



Challenges Facing New Primary Head Teachers in Botswana

Bolelang C. Pheko¹, Tshupo B. Bathuleng² and Keinyatse Kgosidialwa³

^{1,3}*University of Botswana, P/ Bag 0702, Gaborone, Botswana*

²*Shoshong Primary School, P.O. Box 4, Shoshong, Botswana*

Telephone: ¹<+267 3552415>, Fax: ¹<267 3956591>,

E-mail: ¹<phokob@mopipi.ub.bw>, ²<tshupobathuleng@yahoo.com>,

³<KGOSIDIALWA@mopipi.ub.bw>

KEYWORDS Botswana. Deployment. Equipped. Financial. Induction. Structural

ABSTRACT Head teachers are central in educational leadership and this role is assigned to both veteran and novice ones. The main objective of this study was to investigate challenges newly appointed head teachers face during their initial years of providing leadership in Botswana primary schools without induction. The study employed a descriptive design which used both semi-structured interview and open-ended questionnaire. Fourteen participants were purposively selected. The findings indicate that new head teachers face challenges due to inadequate induction, lack of financial skills, inadequate resources, lack of interpersonal skills and inadequate structural support. It was concluded that induction is integral in leadership skills development. The recommendation is that the Ministry of Basic Education needs to develop a well-structured programme for all newly appointed head teachers before their deployment and provide them with structural support such as visitation to schools. The regions too should be encouraged to use such a programme systematically.

INTRODUCTION

Effective school leadership has been identified as an essential ingredient in quality education. The head teachers' role is important because it has a positive impact on students' outcome. Moswela and Kgosidialwa (2017) concur that this is the case because the school head's position is at the apex of the school organisational structure and therefore coordinates and supervises the implementation of the formal curriculum. In order to ensure this, the developed countries train head teachers in educational management and provide them with induction prior to their deployment. Both content knowledge and skills are critical because newly appointed head teachers need to be professionally equipped with the necessary skills and competences so as to face challenges and to meet the increasing demands of the 21st century (Simkins et al. 2003). Botswana, as a developing country, has put in place a policy that allows head teachers to be trained in educational management. However, some are appointed to this position without training. In addition, most head teachers are not inducted and there is an assumption that they find their new environments not welcoming and therefore they might find it difficult to provide effective leadership. One of the major problems

facing them is the declining Primary School Leaving Examinations (PSLE) results on yearly basis. It could be interpreted that newly appointed head teachers without induction lack appropriate experiential knowledge and skills to manage schools strategically. The paper seeks to determine if there are serious challenges that new head teachers face as a result of lack of induction.

Objective

The objective of this study is to investigate challenges newly appointed head teachers face during their initial years of providing leadership in Botswana's primary schools without induction.

Research Questions

In order to find out if new head teachers have any challenges in managing schools the following research questions were used to guide the study: How do participants perceive induction? Do newly appointed head teachers receive induction prior to taking up their headship? What challenges do they encounter leading their schools? What support do they receive from their superiors during their first year of head-

ship? What strategies could be used to induct new head teachers in Botswana to be effective leaders?

Review of Related Literature

Concept of Induction

Research indicates that induction is a critical skill that assists newly appointed head teachers to adapt to their new environment of managing schools as organisations (Oburu et al. 2014). The term induction as defined by Redman and Wilkinson (2002) is derived from a Latin word 'inductus' which means 'led in', guide, especially into something demanding. Induction may also mean introduction, orientation, initiation, training and support (Gorton 1983). In any organisation induction is a key factor for workers in different occupational fields and professions because it assists newly appointed employees to adapt quickly in their new environments. Oburu et al. (2014) concur that induction is a process designed to acquaint newly employed individuals with the knowledge and skills necessary to adapt and to become successful in carrying out the assigned tasks. Induction is a process which is comprehensive, coherent, and a sustained professional development. This approach has been usually organized by a school district in United Kingdom (UK) to train, support, and retains new teachers (Wong 2005).

The definitions above suggest that the induction activities are designed to promote the teachers' professional growth and integrate them more effectively into the schools. Similarly, the new head teachers also need to be integrated more effectively in their new environments so as to adjust with less disruption. Although various definitions of induction have been given, what is common in all the definitions is that, induction aims to develop amongst new head teachers' knowledge, skills, attitudes and values essential in fulfilling their roles effectively. Bloom (2000) corroborates to this.

