

**THE EFFECTS OF PRINCIPALS' LEADERSHIP STYLE ON TEACHERS' PERFORMANCE**

A Dissertation

Presented to

The Faculty of the Education Department

The University of South Africa

In Fulfilment of the Requirements for the Degree

Master's in Education

Mathews Sabelo Mkhonza

JANUARY 2023


Supervisor: Dr OC Potokri

DECLARATION

STUDENT NUMBER: 35818999

I declare that:

THE EFFECTS OF PRINCIPALS' LEADERSHIP STYLE ON TEACHERS' PERFORMANCE is my own work, all sources used have been acknowledged with proper referencres.

A handwritten signature in black ink, consisting of a large, stylized initial 'P' followed by a cursive name, all enclosed within a large, horizontal oval shape.

SIGNATURE

JANUARY 2023

## ACKNOWLEDGMENT

Firstly, I would like to extend my gratitude to Dr. OC Potokri for his patience while supporting me as my supervisor at UNISA. You made the journey to look easier but yet difficult.

Additionally, I would also like to thank my lovely wife Mrs Nomsa Mkhonza for being my pillar of strength, without your support I wouldn't have made it.

Finally, I would like to thank my parents, Mr and Mrs Mkhonza for encouraging me to go to school.

## Table of Contents

TITLE.....	i
DECLARATION.....	ii
ACKNOWLEDGEMENT.....	iii
TABLE OF CONTENTS.....	iv
LIST OF FIGURES.....	vii
LIST OF TABLES.....	viii
ABSTRACT.....	ix
LIST OF ABBREVIATIONS.....	x
<b>Chapter One.....</b>	<b>1</b>
<b>INTRODUCTION.....</b>	<b>1</b>
<b>1.1 Introduction and background.....</b>	<b>1</b>
<b>1.2 Background to the study.....</b>	<b>2</b>
<b>1.3 Rationale of the study.....</b>	<b>4</b>
<b>1.4 Statement of the problem.....</b>	<b>5</b>
<b>1.4.1 Research problem.....</b>	<b>6</b>
<b>1.5 Main research question.....</b>	<b>6</b>
<b>1.5.1 Sub-questions.....</b>	<b>6</b>
<b>1.6 AIMS AND OBJECTIVES.....</b>	<b>7</b>
<b>1.6.1 Aims.....</b>	<b>7</b>
<b>1.6.2 Research objectives:.....</b>	<b>7</b>
<b>1.7 The significance of the research study.....</b>	<b>7</b>
<b>1.8 Research study layout.....</b>	<b>8</b>
<b>1.9 DEFINITIONS OF KEY CONCEPT.....</b>	<b>9</b>
<b>1.10 Chapter summary.....</b>	<b>9</b>
<b>Chapter Two.....</b>	<b>11</b>
<b>LITERATURE REVIEW.....</b>	<b>11</b>
<b>2.1 Introduction.....</b>	<b>11</b>
<b>2.2 School as an organisation.....</b>	<b>11</b>
<b>2.3 Vision, mission and goals of schools.....</b>	<b>12</b>
<b>2.3.1 Vision.....</b>	<b>12</b>
<b>2.3.2 Mission.....</b>	<b>12</b>
<b>2.3.3 Goals.....</b>	<b>12</b>

<b>2.4 The leadership concept</b> .....	12
<b>2.4.1 School leadership</b> .....	13
<b>2.5 Leadership roles</b> .....	14
<b>2.5.1 Authority, responsibility and accountability</b> .....	14
<b>2.5.2 Delegation and coordination</b> .....	14
<b>2.5.3 Human resource management</b> .....	14
<b>2.6 Differences between leadership and management</b> .....	15
<b>Table 2.6.1: Differences between leadership and management in the context of a school</b>	15
<b>2.7 The concept of teacher satisfaction</b> .....	15
<b>2.7.1 School leadership and teacher performance</b> .....	16
<b>2.7.2 Performance indicators:</b> .....	18
2.7.2.1 Classroom atmosphere .....	18
2.7.2.2 Organisation.....	19
2.7.2.3 Planning.....	19
<b>2.7.3 The relationship between teachers and principals</b> .....	20
<b>2.8 Theories</b> .....	22
<b>2.8.1 Great man and trait theory</b> .....	22
<b>2.8.2 Situational leadership theory</b> .....	23
<b>2.8.3 Path-goal theory</b> .....	24
<b>2.8.4 Transactional Leadership</b> .....	25
2.8.5 Transformational leadership style .....	25
<b>2.9 Chapter summary</b> .....	26
<b>Chapter Three</b> .....	27
<b>RESEARCH METHODOLOGY</b> .....	27
<b>3.1 Introduction</b> .....	27
<b>3.2 Research design</b> .....	27
<b>3.3 Population and sample</b> .....	28
<b>3.4.1 Instrumentation</b> .....	28
<b>3.5 Data analysis and interpretation</b> .....	29
<b>3.6 Ethical issues</b> .....	30
<b>3.6.1 Research ethics</b> .....	30
<b>3.7 Trustworthiness</b> .....	31
<b>3.8 LIMITATIONS AND DELIMITATIONS OF THE STUDY</b> .....	31
<b>3.8.1 Limitations</b> .....	31
<b>3.8.2 Delimitations</b> .....	32

