi believed that he is the best teacher through the "mentorship of principal".

The positive respondence of Mr Maote describes Principal as a reasonable leader who do not just hold her followers for no reason. "My principal does not target people but where is necessary she can hold people accountable". Ethics of care outlines behaviour of the principal that school can be turned into moral decision-making strategy (Shapiro & Stefkovich, 2005).

5.4.5 Importance of trust and accountability in ethical leadership

Mr Maote, a teacher from Nkomazi Secondary and Mr Kudula from Lallapanzi, both teachers share the same sentiment on issues of trust and accountability. They both express that those who do wrong should face the consequences of their own actions. "Because people are accountable for their actions". Furthermore, respondents feels that good deeds of a leader qualify him/her to be trusted. Mr Manamela, Head of Department at Nkomazi Secondary pointed the manner of approach in the leader. The elements of trust in study are informed by theory of (Tschannen-Moran, 2015) which state that trust is the heart of school ethical

leadership because when colleagues trust each other, it enhances students' achievement which is why school exist. Moreover, trust motivates individual behaviour, shapes social exchanges and influences collective performance (Noonan, 2008). Accountability speaks to what school Principals, Head of Department and teachers should do to make learners do well (Simon, 2004).

5.4.6 Causes of ethical conduct, distrust and lack of accountability

The conclusion statement by Ms Dakota, Principal of Nkomazi Secondary pointed lack of accountability as unethical conduct. Absenting yourself from work without the valid reason and neglecting professional responsibilities. "A teacher who is regularly absent from class does not teach as expected". Whereas Ms Nontombela the Head of Department at Lallapanzi Primary indicated that some unethical conduct come as a result of distrustful leadership and finally leads to lack of accountability. However, educational leaders with deadly values can negatively the organization (Hemsath, 2011). Finally, study concludes that by the virtue of being employed all stakeholder's area accountable to Department of Education. Trust has been described as automatic tool in which the leader instils to the followers. Throughout the study good leaders are those who walk the talk, consistency and ability to promote human dignity. Element of trust in this study has been portrayed as privilege to earn from followers (Babbie, 2007).

5.5 RECOMMENDATIONS OF THE STUDY

Based on the findings and conclusions of the study, the following recommendations are made:

Based on the conclusion drawn from school Principals, HODs and teachers in Nkomazi Secondary and Lallapanzi Primary, study recommended that school principals must establish internal mechanisms to ensure that there is a common understanding of what constitutes ethical leadership and how this can be used to promote accountability and trust. Education districts must assist schools by facilitating platforms where these issues may be discussed in professional learning communities.

Drawing from the conclusion of the ways to promote ethical leadership this study recommends ethical practice to all educational leaders, the importance of school principals leading by example to ensure that they do not only talk the walk but that they walk the talk. In other words, the participants believed that ethical leadership can only promote accountability and trust when the policies of the Department are implemented fairly. Therefore, it is recommended that the education for the schools concerned must ensure that school principals implement policy in a

manner that contributes to a policy implementation environment in which teachers feel that they are treated equally.

Based on the conclusion of trust in ethical leader study revealed some weaknesses in the leadership of schools. This study recommends that, the Department of Education must introduce continuing professional development on ethical leadership for School Management Teams in order to strengthen leadership capacity in schools. To support these efforts, the Department of Education must ensure the effective implementation of consequence management procedures to ensure that teachers who do not execute their responsibilities adequately are properly dealt with.

Looking at the conclusions on unethical practices happening in the school context, this study recommends workshops for staff members on polices of education. When all staff members are empowered with policy related matter, then those who fail to comply can be held accountable.

The recommendations after making conclusion on trust and accountability in ethical leadership that educational leaders should be the example of what they stand for. They should also subscribe to values such as honesty and fair treatment to all.

Final recommendation based on the conclusion of unethical conduct, distrust and lack of accountability. Any educational leader should honour their professional responsibilities and to remember to conduct themselves in a manner that will never put teaching profession into a disrepute as stated in the South African Council of Educators 31 of 2000.

