



UNIVERSITEIT VAN PRETORIA
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**PRINCIPALS' EXPERIENCES IN IMPLEMENTING THE NATIONAL TEACHERS'
CODE OF PROFESSIONAL CONDUCT IN KHOMAS SECONDARY SCHOOLS,
NAMIBIA**

by

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(2024)



Declaration of originality

I, Ausbert Licaba Siboli (student number: 21543501), hereby declare that the thesis entitled: "Principals' experiences in implementing the National Teachers' Code of Professional Conduct in Khomas secondary schools, Namibia" for the degree Doctor of Philosophy in Education Management, Law and Policy at the University of Pretoria has not previously been submitted by me for a degree at this or any other university; that this is my own work in design and execution and that all material from published sources contained herein has been duly acknowledged.

Signature: 

Date: 14 November 2023

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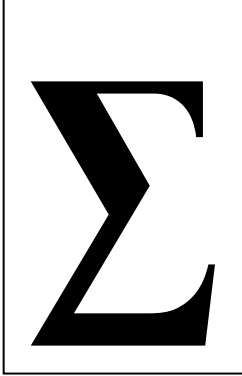
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ETHICS STATEMENT

I, Ausbert Licaba Siboli, have obtained, for the research described in this work, the applicable research ethics approval. I declare that I have observed the ethical standards required in terms of the University of Pretoria's Code of ethics for researchers and the Policy guidelines for responsible research.

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TO WHOM IT MAY CONCERN

This is to confirm that I have completed the language editing of the thesis **Principals' experiences in implementing the National Code of Professional Conduct in Khomas secondary schools, Namibia** by Ausbert Licaba Siboli submitted in fulfilment of the requirements for the degree Philosophiae Doctor (Ph.D.) in the Department of Education Management and Policy Studies in the Faculty of Education at the University of Pretoria.

Yours faithfully



Isobet Oberholzer

18 November 2023

DEDICATION

I dedicate this study to my parents, especially my mother, Mrs. Mary-Thelesa Makupela Lionga-Siboli, for raising me and ensuring that I got an education, and my children, Ashton, Iness and Mary-Theresa, for being such wonderful children who fuel my motivation to strive to be better.

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ABSTRACT

The study investigated the experiences of secondary school principals in the Khomas Region of Namibia in implementing the National Teachers' Code of Professional Conduct, officially called the Code of Conduct for the Teaching Service of 2004. The said document sets minimum standards and expectations that teachers are expected to meet. The responsibility to implement it in schools naturally rests on school principals as custodians of schools. Teachers' conduct, however, was regrettably not consistent with the document's stipulations at the time of the study. There was therefore a need to explore Khomas Region secondary school principals' understanding of the document; their implementation strategies; the challenges that they faced in implementation, and how they dealt with them so as to suggest a better implementation model. The Hersey-Blanchard Situational Leadership Theory guided the study which was carried out through a qualitative approach with interpretivism as the research paradigm. A case study design was employed in order to collect rich data on the phenomenon. Sixteen Khomas Region secondary school principals were subjected to semi-structured interviews, and a thematic analysis was used to present, analyse and interpret data. The study generated the following findings: (i) School principals understand the document to be both aspirational and deontological meant to guide and discipline teachers; (ii) many school principals do not conduct fully-fledged, formal induction and/or continuing professional development (CPD) on the document, (iii) the disciplinary process is long and flawed and sometimes the Regional Office does not act on disciplinary cases referred to it (iv) NANTU defends non-compliant teachers, (v) school principals are not adequately trained to counsel non-compliant teachers; (vi) they do not compel HODs to enforce the National Teachers' Code of Professional Conduct, (vii) school principals' own weaknesses such as having scant knowledge of the document impede the effectiveness of implementation, (viii) it is difficult to evenly apply the document since schools are complex organisations comprising teachers with diverse personalities and values and, and (x) teachers' lack of love and passion for teaching trigger disregard for the National Teachers' Code of Professional Conduct.

Key words: Experiences, Code of Conduct for Teaching Service of 2004, implementation and principals.

LIST OF ABBREVIATIONS AND ACRONYMS

ACE	Advanced Certificate in Education
B.Ed	Bachelor of Education Degree
CPD	Continuing Professional Development
CRES	Center for Rapid Evidence Synthesis
HED	Higher Education Diploma
HOD	Head of Department
HR	Human Resource
IQMS	Integrated Quality Management System
IICBA	International Institute for Capacity Building in Africa
ILO	International Labour Organisation
IoE	Inspector of Education
MBESC	Ministry of Basic Education, Sport and Culture
M.Ed.	Master of Education Degree
MOE	Ministry of Education
MOEAC	Ministry of Education, Arts and Culture
NANTU	Namibia National Teachers' Union
NID	Namibia Institute for Democracy
NPC	National Planning Commission
NSPI	National Standards and Performance Indicators
OECD	Organisation for Economic Co-operation and Development
PGDE	Postgraduate Diploma in Education

PSM	Public Sector Management
PSSR	Public Service Staff Rules
SACE	South African Council of Education
SB	School Board
SEO	Senior Education Officer
SGB	School Governing Body
SSE	School Self-Education
TRCN	Teachers Registration Council of Nigeria
UNESCO	United Nations Educational, Scientific and Cultural Organisation
USA	United States of America

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CHAPTER 1

INTRODUCTION AND BACKGROUND

1.1 INTRODUCTION

This study explored principals' experiences in implementing the National Teachers' Code of Professional Conduct in Khomas secondary schools, Namibia. This chapter introduces the study by narrating its background to shed light on the origin and development of the phenomenon under study. A statement of the problem under investigation is provided, illuminating its existence as a problem that needs to be investigated. The rationale of the study is discussed by explaining the gaps in the knowledge pool, research methodology and context that needs to be addressed in order for it to be of significance to education and society. This leads into an explanation of the purpose of the study by introducing the study's main aim and its objectives. The research questions are discussed by presenting the primary research question that drives the study, and the secondary questions which help to dissect it for a better understanding of the phenomenon being explored.

1.2 BACKGROUND OF THE STUDY

Policies and laws guide and govern the education sector and all stakeholders, including principals, teachers, support staff, and learners, are expected to follow them. Most countries, if not all, have developed national teachers' codes of professional conduct to guide and regulate the conduct of teachers, both when at work and when in communities. These national teachers' codes of professional conduct in countries around the world are premised in a 1966 document by the United Nations Educational, Scientific and Cultural Organisation (UNESCO) and the International Labour Organisation (ILO) entitled "Recommendations concerning the Status of Teachers" (1966). Section 73 of this document states that codes of ethics or codes of conduct should be established with the intention of contributing to the prestige of the teaching profession, and as a way of ensuring that teachers perform their professional duties according to the set principles (UNESCO/ILO, 1966).

England is one of the countries with a somewhat progressive and strict National Teachers' Codes of Professional Conduct. In its introduction, England's revised

Code of Conduct and Practice for Registered Teachers of 2009 sets the minimum standards that registered teachers in England are expected to meet. The General Teaching Council of England uses the stipulations of the Code of Conduct and Practice for Registered Teachers of 2009 to ensure that teachers in that country behave according to the set expectations and principles. According to the Teaching Council (2012), the Code of Professional Conduct for Teachers in Ireland has three features: Firstly, it is referred to as the guiding compass that directs teachers so that they act in a respectful and ethical manner in order to uphold the dignity and honour of the teaching profession; secondly, it is an instrument that communities in the country use to understand the teaching profession and know what to expect from teachers; and thirdly, the Irish people and government view the Code of Professional Conduct for Teachers as a legal instrument that the General Teaching Council uses to institute disciplinary measures against non-compliant teachers.

On the African continent, many countries have also developed national teachers' codes of professional conduct to guide and regulate the behaviour of teachers. In its preamble, the Code of Conduct for Teachers of the Federal Republic of Nigeria of 2013 defines minimum standards expected of all professional teachers in the country, and through the same document, the government aims to build a resolute, competent, and dependable teaching force in order to attain the aspirations and goals of the nation (Teachers' Registration Council of Nigeria, 2013). Section 2 of the Code of Conduct for Teachers of the Federal Republic of Nigeria lists its objectives as (a) to re-awaken traits like honour and selflessness in teachers, (b) to protect the unparalleled noble and leadership position of the teaching position in society, and (c) to build a strong moral foundation for an education system that could have a competitive edge in the world (Teachers' Registration Council of Nigeria, 2013). Similarly, in Lesotho the Code of Conduct for Teachers of 2011 states that teachers are expected to meet the high calling and demands of the teaching profession and vow to honour its ideals and aspirations (Authority of His Majesty, The King, 2011).

Namibia is no exception to this reality. The Code of Conduct for Teaching Service of 2004, which for the purpose of this study is referred to as the National Teachers' Code of Professional Conduct, was passed as an Amendment of Regulations made under the Education Act, 2001 (Act No.16 of 2001). Section 63 Namibia's National

Teachers' Code of Professional Conduct lists the following as the purposes of the document: "(a) to set the basic professional requirements and minimum standards of professional conduct for teachers; (b) to guide the teaching profession in its quest to deliver a professional service; and (c) to promote a sense of professionalism, accountability and responsibility among teachers to improve effective teaching and learning." Section 64 of the same document breaks down the main purposes into explicit objectives and prescribe the kind of education that all teachers are expected to provide, whereas section 65 prescribes how teachers have to relate with learners; their authorities, and the Ministry (Ministry of Education Arts and Culture or MOEAC, formally Ministry of Basic Education Sport and Culture or MBESC); parents and the community; colleagues; the teaching profession; and the teaching and learning environment for the goals of education to be realised (MBESC, 2004).

Namibia's National Teachers' Code of Professional Conduct does not operate in isolation. It had a symbiotic relationship with other education and general policies and laws in that it complements and supplements them and they, in return, complement and supplement it. The National Teachers' Code of Professional Conduct, for example, enforces the principles of the Public Service Charter such as value for money, standards, accountability, quality of service, openness, courtesy, and helpfulness (Government of the Republic of Namibia, 2001), and contextualises the Public Service Code of Conduct, Integrity and Ethics or Public Service Staff Rules E.X/I (PSSR E.X/I) and the offences contemplated in the PSSR E.X/II, and complements the Public Service Act, 1995 (Act No.13 of 1995). In Section 25 (1) (q) of the Public Service Act, 1995 (Act No.13 of 1995), for example, it is stipulated that any staff member who acts in a manner that is not consistent with the prescribed code of conduct is guilty of misconduct (Government of the Republic of Namibia, 1995), and the National Teachers' Code of Professional Conduct illuminates this stipulation by explicitly setting the expected conduct of teachers.

A teachers' code of professional conduct, national or internal, only becomes significant when it is implemented or applied by the principals in their capacity as accounting officers. This assertion is supported by Gunther (2016) who believes that the implementation or execution of a policy decision or law is more important than its enactment or formulation. O'Neill and Bourke (2010) also contribute to the argument

on the importance of policy implementation by stating that as a text only, a national teachers' code of professional conduct has no meaning or value. Asmendri (2014) and Epp (2014) clarify the vital role that principals play in the implementation of a national teachers' code of professional conduct by arguing that school principals are cardinal figures in implementing change in schools and are the determining factors in whether educational policies, laws, and institutions succeed or fail. Epp (2014), Tornsen (2009), and The Wallace Foundation (2013) all agree that the ultimate responsibility for the implementation of programmes and policies in schools lies with school principals. In addition, The Ministry of Education in Trinidad and Tobago (2018) accentuates the responsibility and accountability that school principals have in implementing teachers' national codes of professional conduct by stating that school principals in Trinidad and Tobago, with the support from other stakeholders, are responsible for implementing the national teachers' code of professional conduct in that country.

Masekoameng (2010) contributes to the discourse by averring that school principals must ensure that teachers are disciplined. The South African Department of Basic Education (2015) stipulates in the Policy on the South African Standard for Principalship: Enhancing the Professional Image and Competencies of School Principals that school principals in South African schools must implement policies, directives, and mandates. This sentiment is echoed by Mulford (2003) who argues that strong and effective school leadership is one of the prerequisites for effective implementation of government programmes and it is the responsibility of principals to implement policies and laws. The view of the scholars substantiates the notion that the successful implementation of the National Teachers' Code of Professional Conduct is heavily dependent on school principals.

In Namibia, a few scholars have written about the role of school principals in implementing policies and laws, but without explicitly referring to the National Teachers' Code of Professional Conduct. Edo, Nwosu and Uba (2019) argue that principals are tasked with the duty of transmitting rules and regulations enacted by the Education Ministry. Chaka (2018) also contributes to the argument by opining that it is the duty of school principals in Namibia and elsewhere to operationalise policies and laws so that educational goals are achieved. This means that school

principals are expected to take ownership of the implementation of the National Teachers' Code of Professional Conduct in schools so that teachers' conduct can lead to the realisation of set national and institutional goals and objectives.

The consequences of national teachers' codes of professional conduct being not implemented effectively could be far-reaching and dire. Masekoameng (2010), for example, postulates that indiscipline among teachers would be the order of the day if school principals failed to enforce national teachers' codes of professional conduct. Edo et al. (2019) also postulate that school principals hold the highest position in the setup of schools and therefore are expected to understand and apply laws effectively to prevent the occurrence of problems and for organisational goals to be achieved.

This was an exploratory study that delved into an area that had been under-researched, especially in Namibia. The study highlighted school principals' experiences as they implemented the National Teachers' Code of Professional Conduct to explore their understanding of it; the strategies that they used in implementing it; the challenges that they faced as they implemented it, and how they addressed the challenges in implementation. The investigation led to a recommendation of an implementation model or approach that school principals could employ to better implement the National Teachers' Code of Professional Conduct so that teachers' conduct is consistent with it.

1.3 PROBLEM STATEMENT

According to Khoiriyah and Maryanto (2019), the quality of a country's education significantly determines its advancement. National teachers' codes of professional conduct are some of the instruments that are meant to guarantee a kind of education that could lead to societal advancement, and their enforcement lies with school principals as custodians of schools. This standpoint is supported by the New South Wales State Government (2004) which says that a professional and disciplined workforce is a prerequisite for Australia having the best and finest education system in the world. This is echoed by the Teachers' Registration Council of Nigeria (2013) which considers that country's Code of Conduct for Teachers of the Federal Republic of Nigeria to be an instrument that will propel Nigeria to be a highly competitive economy.

Van Nuland and Poisson (2009) assert that school principals all over the world have a delegated function by head offices to implement national teachers' codes of professional conduct. Similarly, Vidal, Campdesuner, Rodriguez, and Vivar (2017) argue that the success of any school or policy implementation is dependent on a school principal and his or her leadership style. Regrettably, the conduct of teachers in Namibian schools, and elsewhere, still raises questions regarding the effectiveness of the school principals' implementation of national teachers' codes of professional conduct, both locally and globally. Apgar (2018), Youze, Fanta, Balyage, and Makewa (2014), Betweli (2013), Epsey and Jones (2008), Majzub and Rais, (2010), Mashaba (2015) and Ndung'u (2017) write that globally and in Africa some of the common transgressions committed by teachers today include assault, awarding marks for favours, absenteeism, unethical dressing, examination fraud, sexual misconduct, treating learners unfairly, going to work and class late, dishonesty, gross incompetence, missing classes, disobedience, lack of supervision and monitoring of learners' work, failure to cover the curriculum, and excessive use and abuse of mobile phones.

Furthermore, Van Nuland and Poisson (2009) and Mulenga-Hagane and Mwelwa (2020) opine that many teachers continue to act unprofessionally by reporting for work inebriated or do not report for work regularly; and others have sexual relations with their learners. Chirwa (2014) confirms this unbecoming development by writing that despite Malawi having a teachers' code of professional conduct, teachers' cases of misconduct continue to increase.

Namibian teachers, too, continue to fail to comply with the National Teachers' Code of Professional Conduct, officially called The Code of Conduct for Teaching Service of 2004. Muyoyeta, Abah, and Denuga (2017) Erixon Arreman, Erixon, and Rehn (2016), and Hipondoka (2017) contend that teachers in many schools in Namibia are unfortunately known for absenteeism, poor teaching, and general teacher ill-discipline despite the country being one of the best in Africa in terms of policy formulation. Despite Namibia having a seemingly well-crafted National Teachers' Code of Professional Conduct, the behaviour of teachers leaves a lot to be desired. It is worrisome and pointless to have well-formulated laws and policies such as the National Teachers' Code of Professional Conduct yet the conduct of teachers is not

consistent with it. If school principals do not fully account for what happens in schools, failure is inevitable (Balhao, 2016). Trimble, Cranston and Allen (2012) also contribute to the discourse by opining that if school principals do not apply legal instruments accurately, problems are likely to occur.

Previous related studies did not explore school principals' experiences in the implementation of the National Teachers' Code of Professional Conduct to explain their role in implementation which contributes to noncompliance of teachers. The lack of literature on the issue of the implementation of the National Teachers' Code of Professional Conduct qualifies the need to investigate the experiences of secondary school principals in implementing the document to suggest a model(s) or approach (es) that could be used to improve implementation.

1.4 THE RATIONALE FOR THE STUDY

My interest in exploring Khomas Region secondary school principals' experiences in implementing the National Teachers' Code of Professional Conduct stemmed from what some scholars had written about education and training being the vehicles that countries use to advance themselves economically, socially, and politically. Grant (2017) clarifies the value of education and training by positing that education is a key factor that influences a country's economic growth and advancement. Awal et al. (2012) also write that a country's economy and society are developed by education and training.

The above notion is also echoed by Chika (2019) who avers that education of the highest quality breeds human capital of the highest quality. Many scholars consider high-quality human capital, a product of education, a prerequisite for economic advancement. The challenge is that for education and training to make a meaningful contribution towards development, teachers must execute their work according to laws and policies such as the National Teachers' Code of Professional Conduct. The Australian Capital Territory Government (2020) clarifies this standpoint by stating that school principals are expected to ensure that teachers' practice meets the highest standards since education is very important to society.

Namibia has an ambitious grand developmental plan called Vision 2030 which reads: “A prosperous and industrialised Namibia, developed by her human resources, enjoying peace, harmony and political stability.” (Government of the Republic of Namibia, 2004). Ambitious national plans such as Vision 2030 are heavily reliant on an effective education system, one that is driven by effective implementers of policies, laws, and programmes. According to Kocabas and Karakose (2009), school principals are responsible for ensuring that all the systems and organs in schools operate at optimum level to ensure effectiveness. One of the ways in which school principals could ensure that organs and systems operate optimally is by ensuring that laws and policies such as the National Teachers’ Code of Professional Conduct are applied effectively. Kocabas and Karakose (2009) further argue that a school principal is a key decision-maker who has a bigger responsibility than anybody else in a school setting.

In addition, Sârbu, Dimitrescu and Lacroix (2015) argue that a national teachers’ code of professional conduct provides rules which enable employees to execute their duties and functions fully in order for society to have confidence in the profession or department. Similarly, Masekoameng (2010) avers that the disciplinary problems that exist in schools are caused by factors partly related to school principals. All the scholars whose work I referenced herein acknowledge that (i) school principals are responsible for enforcing policies and laws; (ii) if national teachers’ codes of professional conduct are enforced correctly a high-quality education service that led to economic advancement is provided; and (iii) failure in implementing national teachers’ codes of professional conduct spells increasing teacher misconduct and, ultimately, poor delivery of educational service which compromises advancement.

The study was also heavily influenced by my own experiences and observations as a teacher, and as a school principal. In my many years in the profession as a teacher, later Head of Department (HOD) and eventually school principal, I observed that despite having the National Teachers’ Code of Professional Conduct that the Parliament of the Republic of Namibia passed as an amendment of the Regulations of the Education Act, 2001 (Act No. 16 of 2001), many a teacher in Namibia still behave in a manner that contravenes its stipulations.

Many teachers still commit offences such as absenteeism, being in romantic relationships with learners, not taking work seriously, indolence, and insubordination. If many teachers do not adhere to the stipulations of the National Teachers' Code of Professional Conduct, schools fail to provide a high-quality educational service that the public depends on. The reputation of the teaching profession is brought into disrepute and the public loses confidence in school principals, teachers and the profession. School principals, as custodians of schools, shoulder the blame for the impact for teachers' conduct that is inconsistent with the National Teachers' Code of Professional Conduct.

Many scholars previously focused heavily on researching about the importance of a National Code of Professional Conduct; whereas other scholars wrote extensively regarding the increased cases of misconduct or teachers' lack of professionalism. Little interest was shown in researching about how school principals implemented the National Teachers' Code of Professional Conduct by investigating their experiences. Moreover, in Namibia, studies on the National Teachers' Code of Professional Conduct are scant, if any at all. In this study, therefore, I sought to dig into secondary school principals' experiences in implementing the National Teachers' Code of Professional Conduct as this would lead to a discovery of their understanding of it; the implementation strategies that they employed; and the challenges that they faced in implementation and how they dealt with them in order to be able to suggest better a model or approach that they could use to improve implementation.

Previous research also focused on collecting data from teachers since the intention was to research about the importance of the National Teachers' Code Professional Conduct, and/or teachers' lack of professionalism. Additionally, previous related studies collected data from very few participants which, according to Cresswell (2012), compromised the drawing of meaningful conclusions in the end, even with qualitative studies. I therefore committed myself to collecting data from a larger pool of participants to have substantial data that, when analysed in conjunction with related literature and guiding theoretical framework, could richly inform conclusions.

1.5 PURPOSE OF THE STUDY

The purpose of this study consisted of the aim and objectives as presented below.

1.5.1 Research aim

This study aimed to investigate principals' experiences in implementing the National Teachers' Code of Professional Conduct in Khomas secondary schools, Namibia.

1.5.2 Research objectives

The research aim was broken down into the following objectives:

- i. To explore Khomas secondary school principals' understanding of the National Teachers' Code of Professional Conduct.
- ii. To examine the strategies that principals in Khomas secondary schools used to implement the National Teachers' Code of Professional Conduct.
- iii. To investigate the reasons why principals in Khomas secondary schools used the above strategies to implement the National Teachers' Code of Professional Conduct.
- iv. To examine the challenges that principals in Khomas secondary schools faced as they implemented the National Teachers' Code of Professional Conduct.
- v. To explore how principals in Khomas Region secondary schools overcame the challenges that they experienced in implementing the National Teachers' Code of Professional Conduct.

1.6 RESEARCH QUESTIONS

The study was guided by the following primary and secondary questions:

1.6.1 Primary research question

The main research question that the study answered was: What are the experiences of Khomas secondary school principals in Namibia in implementing the National Teachers' Code of Professional Conduct?

1.6.2 Secondary research questions

To adequately address the primary research question above, I developed the following sub-questions:

- (i) What do principals in Khomas secondary schools understand by the National Teachers' Code of Professional Conduct?
- (ii) What strategies do principals in Khomas secondary schools use to implement the National Teachers' Code of Professional Conduct?
- (iii) Why do principals in Khomas secondary schools use the above strategies to implement the National Teachers' Code of Professional Conduct?
- (iv) What challenges do principals in Khomas secondary schools face as they implement the National Teachers' Code of Professional Conduct?
- (v) How do principals in Khomas Region secondary schools overcome the challenges that they experience in implementing the National Teachers' Code of Professional Conduct?

1.7 CONCLUSION

This chapter introduced the study by narrating its background to shed light on the origin and development of the phenomenon under study. It provided a statement of the problem under investigation by placing emphasis on the existence of the problem that needed to be investigated; namely, the continued violations of the National Teachers' Code of Professional Conduct by teachers despite school principals being given the mandate, responsibility and accountability to implement it. The rationale of the study was discussed by explaining the gaps in the knowledge pool that needed plugging. The research methodology and context that needed to be addressed so that the study could be of beneficence to the education sector in particular, and society at large, was explained in this chapter. I achieved this by stating that previous local studies on the subject focused on the importance of the document as well as on teachers' increases cases of misconduct whereas I focused on experiences on school principals in implementation. In addition to that, previous studies sampled fewer participants whereas I had a bigger sample which somewhat

added to the trustworthiness of the findings. Moreover, the fact that this study was one of the first of its kind in Namibia means that it added valuable knowledge in leadership and management, the gaps that existed in the knowledge pool on the subject. Attention was then given to explaining the purpose of the study by presenting the study's main aim and its objectives. The chapter continued with the presentation of the primary research question that drove the study, and its secondary questions which helped to dissect it for a better understanding of the phenomenon under investigation.

In the next chapter, which is chapter two, I present the relevant literature that gave the study a scholarly basis. In doing so, I critically visit related studies and documents to get international, continental, and local perspectives on the phenomenon.

CHAPTER 2

SCHOOL PRINCIPALS IMPLEMENTING NATIONAL TEACHERS' CODES OF PROFESSIONAL CONDUCT (NTCPC)

2.1 INTRODUCTION

The study explored principals' experiences in implementing the national teachers' code of professional conduct, officially called The Code of Conduct for Teaching Service of 2004, in Khomas secondary schools, Namibia. The previous chapter introduced the study by looking at the background, the problem under investigation, the rationale of the study, the purpose of the study by outlining its main aim as well as its objectives, and the main research question and its sub-questions. This chapter also includes a review of related scholarly work by looking at how scholars define the terms “code of professional conduct” in general; and a “teachers’ code of professional conduct” in particular, and an attempt to establish whether a teachers’ code of professional conduct is a law or a policy, and what being a law or a policy means for its implementation. This leads to a discussion on the importance of effectively implementing teachers’ codes of professional conduct; approaches or models that principals use in implementation; barriers to effective implementation as well as strategies that principals use to overcome such barriers. In conclusion, there is a discussion of principals’ experiences in implementing teachers’ codes of professional conduct.

2.2 WHAT IS A NATIONAL CODE OF PROFESSIONAL CONDUCT?

Vrielink and Montfort (2009) and Popescu (2016) write that codes of conduct go by different names such as business codes, integrity codes, codes of honour, and codes of ethics, codes of practice, voluntary agreements, business principles, guidelines, and recommendations. Of all these terms, codes of conduct and codes of ethics are interchangeably used (Golubeva & Kanins, 2017 and Vrielink & Montfort, 2009).

Despite the belief that the two terms are synonyms, Gilman (2005) and Pedraza (2015) argue that they differ as a code of ethics is a statement of principles which is meant to encourage employees to voluntarily behave correctly because it is the right

thing to do, whereas a code of conduct is a statement of actions that are permissible and those that are not and it is comparatively prescriptive and punitive. Similarly, Bawole and Sakyi (2009) believe that a code of conduct is prescriptive and can contain sanctions against offenders if breached; whereas a code of ethics is meant to encourage voluntary good traits or can contain somewhat relaxed punitive measures. However, Maryanto and Khoiriyah (2019) argue that some codes of ethics, too, have legal sanctions that are meted out to non-conforming staff members. Due to that, the study looked at the experiences of secondary school principals in implementing the Code of Conduct for Teaching Service of 2004, the discussions will look at the experiences of school principals in implementation from a holistic perspective, that is, from both a punitive perspective and an aspirational one.

2.3 WHAT IS A NTCPC?

After defining a code of professional conduct in general, it was imperative to look at it from an educational perspective with the teaching profession as the point of departure. Globally, scholars like Gilman (2005), Sârbu et al. (2015), and Ozan, Ozdemir, and Yirci (2017) all define a national teachers' code of professional conduct as a statement of rules and customs that teachers are expected to follow as well as the disciplinary actions that can be taken against transgressors. However, Forster (2012), Robert (2011), and Shapira-Lishchinsky (2020) look at it from a non-punitive perspective by stating that it is a guiding tool that stipulates professional values that teachers must uphold to protect the teaching profession's integrity and reputation.

In Africa, the Teachers' Registration Council of Nigeria (2013) and the Center for Rapid Evidence Synthesis (2019) in Uganda define a national teachers' code of professional conduct as a document that regulates teachers' actions by explicitly stating expectations and standards that teachers ought to meet. The Namibia Institute for Democracy (NID) (2000) also defines it as an instrument that guides teachers' behaviour in order to uphold professionalism and for the public to have confidence in the teaching profession. African scholars define a teachers' code of professional conduct from both an aspirational and a deontological perspective by viewing it as a legal document that guides and regulates behaviour simultaneously.

For this study, with the scholarly definitions factored above, the term “National Teachers’ Code of Professional Conduct” is adopted because it is the one operational in the context of this study and it is defined as a guiding and regulatory document that explicitly states the minimum standards and expectations that teachers have to meet, as well as a statement of behaviour that is permissible and/or not permissible to honour and dignify the teaching profession and achieve education goals.

2.4 THE LEGALITY OF A NTCP

Before establishing whether a teacher’s code of professional conduct is a policy or a law, it is advisable to briefly differentiate between the two. Globally, scholars such as Gilman (2005) and Teitelbaum, McGowan, Richmond, Kleinman, et al. (2021) posit that although laws and policies are interrelated, they differ as laws refer to procedures and rules that people must follow and which courts can enforce, whereas policies refer to written expressions of what authority intends to do and to accomplish and how to do that, and that laws drive policies. Teitelbaum et al (2021) further aver that together policies and laws are the foundation of societies since they guide and regulate conduct. There are two types of national teachers’ codes of professional conduct, namely (a) regulatory or deontological national teachers’ codes of professional conduct which present strict rules and legal consequences for non-compliance, and (b) aspirational ones which encourage good conduct for general societal good (Maxwell & Schwimmer, 2012).

The 2004 revised Code of Conduct and Practice for Registered Teachers in England and the 2016 revised Code of Professional Conduct for Teachers in Ireland have legal implications that is, they can be used in investigating and disciplining teachers when read together with the Education Act of 2002, the Amendment Regulations of 2003 and the Teaching Council Act of 2001 in England, and the Teaching Council Acts, 2001-2015 in Ireland, respectively (General Teaching Council for England, 2007 and Teaching Council, 2016).

Similarly, Popescu (2016) writes that although national teachers’ codes of professional conduct are not outright laws in name as they are not Acts of Parliament, they can be used as evidence in criminal cases against teachers and

can consequently lead to legal action. Thus, the national teachers' codes of professional conduct for England and Scotland, respectively, are public policies that are read together with Acts of Parliament to give legal effect to them.

In Africa, national teachers' codes of professional conduct are also public policies that can be aspirational or deontological. The Teachers' Registration Council of Nigeria (TRCN), for example, can use the Teacher Registration Council of Nigeria Act 31 of 1993 to prosecute teachers who are in breach of that country's teachers' code of professional conduct (Van Nuland & Poisson, 2009). Mulenga-Hagane and Mwelwa (2020), note that the Zambian Teachers' Professional Code of Conduct is a statutory instrument that is derived from the Teaching Profession Act of 2013 which prescribes permissible behaviour and that which is not permissible, and when paired with the Teaching Profession Act of 2013 it is used as a term of reference when disciplining non-conforming teachers. Although national teachers' codes of professional conduct are not existentially primary legislation, they are an extension of it and therefore legally binding on teachers.

In the Namibian context, in the introduction of the Amended Regulations made under the Education Act, 2001 (Act No 16 of 2001), it is stated: "The Minister of Basic Education, Sport and Culture under Section 80 read with Section 73 of the Education Act, 2001 (Act No. 16 of 2001), in consultation with the Minister responsible for higher education, has made the regulations set out in the Schedule (MBESC, 2004). The Namibian National Teachers' Code of Professional Conduct, otherwise known as the Code of Conduct for Teaching Service of 2004, is a legal instrument that is derived from the Education Act, 2001 (Act No.16 of 2001) and therefore it is legally binding on teachers.

It was therefore imperative to explore the perceptions of secondary school principals in the Khomas Region regarding the Code of Conduct for Teaching Service of 2004 as an aspirational and deontological legal instrument to understand how those perceptions impacted their implementation of the document.

2.5 IMPLEMENTATION OF POLICY AND LAW: IS THERE A DIFFERENCE?

The general consensus among scholars is that national teachers' codes of professional conduct are public policies which have legal implications when read together with Acts of Parliament. Bertram, Mattson and Parker (2002) and Golubeva and Kanins (2017), and Maryanto and Khoiriyah (2018) also argue that whether a national teachers' code of professional conduct is an aspirational policy document or a regulation of an Act of Parliament that a government or a professional licencing body passes, it is a legal pillar for the teaching profession and it is legally binding on teachers. Similarly, the ILO (2016) posits that school principals should use national teachers' codes of professional conduct to hold teachers accountable for their actions. Although national teachers' codes of professional conduct are not promulgated as primary legislation, being secondary legislation means that school principals must enforce them effectively to safeguard the teaching profession for it to deliver on its mandate.

Many African scholars agree that many national teachers' codes of professional conduct in Africa, just like they are elsewhere, are both aspirational and deontological but principals hardly enforce them with seriousness. Bray (2005) posits that in South Africa school principals rarely pay attention to the legal nature and consequences of the South African Council of Educators (SACE) Code of Professional Ethics. This implies that many school principals consider the document to be a mere public policy that lacks the legal weight of Acts of Parliament and therefore leave it to teachers to choose whether to abide by it or not.

The Teachers' Registration Council of Nigeria (2013) suggests that both deontological and aspirational codes protect the legacy of the teaching profession and therefore principals must make teachers abide by them, and non-compliant teachers can be charged according to the Teachers' Registration Council of Nigeria Act of 1993. Similarly, Van Nuland and Poisson (2009) state that in South Africa transgressing teachers appear before SACE for violation of the SACE Code of Professional Ethics. This makes Nigeria's teachers' Code of Professional Conduct and the SACE Code of Professional Ethics both aspirational and regulatory. This could suggest that there are legal instruments, processes, and institutions that have been put into place to enable school principals in Africa to enforce national teachers' codes of professional conduct but some of the school principals are not exploiting

these opportunities hence the continuous disturbing breaches of the said documents by teachers.

As far as Namibia is concerned, the Code of Conduct for Teaching Service of 2004, was passed as an amendment to the Regulations made under the Education Act, 2001 (Act No.16 of 2001). According to the MBESC (2004), the Regulations means “the regulations made under section 80 of the Education Act, 2001 (Act No. 16 of 2001) and published under Government Notice No. 187 of October 2002”. This means that the Code of Conduct for Teaching Service of 2004 is a secondary legislation and it is therefore a legal instrument that must be adhered to, and in a way, this specific document is both aspirational and regulatory or deontological (it states how teachers who violate it are to be dealt with and penalties are imposed by using Acts of Parliament and Public Service Staff Rules, or PSSRs).

I, therefore, found it crucial to explore the perceptions of secondary school principals on the aspirational and/or deontological nature of the Code of Conduct for Teaching Service of 2004 to understand how such perceptions influenced their experiences in implementing this policy.

2.6 IMPORTANCE OF EFFECTIVE IMPLEMENTATION OF A NTCPC

Chuckuemeka and Ugwuanyi (2013) and Viennet and Pont (2017) define implementation as the application of a law or policy so as to realise its goals and objectives. This subsection discusses why school principals must implement national teachers’ codes of professional conduct effectively.

2.6.1 A NTCPC as a complimentary legal document

Bawole and Sakyi (2009) argue that a national teachers’ code of professional conduct is not there to replace other binding, guiding and regulatory documents but to strengthen them. It is there to complement and supplement a Constitution, Acts of Parliament, circulars, and sector policies. Below I discuss some of the legal documents that a national teachers’ code of professional conduct compliments.

2.6.1.1 *The Constitution*

The constitution of any country does not cover every aspect of education, hence the need to read and apply provincial and national primary and secondary legislation concurrently to ensure effectiveness (Bray, 2005; The Government of Western Australia, 2011). Maryanto and Khoiriyah (2019) write that the Constitution of Indonesia of 1945 simply states that the people of Indonesia must be educated. However, the country's Teachers' Code of Professional Conduct, which is informed by the Constitution, becomes more specific on how teachers should educate the people. Similarly, Bertram, Mattson and Parker (2002) posit that the South African Council of Education (SACE) Code of Professional Ethics stems from the core ethical values that the Constitution of the Republic of South Africa promotes. In the Namibian context, for example, Article 20 (1) (a) of the Constitution of the Republic of Namibia states that all persons shall have the right to education (Government of the Republic of Namibia, 1990) and the Namibian Code of Conduct for Teaching Service of 2004 clarifies this provision in Section 65 (A) (p) by saying that a teacher may not discriminate against any learner based on impairment or disability (MBESC, 2004).

I, therefore, found it necessary to delve into the experiences of secondary school principals in using other legal instruments such as the Constitution to implement the Code of Conduct for Teaching Service of 2004 to suggest a better implementation model.

2.6.1.2 Acts of Parliament, PSSRs, Policies, Circulars, and Directives

A national teachers' code of professional conduct also clarifies general stipulations of Acts of Parliament, policies, circulars, and directives, and vice versa. According to the Australian Capital Territory Government (2020), the Australian Teachers' Code of Professional Conduct is an extension of the Public Sector Management (PSM) Act. Consequently, any teacher who breaches its stipulations faces charges of misconduct as per the PSM Act. Similarly, Maxwell and Schwimmer (2012) posit that the Canadian Teachers' Code of Professional Conduct has more detail on teachers' responsibilities than the Education Act of 2016. The New South Wales Government (2004) states that legislation, policies, government directives, circulars and

procedures all operate in tandem with the national teachers' code of professional conduct to provide a strong legal framework that guarantees professionalism.

Kimathi and Rusznyak (2018) contend that South Africa uses the Roles of the Educator and Their Associated Competences; the SACE Code of Professional Ethics; the Integrated Quality Management System (IQMS) and the Basic Competences of a Beginner Teacher to monitor and control teachers. Similarly in Namibia, Section 25 (h) of the Public Service Act of 1995 states that no staff member may embarrass the Government or act disgracefully (Government Gazette of the Republic of Namibia, 1995). On the same note, Section 65 (E) (b) of the Code of Conduct for Teaching Service of 2004 states that teachers must conduct themselves with honour and dignity (MBESC, 2004). The Code of Conduct for Teaching Service of 2004 clarifies what may not have been explicitly stipulated in the Public Service Act, 1995 (Act 13 of 1995) and the Education Act, 2001 (Act 16 of 2001). The scholarly perspectives above prompted a probe into the experiences of secondary school principals in using complimentary legal instruments such the Acts of parliament to implement the Code of Conduct for Teaching Service of 2004 to suggest a better implementation model.

2.6.2 A NTCPC as an instrument for accountability

Scholarly literature has it that school principals use national teachers' codes of professional conduct to make teachers account for their conduct and work. The document spells out the behaviour that teachers should exhibit and it prescribes the quality and quantity of work that societies expect from teachers for them to provide an acceptable education service to the target populations. A discussion of how school principals use stipulations of national teachers' codes of professional conduct to hold teachers accountable follows.

2.6.2.1 Expected teachers' behaviour is prescribed

Secondary school principals can use their national teachers' code of professional conduct as an instrument to ensure that teachers account for their behaviour and actions. Gilman (2005) and Bawole and Sakyi (2009) argue that because national teachers' codes of professional conduct set minimum standards and expectations, it is easy for school principals to use them to control teachers' behaviour. Similarly,

Aldmour (2014), Bray (2005) and Mncube and Du Plessis (2018) posit that a national teachers' code of professional conduct is used to promote discipline in an organisation by eliminating undesirable behaviour. Sections 65 (E) of the National Teachers' Code of Professional Conduct in Namibia states that a teacher must (e) acknowledge that his or her attitude, dedication, self-discipline, integrity, and training determine the quality of education; (f) dress in an appropriate manner for specific duties to enhance the image of the profession; (f) under no circumstance attend school activities whether during or after formal classes while under the influence of alcohol or any other drug; and (g) uphold the professional conduct to enhance the image and status of the profession (MBESC, 2004). It therefore became interesting to explore the experiences of secondary school principals in using the Code of Conduct for Teaching Service of 2004 to prescribe expected behaviour to teachers to suggest how school principals could use the document effectively.

2.6.2.2 Prescription of teachers' work

National teachers' codes of professional conduct are clear on the quality and quantity of work that society expects from teachers, although the quantity thereof may not be expressed in figures. The Code for the Education Profession of Hong Kong, for example, states that teachers are expected to regard educating learners as their primary duty, develop learners holistically and deliver an education service of the highest quality (Council on Professional Conduct in Education, 1995). This is echoed by the Government of Sierra Leone (2009) which in Principle 1.2 (c) of the Code of Conduct for Teachers and other Education Personnel in Sierra Leone, states that teachers are expected to be competent in their work. This implies that if a teacher provides a substandard education service in those countries, the authorities can bring them to book. Similarly, Section 65 (1) (E) (a) of the Namibian Code of Conduct for the Teaching Service of 2004 states that teachers must take their work seriously (MBESC, 2004). Hence I saw it imperative through this study to explore how secondary school principals implemented the Code of Conduct for the Teaching Service of 2004 to guarantee an education service of high quality to suggest an effective policy implementation approach or model.

2.6.3 A NTCPC regulates professional relationships

National teachers' codes of professional conduct regulate relations between teachers and learners, teachers and parents, teachers and colleagues, teachers and communities, teachers and the employer, and teachers and the teaching profession (Bertram, Mattson, & Parker, 2002; Golubeva & Kanins, 2017). Below is a discussion of how national teachers' codes of professional conduct guide and regulate these professional relationships.