3.9 Chapter summary .....	32
Chapter Four .....	33
Data presentation, findings and analysis.....	33
4.1 Introduction .....	33
4.2 Presentation of results .....	33
4.3 Response rate .....	33
Table 4.1 response rate .....	34
4.4.1 Gender of participants/ respondents.....	35
Figure 4.1 gender distribution of the participants/ respondents.....	35
4.4.2 Age of the participants/ respondents .....	36
Figure 4.2 age of the respondents.....	36
4.4.3 Experience within the education sector.....	37
Figure 4.3 experience within the education sector .....	38
4.5 Leadership styles usually embraced in schools .....	38
4.6 Embracement of the leadership styles by the teachers.....	40
4.7 Leadership style and teacher performance.....	41
4.8 Challenges emanating from the leadership styles within secondary schools.....	43
4.9 Factors considered important by teachers and principals to perform as expected by the Department of Education.....	45
4.10 Chapter summary .....	47
Chapter Five.....	48
Conclusions, Summaries and Recommendations .....	48
5.1 Introduction .....	48
5.2 Conclusion.....	52
5.4 Recommendations .....	53
5.4.1 Stakeholder engagement and coordination .....	53
5.4.2 Leadership training and development.....	53
5.4.3 Teacher training in the leadership styles .....	54
5.4.4 Education policy on the basic leadership style for schools .....	54
5.5 Areas for future research.....	54
Appendix A.....	62
1. PARTICULARS OF THE RESEARCHER .....	63
2. PURPOSE & DETAILS OF THE PROPOSED RESEARCH .....	64
3. PROPOSED RESEARCH METHOD/S.....	65
3.2 .....	66

4.2	Name/s of institutions to be researched (Please complete on a separate sheet if space is found to be insufficient).....	67
4.4	Number of learners to be involved per school (Please indicate the number by gender).....	68
4.5	Number of educators/officials involved in the study (Please indicate the number in the relevant column) .....	68
4.7	Average period of time each participant will be involved in the test or other research activities (Please indicate time in minutes) .....	69
4.9	School term/s during which the research would be undertaken .....	69
ANNEXURE A: ADDITIONAL INFORMATION FOR GROUP RESEARCH.....		71
Supervisor/ Promoter / Lecturer’s Surname and Name.....		71
REQUESTING PERMISSION TO CONDUCT RESEARCH .....		72
4.2	PARTICIPANT INFORMATION SHEET.....	73
DEAR PROSPECTIVE PARTICIPANT .....		73
TIME ESTIMATED FOR EACH SESSION.....		74
PERMISSION TO PARTICIPATE IN THIS STUDY (Return slip) .....		79
Appendix H Ethical clearance certificate .....		79

**List of figures**

Figure 4.1	gender distribution of participants.....	35
Figure 4.2	age of participants .....	36
Figure 4.3	experience within the education sector.....	35

**List of tables**

Table 2.6.1:	Differences between leadership and management in the context of a school .....	15
Table 3.5.1	Themes and sub-themes.....	32
Table 4.1	representation of participants.....	30

## ABSTRACT

School results have been dropping in South Africa and principals are the ones managing school curriculum and assessments. Government and parents invest a lot of money in education to make sure that they prepare the younger generation for university education and the work environment. On account of this, the beamlight on the performance of students, teachers and schools would make no sense if principals being key leaders in schools are not understood particularly in terms of their leadership style. Therefore, this research aimed at investigating the effects of principals' leadership style on teachers' performance in secondary schools in Soweto, South Africa. The research utilised qualitative research approach. The data collection method that was used included interviews and focus group discussion. Data was assembled by drawing a sample of 3 principals, 3 deputy principals and 6 teachers from 3 different schools. Glaringly, there was more male participants compared to female counterparts. Amongst the study findings, is the revelation about results of schools. The study revealed that matric results are good in secondary schools in Soweto, a township in Johannesburg metropolis. This finding contrasts some earlier findings of previous studies about township schools. The good performance of the schools is linked to the principals and their leadership. Most of the teacher participants point to the influence of the principal's leadership on their work performance. Importantly, as established in this study, there was evidence that suggested that there is a direct effect between democratic leadership style and performance of teachers.

**Keywords:** Qualitative; Democratic Leadership style; Teacher Performance; Principal Leadership; Education Management; Great man theory; School Leadership; Situational Leadership; Transactional Leadership; Path goal theory; Effects



## **List of Abbreviations**

IQMS	Integrated quality management system
MAP	Management and Administration Programmes
MDG	Millennium Development Goals
NDP	National Development Plan
SMT	School management team
TDP	Teacher Development Programme
UN	United Nations
UNISA	University of South Africa

## Chapter One

### INTRODUCTION

#### 1.1 Introduction and background

This study investigates the effects of principal leadership style on teachers' performance in South African schools. In this study, principal leadership means good governance, managing teaching and learning, and managing assessments.

The primary purpose of this study is to understand the effects of principal leadership style on teachers' performance. Education is an important arsenal that can improve our economy and uplift the living standard of the masses. Secondary school education plays a major role in preparing young people to be future leaders and for university entrance. Based on the National Development Plan (NDP) of 2013, the government in South Africa envisage a schooling system "that provides all learners with an excellent education system, especially in reading and writing, mathematics and science discipline". It further states that by 2030, the schooling system will be characterised by students and educators who are highly inspired, school masters who are successful managers and who provide administrative and curriculum leadership. To achieve this, principals should adopt appropriate leadership styles. In South Africa the standard of school leadership is widely regarded as the most vital factor in education (Debeer, 2017).

School results have dropped in South Africa, a few years after the dawn of democracy. The new dispensation called for a major overhaul of the entire education system. Various education departments were merged, and one education system was formed. Results dropped drastically in 2007 when the New Curriculum Statement was introduced. The new education system demanded new leadership qualities as the scope of work and expectations also changed, and the work was more demanding.