Dube (2008) contends that the best way of developing new head teachers is to have a clear understanding of their problems and then adopt a constructive induction programme that can train and sustain them in their roles. Bush and Oduro (2006) agree that new head teachers too need well-structured induction strategies that will make them effective and efficient education-

al managers. The above arguments show that there is an increasing recognition among researchers and scholars in the field of educational management and leadership that to be appointed to the headship one requires both knowledge and skills. Then these school leaders can become effective if they have been trained and inducted (Aldaihaini 2017). The argument is that if both knowledge and skills are absent new head teachers will experience frustration and professional isolation due to incompetency in managerial skills. Studies from some developed countries revealed that induction of newly appointed head teachers has been made compulsory because it grounds new head teachers in practical skills in management (Weindling and Dimmock 2006). Lovely (2004) argues that new school leaders need both internal and external structural support. Aldaihaini (2017) posit that school leaders are usually expected to provide structural support to students and teachers but head teachers too need to be provided with structural support such as being visited by their supervisors from the Ministry to give them advice.

Ibrahim (2011) agrees that through the induction programme, aspiring school leaders would be prepared for school leadership before appointment and they should be continuously developed after appointment to enhance performance of their duties. Scheckel (2014) concludes that induction is very important for all employees in all organisations at all levels even though it is not given the priority by some organisations and inductees. Furthermore, Shields's (2008) study revealed that newly appointed head teachers face problems in establishing conducive working relationships with their teachers. Based on the findings of this study it is assumed that head teachers who are not inducted might suffer from isolation during such a time. These realities show that during training and practical teaching experiences, new head teachers had developed psychological and emotional intelligence on how to supervise different students with different intelligent quotient (IQ) including their different patterns of behavior. But their elevation to supervision of adults unnerved them because they were not psychologically and emotionally prepared for such a task. This is corroborated by Bloom (2000) who asserted that new head teachers need to develop appropriate skills attitudes and values that will assist them to be grounded in relating and supervising adults.

The other issue that new head teachers deal with is budgeting and monitoring of money allocated to schools. Njeru's (2004) findings show that managing school finances and making financial decisions are difficult for most head teachers because they lack sufficient financial management skills. These findings further show that if the head teachers have these skills, they will have the capacity to budget and supervise their deputy heads who deal with PTA funds. This is consistent with Mwinjuma and Baki's (2012) study who recommended that in order to have effective head teachers with financial management skills they need to be effectively trained in this area. Tyler (2016) points out that indeed effective communication with all stakeholders is important as it might have positive impact on students' outcomes. This is necessary for head teachers to use good acceptable words which would encourage teachers, students and parents to do as requested. These findings mean that good interpersonal skills could be used as a strategy by new head teachers to solicit for teachers' support. This is in line with Zachariah (2013) that teachers regard a head teacher with good communication skill to be an effective leader. On the other hand, Tumwebaze (2016) cited Nkurunziza who emphasized that in addition to the above, seminars are important to engage learners and school leaders to promote critical thinking which will encourage all stakeholders to be creative.

Most research advocates for the school leaders to provide guidance and support to teachers and students (Aldaihaini 2017). But this finding differs with most in that it showed that school leaders need structural support from their supervisors. Further, the findings showed that such support was not available hence new head teachers have no strong base. This is in line with Lovely (2004) who argued that structural support was paramount.

In Botswana since independence in 1966, education has been given the highest priority in public policy under the mandate of nation building, improving productivity and global competitiveness (Eacott and Asuga 2014). Although this is the case, the Revised National Policy on Education of 1994 (RNPE) draws attention to lack of adequate preparation for the school leaders' role and poor support structure (Republic of Botswana 1994). Most importantly, one needs to understand that head teachers in Botswana used to

be appointed on the basis of their teaching experience and leadership at deputy-headship level (Shields 2008). Pheko (2008) then noted that, the practice seems not to take into consideration that the head teachers' role has changed from instructional leader to include leadership and management tasks. According to the Ministry of Education and Skills Development (2014) recruitment requirements of head teachers has the following criteria: a bachelor's degree in primary education or its equivalent, a minimum of ten years' experience of which two years must have been served as deputy-school head. This criteria does not indicate that induction is important for someone to assume the role of school leadership. Though the significance of effective leadership and management for successful schools and students' outcome is being recognized globally, Botswana seems to be lagging behind in the development and induction of school leaders hence this study. Therefore, in order to find out if induction is necessary to reduce the amount of challenges new head teachers might face, this study included some of the new head teachers who were appointed on the basis of the above criteria. The aim was, to gain their actual experiences of leading school without induction.