2.6.3.1 Teachers, and parents and communities

Due to education being a collaborative undertaking, it is inevitable that teachers on the one hand, and parents and communities on the other, will interact regularly hence the need for these interactions to be guided and regulated. The General Teaching Council (2004), for example, states that the Code of Conduct and Practice for Registered Teachers in England deems it a case of misconduct if a teacher seriously undermines or demeans parents. On a similarly note, Principles 2.3 and 2.4 of the Code of Conduct for Teachers and other Education Personnel in Sierra Leone (Government of Sierra Leone, 2009), and Chapter 6 of the Nigerian Teachers' Code of Conduct state that teachers should acknowledge parents and communities as important partners in education (Teachers' Registration Council of Nigeria, 2013). Resonating with stipulations of national teachers' codes of professional conduct elsewhere, Section 65 (1) (C) (a) of the Code of Conduct for Teaching Service of 2004 states that Namibian teachers must regard parents and communities as partners in education (MBESC, 2004). Based on the above perspectives, I deemed it important to probe how secondary school principals used the Code of Conduct for Teaching Service of 2004 to regulate the relations between teachers and parents and communities to suggest an effective policy implementation approach or model.

2.6.3.2 Teachers and learners

Kenny, Mathews and Wurtele (2019) opine that school principals can use national teachers' codes of professional conduct to ensure that teachers interact with learners professionally. The General Teaching Council (2004) states that the Code of Conduct and Practice for Registered Teachers expects teachers in England to take reasonable care of learners and treat learners' confidential information sensitively. Similarly, the Principle 2.2 of the Code of Conduct for Teachers and other Education

Personnel in Sierra Leone states that teachers should maintain a professional relationship with all learners; treat all learners equally and abide by international charters on children's rights. Section 65 (1) (A) (a) of the Code of Conduct for Teaching Service of 2004 also stipulates that teachers in Namibia take the place of parents when dealing with learners both inside and outside the school (MBESC, 2004). This stipulation could be used to institute disciplinary measures against teachers who commit punishable offences when interacting with learners. It therefore became interesting to uncover how school principals used the National Teachers' Code of Professional Conduct to guide and regulate the relationships between teachers and learners.

2.6.3.3 Teachers and colleagues, school authority and employer

Both the Code of Conduct and Practice for Registered Teachers in England and the Code for the Education Profession of Hong Kong expect teachers to respect their colleagues and co-operate with them (Council on Professional Conduct in Education, 1995; General Teaching Council, 2004). The Code for the Education Profession of Hong Kong expects teachers to honour their contractual obligations, deliver high quality teaching and promote policies (Council on Professional Conduct in Education, 1995). Moreover, Principle 2.5 of the Code of Conduct for Teachers and other Education Personnel in Sierra Leone (Government of Sierra Leone, 2009), and Chapter 4 of Nigeria's Teachers Code of Conduct (Teachers' Registration Council of Nigeria, 2013), expect teachers to respect their colleagues and collaborate with them. Moreover, Chapter 7 of Nigeria's Teachers' Code of Conduct states that teachers should fulfil contractual obligations (Teachers' Registration Council of Nigeria, 2013). Sections 65 (1) (B) (b) and 65 (1) (D) (a), (b) and (f) of the Code of Conduct for Teaching Service of 2004 state that teachers in Namibia are expected to respect and co-operate with their colleagues, and recognise that school authorities and the employer have certain responsibilities and authority (MBESC, 2004). In this way a national teachers' code of professional conduct could lessen cases of insubordination and conflict. The above discussions prompted me to dig into how secondary school principals used the Code of Conduct for Teaching Service of 2004 to regulate the interactions and relationships between teachers and colleagues,

school authority and the employer to suggest an effective policy implementation approach.

2.6.3.5 Teachers and the teaching profession

Both the Code of Conduct and Practice for Registered Teachers in England (2007) and the Code for the Education Profession of Hong Kong (1995) expect teachers to not bring the professional standing and reputation of teaching into disrepute (Council on Professional Conduct in Education, 1995; General Teaching Council, 2004). On the African continent, Principle 4 of the Code of Conduct for Teachers and other Education Personnel in Sierra Leone and Part 7 of the South African Council for Educators' Code of Professional Ethics state that teachers should have sober habits and never be under the influence of stupefying substances at work and to refrain from unprofessional conduct ((The Government of Sierra Leone, 2009; SACE, 2000). Similarly, Section 65 (1) (E) (b) of the Code of Conduct for Teaching Service of 2004 states that teachers in Namibia ought to honour and dignify the teaching profession at all times (MBESC, 2004). It therefore became interesting and mandatory for me to explore how secondary school principals enforced the Code of Conduct for Teaching Service of 2004 to ensure that teachers respected and honoured the teaching profession to suggest an effective implementation approach or model.

2.6.4 A NTCP contributes to effective and efficient service delivery

It appears that the grand purpose of the existence of national teachers' codes of professional conduct is the delivery of an education service that can transform society. Below is a discussion of how their effective implementation can guarantee effective and efficient service delivery.

2.6.4.1 Decreased teacher absenteeism

Khandelwal and Van Nuland (2006) posit that the enforcement of national teachers' codes of professional conduct has led to a significant decrease of teacher absenteeism over the years. Kirwa (2014), Karppinen, Dimba and Kitawi (2021) posit that teachers' regular tardiness and high absenteeism compromise the coverage of syllabi and learners fail and that school principals must use their authority to manage absenteeism. This implies that a school principal can use a national teachers' code

of professional conduct to address a teacher who is regularly absent by pointing out that such behaviour is unprofessional and has no place in the teaching profession. Owen (2010) posits that school principals who effectively implement national teachers' codes of professional conduct often curb the occurrence of misconduct. I, therefore, found it fundamental to look into how secondary school principals used the Code of Conduct for Teaching Service of 2004 to decrease teacher absenteeism to suggest an effective policy implementation approach or model.

2.6.4.2 Expectations and standards

What stands out in all national teachers' codes of professional conduct is that they spell out the minimum standards and expectations that teachers have to meet. The Queensland College of Teachers (2008), for example, lists the following as basic standards expected from teachers in Queensland, Australia: integrity, dignity, responsibility, competence, respect, justice, care, professional development and collegiality. Similarly, the Council on Professional Conduct in Education (1995) states that the Code for the Education Profession of Hong Kong expects teachers there to be committed and responsible. In Section 63 (a) of Namibia's Code of Conduct for Teaching Service of 2004 it is stated that the document sets basic professional requirements and minimum standards of professional conduct for teachers which includes prescriptions of principles that they must uphold as civil servants, the kind of education service that they must provide, how they ought to relate to other stakeholders, and how they ought to dress, amongst many prescriptions. It was therefore natural for me to explore how secondary school principals used the Code of Conduct for Teaching Service of 2004 to explicitly spell out expectations and standards that teachers have to meet to suggest an effective implementation approach or model.

2.6.4.3 Highly committed teachers

The General Teaching Council for Scotland (2012) states that the Teachers' Code of Professional Conduct in Scotland prescribes that teachers should deliver high quality outcomes for learners and if a teacher is not delivering quality outcomes then the Teaching Council can institute disciplinary proceedings. Khandelwal & Van Nuland (2006), Wilson-Morgan (2015), Golubeva & Kanins (2017), Maryanto & Khoiriyah

(2019) & Hoque, Kenayathulla, Subramaniam & Islam (2020) all also argue that school principals can use national teachers' codes of professional conduct to improve teaching by using them as a weapon to instil a culture of professionalism and excellence. Bray (2005), Van Nuland and Poisson (2009) Chaka (2018) and Mnchube and Du Plessis (2018) also argue that the enforcement of a national teachers' code of professional conduct brings about a disciplined and orderly school environment and it enables a school principal to monitor teachers. If teachers are expected to deliver quality outcomes they will be committed. Hence, I was convinced that it was necessary to find out how secondary school principals used the Code of Conduct for Teaching Service of 2004 to ensure that teachers were committed to suggest a model or approach or model for effective policy implementation.

2.6.4.4 Guaranteeing value for money

Ugwuanyi and Chukwuemeka and (2013) argue that effective policy implementation contributes to the development of a nation. If principals applied national teachers' codes of professional conduct effectively, goals and objectives would be achieved and this would save governments a lot of resources. Mtsweni (2008) and Nethels (2010) support this view by stating that a strong school principal will use a national teachers' code of professional conduct to ensure that teachers perform to the best of their abilities to achieve goals. Additionally, according to Popescu (2016) and Abdul Rahman et al (2020) schools that enforce national and internal teachers' codes of professional conduct tend to be profitable in the long run because they are efficient. These views prompted an exploration into how secondary school principals used the Code of Conduct for Teaching Service of 2004 to ensure that society got value on its investment to suggest an effective policy implementation approach or model.

2.6.4.5 Guarding against malpractice

Chapman (2002) argues that if school principals effectively enforce national teachers' codes of professional conduct it will deter wrongdoing and malpractice. This implies that uncompromised enforcement of a national teachers' code of professional conduct guards against theft, negligence, loitering, indolence and poor service by teachers. A national teachers' code of professional conduct keeps teachers' behaviour in check and deters them from behaving in a deviant manner

(Popescu, 2016). However, Kasuga (2019) attests that in Tanzania many teachers sell question papers to learners and this unethical behaviour has a long-lasting socio-economic negative impact as examinations have to be rewritten. The scholarly views above suggest that although national teachers' codes of professional conduct have the legal potential to guard against malpractice, without school principals providing strong leadership during enforcement, the documents will remain almost useless. With those views in mind, I found it fitting to explore how secondary school principals enforced the Code of Conduct for Teaching Service of 2004 to guard against malpractice to suggest ways of enforcing it more effectively.

2.6.5 A NTCP for public confidence

Van Nuland and Poisson (2009), Babalola (2011) and Maxwell and Schwimmer (2012) posit that national teachers' codes of professional conduct can be used to hold teachers accountable for their actions; to protect learners, teachers and parents; to enhance the professional status of the teaching profession; and to create and maintain the professional identity of teaching since clear ethical standards and expectations are set. In addition, Maxwell and Schwimmer (2012) state that the mere existence of a national teachers' code of professional conduct is a statement of promise that the government and teachers make to the public that teachers will act in the best interest of society. The argument is seemingly that if school principals use national teachers' codes of professional conduct to hold teachers accountable for their behaviour and work which ultimately leads to the maintenance of the identity of the teaching profession, then society will have faith and confidence in the indispensability of the profession. What follows below is a discussion of how a national teachers' code of professional conduct can generate the public's confidence in the teaching profession.

2.6.5.1 Enhancing the professional status of teaching

Gilman (2005) and Van Nuland and Poisson (2009) posit that a national teachers' code of professional conduct is one of the hallmarks of the teaching profession as it gives the profession a distinct identity. The absence of a national teachers' code of professional conduct renders teaching semi-professional and therefore the public will not see its indispensability. Mabagala, Wanderi, Mwisukha and Muindi (2012)

postulate that if school principals do not apply national teachers' codes of professional conduct effectively, society will not hold the teaching profession in the highest regard. Similarly, Maryanto and Khoiriyah (2019) argue that national teachers' codes of professional conduct protect the teaching profession in that if they are applied correctly they make teachers to be respectable, noble and dignified. Clearly, yet again, we see the argument that many scholars have brought forth earlier that the implementation and continuous enforcement of national teachers' codes of professional conduct may be more important than the formulation itself. I therefore felt compelled to investigate how secondary school principals applied the Code of Conduct for Teaching Service of 2004 to enhance the professional status of teaching to suggest an effective policy implementation approach or model.

2.6.5.2 Establishing an ethical and professional climate

Gilman (2005) argues that a national teachers' code of professional conduct is never self-implementing and it would be naive to expect all teachers to behave ethically as per its prescriptions without school principals strongly enforcing it. Van Nuland and Poisson (2009) support the view by stating that if it is enforced, there is a likelihood of high ethical behaviour from teachers. Razaee, Elmore and Szendi (2001), O'Neill and Bourke (2010), Cherkowski et al. (2015), Outhouse (2012), Forster (2012), Popescu (2016) and Rigby, Forman and Lewis (2019) all posit that by using a national teachers' code of professional conduct to deal with non-compliant teachers, a school principal promotes honourable behaviour and this establishes a school's moral and ethical climate. Banter (2003), Apgar (2018) and Abdullah Rahman et al. (2020) believe that a national teachers' code of professional conduct demands that teachers commit to values and standards such as integrity, competence, accountability, discipline and honesty. It therefore becomes a barometer against which teachers' behaviour is gauged by the public.

African scholars like Masekoamang (2010) and Ndung'u (2017) argue that the SACE Code of Professional Ethics in South Africa and the Teachers' Code of Professional Conduct in Kenya, respectively, influence the state of teachers' discipline in schools. A national teachers' code of professional conduct contributes to teacher discipline which makes the public to trust the teaching profession. The claims by the scholars

that national teachers' codes of professional conduct create an ethical and professional climate necessitated a look into how secondary school principals enforced the Code of Conduct for Teaching Service of 2004 to suggest a more effective policy implementation approach or model if need be.

2.6.5.3 Strengthening teacher discipline

According to the ILO (2016) the conduct of teachers outside the classroom influences the proceedings in class, and as such, the scope of a national teachers' code of professional conduct extends beyond schools. Similarly, Bawole and Sakyi (2009) posit that school principals can use national teachers' codes of professional conduct to enforce discipline in schools in that they clarify what is expected of teachers both at school and in the communities. School principals can thus use them to monitor the behaviour of teachers at all times as they state that teachers are not permitted to behave as they please even after work. Kirwa (2014) and Mulenga-Hagane and Mwelwa (2020) argue that the public would only trust the teaching profession if teachers behaved in a disciplined manner on and off school grounds.. I was therefore intrigued to explore how secondary school principals applied the Code of Conduct for Teaching Service of 2004 to forge teacher discipline inside and outside the classroom to suggest a more effective policy implementation approach or model.

2.6.5.4 Protection of learners

Van Nuland and Poisson (2009) argue that national teachers' codes of professional conduct prescribe that teachers must protect their learners. Whether they are aspirational documents or deontological instruments, they place teachers' protection of learners cardinally. The Code for the Education Profession of Hong Kong and the Code of Professional Conduct for Teachers in Trinidad and Tobago respectively expect teachers to guarantee their learners' safety; consider their interests when teaching; and treat them all equally (Council on Professional Conduct in Education, 1995; Ministry of Education in Trinidad and Tobago, 2018). Mabagala et al. (2012) assert that it is important to enforce national teachers' codes of professional conduct to protect learners since teachers spend long hours teaching learners.

Part 2.2 of the Code of Conduct for Teachers and other Educational Personnel in Sierra Leone and Section 65 (A) of the Code of Conduct for Teaching Service of 2004 in Namibia expect teachers to be non-discriminatory towards learners and respect their rights (Government of the Republic of Namibia, 2004; Teaching Service Commission of Sierra Leone, 2019). The public will struggle to have confidence in a system that does not protect children and national teachers' codes of professional conduct are legal instruments at school principals' disposal to ensure that learners are protected. I found it necessary, therefore, to uncover how secondary school principals ensured that they enforced the Code of Conduct for Teaching Service of 2004 to protect learners to suggest an effective policy implementation approach or model if a need arose.

2.7 SCHOOL PRINCIPALS' IMPLEMENTATION APPROACHES

As alluded to earlier by scholars, policy implementation may hold as much significance to society, if not more, as policy formulation. The discussion below centres on models or approaches that principals use to implement national teachers' codes of professional conduct, according to scholarly literature.

2.7.1 Top-down approach

Developed by Sabatier and Mazmanian in 1979, the top-down approach is also referred to as the authoritative approach, autocratic approach, or coercive approach. According to Cerna (2014) and Signe (2017) the top-down approach prioritises clear goals and policies from a centralised authority that all subordinates must follow strictly or rigidly. School principals who subscribe to this approach expect teachers to follow the stipulations of national teachers' codes of professional conduct rigorously. Cerna (2014) argues that the top-down approach is suitable for high conflict areas where subordinates are resistant and demotivated. Signe (2017) posits that the top-down approach is less popular today because many organisations are complex. I, therefore, found it logical and imperative to look into the approaches that secondary school principals used in implementing the Code of Conduct for Teaching Service of 2004 to find traces of the top-down approach to suggest an effective policy implementation approach or model if a need arose.

2.7.2 Bottom-up approach

Made famous by Elmore in 1979 and Barret and Fudge in 1981, this approach opposes the top-down approach due to its apparent shortcomings including neglecting the opinions of subordinates; it is not context-responsive; and disregards networks (Cerna, 2014; Signe, 2017). According to Cerna (2014), the bottom-up approach is ideal for low-conflict areas where employees are self-driven and highly motivated. Van Nuland and Poisson (2009) argue that this approach leads to teachers accepting their moral responsibility to abide by their national teachers' codes of professional conduct, as opposed to forcing them to comply through the authoritarian approach which frustrates them and may lead to resistance to authority (Owen, 2010). These scholarly arguments influenced an autopsy of the approaches that secondary school principals employ in implementing the Code of Conduct for Teaching Service of 2004 to find traces of the bottom-up approach to suggest an effective policy implementation approach or model if the study deemed so.

2.7.3 Combined or synthesised approaches

School principals who use combined or synthesised approaches reject a one-size-fits-all approach but choose to be occasionally coercive or democratic, owing to the varying contexts. Christie (2008) and Cherkowski et al. (2015) validate the use of combined approaches by arguing that bottom-up approaches can lead to reluctance from teachers, hence the need for pressure and support, while top-down approaches can fuel resistance. This implies that teachers who refuse to abide by national teachers' codes of professional conduct willingly need to be pressured to do so, whereas those who are self-regulated, motivated, and competent need encouragement and independence. I, therefore, found it necessary to uncover the approaches that secondary school principals used in implementing the Code of Conduct for Teaching Service of 2004 to see if and how synthesized approaches were featured to suggest an effective policy implementation approach or model if the study dictated so.

2.8 BARRIERS TO EFFECTIVE IMPLEMENTATION OF THE NTCP

Chapman (2002), Khandelwal and Van Nuland (2006), Babalola (2011), Gunther (2016), Viennet and Pont (2017) and Mokaleng and Mowes (2020) cite the following as barriers to the successful implementation of a national teachers' code of professional conduct: poor policy design, incompetence, a vague strategy, poor organisation structure, poor communication, unilateral formulation, the community's interest and a lack of capacity building. The unpacking of these challenges partly informs the recommendations for effective policy implementation models or approaches.

2.8.1 Poor policy design

Many scholars hold the view that the manner in which a policy or law is designed determines how well implementers put it into practice. Pont and Viennet (2017) posit that for a policy to be implementable it should be carefully developed so that it is logical and can solve problems. This suggests that the public struggles to subscribe to a policy that does not speak to their situations and aspirations. I, therefore, felt obligated to delve into the experiences of secondary school principals in implementing the Code of Conduct for Teaching Service of 2004 to get their views regarding its formulation and the impact of that on implementation so that eventually I could make suggestions for improving it.

2.8.2 The inability to manage change and resistance

School principals' weaknesses compromise the implementation of national teachers' codes of professional conduct. Many school principals lack legal knowledge or are incompetent and sometimes negligent when providing leadership, and in some cases do not have sufficient human and financial resources at their disposal to effectively apply the documents.

2.8.2.1 A lack of knowledge

There are scholars who argue that school principals who misunderstand national teachers' codes of professional conduct struggle with their implementation. Mulford (2003), Van Nuland and Poisson (2009), Mizelle (2010), Gunther (2016), Antonio (2017), and Abdul Rahman et al. (2020) opine that school principals ought to study national teachers' codes of professional conduct and internalise and effectively

enforce them. This implies that a school principal who does not understand a national teachers' code of professional conduct does not know how to make teachers abide by it. It therefore became interesting to investigate secondary school principals' perceptions and understanding of the Code of Conduct for Teaching Service of 2004 to suggest ways of improving its implementation.

2.8.2.2 Incompetence and negligence

There are scholars who argue that the ineffective implementation of national teachers' codes of professional conduct is a product of principals' own incompetence and negligence. Van Nuland and Poisson (2009), Owen (2010), Babalola (2011), and Mothibeli (2017) all argue that the gravity of teachers' misconduct at a school depends on the effectiveness of the school principal's leadership and management. This emphasizes that a high quality school leadership and management by school principals breeds high compliance with national teachers' codes of professional conduct. Owen (2010) avers that school principals are expected to use their power to ensure that teachers conduct themselves by enacted codes of professional conduct. Additionally, Khandelwal and Van Nuland (2006) and Kirwa (2014) argue that in many countries teachers' misconduct is not taken seriously as school principals tend to be lenient with teachers. Based on the above scholarly perspectives, I found it necessary to dig into secondary school principals' perceptions about their competence in implementing the Code of Conduct for Teaching Service of 2004 to suggest an effective policy implementation model or approach.

2.8.2.3 A lack of resources

According to the ILO (2016) many schools in Africa lack the infrastructure and resources to monitor the behaviour of teachers. Van Nuland and Poisson (2009) and Mampane (2020) also posit that without financial resources it is difficult to communicate a national teachers' codes of professional conduct or to employ a large management force to execute all tasks. There are schools that do not have heads of departments (HODs) although their learner and teacher populations qualify them to have departmental heads, and this compromises school principals' overall supervision and control effectiveness. These views by scholars convinced me to explore the experiences of secondary school principals regarding the impact of

resource availability on the implementation of the Code of Conduct for Teaching Service of 2004 to suggest an effective policy implementation model or approach.

2.8.3 Missing or unclear implementation strategy

Many scholars argue that if there is no implementation strategy or if it is unclear, there are likely to be hiccups in the implementation. Van Nuland and Poisson (2009) posit that a sound implementation plan is needed for effective policy application. Similarly, Khandelwal and Van Nuland (2006), Van Nuland and Poisson (2009), ILO (2012), Gunther (2016) and Signe (2017) argue that unclear goals, strategies, actions and steps from the onset lead to confusion and failure. A policy that is clear on who is responsible for specific tasks makes it easy to hold people accountable (Ministry of Education, 2008). It therefore became important to explore strategies that secondary school principals used to implement the Code of Conduct for Teaching Service of 2004 to suggest how to improve them.

2.8.4 A lack of support and a conflicting organisational structure

Mothemane (2003), Van Nuland and Poisson (2009), Gunther (2016), and Signe (2017) argue that structure is important in the implementation of codes of professional conduct. To fully operationalise national teachers' codes of professional conduct, influential people such as donors, politicians, and religious leaders must back them. Disappointingly, Mohammed (2015) and Kayikci, Sahin, and Canturk (2016) note that some inspectors of education (IoEs) in Turkey lack the ability and time to effectively supervise and support school principals.

Van Nuland and Poisson (2009), Babalola (2011), and Mampane (2020) agree that teachers' unions are stumbling blocks in the effective implementation of national teachers' codes of professional conduct since they sometimes focus on advocating for teachers' rights and overlook their offences. The scholars are convinced that unions sometimes defend culprits, and this undermines implementation efforts. These scholarly views warranted an exploration into secondary school principals' experiences regarding support from other role players as well as unity or conflict in the organisational structures in implementing the Code of Conduct for Teaching Service of 2004 to suggest an effective policy implementation model or approach.

2.8.5 Inadequate information sharing

According to Gunther (2016) and Mauda (2016) poor information sharing can be an obstacle in implementation of codes of professional conduct. Sometimes role players in the implementation process fail to communicate promptly and adequately and this hampers effectiveness since non-compliance will become the norm if is not reported. The New South Wales Government (2004), Van Nuland and Poisson (2009), and Popescu (2016) posit that for national teachers' codes of professional conduct to effectively curb unethical behaviour, school principals must communicate effectively and timeously in order to bring perpetrators to book. Chapman (2002) Kenny, Mathews and Wurtele (2019) write that in the USA some school principals do not furnish all the data to the relevant authorities for fear of being found wanting. Research institutions such as The Center for Rapid Evidence Synthesis (2020) avers that in Uganda, there is unclear structures for reporting and handling of violations of the teachers' professional code of conduct and this hinders its implementation. This might suggest that it is not school principals who do not want to report cases of violation of the teachers' code of professional conduct, it is just that enabling conditions are not accorded to them. Gunther (2016) believes that regular reporting can provide vital information that is useful in further decision-making processes. The views above convinced me to uncover secondary school principals' experiences regarding the communication between them and other stakeholders in implementing the Code of Conduct for Teaching Service of 2004 to suggest an effective policy implementation model or approach.

2.8.6 Unilateral formulation of the NTCPC

Van Nuland and Poisson (2009) argue that participation is central in the development of national teachers' codes of professional conduct, and therefore government departments, teachers' associations, accreditation bodies, and communities should collaborate in formulating them. Sadly, Christie (2008), Van Nuland and Poisson (2009), Babalola (2011), and ILO (2012) posit that sometimes teachers feel that a national teachers' code of professional conduct is forced on them which often leads to resistance. The consensus is that if teachers and the public participate in the formulation of the code of conduct there will be a sense of

ownership which will contribute to shared responsibility in its implementation. These scholarly perspectives prompted me to investigate the perceptions of secondary school principals regarding how the Code of Conduct for Teaching Service of 2004 was formulated to suggest ways of improving policy formulation and implementation.

2.8.7 Community's interest in education

There are scholars who believe that the implementation of national teachers' codes of professional conduct is a collective responsibility. They believe that for teachers to be sufficiently encouraged and/or compelled to comply with the documents, communities should actively play a supportive role. Sadly, however, many communities do not play their role in implementation effectively, owing to different reasons.

2.8.7.1 Implementation is not a collective responsibility

The old African adage "it takes the whole village to raise a child" accentuates the need for a joint approach in implementing national teachers' codes of professional conduct without taking accountability away from school principals. This notion is supported by Khandelwal and Van Nuland (2006) and Popescu (2016) who argue that the perception that ensuring compliance to the teachers' codes of professional conduct is solely the responsibility of school principals discourages other stakeholders from playing their roles and this renders implementation ineffective. Viennet and Pont (2017) also believe that policy implementation in general requires engaging people. This implies that political leaders, the clergy, and the general public must all be concerned about the conduct of teachers and play their part in ensuring that teachers are compliant. Mothibeli (2017) posits that many school principals feel that they do not get the societal support that they need in the implementation of national teachers' codes of professional conduct. I, therefore, found it important to explore the involvement of other stakeholders in implementing the Code of Conduct for the Teaching Service of 2004 to suggest an effective implementation model.

2.8.7.2 Communities are not aware of the NTCP

For communities to effectively participate in enforcing national teachers' codes of professional conduct they should be informed about the contents of such documents. Maboe (2005) and Kenny, Mathews, and Wurtele (2019) assert that school principals have to raise awareness so that parents can be whistle-blowers. Sadly, Van Nuland and Poisson (2009) posit that sometimes parents and students are not aware of the existence of the national teachers' codes of professional conduct.

Similarly, Bailey (2002) and the Namibian Ministry of Education (2008) view that it is imperative to inform communities about the existence of the NTCPC through conferences for them to play a part in its implementation. These views necessitated a probe into secondary school principals' experiences regarding communities' awareness of the Code of Conduct for Teaching Service of 2004 and their supporting role in implementing it to suggest ways of improving policy implementation.

2.8.8 A lack of capacity building and teachers' attitude

Some scholars believe that compliance with national teachers' codes of professional conduct should not always be a matter of school principals compelling teachers to do so. It should be more about encouraging them to willingly comply out of recognition that it is their professional responsibility to do so. Regrettably, many teachers are not at a level where they comply willingly.

2.8.8.1 Teachers' negative attitude towards the NTCPC

The consensus among scholars is that many teachers are unwilling to abide by teachers' codes of professional conduct. According to Mokaleng and Mowes (2020), teachers are resistant due to the unrealistic demands that they have to meet. Bertram, Mattson, and Parker (2002) posit that the South African Council for Educators cannot be everywhere to police teachers' conduct and they (teachers) must therefore willingly act ethically, but they hardly do so. This view convinced me to explore the secondary school principals' experiences of teachers' attitudes towards the Code of Conduct for Teaching Service of 2004 to make suggestions to improve policy implementation.

2.8.8.2 The NTCPC is not part the teacher education curriculum

According to Babalola (2011), Aglazor (2017) and Maxwell (2017) teacher education must make aspiring teachers understand their responsibilities but colleges and universities hardly address this issue. Kirwa (2014) notes that in Malawi only about 67.5 per cent of teachers were exposed to the national teachers' code of professional conduct while at university. However, Kiggundu and Nayimuli (2009) refute this notion by positing that the Vaal University of Technology in South Africa adequately informs its student teachers about the SACE Code of Professional Ethics and therefore prepares them professionally. Therefore, the extent to which learning about national teachers' codes of professional conduct is incorporated into teacher education differs from university to university and country to country. As a result, I found it necessary to uncover secondary school principals' experiences regarding novice teachers' level of knowledge of the Code of Conduct for Teaching Service of 2004 to suggest an effective policy implementation model or approach.

2.8.8.3 A lack of professional development for in-service teachers

According to Van Nuland and Poisson (2009), Kenny, Mathews and Wurtele (2019) and Mulenga-Hagane and Mwelwa (2020) professional development can contribute to the effective implementation of national teachers' codes of professional conduct as teachers can easily abide by them if expectations are clear. Disappointingly, according to the ILO (2016), in many schools in Africa school principals do not regularly remind teachers about the national teachers' codes of professional conduct, leaving a knowledge gap. In Uganda, for example, by 2020 the majority of teachers had not seen the teachers' professional code of conduct (CRES, 2020), and in Malawi a staggering 23.1 per cent of teachers did not have copies of the teachers' code of professional conduct (Kirwa, 2014).

Mulford (2003) and Christie (2008) also argue that there is a need to capacitate teachers by training them as opposed to merely encouraging them to do right. The scholars believed that school principals were compelled to raise awareness continuously and effectively in respect of national teachers' codes of professional conduct. With scholarly perspectives of that nature, it was only natural that I uncovered secondary school principals' experiences in incorporating the Code of

Conduct for Teaching Service of 2004 in continuing professional development (CPD) to suggest an effective policy implementation model or approach.

2.9 EXPERIENCES OF SCHOOL PRINCIPALS IN IMPLEMENTING THE NTCP

The discussion that follows looks at the experiences of school principals in implementing national teachers' codes of professional conduct in various parts of the world, and this is the crux of the study.

2.9.1 School principals' understanding of the NTCP

Many scholars share the standpoint that often school principals have little knowledge about the national teachers' codes of professional conduct that they are expected to implement. According to Allen et al. (2012) and Doctor (2013), many school principals in the United States, Australia and Canada know little about national teachers' codes of professional conduct. Similarly, Mestry (2017) postulates that many school principals in South Africa are not trained well enough for principalship. School principals pay insufficient attention to mastering national teachers' codes of professional conduct. These assertions warranted a look into how well secondary school principals understood the Code of Conduct for Teaching Service of 2004 to make suggestions for improving understanding and implementation.

2.9.2 School principals' understanding of their role in implementation

It appeared that school principals' understanding of their role in implementing National Teachers' Codes of Professional Conduct is a prerequisite for effective implementation. The discussion below briefly dissects school principals' understanding of their distinct role (s) in implementation.

2.9.2.1 Disparities in school principals' understanding

Globally scholars have mixed perceptions regarding school principals' understanding of their role as implementers of national teachers' codes of professional conduct. Gu, Sammons and Chen (2018) argue that in highly successful schools around the world, principals foster values, standards and expectations according to the stipulations in the national teachers' codes of professional conduct to influence change. However, Butlin and Trimmer (2018) are of the opinion that in Australia,

school principals' level of legal literacy is extremely low. This suggests that many school principals have a vague understanding of national teachers' codes of professional conduct and therefore do not understand their implementing role.

In Africa, scholars are also divided on the subject of school principals' understanding of their role as implementers of national teachers' codes of professional conduct. Karppinen et al. (2021) opine that in Kenya many school principals are aware that they are accountable for teacher misconduct in schools. Kwatubana, Nhlapo, and Moteetee (2021) argue that despite school principals' ineffectiveness in the implementation of codes of conduct, they understand their roles. This suggests that school principals in many African countries, understand their roles in implementation, but it is the bringing to life of those roles that is almost non-existent. This means that many of them know exactly that they are accountable for implementation and know what their implementation tasks are, but due to one reason or another, they still fall short of delivering on their mandate.

However, Bayeni and Bhengu (2018) repudiate this standpoint and argue that some school principals believe that head offices have the authority to implementation. These scholarly views necessitated an investigation into secondary school principals' understanding of their role(s) in implementing the Code of Conduct for Teaching Service of 2004 to suggest an effective policy implementation model or approach.

2.9.2.2 School principals require training

There are scholars who argue that school principals' understanding of their role in the implementation of national teachers' code of professional conduct depends on the training that they have received. Pierson (2014) posits that school principals' tertiary education and training can determine their success in implementing national teachers' codes of professional conduct. This implies that a school principal who possesses professional knowledge in educational policy and law studies could be in a position to apply a national teachers' code of professional conduct more effectively than the one who does not possess it.

Pierson (2014) supports the above notion by averring that a school principal who has a postgraduate degree in educational policy and law is able to fulfil their

management role better. Sepuru and Mohlakwana (2020) note that beginner school principals in South Africa feel that they cannot implement the SACE Code of Professional Ethics due to poor training. These scholars therefore agree that the effective implementation of national teachers' codes of professional conduct is catalysed by school principals' knowledge and understanding of them and the implementation roles but, unfortunately, this is currently elusive. I, therefore, found it necessary to explore the experiences of school principals in training opportunities accorded to them by their supervisors and Human Resources (HR) to understand the Code of Conduct for Teaching Service of 2004 and their implementation role(s) to suggest an effective policy implementation model or approach.

2.9.3 School principals implementing the NTCPC

As custodians of schools, principals are expected to implement national teachers' codes of professional conduct (Kobola, 2007; Lampen, 2015). The degree of school principals' effectiveness in implementing teachers' codes of professional conduct differs from country to country, and from school to school.

2.9.3.1 School principals struggle to implement the NTCPC

Allen et al. (2012) argue that because school principals in the United States of America (USA) lack basic knowledge of teachers' codes of professional conduct and/or ethics they fail to correctly apply them. Shelton (2012) also posits that in the United States, many school principals are not fully trained to deal with the realities of being a principal as they lack basic knowledge of teachers' codes of professional conduct and/or ethics which incapacitates them in its implementation. Khandelwal and Van Nuland (2006) argue that many school principals in India, Nepal and Bangladesh feel that they do not seriously enforce the national teachers' codes of professional conduct.

In Africa, According to Balowe and Sakyi (2009) the implementation of national teachers' codes of professional conduct in West Africa has been ineffective because school principals have not embraced their implementation role, lack knowledge and are weak. Similarly, Mothemane (2003) and Bayeni and Bhengu (2018) and Mangoangoa (2011) hold the view that as the implementers of the SACE Code of

Professional Ethics, school principals in South Africa face challenges. Similarly, the United Nations Educational Scientific and Cultural Organisation (UNESCO) and the International Institute for Capacity Building in Africa (IICBA) (2016) posit that Sub-Saharan African school principals do not supervise or establish effective control mechanisms because of lack of training.

The Ministry of Education, Arts and Culture (MOEAC) (2018) concedes that school principals in Namibia do not receive sufficient support to effectively implement the national teachers' code of professional conduct. Similarly, Antonio (2017) posits that many school principals in Namibian schools feel that all stakeholders have dumped implementation on them alone and this set them on a path to failure. Uugwanga (2007) agrees with the assertion by arguing that school principals in Namibia poorly implement policies and laws except for isolated cases of effective implementation. With the scholars overwhelmingly positing that school principals struggle to implement national teachers' codes of professional conduct due to a variety of challenges, I found it necessary to explore the challenges that secondary school principals faced in implementing the Code of Conduct for Teaching Service of 2004 to suggest an effective implementation model or approach.

2.9.3.2 Contributing factors to ineffective implementation

Kobola (2007) and Van Wyk and Pelsler (2014) argue that school principals are struggling to implement national teachers' codes of professional conduct because they have not been trained sufficiently. Lampen (2015) holds the assertion that resistance from teachers and a lack of stakeholder support also pose a challenge. The CRES (2020) posits that in Uganda violations of the teachers' professional code of conduct occur partly because many school principals are ignorant and incompetent. Some scholars believe that a lack of resources is a hindrance in implementing national teachers' codes of professional conduct. Kirwa (2014) asserts that in Malawi, due to lack of financial, human and physical resources, many cases of teacher misconduct are not investigated; monitoring visits to schools are rarely conducted; and advocacy programmes are very limited.

It was, therefore, important to explore challenges that secondary school principals encountered in implementing the Code of Conduct for Teaching Service of 2004 to suggest an effective implementation model or approach.

2.10 CONCLUSION

In this chapter, I reviewed related literature to give the study a scholarly basis. I started the chapter by defining the terms “code of professional conduct” in general and “teachers’ code of professional conduct” in particular. I then discussed national teachers’ codes of professional conduct as aspirational and deontological legal instruments which are only effective if school principals enforce them together with Acts of Parliament and Public Service Staff Rules. I proceeded to discuss why it is imperative that school principals effectively implement national teachers’ codes of professional conduct. This led to a discussion of top-down, bottom-up, and mixed approaches or models that school principals use in implementing this important policy. I then discussed barriers to the effective implementation of national teachers’ codes of professional conduct including poor policy design, principals’ inability, conflicting power structure, vague strategy, poor communication, and teachers’ attitudes. In conclusion, the review touched on school principals’ varying experiences in implementing national teachers’ codes of professional conduct.

In chapter three that follows, I discuss the Hersey-Blanchard Situational Leadership Theory which underpins the study by looking at its main assumptions, its strengths and weaknesses and the justification for employing it in the study. Introduced to the world of management and leadership science in 1982 by United States of America scholars Paul Hersey and Kenneth Blanchard, the theory is premised on two major assumptions; namely, (i) there is no better implementation approach, and all implementation approaches are not equally effective, and (ii) the success of a management or implementation approach depends on external and internal factors.

The choice of this theory to guide the study is rooted in the fact that the reviewed literature points to that different school principals understand the document “National Teachers’ Code of Professional Conduct” as well as their implementation role(s) differently; they use different approaches to implement it; and undergo different experiences in implementing it. This means that the theory that drives the study is in

sync with the major revelations, arguments and debates that emerged from the reviewed literature.

CHAPTER 3

THE HERSEY-BLANCHARD SITUATIONAL LEADERSHIP THEORY

3.1 INTRODUCTION

In chapter two, I looked at related scholarly work of researchers from around the globe in order to understand the concept of the implementation of policies and laws. In doing so, I particularly focused on how scholars defined a National Teachers' Code of Professional Conduct; what they considered to be the importance of effectively implementing it; different implementation approaches that school principals used; barriers to effective implementation, and experiences of principals globally, regionally and locally in implementation.

In the current chapter, I unpack the theoretical framework underpinning the study. Grant and Osanloo (2014) and Iyamu and Tunzelana (2016) define a theoretical framework as a description and explanation of a theory or several theories that guide a researcher by posting forth worldviews and assumptions of that theory (or theories) and how those assumptions or worldviews influence the research plan, the formulation of research aims and objectives as well as research questions, research methodology, presentation of data as well as the interpretation of findings. This study was guided by the Hersey-Blanchard Situational Leadership Theory, which some scholars refer to simply as the Contingency Theory (CT). In this chapter, I introduced the Hersey-Blanchard Situational Leadership Theory by defining it and mentioning its main proponent or proponents. This is followed by a look at its main assumptions as well as its strengths and weaknesses. I then discussed the justification of anchoring this study in this theory and I conclude the chapter by looking at a few scholarly studies that the theory guided.

3.2 WHAT IS THE HERSEY-BLANCHARD SITUATIONAL LEADERSHIP THEORY?

In this study, I investigated the experiences of school principals in implementing the National Teachers' Code of Professional Conduct (Code of Conduct for the Teaching Service of 2004) in Khomas secondary schools, Namibia. The study was guided by the Hersey-Blanchard Situational Leadership Theory or simply called the

Contingency Theory which originated in the 1982 in the USA through the work of Paul Hersey and Kenneth Blanchard, although some scholars believe that it was introduced in 1969 as the Life Cycle Theory of Leadership, to counter classical and neo-classical management theories that had dominated the literature on management science earlier on. Doell (2003) and Olarewaju and George (2014) support this by stating that the Hersey-Blanchard Situational Leadership Theory is a reaction to earlier management theories and approaches that had advocated for rigid principles and beliefs which promoted the application of one approach or a range of similar approaches to managing organisations.

3.3 MAJOR ASSUMPTIONS OF THE HERSEY-BLANCHARD SITUATIONAL LEADERSHIP THEORY

Different theories have different assumptions which influence how such theories are applied in research and everyday life. The Hersey-Blanchard Situational Leadership Theory has distinct assumptions that influenced how this study was carried out and how I perceived Khomas Region school principals' experiences of implementing the National Teachers' Code of Professional Conduct before, during, and after the investigation. Below is a discussion of the two major assumptions of the theory which influenced this study.