Pont (2014) argues that "school leaders' task has become increasingly complex due to globalisation, a shift towards knowledge-based economies, greater student diversity and increased government focus on education policy reforms targeting and affecting schools". Principals' roles have changed drastically from administrative to more on reaching school targets and working towards producing good results for their schools. In support of Pont's statement, Marlow (2014) states that "the role of the principal has changed much in recent years as today's principals are seen as curriculum leaders". The purpose of managing curriculum is to produce good school results. School results are an important aspect of

measuring teaching and learning success. Leadership style plays a major role in school leadership. For example, Zvandasara (2016) conducted a study on teachers' experiences of the headmasters' instructional leadership styles in primary schools in Province of Gauteng. His findings revealed that "the leadership styles of a principal could vary from autocratic, democratic, laissez-faire or a combination of all styles depending on the situation a leader faces" This is a case study and qualitative design was followed. Data was collected using interviews and focus groups. Teachers, deputy principals and principals were participants in the study from the three sampled schools (see chapter 3, in 3.2, 3.3 and 3.4). Data will be analysed using thematic analysis (see subsection 3.5). The researcher used both purposive sampling and snowball sampling method to decide on the population selected.

## **1.2 Background to the study**

Principals are the ones implementing regime educational programmes and must be held accountable if learners fail before politicians who are policymakers. Leadership is an influence, and many people fall into the trap of managing their teams without influencing them (Maxwell 2013). This means that principals must influence teachers to perform at their best.

The study is exploring great man theory, democratic leadership style, transactional, Path-goal theory, transformational and situational leadership style as leadership theories, House further identify participative leadership style which is famously known as democratic leadership style. The long-established theory of the great man, believes that leaders are born with qualities that inspire people to follow them (Swanepoel, Erasmus, Van Wyk & Schenk, 2000:23). Hersey-Blanchard model suggests no single leadership style is better than another hence he advocate for leaders to be situational in their implementation of leadership theories. The path-goal theory can best be thought of as a process in which leaders select specific behaviours best suited to the employees' needs and the working environment to achieve a goal (House, Mitchell, 1974). Transactional leadership is "Leaders who lead primarily by using social exchanges for transactions" (Robbins, 2007: 475). James McGregor Burns (1978) describes transformational leadership is a process in which "leaders and followers help each other to advance to a higher level of morale and motivation. James McGregor Burns (1978) describes transformational leadership is a process in which "leaders and followers help each other to advance to a higher level of morale and motivation. Democratic leadership style is going

to underpin this study as theoretical framework, this is based on its popularity in education management and the benefit it gives when implemented.

The teacher union ,the National Professional Teachers Organisation of South Africa (NAPTOSA) report indicated that 32.8% of teachers had an undesirable drive towards teaching. This is attributed to poor leadership style which plays a part equivalent to (65.5%) when it comes to teacher job displeasure.

This is in agreement with the research verdicts of the South African Consortium for Monitoring Education Quality (SACMEQ, 1998) study in Namibian secondary schools that indicated that the management style and administration govern the degree to which educators and learners would devotedly perform toward the accomplishment of school aims and objectives. Identical research studies in Israel by Bogler (2001), Bangladesh by Tasnim (2006), Tanzania by Nguni, Sleekers and Denessen (2006), Uganda by Anguyo (2014) and Muchumu and Mafwimbo (2014), In Pakistan a study by Azhar and Fareena (2016), in Lashore by Malik and Ayesha (2017) and in Nigeria by Okecha and Obujuwa (2018) reinforced the aforesaid notion.

The effectiveness of principals in managing their school resources leads to the fulfilment of the aims and achievement of the Department of Education's targets. One of the most crucial resources is teachers. How a principal manages the relationship with teachers directly affects teachers' performance.

This study is about leadership and management in education, the above leadership theories are practiced in management and in education management has all management functions like in any organisation. Leadership theories are going to be linked into the reaserch topic with the aim of finding a common theory that can respond to performance of teachers in schools.

Efforts have been made by the researcher to conduct this study in an ethical manner; participant's responses are kept confidential and their names are coded. Participants are ensured that the findings of the study will be used solely for improving education and not for other purposes. As far as possible, efforts will be made in this study to avoid the likely breach of ethical principles (see chapter 3.6).

Three schools were identified for this study whereby six teachers, three deputy principals and three principals were identified as participants to the study.This study was

interrogating the effects of leadership style implemented by principals in South African schools district 14, Johannesburg South on improving teachers' performance.

### **1.3 Rationale of the study**

The researcher is employed by the Department of Higher Education, Science and Innovation with 16 years of teaching experience. He has served in the school management team (SMT), represented other educators in the school governing body, and was recently appointed as acting principal. The researcher has realised in his career that school leadership is one of the crucial elements in education. In academic studies, as explained by Lambert et al. (2001), "a good school requires effective leadership whereby school head educators can manage both external operations and the school environment interaction (i.e., they are a critical factor in determining prosperous implementation of a school base)". The school head must be a bridge between the external environment and the internal environment. Hence, there is a call for the head to be an individual who implements a leadership quality that allows for the growth of both the school and educators. This must exist in conjunction with the governmental policies, which are there to support the teacher development and robust growth of the teacher. A motivated staff is likely to deliver the mission and vision of the school; this will be done through commitment, dedication and team spirit.

Throughout his teaching career, the researcher had observed a decline in learner results, from monthly tests to final examinations, especially when a new curriculum was introduced in 2008. This situation seems to be the same in most parts of the globe. An international study by Abdullah Hussein in Palestine in 2015 on the success of school leadership on teachers' performance and learner achievement in Palestine revealed that 75% of respondents were happy with the principal leadership style but silent on teachers' performance. The study did not recommend a leadership theory likely to improve teachers' performance if implemented. A local study by Sayed (2013), on the fulfilment of his PHD in Education on the same topic at the University of South Africa (UNISA), suggests the possibility of a correlation between school leadership and school performance. It also investigated the principal's leadership style on teacher's performance. This study will focus on bridging the gaps and identifying a leadership theory likely to improve teachers' performance.