5.6 LIMITATIONS OF THE STUDY

The study was limited to accountability and trust as aspects of ethical leadership. Therefore, the findings of this study can only reflect the role of ethical leadership in promoting accountability and trust. In addition, the sample of the study comprised SMT members and teachers of two schools, namely, a primary and a secondary school, within a specific geographical context. Therefore, the findings of this study cannot be generalised to SMT members and teachers in other geographical and schooling contexts. Therefore, SMT members and teachers in other contexts may have different experiences and perceptions from those of the SMT members and teachers who participated in this study. However, it is important to point out that it was not the intention of this study to generalise findings to other contexts but to understand the role of ethical leadership as expressed and understood by a specific sample of SMT members and teachers within a particular geographical and schooling context.

In addition, the conduct of this study was also impacted by the outbreak of COVID-19. For instance, the requirements for ensuring that the protocols for the containment of COVID-19 may have affected and restricted engagement and interactions, especially during semi-structured interviews, where the move away from the face-to-face interaction was a major factor. The researcher had to engage the participants through telephonic semi-structured interviews to ensure that protocols were adhered to ensure that no infections happened as a result of the study. The move to telephonic semi-structured interviews raised numerous challenges, including cancellations due to signal challenges. This impacted the completion date of the study negatively because some interviews had to be rescheduled for later when the signal conditions were favourable. In some cases, these carried additional financial costs in the form of follow-up calls and messages that had to be made available to ensure that new dates and times were agreed upon with the participants.

5.7 CONTRIBUTIONS OF THE STUDY

This study points out some important considerations regarding the issue of ethical leadership, accountability and trust in schools, especially for school principals who are expected to lead establish and manage the balance between leadership, accountability and trust. This study points to the journey of ethical leadership as one which must be considered carefully, as it requires leaders to walk the talk, rather than talk the walk. The findings of the study, therefore, contribute to the practical and theoretical understanding of the intersections between the notions of ethical leadership, accountability and trust. That is, the study provides insights into the role of ethical leaders in promoting accountability and trust in secondary and primary schooling contexts. From a governance perspective, this provides insights to policy makers and implementers with respect to the importance of creating an enabling policy environment for the development and nurturing of ethical leadership as a substrate for promoting and situating accountability and trust.

5.8 IMPLICATIONS FOR FURTHER RESEARCH

Based on the entire study, the following implications are noted for further research:

As pointed out in the section above, the findings of this study may not be generalised to or represent the situation in other geographical and schooling contexts. Therefore, there is a need to expand the current research theme to other geographical and schooling contexts in order to

obtain a more complete understanding of the phenomenon that was under investigation in this study.

Although the two schools that were investigated in this study had made significant progress in respect of ethical leadership, accountability and trust, challenges were reported by both SMT members and the teachers who participated in this study. There is, therefore, a need to investigate how schools in other contexts may have successfully deployed ethical leadership to promote accountability and trust.

The study focused on SMT members and teachers. There is a need to explore the experiences and perceptions of other components of the school community, including school governing bodies and parents. This study focused on accountability and trust as offspring of ethical leadership. Accountability and trust are but just two offspring of ethical leadership. There is, therefore, a need to explore other offspring of ethical leadership in order to obtain a more global picture of what ethical leadership can do to make things work in schools.

5.9 CHAPTER SUMMARY

Ethical leadership is concerned with the interests of the followers and the leader's ability to exercise leadership in a manner that promotes accountability and trust. The findings of this study revealed understanding and cooperation between leaders and followers in a school as the driving force of ethical leadership and its role in the promotion of accountability and trust. In this regard, there was a need for ethical leadership to be demonstrated through walking the talk rather than talking the walk, which means that ethical leadership must be demonstrated in the actions of a leader.

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LIST OF APPENDICES

APPENDIX A: Permission letter to Gauteng Department of Education

UNIVERSITY OF THE WITWATERSRAND, JOHANNESBURG

Participation information sheet:

Dear Sir/Madam,

My name is Hlamalani Maimela and I am a Master's student in the School of Education at the University of the Witwatersrand, Johannesburg. As part of my studies, I have to undertake a research project, and I am investigating the role of ethical leadership in promoting accountability and trust in schools under the supervision of Dr Mthiyane. This research project aims to find out why people in their leadership positions are not doing what they were supposed to be doing and if they do is there any accountability and trust.

As part of this project, I would like to invite you to take part in a single telephonically interview. This activity will involve participants responding telephonically interviews as once-off activity. Participants in this activity include the principal, two (2) HOD and three (3) PL1 teachers and will take around 20 minutes. With your permission, I would also like to audio record the interview using a digital device. This recording will be stored on a password-protected computer and only the researcher will have access to this recording. It will be deleted after three (3) years.