3.3.1 There is no better implementation approach

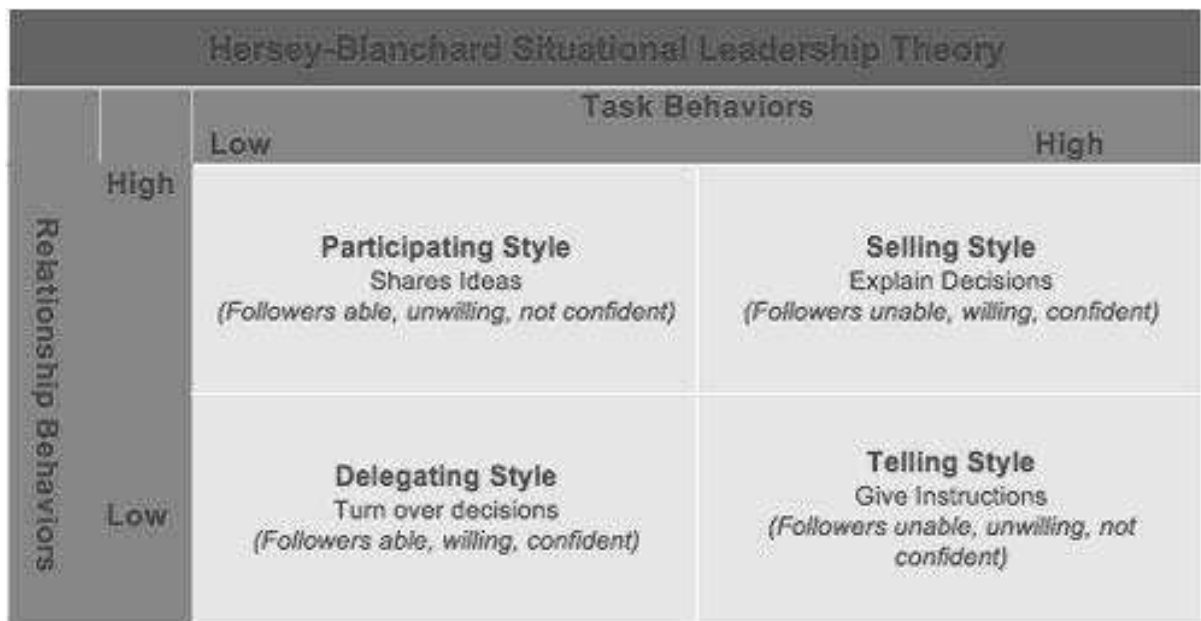
According to Olarewaju and George (2014), Abba, Suleiman, and Yahaya (2018) and Baloch, Ul Haque and Hussain (2019) one of the assumptions of the Hersey-Blanchard Situation Leadership Theory is that no single organisational structure or implementation approach is effectively applicable if used alone in every situation. George and Olarewaju (2014) also argue that the Hersey-Blanchard Situational Leadership Theory is based on the premise that the best management approach is one that is aligned with a particular situation. This entails that there is not one specific approach that can lead to effective implementation of guiding and regulatory documents such a national teachers' code of professional conduct due to the varying dynamics in organisations and individuals.

The theory proposes that the implementation approach, management or leadership style that a school principal uses must align with the situation being dealt with. Harney (2016) supports this notion by positing that a one-size-fits-all approach may not yield the success that school principals envisage but a successful implementation strategy is dependent on interactions between principals, teachers, and other variables, rather than on simple linear relationships.

According to Shala et al. (2021), the Hersey-Blanchard Situational Leadership Theory was birthed by studying how leaders or managers ran their divisions, and scholars made a conclusion that there were no good (effective) or bad (ineffective) leaders or managers but failure or success depended on how they applied implementation approaches. Similarly, Abba et al. (2018) maintain that the theory suggests that the management and/or implementation style that works in one situation may fail in another.

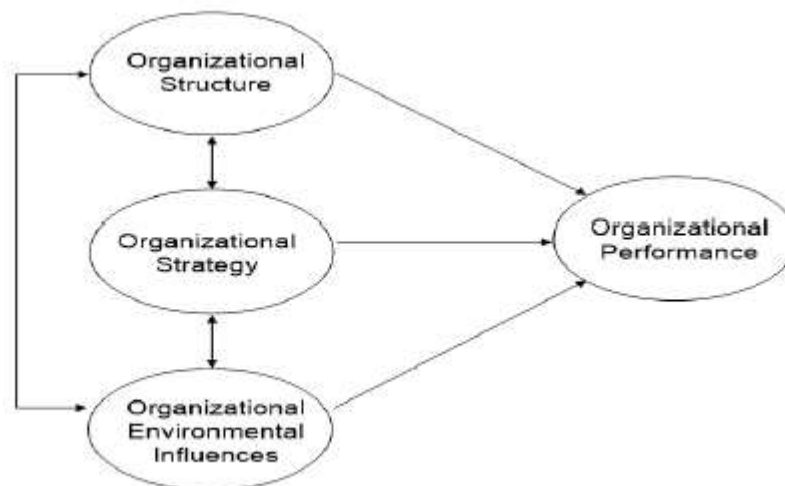
The theory suggests that effective managers (school principals) are usually dynamic and flexible and value the importance of blending various schools of thought in management and leadership science to effectively respond to situations Vidal et al., (2017) and Baloch et al. (2019) strongly reject a “one-size-fits-all” approach. This is echoed by Linton (2014) who posits that the theory emerged to criticise the commonly accepted mechanical approaches which emphasised that there is only one best way to manage organisations or programmes. Figures 3.1 and 3.2 below depict the Hersey-Blanchard Situational Leadership Theory and the main Contingency Management Theory from which it is derived, and the depiction of the theories sheds light on the need to vary approaches depending on contexts.

Figure 3.1: The Hersey-Blanchard Situational Leadership Theory



Source: Jersey & Blanchard, 1982

Figure 3.2: The Contingency Management Theory



Source: Blanton, Moody & Watson, 1992

As shown in Figures 3.1 and 3.2 both the Hersey-Blanchard Situational Leadership Theory and its mother theory, the Contingency Theory, imply that implementation is multi-dimensional and multi-faceted. According to Hersey and Blanchard (1982), the

Hersey-Blanchard Situational Leadership Theory is based on the belief that leaders should avoid being rigid and single approach-bound. Similarly, as Figure 3.1 shows, Doell (2003) believes that the best management practice would be to use one or more of the following different leadership styles/ approaches as situations dictate:

3.3.1.1 Telling style (Top-down leadership)

According to Raza & Sikandar (2018) the telling style is used in high task-low relationships situations, in other words in situations where employees are unwilling and unable to execute a task and therefore need to be told what to do and how to do it. A leader such as a school principal who applies this style is focused on the completion of the task and not on their relationships with teachers (Raza & Sikandar, 2018). Subordinates (teachers) are perceived to be like robots who have to strictly execute assigned tasks according to clearly laid down procedures.

3.3.1.2 Selling style

Raza & Sikandar (2018) perceive the selling style as one where a leader is both direct and supportive because employees are unable but willing to do the task, creating grounds for a high task-high relationship situation. The leaders (school principals) use this style if the subordinates (teachers) demonstrates that they are self-driven to execute assigned tasks but they may struggle to complete them because of a lack of knowhow (Hall, 2000). The leader therefore has to support such subordinates by regularly capacitating them with knowledge and skills, and as well as giving them encouragement to complete the tasks.

3.3.1.3 Participating style

According to Raza & Sikandar (2018) the participating style is used in contexts where employees are able (competent) but unwilling to complete tasks whereby leaders try to hold these employees' hands and walk the journey with them, and both the leader and subordinate decide and work on tasks together, with the focus being on the relationship rather than on the task.

3.3.1.4 Delegation style

Raza & Sikandar (2018) believe that the delegation style is used for teachers or subordinates whose maturity level is high whereby they are willing and able to complete assigned tasks. A leader uses it to allow his or her subordinates to work independently and may even give them the responsibility to execute certain tasks above their powers and functions since productivity of the highest level is guaranteed. The leader (school principal) does not have to concern himself or herself with relationships and the completion of tasks because he or she is sure that the subordinates (teachers) will execute them accordingly and they and their leader have a healthy and sound working relationship.

3.3.2 Internal and external factors influencing implementation

Shala et al. (2021) posit that a range of factors influence the extent to which a policy or law is effectively implemented, such as the attitude of employees towards their leader and work, the degree to which the tasks to be done are explained in detail, the working relationship between the leader or manager and employees, size of the organisation, technology, the composition and personalities of the groups to be led, and the implementation style. Linton (2014) also writes that in order to manage a programme or implement a policy of law there is a need to consider the different contexts that exist or may exist in the organisation. Scholars write that the Hersey-Blanchard Situational Leadership Theory cites several factors that influence the effectiveness of policy of law implementation.

3.3.2.1 A leader's implementation approach

Cerna (2014) posits that the top-down implementation approach is only suitable for high conflict areas where subordinates are resistant and demotivated and it may not work for subordinates who are highly skilled and motivated. Similarly, Signe (2017) posits that the top-down approach is increasingly less used today because of the multicultural and complex nature of organisations. Equally, the assertion suggests that school principals who subscribe to being purely too liberal, lenient, democratic and accommodative with every subordinate face challenges of rampant non-compliance. Cerna (2014) supports this finding by stating the bottom-up implementation approach is only ideal for low conflict areas where employees are self-driven and initiative-taking. This solidifies the suggestion that the implementation

approach that a school principal chooses and employs must be compatible with the nature of the teachers that he leads.

3.3.2.2 School principal's leadership

Scholarly literature points to the fact that a school principal's personality and character also influence implementation effectiveness. There have been school principals who found schools in an anarchical and dysfunctional state but they turned those situations around with strong leadership. Equally, others turned functional schools into lawless, disorderly and ineffective entities. Mothibeli (2017) supports this finding by stating if a principal cannot enforce a disciplinary measure such as a sanction, then misconduct becomes a widespread practice. Similarly, Owen (2010) avers that school principals are expected to use their power to ensure that teachers conduct themselves according to guiding and regulatory codes and policies. Moreover, Kirwa (2014) also argues that some school principals do nothing when teachers are in breach of the national teachers' codes of professional conduct, and Babalola (2011) also posit that a weak supervisory structure compromises the effective implementation of the documents.

3.3.2.3 Teachers' personalities and motivation

The Hersey-Blanchard Situational Leadership Theory posits that teachers (subordinates) vary in terms of their characters, personalities, competence and motivation. This means that due to these differences, school principals who do not align their implementation style with individual teachers' personalities and motivation levels are likely to encounter challenges in implementing the national teachers' code of professional conduct. Signe (2017) supports this view by positing that because people have different preferences, methodologies and aspirations, one implementation approach for everyone, every time, may not work if they are subjected to it on an equal footing. Moreover, Christie (2008) holds the view that that for policy implementation to be effective, sometimes there is a need to pressure some subordinates whilst supporting others, or use both pressure and support on some of them at the same time.

3.3.2.4 Nature of task, resources and technology

The Hersey-Blanchard Situational Leadership Theory postulates that the application of any implementation of the national teachers' code of professional or any policy or law must factor other dynamics such as the nature of task to be completed, the resources that are needed for the completion of the task, and the size of the organisation and technology. This standpoint is validated by the ILO (2016) which states that many rural schools in Africa lack the infrastructure and resources to monitor the behaviour of teachers, and Mampane (2020) also posits that due to the lack of finances there is a lack of division of labour; therefore administrators have an avalanche of tasks and this will influence the choice of an implementation strategy. Iyamu and Tunzelana (2016) and Blanton, Watson, and Moody (1992) also observe that performance is not a product but a process that has a close attachment to environmental factors, strategy, and structure and that the best organisational structure is the one that fits the situation or organisation.

3.4 STRENGTHS AND WEAKNESSES OF THE HERSEY-BLANCHARD SITUATIONAL LEADERSHIP THEORY

As the study progressed strengths and weaknesses of the Hersey-Blanchard Situational Leadership Theory surfaced.

3.4.1 Strengths of the Hersey-Blanchard Situational Leadership Theory

According to Donaldson (2001), one of the advantages of looking at management science through the lens of the Hersey-Blanchard Situational Leadership Theory is that the theory is contemporary in that it is projected into the future. Due to the theory being a reaction to earlier classical and neo-classical management theories, it addresses some of the shortcomings of those earlier theories. This standpoint is supported by Vidal et al. (2017) who posit that the theory identifies and addresses the limitations of the classical management theories. As a result, as Doell (2003) avers, using the theory to conduct the study provided me with a framework that I could suggest for school principals to employ in dealing with contemporary challenges since the theory urges managers and leaders to be conscious of the different environmental factors or contexts that impact an organisation.

Another significant strength of anchoring the study in the theory is that it is a theory that discourages rigidity and stereotyping in the choosing of implementation approaches. As Doell (2003) avers, the theory helps to establish a comprehensive outlook on the management of organisations by advocating for the fusion of the views of different theories as opposed to imposing one organisational structure on all organisations. Schools have become increasingly complex and therefore there is a need to have school principals who are able to adapt their implementation strategies to suit each situation adequately.

The other strength of using the theory to drive the investigation is that it is a theory that implores school principals to “try and err” until an effective formula which breeds effective implementation is found. Doell (2003) argues that the theory encourages school principals to assess different management designs and choose the ones that respond to the different contexts and environments that exist in schools. Similarly, Olarewaju and George (2014) suggest that the theory makes school principals more dynamic and flexible in their approach and makes them responsive to situations, and as a result they are able to ensure what is set to be done is done accordingly. Vidal et al. (2017) also contribute to the discourse by averring that the theory advocates for managers to adjust their behaviour according to what the situation at hand dictates.

The theory’s other strength is its applicability to the study, and as a result it can influence management and leadership (Doell, 2013). The theory advocates for the use of an implementation approach that is “not cast in stone.” It is therefore a theory that can be operationalised. A pure classical management approach or a neo-classical management approach may not lead to effective implementation of laws, policies or programmes if used alone, due to them having deficiencies in one area or another. An implementation approach that is rooted in the Hersey-Blanchard Situational Leadership Theory solves the deficiencies of pure classical and neo-classical management approaches by aligning a management approach with a specific situation. Suharyanto and Lestari (2020) support this perspective by stating that the fact that only certain management approaches can succeed in certain situations, gives the theory relevance because it calls on managers to adopt the most workable approach for specific situations.

Shala et al. (2021) argue that the Hersey-Blanchard Situational Leadership Theory calls upon school principals to build up profiles of teachers in order to understand them better so that they can supervise them more effectively. Vidal et al. (2017) further argue that knowledge of the level of maturity of teachers, which is their ability and willingness to execute a task, should influence the school principals' choice of implementation style to employ in specific situations. Vidal et al. (2017) identify the following as the levels of maturity that influence the choice of management style underpinned by the theory:

Level 1. Individuals who are neither willing nor able to take responsibility;

Level 2. Individuals who are willing but not able to take responsibility;

Level 3. Individuals who are able but not willing to take responsibility; and

Level 4. Individuals who are both willing and able to take responsibility.

School principals are advised to use the telling style when dealing with teachers who are unwilling, unable and not confident, whereas the able, willing and confident teachers should be supervised through a more relaxed approach as they have some degree of independence. Meier (2016) concurs that the theory implies that a school principal applies different approaches depending on the maturity level of the teachers.

According to Mousanezhad, Mohammadi, Sabzalipour and Mohamadipor (2021) the Hersey-Blanchard Situational Leadership Theory has enriched other management theories which have since started to look at the environment as a factor in decision-making, and this has improved decision-making. Proponents of the classical management and neo-classical management theories can borrow principles of the Hersey-Blanchard Situational Leadership Theory to strengthen theirs. The theory can lead to the generation of knowledge that can influence how scholars study organisational management.

Using the Hersey-Blanchard Situational Leadership Theory to study the experiences of Khomas Region's secondary school principals in implementing the Code of Conduct for the Teaching Service of 2004 enabled me to understand the strengths

and challenges associated with different policy or law implementation approaches and this led to a suggestion of a better implementation approach or model.

3.4.2 Weaknesses of the Hersey-Blanchard Situational Leadership Theory

Although the Hersey-Blanchard Situational Leadership Theory has increasingly influenced thinking in management science, thereby influencing how I conducted this study, it has equally faced criticism which saw its popularity dwindle and then regain prominence in recent years (Suharyanto & Lestari, 2020). One challenge, according to Doell (2003), is that the theory requires that managers identify the different implementation approaches and organisational structures that fit different situations, and this is always difficult. With this theory as the framework for the study, I had to study each school principal and their unique experiences that influenced their understanding of the Code of Conduct for the Teaching Service of 2004, the implementation strategies that they used and the challenges that they faced before suggesting effective implementation approaches.

This is unlike studies rooted in classical and neo-classical scientific management theories which would simply advocate for rigid approaches that guarantee efficiency and productivity regardless of the individual situations of teachers (Doell, 2003). School principals who implement policies, laws and programmes using classical and neo-classical management theories treat teachers as machines and demand that things be done accordingly, and productivity should not be compromised irrespective of the dynamics prevalent in an organisation, and this would have meant that this study subscribed to such worldviews. As Doell (2003) argues, it was impossible to be fully responsive to individual contexts of the school principals as in each context there were sub-contexts. To deal with this challenge I had prolonged engagements with the sampled school principals so that I understood their unique experiences sufficiently.

According to Shala et al. (2021) another criticism against the theory is that it suggests that managers should invest time in establishing relationships with each individual employee and this may compromise the completion of tasks. A study like this one which was premised in this principle meant that I had to dwell more on understanding each school principal as a participant to understand the dynamics of

their implementation procedures and processes, and if not carefully studied and understood, the theory could have easily led to ambiguity (Vidal et al., 2017).

3.5 RELEVANT STUDIES THAT WERE GUIDED BY THE HERSEY-BLANCHARD SITUATIONAL LEADERSHIP THEORY

It must be noted that the contingency management theory is well-established and widely used in research despite the criticism that it has faced over the years.

Abdel-Kader and Wadongo (2014) conducted a study in 2014 entitled "Contingency theory, performance management and organisational effectiveness in the third sector" that was underpinned by the Hersey-Blanchard Situational Leadership Theory to explain how performance management (PM) affects organisational effectiveness in the third sector. The study was done through a systematic review of related literature and by studying how different management theories were developed. The study revealed that contingency variables dictate the choice of which performance management (PM) style to employ. The study also found that the environment is dynamic and this poses a challenge as far as managing organisations is concerned, and that the design and implementation of performance management approaches determine whether activities will be executed accordingly or not. The study led to the development of a theoretical framework that explains how contingency variables affect performance management.

Linton (2014) conducted a study that explored the situational theory in entrepreneurship research and discovered that the theory has been used in entrepreneurial research from the time it was developed and it continues to be influential in the field. The study revealed that the use of the theory in entrepreneurial research can lead to the development of "fine-grained theories" since the contexts of organisations is taken into consideration when proposing management approaches. However, the study also found that contingency research in entrepreneurship has had its own fair share of critics who argue that the theory is not explicit in its definition and description of variables in organisations.

In 2017 Vidal et al. used the Hersey-Blanchard Situational Leadership Theory to conduct a study entitled "Contingency theory to study leadership styles of small

businesses owner-managers at Santo Domingo, Ecuador”. The study was premised on the theory which proposes that there is not one best or unique style of leadership that is applicable to all contexts. Although the study established that the behaviour of managers impacts the behaviour of employees, the findings of the study were not in total support of the theory and the study cautioned managers not to be too invested in building relationships with individual employees but rather focus on ensuring that tasks are completed.

It is clear from the referenced research work that the Hersey-Blanchard Situational Leadership Theory has influenced scholarly work. Studies underpinned by the theory can be found in all sectors; from commerce to information communications technology, from education to health, but the theory’s relevance to research today is equally paramount. The theory advocates for diversity and dynamism in the way that organisational management is perceived.

3.6 WHY THE HERSEY-BLANCHARD SITUATIONAL LEADERSHIP THEORY IN THIS STUDY?

Management science has numerous theories, and in some theories there are several sub-theories, and these theories influence how scholarly work in management science is looked at. Baloch, Ul Haque and Hussain (2019) list classical, neo-classical and modern management theories as the three main branches of management theories. As per the assertion of Mkhomazi and Iyamu (2013), the Hersey-Blanchard Situational Leadership Theory helped me to uncover the experiences of Khomas secondary schools principals in implementing the Code of Conduct for the Teaching Service of 2004 without predicting the results of the study. Similarly, as Iyamu and Tunzelana (2016) continue to aver, the theory enabled me to dissect each research site to understand how its context and human dimensions uniquely influence its *modus operandi*.

The theory made me to approach the research process with expectations of encountering diverse realities, so in a way it informed the assumptions and worldviews that I developed before, during and after the investigation. I approached the research with assumptions and worldviews that included that (i) school principals understand the National Teachers’ Code of Professional Conduct and their

implementation roles differently; (ii) they use different implementation strategies; and (ii) they encounter different challenges in implementation and address these challenges differently; and this influenced the recommendations I put forward for effective policy implementation.

The theory further gave me an opportunity to gain experience that the success of one implementation approach for one school did not necessarily mean that such an approach would yield comparable results if applied in the same way at another organisation (Iyamu & Tunzelana, 2016). By anchoring the study in the Hersey-Blanchard Situational Leadership Theory and the Contingency Management Theory as the lens through which I conducted it, I expected to find different approaches that school principals used to implement the National Teachers' Code of Professional Conduct, and that those different approaches may not have yielded the same results.

The above perspective is supported by Vidal et al. (2017) who posit that scholars who use the Hersey-Blanchard Situational Leadership Theory do not seek to validate a theory but seek to understand the behaviour and experiences of participants. Following the notion of Iyamu and Tunzelana (2016), the theory helped me to understand the dynamics of school principals' experiences in the implementation of the National Teachers' Code of Professional Conduct and this put me in a position to recommend solutions that could help them deal with the challenges that they face.

Moreover, as Van der Waldt (2017) notes, the theory helped me to understand the phenomenon under investigation, and in so doing it formed the basis for the choice of methodology and methods for conducting the study by influencing the choice of the research approach, a research paradigm, a research design, research instruments as well as the sampling of participants. The theory aligned with the qualitative approach used to study individual school principals' experiences and the meaning they attach to them. It also aligned with the case study design, namely in-depth inquiry, through interviews, into school principals' experiences in implementing the Code of Conduct for the Teaching Service of 2004.

The theory's principles of dynamism and multiplicity when applying the implementation of management models or approaches spoke to the interpretivist

research paradigm which emphasises the existence of multiple realities (Kivunja and Kuyini, 2017). The intention of the investigation was not to confirm or prove an assumption or theory but to investigate the experiences of Khomas Region's secondary school principals in implementing the Code of Conduct for the Teaching Service of 2004. The theory states that one implementation approach cannot be applied to every situation, therefore participative and interactive data collection instruments such as interviews to collect data that uncovered the varying experiences, beliefs, values and thoughts of school principals in the implementation process were used.

As Mkhomazi and Iyamu (2013) assert, the Hersey-Blanchard Situational Leadership Theory guided, shaped and defined the results of the study. It revealed the actual results of the study, without pre-empting them. Moreover, as Mkhomazi and Iyamu (2013) argue, the theory gave the findings of the study substance since qualitative studies that are not rooted in an appropriate theory are only speculative and fabricated. As informed by Linton (2014), the theory influenced the choice for the specific framework of presenting findings. Due to the study being underpinned by the theory I presented the findings by employing a thematic analysis where I discussed the diverse opinions and experiences of school principals as opposed to presenting mere numerical figures on school principals' experiences.

The theory also spoke to the explorative nature of the research objectives and questions that guided the study. It also spoke to the literature that informed the study in that the literature reviewed described the diverse and unique experiences of school principals in implementing the national teachers' codes of professional conduct in schools globally, regionally, and locally.

3.7 CONCLUSION

In this chapter, I unpacked the theoretical framework that formed the basis of the study. In doing so, I defined the Hersey-Blanchard Situational Leadership Theory as the theoretical framework underpinning the study, and briefly discussed its origin and its main proponents. I presented the main assumptions of the theory, as well as its strengths and weaknesses. I also included a brief presentation of research articles that the theory underpinned to underscore its relevance to this qualitative study. To

conclude the chapter, I explained the justification for anchoring this study in the theory.

In the next chapter, I discuss the research methodology and methods I followed in conducting this study. In doing so, I provide the justification for selection of such methods is highlighted, including the exploratory nature of the study, the theoretical framework underpinning the study and literature reviewed.

CHAPTER 4

RESEARCH METHODOLOGY AND METHODS

4.1 INTRODUCTION

The previous chapter, I unpacked the Hersey-Blanchard Situational Leadership Theory as the lens through which I explored the experiences of secondary school principals in implementing the Code of Conduct for the Teaching Service of 2004 in Namibia's Khomas Region. In this chapter, I discuss the methodology and methods I employed to conduct the study. The choice of the research methodology and methods carried out through the study are influenced by the research topic, the purpose of the study, the research question(s), the literature reviewed, the theoretical framework and the anticipated findings. A brief discussion of the context of the study is followed by the interpretivist paradigm, qualitative approach and case study design I used in the exploration. I then presented the population of the study, narrowed into the sampling technique I used as well as the number of participants sampled for the study. I have also discussed the instruments I employed to collect data and their utilisation thereof. I conclude the chapter with presentation of the study's findings, how I guaranteed the trustworthiness of the findings and the ethical considerations that guided the collection of data and the presentation of findings.

4.2 RESEARCH CONTEXT

In this study, I investigated the experiences of school principals in implementing the Code of Conduct for the Teaching Service of 2004 in Khomas secondary schools, Namibia. The target population were secondary school principals in the region. Secondary school principals were identified for the study because, as custodians of schools, they are accountable for the implementation of the National Teachers' Code of Professional Conduct to ensure teachers compliance. Their experiences shed light on what school principals are doing effectively in the implementation process, and what their weaknesses are in order to suggest an informed approach (es) or model(s) that can improve policy implementation. I discuss the interpretivist research paradigm that guided the study in the section that follows.

4.3 INTERPRETIVIST RESEARCH PARADIGM

In this study, I explored the experiences of secondary school principals in implementing the Code of Conduct for the Teaching Service of 2004 in Namibia's Khomas Region. Kivunja and Kuyini (2017) define a research paradigm as beliefs and principles that shape how a researcher views the world and how he or she makes meaning of it. The assumptions which fall under four components of the interpretivist paradigm; namely, ontology, epistemology, methodology and methods, influenced the collection of data as well as the interpretation of findings (Rehman & Alharthi, 2016; Kivunja & Kuyini, 2017). The interpretivist research paradigm had a bearing on what I believed was the truth and knowledge regarding school principals' experiences in implementing the National Teachers' Code of Professional Conduct that I had to explore, how I explored them, the instruments that I used to collect data, and how I presented the findings.

According to Dean (2018) the interpretivist research paradigm which informed the study suggests that there are multiple subjective realities that have to be explored through interactive and participate research methods; and Riyami (2015) posits that there is no single truth and that there are many ways of exploring the many diverse truths that exist. Each of the sampled secondary school principals had distinct experiences in implementing the National Teachers' Code of Professional Conduct which I investigated through semi-structured interviews. Equally, I had my own distinct worldviews regarding school principals' experiences in implementing the document and these views that I had influence the research process in one way or another. Both the assumptions of schools principals and mine influenced how I conducted the study. How the interpretivist paradigm's ontology, epistemology, methodology and methods influenced the process of collecting data from school principals and the presentation of findings will be discussed in the following section.

4.3.1 Ontological assumptions

According to Rehman & Alharthi (2016) ontology is what people believe to be what reality is, how it exists and what is known about that reality. Rehman and Alharthi (2016) and Kivunja and Kuyini (2017) contend that one of the ontological assumptions of the interpretivist paradigm is that human experience is subjective and multiple socially-constructed realities exist and that a single, verifiable reality that

is independent of our senses does not exist. As Ryan (2018) posits, both school principals, as participants, and I, as the researcher, had our beliefs and values about their experiences in implementing the National Teachers' Code of Professional Conduct, and these beliefs and values had the capacity to influence the study. I explored the assumed diverse experiences of school principals in implementing the document by affording them an opportunity to relate their lived experiences as implementers and their narrations were a representation of their subjective truth and knowledge as far as policy implementation is concerned.

4.3.2 Epistemological assumptions

With this study being rooted in interpretivism, its epistemology was subjective in that my worldviews, prior concepts, thinking systems and background informed my collection of data and how I made sense of it without pre-empting the findings (Rehman & Alharthi, 2016; Kivunja & Kuyini (2017)). With this in mind, I looked at the school principals' experiences in implementing the National Teachers' Code of Professional Conduct from a standpoint of expecting to uncover multiple realities during the study (Pham, 2018). Given my experiences as a teacher, HOD and school principal, I went into the field with my own worldviews about how I ought to acquire and interpret information or knowledge, and this influenced how I conducted the study. Equally, the different school principals that took part in the study looked at the research questions from different angles as they shared their varying experiences and the interaction between the participants and I led to the development of new points of view.

4.3.3 Methodological assumptions

Due to the employment of a qualitative case study, the research process was interactive whereby school principals and I were in physical contact and engaged in lengthy face-to-face dialogues for me to get a deeper understanding of their experiences (Riyami, 2015; Kivunja & Kuyini, 2017). The research process was a joint process in which I gave school principals an opportunity to freely relate their experiences in implementing the National Teachers' Code of Professional Conduct (Svensson, Ellstrom & Brulin, 2007).

4.3.4 Research methods assumptions

As the study was rooted in interpretivism, I collected data through interviews (Elmusharaf, 2012; Kivunja & Kuyini 2017). Guided by this perspective, I conducted semi-structured interviews with the sampled secondary school principals in the Khomas Region in which we engaged in lengthy interviews in which they answered open-ended questions. The semi-structured, open-ended nature of the interview questions enabled me to probe school principals' thoughts, values, prejudices, perceptions, views, feelings, and perspectives (Riyami, 2015). Giving the sampled school principals a voice in this study made the findings to be purely based on the data collected, and not on my own preconceived ideas and beliefs about experiences of school principals in implementing the National Teachers' Code of Professional Conduct.

In the next section, I discussed the qualitative research approach that I employed for the study by defining it and unpacking its strengths and weaknesses as encountered during the investigation.

4.4 QUALITATIVE RESEARCH APPROACH

In this study, I explored the experiences of principals in implementing the National Teachers' Code of Professional Conduct (Code of Conduct for Teaching Service of 2004) in Khomas secondary schools, Namibia. Creswell (2014) and Mohajan (2017a) define a research approach as a plan and procedures for conducting scholarly work, from formulating assumptions about a phenomenon to interpreting findings. As this was an explorative study intended at uncovering secondary school principals' experiences in implementing the National Teachers' Code of Professional Conduct, I followed a qualitative research approach to carry it out.

The qualitative research approach was employed in order to investigate, interpret and understand real-life experiences of school principals in the implementation of the National Teachers' Code of Professional Conduct (Elmusharaf, 2012; Creswell, 2014; Ahmed & Ilyas, 2017; Mohajan, 2018). As Maree (2007) avers, qualitative research was best suited for this investigation since I wanted to find out the underlying beliefs, thoughts and values of school principals regarding their

experiences in implementing the National Teachers' Code of Professional Conduct. In the exploration, I looked at their understanding of the document, the implementation strategies that they used and why they used them, and the challenges that they encountered in the implementation process and how they dealt with them, so that eventually I could suggest an approach (es) or model(s) for effective policy implementation.

4.4.1. Strengths of the qualitative research approach

The qualitative research approached presented me with a number of advantages. According to Iyamu and Tunzelana (2016) the qualitative approach allows a researcher to get in-depth opinions and beliefs of participants. Moreover, the qualitative research approach was useful to get explanations from school principals rather than close-ended answers which would not be helpful in understanding their thoughts, beliefs and values (Ahmed & Ilyas, 2017). As Daniel (2016) argues, the qualitative approach enabled me to understand school principals' thoughts and behaviour in a social context and this led to a thorough understanding of their experiences in implementing the National Teachers' Code of Professional Conduct.

With the use of the qualitative approach, I was able to do a thorough investigation to understand school principals' underlying values, beliefs, experiences, attitudes, perspectives and thinking systems (Ahmed & Ilyas, 2017; Mohajan, 2018). By employing the qualitative approach, I was able to generate meaningful results from a small sample of school principals in the Khomas Region (Ahmed & Ilyas, 2017). In my study I collected data from sixteen participants, but the results from the data were rich since it was gathered through lengthy dialogues which included substantial descriptions and narrations. I was thus able to draw numerous findings from the data.

The qualitative approach was further advantageous in that it fit a smaller budget that I had for the investigation (Ahmed & Ilyas, 2017). My investigation was context-confined and it involved few participants, therefore a big budget was not needed, yet it yielded meaningful results that could be used to develop theories that could help societies solve problems or understand phenomena. I only interviewed sixteen school principals from all the twenty-six secondary schools in the Khomas Region,

so the process was relatively inexpensive, but it yielded richly informative results due to the detailed, organic and descriptive nature of the collected data (Daniel, 2016).

4.4.2 Challenges of the qualitative research approach

Although the employment of the qualitative research approach provided conditions for conducting a successful study, it was not without challenges. Due to the subjective nature of this qualitative study, it was difficult to guarantee the trustworthiness of its findings partly because it was difficult for the study to be completely devoid of personal feelings and emotions, both mine and the participants', and it was even harder to quantify the beliefs, assumptions and values of school principals (Ahmed & Ilyas, 2017). Consequently, to ensure that the results of the study were trustworthy it was necessary to apply member checking, peer debriefing, as well as explicitly explaining the purpose of the study to participants and urge participants to take part in the study in good faith and do an audit trail.

Another challenge encountered with employing the qualitative approach for this study was that it was difficult to plan and conduct the exploration (Ahmed & Ilyas, 2017). Qualitative studies in general do not follow a fixed structure or shape and are therefore relatively difficult to plan and execute. Moreover, it was hard to accurately present and interpret findings of this study since descriptions were used as opposed to using numbers which could have been easy to make sense of (Daniel, 2016; Ahmed & Ilyas, 2017). Factors that could have heavily compromised the findings include poor research design selection, vague statement of the research problem, poor development of objectives and research questions would have been heavily compromised or if the theoretical framework did not resonate with the study. Through thorough supervision and peer reviews, the sound design of this study enabled me to conduct it effectively. In Chapter 1 (introduction) I presented the problem statement, research purpose and research questions which gave the study a framework to guide its progression. I further aligned the review of scholarly work and the theoretical framework with the phenomenon under study. The choice of the interpretivist paradigm, a qualitative approach, a case study design and interactive research methods enabled me to successfully explore the experiences of secondary

school principals in implementing the National Teachers' Code of Professional Conduct.

Another challenge that the qualitative approach presented is that participants were in control of the data collected because of the open-ended nature of the interview questions (Ahmed & Ilyas, 2017). The qualitative study naturally depended on detailed answers from school principals, so it became difficult to collect data when they were reluctant to share specific information. To avert this problem, I gained their trust through spending more time in the field in order to build a close, trusting research relationship with them so that they could be liberal with their answers (Daniel, 2016). Additionally, I explained the ethical principles and guidelines of the study, including explicitly explaining the objective purpose of the study so that they took an informed decision to take part in the study or not, assuring the participants that I would protect their privacy and anonymity by allotting pseudonyms to them; explaining their right to participate in the study willingly and to withdraw from it at any time, and assuring them that I would objectively report the results of the study.

As Ahmed and Ilyas (2017) caution that personal experiences and knowledge can influence qualitative studies, it is possible that I overlooked or did not notice important issues that could have been important to the study. Moreover, it was difficult to disconnect the study from my prior self-constructed meaning and understanding of school principals' experiences in the implementation of the National Teachers' Code of Professional Conduct onto the sampled school principals and the study (Daniel, 2016). As much as I distanced myself from the study, being a school principal myself, it was only natural that I had my own beliefs and assumptions about the experiences of school principals in implementing the document before going into the field and these threatened to influence the research process, from concept formulation to making sense of the collect data.

I am convinced that my choice of research topic and formulation of research objectives, research questions and interview questions, as well as my review of related literature and presentation and discussion of findings had their basis in my own experiences as an implementer of the National Teachers' Code of Professional Conduct. However, in Chapter 4 (Data analysis, presentation and interpretation), I

provide the declaration of my neutrality in the study in which I clarify the fact that I based the study's findings and results purely on the data collected despite going into the field with my own lived experiences. Additionally, the exploratory nature of the study and its data collection instruments meant the participants shared their own experiences as opposed to simply confirming my beliefs and assumptions.

Another challenge that I encountered while employing the qualitative approach was the confinement of the results of the study to the context of the study (Daniel, 2016). The subjective nature of the study meant that the study's findings could not be used to explain similar phenomena in different contexts. However, I soundly planned and executed the study to a point where the results of the study could be referenced when trying to solve problems or understand related phenomena in other settings. In the next sub-section, I discuss the case study design that I employed for the study.

4.5 RESEARCH DESIGN

In this study, I investigated the experiences of school principals in implementing the National Teachers' Code of Professional Conduct (Code of Conduct for Teaching Service of 2004) in Khomas secondary schools, Namibia. Majid (2018) defines a research design as a set of procedures, protocols and guidelines which provides a study with a framework or shape. As informed by the qualitative research approach, for this investigation I employed a case study design.

Schoch (2020) defines case study research as a detailed investigation and analysis of a specific event, situation, organisation or group of people. By conducting this exploration through the case study, I planned to investigate school principals' experiences in implementing the National Teachers' Code of Professional Conduct by paying attention to the dynamics of their real-life implementation experiences (Teegavarapu, Summers & Mocko, 2008) by interviewing each school principal extensively (Willis, 2014; Schoch, 2020). By employing the case study, I conducted an in-depth and extensive exploration of the experiences of solely Khomas Region's secondary school principals in implementing the National Teachers' Code of Professional Conduct.

Although, as it is revealed later in this paper, purposeful sampling was used to identify the participants for the investigation, there were no peculiar reasons for identifying Khomas Region secondary school principals as the population, and the sampled sixteen secondary school principals as the participants, other than convenience, economic and for the study's findings to have some degree of objectivity. With the investigation being about the experiences of secondary school principals in implementing the National Teachers' Code of Professional Conduct any geographical or education region could have been a subject of interest for the investigation because all school principals countrywide are expected to enforce the stipulations of the document by virtue of their positions and mandate as policy implementers, and the perceived teachers' non-adherence to the document is a countrywide problem, not just in Khomas Region.

As a result I decided on the Khomas Region because the schools in the region are in close proximity of each other which would make data collection less costly. Additionally, the Khomas Region is not where I was employed as a school principal. This means that most of the school principals in the region, if not all, were total strangers to me so the researcher-participant relationships were somewhat devoid of subjectivity. This means that this was a case study not by geographical region but by social unit in the form of secondary school principals as policy implementers.

4.5.1 Why the case study design?

The case study research design was ideal for this study due to a number of benefits that were clearly evident during the research process. It allowed for an in-depth inquest into the experiences of school principals in implementing the National Teachers' Code of Professional Conduct by conducting semi-structured interviews (Mohajan, 2018; Schoch, 2020). Rich empirical data was generated that helped to explain school principals' experiences in the implementation of the document (Willis, 2014). The case study operated with a strictly restricted focus, enabling the capture of data about unplanned and unusual occurrences regarding school principals' experiences in implementation the National Teachers' Code of Professional Conduct. (Hodkinson & Hodkinson, 2001). The study was conducted in the Khomas Region of Namibia only, allowing for detailed semi-structured interviews.

The case study was highly beneficial because it was grounded in lived reality (Hodkinson & Hodkinson, 2001). By employing the case study, data on the actual experiences of school principals was gathered in their natural settings (Hodkinson and Hodkinson, 2001). The interviews and conversations with secondary school principals in the Khomas Region took place at their schools so that they could narrate their experiences in implementing the National Teachers' Code of Professional Conduct (Code of Conduct for Teaching Service of 2004).

As Willis (2014) argues, the use of a case study was favourable because it was an economical way of conducting the study. My study was confined to sampled sixteen secondary school principals in one region, saving money and time. It was a cheap way to do research despite the long periods of time invested in the field.

Moreover, the case study design was advantageous in that the rich data collected through it led to theoretical and conceptual development (Hodkinson & Hodkinson, 2001). A detailed exploration uncovered new realities which made me question existing theories and knowledge, and in the process new ideas and beliefs emerged in the form of a suggested implementation model, the Total Implementation Model or TIM, (Hodkinson and Hodkinson, 2001). As expected of a qualitative scholar, I went into the field with preconceived ideas and beliefs about policy implementation by school principals which I interrogated as I encountered new realities. I went into the field with a belief that school principals are failing to implement the National Teachers' Code of Professional Conduct due to their weaknesses and some external factors hence the continuing unabated breaching of the stipulations of the document by teachers. The case study made me understand the complex nature of policy implementation and this prompted me to reconsider my worldviews and I began to look at school principals' experiences in implementing the document and related documents from different perspectives.

With the careful and sound use of the case study design, although it is not advisable to generalise the results of the study, the results deduced from it could give an insight into situations beyond the case and the region under study (Hodkinson & Hodkinson, 2001). Although the findings from the study on experiences of secondary school principals in the Khomas Region cannot be applied as they are to other

regions in the country, they give an idea of what is happening with school principals at many secondary schools, primary schools, universities and organisations in general in the country. The recommendations at the end of the study could apply to many schools, or even organisations in other sectors, in the country and beyond.

4.5.2 Challenges encountered with the case study design

Several shortcomings of using the case study design emerged during the research process. The results of study could not be generalised, owing to the relatively small number of participants, the subjective nature of school principals' answers, and the varying contexts from setting to setting (Hodkinson & Hodkinson, 2001; Teegavarapu et al., 2008). This means that although the results of this investigation could help understand similar phenomena elsewhere, it could not be concluded that school principals in other regions of the country have similar experiences in implementing the National Teachers' Code of Professional Conduct. As indicated in the research approach part, I went around this challenge by carefully planning and executing the study.