#### **1.4 Statement of the problem**

School results have been dropping in South Africa and this affect the education system and an a research study is necessary to investigate the effects of principals' leadership on teachers' performance. It is important to understand what is teacher performance and whether principals are implementing the right leadership styles for the purpose of improving teachers performance.

The human rights pronouncement of the United Nations (UN) (1948) and the Millennium Development Goals (MDGs) that were supposed to be accomplished no later than the year 2015 equally need amplified involvement in education and an enhancement in the eminence of education, which stresses efficient leadership by the school principals. The 2000 World Education Forum conducted in Dakar approved that the key method to attain the MDGs by 2015 is to attract and recall competent teachers in the teaching occupation. The Teacher Development Programme (TDP) and Management and Administration Programmes (MAP) are programmes that must be directing in an attempt to progress the criterion of teachers (MOE, 2008:6-8). In a school, the principal dwells in the uppermost management structure. His or her leadership is one feature that impacts the quality of the work by the teachers.

The African Union (2013) further emphasises its stance on education through the achievement of Agenda 2063, which states that a prosperous Africa is based on inclusive growth and sustainable development that require Africa to invest significantly in education and skills revolution emphasising innovation, science and technology. This can be achieved only through quality education that produces quality results and is managed by effective education leaders.

It is imperative to note that the instigation, formation and follow-through of the actions of team members in accomplishing the purposes of the school rely on the leadership style (Hoy & Miskel, 2001:403). Principals can espouse diverse forms of leadership styles (Robbins, 2001:318-326). Additionally, the influence of leadership cannot overemphasise the job concert of the staff of a school unless the leadership is disseminated and shared with the individuals working with the leader or stakeholders (Nsubuga, 2008:14). Nsubuga (2008:6) contends that schools are unsuccessful in attaining the mandatory performance due to inadequate funds and facilities, and poor leadership within the school management.

Efforts have been applied worldwide to enhance the performance of teachers, from the financial perspective to other non-monetary benefits. Despite all these efforts, in South Africa, according to STATISTIC SA (2017) report, school results have been dropping, and this has a solemn impact on the South African education system. To sum up, the key study problem centres around the issue that principals may not implement the most suitable leadership styles in explicit circumstances to augment teaching and learning excellence in their schools. To retort these apprehensions, this study recommends replying to the subsequent research questions.

#### **1.4.1 Research problem**

Leadership styles implemented within primary and secondary schools have a robust impact on the teachers' performance. Teachers conduct themselves based on the leadership found within the institutions they are working. These institutions have diverse leadership styles followed by the teachers. Some leadership styles may not necessarily be conducive for the teachers, and hence they follow them because they are the ones readily available at the learning institution where they are teaching. Not all leadership styles are effective, particularly in the classroom. The teachers have their level of understanding, and their teaching comprehension, which is largely guided by their teaching ethics. However, when they are under the supervision of principals, they have to comply with the current leadership styles to deliver results within their teaching exercises. More clarification on how and which leadership style impacts education positively or negatively is needed in South African education system. This research study explores the effects of principals' leadership styles on teachers' performance.

#### **1.5 Main research question**

The study intends to answer the following main research question:

What is the effect of principals' leadership style on teachers performance?

##### **1.5.1 Sub-questions**

The research study will provide answers to the following sub-research questions:

1. What are the challenges impacting teacher performance in schools in District 14 in Johannesburg, South Africa?
2. What is the dominating leadership style in school in District 14 in Johannesburg South Africa?

3. Which factors are considered important by teachers and principals to perform as expected?

4. How do teachers in District 14 secondary schools in Johannesburg, South Africa perceive the leadership style adopted by their principals at their schools?

## **1.6 AIMS AND OBJECTIVES**

This part of the research study is designed to articulate the research study aims and objectives which the research study is seeking to achieve.

### **1.6.1 Aims**

This study aims to understand how principal leadership style influences teachers' performance in secondary schools in South Africa.

### **1.6.2 Research objectives:**

1. To assess the challenges impacting teacher performance in secondary schools of the District 14 in Johannesburg, South Africa.
2. To explore the currently dominating leadership styles in schools within the 14 District in Johannesburg, South Africa.
3. To investigate the factors considered important by teachers and principals to effectively perform their duties accordingly.
4. To comprehend how the teachers in District 14 of Johannesburg perceive the leadership adopted by their principals.

## **1.7 The significance of the research study**

The research study is imperative to several stakeholders finding themselves within the education sector in South Africa. These stakeholders will be of importance to this research study.

### **1.7.1 The principals**

The school principals involved in this research study will better understand the impact of the leadership styles they are applying in their various schools. Therefore, this means that principals will have a better understanding and the capacity to review their leadership styles. This has the potential to enhance the teaching staff's performance and boost the school's confidence and morale.



### **1.7.2 Department of Education**

The ministry of education is the governing body within the education sector in the country. It makes sure that the strategies set within the ministry come to fruition. To attain the ministry-set objectives and goals, there is a robust need for comprehension of the leadership styles that the diverse principals apply within the various schools in the country. To understand these leadership styles the ministry of education remains an important stakeholder that must be operating in close connection with the school's administration and principals all over the country. By working closely with the various schools in the country, the ministry of education will understand the leadership styles applied by the diverse school leadership, and tailor their strategies in sync with the leadership styles in use within the majority of the schools nationwide. The department develops training programmes, policies and legislation on school leadership. In the end, the findings of this study are more important to arrive at certain conclusions and decision-making.

### **1.7.3 Deputy Principals**

They are at the forefront of articulating their schools' vision, goals and objectives. Deputy principals are implementers of policies under the supervision of principals. The findings and recommendations of the study will assist them in understanding their roles and identifying areas of improvement in their leadership roles.