There will be no personal costs to you if you participate in this project, you will not receive any direct benefits from participation but there are no disadvantages or penalties if you do not choose to participate or if you withdraw from the study. You may withdraw at any time or not answer any question if you do not want to. The interviews will be completely confidential and anonymous as I will not be asking for your name or any identifying information, and the information you give to me will be held securely and not disclosed to anyone else. I will be using a pseudonym (false name) to represent your participation in my final research report. If you experience any distress or discomfort at any point in this process, we will stop the interview or resume another time.

If you have any questions during or afterwards about this research, feel free to contact me on the details listed below. This study will be written up as a research report which will be available online through the university library

website. If you wish to receive a summary of this report, I will be happy to send it to you (optional). The data collected from this research project will be stored in a password-protected computer and will be kept for three (3) years. If you have any concerns or complaints regarding the ethical procedures of this study, you are welcome to contact the University Human Research Ethics Committee (Non-Medical), telephone: +27(0) 11 717 1408, email: hrecnon-medical@wits.ac.za

Yours sincerely,

Researcher: Hlamalani Maimela

Contact: 072 093 2153

Email: 0607098vstudents@wits.ac.za

APPENDIX B: Permission letter to the school principals

University of the Witwatersrand,

PACE Secondary School (011932 5181/2)

Mr Thabethe (Principal)

PACE Secondary School

No 1340 Bendile Road

PO Kwa-Xuma

1868

SOWETO

12/06/2021

Dear Sir/Madam,

Re: Permission to conduct research at Pace Secondary School

My name is Hlamalani Maimela

I am studying for a master's degree in the School of Education at the University of the Witwatersrand. I am seeking permission to do research at Pace Secondary School.

I am researching the role of ethical leadership in promoting accountability and trust in schools: A case study of two township schools. This study explores the participants' conceptualizations and practices in developing and promoting accountability and trust as they manage the researched schools.

Ethical leadership encourages leaders to prioritise the interest of others first. The study will also assist to improve the quality of education. This study hopes to contribute to school leaders in order to embrace courtesy as one of Batho Pele Principle.

The reason I choose to research your school is I stay very close and is less costly for me. However, a secondary reason for this study is due to the crisis of ethical leadership in South Africa. The comfort of people in a position of power can potentially lead to corrupt tendencies

and the defeat of the intention to serve people. The ethical leadership crisis has affected all l Government sectors such as state-owned and the education sector as a whole.

The knowledge gap for this study focuses on how ethical leadership can necessarily promote the issue of accountability and trust in schools. This research focuses on why people in the position of power are doing as they wish whereas they were not supposed to do and there is no accountability. In one instance the issue of trust between leader and followers affects the performance of the school. Therefore, the findings of this study will be analysed to assist to improve leadership conditions in researched schools. Finally, the reason I choose your organisation is that is close to my work as well as to avoid the cost of travelling.

The research will entail collecting data from staff members. I will invite individuals from your organisation to participate in this study. The participants in this study will include the principal, four (4) Head of Department and three (3) PL1 educators. The age group is from 25 to 55 years to contextualise their leadership knowledge and experiences. Data collection will take the form of telephonic interviews due to the COVID-19 pandemic and such a time when GDE will allow face-to-face interviews. Each participant will spend 20 minutes. If they agree, they will be asked to participate in telephonic interviews. The interviews will be conducted after school on the school premises to avoid disturbing teaching. The participant's responses will be audio-recorded.

Participants will be asked to give their verbal consent before the research begins. Their responses will be treated confidentially, and identities. The pseudonyms will be used to protect their names and the name of the organisation will be anonymous unless otherwise expressly indicated. Individual privacy will be maintained in all published and written data resulting from the study. The results will be communicated through the academic journal.

The research participants will not be advantaged or disadvantaged in any way. They will be reassured that they can withdraw their permission at any time during this project without any penalty. There are no foreseeable risks in participating in this study. The participants will not be paid for this study. All research data will be destroyed after three (3) years.

I, therefore, request permission in writing to conduct my research at your organization. The permission letter should be on your organisation's headed paper, signed and dated, and specifically referring to me by name and the title of my study.

Please let me know if you require any further information. I look forward to your response as soon as is convenient.