Another challenge encountered with the employment of the case study design was that due to the large volumes of data generated in texts, data analysis became difficult (Hodkinson & Hodkinson, 2001). During data collection I recorded everything that school principals said when answering. Rich as the data collected may have been, it was overwhelming and it made analysis challenging. To get around this challenge, ample time was allocated for data analysis.

Teegavarapu et al. (2008) posit that a case study usually lacks rigor due to the absence of strict systematic guidelines to follow, and because of this there was a possibility of challenges in the reporting of results. Similarly, as Willis (2014) avers, a case study is a "free form research where anything goes" which meant that there were no strict prescriptions to direct my study. To lessen the gravity of this challenge I prepared open-ended questions beforehand to provide a framework that guided the collection of data in order for the process to be fairly systematic and not too liberal.

Another challenge that I experienced with the use of a case study was the long period of time it took to collect data and analyse it (Teegavarapu et al., 2008).

Months were spent interviewing school principals and this was not only exhausting and frustrating, but costly as well. Additionally, according to Teegavarapu et al. (2008) and Willis (2014) a case study tends to be biased in the sense that researchers can exert their worldviews onto participants, and as a result the findings are hardly dependable or replicable.

When I was in the field conducting the study, it was possible for me to record what I was interested in or what made sense to me and leave out details that could have been more valuable in understanding the phenomenon. Moreover, there is a possibility that my worldviews had a bearing on the research questions and the interview questions that I formulated, and because of that I obtained answers that were aligned with my own worldviews.

However, to dispel any possibility of bias and untrustworthiness, I made a statement of disclaimer regarding my intended position of being an objective researcher in the study. This means that although I entered the research field with my own preconceived worldviews about school principals' implementation of the National Teachers' Code of Professional Conduct I tried to be as objective in my collection and analysis of data as well as the presentation of findings as possible.

4.6 DATA COLLECTION TECHNIQUES

In the study, I investigated the experiences of principals in implementing the National Teachers' Code of Professional Conduct (Code of Conduct for the Teaching Service of 2004) in Khomas secondary schools, Namibia. Below is a discussion of how I collected data.

4.6.1 Sampling techniques

According to Van Haute (2021) sampling techniques refer to processes and methods that a researcher employs to select small portions of the entire target population to take part in a study. In this sub-section, I describe the processes and methods that I employed to sample participants.

4.6.1.1 Definition of sampling terms

According to Taherdoost (2016) in research a target population, or simply population, refers to a total number of cases from which scholars can draw a sample. The target population for this study were secondary school principals in the Khomas Region of Namibia.

Singh (2019) defines sampling as a process of selecting a smaller representative portion from a population under study in order to draw conclusions about the population, and a sample as a portion or subset of the population that scholars select to take part in a study. For this study, a total of sixteen school principals were sampled through purposeful sampling. Purposeful sampling is a non-probability sampling technique in which a researcher identifies and samples only those subsets of a population who are most likely to provide appropriate and useful information for the study (Greenwood, Prior, Shearer, Walkem, Young, Bywaters, & Walker; 2020).

4.6.1.2 Reasons for purposeful sampling in the study

According to Campbell, Greenwood, Prior, Shearer, Walkem, Young, Bywaters, & Walker (2020) one of the most important strengths of purposeful sampling is that it presents excellent opportunities to match the sample to the aims and objectives of the research, and this makes the data and results derived from it more trustworthy. With purposeful sampling as the guiding sampling technique, I deliberately selected school principals because they were the ones who could provide details of lived experiences for the study since they are policy implementers and they had first-hand experiences of enforcing the National Teachers' Code of Professional Conduct, the phenomenon under scrutiny (Tongco, 2007; Taherdoost, 2016). No other individuals would have been in a better position to describe the experiences of secondary school principals in the implementation of the document than school principals themselves.

Apart from that, the research topic and its objectives and questions dictated that I collected data from school principals, I particularly identified Khomas Regional secondary school principals for economic and convenience reasons, and not because it was the only region with problems regarding policy implementation by school principals. Had I chosen sixteen school principals from any other region, apart from Erongo where I was based as a school principal, I would still have gathered rich

data on lived experiences of school principals in implementing the National Teachers' Code of Professional Conduct. Thus, the identification of school principals as the target population in general had its basis on the research topic, objectives and questions, whereas the identification and choice of school principals in the Khomas Region was influenced by the economic cost of carrying out the study.

Sharma (2017) notes that purposeful sampling gives researchers the justification to generalise the findings to other contexts. Although in principle results of qualitative studies should not be generalised, purposeful sampling gave me the basis to apply the results to other contexts because I deliberately selected participants who had the information that I sought to explore. Since school principals are the implementers of the National Teachers' Code of Professional Conduct their answers to open-ended questions generated rich and meaningful data which informed rich findings, and from the findings I derived an implementation model that school principals countrywide and beyond, and managers and leaders in general, could find useful in policy implementation.

Sharma (2017) posits that another strength of purposeful sampling is that it is accommodative of other sampling techniques. As indicated in the previous chapter, after I had identified school principals as participants through purposeful sampling, I still incorporated random sampling in order to eliminate bias that would have pre-empted the results of the study.

According to Sharma (2017) and Singh (2019) sampling is done because it is not possible to involve the entire population in a study due to budgetary and time constraints. Since it was impossible to interview every secondary school principal in the Khomas, and with purposeful sampling as the sampling technique, I selected sixteen (16) school principals for the study. There was a total of twenty-six (26) private and public secondary schools in the Khomas Region. I listed all of them and then randomly selected sixteen (16) schools and the principals of those schools to be part in the study. I based the selection of the sixteen school principals purely on the fact that at the time they were school principals in the Khomas Region and as such they had lived experiences that they could narrate which could add to existing knowledge on policy implementation or which could address societal challenges.

Additionally, the study did not target secondary schools in any particular part of the Khomas Region, but secondary schools in the region in general.

4.6.2 Study sites

Kielmann, Cataldo and Seeley (2012) define a research site, also called field, as a physical space where the researcher and participants interact for the purpose of collecting data for a study. Namibia has fourteen geographical regions, and each one of them has a regional Directorate of Education, Arts and Culture which administers education affairs for the region. The study covered sixteen (16) secondary schools out of the total twenty-six in the Khomas region.

Doing a study in the Khomas Region lessened the possibility of bias in the selection of participants given the fact the region was alien to me since I resided and worked in a different region. I encountered all the participants, barring one school principal, for the first time. Moreover, the proximity of the Khomas to Erongo Region where I was based at the time, as well as the proximity of the schools in the Khomas Region to each other, made the data collection process strategically convenient yet having the potential to still generate rich data because the phenomenon remained the exploration of experiences of school principals in implementing the National Teachers' Code of Professional Conduct. To avoid being biased I randomly selected the sixteen schools from which I collected data after listing all the secondary schools that I had purposefully identified for the study in the region.

4.6.3 Participants

According to Taherdoost (2016) and Majid (2018) the target population is the total group of people or items that a study wishes to investigate. Creswell (2012) writes that due that in qualitative research the purpose is not generalise the results but to best understand a phenomenon by carefully selecting participants. With purposeful sampling as the guiding sampling technique I identified all the twenty-six secondary school principals in the region, from both government and private schools, as the target population. From twenty-six (26) secondary school principals, I randomly sampled sixteen (16) for the study after having listed all the twenty-six alphabetically, bearing in mind that all the twenty-six secondary school principals qualified to be

sampled by virtue of being secondary school principals. All the sixteen of them answered open-ended questions.

The study exclusively involved secondary school principals because as custodians of schools, they were accountable for the overall implementation of the National Teachers' Code of Professional Conduct at the school level. They alone, and not deputy school principals or Heads of Departments (HODs), were information-rich enough to help me best understand the phenomenon under exploration (Creswell, 2012).

4.6.4 Semi-structured individual interviews

Birmingham and Wilkinson (2003) and Trigueros, Juan and Sandoval (2017) define an interview as a research instrument that involves participants answering questions that a researcher poses. For this study, I employed face-to-face, semi-structured interviews to explore the experiences of secondary school principals in the Khomas Region in implementing the National Teachers' Code of Professional Conduct by asking predetermined open-ended questions with provision for flexibility whereby I asked supplementary questions when the need arose (Birmingham & Wilkinson, 2003; Dejonckheere & Vaughn, 2019; Juan et al., 2020).

4.6.4.1 Strengths of semi-structured individual interviews

Through the use of interviews, I collected detailed and rich data about school principals' experiences in implementing the National Teachers' Code of Professional Conduct because of the direct and lengthy conversations (Birmingham & Wilkinson, 2003; Barrett & Twycross, 2018). By using semi-structured interviews, I was able to probe for explanations (Creswell, 2012; and Juan et al., 2017), and could therefore penetrate new areas of interest, and I had the luxury of taking note of body language in order to understand attitudes and feelings. Through the open-ended questions school principals had opportunities to provide comprehensive responses to the questions. The face-to-face nature of the interviews allowed me to ask further questions directly to understand the standpoints and views of school principals and therefore get an idea of school principals' real-life experiences as policy implementers (Juan et al., 2017).

The face-to-face, semi-structured interviews were further advantageous because with me being in the field I clearly demonstrated that the study was important and as a result school principals respected the research process (Birmingham and Wilkinson, 2003). As I was present and interacted with school principals, they took the process seriously, and I was able to collect credible data unlike if it were telephonic interviews. I explained the purpose of the study to the school principals and encouraged them to give comprehensive answers. I audio-taped the interview sessions in order to supplement the notes that I took during the sessions.

4.6.4.2 Challenges of semi-structured individual interviews

One of the challenges encountered while conducting semi-structured interviews was that the sessions were lengthy and therefore exhausting, with me having lesser control over the interview process (Juan et al, 2017). The fact that questions were of an open-ended nature meant that the interview sessions were frustratingly long yet rewarding. Another challenge was the likelihood that some of the school principals found it hard to trust a stranger so they may not have been comfortable to speak freely about certain issues (Juan et al, 2017) It is also possible that some of the participants could deliberately filter some of their responses in order to paint a certain picture, and, equally, as a researcher I may have wanted to prove a certain point by unconsciously crafting the interview questions in a subjective manner (Creswell, 2012).

To avert the challenges that were posed by semi-structured interviews, I had to plan carefully before going into the field. I allotted three months for interviews so that I had ample time for interview sessions. To establish trusting research relationships with participants I visited research sites (schools) before the actual dates of interviews to introduce myself and seek permission from principals and school board chairpersons. Before interview sessions began I explained the purpose and importance of the study, the rights of the participants to take part in the study and to withdraw from it at any point, their right to answer or not to answer certain questions; the ethical consideration of privacy and confidentiality, as well as my obligation as the researcher to protect them from harm. I believe that once I made them understand what the study was about and about their rights and responsibilities, as well as my

rights and responsibilities, they felt protected and therefore were able to speak freely.

4.7 DATA ANALYSIS

O'Connor and Gibson (2003) and Creswell (2012) posit that data analysis in qualitative research involves organising the data and making meaning from it in order to answer research questions. The aim of this qualitative study was to interpret and make sense of secondary school principals' opinions, views, interpretations and predictions; therefore I employed an inductive approach in the form of thematic analysis whereby I analysed data for common themes and patterns (Maree, 2007:100). Following the qualitative data analysis guidelines suggested by O'Connor and Gibson (2003), Creswell (2012) and Lester, Cho and Lochmiller (2020) who posit that although qualitative data analysis tends to be nonlinear and the phases tend to overlap, it is advisable to consider the relaxed linear phases when analysing data, I analysed the collected data according to the following steps:

4.7.1 Preparing and organising data

As O'Connor and Gibson (2003) suggest, the first thing that I did after collecting the texts was to sort the material collected so that it was easy to look at it in order to identify the main concepts. As Creswell (2012) suggests, I sorted the data into file folders to aid the process of comparing and contrasting, and as O'Connor and Gibson (2003) suggest, I organised the data by drawing a table in which I grouped the participants' answers to each question. I put together notes and recordings into folders, manual and electronic, for easy perusal (Cho et al., 2020). I created sixteen folders, A to P, and sub-folders under each and to store all the transcriptions and notes that I collected from the various research sites. I then drew a table to summarise the main concepts from the answers of each participant.

4.7.2 Transcribing the data

To transcribe the data, I closely listened to the audio tape several times and repeatedly read the notes in order to convert them to text (Creswell, 2012; Lester et al., 2020). I recorded the interviewees' verbatim responses on paper.

4.7.3 Finding and organising ideas and concepts

After transcribing the data, I looked out for terms or concepts that were common, as well as terms, concepts, ideas and expressions that stood out or which were in disagreement with each other and noted them down to organise them into codes or categories (O'Connor & Gibson, 2003; Lester et al., 2020).

4.7.4. Coding the data

Coding of data involves categorising or segmenting or labelling data using highlighters, concept maps or notes and assigning a word or phrase to portions of data collected in order to form descriptions (Creswell, 2012; Lester et al., 2020). I read the text generated from transcriptions collected repeatedly. I noted down interesting ideas, terms, concepts and expressions that I encountered in the text. I grouped the ideas, terms, concepts and expressions that kept coming up into segments called codes, and I gave each segment a word or phrase. I then merged similar segments into major codes or themes.

4.7.5 Turning the codes into themes

O'Connor and Gibson (2003), Creswell (2012) and Cho et al. (2020) agree that this involves identifying recurring themes, language, opinions, and beliefs by collapsing different codes that have the same meaning to one major item, called a theme. Instead of having numerous similar segments of concepts or ideas, I collapsed similar segments into fewer, broader manageable themes.

4.7.6 Presenting data according to established themes

After identifying the themes, I presented the research findings by using tables, figures and narrations (Creswell, 2012). Chapter 5 is dedicated to the analysis, presentation and interpretation of data.

4.8 RESEARCHER'S POSITIONALITY IN THE STUDY

Blystad et al. (2016) and Holmes (2020) define a researchers' positionality as the relationship between the researcher and the researched, and that researchers have a role in generating knowledge and this influences how they conduct studies. Because there was a natural research relationship between the researched and I which inevitably had the capacity to influence the study, there was a need to include

reflexivity as a way of guaranteeing that the study is trustworthy. Reflexivity meant that I had to disclose my position in the study by objectively stating how my views would or would not influence the study.

As a secondary school principal at the time of investigation, I was also accountable for the implementation of policies, laws and programmes in the school that I was entrusted with, including enforcing the National Teachers' Code of Professional Conduct. Before setting foot in the field, the prior assumptions that I had were that (i) Namibia had a well-drafted and comprehensive National Teachers' Code of Professional Conduct, (ii) principals are accountable for its implementation, (iii) teachers' conduct is not consistent with it, and that (iv) principals' implementation of the National Teachers' Code of Professional Conduct is, overall, not effective. I am convinced that my preconceived worldviews on the subject influenced many aspects of the study, including the choice of research topic, objectives, questions, interview questions as well as the analysis of data and findings.

Despite the possibility of the preconceived assumptions and beliefs about school principals' experiences in implementing the National Teachers' Code of Professional Conduct, I tried to reflect the actual sentiments and experiences of the school principals that I interviewed. First and foremost, I made the study exploratory, from the research topic formulation to interview questions, and this meant that I went into the field to listen to narrations of lived experiences of school principals in implementation, and not prove my beliefs or assumptions. I analysed and presented data objectively, independent of my own thoughts, assumptions, worldviews and interests through presenting the shared experiences, nuanced or overly stated. Moreover, I made the draft thesis available to my research supervisor and external peer readers for review in order to get a second opinion on the presence of my influence in the study.

4.9 TRUSTWORTHINESS

Shenton (2004), Elo et al. (2014), Korstjens and Moser (2018), and Stahl and King (2020) define trustworthiness in qualitative research as the quality of research results being "worthy of paying attention to" because they are credible, dependable and can be confirmed, and to a smaller extent somewhat transferable.

4.9.1 Credibility

Shenton (2004), Korstjens and Moser (2018) and Stahl and King (2020) refer to credibility as the level of truthfulness or accuracy of research findings. As Stahl and King (2020) suggest, I paired purposeful sampling with random sampling. Despite random sampling being a quantitative sampling technique, I used it supplementary to purposeful sampling in this study to remove the bias in selecting participants and therefore making the findings more organic (Shenton, 2004).

As Stahl and King (2020) suggest, to ensure credibility I employed investigator triangulation (several researchers compared the findings) whereby my research supervisor and external examiners proofread my work and evaluated the credibility of my study. I also treated the data collection process as an iterative (cyclical) process whereby I probed school principals on statements that they made earlier on in a session to determine if there was any inconsistency (Shenton, 2004). I further worked to achieve credibility by encouraging school principals to be honest in their answers and by explaining their rights as participants to them (Shenton, 2004).

I further ensured that my study is credible through prolonged field engagement, member checking and peer debriefing. Korstjens and Moser (2018) posit that in order to have long interviews with participants it is crucial to invest time to become familiar with the sites and participants in order to build a trusting relationship with them. Before actually interviewing the participants, I strove to gain their trust by sufficiently introducing myself, and explicitly explaining the purpose of the study as well as the ethics that guided the study. I also employed peer debriefing whereby I asked unbiased, independent researchers to read my study so that they could evaluate my methodology and findings before I finalised the study.

Moreover, I made good use of investigator triangulation whereby my research supervisor and other critical readers critiqued my work. During and after the interview sessions I asked school principals to confirm some of the statements that they had made earlier, and before the final presentation of data I double-checked if I had not misrepresented their statements by asking them to confirm whether the presentation of findings was consistent with their answers. Although I used purposeful sampling

for the study, I incorporated random sampling by randomly selecting school principals that took part in the study in order to eliminate bias in my sampling.

4.9.2 Transferability

Transferability is defined by Korstjens and Moser (2018) as the extent to which a similar study conducted in a different context and setting, and with different participants, can produce similar results or findings. As Shenton (2004) and Stahl and King (2020) advise, for the findings of this study to be transferable to other contexts I explicitly described how I conducted the study by starting with an unambiguous and researchable topic, describing the sampling techniques and sample size, number and characteristics of participants, interview procedure and length, and interview questions.

4.9.3 Dependability

Dependability is defined by Shenton (2004) and Korstjens and Moser (2018) as the ability of the findings to stand the test of time by having the quality of staying unchanged if the study was repeated in the same context (same research site/s and participants) and using the same methods. As Shenton (2004) suggests, to ensure that the results of my study were dependable, as reflected earlier on in this chapter, I described the case study design through which I conducted the study by unpacking how the design was beneficial to the study; the challenges that I encountered with the design, as well as how I lessened those challenges. I also explicitly described the data gathering procedure by touching on the context of the study, the semi-structured interviews as the research instrument that I employed in collecting data, the participants who took part in the study, the research sites, how I analysed data whereby I used the inductive approach to data analysis which is best suited for qualitative research designs.

4.9.4 Confirmability

Confirmability is defined by Korstjens and Moser (2018) as the extent to which the findings of a study can be confirmed by other scholars. As Shenton (2004) advises, I ensured that I achieved confirmability by anchoring my presentation of findings into the data collected, and not let my personal feelings, preferences, preconceived ideas

and emotions dictate my presentation. I did an audit trail by describing objectively how I collected and presented data. I also used researcher triangulation by having my research work reviewed by my research supervisor and external critical readers.

4.9.5 Reflexivity

Reflexivity refers to the discussion of the researcher's positionality and influence on the study (Subramani, 2019). As Palaganas, Sanchez, Molinas and Caricativo (2017) posit, because it is impossible to absolutely not have an influence on the study, I was compelled to declare my position in the study. As a school principal investigating the experiences of fellow school principals, albeit in a different region, the context of the investigation was not entirely foreign to me because it was in my scope of operation since I implemented policies and laws just as the participants in the study did. This meant that I went into the field with my own assumptions on experiences of school principals in implementing the National Teachers' Code of Professional Conduct. I acknowledge that the assumptions that I had before going into the field influenced the outcome of the study in one way or another, from concept formation to presentation of findings.. I, however, declare that the findings of this study are in their entirety a reflection of the data that I collected from participants since the open-endedness of the interview questions meant the participants shared their own experiences.

4.10 ETHICAL CONSIDERATIONS

According to Orb, Eisenhauer and Wynaden (2001) ethical principles in research are meant to ensure that there is equilibrium between the attainment of research goals and the guaranteeing of rights for participants. As Orb et al. (2001) advise, due to the power imbalance in the relationship between participants and myself, I was compelled to adhere to ethical considerations in order to protect the participants. I adhered to the following ethical principles in the investigation:

4.10.1 Request for permission

According to Orb et al. (2001) and Creswell (2012) it is not only mandatory to obtain permission from authorities before collecting data, but it is an ethical undertaking. I obtained ethical clearance from the University of Pretoria Ethics Committee;

authorisation or permission from the Ministry of Education Arts and Culture Head Office in Namibia, the Directorate of Education Arts and Culture in Khomas Region, school principals and school board chairpersons of schools which were sampled as research sites.

4.10.2 Informed consent

As Creswell (2012) suggests, I explicitly informed participants that I was conducting a study, and I further explained its purpose before inviting them to participate in it. I sent out a letter to all participants introducing myself, what the research was about and why it was necessary that they took part in it. There were consent forms that participants (school principals) had to sign before taking part in the study.

4.10.3 Voluntary participation

According to Orb et al. (2001) and Creswell (2012) participants can withdraw from taking part in a study at any point of the research process and that the decision ought to be respected. I informed the sampled school principals that it was their prerogative to take part in the study or withdraw from it at any stage, and that I would respect their choice to participate or not to participate, but I strongly encouraged them to take part in it since the findings might benefit the field of policy implementation.

4.10.4 Protection of anonymity and confidentiality

Creswell (2012) avers that researchers should assign pseudonyms to participants when analysing and reporting data and should not share confidential information with third parties. I did not reveal the identities of the school principals that participated in the study to the readers through allotting pseudonyms to the participants. I accorded confidentiality to the sensitive information and answers to questions that participants shared.

4.10.5 Beneficence and protection from harm

Orb et al. (2001) suggest that researchers have a moral obligation of ensuring that their studies do not cause physical or psychological harm to participants. I explained the benefits of conducting the study to the participants which was that that they

would be taking a distinct opportunity to contribute to the body of knowledge on policy implementation. By concealing their real identities, I protected the school principals and their schools from any potential harm.

4.10.6 Privacy

I kept the participants' delicate, private information that they did not wish to be in the public domain confidential. I explained to the school principals that the study was purely about exploring their experiences in implementing the National Teachers' Code of Professional Conduct, therefore I would only gather data that was relevant to the subject matter.

4.10.7 Respect for research sites

In my field work I did not disrupt research sites by interfering with daily programmes (Creswell, 2012). I collected data after the official teaching and learning programmes so that I did not disrupt schools' official activities.

4.11 CONCLUSION

In this chapter, I discussed how I conducted the study. I started off by briefly discussing the context of the study. I then discussed the interpretivist paradigm which informed the study by looking at the paradigm's ontology, epistemology, methodology and methods. The discussion moved to looking at the qualitative research approach and case study design through which I conducted the investigation, given its exploratory nature. I then discussed the population that I identified for the study and the sampling technique that I employed in the investigation. This led to a discussion of semi-structured interviews as the instrument that I used to collect data. I then discussed how I analysed the data collected. The discussion then moved to how I guaranteed that the study is trustworthy by ensuring that the results of the study were credible, dependable, confirmable, transferable, as well as by declaring my positionality in the study. I concluded the chapter by briefly discussing the ethics that I adhered to during the investigation, including informed consent, voluntary participation, privacy, confidentiality, and beneficence.

In the next chapter, Chapter Five, I analyse, present and interpret the data I collected through the semi-structured, face-to-face interviews.

CHAPTER 5

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

5.1 INTRODUCTION

In this study, I investigated Khomas secondary school principals' experiences in implementing the Code of Conduct for the Teaching Service of 2004. In the previous chapter, I unpacked the methodology and methods that I employed in conducting the study. I did so by clearly discussing the context of the study, which were the Khomas secondary school principals' experiences in implementing the Code of Conduct for the Teaching Service of 2004. I then delved into the interpretivist research paradigm in which I anchored the study, and this led to a discussion on the qualitative research approach and the case study design through which I conducted the research. I followed this by looking at the data sampling techniques that I employed for the investigation. I also discussed the steps that I followed to present, analyse and interpret the data collected and present the findings from it, which led to an explanation of my positionality in the study. I concluded the chapter by discussing how I guaranteed the study's trustworthiness, as well as looking at the ethics that I adhered to during the research.

In this chapter, I analyse, present and interpret the data collected in order to derive meaningful findings from it. I interviewed sixteen Khomas secondary school principals about their experiences in implementing the National Teachers' Code of Professional (Conduct for the Teaching Service of 2004). They shared their thoughts, ideas, feelings, assumptions, beliefs and first-hand experiences about what they underwent in implementation. The crux of this chapter is to make sense of the vast volumes of the data that I collected, both the meaning of individual bits of it and its grand meaning, through narrations and diagrammatic presentations (Averill, 2014). This involves identifying patterns, relationships, outliers, themes and sub-themes and synthesising the bits of information to answer the research question (Milford, 2013), namely: What are the school principals' experiences in implementing the National Teachers' Code of Professional Conduct in Khomas secondary schools, Namibia?

This chapter comprises four parts. Firstly, I declare my positionality in the study. Secondly, I present the profiles of the secondary schools from which I collected data by presenting their dates of establishment, numbers of teachers and enrolment figures at the time of the study. I then present the profiles and demographics of the secondary school principals who participated in the investigation through narrations, tables and diagrams (Milford, 2013). Thirdly, I present the research questions that guided the study, and semi-structured interviews as the research instruments that I used to collect data in order to answer the main research question. Fourthly, I present, analyse and interpret the collected data through graphs, tables and narrations, as well as present a summary of findings. To conclude the chapter, I summarise the discussions contained herein.

5.2. PERSONAL DECLARATION

Holmes (2020) argues that bias and subjectivity are inevitable in qualitative research, and my background as a school principal possibly influenced my collection, analysis, presentation and interpretation of data due to me being a policy implementer. Prior to collecting data, I held the following beliefs and assumptions: (i) Namibia has a well-crafted National Teachers' Code of Professional Conduct, officially called the Code of Conduct for the Teaching Service of 2004; (ii) teachers continued to violate its stipulations; and (iii) school principals faced challenges in implementing it hence the prevalence of cases of non-compliance by teachers.

To start with, these assumptions and worldviews played a huge role in my interest to pursue the research topic, and the exploratory nature of the research topic influenced the crafting of research objectives, objectives and interview questions which in turn influenced the data that I collected. Despite these preconceived beliefs and assumptions, when I interviewed participants I did not let my beliefs and assumptions make the process a case of confirming my beliefs and assumptions. Instead, I developed exploratory research objectives and questions which birthed exploratory, open-ended interview questions which gave the participants a voice in the investigation. Moreover, I based the data analysis, presentation and interpretation solely on the collected data.

In the context of this study my personal position as a secondary school principal had no influence on the choice of participants. Given that there was no power imbalance between the participants, I did not use my position to convince participants to take part in the study. Participation was therefore purely voluntary. I employed the non-probability sampling technique of purposeful sampling to identify participants, and to prevent bias in selecting them I supplemented it with the probability sampling of the simple random sampling technique so that I did not only sample school principals that I possibly knew (Sileyew, 2020).

Furthermore, my research relationship with the participants improved as the study progressed. This was because I provided a detailed explanation of the purpose of the study, and I assured them that I would adhere to research ethics such as guaranteeing their anonymity (Rosario, 2020). Due to an improved research relationship with the participants, I had prolonged investigative engagements with them, and I did member checking, making the study trustworthy (Rosario, 2020). However, the improvement of my research relationship with the participants differed from participant to participant (Holmes, 2020).

5.3 PROFILES OF SCHOOL PRINCIPALS AND SCHOOLS

I compiled the profiles of the sampled secondary schools and participating secondary school principals (Pickering, 2017) so that the study's findings could be generalisable or could be adequately representative of the population (Mutalova & Newby, 2004). The compilation of the profiles of the participating secondary schools as research sites covered the schools' dates of establishment, the numbers of teachers employed at the schools, learner enrolment figures, and the classification of the schools (government or private). To profile secondary school principals, I collected and compiled data regarding their sex, population group, years of experience in the position, and their highest professional qualifications in education. Tables 5.1 and 5.2 below summarise the secondary schools' and participants' profiles, respectively.

Table 5.1: Profiles of participating secondary schools

School	Year opened /inaugurated	Number of teachers (Oct/Nov 2022)	Number of learners (Oct/Nov2022)	Government/ Private	
A	1989	Males 13	31	746	Government
		Females 18			
B	2015	Males 9	28	840	Government
		Females 19			
C	1866	Males 16	42	1027	Government
		Females 26			
D	2004	5 males	26	814	Government
		Females 21			
E	1985	Males 17	40	1100	Government
		Females 23			
F	2006	Males 11	27	707	Government
		Females 16			
G	1985	Males 14	39	1202	Government
		Females 25			
H	1964	Males 13	41	1316	Government
		Females 28			
I	1990	Males 14	38	1194	Government
		Females 24			

J	1962	Males 13	67	822	Private
		Females 54			
K	2016	Male 9	23	657	Government
		Females 14			
L	2006	Males 7	33	966	Government
		Females 26			
M	1961	Males 9	27	752	Government
		Females 18			
N	1985	Males 14	19	580	Private
		Females 5			
O	2010	Males 8	18	187	Private
		Females 10			
P	1974	Males 16	41	755	Government
		Females 25			
Totals	N/A	Males 188	540	13,665	N/A
		Females 352			

As clearly shown by Table 5.2 I collected data from a total of sixteen secondary schools (Schools A to P). Of the sixteen participating secondary schools, nine were established before Namibia's achievement of independence in 1990, while seven were established after. The sixteen secondary schools had a combined teacher population of 540, with female teachers outnumbering their male counterparts significantly. Only one secondary school, School N, had more male than female

teachers. Of the sixteen participating secondary schools, three were private secondary schools, whereas thirteen were government (public) secondary schools.

Table 5.2: Profiles of secondary school principals

Participant	Gender	Population group	Years of experience	Age range	Highest professional qualification
A	Male	Black	Less than 1	40-44	B.Ed. Hons.
B	Female	Black	Less than 1	40-44	B.Ed. Hons.
C	Male	Black	5-9	45-49	M.Ed.
D	Female	Black	1-4	45-49	B.Ed. Hons.
E	Male	Black	20-24	50-54	M.Ed.
F	Female	Black	15-19	50-54	HED
G	Male	Black	5-9	40-44	ACE
H	Male	Black	10-14	50-54	B.Ed. Hons.
I	Male	Black	Less than 1	45-49	PGDE
J	Male	White	10-14	45-49	HED
K	Male	Black	Less than 1	25-29	B.Ed. Hons.
L	Male	Black	Less than 1	45-49	M.Ed.
M	Female	Black	5-9	45-49	B.Ed. Hons.
N	Male	Black	1-4	45-49	HED
O	Male	Black	1-4	30-34	M.Ed.
P	Male	Black	20-24	55-60	HED

A total of sixteen secondary school principals took part in the study (Principals A to P), that is one principal from each of the sixteen participating secondary schools. Fifteen of them were black, whereas only one was white. Male participants were the outright majority. The exploratory study simply looked at the experiences of secondary school principals in implementing the National Teachers' Code of Professional Conduct, with no intention of looking at the phenomenon through gender or race lenses, hence the few female and white participants that the supplementary simple random sampling technique generated. In other words, it was a comparative study that explored different experiences of female and male school principals, or black and white school principals in policy implementation.

Despite that there were only four female participants and one white male participant there was still sufficient female and white representation in the study. Given the qualitative nature of the study, I did not require large samples since the intention was to get an in-depth understanding of individual secondary school principals' experiences, which would have been impossible if samples were large (Subedi, 2021). In addition, the simple random sampling that I employed as a supplementary sampling technique in order to eliminate bias that purposeful sampling might have presented contributed to the low female and white representation in the study. Moreover, in the case of low white representation in the study, there were very few white secondary school principals in Namibian schools.

Five secondary school principals, Principals A, B, I, K and L, had served for less than a year, while Principals D, N and O had served for the period 1-4 years. Secondary school principals with 5-9 years of experience were Principals C; G and M. Two secondary school principals, Principals H and J, had 10-14 years of experience in their positions respectively. Principals E and P had 20-24 of years of experience, making them the longest serving secondary school principals in the study. Principal F had 15-19 years of experience as a principal.

There was only one secondary school principal from the following age groups: 25-29, 30-34 and 55-60, indicating that there were few young and old secondary school principals taking part in the study. The 45-49 age group had the largest number of secondary school participants, a total of seven, suggesting that that the majority of

secondary school principals were middle-aged. The age groups, 40-44 and 50-54 had three secondary school principals each, cementing the notion that most of the secondary school principals were middle-aged.

All the secondary school principals had at least a professional qualification in education. Six secondary school principals, namely, A, B, D, H, K and M, had a Bachelor of Education Honours degree (B. Ed. Hons.); and five secondary school principals; namely, F, G, I, J, and P, had either a Higher Education Diploma (HED), or a Postgraduate Diploma in Education (PGDE), or an Advanced Certificate in Education (ACE). Five secondary school principals, namely, C, E, L, N and O, had Master of Education degrees (M. Ed).

5.4 DATA COLLECTION PROCESS

The main research question that formed the basis of the study was: “What are the principals' experiences in implementing the National Teachers' Code of Professional Conduct in Khomas secondary schools, Namibia?”

To address the main question, I developed the following sub-questions:

- i. What do Khomas secondary school principals understand by the National Teachers' Code of Professional Conduct?
- ii. What strategies do Khomas secondary school principals use in implementing the National Teachers' Code of Professional Conduct?
- iii. Why do Khomas secondary school principals use the above strategies in implementing the National Teachers' Code of Professional Conduct?
- iv. What challenges do Khomas secondary school principals face in implementing the National Teachers' Code of Professional Conduct?
- v. How do Khomas secondary school principals overcome the challenges that they experience in implementing the National Teachers' Code of Professional Conduct?

To answer the main research question and sub-questions above, I collected data through semi-structured, face-to-face interviews. I prepared open-ended questions

which guided the interview process but allowed secondary school principals to discuss answers further (Mathers, Fox & Hunn, 1998; Alhabsyi et al., 2022). Before conducting the interviews, I sought permission from education gatekeepers of the Khomas Region (Creswell, 2012). I obtained written permission from the Executive Director in the Ministry of Education, Arts and Culture (MOEAC), the Khomas Regional Director of Education, Arts and Culture, school principals and School Board chairpersons as gatekeepers. I sought additional permission from school principals as participants.

Before interviewing the school principals, I set up appointments by physically visiting the research sites to introduce myself, the title and purpose of the study, as well as the ethics that guided the process and the participating school principals completed and signed consent forms. (Creswell, 2012). I kept reminding the participants telephonically about the appointments so that I would not have many postponements or withdrawals. All the sixteen secondary school principals chose to be interviewed at their schools (Creswell, 2012), and this was done in the afternoons when schools were out or when learners had finished writing examinations. I interviewed all of them in their offices since they could answer questions freely due to the quietness and privacy (Creswell, 2013).

5.5 DATA ANALYSIS, PRESENTATION AND INTERPRETATION

The research questions guided the thematic analysis in this chapter. This section presents the findings of the study by dividing the section into themes derived from the interviewees' verbatim responses and with consideration of the theoretical framework and reviewed literature in order to answer the research question and sub-questions. I started this process of data analysis, presentation and interpretation by first transcribing the responses of the secondary school principals. I then used thematic analysis to analyse the transcribed and coded raw data guided by six stages: familiarisation of data, generation of initial codes; searching for ideas, concepts and themes; reviewing themes; defining and naming themes; and producing the report (O'Connor & Gibson, 2003; Creswell, 2012; and Lester et al., 2020). Finally, the identified themes informed the subheadings in the research

report's findings. Below I present the participants' responses to the research questions.

5.5.1 School principals' understanding of the NTCP

I uncovered school principals' understanding of the National Teachers' Code of Professional Conduct in order to get a gist of the nature of experiences that they underwent in implementing it. The participating school principals understood the document differently.

It is like a Bible which guides teachers on how they need to conduct themselves; on how they need to dress so that they can always be presentable and look professional at all times; and how they need to portray themselves in the community (Principal A).

Echoing this sentiment, Principal C said:

This is an instrument that embodies how teachers should behave; how they should conduct themselves, not only at school but in the community as well.....So, it carries a lot; be it our main duties, be it how we present ourselves physically in terms of dressing, and in terms of even talking, and our integrity.

The National Teachers' Code of Professional Conduct is basically a policy or a legal document that guides how teachers, as professionals, should behave at workplaces. That ranges from the dressing code, the interaction between teachers and other colleagues; teachers' integrity and work ethic (Principal G).

Principal M also understood it to be

... a policy with the main aim of making sure that teaching staff members behave in a professional manner in the way they dress as well as the way they deal with learners, parents and community members and the rest of the stakeholders.

Other school principals who held similar views included:

It is simply how a teacher should conduct himself....A teacher needs to be prepared for lessons every day, look proper, and be an example to the learners and the entire parental community (Principal H).

It is a document that stipulates guidelines and professional behaviour for teachers, how a teacher should professionally address other colleagues or their relationship with others, and the way a teacher should conduct himself or herself at the workplace and off duty (Principal K).

This is a set of standards that are expected of teachers....There is certain behaviour that they should display in terms of their relationship with their colleagues and the community (Principal L).

Other school principals understood the National Teachers' Code of Professional Conduct slightly differently from the understanding presented above. Principal E, for example contended:

In my view, it is a policy which guides the teachers in the teaching profession on how they should behave when they are executing their duties which they are expected to perform.

Similarly, Principal D understood it to be “a set of guidelines that are implemented to guide the teachers on how they should conduct themselves or how they should professionally provide the service. In agreement, Principal O also understood it as “a policy document that guides and governs the conduct of all teaching professionals or teaching practitioners.” Similarly, Principal B understood to be a “legal framework which is guiding the teachers; how they need to conduct themselves as public service providers, as stakeholders and also as educators.” Principal I also averred, “It is the guidance which is given to teachers on how to behave at work and how to diligently and professionally perform their duties.”

Other school principals had their distinct understanding. Principal J, for example, remarked that it is a set of “rules on how to professionally act in your position as a teacher, and what is legal and moral.” Similarly, Principal F said that it is a set of “common rules for teachers for the teaching fraternity and which are acceptable to the Namibian schools and the profession.” Principal P also understood it to be

“general rules for a teacher to behave.” In agreement, Principal N argued, *“....for teachers to know the framework within which they should operate in the teaching profession and what is expected of them to be done, and what they must not do.”*

The narratives by the school principals across the spectrum presented above point to that they understood the National Teachers’ Code of Professional Conduct differently. Some of them understood it to be an all-inclusive legal document that is tailor-made and sufficiently detailed for teachers to follow and use, on and off duty. They believed that it sufficiently and explicitly stipulates the expectations that teachers should meet by stating how they should behave, execute their duties and relate to different stakeholders such as learners, fellow teachers, parents and the Ministry as the employer, as well as how to relate to the physical space that they operate within and the teaching profession to which they belong.

The narratives on the school principals’ understanding of the national teachers’ code of professional conduct also revealed that they understood it to be more of a guiding (aspirational) tool than a punitive (deontological) one although it has elements of both. The majority of them believed that its intention is more to guide teachers so that they behave, execute duties and relate to stakeholders accordingly than it is to punish them for wrongdoing.

Despite the finding that school principals from across the spectrum understood the National Teachers’ Code of Professional Conduct to be an all-inclusive, detailed document that guides and regulates teachers’ conduct on and off duty, it also appeared that there were some school principals, all of them newly appointed or novice, who understood it to a guiding document for teachers’ conduct at work only, with no mention of it guiding and their conduct off duty.

Furthermore, experienced and highly professionally trained school principals understood it to be a prescriptive document that clearly stipulates the conduct that is permissible and that which is not. Although the general understanding was that it was more of a guiding document than a prescriptive one, experienced and highly professionally school principals also understood that it included procedures to punish transgressors.

The varied nature of the school principals' understanding of the National Teachers' Code of Professional Conduct could be attributed to a range of factors, from years of experience to the motivation to empower oneself through reading literature on policies and laws. The fact that most the school principals understood it to be a guiding tool for teachers' behaviour was a potential indicator that their many years of teaching and/or leadership and management exposed them to basic knowledge about the document, whether scantily or adequately.

The majority of the school principals, especially the experienced ones, understood it to be an all-inclusive, detailed guiding document for teachers' conduct both at work and off duty. This suggested that their many years of experience as school principals led them to realise that a teacher is expected to follow guiding and regulatory documents at all times, whether in a classroom or in a community. They viewed compliance to the National Teachers' Code of Professional Conduct from an implementation perspective of wanting teachers to recognise that society expects them to be more than just facilitators of knowledge construction, but to be exemplary community members who effect positive change as well. The majority of newly appointed and novice school principals, however, understood it to be a document that guides teachers' conduct at work only. This meant that many newly appointed school principals were more instruction-oriented and had not deeply realised that the impact of teachers' conduct extended way beyond the classroom and school and therefore the National Teachers' Code of Professional Conduct had to guide and regulate that.

The school principals who understood the National Teachers' Code of Professional Conduct to be prescriptive document that contains rules and regulations that teachers were expected to follow were all experienced school heads, with one being a M.Ed. graduate. This suggested that the many years of experience has taught that the National Teachers' Code of Professional Conduct is more than just a guiding document, but it also contained procedures for dealing with teachers who did not comply with its stipulations.