### **1.7.4 Teaching staff**

For teachers to perform better and manage their performance, they must be in a better position to understand the role of leadership in their respective schools.

## **1.8 Research study layout**

The research study follows the following research layout:

### **Chapter one: introduction**

This is the introduction of the research study, where the researcher presents the problem of the study, the research questions, and the objectives that the study is trying to fulfil. The importance of the research is clearly expressed in this section of the study.

### **Chapter two: literature review**

This section presents various literature driven by the research objectives. The researcher articulates the literature closely linked to the objectives of the research study to provide answers to the research. Theoretical literature is also reviewed in this part of the research

study. This is where the researcher looks at the various theories linked to the research study and articulates them in close link to the provisioning of the answers of the objectives of the research study.

### **Chapter three: research methodology**

This section provides the methodology followed to answer the research questions. Within the methodology of the study, the research discusses the various issues, such as the population of the study, the research study instruments, and ethical considerations looked into while undertaking the study. By implementing such a methodological approach, the research can achieve the set research objectives.

### **Chapter four: data analysis and presentation**

This is a vital part of the research study as the data gathered is presented and analysed in sync with the research questions and objectives of the study. The data gathered in this part of the research study is connected to the literature reviewed in the literature review section.

### **Chapter five: conclusions, summaries and recommendations**

This is the concluding part of the research study, where the researcher looks at the research aims and all that the research has been articulating and makes conclusive statements with the capability of helping and supporting the various stakeholders involved in the research study.

## **1.9 DEFINITIONS OF KEY CONCEPT**

**Performance** - means continually achieving the preferred results in an effective and efficient manner.

**Leadership style** - a choice of leadership style implemented by the leader.

**Leadership** - involves influencing others to act willingly towards the attainment of a goal.

**School leaders** - principal or school headmaster.

## **1.10 Chapter summary**

This part of the research study is imperative in setting the research study tone. The research study objectives are the guiding principles for the entire research study. The introduction section of the research study is also key in providing the background of the

research study, which gives the researcher comprehension regarding the implementation and execution of the leadership styles within schools in South Africa and other countries. The next chapter of the research study will articulate the relevant literature linked to the research study.

## Chapter Two

### LITERATURE REVIEW

*Literatures are among the most imperishable possessions of humanity and knowledge of them is essentially necessary for research (Potokri, 2014a:355).*

#### 2.1 Introduction

This chapter is divided into two sections. The first section concerns the readings that provide understanding as to why schools are called organisations, the leadership concepts, school leadership, leadership roles and other issues such as differences between leadership and management are presented in the first section. The second section consist itself with some theories in leadership that the researcher think they are important in understanding this studies phenomenon. Some of the theories to be explored will be Great man theory, Transactional leadership style, Path-GOAL theory, Situational leadership and Transformational theory. Reviewing literature is important for this research as to understand what other scholars have discovered on the topic, so that that it can be incorporated with this current study to arrive to new evidence.

#### 2.2 School as an organisation

McKenna (2000), Potokri (2014b) and Mullins (1995) define a formal organisation as the planned coordination of the activities of a group of people for the achievement of some common and explicit goal. The principal must know his managing an organisation with all elements of an organisation like internal politics, unionism and other organisational elements that may be positive or a hindrance to the progress and performance of the organisation. Four concepts, namely structure, people, technology and culture, are pivotal to the success of a typical organisation if they are well understood and collectively enhanced and put to work for the organisation's good. According to Everald and Morris (1996:150), these concepts are interdependent elements. Using the writing of Everald and Morris (1996), these concepts are described below within the context of this study.

**Structure** - An organisation's hierarchy chart, committee's departments and procedures.

**People** - Teachers (their professionalism, knowledge, experience, skills, pupil and teaching staff).

**Technology** - The plant and the processes that go with it.

**Culture** - this includes organisational culture, tone and personal relationships. This has so much influence on teacher performance.

### **2.3 Vision, mission and goals of schools**

The management and leadership of a school are driven by the values, mission and vision of that school. A culture of teaching and learning and supportive management culture can only thrive in a school where major shareholders feel ownership of the school's vision and mission (Department of Education, 1996:29).

#### **2.3.1 Vision**

The school master must create the vision and communicate it to his/her followers. Dimmock (1993) defines a vision as an expression of what an organisation wishes to be. Vision does not refer to what we are but rather what we seek to be or do; it expresses a view of what is desirable. It should inspire and motivate people to work towards improvement (Dimmock 1993: 101).

#### **2.3.2 Mission**

According to Van Der Westheizen (2011), the mission statement is the foundation on which the goals and objectives of a school should be based. It should make part of planning and decision-making processes and evaluate a school's progress.

#### **2.3.3 Goals**

Goals are the starting point of the management process of an institution. The organisation must achieve a particular state (Smith & Cronje, 1992:63). Crix and Ladbrooke (1998:23) argue that goals must be clear and specific. Principals must communicate the goals and objectives of the school to their subordinates. Goals and objectives must be clearly defined in the school management plan, so teachers will know what is expected from them and when it is expected.

### **2.4 The leadership concept**

The meaning of the word leadership has changed over the years leading to more urbane definitions. Undoubtedly the utmost extensively acknowledged definition was that detailed by Cowley in the 1930s, "the leader is one who prospers in getting others to follow him." Hemphil (1949) contended that leadership is all around, originating interface progression between the leader and the control to resolve common difficulties. Stogdil (1950) defined leadership as those actions that a person engrosses that aid in defining an objective track

essential for group performance. Dubin (1968) quantified that leadership in institutions encompasses the exercise of authority and the making of verdicts that guide the institutions' operations.

House and Baetz (1997) saw leadership as taking place in clusters where the leader motivates group participants' behaviour towards attaining group objectives. Hukpati (2009) conveyed that leadership is a function of management that encompasses persuading supporters to pursue programmed organisational objectives. Shastri (2010) reinforced Hukpati's interpretation and indicated that leadership is the procedure in which the leader inspires the behaviour of followers to act in the way that it is planned out by the leader.