Yours sincerely,

Researcher: Hlamalani Maimela

Contact: 072 093 2153

E-mail: 0607098vstudents@wits.ac.za

Supervisor: Dr Siphiwe Mthiyane

Contact: 011 717 3012

E-mail: Siphiwe.Mthiyane@wits.ac.za

APPENDIX C: Declaration of consent to teachers



Participants consent form

Title of project: Exploring the role of ethical leadership in promoting accountability and trust in schools: A case study of two schools in Johannesburg Central District.

Name of researcher: Hlamalani Maimela

I, ……. agree to participate in this research project. The research has been explained to me and I understand what my participation will involve. I agree to the following:

(Please circle the relevant options below).

I agree that my participation will remain anonymous	YES/NO
I agree that the researcher may use anonymous quotes in his/her research report	YES/NO
I agree that the interview may be audio recorded	YES/NO
I agree that the information I provide may be used in an anonymised format after this project has ended, for academic purposes by other researchers, subject to their own ethics clearance being obtained	YES/NO

…… (Signature)

…… (Name of participant)

…… (Date)

…… (Signature)

…… (Name of person seeking consent)

…… (Date)

APPENDIX D: Interview schedule

Section A: Biographical Information

1. Gender: Male _____ Female _____
2. Experience (in years):

As a Post Level 1 teacher: _____

As an HOD (if applicable): _____

As a Dep. Principal (if applicable): _____

As a School Principal: _____

3. Teaching qualifications:

_____

_____

_____

_____

_____

Section B: Interview Questions

Participants' Interview Questions

1. As a school principal, when you hear people talking about Ethical Leadership (EL) in schools or education, what comes to your mind? In other words: What is your understanding of ethics and ethical leadership in schools? Please elaborate
2. What are ethical leadership practices (if any), that you try to promote as you go about with management in your school? Please elaborate.
3. Why do you think those ethical leadership practices, trust and accountability (you mentioned in 2 above) are important? Please elaborate.
4. As a school principal, how confident would say you are, in terms of trusting your teachers and HODs in your school? Please elaborate

5. How do teachers and HODs in your school demonstrate or promote accountability through their actions?
6. Without giving names (of people), would you share with me experiences that you have seen/heard/observed that you regard as unethical in the school where you are stationed? Please elaborate.
7. Do you think the experiences mentioned above have somehow had an impact on the issues of trust and accountability in your school? Please elaborate
8. When leading and managing the school, why do you think trust and accountability are of paramount importance?
9. As a principal, serving a deprived community, what do you do to promote an ethical culture (trust and accountability) within yourself and among other teachers that you work with? Please elaborate on your views.
10. In your view, what are the causes of unethical conduct, as well as the lack of trust and accountability in your school among the staff members?
11. What do you believe could be the impediments or enabling factors in developing and promoting trust and accountability in your school? Furthermore, what do you think could be done to develop and promote trust and accountability in your school?
12. What are your views regarding what should be done to deal with the unethical behaviour of some teachers in school, as well as promote trust and accountability in schools?
13. Since you were appointed to the position of teacher/school principal, how regular have you been invited to workshops organised by SACE to be inducted into the Code of Professional Ethics for Educators? Please elaborate.
14. How would you rate the quality of training (if any), that you receive from SACE to promote ethical conduct among teacher's/school principals? Please elaborate.
15. Do you think it is necessary for teacher's/school principals, as part of continuous leadership development, to be exposed to ethical leadership development? Please elaborate.

16. In conclusion, is there any other issue related to this interview that I have not asked but you feel strongly that you would like to share with me? Thank you very much for taking part in this Interview.

APPENDIX E: Certificate of language editing

Ntwintwi

Proofreading and Editing Solutions

Date: 19 September 2022

CERTIFICATE OF LANGUAGE EDITING

TO WHOM IT MAY CONCERN

This is to certify that the thesis bearing the provisional title ***Exploring the role of ethical leadership in promoting accountability and trust in schools: A case study of two township schools in Johannesburg Central District***, to be submitted by **Hlamalani Eunice Maimela** has been edited for language correctness and spelling, consistency (i.e. repetition, long sentences and logical flow), and completeness of the list of references and cited authors, by Ntwintwi Proofreading and Editing Solutions. Neither the research content and substance nor the author's intentions were altered in any way during the editing process.

Ntwintwi guarantees the quality of English language in this thesis, provided our editor's changes are accepted and further changes made to the thesis are checked by our editor.

Yours sincerely,



Jabulani Ngcobo
Ntwintwi Proofreading and Editing Solutions