5.5.2 School principals' implementation strategies

After exploring school principals' understanding of the National Teachers' Code of Professional Conduct, I investigated the strategies that they employ to implement it. Principal A, for example claimed:

I make follow-ups....I just go around. I visit teachers to see if A or B is being followed.

Principal B disclosed:

Another one is monitoring. If I do not evaluate what is happening, and how effective the implementation is, then it is going to collapse.

Similarly, Principal C narrated:

Then at the same time monitoring. You know, I can talk but as the year goes by they start coming late.

As a principal I cannot be discouraged or I should not give up. I just continue to monitor the teachers, and I can say it partly works (Principal H).

Normally, it is just monitoring. Continuous monitoring (Principal I).

If then I need to take further action I will monitor that particular situation and see if I need to step it up and meet that particular teacher at different levels (Principal J).

My time in the office is extremely limited. You hardly find me here. I am out there in the school, checking who is outside, who is not in the class (Principal L).

Monitoring! I definitely monitor the whole process if they are adhering (Principal O).

Discussing another implementation strategy, Principal A narrated:

When there was not any change I gave a verbal warning. From the verbal warning I gave a written warning.

Similarly, Principal B recounted:

Because the offence was a major one then the teacher got a written warning, which was a second written warning.

Similar experiences and responses are as follows:

When I started in 2015 I was giving warnings; verbal warnings and written warnings (Principal C).

I followed the disciplinary procedures from a verbal warning (Principal D).

I have given warning letters to teachers (Principal F).

There was a teacher here. He was very difficult....I started with the verbal warning (Principal G).

When I saw that he was not complying I called him in and gave him an oral warning (Principal H).

And then our internal disciplinary Code kicked in, as we talked about, in terms of warnings, written warnings and discipline followed out of that (Principal J).

I think so far the only time I really went as far as issuing a warning was last year, somewhere in November, for examination marks being brought in late (Principal K).

I called the teacher to hear the side of the story, and she continued. The third time the warning was now issued (Principal L).

...but in this case I went to an extent of writing a warning letter (Principal P).

Furthermore, the school principals narrated other implementation strategies that they used.

Principal A, for example, recounted:

After the Regional Office's visit, in some of the teachers there was change.

Similarly, Principal B narrated:

Thereafter the teacher was referred to the Regional Office, through the Inspector of Education, for a disciplinary hearing.

Principal G also said:

I managed to have a written warning, a final written warning, from the Executive Director, through the Human Resource Division.”

Other strategies employed in implementing the National Teachers’ Code of Professional Conduct include meetings with the district office, staff meetings and workshops.

I invited the Human Resource Division and they spoke to some of the teachers who were singled out (Principal A).

I think if I am not mistaken, at the beginning of this term we had a staff meeting, and that staff meeting was specifically to emphasise the National Teachers’ Code of Professional Conduct that we have (Principal B).

For example, in case of the dress code I try to show them how a teacher should look like and what it is that should not be worn (Principal C).

What I have been doing, just as I mentioned earlier, is providing clarity on everything (Principal D).

I make sure that at the beginning of the year, if there are novice teachers, we talk about it and an agreement is signed, like the punishment that is in it (Principal F).

I constantly remind teachers about their expectations (Principal K).

I conduct workshops and explain how the National Teachers’ Code of Professional Conduct works, what its intention is, and what its content is (Principal L).

At the beginning of the year, I just go through the National Teachers’ Code of Professional Conduct (Principal M).

During our very first meeting, every year, we discuss that. It does not matter if you have worked here for thousands of years (Principal N).

I have done awareness campaigns, especially when the teacher is new (Principal O).

They have the National Teachers' Code of Professional Conduct. We discuss it in our staff meetings (Principal P).

Several school principals mentioned counselling as another implementation strategy.

Principal G remarked:

After doing counselling with the teacher, the teacher was not stopping. I invited the inspector also just to come and talk to him as well, as part of counselling.

From the counselling side, I did (Principal A).

But really, I do not believe much in disciplinary hearings. I do counsel more because a person needs proper counselling (Principal H).

I also provide counselling for teachers because sometimes there are so many issues that are making them to come late (Principal L).

It is more with counselling, and in my case what I do is sometimes I go to an extent of praying together with those teachers (Principal P).

As the discussions continued, school principals narrated many other strategies that they used to make teachers comply with the national teachers' code of professional conduct.

Principal C and others reminded their staff members about the importance of teachers and their influence in the community.

We talked and I explained the importance of a teacher in society (Principal C).

In case the dress code is violated then I just explain the inappropriateness of the clothing and the influence that it might have on the kids (Principal I).

The issue of the written warning one, I have been there, but mainly sensitising, making the colleague aware of his or her responsibilities (Principal K).

I told the teacher that the image of the teaching profession was in his hands (Principal M).

Other principals considered extrinsic motivation or consequences.

Number two, extrinsic motivation. Like this year I am trying to get the community and business community involved so that the more you are in so many extramural activities, at the end of the year we will gather some cash and give a reward as a surprise (Principal G).

On our prize-giving day I do not just reward teachers that are performing academically. I also reward teachers that are punctual (Principal N).

At our school, a classroom is a particularly important commodity. So, if I see that this teacher is frequently absent and if after reprimanding the teacher does not stop, I simply remove the classroom (Principal B).

Another strategy is to involve heads of department and other senior staff members in the implementation of the code of conduct.

When the HODs are walking around they see and complain that a teacher with a cell phone is a problem (Principal C).

I also alerted the HOD that he must follow on this teacher as he did not do certain things like giving in examination scripts late (Principal F).

So, if there is an infringement it will first be dealt with by Heads of Subjects and Heads of Grades who will report through (Principal J).

Now each morning there is an HOD on duty at the gate, recording the learners who are late and the teachers who are late (Principal L).

What I usually do is I delegate that task to HODs to make sure that the moment they spot something they do not necessarily have to come to me, but they talk to the teacher (Principal M).

I address it [the code of conduct] either during our morning briefings or during our staff meetings but most of it is catered for by the HODs (Principal P).

Many school principals emphasised the importance of keeping record of all incidents of violations of the National Teachers' Code of Professional Conduct.

In my school, teachers should know that violations are on record and are going in my file (Principal D).

He did not do certain things like giving in examination scripts late, so we took records and we checked on him if it was done (Principal F).

Every time I did this, I had the minutes. He also signed (Principal G).

Every breach of conduct has been recorded on the teacher's file (Principal J).

At my school, if I give you a warning letter it is on the system (Principal N).

Some principals also resorted to involve the Namibia National Teacher Union (NANTU) in an effort to curb disruptive behaviour.

This teacher was not changing. I invited the Namibia National Teacher's Union (NANTU) regional chairperson for him just to come in (Principal G).

What I usually do is to also have a NANTU representative in all these things when you have a discussion with a teacher (Principal M).

There was another strategy that school principals employed in the implementation of the National Teachers' Code of Professional Conduct is to have a thorough knowledge of its content.

I always show teachers that from this part in the set rules of the Code of Conduct for the Teaching Service of 2004 you are wrong (Principal E).

Without this, reading it [the code of conduct] to them, they think you are just talking Bible stories. I ensure that I have the content in my head (Principal L).

In addition to implementing the National Teachers' Code of Professional Conduct (Code of Conduct for the Teaching Service of 2004), some schools also adopted an internal code of conduct.

We developed internal teachers' codes of professional conduct informed by the Code of Conduct for the Teaching Service of 2004, and then we agreed in the meeting (Principal L).

Also, we have a teachers' code of professional conduct for teachers at the school which we expect each and every one to adhere to (Principal M).

We have an internal code of professional conduct for teachers (Principal P).

In the implementation of the National Teachers' Code of Professional Conduct, school principals accept that they have to set an example.

I lead by example in terms of the totality of expectations by dressing well, being always neat, hardworking, punctual, and sacrificing time after school or during weekends when we have extramural activities (Principal G).

It is one thing to want to enforce something. The question is: 'Am I following it' (Principal K)?

From the school principals' narratives above it became apparent that they disseminated the contents of the National Teachers' Code of Professional Conduct (Code of Conduct for Teaching Service of 2004) to the teachers through induction and continuous professional development (CPD) so that teachers were sufficiently aware of what was expected of them. They felt that if teachers knew what the stipulations of the national teachers' code of professional conduct were it would be easier to adhere to them. Moreover, they believed that inducting or reminding teachers about it was a point of departure in implementation as if induction or reminding teachers was done at the beginning of a year then problems of non-adherence would be lessened. It also emerged that the dissemination of the stipulations of the National Teachers' Code of Professional Conduct was indispensable in effective implementation.

Moreover, it emerged that many school principals across the spectrum disseminated the contents or stipulations of the national teachers' code of professional conduct through staff meetings and other shorter gatherings as opposed to organising fully-fledged CPD programmes to extensively train and inform teachers about it. They chose or were forced to briefly discuss it in meetings and morning briefings if they had observed that violations were spiralling out of control. Only one new school principal sought external intervention in inducting teachers or conducting CPD by inviting the Human Resource Division to conduct induction or CPD. This suggested that the majority of school principals did induction or CPD themselves regardless of whether it would be a success or not.

It further became apparent that school principals punitively disciplined transgressing teachers in order to force them to adhere to the national teachers' code of professional conduct. Despite the finding that the majority of the school principals relied heavily on induction and CPD programmes to encourage compliance, imposing punitive sanctions was also popular among them and indispensable in enforcement. About half of the participants indicated that they imposed or facilitated the imposition of punitive sanctions ranging from oral warnings to final written warnings.

It also appeared from the narrations that school principals, albeit the minority, sought the intervention of Inspectors of Education (IoEs) and the Regional Office to punitively discipline transgressing teachers. They found it difficult to make teachers abide by the national teachers' code of professional conduct on their own, so they needed assistance from their superiors. Apart from seeking the intervention of their superiors, some of the school principals involved representatives of the Namibia National Teachers' Union (NANTU), the teachers' labour union, in disciplinary hearings in order to witness the process, counsel their members and correct their conduct, as well as to not oppose further disciplinary processes. They felt that it was necessary to involve labour union representatives in dealing with transgressing teachers so that they were aware of their clients' conduct from the beginning in order to encourage them to comply and so that any further disciplinary action did not come as a surprise. The majority of school principals dealt with disciplinary cases of teachers by themselves.

A few school principals turned to counselling as a strategy to ensure that teachers adhered to the national teachers' code of professional conduct. They were aware that some of the issues that impeded compliance could be best addressed through counselling. It also came to light that the counselling of teachers was rarely done by professional counsellors or psychologists. Instead, school principals themselves, and sometimes inspectors, did the counselling.

Monitoring was another popular strategy that school principals employed in implementing the national teachers' code of professional conduct. Although by virtue of their position school principals were expected to monitor and control teachers' conduct, it became apparent that school principals specifically monitored teachers' regularly in order to ensure that they acted, worked and behaved according to the stipulations of the national teachers' code of professional conduct. It also came to light that a good number of school principals turned to persuasion to work in tandem with punitive sanctions. They believed that punitive sanctions were not sustainable and had limitations so persuasion had the capacity to change thinking systems and attitudes towards self-regulation and therefore there was a need to persuade teachers to comply without taking out punitive measures completely.

Moreover, it also appeared that, as part of persuasion, some school principals decided to be exemplary by being compliant with the stipulations of the national teachers' code of professional conduct so that the teachers that they led would also comply effortlessly. They believed that for them to reprimand and bring transgressing teachers to book they had to be compliant themselves so that teachers emulated them.

It further came to light that some school principals used a joint-implementation strategy by involving heads of departments (HODs) to assist in ensuring compliance. They understood that HODs were appointed to assist them to manage and lead schools so they encouraged their active involvement in implementing the national teachers' code of professional conduct. They understood that it was difficult for them alone to monitor and control every aspect of teachers' conduct at all times. It also appeared that few school principals simplified the Code of Conduct for the Teaching Service of 2004 by formulating internal teachers' codes of professional conduct from

the national one. They sought to align the national teachers' code of professional conduct with unique realities in schools as well as to promote ownership. Formulating internal teachers' code of professional conduct gave them and teachers a chance to clarify aspects of the national document that may be unclear.

The other strategy that some of the school principals put trust in was to improve administration in the form of accurate capturing of disciplinary records and developments. They felt that it was important to have an accurate and updated record of all transgressions of teachers and also that teachers had to know that such records existed. The understanding was that it was one thing to issue written warnings and notices, and it was completely another thing to keep an updated and accurate record of them, and both were equally important.

To enforce the national teachers' code of professional conduct some of the school principals improved their knowledge of it. They were convinced that amassing knowledge about the national teachers' code professional conduct ought to be one of their first undertakings in implementing it. They reasoned that they would fail to apply it correctly if they did not sufficiently know its contents as they would not identify transgressions and they would not know what to do if transgressions occurred.

The variations in the strategies that the school principals employed in implementing the national teachers' code of professional conduct could be attributed to a range of factors. Dissemination information about the document through induction and CPD and instituting punitive disciplinary measures were the most popular implementation strategies among school principals across the spectrum possibly because they understood that, as custodians of their schools, it was their duty to create awareness campaigns about guiding and regulatory documents and bring transgressors to book. It was also apparent that they observed that informing teachers about the national teachers' code of professional conduct did not guarantee compliance, hence the need to demand it. They understood that conducting induction and/or CPD and imposing punitive disciplinary sanctions were some of their fundamental management and leadership tasks.

The majority of school principals across the spectrum mostly reminded teachers about their duties and responsibilities during staff meetings and morning briefings

and this suggests that they are inundated with many instructional and administrative duties that there is little time left for formal CPD or and/or induction. It also suggests that they did not feel adequately technically capacitated to conduct formal fully-fledged induction and/or CPD. Briefly mentioning some aspects of the national teachers' code of professional conduct that were breached at a specific time in briefings and staff meetings saved them time and the difficulty of planning formal events.

Furthermore, it could also be that inspectors and external evaluators are not supervising and evaluating school principals regularly to find out if they are conducting induction and CPD as per their job description. The pervasiveness of this phenomenon could also be that school principals trusted that the professional training of teachers sufficiently equipped them with knowledge about the national teachers' code of conduct and therefore they were supposed to be aware of basic expectations.

Although monitoring was another popular strategy of implementing the national teachers' code of professional conduct, the majority of the school principals who made an indication of employing it in ensuring adherence were the newly appointed and novice ones. This suggested that newly appointed and inexperienced school principals monitored teachers more than their experienced counterparts, owing to the need to stamp their authority, the urge to improve effectiveness and efficiency, as well as the need to prove to their superiors that they were up to the task. They believed that they had to watch over teachers more regularly as they executed their tasks. Experienced school principals, meanwhile, appeared to have the belief that they had their houses in order and they therefore did not have to follow teachers around. Moreover, experienced school principals had put mechanisms in place to help them keep tabs on the conduct and actions of teachers.

Most of the school principals who sought interventions from inspectors and the Regional Office to deal with serious disciplinary cases involving teachers were the newly appointed and the novice principals. This could suggest that they had neither been sufficiently exposed to literature on matters pertaining to the national teachers' code of professional conduct and disciplinary procedures in particular, nor had they

become confident enough in their authority to strongly institute disciplinary measures against transgressing teachers. They believed that only the intervention of their superiors would ensure total compliance.

Since the majority of the school principals who sought the intervention of representatives of the NANTU as the teachers' labour union were experienced school heads, it suggested that with experience they had learned that if transgressing teachers were not represented at school-based disciplinary hearings, disciplinary processes could be compromised.

The above meant that with experience, school principals improved their understanding of the disciplinary processes and in doing so improved their handling of transgressing teachers in order to ensure conclusion of cases.

The majority of the participants who cited persuasion or influencing teachers positively as a strategy in implementing the national teachers' code of professional conduct were heading large secondary schools. This suggested that they feared that if they relied on imposing one punitive measure or another they would spend most of their time meting out punitive discipline, given a ballooning span of control. They observed that if they transformed their teachers into self-regulated individuals who appreciated the national teachers' code of professional conduct their time on dealing with disciplinary cases would be significantly reduced and more time would be spent on instructional matters.

It also came to light that experienced school principals ensured that heads of departments (HODs) actively participated in ensuring that teachers complied with the national teachers' code of professional conduct more than new and novice school principals. Experienced school principals were well acquainted with the job description of HODs and held them accountable for the execution of their expected duties. Moreover, they acknowledged that to try to monitor every action and activity of every teacher at schools was impossible, hence the need to ensure that HODs played their leadership and management role effectively as well.

School principals who put trust in the accurate capturing of information on transgressing teachers' disciplinary cases were fairly experienced or experienced,

and/or private school principals. This again suggested that their experience in handling disciplinary cases had informed them that any haphazard and inaccurate storing of records on disciplinary matters of teachers would compromise the possible punishment of such teachers, or in case of private secondary schools they needed accurate documentation of transgressions to avoid being sued by teachers that got fired for misconduct. They had learned through experience there was a need to have sufficient admissible evidence to support a disciplinary case.

The school principals who believed that being knowledgeable was an important implementation strategy were both holders of a Master of Education degree. This suggested that school principals who were highly professionally trained placed high value on studying the national teachers' code of professional conduct in order to apply it correctly and fully. Moreover, they had observed that it may be hard to implement the document if they did not understand it themselves.

5.5.3 Reasons for employing the implementation strategies above

As school principals discussed the strategies that they used to implement the National Teachers' Code of Professional Conduct, I asked them to discuss the rationale behind employing such strategies. There were diverse reasons that made them to employ such strategies in implementation.

For Principal A, monitoring was necessary because

If there is a need to involve the Regional Office, or SEOs or the inspector, so as they do visit the school to come and speak to them, then I can make recommendations.

Principal C stated that with monitoring he is able to pick up anything that is inappropriate at his school. For Principal H, monitoring was important because he could keep track of progress or regression.

I saw a teacher changing for two months and then he went to fall back again. I called him back and asked him to improve (Principal H).

Similarly, Principal I believed that monitoring "*is the only thing that I do to really see if they are complying with the code of conduct*".

School principals turned to punitive sanctions for several reasons.

I called in the teacher; I counselled him. There was no change so I gave him a verbal warning. From a verbal warning I gave him a written warning (Principal A).

He was a very difficult teacher. I built a case against him” (Principal G).

What I have been doing is that when I see that a teacher is not complying I call him in and give him an oral warning (Principal H).

She continued again; the third time I issued a warning (Principal L).

At my school, if I give you a warning letter it is already on the system (Principal N).

One specific teacher who liked absenting himself from school but in this case I went to an extent of writing a warning letter (Principal P).

When the breach of the teachers’ code of professional conduct continued, there had been written warnings; there had been a hearing to deal with it but there still had not been a change; then we went to the dismissal (Principal J).

If teachers do not see the punitive measures that have been taken against the others, they will start questioning as to what is happening (Principal B).

I realised that if there is an open door teachers will want to exploit it. And today he was the one whose class was swept ... I immediately took action and then I called him out in front of the whole staff and addressed him that so that the others knew and not get it from hearsay (Principal F).

Principal C narrated that punitive sanctions have positive results by saying,

When I started in 2015 I was giving warnings; verbal warnings, written warnings. And then later on, to tell you, this year I did not give any teacher a written warning.

Some of the school principals referred major disciplinary cases to their superiors for several reasons.

So, Regional Office officials spoke to some of the teachers who were singled out. After the Regional Office's visit, in some teachers there was a change while in others it remained the same (Principal A).

In fact, I circulated this information to the Regional Office so that the teacher could be referred to a Disciplinary Committee by the Regional Office (Principal B).

I managed to have a written warning; a final written warning from the Permanent Secretary through Human Resource (Principal G).

As one of the popularly employed implementation strategies, school principals conducted induction and/or CPD for several reasons.

Old teachers think that they have been in the system for quite some time and tend to forget some of the aspects which are expected (Principal A).

In our very first staff meeting every year we discuss it. It does not matter if you have worked here for thousands of years (Principal N).

At the beginning of this term, we had a staff meeting, and in that staff meeting I specifically emphasised the national teachers' code of professional conduct (Principal B).

I have seen that sometimes teachers happen to give problems on things that they do not have clarity on (Principal D).

Principal I conducted CPD for teachers so that they can fully understand the implications and impact of the National Teachers' Code of Professional Conduct.

Principal K explained the rationale behind conducting CPD programmes by saying:

Whenever we have team building I touch on certain aspect. I always have to touch on some of things like how they are supposed to behave; what they are supposed to do.

The first day of school we usually have a long staff meeting. I do training on issues of the National Teachers' Code of Professional Conduct that were problematic throughout the previous year (Principal L).

I do refresher courses or workshops with our teachers, even if it is just in the morning devotion then I have something, a paragraph, to remind them (Principal M).

I do awareness campaigns, especially when teachers are new (Principal O).

I discuss it in our staff meetings and discuss issues also during the morning briefings just to keep teachers at bay so that they are not out of line (Principal P).

The reasons for resorting to counselling to ensure compliance with the National Teachers' Code of Professional Conduct were diverse. For example:

I invited the Human Resource practitioners. I invited the Inspector. All these people came to speak to them so as at least they could align themselves with what was expected of them (Principal A).

I cannot only apply punitive measures, but I also need to look at the social well-being of the teacher for him to develop (Principal G).

I also provided counselling to the teachers because sometimes there were many issues that were making them to come late (Principal L).

There were teachers that sometime had problems of drinking. I talked to them. There are those that I sent for rehabilitation (Principal P).

As one of the most popular implementation strategies, school principals influenced teachers positively for several reasons.

When we close every term I remind them of how they should behave in society when they are out there. They are agents of change ... So, it is just that talking, talking, but you can see they have changed (Principal C).

I feel like my teachers are not really afraid of me but they do not want to disappoint me (Principal G).

The issue of the written warnings I have been there, but I sensitise, making the colleagues aware of their responsibilities (Principal K).

I have a one-on-one talk with staff members. I tell them that the image of the teaching profession is in their hands (Principal M).

We have categories of prizes for teachers: the most punctual teacher; the best-behaved teacher ... When you reward teachers and give them certificates, it also motivates others to do the same thing (Principal N).

I lead by example in terms of the totality of expectations as a teacher by dressing well, being always neat, hardworking, punctual, and sacrificing time after school or during weekends when the school has extramural activities (Principal G).

I just try to do the right thing and go the extra mile. Teachers can also learn from me (Principal H).

As the principal, I do not come late to school and I expect my teachers to come on time (Principal N).

For the school principals who put faith in developing internal teachers' codes of professional conduct as an implementation strategy, they did so for diverse reasons. Principal G, for example, explained:

The more we have co-operative teachers the more it is easier for us because we have an agreed internal teachers' code of professional conduct that was adopted by teachers.

As the school, we developed an internal teachers' code of professional conduct informed by this Code of Conduct for the Teaching Service of 2004 and then we agreed in a meeting (Principal L).

As the school, we have our own teachers' code of professional conduct which we expect each and every one of us to adhere to so that we avoid problems (Principal M).

We have an internal teachers' code of professional conduct. During morning briefings, we discuss and remedy prevalent issues (Principal P).

It appeared that some school principals who involved NANTU did so for a major reason.

The teacher was not changing. As a result, I invited the NANTU regional chairperson for him to intervene. Every time I did this, I had to have minutes that the chairperson also signed (Principal G).

Once it happened for the second time, I called in a witness and a NANTU representative. This NANTU representative usually stood that their mandate was to protect their member irrespective of what the member had done (Principal M).

From the narrations by the school principals above it is clear that they understood that monitoring was an informative and preventative undertaking. They regularly kept track of teachers' conduct so that they precisely and sufficiently knew how teachers behaved, acted and worked so that they know what the next best course of action would be. They believed that if they did not know what teachers were doing and how they behaved, they would think that they complied even when they did not and this would lead to failure in enforcement. Moreover, school principals monitored teachers' conduct in order to act swiftly if they did not comply so that there would not be further transgressions. They believed that if they detected wrongdoing when monitoring a teacher, they could advise or take disciplinary action promptly to deter a further breach of the national teachers' code of professional conduct.

It appeared that all the school principals who conducted induction and/or CPD programmes and those who used positive influence to encourage compliance did so to transform teachers' minds and attitude towards self-regulation and self-motivation in order to catalyse compliance. The participants believed that if they adequately informed teachers about what the expectations were and sensitised them to buy into them, and/or if they positively influenced them through motivation and exemplary conduct, teachers were more likely to abide by the national teachers' code of professional conduct willingly. Moreover, school principals were convinced that

university or college training and/or many years of teaching experience was not a guarantee that teachers were adequately aware of the stipulations of the document, hence the need to induct and/or remind them.

Another finding was that school principals referred disciplinary cases to inspectors and regional office staff, including human resource (HR) practitioners, because they believed that the latter were more knowledgeable and/or powerful to comprehensively guide and/or bring transgressing teachers to book. They believed that if they invited HR practitioners to schools to conduct induction and/or CPD on the document then the stipulations would be explicitly understood since HR practitioners are professionally trained to deal with policy and legal matters.

They were also convinced that if they referred disciplinary matters to inspectors then stronger disciplinary action would be taken and this would deter further non-compliance. The finding from the few participants who related that they counselled teachers or referred teachers for counselling was that they did so because they believed that punitive measures did not always work and that sometimes teachers dealt with life challenges that impeded compliance.

Moreover, the school principals mostly invited inspectors to provide counselling to teachers or referred teachers elsewhere for counselling because they were incapacitated to conduct counselling themselves.

School principals applied punitive sanctions such as written warnings as the last alternative strategy to enforce the National Teachers' Code of Professional Conduct. They had given teachers ample opportunities to improve their conduct through induction and/or CPD, positive influence, persuasion and counselling but they still continued to transgress which convinced them that positive disciplinary measures did not always work and that sometimes teachers only improve their conduct if they were punished.

School principals developed internal teachers' codes of professional conduct in order to enhance clarity and promote alignment and ownership. Their understanding was that the National Teachers' Code of Professional Conduct was not responsive enough to different school contexts and its clarity was not explicit in some sections.

They therefore believed that deriving internal teachers' codes of professional conduct from it would give teachers opportunities to align it with their schools' contexts and therefore they would buy into the internal documents and that would promote adherence to the national teachers' code of professional conduct.

Another finding was that the school principals who involved NANTU representatives did so to update the labour union of its members' conduct so that it would counsel them, discipline them positively and not oppose further disciplinary processes. They believed that NANTU needed to know how its clients conducted themselves so that it would promote their compliance to the National Teachers' Code of Professional Conduct and lessen opposition to disciplinary cases against perennial transgressors.

The variations in the reasons for using different implementation strategies could be attributed to different factors. All the school principals who indicated that they needed to regularly monitor teachers' conduct to be adequately informed and to act promptly to prevent further violations led large secondary schools that comprised large teacher populations. This suggested that, although all school principals are expected to regularly monitor and control the conduct and work of teachers, the ones heading large schools do monitoring more extensively than the ones heading smaller schools since if they relax the conduct of teachers could be heavily compromised. In the same vein, this could also suggest that school principals heading schools that comprise of smaller teacher populations have fewer teachers under their span of control so they know what most of the teachers are engaged in most of the time.

The majority of the participating school principals, across the spectrum, conducted induction and/or CPD and influenced teachers positively to transform teachers' minds. This suggests that the majority of school principals have been exposed to post-modern leadership and management styles such as transformative leadership through induction, CPD and further professional training. It suggests that school principals acknowledge that they are responsible for unpacking and disseminating the National Teachers' Code of Professional Conduct so that teachers are sufficiently informed about expectations.

Instituting punitive disciplinary sanctions when it became clear that positive disciplinary measures had failed was cited by the majority of school principals. This

suggests that all school principals are bound to subject transgressing teachers to punitive disciplinary sanctions if the National Teachers' Code of Professional Conduct is to be adhered to.

It suggests that they are conscious that as their schools' accounting officers they are responsible for ensuring that compliance is never compromised, and that teacher training and education, induction and CPD alone are not always sufficient in ensuring compliance, so punitive disciplinary measures are an integral part of effective implementation.

Two of the three school principals who referred disciplinary cases to inspectors or HR for further disciplinary action or to help induct teachers or conduct CPD were novice school principals, and the third one was fairly experienced. It suggests that some newly appointed and novice school principals are not sufficiently equipped with policy and legal knowledge or empowered enough to effectively induct teachers and/or CPD and enforce disciplinary measures at schools. This further suggests that the majority of newly appointed and novice school principals struggle to discipline teachers effectively on their own.

Novice and experienced school principals, all of them male, invited their superiors to counsel habitual transgressors or referred teachers to professional counsellors to receive psychosocial help in order to deal with obstacles that impeded their compliance. This suggested, in general, that school principals were not equipped with counselling skills that could enable them to adequately offer psychosocial support to transgressing teachers. However, the fact that some of the school principals only invited inspectors to counsel teachers suggests that some of them do not understand or value professional counselling yet.

The school principals who developed internal teachers' codes of professional conduct were either experienced or possessed a Master of Education degree. This suggests that developing internal teachers' codes of professional conduct is a difficult task that many school principals may struggle to execute. It is an exercise that needs expertise and experience that only highly educated and trained and experienced school principals can do. This would suggest that many school principals have not developed internal teachers' codes of professional conduct, so

they attempt to implement the national one as it is regardless of contextual challenges that may arise.

It also came to light that only experienced school principals involved NANTU representatives in the process of bringing transgressing teachers to book. They invited the labour unionists to inform them about the transgressions of their members so that disciplinary processes were procedural. This again suggests that experienced school principals believe that teachers' unions can be instrumental in ensuring adherence to the National Teachers' Code of Professional Conduct. Moreover, they are aware that disciplinary processes are only procedural and admissible if labour unionists witness proceedings, therefore they follow correct procedures in order to not compromise the disciplining of non-compliant teachers.

5.5.4 Challenges in implementing the NTCPC

The investigation revealed that secondary school principals faced a myriad of challenges in implementing the National Teachers' Code of Professional Conduct. A major obstacle is the lack of support from the Regional Office and the officials and school principals feel that they are alone in the implementation process.

When it comes to punitive measures for me to ensure that it needs to be implemented I am left to my own devices (Principal B).

I had a case where somebody had been absent for 28 days and the last two days the person pitched. The other month was just like that and the Regional Director had done nothing" (Principal A).

But in implementing, I do not know how many times I have called my Inspector to come to the school. I know that my inspector retired but another inspector was given this cluster. Calling this inspector to come here; he is always busy (Principal C).

How come even from the Regional Office no one comes to address them about it (Principal D)?

When I wanted to follow the matter up NANTU came for me but the Regional Office did not try to support me in any way (Principal M).

Principals were also frustrated by the lengthy disciplinary process.

The procedure for disciplinary hearing might be time-consuming at times (Principal N).

I sent the case to the Regional Office. It took another six months, and the warning that I gave had already lapsed (Principal G).

It takes time for teachers to be held accountable (Principal D).

I referred a disciplinary case to the Regional Office; it took six months to get feedback (Principal G).

The disciplinary process is too long, and sometimes that is actually the loophole (Principal H).

In applying the National Teachers' Code of Professional Conduct rules, procedures still have to be followed and sometimes it is cumbersome because I have to go from stage to stage (Principal I).

I had to show that I actually followed all the steps and the person involved had not complied with all disciplinary steps that had been put in place (Principal J).

In other parts of the world if, for instance, a teacher does not comply with the national teachers code of professional conduct a principal together with the school board have the authority to dismiss that teacher. However, when it comes to us it is a cumbersome process that even when I had a troublesome teacher, this teacher was in the system until he worked himself out (Principal B).

Many principals also experienced little support from the rest of the members of the management team.

I am the only person chasing around learners.....The staff realised that management is not pulling in one direction (Principal A).

Some management members have not really been supportive and instead of supporting; they want a free ride with the teachers (Principal L).

I feel like our HODs are not supportive. Like in my case I have four, but it is only one who usually is comfortable with coming to become a witness (Principal M).

I have had that challenge of not following up with them because I entrusted them to run their departments (Principal P).

Principals also found the attitude of transgressing teachers worrisome and again received little support from superiors and often their efforts were unsuccessful.

There are just stubborn teachers who want to test or challenge the system (Principal A).

This teacher had so many offences. He was a very difficult teacher that at some point he would want to fight me (Principal G).

I have found that there are teachers who do not want to comply (Principal L).

This teacher would be absent for twenty days. She would come in for two days and be absent for another ten days. She would wait for the written warning to expire and then continue with the same system (Principal B).

I do not have power. It is like my only power is counselling and giving warnings. I just recommend. Sometimes it is overturned (Principal C).

Principal G, however, was more positive:

I am fortunate to have good teachers in my school.....I do not write a lot of warnings.

There were still other challenges that school principals experienced in the implementation of the code of conduct. Principals were facing opposition from unions and labour laws and had to be vigilant in following the correct procedures.

When I had to write a written warning for her I did not have proof that she was an alcoholic if she did not admit (Principal B).

I could see somehow that he was drunk but I did not have evidence that he was actually drunk unless if I had to use a tester to test him. He could challenge me in a court of competent authority and I wouldn't prove it (Principal N).

Even when I had to recommend her to be dismissed it did not work because the Labour Law says that the unions were going to defend her (Principal B).

Sometimes unions intervened and turned down my conviction (Principal I).

When I wanted to follow up the matter NANTU came for me (Principal M).

Another thing, I have seen, the Labour Law (Principal D).

Another challenge was the interpretation of the National Teachers' Code of Professional Conduct, particularly regarding the dress code for teachers.

When the National Teachers' Code of Professional Conduct was developed most of the educators, the principals, were not there. So, when it was developed we were left out (Principal B).

What is proper to me may not be the same to the second person and it becomes a challenge in itself (Principal E).

The dress code is not so clear because it says the teacher must be dressed properly. 'Properly' is not explicitly clear because it is debatable (Principal H).

How teachers want to interpret the National Teachers' Code of Professional Conduct themselves ... what I, as the principal, try to be putting across to them; they also take it in a different way (Principal O).

I have a very youthful team and some teachers are still learning ... Nowadays fashion has changed (Principal K).

School principals lamented that young teachers lacked dedication towards the profession and education.

Some teachers just joined teaching for the sake of just getting a salary. These are the type of people who are not complying ... There are teachers who are studying towards different fields; and these teachers who have attained different qualifications in other fields are very negative towards teaching (Principal A).

Some teachers do not even have the interests of the learners at heart. For them, for as long as they are at work and get paid; they are content (Principal D).

...especially the young graduating teachers, they are the ones that I have seen that they do not have love for the profession (Principal H).

The new generation take things lightly. For them it is as if they are here for money and do not go the extra mile (Principal P).

Principal A, however, added that older and experienced teachers also want to leave teaching.

School principals acknowledged that often it is an uphill battle to maintain the balance between treating staff members with fairness and dignity and implementing the national teachers' code of professional conduct.

I compromise a lot (Principal C).

Teachers have always come to me to say that they are sorry for being late, and being a leader, I should make sure that I treat those teachers with love and care (Principal H).

As much as teachers would like to adhere to the National Teachers' Code of Professional Conduct there are some environmental factors that have been challenging them. One of them is that the classrooms are full (Principal D).

Mr. X may look proper but when it comes to teaching he might be poor. He might not be competent enough (Principal H).

Individuals are different. I have noticed that teachers from a particular institution are well-groomed and adhere to all these issues contained in the policy document, but to others it is a different story (Principal O).

I always inform my management members that what is going on with the staff and in the school is because of our reluctance as management (Principal P).

Look, I am not a lawyer. I was a teacher, and I became a head of department, then a principal. I have encountered technical difficulties when trying to enforce the national teachers' code of professional conduct (Principal G).

The rights of teachers also presented a challenge.

Teachers had too many rights and they do not understand where their rights end (Principal C).

It has always been a problem because teachers have their own rights. Some teachers have challenged me on some of the things (Principal G).

As teachers are humans they have rights to affiliation, for example, to unions (Principal I).

A challenge that only Principal G mentioned was that:

I am a Grade 11-12 teacher as well; so, I sometimes do not stand at the gate to see teachers that are late because I need to be in class.

From the narrations and complaints of the participating school principals it emerged that the disciplinary process is frustratingly long to a point that many of the school principals have lost faith in it. School principals' apparent experience was that when they instituted disciplinary procedures and furnished documentation to their superiors it took a long time for action to be taken. It also emerged that not only was the disciplinary process long, but sometimes the higher authorities did not take the expected disciplinary action at all. Many school principals experienced that inspectors, the Regional Office and the Head Office did not render them adequate support in enforcing the document.

They felt that it was almost pointless to institute disciplinary action and refer disciplinary cases to inspectors and the Regional Office since no action was likely to be taken. For inspectors, the Regional Office and Head Office to take action, school principals had to fight, petition, and follow-up repeatedly. The fear was that the long disciplinary process and/or the no disciplinary action created a precedence of non-compliance to the national teachers' code of professional conduct.

It also became apparent that school principals were challenged by a lack of support or poor support from heads of departments (HODs). It appeared that although they were the overall implementers of the national teachers' code of professional conduct, school principals believed that it was necessary for HODs to play their supporting role effectively. Their experience, however, was that HODs were reluctant to help ensure that teachers complied with it. Moreover, sometimes HODs supported teachers' deviant behaviour.

Another finding that school principals experienced was that teachers lacked love and passion for the teaching profession. They observed that this lack of love and passion for teaching made teachers to be increasingly in breach of the national teachers' code of professional conduct. Some old school principals claimed that it was the young teachers who were now salary-driven hence their non-compliant tendencies, whereas the younger ones claimed that it was the older teachers whose love and passion for their work had dwindled. Apart from teachers' apparent lack of love and passion for their work, school principals also observed that some teachers deliberately resisted the implementation of the national teachers' code of professional conduct. The school principals felt that some teachers openly challenged their authority to enforce it.

Furthermore, it came to light that the apparent human rights that teachers had were a stumbling block in enforcing the national teachers' code of professional conduct. It appeared that many a time when school principals attempted to bring transgressing teachers to book the latter threatened to report the former for violating their rights. Moreover, NANTU, as a labour union, would also use teachers' human rights to threaten school principals with punishment.

The other finding was that school principals struggled to enforce the national teachers' code of professional conduct because the warnings that they issued to teachers for breaching the document had expiry dates. School principals were convinced that due to that teachers knew that warnings expired they simply waited for them to expire and then they transgress again. The expiration of warnings made teachers not to be scared of the consequences of non-adherence.

School principals were challenged by an apparent lack of genuine authority to discipline teachers. Many of them felt that their power and authority to hold teachers accountable for their non-complaint behaviour was significantly limited. They felt that issuing warnings to transgressing teachers and referring serious disciplinary cases to inspectors was not sufficient. Moreover, they also observed that teachers knew very well that school principals did not have much power except to issue warnings and refer disciplinary cases to more powerful people and forces.

Although numerically few, school principals across the spectrum believed that certain aspects and sections of the national teachers' code of professional conduct were unclear and were imbedded with technical shortcomings which compromised the effectiveness of implementation. They felt that by leaving room for different interpretations of some sections, and not making a provision for physically testing suspected inebriated teachers at work, it left many loopholes that teachers exploited. They observed that teachers used these loopholes to go against the national teachers' code of professional conduct. Moreover, some sections of the document may have become outdated and therefore conflicted recent societal developments, with teachers struggling to comply.

School principals faced the challenge of opposition from NANTU as the labour union representing teachers when they instituted disciplinary measures. Their experience was that NANTU defended teachers regardless of the nature of their disciplinary cases. They believed that this unconditional defence of teachers by NANTU made teachers to be unconcerned about facing the music for their wrongdoing and this encouraged a further breaching of the national teachers' code of professional conduct.

Other challenges that school principals faced in implementing the national teachers' code of professional conduct, although not cited by many, included that it was difficult to apply it to a diverse population of teachers; there were challenging environmental factors that were beyond teachers' control and that school principals' busy schedules left them with little time for better enforcement. The experience was that schools comprise of different teachers with diverse personalities, competencies and qualities, and this made it hard to sufficiently ensure that each teacher fully complied with the document. Another less common experience was that sometimes teachers did not comply because of environmental or physical challenges such as large class sizes which they have no control over. The belief was that a teacher who was, for example, responsible for a large class may appear to not be serious about their work while the reality was they were challenged by the environment.

Lastly, the other less cited challenge was that principals were bombarded with a myriad of other duties other than the implementation of the code of conduct. They had to teach, assess, mark and inspect buildings. These tasks took away time that they could have spent on leading and managing teachers to ensure that they adhered fully to the code of professional conduct.

Several reasons could be used to explain the variations in the school principals' experiences of challenges in implementing the national teachers' code of professional conduct. School principals across the spectrum recounted that when they referred disciplinary cases to inspectors and the Regional Office for further handling and it took a long time for disciplinary action to be taken, or in some cases, there was no disciplinary action. This suggests that school principals of both sexes, and of different working experiences and qualifications, all faced the challenge of their superiors not acting on disciplinary cases that landed on their desks. They felt their superiors did not see the seriousness of the disciplinary cases referred to them for further handling. They observed that due to the long disciplinary process or non-action from supervisors, many teachers did not take the disciplinary interventions at school level seriously.

From the four school principals who indicated that HODs were not supportive enough in ensuring compliance or that they sometimes encouraged non-compliance

two were new or novice, one was female and one experienced. This suggested that many HODs did not recognise the authority of newly appointed or novice school principals, as well as female school principals. Moreover, it suggests that HODs were not sufficiently vested with scientific and policy or legal knowledge about their mandate as assistants of school principals, whether newly appointed or experienced. The reluctance of HODs to help ensure that teachers fully complied could also be attributed to that some newly appointed or novice school principals are not supervising them effectively as they doubt their authority.