Azhar and Nazim (2016) corresponded and specified that the working behaviour of the juniors is prejudiced by the supervisors who aid in achieving the institution's purposes. Bush (2008) reinforced the above opinions and claimed that leadership is about inspiration and not authority. Southworth (1993) distinguished that there is no general explanation of leadership. Yukl (2002) corresponded with Southworth (1993) and stated that the term leadership is idiosyncratic and subjective. He contended that most explanations, but nevertheless, saw leadership as a procedure of social inspiration. Other academics, such as Burns (1978), Ciulla (2004), Abid Hussain, Saghir Ahmad, Misbah Malik and Ayesha Batool (2017) contend that leadership is not a solitary progression of inspiration. It consists of bottomless multifaceted moral relations between the leader and his supporters constructed on commitment, conviction, hope, collaboration and common vision to accomplish a shared objective. Leadership is vigorous and not inert. It authorises, transmutes, controllers, impacts and ropes the controlled to accomplish superior activities.

#### **2.4.1 School leadership**

In a school state of affairs, leadership can be understood as the principal's capacity to impact the teachers' actions to meet well-defined school purposes and goals. Welgemood (1995) defined school leadership as the capability of the principal to inspire teachers to transform into doing things they would not customarily undertake without the leader. Carter and Cunnighan (1997) indicated school leadership as the procedure of conscripting and controlling the aptitudes and dynamisms of teachers, scholars and parents toward the attainment of shared educational objectives. Kartz (2001) defines teacher leaders as teachers who lead inside and outside the classroom and impact others toward enhanced

educational practice. Adeoti (2012) reinforced the above opinion and quantified that leadership is a crucial feature in the holistic development of a school.

The principal and the teachers work together to attain a collective objective. Third, is the facilitating duty, where teachers offer the essential know-how and data needed for school development, and finally teacher leadership, which encompasses generating harmonious relations with other colleagues for the advantage of the students.

## **2.5 Leadership roles**

As a leader, there are a number of critical roles and expectations that one must comprehend, which goes along with the idea and phenomenon of leadership (Naidoo and Potokri, 2021). The following are some of the imperative leadership roles that a leader embraces to produce satisfactory results for an organisation.

### **2.5.1 Authority, responsibility and accountability**

School leadership is a function like all other organisational leadership and management functions. The principal position carries all management functions. **Authority** refers to the right to give orders and the power to exact compliance, related to bearing responsibility for one's actions (McKenna, 2000:429). **Responsibility** is the duty that rests upon a person to carry his/her task. **Accountability** is reporting on the control and use of resources. There is, first, a responsibility to undertake certain actions, and second, provide an account of these actions (Bisschoff and Mestry, 2003:50).

### **2.5.2 Delegation and coordination**

Principals are not directly implanting the vision of the school, but teachers and support staff lead implementation. Principals delegate certain authority and responsibilities to their teachers. However, they are still accountable for teachers' actions, as mentioned above. Anusha Naidu (2010) describes delegation as part of organising school management: a specific task is given to a specific staff member.

### **2.5.3 Human resource management**

Principals are responsible for all management functions. They are also responsible for human resource functions, like recruitment, selection, placement, induction, training and development and performance appraisal. Another important aspect of their duties is managing discipline and motivation. Gerber, Nel and Van Dyk (1998:8-9) refer to the activities, beliefs and functions related to employees. It is concerned with people at work

and their relationships. Anusha Naidu et al. (2010) emphasise that the performance of individuals in any organisation must be continuously monitored and evaluated.

## 2.6 Differences between leadership and management

John Kotter, (1996) leadership and management are different constructs and each has unique characteristics and complementary systems of action.

**Table 2.6.1: Differences between leadership and management in the context of a school**

Leaders cope with change	Managers cope with complexities
<ul style="list-style-type: none"> <li>• Setting a directive</li> <li>• Aligning people</li> <li>• Motivate and inspire</li> </ul>	<ul style="list-style-type: none"> <li>• Planning and budgeting</li> <li>• Organising and staffing</li> <li>• Controlling and problem-solving</li> </ul>

Source: Brevis T. & Vrba M. (2014). Contemporary Management Principles: Cape town: Juta Publishers.

## 2.7 The concept of teacher satisfaction

Teacher job satisfaction denotes the teacher's feeling of the teaching occupation, regarding what teaching entails and what the teacher desires from teaching. It is the degree to which a teacher loves his/her teaching job. Job gratification of teachers can be measured contrary to efficiency, since it has an excessive impression on pupils' learning. According to Choy (1993), unhappy teachers are less inspired to execute their obligations, whereas those who are gratified efficiently undertake their work and are likely to continue in the teaching job or the same school. Herzberg et al. (1959) reinforced the above understanding and distinguished that a constructive emotional state about one's job, and an intellect of individual gratitude and contentment is associated with attainment and efficiency.

The school's effectiveness is fastened by the state of teachers' job gratification and their inclination to work towards accomplishing school objectives. Guaranteeing the gratification of teachers is one of the imperative responsibilities of school management (Ayhan and Yilmaz, 2013). The individual who can create inspired resolutions in the school, govern guidelines and make essential developments within the school is the principal.