METHODOLOGY

In order to understand the challenges new head teachers face in leading and managing primary schools in Botswana without an induction, the researchers selected an interpretive paradigm and used a qualitative research method. This paradigm emphasizes phenomenology which is the study of human consciousness that describes and attempts to explain human experiences (Chilisa 2012). That is, in this research the researchers describe and interpret the activities of new head teachers in two inspectorial regions in Botswana in order to reach the deeper level of their reality from both the semi-structured interview and open-ended questionnaire. The open-ended questionnaire was used for Ministry officials, while the semi-structured interview was used for head teachers. The assumption is that participants' knowledge was based on their personal experiences from their contexts. These designs helped the researchers to understand new head teachers and Ministry's officials from their frame of reference because in this approach

the researchers were able to develop concepts, insights and understanding from patterns from the data rather than collecting data to assess preconceived models, hypothesis or theories (Bogdon and Biklen 2006).

Data Collection

The data collection instruments which were appropriate for this study (Cohen et al. 2000) were semi-structured interview and open-ended questionnaire. The semi-structured interview was chosen because it allowed the interviewer to make follow ups, probe on responses and see the expressions that were made by participants. The interview was transcribed verbatim. Open-ended questionnaire was used because as Borg and Gall (1989) point out it allowed participants to write their own understandings of the questions. A pilot study on the instruments was done in order to make questions specific and reduce ambiguities.

Population

There are ten educational regions which have sub-regions. The total number of head teachers in Botswana is 821.

Sample

The researchers' sample was taken from one region and one sub-region. They purposively selected fourteen (14) participants made up of twelve primary schools from both the Mahalapye sub-region and the South East region. The other two participants were officials from the Ministry. This comprised of six (6) participants from Mahalapye sub-region and the other six (6) from the South East region who consented to participate and completed the study. The regions were chosen because logistically the researchers had easy access to them. Participants in these areas were purposively selected because the researchers wanted to have conversation with more head teachers who had not been or partially inducted before they resumed their headship roles. In addition, two (2) In-service Training Officers in the then Ministry of Education and Skills Development (MoESD) participated simply because they dealt with in-service training of both teachers and head teachers. The total sample of the study was fourteen (14). These

participants had rich information to explain the provision or none provision of induction to new head teachers and they could extrapolate whether it made any difference to the latter's leadership and management skills.

Data Analysis

The study data was a compilation of the results from the semi-structured interview as well as from the open-ended questionnaire carried out by the researchers. They adopted Miles and Huberman (1994) analysis model based on three components of: (i) data reduction where the researchers first read through transcribed interview statements and the responses from the questionnaire, (ii) similar statements were clustered together and then coded while what was not repeated was discarded, (iii) from these recurring statements, patterns were created that formed themes (Frankel and Wallen 2008). The researchers present the findings on the themes that ran across both the interview and the open-ended questions from participants. All participating head teachers' interview responses were code as PSH (Primary School Head) 1 to 12 while training officers at the Ministry were given codes as TO (Training Officer) 1 and 2. Therefore, there are instances in the findings where one or more PSH statements are quoted in order to validate the findings.

RESULTS

In this section, the key findings from data which emerged as themes are presented as follows; inadequate induction prior to taking up appointment, lack of financial skills, inadequate resources, lack of interpersonal skills, no structural support, induction by the Ministry and strategies to improve the situation. The results of the study are presented below.

Inadequate Induction of New Head Teachers

The researchers sought to find out from the participants the challenges new head teachers face due to inadequate induction prior to taking up appointment. The findings from the participants show that from twelve (12), only five (5) of them had no management training background while seven (7) had. Furthermore, from the twelve participants, ten (10) of the newly appointed head

teachers had no induction before their deployment. This means that only two had. This is explained by one of the head teachers referred to as PSH6 that, *“when I took up appointment the Chief Education Officer had interest in orientating me, which she termed it a favour but failed to do that.”* The findings also show that the sub-region does not make any effort to prepare new head teachers for their roles nor to introduce them to their respective schools. PSH5 indicated that, *“I went to the extent of introducing myself to the staff and members of the community.”* Furthermore, the findings show that transition to the post of headship is done informally as indicated by another school head PSH11 that, *“I introduce myself to the senior management team and all the staff and then the deputy handed me the office keys.”*

From the findings above, it is clear that there are no procedures put in place that state processes to be followed after one has been appointed. This finding is further clarified by PSH3 who said that, *“when I arrived at the school and introduced myself as the school head, the deputy school head told me that she cannot accept me since they (teachers) have not received any communication about me from the sub-region.”* This could result in poor working relationship with the teachers.