The teachers' apparent lack of love and passion for the teaching profession, a challenge that experienced school principals cited, could be attributed to experienced school principals' observation and society's perception that teachers' love and passion for teaching has dwindled over the years. However, because one newly appointed school principal experienced the challenge, it cemented the universal nature of the challenge. In addition, the young newly appointed school principal was convinced that it was the older teachers whose love and passion for teaching had diminished, hence the non-compliance, while the older school principals pointed the finger at the younger generation of teachers, claiming that the value systems and the professional education and training of school principals have undergone significant changes over the years. It could be that younger school principals felt that older teachers struggled to cope with more demanding teaching duties and changes than before, whereas older school principals felt that new teachers were not conditioned in the same manner that teachers before them were.

The school principals who experienced blatant resistance from teachers in implementing the national teachers' code of professional conduct were male novice or fairly experienced ones, suggesting that novice and fairly experienced school principals had not fully appreciated their powers, duties and functions in the implementation of the code of conduct as they had not empowered themselves through professional development or because the Regional Office had not inducted them yet.

The lack of understanding of the national teachers' code of professional conduct and the power that is vested in all school principals made novice or newly appointed

school principals to struggle to deal with teachers with deviant behaviour. It could also be that teachers took advantage of the principals' apparent vulnerability, as some of them were yet to establish themselves in their positions.

In addition, because male school principals complained about resistance from teachers, it could suggest that they were more likely to forcefully exert their authority than their female counterparts, and this triggered resistance. However, many experienced school principals also alluded that they lacked sufficient authority to meaningfully discipline transgressing teachers. This could be attributed to the misconception about the full extent of the powers that they possess in disciplining teachers, as well as the poor knowledge of the disciplinary process which makes them to not follow the steps correctly.

Nearly half of the school principals indicated that their implementation of the national teachers' code of professional conduct was challenged by their own weaknesses such as leniency, indecisiveness, autocracy, being unengaged, negligence, poor filing of documentation, failing to influence teachers positively or motivate them, and lacking basic education law and policy knowledge. This finding could suggest that modern leadership and management training made many school principals to be reflective leaders and managers who took cognisance of their weaknesses in order to improve their practice.

Although only mentioned by one participant, but because it was a young participant who cited it, legitimises the finding that the national teachers' code of professional conduct, or some sections of it, may be outdated because it was not reviewed for nearly two decades. The young school principal's view is that because it has not reviewed for a long time, the code is unresponsive to current developments and dynamics. It could also be that younger school principals could not identify with the document as it did not speak to their modern worldviews and aspirations. The way they perceived what teaching is has changed.

One of the school principals who believed that the National Teachers' Code of Professional Conduct was unclear because it did not make provision for the testing of suspected inebriated teachers was a novice one, while the other was heading a private secondary school. This view of the two school principals that the national

teachers' code of professional was unclear as it did not make provision for the testing of teachers who were suspected of being under the influence of alcohol could be attributed to a lack of knowledge of disciplinary procedures contemplated in the National Teachers' Code of Professional Conduct. They could have wrongly construed the submission of physical evidence as the only proof that a teacher is indeed under the influence of alcohol.

Moreover, for the private secondary school principal, his questioning of the clarity of the National Teachers' Code of Professional Conduct on proving suspected inebriated teachers could be attributed to legal lawsuits that private secondary schools regularly face due to common dismissals of teachers in such schools.

Two of the three school principals who felt that NANTU sometimes jeopardised the effective enforcement of the National Teachers' Code of Professional Conduct through unconditional defence of teachers were novice ones. Their worldview could be attributed to them not having sufficiently acquainted themselves with the provisions of the Public Service Staff Rule (PSSR) on misconduct and disciplinary action as contemplated in the National Teachers' Code of Professional Conduct which makes provision for the presence of a labour union representative at all disciplinary hearings at all levels. The experienced school principal who encountered this challenge underwent such experiences due to failure to follow the outlined procedures and therefore experienced failed disciplinary processes, a phenomenon which could be attributed to poor policy or legal knowledge.

The school principals who complained that their implementation of the National Teachers' Code of Professional Conduct was challenged by teachers' rights were all male, and two of them were experienced. Their experience could be linked to the societal belief that male leaders tend to be less understanding, so they viewed any non-compliant behaviour in the light of teachers thinking that they have rights and therefore could do as they pleased.

For the experienced school principals, it could be that they indeed witnessed how teachers hid behind their rights when called to order, or how NANTU used teachers' rights to defend its clients. For the inexperienced one it could be that the knowledge of the National Teachers' Code of Professional Conduct was scant at best, so

teachers capitalised on this lack of knowledge to claim that they were entitled to act in any manner.

5.5.5 School principals overcoming the challenges

As the secondary school principals discussed the challenges that they faced in enforcing the National Teachers' Code of Professional Conduct, they also shared the mechanisms that they used to mitigate them.

To deal with the frustratingly long disciplinary process and/or non-disciplinary action from superiors, Principal A said:

I at least took teachers through training and I discussed the implications of their misconduct ... I also give teachers the National Teachers' Code of Professional Conduct document with the belief that they will do what is expected of them.

I discussed consequences with them in advance (Principal N).

That is why I resorted to too much talking and trying to turn their conduct around because I know this issue of warnings takes a long process at the Ministry but you have to live with the teachers. If an HOD assigned to a particular department comes and complains about a teacher I ask them to summon the teacher immediately so that we sit about the matter at that moment (Principal C).

But really, I do not believe in disciplinary hearings....I speak to them and convince them on their daily obligations as expected (Principal H).

For Principal I and others the solution was continuous monitoring. Similarly,

If I did not follow up, the inspector would come back to me after nine months; by then that warning would have already lapsed (Principal G).

So, really it is an ongoing thing that I have to keep maintaining the whole time (Principal J).

To deal with HODs who were not co-operative in implementation, school principals employed various approaches.

I had refresher courses and at least took them through the process as well. However, till the time that I referred the case to the Regional Office for an intervention they behaved the same way (Principal A).

I had to explain this over and over. I had the actual document; what it said (Principal L).

And also, I involved the school board chairperson (Principal M).

I talked to my management members (Principal P).

For teachers who resisted school principals' implementation efforts counselling, negotiations, and repeated reminders regarding the contents of the code of conduct seemed to be part of addressing the challenges.

I had to be the counsellor for that specific teacher ... I needed to negotiate with the teachers so as at least I could have a better formula on how to implement some of the aspects (Principal A).

But at the same time, I also needed to look at the social well-being of the teacher for him to develop ... So, this teacher, I started basically from the verbal warning. I recorded it ... We agreed in the internal teachers' code of professional conduct on what we do; the dress code of teachers from Monday to Friday. And everybody had to adhere to that (Principals G).

They have to subscribe to it and sign the internal teachers' code of professional conduct. So, it is upfront when teachers join the staff (Principal J).

Sometimes resistance is there because people do not know. When I came here people were just going out because they did not know these provisions so I explained them. If I came in and I let them do what they wanted later I would not have been able to do anything. We laugh but I still give teachers warnings (Principals L).

I explain the importance and purpose of the document for them to follow it (Principal D).

For teachers that lacked love and passion for teaching, Principal A claimed:

I have to set an example to send a strong message to the teachers to do what is expected of them.

Similarly, Principal H related:

I go the extra mile so that they can also learn from me.

But at times I identified senior teachers to talk to their juniors or to their senior counterparts (Principal P).

To deal with challenges that were rooted in the perceived unclear National Teachers' Code of Professional Conduct, several principals resorted to compiling an internal teachers' code of professional conduct.

We produced an internal teachers' code professional conduct for the school to engage the staff so that the staff also added and subtracted from the internal teachers' code of professional conduct so that they were going to be accountable and responsible for carrying it out (Principal B).

One factor that really helps me is that everybody was involved in drafting the internal teachers' code of professional conduct (Principal N).

Even though the document was there, some teachers were not acquainted with it. They did not have time to read (Principal H).

I had to be knowledgeable about the policy document itself ... what exactly it said (Principal O).

For the challenge of limited authority some school principals applied punitive measures.

Teachers did not see the punitive measures that I had taken against the others and then they were questioning as to what was happening ... After reprimanding the teacher and he did not stop, I simply removed the classroom from him (Principal B).

It [punitive measures] was a way of just reminding each other. Later on, it started falling into place (Principal C).

At one point I submitted my thick document and I managed to have a final written warning from the Permanent Secretary through Human Resources. I needed to have a very good relationship with the inspectorate because otherwise I would submit something and nobody would come back to me (Principal G).

The school principals approached their own weaknesses differently. Some took a stern approach.

I am the principal here. The disrespect towards me ends here and now (Principal C)!

Before something happened, I had to kill it in the bud. And I have seen some principals throwing a blind eye (Principal F).

But in this case I went to an extent of writing warning letters ... But now I have seen that he has changed for the better (Principal P).

I went to the Regional Office and demanded that they work on disciplinary cases from my school otherwise I would not leave the offices. I had a lot of training to build up these cases (Principal G).

Principal H had a more moderate approach.

I took the school like my own house. I have that love and determination.

To mitigate the challenge of teachers' rights, Principal B said:

I went through the National Teachers' Code of Professional Conduct so that each and every one could understand what is expected of them and how to conduct themselves at the school.

I have realised that sometimes people happen to give you problems because of misunderstanding ... The first thing that I do is to clarify everything. I do not normally just present the National Teachers' Code of

Professional Conduct without explaining the reasons for its existence and its benefits to the school, teachers and management (Principal D).

I informed the teachers very well about the consequences of the violating the National Teachers' Code of Professional Conduct, especially the novice teachers (Principal I).

To avert the challenge posed by the opposing Namibia National Teachers' Union (NANTU) Principal G and Principal M invited NANTU officials and representatives to attend hearings at their schools.

To deal with the challenge of enforcing the National Teachers' Code of Professional Conduct to diverse and complex personalities, Principal H remarked:

There are teachers who look proper but the delivery is a problem, and then there are teachers who may not dress properly but they are competent when teaching. I really have to weigh and check how I can attend to the differences.

I do not have to be rigid. I have seen that flexibility can really play a critical role in ensuring that the policy is adhered to at my school (Principal O).

In dealing with violations caused by environmental factors Principal D stated:

As the principal, I have always tried to know my teachers in order to have a good relationship with them. I always try by all means not to put them under unnecessary pressure when I implement the National Teachers' Code of Professional Conduct.

As for the heavy workload as a challenge, Principal G said:

I changed the mind-set of teachers and created a culture of self-discipline at the school, everybody that joins becomes part of the culture.

For the challenge of an outdated National Teachers' Code of Professional Conduct Principal K said:

Unfortunately, I do not have the authority to do away with the National Teachers' Code of Professional Conduct. I just need to be slightly accommodative in its implementation.

From the school principals' narrations, it became apparent that they felt handicapped, isolated and abandoned by their superiors in bringing transgressing teachers to book timeously and effectively. They felt that there was very little they could do but to try to minimise violations through continuous professional development (CPD), positive influence, improved monitoring and acting swiftly when violations occurred. Some school principals felt that although the disciplinary process was seemingly long or that higher authorities were reluctant to take action, regular and timeous follow-ups on referred cases could go a long way in securing disciplinary action from them or the fast-tracking of the disciplinary process.

It also appeared that many school principals believed that to deal with HODs who were not sufficiently cooperative and supportive in implementing the National Teachers' Code of Professional Conduct, it was necessary to explicitly educate and train them about their duties and responsibilities through CPD and/or induction. Moreover, some school principals still reported uncooperative and unsupportive HODs in the implementation of the National Teachers' Code of Professional Conduct to inspectors, the Regional Office and school boards for an intervention despite the perceived long disciplinary process or failure to take disciplinary action from them. They trusted that, frustratingly rare as it was, inspectors and the Regional Office could also remind HODs about their mandate and/or punish them harshly so that they can change their attitude.

It also emerged that school principals believed in quelling resistance from teachers by having them agree to the National Teachers' Code of Professional Conduct. The school principals believed that most of the teachers resisted the enforcement of the document because they felt it was forced unto them. They therefore felt that there was a need to negotiate with teachers and have them agree through signing that they acknowledged its existence and legal purpose. It also emerged that it was important to take punitive disciplinary action against teachers who resisted the enforcement of the document. The school principals observed that many teachers

continued to resist the enforcement of the document until they took decisive punitive measures to stop the trend. Although less popular, it also emerged that school principals experienced that one way of dealing with resistance from teachers was to counsel them or refer them for professional counselling to help them deal with the psychosocial matters that encouraged non-compliance. Also unpopular, it emerged that school principals turned to CPD to help educate teachers about expectations so that they would accept the document and comply voluntarily.

As for teachers' apparent lack of love and passion for teaching which fuelled non-compliance, some school principals turned to exhibiting exemplary conduct so that they would inspire teachers to be enthusiastic about teaching and act accordingly, like them. School principals observed that if they conducted themselves in ways that were not consistent with the stipulations of the national teachers' code of professional conduct teachers would be encouraged to not abide by it as well. In addition, they conducted CPD programmes to help teachers become aware of not only their duties, but responsibilities as well, so that they would develop passion for their work. Moreover, it emerged that they tasked teachers who exhibited sheer love and passion for their work to mentor other teachers, especially the novice teachers, so that eventually they would also love teaching and adhere voluntarily.

It further emerged that some school principals went around the challenge of the alleged ambiguity and technical shortcomings of some of the stipulations of the national teachers' code of national conduct by developing internal teachers' codes of professional conduct and aspiring to be more knowledgeable about the document through further reading. The observation was that developing internal teachers' codes of professional conduct produced clearer and simple documents that teachers could understand better, and the formulation gave teachers a chance to contribute to the formulation process. Other school principals believed that if they read the National Teachers' Code of Professional Conduct further and internalised it they would begin to understand many of the aspects that they did not understand before. As for its alleged outdatedness, school principals realised that it was not in their power to alter it, but they had to conduct CPD to ensure that teachers who considered it outdated embraced it and behaved accordingly.

As far as the apparent limited authority of school principals in institutional disciplinary measures, school principals turned to a range of mitigating strategies. It emerged that some of them came to a realisation that the powers that they had were sufficient enough to take disciplinary action and all that they had to do was to rise to the occasion and exercise such powers accordingly and to the fullest extent. In other words, they observed that although it seemed that they had very limited authority, when they fully exerted that authority on non-complaint teachers it significantly changed their conduct for the better. It also emerged that taking disciplinary action against transgressing teachers included taking away some privileges until there was evidence that there was a change in their conduct. Moreover, it emerged that some of the school principals knew that their authority was limited and they turned to sensitising teachers to voluntarily abide. It further emerged that another way in which the school principals ensured compliance amid limited authority was by continuing to refer disciplinary cases to inspectors and the Regional Office regardless of the apparent long disciplinary process or the failure by higher authorities to sometimes act.

When it came to dealing with their own weaknesses as a stumbling block in implementation, school principals began to take prompt and decisive disciplinary action. They reflected on how timidly or authoritatively they led and managed in order to work on what was not working. The ones who were reluctant or weak to take punitive disciplinary action began taking appropriate disciplinary action, and the ones that did not train and educate teachers adequately began to conduct induction and/or CPD, whereas the ones who were not following up on referred disciplinary cases began to do regular follow-ups.

School principals only addressed the apparent challenge of teachers' rights which encouraged the latter to act defiantly through conducting induction and/or CPD to clarify their duties and responsibilities to clearly set boundaries in terms of what was permissible and what was not. They observed that teachers misconceived that their rights meant the leeway to do as they pleased without reproach.

It also emerged that school principals dealt with the challenge of NANTU opposing disciplinary processes once instituted by involving NANTU representatives in

disciplinary processes as witnesses. They observed that it was difficult for NANTU to challenge a disciplinary process if its representatives witnessed disciplinary hearings at schools and signed to confirm attendance and witnessing.

Although it was one of the less cited challenges, school principals tackled the hurdle of struggling to apply the National Teachers' Code of Professional Conduct due to large numbers of teachers with distinct, diverse personalities by adopting an individualised, context-responsive approach. They appreciated compliant teachers and encouraged them to continue conducting themselves accordingly, but imposed punitive measures against the ones who violated the document. To deal with the non-compliant behaviour that was caused by environmental or physical factors such as large class sizes, it emerged that school principals adopted a relaxed approach which involved understanding that some of the aspects of the non-compliance were not deliberate but still demanded that minimum standards had to be met. School principals survived the challenge of having a heavy workload which limited their time for supervision and control by working to develop a positive school culture of hard work, commitment, dedication, compliance and professionalism so that they did not have to micro-manage teachers as every teacher was self-regulated.

The differences in the way that the school principals dealt with the challenges that they encountered in implementing the National Teachers' Code of Professional Conduct could be attributed to a host of reasons. As far as turning to induction and/or CPD to get around the challenge of a long disciplinary process or failure by inspectors and the Regional/Head Office to take disciplinary action, it appeared that the majority of the school principals who took the route were the experienced ones. This pointed to that they had tried in vain for long spells to get inspectors and the Regional/Head Office to act upon disciplinary cases referred to them, so they were forced to try to change the thinking systems and attitudes of teachers to avoid having to deal with many disciplinary cases.

They feared that if they did not educate teachers about good conduct they would have many disciplinary cases to deal with, and they would be mostly dealing with such cases alone.

The one new school principal who also believed in conducting induction and/CPD to prevent the occurrence of violations seeing that the disciplinary process was long or that higher authorities rarely took disciplinary action, took the route to avoid being overwhelmed by many disciplinary cases.

One school principal with M.Ed. degree combined induction and/or CPD and instituting disciplinary measures as a solution to a long disciplinary process and/or non-action from superiors. His further professional training equipped him with leadership and managerial knowledge of pairing positive discipline and punitive measures to effectively discipline teachers. The school principal who tackled the challenge of a long disciplinary process or superiors' failure to discipline transgressing teachers by vigorously making follow-ups led a large secondary school. This suggested that ensuring that a large group of teachers complied with the document needed a school principal who had vigour and determination to act decisively and consistently, as well as secure external support or intervention since without it teachers would have little to fear.

School principals who turned to induction and/or CPD to sensitise HODs to support them in implementation were of varying years of experience. This suggests that most school principals believed that HODs were not sufficiently inducted or reminded of their duties and responsibilities. It could suggest that HODs were often side lined when refresher workshops on leadership and management were conducted so they were poorly informed on the National Teachers' Code of Professional Conduct. One inexperienced school principal combined induction and/or CPD and the referral of disciplinary cases to his inspector and the Regional Office. His referral of disciplinary cases to higher authorities could be attributed to the belief that teachers took advantage of his inexperience and refused to comply. It could also mean that some new or inexperienced school principals were not sufficiently capacitated and empowered to take decisive disciplinary action on their own.

One experienced school principal reported uncooperative and unsupportive HODs to her school board to help bring teachers to book. This suggested that experienced school principals knew that school boards are also mandated to deal with disciplinary cases involving teachers, and that involving school boards in disciplining teachers

could effectively lead to compliance because they were mandated to recommend disciplinary action to be taken. It could also mean that experienced school principals knew that inspectors and the Regional/Head Office could only intervene if there was sufficient evidence that school principals referred specific disciplinary cases to school boards before referring such cases to them.

Both inexperienced and experienced school principals who turned to ensuring that teachers agreed to the National Teachers' Code of Professional Conduct in order to lessen the resistance, did so to have a legal basis for punitive measures in the event of further breaches of the document. They also understood that compliance is not only achieved through punitive means but also through making teachers to buy into the document and own it in order to voluntarily comply and only apply punitive measures if that failed. The inexperienced male school principal who employed induction and/or CPD to lessen resistance was a holder of a Master of Education (M.Ed.) degree. He was influenced by his level of education to understand that once teachers explicitly knew their duties and responsibilities they were more likely to accept the document with little or no resistance. Both inexperienced and experienced school principals applied punitive disciplinary measures to quell resistance. This could be that new school principals needed to stamp their authority so that there would be lessened resistance in the future. For experienced school principals, they applied punitive measures because they had observed that when they did not take strict measures, resistance from teachers became common and schools became almost ungovernable.

All the school principals used motivation or encouragement to help ignite and grow teachers' love and passion for teaching so that they would willingly comply with the national teachers' code of professional conduct. Inexperienced school principals either led by example or explained the purpose of the document so that teachers would be motivated to conduct themselves accordingly and this would lessen violations.

It also emerged that experienced school principals turned to leading by example and conducting CPD because experience had taught them that punitive measures

sometimes fuelled more resistance and led to frustrated teachers who would struggle to deliver on expectations.

Moreover, experienced school principals were the ones who believed in mentoring as a way to cultivate love and passion for teaching which would in turn lead to compliance. Their many years of experience had taught them that teachers needed to be mentored by highly competent and motivated senior teachers so that they learned good traits.

The school principals who made efforts to be more knowledgeable about the National Teachers' Code of Professional Conduct in order to clear their own misunderstanding of it were either experienced or M.Ed. holders. This suggested that experience and further professional training had made them realise that in order to understand the text of the document and clear misconceptions and misunderstanding, there was a need to read it thoroughly. Moreover, they understood that leaders needed to be ardent readers of the document and other governing documents in order to fully implement them.

It emerged that for school principals whose solution to their perceived limited authority was to attempt to be decisive when taking punitive disciplinary action were inexperienced ones. This suggested that some inexperienced school principals rarely took decisive action and this was what made them seem powerless. The apparent failure by inexperienced school principals to act sent a message to teachers that they could do as they pleased. They therefore had to stamp their authority in order for teachers to recognise their authority to oversee implementation.

For school principals who were M.Ed. holders who resorted to depending more on talking to teachers to remind them about their duties and responsibilities than to issue warnings did so because their further professional training that made them to learn that there is more power in guiding, building and empowering teachers than in punishing them.

For the experienced school principal who turned to referring serious disciplinary cases to his superiors, did so because experience had taught him that cases that were referred to higher authorities sometimes, although rarely, led to fines,

suspensions or even expulsions and that those that were not reported to superiors encouraged more disobedience.

School principals who reflected on the effectiveness of their implementation of the national teachers' code of professional conduct and made efforts to better their practice, were all M.Ed. holders or experienced individuals. This suggested that further professional training and experience transformed school principals into reflective leaders and managers who understood the importance of self-reflection and self-evaluation in order to attend to deficiencies and sustain strengths. Moreover, one experienced school principal improved the way he followed up on referred disciplinary cases. This suggests that experience made him to understand that sometimes the perceived long disciplinary process and non-action from superiors were caused by inability and reluctance to follow up on cases which made superiors to not realise the urgency of such cases.

All the school principals who cited teachers' rights as a challenge were new in the position or inexperienced and they all turned to CPD as the only way to deal with the challenge. It suggests that they believed that teachers ignorantly put their rights before those of society due to a lack of knowledge and that it was their duty to raise awareness about the parameters of the document. It also suggests that new and inexperienced school principals blamed teachers' non-compliance on the latter's ignorance and deliberate will to be disobedient, and not on their failure as overseers to realise that it was their duty to make teachers account for their non-adherence.

Only experienced school principals invited NANTU representatives to witness disciplinary hearings in order to avert future opposition to disciplinary action by the Regional Office or Head Office, and they did so to avoid repeating mistakes that hampered previous disciplinary processes. Moreover, because of experience they were aware it was NANTU's prerogative to be represented in disciplinary hearings so that the rules of natural justice were adhered to.

It also emerged that the experienced and highly qualified and trained school principals turned to employing a responsive, individualised approach to deal with the challenge of having to apply the national teachers' code of professional conduct to diverse personalities. This approach suggested that experience and further

professional training exposed them to the complex nature of implementation as well as the complexity of schools and teachers. They had observed and/or learned that it was virtually impossible to use a one-size-fits-all approach to enforcement since teachers responded differently to different approaches.

The female school principal who understood that some teachers' non-compliance was a result of environmental or physical factors such as class sizes fuelled a suggestion that female school principals might be more understanding and compassionate and therefore might be better at encouraging voluntary compliance than their male counterparts. This also suggested that some school principals were too accommodating of violations in the name of teachers facing unsurmountable challenges. The one experienced male school principal who had a heavy workload and therefore turned to fostering a school culture of hard work, commitment and professionalism in order to have a well-oiled teaching team that needed minimal supervision informed a suggestion that some school principals indeed have busy schedules and therefore have little time to ensure that all teachers comply. It could also suggest that they did not effectively delegate some tasks to HODs and teachers so that they could have ample time to monitor, supervise and control teachers in order to guarantee compliance.

A young school principal who had to adapt to the outdated national teachers' code of professional conduct led to a suggestion that some young school principals wanted the document to speak to current experiences, aspirations and realities so that teachers would identify with it and see the rationale to abide by it. It could also be suggested that some school principals wanted the national teachers' code of professional conduct to be responsive to the preferences and wants of teachers as opposite to teachers abiding by it in order to guarantee greater societal advancement.

5.6 CONCLUSION

In this chapter, I analysed, presented and interpreted the data that I collected from the sampled school principals through interviews. This involved making sense of the vast volumes of data that I collected. In analysing the collected data, I identified patterns, relationships, outliers, themes and sub-themes and synthesised the bits of

information to answer the research question, namely: What are the principals' experiences in implementing the National Teachers' Code of Professional Conduct in Khomas secondary schools, Namibia?

This chapter comprised four parts. Firstly, I declared my positionality in the study. Secondly, I presented the profiles of the Khomas secondary schools from which I collected data by touching on their dates of establishment, number of teachers and enrolment figures at the time of the study. I then presented the profiles and demographics of the secondary school principals who participated in the investigation through narrations and tables that summarised the information (Milford, 2013). Thirdly, I presented the research questions that guided the study, and the research instruments that I used to collect the data in order to answer the main research question. Fourthly, I analysed, presented and interpreted the collected data through figures, tables and narrations to reach findings.

In the next chapter, I present the main findings that emerged from the study and discuss them by comparing them to the reviewed literature as well as the Hersey-Blanchard Situational Leadership Theory that guided that study. I also discuss the Total Implementation Model (TIM) as the suggested implementation model that school principals could employ in enforcing the National teachers' Code of Professional Conduct.

CHAPTER 6

PRESENTATION AND DISCUSSION OF FINDINGS

6.1 INTRODUCTION

In the previous chapter, I analysed, presented and interpreted the data that I collected from the sampled school principals through interviews. In analysing the collected data, I identified patterns, relationships, outliers, themes and sub-themes and synthesised the bits of information to answer the research question, namely: What are the principals' experiences in implementing the National Teachers' Code of Professional Conduct in Khomas secondary schools, Namibia? Before analysing the collected data, I declared my positionality in the study.

Secondly, I presented the profiles of the Khomas secondary schools from which I collected data by touching on their dates of establishment, number of teachers and enrolment figures at the time of the study. I then presented the profiles and demographics of the secondary school principals who participated in the investigation through narrations and tables that summarised the information (Milford, 2013). The third thing that I did was to present the research questions that guided the study, and the research instruments that I used to collect the data in order to answer the main research question. I then proceeded to analyse, present and interpret the collected data mainly through tables and narrations to reach findings.

In this chapter, I present the main findings that emerged from the study and discuss them by comparing them to the reviewed literature as well as legislation on policy implementation. I also discuss the Total Implementation Model (TIM) as the suggested implementation model that school principals could employ in enforcing the National teachers' Code of Professional Conduct in order to make implementation effective.

6.2 PRESENTATION OF FINDINGS

In this study, I investigated Khomas secondary school principals' experiences in implementing the National Teachers' Code of Professional Conduct (Code of Conduct for Teaching Service of 2004). In this sub-section I present the findings that

the study generated so that, after harmonising them with the reviewed literature and the Hersey-Blanchard Situational Leadership theory that anchored it, they would answer the research questions.

As discussed in Chapter 3 (Theoretical Framework), the Hersey-Blanchard Situational Leadership theory rests on two main assumptions; namely, (i) there is no better implementation approach, all implementation approaches are not equally effective, and that (ii) the success of an implementation approach depends on external and internal factors (Cerna, 2014; Olarewaju & George, 2014; Harney, 2016; Abba, Suleiman & Yahaya, 2018; Signe, 2017; Mothibeli, 2017; Baloch, UI Haque & Hussain, 2019 and Shala et al, 2021). In the context of this study, the assumption that there is no better implementation approach, all implementation approaches are not equally effective postulates that, ideally, school principals' policy implementation should be context responsive and should factor many dynamics.

The Hersey-Blanchard Situational Leadership Theory dismisses purism when it comes to choosing an implementation or management (and leadership) approach. The two assumptions of Hersey-Blanchard Situation Leadership Theory speak to the scholarly views of Christie (2008), Cherkowski et al (2015) and Signe (2017) who hold the assertion that due that pure top-down and bottom-up approaches often do not yield expected results because their embedded deficiencies, it is advisable to blend them into a synthesis (combined approaches). With the Hersey-Blanchard Situational Leadership Theory that discourages rigidity in implementation or management (and leadership) as the theoretical basis of the study, and the reviewed literature that suggests that there are different approaches to implementation, and that different school principals around the globe undergo different experiences in implementing national teachers' codes of professional conduct, I hereby present the following main findings of the study.

- i. As it were with the reviewed literature in which there was an allusion that scholars understand the concept of a national code of professional conduct differently, the study revealed that school principals understand the National Teachers' Code of Professional Conduct to be both an aspirational and a deontological document that not only guides teachers' conduct, actions and

work but also prescribes disciplinary action to be taken if their conduct, actions and work are not consistent with its stipulations. Experienced school principals consider it to be prescriptive and deontological and its scope of application extends beyond schools, whereas novice school principals consider it to be more guiding and aspirational than prescriptive and its scope of application is work place.

- ii. As revealed in the reviewed literature that many school principals around the world do not continuously inform teachers about national teachers' codes of professional conduct, the study revealed that many school principals hardly conduct fully-fledged formal induction and/or CPD but, instead, discuss sections or parts of the national teachers' code of professional conduct in staff meetings and morning briefings when violations of it become common. This is despite school principals' understanding that conducting induction and/or CPD is one of the first undertakings in implementation so that they can inform teachers about their duties and responsibilities as well as the parameters of their rights in order to change their mind-set and attitudes and remove the misconception about rights so that they can appreciate the nature of their work and begin to abide voluntarily.
- iii. Just as it came to light in the literature review that sometimes inspectors of education do not support school principals in enforcing national teachers' codes of professional conduct which hampers the application of punitive sanctions against transgressing teachers, the study found out that school principals are frustrated by long and flawed disciplinary processes as well as failure by the superiors to take serious disciplinary action when referrals are made. School principals, however, consider applying punitive disciplinary measures against transgressing teachers to be a fundamental and mandatory task since the induction of teachers and/or CPD programmes are sometimes inadequate do does not always spell voluntary compliance.
- iv. Literature review revealed that one of the stumbling blocks in school principals' implementation of national teachers' codes of professional conduct is resistance labour unions representing teachers. Similarly, the study found

out that NANTU, as the teachers' bargaining unit, does not strike a balance between representing its clientele and holding them to account for their conduct but, instead, primarily focus on defending them regardless of the degree of their misconduct which encourages further violation of the national teachers' code of professional conduct. Experienced school principals involve NANTU representatives in disciplinary inquiries at schools so that they can witness such processes, advise transgressing teachers to conduct themselves accordingly and to confirm that the labour union is aware of teachers' misconduct.

- v. Literature review showed that school principals lack legal and policy knowledge and are not adequately trained to be able to execute their implementation assignment effectively. Very few school principals indicated that they feel incapacitated to carry out implementation effectively as they are legal experts but a significant number of them believe that they are not adequately trained to effectively provide comprehensive counselling to teachers who regularly disregard the National Teachers' Code of Professional Conduct due to psychosocial challenges. Instead, they mainly offer simple advice, or invite inspectors and Regional Office to do counselling. Referrals to professional counsellors are evidently not common either.
- vi. While the reviewed literature suggested that some school principals may be struggling to enforce national teachers' codes of professional conduct as they are overwhelmed by many management tasks because of not having Heads of Departments (HODs) or deputy principals to support them, the study suggested that some school principals do not compel HODs to play their leadership and management roles effectively in order to fully enforce the National Teachers' Code of Professional Conduct.
- vii. Just as it was revealed in the literature reviewed that some of the reasons for school principals' apparent struggles with the implementation of national teachers' codes of professional conduct have their origin in principals themselves, the study also revealed that school principals' own weaknesses, such as failure to document violations accurately, lack of knowledge of the

disciplinary process and failure to act decisively, jeopardise the disciplinary processes and impede the effectiveness of the implementation of the National Teachers' Code of Professional Conduct.

- viii. Being highly knowledgeable about the National Teachers' Code of Professional Conduct is fundamental in applying it accurately and fully since it clears ambiguity, enables school principals to fully exercise their authority and formulates more implementable internal teachers' codes of professional conduct. Just as literature reviewed showed, at present many school principals have scant knowledge of it so they do not understand the full extent of their authority and do not formulate more implementable internal documents.
- ix. The Hersey-Blanchard Situational Leadership Theory posits that the effectiveness of the implementation of a policy, law or programme in schools depends on a principals' leadership style (strengths and weaknesses, the implementation approach chosen, teachers' motivation and personalities and the school's size and resources. The study also found out that school principals schools are complex organisations that comprise teachers whose competence, personalities, values and attitudes vary greatly and therefore it is difficult for school principals to evenly enforce the National Teachers' Code of Professional Conduct.
- x. Literature review showed that implementation of national teachers' codes of professional conduct is hampered by resistance from teachers. Similarly, the study revealed that many teachers' lack the love and passion for teaching which triggers disregard for the stipulations of the national teachers' code of professional conduct. Not only do some teachers lack love and passion for their work, but they also have aggressive behaviour and disregard the authority of school principals in the implementation of the national teachers' code of professional conduct.

6.3 DISCUSSION OF FINDINGS BY COMPARING THEM WITH LITERATURE, LEGISLATION AND POLICIES

In this subsection the findings of the study are discussed in comparison to what scholarly literature, legislation and policies say in order to find where the findings correlate with existing literature, laws and policies on school principals' experiences in implementing the National Teachers' Code of Professional Conduct, and where they are not in sync.

6.3.1. School principals' understanding of the NTCPC

Existing literature pointed to that different scholars understood National Codes of Professional Conduct from different perspectives. Some understood it from an aspirational perspective while others understood it from a punitive or deontological perspective. It was therefore important to establish how the sampled school principals understood the document.

6.3.1.1 The NTCPC guides teachers' conduct, actions and work

Although different school principals understood the National Teachers' Code of Professional Conduct differently, they all were in agreement that it guides and/or regulates teachers' conduct in order to guarantee professionalism and effectiveness, regardless of whether they considered it a prescriptive, deontological document, or a set of rules, or a set of guidelines or standards. Half of the participants considered it to be a set of guidelines that are meant to give teachers guidance in their conduct and execution of their work or a legal framework that guides teachers' conduct. These perspectives resonate with the views of The Namibia Institute for Democracy (2000), Bullough (2011), Forster (2012) and Shapira-Lishchinsky (2020) who all consider it to be a guiding tool for teachers' behaviour.

6.3.1.2 The NTCPC is also prescriptive and punitive

However, some school principals considered the National Teachers' Code of Professional Conduct to be a prescriptive document that contains rules that teachers have to abide by in their conduct and work. This perspective resonates with Section 73 of the Recommendations concerning the Status of Teachers of 1966 by UNESCO/ILO which states that:

... Codes of ethics or codes of conduct should be established with the intention of contributing to the prestige of the teaching profession, and as a way of ensuring that teachers perform their professional duties according to the set principles (ILO/UNESCO, 1966).

Moreover, the view that the National Teachers' Code of Professional Conduct is a prescriptive, deontological document which can be used to punitively punish teachers who do not abide by its stipulations is supported by Gilman (2005), Kirwa (2014), Sârbu et al. (2015), Ozan, Ozdemir & Yirci (2017) and Kimathi & Rusznyak (2018) who all perceive it to be a set of rules and customs that teachers are expected to follow as well the disciplinary action that can be taken if teachers do not behave correctly. Moreover, this particular perspective of the school principals that the National Teachers' Code of Professional Conduct contains rules that have to be abided by is in line with the Section 73 of the Education Act, 2001 (Act No. 16 of 2001) which says:

The Minister, in consultation with the Minister responsible for higher education, must, in addition to the regulations made by the Prime Minister under section 34(1)(i) of the Public Service Act, prescribe a code of conduct for the Teaching Service which determines, among others –

- (a) The professional conduct for teachers; and*
- (b) The procedure to be followed and the measures to be taken in case of contravention of or failure to comply with any provision of the code (Government of the Republic of Namibia, 2001).*

Section 73 of the Education Act, 2001 clearly shows that apart from the National Teachers' Code of Professional Conduct being a guiding tool it is also a prescriptive or deontological legal instrument which states how teachers whose conduct is not consistent with its provisions are to be brought to book.

6.3.2 School principals' implementation strategies

Literature had it that different school principals around the world used different strategies to apply National Teachers' Codes of Professional Conduct. In addition

many guiding and regulatory documents in education in Namibia demanded that school principals execute certain duties in order for the National Teachers' Code of Professional Conduct to be enforced. The discussion below sheds light on how the school principals who took part in the study enforced the National Teachers' Code of Professional Conduct when compared to how school principals around the world did their implementation of similar documents, as well as in comparison to the prescriptions of guiding and regulatory documents.

6.3.2.1 A lack of induction and CPD on the NTCPC

The majority of school principals conduct induction and CPD programmes and they consider the strategy to be cardinal and fundamental since through the strategy teachers are informed and reminded about duties and responsibilities. However, many do not conduct fully-fledged, organised and formal induction and CPD but causally and briefly present sections of the National Teachers' Code of Professional Conduct that they feel has been violated at a particular time.

If one takes into account the assertion by Kenny, Mathews & Wurtele (2019) and Mulenga-Hagane & Mwelwa (2020) that teachers who are adequately informed about stipulations of educational laws are likely to behave themselves in a professional manner; and Van Nuland and Poisson (2009) who posit that teachers who are in the know of their rights and responsibilities will act in accordance with what their profession expects of them, it is clear that many school principals are not adequately inducting new teachers and/or conducting CPD to explicitly remind practising teachers about their duties and responsibilities.

Moreover, part 5.4.1 of the School Self-Evaluation (SSE) and Key Area 5 of the National Standards and Performance Indicators (NSPI) categorically says that the principal of a school "*ensures that all staff members know what is expected of them through proper communication.*" Furthermore, in Part 5.4.4 of the SSE and Key Area 5 of the NSPI it is stated that "*a practical induction programme for novice teachers is operational at the school.*"

From the stipulations of the guiding and regularly documents and assertions of the scholars referred to above it can be deduced that many school principals have not

satisfactorily delivered on the expectation that they should adequately induct new teachers and/or conduct CPD about the National Teachers' Code of Professional Conduct and other complimentary documents so that expectations are made clear from the onset in order for the onus to comply be solely on teachers. Discussing the National Teachers' Code of Professional Conduct during staff members and morning briefings may not be sufficient given that in staff meetings and briefings there are other issues to discuss which leave very little time for meaningful induction and/or CPD. Induction and/or CPD must be a deliberate and concerted effort and activity.

6.3.2.2 Application of punitive disciplinary measures

The study revealed that nearly all the school principals considered the application of punitive disciplinary measures to be a mandatory task in implementing the National Teachers' Code of Professional Conduct. They issued different kinds and levels of warnings, albeit with challenges that will be discussed, to transgressing teachers to force them to comply if persuasion proves futile. This means that many were conscious of the stipulations of the laws and policies that compel them to take disciplinary action against teachers who violate the provisions of the National Teachers' Code of Professional Conduct and other complementary guiding and regulatory documents.

Paragraph 65 F. (3) of the Code of Conduct for the Teaching Service of 2004 states that "a teacher who contravenes or fails to comply with any provision of the Code commits a misconduct and must be dealt with in terms of the Public Service Act (1995)." In addition, Paragraph 5.5.1 of the Public Service Staff Rule E.X Part II (PSSR E.X/II) states that

It is the duty of a supervisor to supervise staff members under his/her responsibility and to take appropriate action in every case of breach of any of the provisions of the Act, regulations, staff rules and other directives.

Part 5.4.1 of the School Self-Evaluation (SSE) and Key Area 5 of the National Standards and Performance Indicators (NSPI) reads that the principal of a school:

- (a) Monitors the performance of teachers regularly;*
- (b) Stamp out unprofessional conduct and indiscipline.*

Moreover, stipulation number 5 of the Job Description for School Principals states that a school principal should take accountability to “ensure that teachers fully comply with the guidelines in the Code of Conduct for teachers” (MBESC). These stipulations prioritise full compliance, regardless of the models or strategies employed in implementation. Given that the majority of the school principals issued warnings to transgressing teachers suggested that they are aware that, by law, it is their duty and responsibility to ensure that teachers comply with the National Teachers’ Code of Professional Conduct and other documents.