A low level of teacher job fulfilment is related to undesirable behaviour, for instance, emotional withdrawal from the occupation, lower obligation, lower efficiency, poor staff interrelationships, nonattendance and high staff turnover (Davis, 1992; Johnson, 2004). Bearing in mind the above and how it negatively impacts teachers, raising the status of teacher job gratification turns out to be of paramount importance. It can be determined that by supporting, appreciating and distinguishing teachers' accomplishments, their stages of presentation and work efficiency are improved. Lumsden (1998), in his research on teacher job fulfilment, informed that teachers acknowledged managerial backing, leadership styles, teacher self-sufficiency and an optimistic school atmosphere as some features interrelated to teacher job fulfilment. De Nobile and McCormick (2008b) established in their study that levels of teacher job fulfilment differ in a similar work setting owing to the datum that a diversity of issues and factor prejudice an individual's situation.

According to Herzberg's "two factor" Motivation-Hygiene theory, employee fulfilment is a multi-layered hypothesis determined by two aspects: motivation factors and hygiene factors. The motivation aspects apply to the inherent characteristics of an educators' work that make them need to accomplish and embrace teachers' feelings of efficacious results (attainment), appreciation, accountability (teacher autonomy), prospect for progression (professional growth) and the work itself (the intellectual challenge of teaching) (Herzberg, Mausner, and Snyderman, 1959; Herzberg, 1968; Hackman and Oldham, 1976). These are called inherent because they ascend from work itself. They recount to higher echelons of job fulfilment. Their existence boosts teacher job fulfilment (Noddings, 2006; Houtte, 2006).

### **2.7.1 School leadership and teacher performance**

To assess the effect of leadership adequately, the dissimilarity between leadership at the top management level of the institution and leadership at other levels must be well-thought-out since this assessment at all levels aids in defining the significance of leadership relative to job performance. Since principals unswervingly supervise teacher job enactment, their leadership styles have an unswerving impression on teachers' job performance.

According to Day, Sammons, Hopkins and Harris (2009:160-201), several academics from diverse nations and different school backgrounds have established leadership styles' impact on school progress. Principals who make a vital and measurable influence on the accomplishment of their workers can lead their schools efficiently and can grow

themselves and their staff (Mulford, 2003:18). One of the utmost imperative responsibilities of a leader is to improve his/her and teachers' expert growth at all echelons of education (Guskey, 2002:389-391). This will have an impression on job performance.

The key objective of education is to impart knowledge to students. The enactment of teachers associated with this task is indomitable by various issues, such as their level of commitment, expert growth, the milieu of the school, the prevailing school philosophy, the invention capability of teachers and the level of leaders' experience (Nsubuga, 2008:6-17). It has been recognised that these aspects have an undeviating or an unintended effect on the actions or indecision of school principals (Mullen, 2004:279-285).

Teacher job performance can be articulated either in terms of accomplishments executed by teachers throughout a particular period in the school system to reach objectives set by the organisation or as the capability of teachers to make a substantial influence on the teaching and learning procedure (Akinyemi 1993, in Adeyemi, 2010:83-91). Peretemode (1996, in Adeyemi, 2010:83-91) recommends that the performance and partaking of teachers must be equally inspected in the day-to-day accomplishments at a school. It is probable that teachers act contrarily in diverse circumstances (Adeyemi 2010:83-91). Principals must be acquainted with their staff well to be capable of confidently impacting their conduct.

The duties of principals involve stimulating the effective performance of teachers. Such sorts of responsibilities stimulating the operational enactment of teachers are executed not merely by the principal but leaders of departments, and teams in the school (Usdan, McCloud & Podmostko, 2000:25-30). Similarly, the principal needs to work through these leaders to effect work enactment.

More precisely, the team leader's starring role is to offer on-going backing and inspiration to his/her team to increase its enactment with the ambition of accomplishing high-quality criteria for all teachers and students in the school. In line with this, Adeyemi (2010) and Potokri (2013) proclaim that several characteristics of job performance, such as operational teaching and lesson planning, the real use of work schemes, effective supervision, checking of students' work, and corrective aptitude are characteristics on which teachers must emphasis to convey real academic performance in schools. Teachers' performance can be sedated through an annual report of their events (comprising their extra-curricular activities) (Adeyemi, 2010:83-91). There are additional ways teachers' job performance can be measured with reference to matters such as

leadership, administration, monitoring of students' work, enthusiasm, class control and the disciplinary capability of the teachers.

## **2.7.2 Performance indicators:**

### **2.7.2.1 Classroom atmosphere**

Educating could be a complex undertaking, and the working conditions of instructors have a coordinate impact on teachers' capacity to teach understudies fittingly (DeWitt & Whitman, 2011:25-35). Therefore, it is conceivable to say that the working conditions at schools also influence a nation's long haul. The instructor must feel comfortable in his/her work environment, the school and the classroom. It is critical to note that interpersonal connections between the instructor and the educator, and the understudies play an important part within the instructing and learning. Different principals know there are varieties and contrasts within the levels of control executed by distinctive instructors. Whereas a few instructors favour a taught environment, others are inclined to form an agreeable classroom climate where understudies feel secure and be imaginative (Ladebo, 2005:355-360). In showing disdain toward these contrasts, a teacher's ability to maintain a good classroom atmosphere and discipline are important markers in evaluating their success.

Teachers' working conditions incorporate viewpoints such as the workload, remuneration, school bolster for teachers' proficient improvement, school decision-making, school security, students' status to memorise and open regard for instructors (Ladebo, 2005:355-360). These issues are relevant to be considered by pioneers in arranging to help instructors make a conducive classroom climate. The school climate regularly alludes to the relationship between instructors and understudies, a teacher's relationship with other instructors, senior staff, and the school. (Moye, Henkin & Egley, 2005:266-270).