Lack of Financial Skills

Findings indicate that all of the head teachers did not have the basic accountancy skills but they were expected to monitor and audit their school treasurers who were their deputy head teachers. They were also responsible for submitting their schools' monthly reports to their respective regions. The difficulty is that both the head teachers and deputy head teachers have no basic accountancy skills. This means that the head teachers are not able to guide and supervise their subordinates effectively in ensuring that financial procedures are adhered to. PSH2 acknowledges that, *“since I do not have the financial skills, I decided to liaise with the school bursar of a junior secondary school in the village to audit our books.”* Furthermore, the findings show that the schools have been awarded some money for overtime and were expected to develop the budget for the financial year 2015-2016. But PSH5 stated that, *“I am failing to make a budget of this money because I*

have never attended any training on basic finance and my staff expects me to guide them on such issues.” This shows that head teachers are frustrated because they are aware that their performances are below the expectation by their supervisees and superiors.

Inadequate Resources

All of the new head teachers were challenged by lack of teaching and learning materials such as text books and stationary. This is validated by the Ministry officials as TO1 said *“there are shortages of text and exercise books because some schools do not order them on time while some do not have adequate funds to order them.”* The findings further show that the head teachers needed to be given skills on ordering books. This is revealed by PSH3 that, *“at the time of completing the requisition, the deputy school head and I ordered less number of stationary. When I requested for some during the course of the year I was told that I was given my supply so I cannot be supplied with supplementary books. I had to request from other schools and pleaded with parents to buy pencils, pens and exercise books for their children.”* There are also financial constraints where available funds do not meet the needs of the school. For instance, PSH9 indicated that there was a time when he needed to purchase books for 100 pupils but funds were adequate for only 70. The findings also revealed that there was inadequate teaching staff in some schools. However, the Ministry addressed this shortage by employing unemployed secondary school teachers to teach at primary schools as temporary teachers. This is the case because the head teachers did not complete a requisition to fill vacant posts on time. The Ministry officials agreed that head teachers meet such challenges because even though they were expected to develop year plans which should be divided according to terms, newly appointed head teachers did not do so because they were not guided to do so. TO2 further explained that head teachers were expected to plan at the end of the year for the following year so that the Ministry could try to address their needs at the beginning of every year but they did not. Lack of their knowledge resulted in inadequate teachers in some schools. This was confirmed by one of the participants that at the beginning of 2013 she called

the sub-region for assistance but she was not helped because shortage of teachers was not reflected in her submission of 2013 school plan. This was also affirmed by PSH6 who said that, *“at the beginning of the year I called the CEO’s office to inform them that I have shortage of staff, only to be told that I did not state that in my end of year report.”* This indicates that most of the head teachers were not aware of the procedures to follow. This could be blamed on their lack of understanding due to lack of induction.

Lack of Interpersonal Skills

The head teachers and the Ministry officials agreed that lack of interpersonal skills was a challenge to new head teachers. The results show that some head teachers could not create a good working environment for themselves and other teachers because the former were not assertive in decision making. The indication was that as some were coming to new environments they found it challenging to easily adapt to those environments’ demands. There was an expectation from the school staff that their new head teachers should have interpersonal skills whereby they could create a good communication environment whereby there will be good communication between staff members. The new uncertainty was created by the change of role as their major role has evolved from supervising students to supervising other teachers. This scenario is verified by PSH5 who stated that, *“I had problems in appraising the deputy school head at the end of the term, she was uncooperative, she did not agree with the ratings. I then decided to ask for assistance from the sub-Region and I did not get any assistance. That year I did not appraise the deputy school head.”* These are corroborated by the Officers that indeed head teachers encountered some challenges such as human resource management. All the participants agree that the Ministry is aware of the challenges that newly appointed head teachers encounter yet there are no readily available solutions to use. These reflect that new head teachers are expected to acquire knowledge and skills of leadership and management through trial and error approach.