The finding that most of the school principals, more often than not, take punitive disciplinary action is further in line with Mothibeli (2017) who believes that if a principal cannot enforce a disciplinary measure such as a sanction, then misconduct becomes common practice. In addition, school principals’ taking of disciplinary action is in line with 5.5.3 of the School Self-Evaluation (SSE) as well as Key Area 5 of the NSPI which states that the principal and management:

- (a) Monitor the discipline of teachers and learners continuously; and*
- (b) Stamp out unprofessional conduct and indiscipline immediately.*

Regrettably, it appeared that many school principals took time to institute corrective or punitive disciplinary action even after several breaches of the National Teachers’ Code of Professional Conduct. Many preferred to talk to transgressing teachers repeatedly before acting even when it was crystal clear that talking was not working. The failure to take prompt disciplinary action when violations occurred was a clear violation of 5.5.2 of PSSR E.X/II which states that:

A supervisor who fails to comply with the duty imposed on him/her shall be deemed to have been negligent in the performance of their duties and shall be dealt with in accordance with measures on misconduct and disciplinary action contained in Public Service Staff Rule E.X/I.

6.3.2.3 School principals lack counselling skills and abilities

It emerged in the study that school principals were not equipped with sufficient counselling knowledge and skills. Yes, they could offer advice but that was as far as they could go to assist teachers who transgressed due to psychosocial challenges.

They relied on inviting their superiors or Regional Office staff to counsel teachers, and they rarely referred regular transgressors to professional psychologists. This approach of school principals is partly in line with Section 65, F (4) of the National Teachers' Code of Professional Conduct which states that:

A teacher who commits a misconduct, depending on the seriousness of the act or omission that constitutes a misconduct, may be given the necessary counselling and advice and opportunity to correct his or her behaviour.

Moreover, the finding that school principals did not possess the scientific knowhow on counselling in order to impact teachers' professional and personal lives significantly is supported by Mbongo, Möwes and Chata (2016) who say that principals are not sufficiently trained to carry out counselling.

In addition, paragraph 6.2.2 states that:

In order to get to the source of the shortcoming, a joint problem solving approach with the staff member should be adopted in order to –

- (a) Identify the real problem(s) and cause(s);*
- (b) Work out solutions to the problem(s);*
- (c) Obtain the staff member's commitment to agreed corrective action.*
- (d) Ensure that the staff member knows what is expected of him or her i.e., is aware of the standards and requirements of the job;*
- (e) Ensure that the staff member has the right tools, equipment, support, training etc. to perform the job to the required standard.*
- (f) Carefully appraise the staff member's work performance and make the staff member aware of his or her shortcomings;*
- (g) Warn the staff member of the possibilities in terms of the Act, for example a misconduct charge, or a discharge due to*

- inefficiency or incapacity, if his or her performance does not improve;*
- (h) Grant the staff member a reasonable opportunity (a time period) in which to improve his or her performance; and*
- (i) Record the dates and content of discussions as proof of them having taken place and be signed off by both parties (PSSR E.X/I).*

This means that the PSSR E.X/I makes provision for the recognition of the advice from school principals to be considered as counselling provided that it satisfied the steps listed above. However, it appeared that their advice to transgressing teachers was mere pep talk as opposed to well-planned or procedurally correct advice which could constitute counselling.

6.3.2.4 Formulating internal TCPCs is not a priority

Very few school principals from public secondary schools formulated internal teachers' Codes of Professional Conduct from the national one, despite it being an expectation that all school principals should ensure they are formulated and enforced. This finding is supported by the ILO (2012) which avers that if teachers are not involved in developing their code of professional conduct they will not see its relevance and applicability. In section 5.1.1 of the SSE and Key Area 5 of the NSPI it is stated that:

... it is expected that the following Internal School Policies are available and known to teachers: internal code of conduct for staff members / dress code for teachers.

Many school principals did not develop internal teachers' codes of professional conduct to clarify specific policy matters and align the national document with specific school contexts, and this hampers compliance.

6.3.3 Challenges in implementation and mitigation strategies

The discussion compares the challenges that school principals who participated in the study experienced in comparison with the challenges that school principals

elsewhere faced, as well as an assessment of whether such challenges are a creation of school principals themselves by failing to follow prescriptions of guiding and regulatory documents.

6.3.3.1 HODs are under-utilised in implementation

It was found that some school principals, especially newly appointed and novice principals, struggled to get the support of HODs in ensuring that teachers fully complied with the National Teachers' Code of Professional Conduct. This suggested that they could have been too lenient on HODs instead of compelling them to assist in ensuring that teachers complied. The finding that school principals did not demand that HODs play their expected part in ensuring compliance was a breach of 5.3.1 of the SSE as well as Key Area 5 of the NSPI which states:

- (a) The principal delegates duties and responsibilities to the HODs, phase heads and staff,*
- (b) The delegated duties are continuously monitored, and*
- (c) The principal accepts full accountability for the academic and overall success of the school.*

The reluctance of HODs to participate meaningfully in helping school principals to hold teachers accountable for non-compliance also suggested that HODs did not understand that implementation is a joint undertaking that they are expected to be a part of. This standpoint is reflected in the assertion by Khandelwal and Van Nuland (2006) who argue that ensuring compliance with the national teachers' codes of professional conduct should be the joint responsibility of all actors, and Popescu (2016) who avers that unless everyone that is concerned with education participates in implementing national teachers' codes of professional conduct, the codes will remain useless.

Moreover, stipulation number 6 of the Job Description for HODs states that an HOD should assist a school principal to take joint accountability to "ensure that teachers fully comply with the guidelines in the Code of Conduct for teachers." Furthermore, Section 5.4.1 of the SSE and Key Area 5 of the NSPI state that:

Other Members of Management must:

- (a) *Ensure that all staff members under their jurisdiction, know what is expected of them;*
- (b) *Influence the work of the subject teachers in a positive manner;*
- (c) *Fully support subject teachers in doing their duty;*
- (d) *Give advice and guidance to the subject teachers;*
- (e) *Guide inexperienced teachers;*
- (f) *Communicate with subject teachers regularly to create a positive commitment.*

Furthermore, the failure of school principals to ensure that HODs play their implementation role effectively shows that school principals do not comply with 5.3.1 of the SSE. Key Area 5 of the NSPI states that “the HODs accept full responsibility for the tasks delegated to them”. In addition, PSSR E.X/II states in paragraph 5.5.1 that:

It is the duty of a supervisor to supervise staff members under his/her responsibility and to take appropriate action in every case of breach of any of the provisions of the Act, regulations, staff rules and other directive,

Paragraph 5.5.2 it states that:

A supervisor who fails to comply with the duty imposed on him/her shall be deemed to have been negligent in the performance of their duties and shall be dealt with in accordance with measures on misconduct and disciplinary action contained in Public Service Staff Rule E.X/.,”

School principals are legally expected to ensure that HODs execute tasks that are assigned to them, but sadly many are not doing it.

6.3.3.2 Disciplinary cases are rarely referred to superiors

Very few school principals successfully referred disciplinary cases to Inspectors of Education, or the Regional Office for further disciplinary action or an intervention of some sort, and school principals rarely refer cases to their superiors. They deal with transgressing teachers on their own with little success. This finding resonates with

the assertion by Chapman (2002) and Kenny et al. (2019) who note that sometimes principals do not furnish all the data to the relevant authorities. The reluctance or failure by school principals to refer disciplinary cases to their superiors is not in line with stipulations 10 and 58 of the job description of school principals, respectively, which state that they must:

- (a) Provide relevant information to parents, the community and other interested parties; and*
- (b) Liaise with Regional Office concerning policies, administration, staffing, accounting, purchase of equipment and updating of statistics in respect of teachers, learners and other educational issues.*

6.3.3.3 School principals' weaknesses

The study also revealed that school principals acknowledged that they have deficiencies in their implementation efforts. Their reflection on their own strategies uncovered their leniency, indecisiveness, unwarranted authoritativeness, negligence in record keeping, failure to influence teachers positively, and a lack of basic education law and policy knowledge. Their own admissions that they may be found wanting in the implementation of the code of conduct are supported by Khandelwal and Nuland (2006) who argue that many school principals in India, Nepal and Bangladesh feel that they do not seriously enforce the national teachers' codes of professional conduct.

The above finding is further reflected by Mulford (2003) who opines that the onus is on principals to study policies and laws, understand them and internalise them; Mizelle (2010) who asserts that principals can benefit from continuous learning; and Van Nuland and Poisson (2009), Owen (2010), Babalola (2011), and Mothibeli (2017) who all argue that the gravity of teachers' misconduct at a school depends on the effectiveness of school principal's leadership and management. Owen (2010) avers that school principals are expected to use their power to ensure that teachers conduct themselves accordingly; and Khandelwal and Nuland (2006) and Kirwa

(2014) argue that in many countries teachers' misconduct is not taken seriously as school principals tend to be lenient with teachers.

Moreover, novice school principals encountered teachers who were defiant. The novice school principals have not fully appreciated their powers, duties and functions as they do not empower themselves through professional development or the Regional Office did not induct them adequately and as a result teachers defy their authority. The finding that novice school principals are likely to feel powerless than experienced principals is corroborated by Pierson (2014) who posits that principals' tertiary education and training and their professional experience can largely determine how successful they are in the execution of their duties, and Sepuru and Mohlakwana (2020) write that beginner principals believe that they cannot carry out their leadership and managerial role effectively due to factors such as the failure to interpret laws.

However, Aanyu-Angura (2020) refutes the finding by arguing that a recent study in Ethiopia revealed that new principals embrace their roles adequately. This suggests that although education, training and professional experience may come in handy, it depends on an individual school principal's willingness and drive to rise above the odds and deliver on the implementation mandate.

6.3.3.4 The long disciplinary process and a lack of support

Many school principals related that higher authorities in the form of inspectorates and the Regional/Head Office do not render them adequate support in enforcing the national teachers' code of professional conduct; neither do they address disciplinary cases referred to them promptly. Disciplinary cases drag on for months and sometimes years before sanctions are meted out, or in some cases no disciplinary action is taken at all. Paragraph 6.3.3 of the PSSR E.X/I clearly shows that instituting disciplinary measures is a procedural process that follows a sequence as shown below.

(a) Verbal Warning:

- i. *Verbal warnings may be initiated by a supervisor if he/she is of the opinion that the staff member's behaviour is unsatisfactory but does not warrant a written warning or more stringent disciplinary action.*
- ii. *A verbal warning is normally valid for a period of three months.*

(b) First Written Warning:

- i. *First written warnings can be given by the supervisor to the staff member when verbal warnings for minor offences were unsuccessful or for a first serious offence.*
- ii. *A first written warning is normally valid for a period of six months.*

(c) Second Written Warning:

- i. *The supervisor can issue a second written warning to the staff member if the first written warnings were unsuccessful.*
- ii. *A second written warning is normally valid for a period of nine months.*

(d) Final Written Warning:

- i. *A final written warning can be requested by the supervisor and will be issued by the Human Resource Practitioner under the signature of the permanent secretary concerned. This must be done after an investigation by the supervisor.*
- ii. *Final written warnings can be given for major offences or for additional offences by staff members to whom previous written warnings were issued.*
- iii. *A final written warning is normally valid for a period of twelve months.*

Furthermore, school principals' belief that inspectors, the Regional/Head Office sometimes fail them by not acting on referred disciplinary cases is corroborated by Kayikci, Sahin and Canturk (2016) who posit that some inspectors of education lack the ability and time to support principals, and by Mohammed (2015) who avers that education inspectors do not dispense the support to school principals as they should because they are poorly trained, have negative attitude towards inspection, and are not supported sufficiently by head offices. It became apparent that, more often than not, only school principals who persist will manage to get inspectors of education

and the Regional/Head Office to act on disciplinary cases referred to them. This view aligns with Van Nuland and Poisson (2009) and Popescu (2016) who argue that school principals must communicate optimally to other stakeholders in order to curb unethical behaviour. Meanwhile, because teachers have observed that their transgressing colleagues are rarely punished, they are encouraged to breach the national teachers' code of professional conduct as well.

6.3.3.5 Teachers' unions work against implementation

NANTU sometimes jeopardises the effective enforcement of the national teachers' code of professional conduct by unconditionally defending teachers who violated the code of conduct. This finding is corroborated by Van Nuland and Poisson (2009) who argue that teachers' unions can be stumbling blocks as they are, more often than not, preoccupied with advocating for teachers' rights and overlook their offences, and Babalola (2011) who also aver that teachers' unions only protect their members as opposed to disciplining them when their behaviour is not consistent with the teachers' codes of professional conduct. However, in paragraph 6.4.5 of the Public Service Staff Rule (PSSR) E.X/I it is stated:

In all cases before a staff member is given a warning, be it a verbal or a written warning, the supervisor must apply the audi alteram partem rule. This means that the supervisor should hold an informal inquiry into the alleged misconduct where the staff member is given an opportunity to present his or her case.

In paragraph 6.4.6 of PSSR E.X/I, it is stated:

An informal inquiry should be attended by at least three people, namely the supervisor, the accused staff member and a person who records the proceedings of the inquiry.

In paragraph 6.4.7 of PSSR E.X/I it is stated:

If, on hearing the staff member's side of the case, the supervisor is still not satisfied, a warning shall be given and recorded and shall form part of the staff members records.

And in paragraph 6.4.8 of the PSSR E.X/I it is stated:

If a staff member is not satisfied with the decision of the supervisor, PSSR J.I/III: Grievance Procedure must be followed in order to afford the staff member an opportunity to appeal against the decision of the supervisor.

In addition, paragraph 6.3.4 of PSSR E.XI indicates that

A witness/workplace union representative may be present when a verbal or written warning is given to a staff member.

The stipulations of the PSSR E.XI clearly show that it is NANTU's prerogative to be kept informed about teachers' disciplinary hearings, and that its involvement does not impede the further handling of disciplinary cases if school principals follow due processes by affording teachers opportunities to state their cases in the presence of union representatives or any legitimate witness and have that on record.

6.3.3.6 Teachers' diverse personalities

It further emerged that evenly and effectively implementing the national teachers' code of professional conduct to teacher populations of diverse individuals is itself a daunting assignment. School principals lead teams comprising highly motivated and self-regulated teachers as well as those that are demotivated, defiant and not passionate about their work.

The school principals therefore have to employ different implementation strategies since using one strategy does not yield the desired results. This finding suggests that school principals have to educate, coach, motivate, reprimand, counsel and punish teachers in order to ensure adherence. In a way, this finding pointed to the relevance of the Hersey-Blanchard's Situation Leadership Theory in investigating the enforcement of the national teachers' code of professional conduct whereby an enforcement approach is not cast in stone but it is dependent on factors such the environment, staff, and technology. Christie (2008) supports the finding by emphasising that for policy implementation to be effective there is a need for both pressure and support. Moreover, Van Nuland and Poisson (2009) counter the overreliance on authoritarianism by arguing that the bottom-up approach leads to teachers accepting the code better than the top-down approach.

6.4 THE MAIN CONTRIBUTION OF THIS STUDY: PRESENTATION OF THE TOTAL IMPLEMENTATION MODEL (TIM)

This study investigated principals' experiences in implementing the National Teachers' Code of Professional Conduct (Code of Conduct for Teaching Service of 2004) in Khomas secondary schools, Namibia. I anchored it into the Hersey-Blanchard Situational Leadership Theory, one of the branches of the contingency management and leadership theories. The Hersey-Blanchard Situational Leadership Theory has the following assumptions: (i) there is no better implementation approach and all implementation approaches are not equally effective, and according to Hall (2000) and Asma & Shaukat (2018) a principal can choose from four main leadership styles, namely; telling (autocratic/top-down) style, selling style, participating style and delegation (bottom-up) style in implementation; and (ii) the success of a management or implementation approach depends on external and internal factors such as a leader's implementation approach (Cerna, 2014; Signe, 2017), the strengths and weaknesses of a principal (Owen, 2010; Babalola 2011; Mothibeli, 2017), teachers' personalities and motivation (Christie, 2008 and Signe, 2017) and the nature of task, resources and technology (ILO, 2016; Mampane, 2020).

The Hersey-Blanchard Situational Leadership Theory and the findings of the study share a few commonalities. Firstly, both the Hersey-Blanchard Situational Leadership Theory and the findings of the study indicate that effective implementation is a very difficult exercise that is only possible if school principals employ different approaches that respond to different contexts and sub-contexts. The study revealed that all school principals subscribed to more than one implementation approach or leadership style to ensure that teachers complied with the National Teachers' Code of Professional Conduct.

Secondly, both the findings of the study and the Hersey-Blanchard Situational Leadership Theory indicate that the effectiveness of the implementation of the National Teachers' Code of Professional conduct is dependent of a number of factors, some internal and others external. As it became evident in the study, school principals faced an array of challenges, some of which had their origin from outside school set-ups whilst others were from the inside. The fact that the findings of the

study and the Hersey-Blanchard Situational Leadership Theory shared a few similarities solidified the applicability of the theory to the study.

However, the findings of the study slightly differ from the Hersey-Blanchard Situational Leadership Theory in that the findings of the study are based on the experiences of school principals in implementing the National Teachers' Code of Professional Conduct in Namibia's Khomas secondary schools whereas the Hersey-Blanchard Situational Theory is a cross-sectoral and general leadership or implementation theory. This means that the findings of the study may be limited to school principals and schools only, but the Hersey-Blanchard Situational Leadership Theory may be applicable to different sectors and organisations. The other difference lies in the contexts of the two.

The findings of the study were derived from the lived experiences of secondary school principals in the Khomas Region, Namibia in recent years, whereas the Hersey-Blanchard Situational Leadership Theory is a leadership theory that was developed from research carried out in the United States of America from the 1950s to the 1960s. This means that the findings of the study can suggest a new implementation theory that factors recent developments in implementation in other parts of the world, such as Namibia but with the Hersey-Blanchard Situational Leadership Theory serving as the anchor for it. The new proposed implementation theory that I dubbed the Total Implementation Model (TIM) is diagrammatically presented in Figure 6.1

Figure 6.1: The proposed Total Implementation Model (TIM)

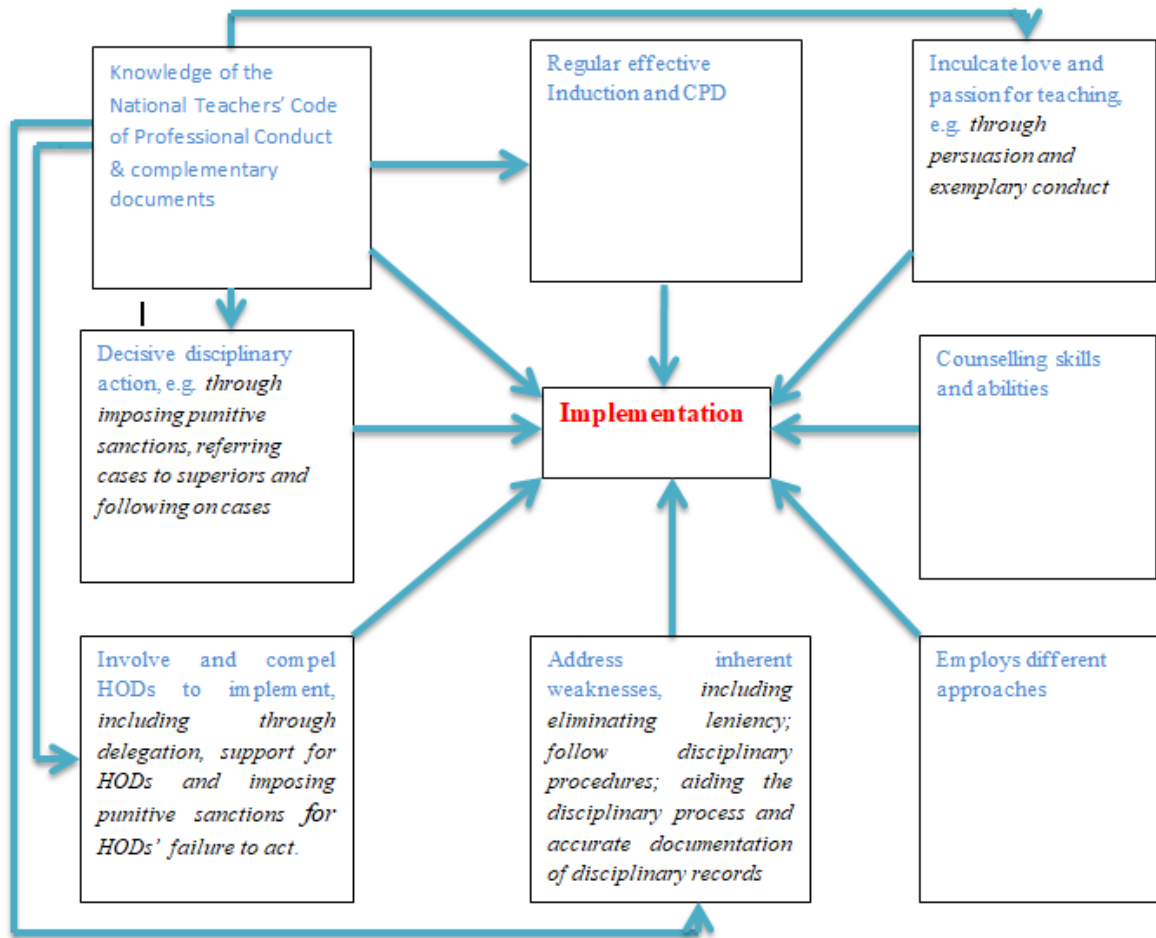


Figure 6.2 The Hersey-Blanchard Situational Leadership Theory

Hersey-Blanchard Situational Leadership Theory			
		Task Behaviors	
		Low	High
Relationship Behaviors	High	Participating Style Shares Ideas <i>(Followers able, unwilling, not confident)</i>	Selling Style Explain Decisions <i>(Followers unable, willing, confident)</i>
	Low	Delegating Style Turn over decisions <i>(Followers able, willing, confident)</i>	Telling Style Give Instructions <i>(Followers unable, unwilling, not confident)</i>

Source: Blanton et al (1992)

As graphically shown in Figure 6.1 the findings of the study, in synchronisation with the Hersey-Blanchard Situational Leadership Theory, shown in Figure 6.2 above, and the reviewed literature, birthed a new implementation model that I termed the Total Implementation Model (TIM) to improve school principals' implementation of the National Teachers' Code of Professional Conduct and other complementary documents. The new model has its roots in the Hersey-Blanchard Situational Theory but factors valuable points from the debates and discussions that the reviewed literature presented which pointed to that the Hersey-Blanchard Situational Leadership Theory needs updating and improving by factoring new developments in the field of policy implementation in education and elsewhere.

Total Implementation Model (TIM) keeps the element of the employment of different leadership and management styles in implementation that the Hersey-Blanchard Situational Leadership Model advocates; namely the telling, selling, participating and delegating styles. However, the Total Implementation Model (TIM) is a hybrid implementation model that is an all-encompassing, all-rounded and combative implementation model which demands that school principals do more than just alternate between the different implementation or leadership styles depending on contexts and sub-contexts in schools, but also takes into account the following factors: It incorporates a few more elements, including:

(i) School principals should be highly knowledgeable about the National Teachers' Code of Professional Conduct and complimentary laws and policies

As reflected in the scholarly work that I reviewed for this study, it came to light that many school principals have little to average knowledge about educational policies and laws. The general understanding by scholars is that it is almost impossible for school principals to implement laws and policies such as the National Teachers' Code of Professional Conduct if they do not understand them. The model posits that school principals who are knowledgeable about the National Teachers' Code of Professional Conduct and other complimentary documents will be able to identify violations when they occur and apply necessary measures.

(ii) School principals should be highly knowledgeable about disciplinary processes, including providing effective counselling

The study revealed that school principals are not very well vested in how the disciplinary process is structured. As the study revealed, they sometimes fail to report breaches of the National Teachers' Code of Professional Conduct timeously, or fail to report at all; fail to pressure their superiors to act decisively on disciplinary cases referred to them; fail to involve labour union representatives in school-based disciplinary inquiries; and sometimes totally fail to take disciplinary steps that are within their parameters of legal authority.

As an integral part of the disciplinary process, school principals do not consider counselling to be an important undertaking. They have not made steps to equip themselves with counselling skills. At the moment, many school principals depend on their superiors such as inspectors, as well as the Human Resource division, to provide counselling services to teachers who may need psychosocial assistance to deal with challenges that prevent them from abiding by the National Teachers' Code of Professional Conduct.

The model therefore suggests that school principals should take steps to equip themselves with counselling skills so that they are able to handle minor psychosocial issues affecting teachers which might be a hindrance in their attempts to abide by the National Teachers' Code of Professional Conduct. Additionally, the model suggests that school principals should refer teachers with habitual deviation tendencies due to serious psychosocial challenges to trained counsellors or psychologists to get professional help so that their behaviour conforms to stipulations of the document.

(iii) Adequate induction and continuing professional development (CPD) must be a priority

Due to that the study found out that school principals do not conduct fully-fledged induction, and rarely conduct continuing professional development (CPD) on the National Teachers' Code of Professional Conduct, the model calls upon them to induct and regularly remind teachers. The belief is that if school principals induct and or remind teachers about the document through CPD programmes they will be able to influence them positively so that they love their work and are passionate about it and therefore will not consider compliance a burden. The model's call for induction

and regular CPD on the document is premised on the understanding that a teacher who is aware of what expectations and standards are is likely to be self-regulated and self-policing than the one who has little information on the subject. Additionally, the model reminds school principals that for them to effectively induct teachers and carry out successful CPD programmes on the document and other complimentary policies and laws, they first have to be very knowledgeable about the documents.

(iv) School principals should be able to take decisive punitive disciplinary action

Since it came to light in the study that some school principals are too lenient and timid to act decisively when breaches of the National Teachers' Code of Professional Conduct occur, the model calls upon school principals to be bold enough to take strong disciplinary action if positive corrective measures prove futile. Although the model acknowledges the need for school to induct teachers, continue training them through CPD programmes as well as counsel them or refer them for counselling if the need arises, it goes further to alert school principals that all those strategies can only work for some teachers at certain times. There is therefore a need for school principals to impose punitive measures, albeit procedurally.

(v) The need to who involve HODs and School Governing Bodies (SGBs) in implementation

Although the model acknowledges that accountability for the effective implementation of the National Teachers' Code of Professional Conduct lies with school principals, it reminds them that implementation and subsequent enforcement are collective undertakings. The model calls upon school principals to not only encourage HODs to play an active and effective role in implementing the document but to also actually compel them to do so since it is in their job description to ensure that teachers comply with the stipulations of the document.

(vi) The need for reflective school principals

The model calls upon school principals to be reflective practitioners who acknowledge that they have weaknesses that impede implementation and commit themselves to addressing such weaknesses so that they become more effective.

The model suggests that one of the first steps towards becoming better implementers of the National Teachers' Code of Professional Conduct is for school principals to interrogate their own implementation of the document and other complimentary policies and laws and sustain the strengths while working on the shortcomings.

6.5 CONCLUSION

In this chapter I presented the main research findings that emerged from the analysed data, reviewed scholarly work and the Hersey-Blanchard Situational Leadership Theory that guided the study. I then discussed the findings by comparing them with the legislation that govern policy implementation and the reviewed literature to develop an implementation model called the "Total Implementation Model", or TIM, that school principals could find useful in implementation.

In the next chapter I present a summary of the chapters in the study; reiterate the investigation's findings by summarising them; submit recommendations for possible consideration in implementation; present limitations of the study; suggest possible areas for future research and reflect on the entire research process.

CHAPTER 7

CONCLUSION AND RECOMMENDATIONS

7.1 INTRODUCTION

In this study, I investigated principals' experiences of implementing the National Teachers' Code of Professional Conduct in Khomas secondary schools, Namibia. In chapter six I centred the discussions on the presentation and discussion of the findings of the investigation. I started off by presenting the main findings of study. The presentation then moved to discussing the findings of the study by comparing them with related literature as well as with legislation on policy implementation. This led to the presentation of the Total Implementation Model (TIM) that emerged from the findings in synchrony with the reviewed literature and the Hersey-Blanchard Situational Leadership Theory which framed the investigation.

In this Chapter, the investigation reaches its conclusion. The chapter kicks off with a summary of all the different chapters into which the report is divided. To emphasize the findings of the study which provide an answer or answers to the research question (s) I present a summary of them. This will lead to a presentation of recommendations that the paper posts with the belief that if school principals consider them then implementation of the National Teachers' Code of Professional Conduct could become effective. An area or areas for future research that could contribute to an increased and improved knowledge pool on the implementation of the document and related guiding and regulatory documents is suggested. I then briefly discuss the main limitation(s) that I encountered during the investigation and how I attempted to lessen their impact to allow for the successful completion of the study. The study is concluded by reflecting on the investigation in its entirety.

7.2 SUMMARY OF THE STUDY REPORT

In Chapter One of the study, I introduced by unpacking its background that qualified it to be an investigation. I then discussed the problem statement to shed light on why it was a phenomenon that was worthy investigating, followed by briefly looking at the rationale of the study in order to demonstrate how it would benefit school principals, schools and society at large through contributing to existing knowledge or filling

contextual gaps. The purpose of the study was then discussed by explaining its main aim and objectives. The chapter concluded with a look at the primary research question that drove the study as well as its sub-questions that aided in giving the study shape and direction.

Chapter Two reviewed related scholarly work of international, African and Namibian researchers to give the study a scholarly background that guided me in exploring experiences of Khomas secondary school principals in implementing the National Teachers' Code of Professional Conduct in order to identify knowledge, or methodological, or/and contextual gaps that needed addressing. The chapter unpacked scholars' understanding of a code of professional conduct in general and a National Teachers' Code of Professional Conduct in particular. Scholars' positions regarding national teachers' codes of professional conduct as to whether they are aspirational policies or deontological legal frameworks are discussed, and what those positions meant for implementation. The importance of effective implementation of national teachers' codes of professional conduct was also presented. The discussion then turned to unpacking the different approaches or models that school principals globally, continentally and locally employed in implementation. The chapter was concluded by presenting challenges that school principals encountered in implementation, as well as the experiences of school principals internationally, continentally and domestically in implementation.

In Chapter Three, the Hersey-Blanchard's Situational Leadership Theory in which the study was anchored was unpacked by briefly presenting its main proponents and assumptions followed by a presentation of the strengths and challenges of anchoring the study in this theory. The chapter proceeded to present a few studies that the Hersey-Blanchard Situational Theory anchored and influenced to demonstrate its applicability to the study. The reasons why I anchored the study into the theory were discussed.

Chapter Four focused solely on the methodology and methods employed to carry out the study. The chapter briefly introduced the sixteen secondary school principals from the all the sixteen research sites in the Khomas Region, Namibia, as the focus of the study. This led to the discussion of interpretivism as the paradigm that

informed the study followed by the qualitative approach and case study design used in the exploration. I further described the population of the study and narrowed it into purposeful sampling that I used to sample the participants for the study. This was followed by a brief description of semi-structured interviews as the instrument used to collect data and the procedures that I followed to collect it. I then briefly described how I analysed, presented and interpreted the collected data to arrive at findings, and how I discussed the findings. I followed this up with a discussion on how I ensured that the study is dependable and valid. Finally, I looked at the ethics that guided the collection of data and presentation of findings.

In Chapter Five, I analysed, presented, and interpreted the data collected through semi-structured interviews to derive meaningful findings from it. The intention was to make sense of the vast volumes of the data collected through narrations and by identifying patterns, relationships, outliers, themes, and sub-themes and synthesising the bits of information to answer the research question: What are the school principals' experiences in implementing the National Teachers' Code of Professional Conduct in Khomas secondary schools, Namibia? The chapter comprised four parts. Firstly, I declared my positionality in the study. Secondly, I presented the profiles of the secondary schools and school principals from which I collected data. Thirdly, I reiterated the research questions that guided the study, and the research instruments used to collect the data to answer the main research question.

Fourthly, I analysed, presented, and interpreted the collected through narrations to reach findings from which, after synchronising them with the reviewed literature and the Hersey-Blanchard Situational Leadership Theory, I derived a new implementation model meant to improve school principals' implementation of the National Teachers' Code of Professional Conduct.

In Chapter Five, I presented the findings that emerged from the study were, and then discussed them by comparing them to related literature and legislation that guide and regulate policy implementation. I proceeded to unpack the suggested implementation model that emerged from the findings, called the Total Implementation Model (TIM) by briefly looking at what the model entails.

In the current chapter, Chapter Seven, there is a presentation of a summary the findings that appeared in the previous chapter in order to re-emphasize them. I then proceed to post recommendations for how school principals and other role players could improve their implementation of the National Teachers' Code of Professional Conduct, or assist school principals in the process. A possible related research topic that could be pursued in the future to contribute to increased and improved knowledge pool on the implementation of the document and related guiding and regulatory documents is suggested. There is also a brief discussion of the limitations countered during the research process. A conclusion and reflection on the investigation marks the end of the study's voyage.

7.3 THE SUMMARY OF FINDINGS

The following primary research question drove the study: "What are the principals' experiences in implementing the National Teachers' Code of Professional Conduct in Khomas secondary schools, Namibia?" After analysing the responses of the participants and synchronising them with the theoretical framework of the study and reviewed literature, the study generated a number of important findings. The following were the study's main findings:

- i. The school principals understand the National Teachers' Code of Professional Conduct to be both an aspirational and a deontological document that not only guides teachers' conduct, actions and work but also prescribes disciplinary action to be taken if their conduct, actions and work are not consistent with its stipulations.
- ii. Many school principals hardly conduct fully-fledged formal induction and/or CPD but, instead, discuss sections or parts of the National Teachers' Code of Professional Conduct in staff meetings and morning briefings when violations of it become common. This is despite school principals' understanding that conducting induction and/or CPD is one of the first undertakings in implementation so that they can inform teachers about their duties and responsibilities as well as the parameters of their rights in order to change their mindset and attitudes and remove the misconception about rights so that they can appreciate the nature of their work and begin to abide voluntarily.

- iii. The school principals consider applying punitive disciplinary measures against transgressing teachers to be a fundamental and mandatory task since the induction of teachers and/or CPD programmes are sometimes inadequate, but they are frustrated by long and flawed disciplinary processes as well as failure by the superiors to take serious disciplinary action when referrals are made.
- iv. NANTU does not strike a balance between representing its clientele and holding them accountable for their conduct but, instead, primarily focus on defending them regardless of the degree of their misconduct which encourages further violation of the National Teachers' Code of Professional Conduct. Experienced school principals involve NANTU representatives in disciplinary inquiries at schools so that they can witness such processes, advise transgressing teachers to conduct themselves accordingly and confirm that the union is aware of teachers' misconduct.
- v. School principals are not adequately trained to effectively provide comprehensive counselling to teachers who regularly disregard the National Teachers' Code of Professional Conduct owing to psychosocial challenges. Instead, they offer simple advice, or invite inspectors and the Regional Office to do counselling. Referrals to professional counsellors are not common either.
- vi. Some school principals do not compel HODs to play their leadership and management roles effectively in order to contribute to the enforcement of the National Teachers' Code of Professional Conduct.
- vii. Principals' own weaknesses such as failure to document violations accurately, lack of knowledge of the disciplinary process and failure to act decisively jeopardise disciplinary processes and impede the effectiveness of the implementation of the National Teachers' Code of Professional Conduct.
- viii. Being highly knowledgeable about the National Teachers' Code of Professional Conduct is fundamental in applying it accurately and fully since it clears ambiguity, enables school principals to fully exercise their authority and formulate more implementable internal teachers' codes of professional

conduct. At present many school principals have scant knowledge of the code so they do not understand the full extent of their authority and do not formulate more implementable internal documents.

- ix. Schools are complex organisations that comprise teachers whose competence, personalities, values and attitudes vary greatly and therefore it is difficult for school principals to evenly enforce the National Teachers' Code of Professional Conduct.
- x. Many teachers' lack of love and passion for teaching trigger disregard for the stipulations of the National Teachers' Code of Professional Conduct. Not only do some teachers lack love and passion for their work, but they also have aggressive behaviour and disregard the authority of school principals in the implementation of the code of conduct.

7.4 RECOMMENDATIONS FOR IMPROVEMENT IN IMPLEMENTATION

It was evident in the discussion of the findings and related literature, legislation and policies that a national teachers' code of professional conduct is an indispensable guiding and regulatory document and school principals take cognisance of that reality and of their duty to implement it effectively. However, as it also became clear from the discussion of the findings and related literature, policies and legislation that the implementation of the national teachers' code of professional conduct currently leaves a lot to be desired, this study puts forth a number of recommendations for school principals and different stakeholders whose involvement school principals require in enforcing it:

7.4.1. Recommendations for school principals:

- i. School principals should strive to extensively study the Code of Conduct for the Teaching Service of 2004 and the Public Service Act, 1995 and Public Service Staff Rules that it references, understand the text of the documents and internalise it to be able to adequately enforce it. Thorough knowledge of the national teachers' code of professional conduct will enable them to hold teachers accountable for all its stipulations, and not only the easily identifiable aspects. Knowledge of the relevant documents and policies will enable them

- to know the extent of the powers and authority vested in them, as well as to apply policies and laws accurately, including following correct disciplinary procedures.
- ii. They should regularly carry out extensive induction and/or CPD programmes to raise awareness about the national teachers' code of professional conduct so that teachers believe in it and strive to willingly abide by it rather than reluctantly being forced to do so, as well as to clear misconceptions by teachers about their rights.
 - iii. They should also encourage teachers to extensively read the national teachers' code of professional conduct so that they are sufficiently aware of what is expected of them.
 - iv. As it was evident during the investigation that implementing the national teachers' code of professional conduct is not without serious challenges, school principals must strive to be strong and committed leaders who are able to regularly supervise teachers and hold them accountable for their actions. Violations of the national teachers' code of professional conduct should attract appropriate punishment as directed by the document itself through school principals implementing the procedures for dealing with non-adherence that are contained in the PSSR and the Public Service Act, 1995 (Act No. 13 of 1995). Failure to do so would not only constitute a disservice to the Ministry of Education, Arts and Culture as the employer, but it would be an act of misconduct on their part as accounting officers at school level.
 - v. They should consider counselling to be an important factor in ensuring compliance to the national teachers' code of professional conduct. School principals should acquaint themselves with sufficient knowledge on counselling so that they are able to help teachers deal with challenges that impede compliance. Moreover, they should follow official procedures to assist teachers to access counselling services from professional counsellors or psychologists.

- vi. They should embrace post-modern leadership styles in implementing the national teachers' code of professional conduct without discarding classic and neo-classic leadership or management styles as leadership or management styles have shortcomings.
- vii. As articulated by the Job Description for the HOD and Key Area 5 of the NSPI, HODs are compelled to ensure that teachers comply by the national teachers' code of professional conduct and other policy documents and laws. School principals should thus include HODs to be accountable in respect of ensuring that teachers comply.
- viii. They should timeously refer disciplinary cases that they have unsuccessfully attempted to deal with at school level to higher authorities for further handling in order to prevent violations at schools from spiralling out of control. Moreover, they should commit themselves to ensuring that they regularly follow up on referred disciplinary cases.
- ix. They should develop internal teachers' codes of professional conduct to give teachers a voice and to encourage ownership and align the national teachers' code of professional conduct with the contexts at schools.

7.4.2. Recommendations for Inspectors of Education, Regional Offices and Head Office (Ministry of Education, Arts and Culture):

- x. The national teachers' code of professional conduct should be reviewed, revised and amended regularly to address developments like digital transformation and revolutions and evolution in teaching and learning that may affect teachers, and teaching and learning.
- xi. Large schools should have the full contingent of HODs who should support school principals in implementing the national teachers' code of professional conduct. In addition, HODs should be sufficiently inducted and regularly taken through CPD programmes to empower them in order to play their supportive leadership and management roles effectively.

- xii. Circuit inspectors should render adequate, regular and timeous support to school principals when the need arise. The former should be available when the latter seek assistance in dealing with transgressing teachers. Moreover, they should carry out regular support visits to schools to acquaint themselves with the state of affairs regarding compliance.
- xiii. There is a need to fast-track the disciplinary process so that disciplinary cases are handled swiftly. There is therefore a need to investigate how private schools handle their disciplinary cases and then adopt and adapt this approach to make the disciplinary processes in government secondary schools faster.
- xiv. There is a need to regularly induct and train novice and inexperienced school principals and HODs about the National Teachers' Code of Professional Conduct, PSA, PSSR, NSPI, their job description and the disciplinary process at circuit and regional level.

7.4.3. Recommendations for NANTU and teacher-training institutions

- xv. Teacher-training institutions like colleges and universities should incorporate the teaching of the National Teachers' Code of Professional Conduct in their teacher education curricula and make the learning of the National Teachers' Code of Professional Conduct examinable.
- xvi. NANTU, as the teachers' labour union, should strike a balance between representing its members and holding them accountable for their conduct. It should raise awareness about the National Teachers' Code of Professional Conduct among teachers and encourage their voluntary compliance and defence of the integrity and honour of the teaching profession. It should also explicitly inform its members about the PSA and PSSR as legal instruments for holding transgressing teachers accountable.

7.5 LIMITATION/S OF THE STUDY

During the investigation, I encountered a methodological challenge. I had initially planned to employ a data and methodical triangulation whereby the plan was to collect data through both interviews and a document analysis. However, as the study

progressed, my research supervisor and I came to a realisation that a document analysis may not objectively reflect school principals' experiences in implementing the National Teachers' Code of Professional Conduct due to their non-reactive nature and the fact there is a possibility of misinterpreting them. I therefore had to rely on one data collection method which, to some degree, could eat away at the objectivity of the study due to that data from documents and interviews would have possibly produced richer findings. After thorough consultations between my research supervisor and I, I plucked document analysis as a data collection method out of this study and focused on semi-structured interviews so that school principals would narrate their own experiences, and in so doing they could motivate their actions or lack/absence of.