Inadequate Structural Support

The findings indicate that during the first 5-8 months of these new head teachers deploy-

ment to their respective schools, the supervising officers; Principal Education Officers 2 (PEO2) were supportive when they were called to assist the heads. However, since a new Organisation and Management (O&M) policy was implemented after the 8 month, which stated that head teachers had more work than PEO2s and as such the former should be paid more than the latter. Then the PEO2’s had ceased to assist the head teachers. Due to this stalemate, there has been lack of support from PEOs hence PSH2 said that, *“when I called my PEO2 for assistance she told me that she was no longer my supervisor so she referred me to the Chief Education Officer. Unfortunately the CEO was always out of the office.”* This statement shows that the head teachers did not receive adequate support from the supervising officers.

The findings from the In-service Training Officers indicate that theoretically all head teachers were to be supported by the PEO2s but this was not done. There was clear evidence that the Chief Education Officer was not adequately supervising PEOs to ensure that they assist head teachers as per their tasks. The findings further show that one of the PEO2s’ tasks was to run workshops for new head teachers but that was not done. It was also clear that there was need to establish participative processes supported by legislation and implementation guidelines which will stimulate school development.

Induction by the Ministry

There were expectations that new head teachers had to be inducted. However, the findings show that these expectations were not a reality because 10 out of 12 of the head teachers were not inducted. This means that only two head teachers were inducted. This finding further shows that these head teachers learned to deal with issues while on the job. This means that they hit the ground running but using the trial and error approach. In contrast to the majority only PSH1 and PSH2 were inducted two months after being promoted. These were from Mahalapye sub-region. This shows that there is inconsistency on the provision of induction to newly appointed head teachers by the Ministry as the employer.

From the two (2) participants who were inducted, the following topics were addressed; financial management, emotional intelligence,

disciplinary hearing and leadership qualities. This was verified by PSH2 who said that, “we were advised on how to account for the incoming and outgoing of the money.” PSH1 agreed and further pointed out that, “they were informed that the consequences of misuse of government funds could lead to one losing his/her job.” Furthermore, the two (2) who were inducted stated that they were not satisfied with the duration of the induction because it took only five days. It was stated that some topics were not fully discussed. This scenario shows the need for the employer to realize that induction programme can be one of the best alternatives to support head teachers in their new role because it will give them a firm leadership foundation.

Strategies to Improve Induction of New Head Teachers

Different strategies were suggested by all participants which could be used such as: orientation, mentoring, networking, job shadowing, workshops and conferences.

The majority stated that orientation should be fully developed by the Ministry but has to be effectively implemented at the regions. The results suggest that once the region has received letters of appointment for new head teachers, then it should plan the date of their induction. It was further suggested that once the induction has been completed at the region, then the CEO need to accompany each school head to a new school to introduce her/him and call the deputy and heads of department to brief their leader. This finding is corroborated by PSH5 who said that, “new head teachers should be introduced to the personnel within the region, sub-region and be briefed about their roles as this will help them (novice) know who to consult when a need arises.” Furthermore, PSH10 stated that, “there is need for the outgoing school head to orientate the novice school head on important issues such as, school financial status, staff, school performance and even introduce the novice school head to parents and the community.”

The second strategy is mentoring because it is said that it can be advantageous to mentees as it could provide knowledge and skills to them which will benefit the school’s growth, stability and leadership. It is also anticipated that new heads could become more effective at an earlier

stage of their career when they have mentors. On this note one of Officials agreed that, “since serving new head teachers are overwhelmed with work, retired head teachers can be employed on contract to mentor novice head teachers.”

The third strategy was networking. The results show that new head teachers can seize this opportunity and create their own networks by linking with other head teachers to share ideas on effective management practices and best practices to address their concerns. The results further indicate that since networking is initiated by an individual it is necessary to inform the CEO about the possible plans to develop networks among the new head teachers PSH4 stated that, “I found out that it was difficult for me to live under the spotlight where I had to relate to all stakeholder. Then I chose one of the nearby school head to network with.”