Secondly, a few last minute postponements and withdraws by some school principals prolonged my stay in the field. One school principal withdrew from the investigation and this prompted me to go back to the Head Office and Regional Director of Education, Arts and Culture to seek written permission to substitute her with another participant.

7.6 RECOMMENDATIONS FOR FUTURE RESEARCH

This investigation explored principals' experiences in implementing the National Teachers' Code of Professional Conduct in Khomas secondary schools, Namibia. The study uncovered that the National Teachers' Code of Professional Conduct is more of a guiding document than a regulatory one but it is central to the teaching profession and it is indispensable, and school principals face a myriad of challenges in implementing it. It would be interesting to explore the experiences of inspectors of education in overseeing school principals' implementation of the national teachers' code of professional conduct. It would also be intriguing to investigate teachers' experiences in respect of school principals' implementation of the national teachers' code of professional conduct.

7.7 FINAL REFLECTION

This study did not only open up my eyes and ears to the experiences of Khomas secondary school principals in implementing the National Teachers' Code of

Professional Conduct. It also served as a learning experience for me as an implementer myself and leader (and manager) in general. Through the verbal engagements with the participants, the perusal of related literature and the unpacking of the guiding Hersey-Blanchard Situational Leadership Theory, I learned how the school principals, and leaders (and managers) in general deal with day-to-day challenges in implementation and this helped me to interrogate my own implementation of the National Teachers' Code of Professional Conduct and other complementary policies and laws. The findings of the study, the suggested Total Implementation Model (TIM) as well as the recommendations that the study posts have the potential to improve policy implementation in general and the implementation of the National Teachers' Code of Professional Conduct in particular.

7.8 CONCLUSION

In this chapter I summarised the individual chapters that made up the study. I then presented a summary of the findings of the study, followed by a presentation of recommendations that could transform school principals into effective implementers of the National Teachers' Code of Professional Conduct and related guiding and regulatory documents. I went on to discuss the limitations of this investigation. I then suggested an area or areas for future research that could contribute to an increased and improved knowledge pool on the implementation of the document and related guiding and regulatory documents. I rounded up the study by presenting my reflection on the investigation in its entirety.

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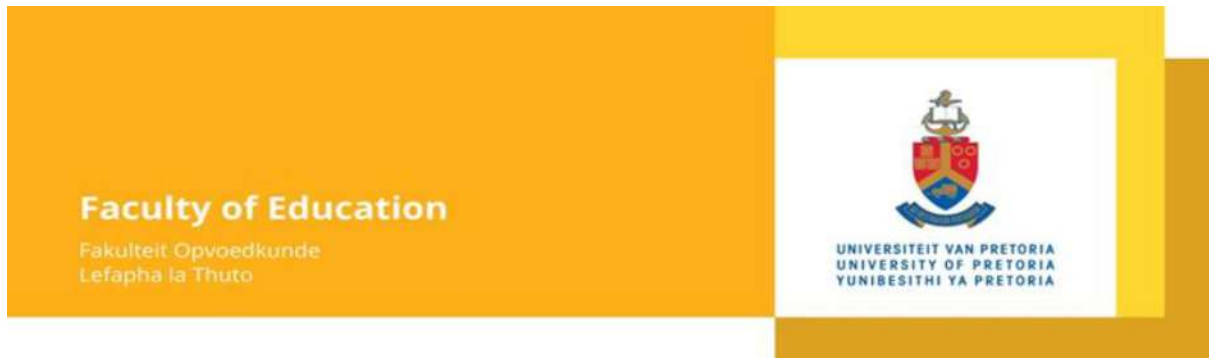
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ANNEXURES

Annexure A: Ethics Clearance Certificate

 <p>UNIVERSITY OF PRETORIA YUNIBESITHI YA PRETORIA</p> <p>Make today matter</p>		<p>FACULTY OF EDUCATION Ethics Committee</p>	
RESEARCH ETHICS COMMITTEE			
CLEARANCE CERTIFICATE		CLEARANCE NUMBER:	EDU104/21
DEGREE AND PROJECT		PhD	
		Principals' experiences in implementing the National Teachers' Code of Professional Conduct in Khomas secondary schools, Namibia	
INVESTIGATOR		Mr. Asbert Licata Siboti	
DEPARTMENT		Education Management and Policy Studies	
APPROVAL TO COMMENCE STUDY		29 November 2021	
DATE OF CLEARANCE CERTIFICATE		05 June 2023	
CHAIRPERSON OF ETHICS COMMITTEE:	Prof Funke Omdire		
	 Mr Simon Jene Prof Matumelang Nthontso		
<p>This Ethics Clearance Certificate should be read in conjunction with the Integrated Declaration Form (IDF) which specifies details regarding:</p> <ul style="list-style-type: none"> • Compliance with approved research protocol, • No significant changes, • Informed consent/assent, • Adverse experience or undue risk, • Registered title, and • Data storage requirements. 			
<p>UNIVERSITY OF PRETORIA YUNIBESITHI YA PRETORIA</p>			

Annexure B: Request for permission from the Executive Director to conduct research



Department of Education Management and Policy Studies

P.O. Box 599

Omaruru

Namibia

21 October 2021

Ms. Sanet Steenkamp
The Executive Director
Ministry of Education Arts and Culture
Private Bag 13186
Windhoek
Namibia

Dear Madam

Request for permission to conduct research at secondary schools in the Khomas Region

I, **Mr. Ausbert Licaba Siboli**, a student at the University of Pretoria, South Africa, currently studying towards a Doctor of Philosophy in Education Management and Policy Studies degree, hereby kindly apply for permission to conduct a study titled **“Namibian secondary school principals’ experiences in implementing the National Teachers’ Code of Professional Conduct”** at schools in your region.

The purpose of this study is to explore and understand the experiences of secondary school principals in implementing the national teachers’ Code of Professional

Conduct in schools. The study will investigate principals' understanding of the said Code as well their understanding of their role in implementing it; strategies that principals use to implement the Code; and their recommendations as to how they could improve the implementation of the teachers' Code of Professional Conduct.

In this letter I would like to relate what will happen if such permission is granted. Once you understand what the study is about, such permission may or may not be granted. If you agree, you will be requested to release a signed letter permitting the study to take place in schools in your region.

The following are the anticipated participants in this study:

- Sixteen (16) school principals (The figure is per the university's minimum standards).
- Only participants who agree and sign the informed consent will be eligible to participate in this study.

The process of fieldwork will involve:

- Semi-structured interviews will be conducted where school principals will be requested to share their experiences in implementing the teachers' Code of Professional Conduct.
- If I am granted permission, I anticipate that data collection activities including member checking will last for two months. I estimate the research activities to take at least 45 to 60 minutes and the member checking to last for at least 30 minutes.
- . All the research activities will be conducted after formal school hours. "Free period" will not be considered as an incentive.
- Apart from an open-ended interview, documents and files such as Monitoring and Control Files, Continuous Monitoring Plans, Teachers' Daily Attendance Registers, Leave of Absence Files, Minutes of Meetings Files, Classroom and Observation Instruments, Teacher Self-Evaluation, and others will also be analysed should access be granted. The analysis of documents is expected to be crosschecked with the utterances from principals to arrive at rich findings.

- To ensure the anonymity and confidentiality of the participants, I will keep the names of the participants and those of the schools and contribution to the study anonymous except if it is their wish to be named.
- Participants are free to withdraw their participation at any time should they wish to do so and their decision will not be held against them. In the event participants withdraw from the study, their data will be destroyed or discarded.
- It is unlikely that the participants in this study will be harmed. Adult participants (the principals) might fear that there might be a representation of the data collected from them, and the study is a witch hunt meant to expose them. Member checking and the principle of anonymity will be helpful in protecting the participants.
- “My role in this study is that of a researcher not a counsellor”. However, if a problem does arise, they can speak to me and I will consult on the issue, and/or refer them to someone who is best able to help. If there is a serious problem about participants' safety, I am required to inform the school psychologist/counsellor and University of Pretoria. I therefore include contact details for the Counsellor and Psychologist and they are available free of charge:

(a) Ms Alexandra Norton

Physical Ed S06

Contact number: 061 005 1035

(b) Ms Ronél du Toit

Physical Ed S06

Contact number: 082 568 5793

- Participants will receive no incentives for participating in this study. However, principals' possible reflection on their experiences in implementing the teachers' Code of Professional Conduct should make them appreciate their contribution towards policy implementation. The results of the study will be availed to them upon request, or if the study will be published.

- Member checking sessions will be conducted to confirm if my understanding and interpretation of the data is consistent with that of the participants. The participants will only have access to their own data and not everyone else's, but my supervisor will have access to all the data.
- The member checking will be done once the data has been transcribed and after the preliminary report has been written.
- We (my supervisor and I) also would like to request your permission to use your data, confidentially and anonymously, for further research purposes, as the data sets are the intellectual property of the University of Pretoria and, where relevant, project funders. Further research may include secondary data analysis and using the data for teaching purposes. The confidentiality and privacy applicable to this study will be binding on future research studies.

Should you have any questions or concerns pertaining to this study, you can contact my research supervisor, **Prof. M A Nthontho**, on 012 420 2499.

Yours faithfully

Researcher: Ausbert Licaba Siboli

Student number: 21543501

Sign: _____

Telephone: +264 812830178

E-mail: alsiboli@gmail.com

Supervisor: Prof MA Nthontho

Sign: _____

Telephone: 012 420 2499

E-mail: maitumeleng.nthontho@up.ac.za

Consent Form

I _____, the Executive Director in the Ministry of Education Arts and Culture, Allow/Do not allow (delete what is not applicable) **Mr. Ausbert Licaba Siboli** to conduct research titled: **“Namibian secondary school principals’ experiences in implementing the National Teachers’ Code of Professional Conduct”** in this school/region.

- I understand that:
 - Sixteen (16) secondary school principals will be interviewed.

- The interviews will be conducted at venue and time that suit the participants (principals), in such a way school activities and teaching time will not be interfered with.
- The research interviews will be tape-recorded for research purposes and these will be stored safely.
- The researcher and the interpreter (should there be a need for one) subscribe to the principles of:
- **Voluntary participation** in research, implying that the participants might withdraw from the research at any time.
- **Informed consent** meaning that research participants must always be fully informed about the research process and purposes and must give consent to their participation in the research.
- **Safety in participation** put differently that the human respondents should not be place at risk or harm of any kind.
- **Privacy**, meaning that the *confidentiality* and *anonymity* of human respondents should always be protected.
- **Trust**, which implies that human respondents will not be subjected to any acts of deception or betrayal in the research process or its published outcomes.

Signed: _____ Date: _____

Annexure C: Permission from the Executive Director



REPUBLIC OF NAMIBIA

MINISTRY OF EDUCATION, ARTS AND CULTURE

Department: Mr. G. Munene
Tel: +264 61 201 3207
Fax: +264 61 201 3827
Email: Gibson.Munene@mec.gov.na
Website: www.mec.gov.na

Easton Street, Govt. Office Park
Private Bag 11100
Windhoek
Namibia

Mr. Anshert Licaba Siboli
Email: alsiboli@gmail.com

Dear Mr. Siboli,

SUBJECT: PERMISSION TO CONDUCT ACADEMIC RESEARCH IN KHOMAS REGION

The Ministry wishes to acknowledge receipt of your letter dated 21 October 2021 seeking for permission to conduct academic research in Khomas region for your PhD studies which is focusing on: *"Namibian Secondary School Principals' Experiences in Implementing the National Teachers' Code of Professional Conduct at School in Khomas Region."*

Permission has been granted to you. However, you have to seek for further clearance from the Khomas Regional Director of Education, Arts and Culture to ensure that:

- staff members' normal work is not disrupted during your interviews;
- participation is voluntary; and,
- Parental consent should be granted by the parents / guardians of all participants who are under the age of 16 years.

Furthermore, you are kindly requested to share your research findings with the Ministry after completion of the research project. You may contact Mr. G. Munene on the above provided contacts at the Directorate: Programmes and Quality Assurance (PQA) for submission of your research findings in the above indicated details.

We wish you the best in conducting your research and the Ministry looks forward to hearing from you upon completion of your studies.

Yours sincerely,


Robert L. Steenkamp
EXECUTIVE DIRECTOR



Annexure D: Request for permission from the Khomas Regional Director



Department of Education Management and Policy Studies

P.O. Box 599

Omaruru

Namibia

21 October 2021

The Regional Director
Directorate of Education Arts and Culture
Private Bag 13236
Windhoek
Namibia

Dear Sir/Madam

Request for permission to conduct research at secondary schools in the Khomas Region

I, **Mr. Ausbert Licaba Siboli**, a student at the University of Pretoria, South Africa, currently studying towards a Doctor of Philosophy in Education Management and Policy Studies degree, hereby kindly apply for permission to conduct a study titled **“Namibian secondary school principals’ experiences in implementing the National Teachers’ Code of Professional Conduct”** at schools in your region.

The purpose of this study is to explore and understand the experiences of secondary school principals in implementing the national teachers’ Code of Professional Conduct in schools. The study will investigate principals’ understanding of the said

Code as well their understanding of their role in implementing it; strategies that principals use to implement the Code; and their recommendations as to how they could improve the implementation of the teachers' Code of Professional Conduct.

In this letter I would like to relate what will happen if such permission is granted. Once you understand what the study is about, such permission may or may not be granted. If you agree, you will be requested to release a signed letter permitting the study to take place in schools in your region.

The following are the anticipated participants in this study:

- Sixteen (16) school principals (The figure is per the university's minimum standards).
- Only participants who agree and sign the informed consent will be eligible to participate in this study.

The process of fieldwork will involve:

- Semi-structured interviews will be conducted where school principals will be requested to share their experiences in implementing the teachers' Code of Professional Conduct.
- If I am granted permission, I anticipate that data collection activities including member checking will last for two months. I estimate the research activities to take at least 45 to 60 minutes and the member checking to last for at least 30 minutes.
- All the research activities will be conducted after formal school hours. "Free period" will not be considered as an incentive.
- Apart from an open-ended interview, documents and files such as Monitoring and Control Files, Continuous Monitoring Plans, Teachers' Daily Attendance Registers, Leave of Absence Files, Minutes of Meetings Files, Classroom and Observation Instruments, Teacher Self-Evaluation, and others will also be analysed should access be granted. The analysis of documents is expected to be crosschecked with the utterances from principals to arrive at rich findings.

- To ensure the anonymity and confidentiality of the participants, I will keep the names of the participants and those of the schools and contribution to the study anonymous except if it is their wish to be named.
- Participants are free to withdraw their participation at any time should they wish to do so and their decision will not be held against them. In the event participants withdraw from the study, their data will be destroyed or discarded.
- It is unlikely that the participants in this study will be harmed. Adult participants (the principals) might fear that there might be a representation of the data collected from them, and the study is a witch hunt meant to expose them. Member checking and the principle of anonymity will be helpful in protecting the participants.
- “My role in this study is that of a researcher not a counsellor”. However, if a problem does arise, they can speak to me and I will consult on the issue, and/or refer them to someone who is best able to help. If there is a serious problem about participants' safety, I am required to inform the school psychologist/counsellor and University of Pretoria. I therefore include contact details for the Counsellor and Psychologist and they are available free of charge:

(c) Ms Alexandra Norton

Physical Ed S06

Contact number: 061 005 1035

(d) Ms Ronél du Toit

Physical Ed S06

Contact number: 082 568 5793

- The interviews will be conducted in English.
- Participants will receive no incentives for participating in this study. However, principals' possible reflection on their experiences in implementing the teachers' Code of Professional Conduct should make them appreciate their contribution towards policy implementation. The results of the study will be availed to them upon request, or if the study will be published.

- Member checking sessions will be conducted to confirm if my understanding and interpretation of the data is consistent with that of the participants. The participants will only have access to their own data and not everyone else's, but my supervisor will have access to all the data.
- The member checking will be done once the data has been transcribed and after the preliminary report has been written.
- We (my supervisor and I) also would like to request your permission to use your data, confidentially and anonymously, for further research purposes, as the data sets are the intellectual property of the University of Pretoria and, where relevant, project funders. Further research may include secondary data analysis and using the data for teaching purposes. The confidentiality and privacy applicable to this study will be binding on future research studies.

Should you have any questions or concerns pertaining to this study, you can contact my research supervisor, **Prof. M A Nthonto**, on 012 420 2499.

Yours faithfully

Researcher: Ausbert Licaba Siboli

Student number: 21543501

Sign: _____

Telephone: +264 812830178

E-mail: alsiboli@gmail.com

Supervisor: Prof MA Nthonto

Sign: _____

Telephone: 012 420 2499

E-mail: maitumeleng.nthonto@up.ac.za

Consent Form

I _____, the Director of Education Arts and Culture in the Khomas Region, Allow/Do not allow (delete what is not applicable) **Mr. Ausbert Licaba Siboli** to conduct research titled: **“Namibian secondary school principals’ experiences in implementing the National Teachers’ Code of Professional Conduct”** in this school/region.

- I understand that:
 - Sixteen (16) secondary school principals will be interviewed.

- The interviews will be conducted at venue and time that suit the participants (principals), in such a way school activities and teaching time will not be interfered with.
- The research interviews will be tape-recorded for research purposes and these will be stored safely.
- The researcher and the interpreter (should there be a need for one) subscribe to the principles of:
- **Voluntary participation** in research, implying that the participants might withdraw from the research at any time.
- **Informed consent** meaning that research participants must always be fully informed about the research process and purposes and must give consent to their participation in the research.
- **Safety in participation** put differently that the human respondents should not be place at risk or harm of any kind.
- **Privacy**, meaning that the *confidentiality* and *anonymity* of human respondents should always be protected.
- **Trust**, which implies that human respondents will not be subjected to any acts of deception or betrayal in the research process or its published outcomes.

Signed: _____ Date: _____

Annexure E: Permission from the Khomas Regional Director

REPUBLIC OF NAMIBIA
KHOMAS REGIONAL COUNCIL
DIRECTORATE OF EDUCATION, ARTS, AND CULTURE

Tel: [09 264 61] 293 4356
Fax: [09 264 61] 231 367/248 251

Private Bag 13236
WINDHOEK

17 March 2022

P. O. Box 599
Omaruru
Namibia

For Attention: Mr. Ausbert Licaba Siboli

**REQUEST FOR PERMISSION TO CONDUCT RESEARCH INTERVIEWS WITH SELECTED
SECONDARY SCHOOLS IN WINDHOEK, KHOMAS REGION**

Your letter dated 21 October 2021 on the above topic is hereby acknowledged.

Permission is hereby granted to you to research *"Namibia Secondary school Principals' experiences in implementing the National Teachers' code of Professional Conduct"* at Acacia SS, Augustineum SS, C.J Brandt HS, Cosmos HS, Dawid Bezeuidenhout HS, Eldorado SS, Goreangab JSS, Havanna Project S, Highline SS, Jacob Marengo SS, Khomas Tura HS, Rocky Crest HS, Westmont HS, Constantia Private School, St. Paul's College and Sunshine Private School Shipena Secondary School, and Ella Du Plessis Secondary School in Windhoek, Khomas Region under the following conditions:

- ❖ The Principal of the selected school to be visited must be contacted in advance and an agreement should be reached between you and the Principal.
- ❖ The school programme should not be interrupted.
- ❖ The teachers and students who will take part in this exercise will do so voluntarily.
- ❖ The Directorate of Education, Arts and Culture should be provided with a copy of your thesis/ findings.

We wish you success in your research.

Yours sincerely



Paulus D. Nghikembua
Director of Education, Arts and Culture



Annexure F: Request for permission from school principals



Department of Education Management and Policy Studies

P.O. Box 599

Omaruru

Namibia

21 October 2021

The School Principal

.....

Private Bag/P. O Box.....

Windhoek

Namibia

Dear Sir/Madam

Request for permission to conduct research at your school

I, **Mr. Ausbert Licaba Siboli**, a student at the University of Pretoria, South Africa, currently studying towards a Doctor of Philosophy in Education Management and Policy Studies degree, hereby kindly apply for permission to conduct a study titled **“Namibian secondary school principals’ experiences in implementing the National Teachers’ Code of Professional Conduct”** at your school.

The purpose of this study is to explore and understand your experiences in implementing the National Teachers’ Code of Professional Conduct your school. The study will investigate your understanding of the said document as well your understanding of your role in implementing it; strategies that you use to implement

the Code; and your recommendations as to how principals could improve their implementation of the teachers' Code of Professional Conduct.

In this letter I would like to relate what will happen if such permission is granted. Once you understand what the study is about, such permission may or may not be granted. If you agree, you will be requested to release a signed letter permitting the study to take place in your school.

The following are the anticipated participants in this study:

- You, as the principal, will be expected to take part in the study.
- Only when agree and sign the informed consent will you be eligible to participate in this study.

The process of fieldwork will involve:

- Semi-structured interviews where you will be requested to share your experiences in implementing the teachers' Code of Professional Conduct.
- If I am granted permission, I anticipate that data collection activities including member checking will last for two months. I estimate the research activities to take at least 45 to 60 minutes and the member checking to last for at least 30 minutes.
- All the research activities will be conducted after formal school hours. "Free period" will not be considered as an incentive.
- Apart from an open-ended interview, documents and files such as Monitoring and Control Files, Continuous Monitoring Plans, Teachers' Daily Attendance Registers, Leave of Absence Files, Minutes of Meetings Files, Classroom and Observation Instruments, Teacher Self-Evaluation, and others will also be analysed should access be granted. The analysis of documents is expected to be crosschecked with your utterances to arrive at rich findings.
- To ensure your anonymity and confidentiality as a participants, I will keep your name as a participant and that of the school and contributions to the study anonymous except if it is your wish to be named.

- You are free to withdraw your participation at any time should you wish to do so and your decision will not be held against you. In the event that you withdraw from the study, your data will be destroyed or discarded.
- It is unlikely that you as a participant in this study will be harmed. As an adult participant you might fear that there might be a representation of the data collected from you, and the study is a witch hunt meant to expose you. Member checking and the principle of anonymity will be helpful in protecting you as a participant.
- “My role in this study is that of a researcher not a counsellor”. However, if a problem does arise, you can speak to me and I will consult on the issue, and/or refer you to someone who is best able to help. If there is a serious problem about your safety, I am required to inform the school psychologist/counsellor and University of Pretoria. I therefore include contact details for the Counsellor and Psychologist and they are available free of charge:

(e) Ms Alexandra Norton

Physical Ed S06

Contact number: 061 005 1035

(f) Ms Ronél du Toit

Physical Ed S06

Contact number: 082 568 5793

- You will receive no incentives for participating in this study. However, your possible reflection on your experiences in implementing the National Teachers’ Code of Professional Conduct should make you appreciate your contribution towards policy implementation. The results of the study will be availed to you upon request, or if the study will be published.
- Member checking sessions will be conducted to confirm if my understanding and interpretation of the data is consistent with that of yours. You will only have access to your own data and not everyone else’s, but my supervisor will have access to all the data.

- Member checking will be done once the data has been transcribed and after the preliminary report has been written.
- We (my supervisor and I) also would like to request your permission to use your data, confidentially and anonymously, for further research purposes, as the data sets are the intellectual property of the University of Pretoria and, where relevant, project funders. Further research may include secondary data analysis and using the data for teaching purposes. The confidentiality and privacy applicable to this study will be binding on future research studies.

Should you have any questions or concerns pertaining to this study, you can contact my research supervisor, **Prof. M A Nthontho**, on 012 420 2499.

Yours faithfully

Researcher: Ausbert Licaba Siboli

Student number: 21543501

Sign: _____

Telephone: +264 812830178

E-mail: alsiboli@gmail.com

Supervisor: Prof MA Nthontho

Sign: _____

Telephone: 012 420 2499

E-mail: maitumeleng.nthontho@up.ac.za

Consent Form

I _____ the Principal of _____

Allow/Do not allow (delete what is not applicable) Mr. Ausbert Licaba Siboli to conduct research titled: **“Namibian secondary school principals’ experiences in implementing the National Teachers’ Code of Professional Conduct”** in this school/region.

- I understand that:
 - I (the principal) will be interviewed.
 - The interviews will be conducted at venue and time that suits the participant (principal), in such a way school activities and teaching time will not be interfered with.
 - The research interviews will be tape-recorded for research purposes and these will be stored safely.

- The researcher and the interpreter (should there be a need for one) subscribe to the principles of:
- **Voluntary participation** in research, implying that the participant (you) might withdraw from the research at any time.
- **Informed consent** meaning that research participant (you) must always be fully informed about the research process and purposes and must give consent to their participation in the research.
- **Safety in participation** put differently that the human respondent (you) should not be place at risk or harm of any kind.
- **Privacy**, meaning that the *confidentiality* and *anonymity* of human respondent should always be protected.
- **Trust**, which implies that the human respondent (you) will not be subjected to any acts of deception or betrayal in the research process or its published outcomes.

Signed: _____ Date: _____

Annexure G: Written permissions from school principals

C

	Fac: _____	Without Name
	_____	_____

13 October 2022


Ms. Ausbert Licaba Siboli
Post Graduate Degree Student
University of Pretoria
Omaruru, Namibia

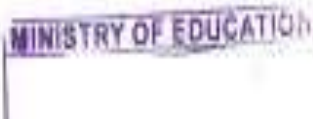
PERMISSION TO COLLECT DATA FOR A RESEARCH PROJECT AT

Permission is hereby granted to you to collect data for your research project titled **NAMIBIAN SECONDARY SCHOOL PRINCIPALS' EXPERIENCES IN IMPLEMENTING THE NATIONAL TEACHERS' CODE OF PROFESSIONAL CONDUCT** since it is part of the fulfillment requirement in your postgraduate qualification.

This permission is based on the following condition:

- Examination and marking of exam scripts should not be disrupted;
- Teaching and learning should not be disturbed at all;
- The principal taking part in your research should do so voluntarily.

Yours faithfully


MINISTRY OF EDUCATION


D

Enquiries: [redacted]

19 October 2022

TO WHOM IT MAY CONCERN

This letter serves to inform you that Mr. Auzbert Licaba Siboli has been granted permission to conduct research at

For any enquiries, please do not hesitate to contact the school on the above listed contact details.

Yours sincerely

Principal



G

[Redacted]
Private Bag [Redacted] Republic of Namibia
Tel: [Redacted] Fax: [Redacted]
Email: [Redacted]

24 October 2022

Enquiries: [Redacted]
Email: [Redacted]
Tel: [Redacted]

To whom it may concern

Dear Sir/Madam

Re: PERMISSION TO COLLECT DATA FOR ACADEMIC RESEARCH PROJECT.

Kindly take note that Mr. Ausbert Liziba Siboli, Student No: 21543501 was given permission by the school management to conduct his study on: 'Namibian Secondary School principals' experiences in implementing the National Teachers Code of Professional Conduct, at [Redacted]

It is therefore against this background that we avail space for his research project to be carried out at our school. Kindly give him your cooperation through the process towards the completion of his research project.

Yours Sincerely

[Redacted Signature]
PRINCIPAL

MINISTRY OF EDUCATION
25 OCT 2022
[Redacted]



25 October 2022

Mr. Ausbert Licaba Sibohi

Dear Sir

SUBJECT: PERMISSION TO CONDUCT RESEARCH AT

Your letter dated 21 October 2022 on the above subject matter refers.

Let me use this opportunity to thank you for having selected one of the Schools in Khomas that you intend to collect data for your PhD Studies. As a school of Excellence we wholeheartedly welcome you with open hearts to collect your data as requested. Feel free to conduct the Principal on matter pertaining to your data collection. We will assist you without any hesitation.

Yours faithfully


PRINCIPAL





03 November 2022

Re: Confirmation of Research Conducted at

This communiqué serves to confirm that Mr. Aushert Licaba Siboli had conducted research at [redacted] on 02 November 2022.

The researcher focused on Namibian Secondary School Principal's Experiences in Implementing the National Teachers Code of Professional Conduct at School in Khomas Region. His target population is the School Principal therefore he only interviewed the School Principal.

The Regional Procedures for Conducting Research were met as the researcher obtained permission from the Education Director and he carried out his research in ethical way.

The school is looking forward to get a copy of the research thesis.

Regards,



PRINCIPAL



ANNEXURE H: Invitation to participate in the study



Department of Education Management and Policy Studies

P. O Box 599

Omaruru

Namibia

21 October 2021

Dear participant (The Principal)

INVITATION TO PARTICIPATE IN A RESEARCH PROJECT

I, Mr. **Ausbert Licaba Siboli**, a student at the University of Pretoria, South Africa, currently studying towards a Doctor of Philosophy in Education Management and Policy Studies degree, hereby kindly invite you to participate in the study titled **“Namibian secondary school principals’ experiences in implementing the National Teachers’ Code of Professional Conduct”**. The purpose of this study is to explore and understand the experiences of secondary school principals in implementing the national teachers’ Code of Professional Conduct in schools.

The study will investigate principals’ understanding of the National Teachers’ Code of Professional Conduct as well their understanding of their role in implementing it; strategies that principals use to implement the Code; and their recommendations as to how they could improve the implementation of the teachers’ Code of Professional Conduct. Once you understand what the study is about, you may or may not agree to participate. If you agree, you will be requested to sign the consent form attached to this invitation letter as an indication that you agree to participate in the study.

The process of fieldwork detailed below:

- Semi-structured interviews will be conducted where you will be requested to share your experiences in implementing the teachers' Code of Professional Conduct in your school.
- If you agree, I anticipate that data collection activities including member checking will last for two months.
- I estimate the research activities to take at least 45 to 60 minutes and the member checking to last for at least 30 minutes.
- All the research activities will be conducted after formal school hours. "Free period" will not be considered as an incentive.
- The interview will be audio-taped and data will be transcribed for the purpose of data analysis. Only my supervisor and I will have access to the information.
- Apart from an open-ended interview, documents and files such as Monitoring and Control Files, Continuous Monitoring Files, Teachers' Daily Attendance Registers, Leave of Absence Files, Minutes of Meetings Files, Classroom and Observation Instruments, Teacher Self-Evaluation, and others will also be analysed should access be granted. The analysis of documents is expected to be crosschecked with the utterances from principals to arrive at rich findings.
- To ensure the anonymity and confidentiality of the participants, I will keep your name and that of the school and contribution to the study anonymous except if it is your wish to be named.
- You are free to withdraw your participation at any time should you wish to do so and your decision will not be held against you. In the event you withdraw from the study, your data will be destroyed or discarded.
- It is unlikely that you will experience any harm as you participate in this study. However, you might feel uncomfortable during the interviews.
- "My role in this study is that of a researcher not a counsellor". However, if a problem does arise, you can speak to me and I will consult on the issue, and/or refer you to someone who is best able to help. If there is a serious problem about your safety, I am required to inform the school psychologist/counsellor and University of Pretoria. I therefore include contact

details for the Counsellor and Psychologist, and they are available free of charge:

Ms Alexandra Norton

Physical Ed S06

Contact number: 061 005 1035

Ms Ronél du Toit

Physical Ed S06

Contact number: 082 568 5793

- The interviews will be conducted in English.
- You will receive no incentives for participating in this study. However, your possible reflection on their experiences in implementing the teachers' Code of Professional Conduct should make you appreciate your contribution towards policy implementation. The results of the study may be availed to you upon request, or if the study will be published.
- Member checking sessions will be conducted to confirm if my understanding and interpretation of the data are consistent with yours. You will only have access to your own data and not everyone else's, but my supervisor will have access to all the data.
- The member checking will be done once the data has been transcribed and after the preliminary report has been written.
- We (my supervisor and I) also would like to request your permission to use your data, confidentially and anonymously, for further research purposes, as the data sets are the intellectual property of the University of Pretoria and, where relevant, project funders. Further research may include secondary data analysis and using the data for teaching purposes. The confidentiality and privacy applicable to this study will be binding on future research studies.

Should you have any questions or concerns pertaining to this study, you can contact my research supervisor, **Prof. M A Nthontho**, on 012 420 2499.

Yours faithfully

Researcher: Ausbert Licaba Siboli

Student number: 21543501

Sign: _____

Telephone: +264 812830178

E-mail: alsiboli@gmail.com

Supervisor: Prof MA Nthontho

Sign: _____

Telephone: 012 420 2499

E-mail: maitumeleng.nthontho@up.ac.za

INFORMED CONSENT FORM

I, _____ (Full names and Surname), agree to participate in the research conducted by **Mr. Ausbert Licaba Siboli** at my school. I am aware that the research has got nothing to do with my school and my participation is voluntarily. I am also aware that I am free to withdraw my participation at any time should I wish to do so, and my decision will not be held against me.

I understand that my daily duties will not be disturbed, and I grant the researcher permission to use some of my off duty hours.

I understand that my identity, that of my school, and all that I will say in these research activities will remain anonymous and confidential.

I also understand that I will be expected to provide written and oral comments on the draft report of the interviews.

I also give my consent for documents in my care to be perused for the purpose of data collection, and that pictures (images) may be taken from them.

I am aware that permission for me to take part in this study will be secured from the Ministry of Education Arts and Culture, the Khomas Directorate of Education Arts and Culture, School Boards of the sampled schools, Principals of the sampled schools and University of Pretoria.


I grant permission that the research activities may be tape-recorded for research purposes and understand that these will be stored safely.

I have received contact details of the researcher and supervisor should I need to contact them about matters to this research.

Signed: _____ Date: _____

Annexure I: Consent forms from participants

INFORMED CONSENT FORM

I,  (Full names and Surname), agree to participate in the research conducted by Mr. Ausbert Licaba Siboli at my school. I am aware that the research has got nothing to do with my school and my participation is voluntarily. I am also aware that I am free to withdraw my participation at any time should I wish to do so, and my decision will not be held against me.

I understand that my daily duties will not be disturbed, and I grant the researcher permission to use some of my off duty hours.

I understand that my identity, that of my school, and all that I will say in these research activities will remain anonymous and confidential.

I also understand that I will be expected to provide written and oral comments on the draft report of the interviews.

I also give my consent for documents in my care to be perused for the purpose of data collection, and that pictures (images) may be taken from them.

I am aware that permission for me to take part in this study will be secured from the Ministry of Education Arts and Culture, the Khomas Directorate of Education Arts and Culture, School Boards of the sampled schools, Principals of the sampled schools and University of Pretoria.


I grant permission that the research activities may be tape-recorded for research purposes and understand that these will be stored safely.

I have received contact details of the researcher and supervisor should I need to contact them about matters to this research.

Signed: 

Date: 3/11/2022

INFORMED CONSENT FORM

I,  (Full names and Surname), agree to participate in the research conducted by Mr. Ausbert Licaba Siboli at my school. I am aware that the research has got nothing to do with my school and my participation is voluntarily. I am also aware that I am free to withdraw my participation at any time should I wish to do so, and my decision will not be held against me.

I understand that my daily duties will not be disturbed, and I grant the researcher permission to use some of my off duty hours.

I understand that my identity, that of my school, and all that I will say in these research activities will remain anonymous and confidential.

I also understand that I will be expected to provide written and oral comments on the draft report of the interviews.

I also give my consent for documents in my care to be perused for the purpose of data collection, and that pictures (images) may be taken from them.

I am aware that permission for me to take part in this study will be secured from the Ministry of Education Arts and Culture, the Khomas Directorate of Education Arts and Culture, School Boards of the sampled schools, Principals of the sampled schools and University of Pretoria.


I grant permission that the research activities may be tape-recorded for research purposes and understand that these will be stored safely.

I have received contact details of the researcher and supervisor should I need to contact them about matters to this research.

Signed: 

Date: 3/11/2022

INFORMED CONSENT FORM

I,  (Full names and Surname), agree to participate in the research conducted by Mr. Ausbert Licaba Siboli at my school. I am aware that the research has got nothing to do with my school and my participation is voluntarily. I am also aware that I am free to withdraw my participation at any time should I wish to do so, and my decision will not be held against me.

I understand that my daily duties will not be disturbed, and I grant the researcher permission to use some of my off duty hours.

I understand that my identity, that of my school, and all that I will say in these research activities will remain anonymous and confidential.

I also understand that I will be expected to provide written and oral comments on the draft report of the interviews.

I also give my consent for documents in my care to be perused for the purpose of data collection, and that pictures (images) may be taken from them.

I am aware that permission for me to take part in this study will be secured from the Ministry of Education Arts and Culture, the Khomas Directorate of Education Arts and Culture, School Boards of the sampled schools, Principals of the sampled schools and University of Pretoria.

I grant permission that the research activities may be tape-recorded for research purposes and understand that these will be stored safely.

I have received contact details of the researcher and supervisor should I need to contact them about matters to this research.

Signed: 

Date: 24/11/2022

INFORMED CONSENT FORM

I, [redacted] (Full names and Surname),
agree to participate in the research conducted by Mr. Ausbert Licaba Siboli at my
school. I am aware that the research has got nothing to do with my school and my
participation is voluntarily. I am also aware that I am free to withdraw my participation
at any time should I wish to do so, and my decision will not be held against me.

I understand that my daily duties will not be disturbed, and I grant the researcher
permission to use some of my off duty hours.

I understand that my identity, that of my school, and all that I will say in these
research activities will remain anonymous and confidential.


I also understand that I will be expected to provide written and oral comments on the
draft report of the interviews.

I also give my consent for documents in my care to be perused for the purpose of
data collection, and that pictures (images) may be taken from them.


I am aware that permission for me to take part in this study will be secured from the
Ministry of Education Arts and Culture, the Khomas Directorate of Education Arts
and Culture, School Boards of the sampled schools, Principals of the sampled
schools and University of Pretoria.

I grant permission that the research activities may be tape-recorded for research
purposes and understand that these will be stored safely.

I have received contact details of the researcher and supervisor should I need to
contact them about matters to this research.

Signed:  Date: 13/10/2022

INFORMED CONSENT FORM

I,  (Full names and Surname), agree to participate in the research conducted by Mr. Ausbert Licaba Siboli at my school. I am aware that the research has got nothing to do with my school and my participation is voluntarily. I am also aware that I am free to withdraw my participation at any time should I wish to do so, and my decision will not be held against me.

I understand that my daily duties will not be disturbed, and I grant the researcher permission to use some of my off duty hours.

I understand that my identity, that of my school, and all that I will say in these research activities will remain anonymous and confidential.


I also understand that I will be expected to provide written and oral comments on the draft report of the interviews.

I also give my consent for documents in my care to be perused for the purpose of data collection, and that pictures (images) may be taken from them.

I am aware that permission for me to take part in this study will be secured from the Ministry of Education Arts and Culture, the Khomas Directorate of Education Arts and Culture, School Boards of the sampled schools, Principals of the sampled schools and University of Pretoria.

I grant permission that the research activities may be tape-recorded for research purposes and understand that these will be stored safely.

I have received contact details of the researcher and supervisor should I need to contact them about matters to this research.

Signed:  Date: 13 OCTOBER 2022

Annexure J: Interview schedule



Department of Education Management and Policy Studies

Interview schedule for school principals

Time of interview: _____ Duration: _____

Date: _____

Place: _____

Interviewer: _____

Interviewee _____ Pseudonym: _____

Male/Female _____

Race: _____ Private/Government School _____

Years of experience _____

Study title: **Namibian secondary school principals' experiences in implementing the National Teachers' Code of Professional Conduct**

Study purpose: To understand your experiences in implementing the National Teachers' Code of Professional Conduct in your school.

Interview procedure: The interview will consist of ten questions of which you are not obliged to answer all of them should you feel uncomfortable to do so.

Note: There are neither wrong nor right answers in this interview.

Remember:

1. Everything we share and discuss will be treated as confidential and will not be revealed to a third party. I am interested in your personal experiences in implementing the National Teachers' Code of Professional Conduct in your school.
2. You are welcome to seek clarity should the need arise
3. Everything we share and discuss will be audio recorded.
4. You can stop participating at any time without giving any reason.
5. We (my supervisor and I) also would like to request permission from you to use your data, confidentially and anonymously, for further research purposes, as the data sets are the intellectual property of the University of Pretoria and, where relevant, project funders. Further research may include secondary data analysis and using the data for teaching purposes. The confidentiality and privacy applicable to this study will be binding on future research studies.

Are there any questions that you would like to ask for clarification before we start?

Interview questions

1. What is a National Teachers' Code of Professional Conduct?
2. In your opinion, what is the importance of the National Teachers' Code of Professional Conduct?
3. As the principal of the school, what are your roles in implementing the National Teachers' Code of Professional Conduct in your school?
4. Are your strategies or methods of enforcing the teachers' Code of Professional Conduct working? Describe fully why you are convinced that your strategies or methods are effective or ineffective.
5. What aspects of the National Teachers' Code of Professional Conduct do teachers in your school most not comply with? What are the common transgressions of the teachers in your school?
6. What strategies or measures do you use to ensure that the National Teachers' Code of Professional Conduct is implemented effectively? What do you do to ensure compliance to the Code?

7. What attributes must principals possess in order to be effective implementers of the National Teachers' Code of Conduct? Describe the attributes in detail.
8. What challenges do you face in implementing the National Teachers' Code of Professional Conduct? Based on your observation and experience, what are the factors that inhibit you and other principals from ensuring that there is total compliance?
9. What do you suggest should all school principals do to become effective implementers of the National Teachers' Code of Conduct?

Is there anything else you would like to share regarding your experiences of implementation of the National Teachers' Code of Professional Conduct in your school?

Concluding remarks

Thank you for taking your time to share with me this important and valuable information.

I kindly request that you avail yourself for further clarity should I need it.

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