On the other hand, all participants indicated that there is need for the Ministry, regions and sub-regions to organize workshops that would address issues that relate to school leadership and management for the benefit of the new head teachers. One of the In-service Training Officers (T02) said that, “if funds allow novice head teachers need regular workshops that will equip them with knowledge and skills of leadership and management.” In addition, PSH1 said that, “the workshops should be held during school vacations so that sufficient time is allocated to the workshop.”

All the respondents proposed that induction should take 12 months and that an induction programme should be developed taking into consideration the suggested strategies above.

DISCUSSION

The study found out that new head teachers encounter different challenges when they assume their leadership roles. The main purpose of this study was to investigate challenges faced by new head teachers. Furthermore, it examined strategies that can be used to overcome such challenges.

Inadequate Induction Prior to Deployment

The study revealed that out of twelve (12) novice head teachers only two (2) had received an insufficient induction prior to taking up ap-

pointments. This means that the other ten (10) did not. The indication is that such a scenario has made it difficult for them to first understand how they should relate to their teachers. This is in agreement with Shields (2008) whose study revealed that newly appointed head teachers face problems in establishing conducive working relationships with their teachers. The findings also revealed that new head teachers were not able to make an emotional leap from being supervisors of students to that of teachers. This is corroborated by Bloom (2000) who asserted that new head teachers need to develop appropriate skills, attitudes and values that will assist them to be grounded in relating and supervising adults

Essentially being introduced to the new environment is important because it might assist them to settle in their new tasks because Weindling and Dimmock (2006) argue that in any organisation any new employee in any new environment has to be introduced. Clearly, an intensive induction can be one of the essential and critical ways to support new heads during their early days in their leadership and management roles.

Lack of Financial Skills

The findings show that one of the challenges facing new head teachers is lack of skills on financial management. It is evident from the findings that head teachers are expected to budget and ensure that a financial report is submitted to the region monthly and to the PTA annually, yet they had no skills to carry out this task. The findings indicate that managing school funds is one of the major tasks of the head teachers. This means that it is important that all of them have to have sufficient knowledge of budgeting and reconciliation of income statements to expenditure ones to effectively manage school finances and supervise their deputies in their respective schools. This is in line with Njeru's (2004) findings that managing school finances and making financial decisions are difficult for most head teachers because they lack sufficient financial management skills. It is also consistent with Mwinjuma and Baki's (2012) recommendation which suggests that in order to have effective head teachers with financial management skills they need to be effectively trained in this area.

The other challenge facing new head teachers is lack of teaching and learning materials. This is due to none provision of written manuals that explain the procedures to follow when ordering different items and whom to contact when issues of resources arise. PSH 10 revealed that, *"I had shortage of teaching staff at the beginning of the year 2013 and when I called the Chief Education Officer's (CEO) office I was told that I did not indicate that on my end of year 2012 report."* This is an anomaly because in any instance a newly appointed employee has to be briefed on her/his roles and procedures of the organisation. This is consistent with Bush and Oduro's (2006) view. It is argued that both content knowledge and skills are critical because newly appointed head teachers need to be professionally equipped with the necessary skills and competences so as to face challenges and to meet the increasing demands of the 21st century (Simkins et al. 2003).

Lack of Interpersonal Skills

Findings indicate that interpersonal skills were integral in assisting new head teachers to navigate unfamiliar landscapes to deal with diverse stakeholders. Bloom (2000) agrees with these findings. The findings further revealed that interpersonal skills are crucial in leadership as they would give a leader the ability to relate to employees in different levels within a school because effective interpersonal skills come from effective communication. Its results are seen through good environments for self-discipline and empathy which are critical in today's world of work. Tyler (2016) concurs that indeed effective communication with all stakeholders is important as it might have positive impact on students' outcomes. This is in line with Zachariah (2013) that teachers regard a head teacher with good communication skill to be an effective leader.

Inadequate Structural Support

Most research advocates for the school leader to provide guidance and support to teachers and students (Aldaihaini 2017). But this finding differs with most in that it showed that school leaders need structural support from their supervisors. Further the findings showed that such support was not available hence new head teachers has no strong base. This is in line with Love-

ly (2004) who argued that structural support was paramount for good foundation.

The situation in Botswana is different from the situation in UK where the study by Weindling and Dimmock (2006) indicated that new head teachers were orientated and were attached to mentors who would support and guide them in their new roles. All these findings were evidence that the Ministry and the two regions did not provide proper support and assistance to these head teachers to enable them to develop appropriate skills of leadership and management. Furthermore, these findings were corroborated by Bloom (2000) and Pheko (2008).

Strategies to Improve Induction

From the above discussions there is an agreement that induction is a critical tool that can equip new head teachers with relevant skills for challenges they encountered during their first few months or years. In order to improve induction it is agreed that there are four strategies that can be adopted. One of the strategies from the findings is to develop a structured induction programme. This is consistent with Scheckel (2014) who found out that induction is essential for new employees. In addition, Hendricks and Louw-Potgieter (2012) suggest that induction is important because it can reduce time taken to adjust to an organisation as well as cost savings to the same. It is also evident from the findings that most participants stated that another way of inducting new head teachers could be through orientation, coaching or mentoring to be done by out-going head teachers who possess substantial information on specifics per school which may not be written. These might reduce anxiety experienced by newly appointed head teachers. The same finding is supported by Hendricks and Louw-Potgieter (2012).

The second strategy is for newly appointed head teachers to be mentored because mentoring is an important strategy that can be used to induct them. On the other hand, mentors could provide professional support, guidance and assistance to the new ones on their daily leadership and management roles. This is consistent with Yedidia and Bickle (2014) that educators could benefit from mentoring as it could result in them having access to some information through their mentors.

Mentoring can also create a trustworthy relationship between both mentee and mentor since confidentiality is important in this relationship. Daresh (2004) adds that mentoring is part of pre-service, preparation which should be ongoing for school administrators. This study further shows that mentoring can be effective in giving mentees skills required for the job. Usually mentees may learn various new skills during mentoring process such as to communicate effectively, managerial skills, interpersonal skills, patience and diplomacy, resulting in the mentees gaining confidence about their professional competencies.

Thirdly, networking is essential as it could provide an opportunity for new head teachers to liaise with veteran fellow school leaders to share ideas on effective practices including the former's concerns. The findings show that during networking new head teachers could go out and observe veteran ones performing their duties which would also expose them to different school settings, culture and students' behaviour. The same view is expressed in the European Commission Report (2016) where it is emphasized that networking can result in a positive culture that supports the new school head to adjust to a new working environment.

The fourth strategy is usage of workshops, seminars and conferences. These formal professional sharing activities should address the challenges identified in this study. This is also expressed by Tumwebaze (2016) cited in Nkurunziza who emphasized that indeed seminars are important to engage learners and school leaders to promote critical thinking which will encourage participants in such activities to be creative. Finally, there is a strong view that an induction for new head teachers should be run for one year. In addition, an induction programme should be developed by the Ministry which will require all new primary head teachers in Botswana to attend the induction before they are deployed.

CONCLUSION

This study investigated challenges faced by new head teachers in Botswana in providing leadership during their first year of appointment without induction. The findings are important as they would help employers, head teachers and researchers to understand that new head teachers require induction prior to their deploy-

ment. The study also revealed that new head teachers faced the following challenges; lack of financial skills, inadequate resources, no structural support and none induction by the Ministry.

It is evident that lack of induction has resulted in poor leadership and management of schools. The current practices of trial and error approach in deploying new head teachers to their respective schools should be replaced with a well-structured induction programme with clear strategies on how and when it should be implemented prior to deployment. Finally, since little is known about problems facing newly appointed head teachers across Botswana, this study tried to fill that gap.

RECOMMENDATIONS

From the findings of this study, it is clear that induction is critical for newly appointed head teachers to acquire the requisite skills to establish conducive working relationships within their respective schools. The study recommends that the MoESD develop a well-structured induction programme for all newly appointed head teachers before they are deployed. The study also recommends that an alternative approach to quick induction could be through employing retired head teachers to mentor the new ones as mentors. Additionally, the study recommends that the MoESD needs to introduce workshops and seminars to address current challenges facing new head teachers. Finally, the study recommends that the Ministry should do needs assessment on the type of topics needed for inclusion in the induction programme to make it relevant.

LIMITATIONS

The methodology is simply qualitative and the results are based on themes derived from the data analysed.

ACKNOWLEDGEMENTS

The researchers would like to thank the secondary school senior management teams in the 12 primary schools that participated in this study and the two (2) officials from then Ministry of Education and Skills Development for participating in this research. They are also grateful to the Ministry for granting them permission to carry out the research.

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Paper received for publication on January 2018
Paper accepted for publication on June 2018