Each school has its claim culture, which affects how much instructors and understudies succeed within the educating and learning handle. Hanushek and Rivkin (2007:70-71) accept that if instructors have a steady working environment ideal for instructing and learning, there will be better understudy accomplishment. Engaging instructors, can be considered one methodology critical to moving forward students' accomplishment if the relationship between the strengthening and performance of instructors is not clear (Darling Hammond, 2000:169-170; Kukla-Acevedo, 2009:49-50; Duke, 2005:17-18). One angle that instructors must be enabled on is that of making and keeping up a great classroom environment and teaching. Rivkin, Hanushek and Kain (2005:447-448) accept

that “students and guardians regularly allude to contrasts in educator quality and act to guarantee arrangement in classes with particular teachers.” The analyst contends that quality instructors keeping up amazing work execution will be those who keep up great teach and a work-inviting environment in their classrooms.

### **2.7.2.2 Organisation**

Classrooms should be composed around how instructors and understudies educate and learn individually. For example, if the rules and schedule of the classrooms are clear and concurred upon, flexibility for the instructors to educate and for the learners to memorise can be expanded by great association (Mekelle College, 2011:21-29). According to Broil, Ketteridge and Marshal (2008:8-13), great classroom association gives instructors more time to consider learners’ learning troubles and arrange appropriate learning targets. Classroom association, moreover, centres on the physical environment. Hence, an effective educator composes a secure classroom environment. Critically, instructors deliberately put furniture, learning centres and materials to enhance learners’ learning and diminish diversions (Mekelle University, 2011:7-10).

Furniture courses of action, materials, shows, settled components and beautifying the classroom with students’ work are all portions of the association (Crombie, Pyke, Silverthorn, Jones & Piccinin, 2003:51-56). The course of action of furniture is imperative to advance interaction and offer assistance to the instructors to have comfortable ranges for working. Understudy needs should be considered in orchestrating the classroom by, for occurrence, having space for wheelchairs and having walkways so understudies can have materials, such as pencil sharpeners, with negligible unsettling influences on others. Classroom association ought to permit instructors to move unreservedly around the classroom to screen students’ advances (Crombie, Pyke, Silverthorn, Jones & Piccinin, 2003:71-76). Great classroom association advances superior work conveyance by both instructors and learners. According to the researcher experience classrooms in schools are not conducive for teaching and learning, this is because of poor funding where principals have to prioritise school budgets on necessities and this lead to poor school performance. Vandalism in schools is on a rampant and burglary which affects effective teaching and learning. The cost of replacing is alarming.

### **2.7.2.3 Planning**

A plan makes a difference between the experienced and the amateur instructors to create choices on the premise of the learners, the substance and the setting of educating and

learning. In arranging, certain questions must be inquired, such as: Who are their learners? What data, thoughts, and ideas do they need their learners to get a handle on? Under what conditions will instruction happen? Experienced and amateur teachers prepare a lesson for the instruction they attempt. New instructors spend much more time arranging instruction than experienced instructors, frequently remaining up late at night to arrange the next day's lesson (Wiggins & McTighe, 2000:57). According to Meo (2008:21-30), planning proceeds after the educator meets and interacts with his/her understudies.

A successful instructor does much more than share his/her information with understudies. Fruitful education begins when a teacher forms a great and conscious relationship between the instructor and understudies. It is basic for the instructor to arrange and plan for overseeing different exercises. One of the vital angles regarding arranging is that it makes a teacher's instructing encounter an energising and challenging journey and diminishes the chance of excessive makeshift routes. Instructive arranging has particular characteristics such as the power of arranging, the inescapability of arranging, the mission-oriented nature of arranging and the future-oriented nature of arranging (Wiggins & McTighe, 2000:57). According to the researcher, a virtuous teacher is similarly a good planner. The same goes for the principal; to lead effectively, there must be a realistic plan. This relates to timetables, assessment plans, meetings and targets communicated to staff members. The researcher is of the view that principal plans are not communicated timeously or interpreted in an understandable manner to teachers for them to understand. This can be attributed to poor communication in schools.

### **2.7.3 The relationship between teachers and principals**

Edgerson and Kritsonis (2006:2-5) watch that the relationship between principals and instructors, shifts from school to school. The relationship between principals and instructors can contrast significantly among the different instructors of the same school. This relationship can influence understudies' victory and the school's operation (Edgerson & Kritsons, 2006:2-5), impacting instructor execution. Agreeing with DePaul (2000:11-15), the foremost has an imperative part to play within the school environment as he/she needs to lead a gather of proficient, certified instructors and facilitate a gather of prepared individuals. In this position, the foremost set up critical connections with the staff.

Edgerson and Kritsonis (2006:2-5) comment that principals can make strides in the recognitions instructors have regarding their parts by having a great relationship with them. When there is noteworthy interaction between principals and instructors, it makes

a difference for instructors to feel superior and makes them more compelling within the classroom. In expansion, great connections between a foremost and an instructor empower instructors to consider principals as “supporters” and “facilitators” to render the instructors viable within the classroom and to feel responsible for the educating and learning (DePaul, 2000:15-19). The researcher believes that the relationship between the principal and his subordinates must be flexible depending on the situation at hand, principals they ought to be approachable and they must maintain professionalism always. This develop trust and make it easier for subordinates to discuss matters which are not work related but which affects teachers performance for a possible intervention.

As the MOE (2008) states, the foremost contains a duty to administer the teachers’ work and serves as a bridge to the community and the Woreda Instructive Workplaces (WEO). In expansion, it states that principals can serve as guideline pioneers of schools. Instructors, understudies and the school community consider their principals as their role-models. Subsequently, it is sensible to anticipate that instructors with a great relationship with their principals will attempt difficult tasks to imitate the conduct of their principals (Davis & Wilson, 2000:349-350). Principals have the above-mentioned obligations, but they ought to endeavour to solidly connect with their instructors by making conducive working conditions and building up a fruitful educating and learning culture (Davis & Wilson, 2000:349-353). Great connections with their principals are especially significant for amateur instructors or instructors without instructing encounters (Kahai, Sosik & Avolio, 2004:67-105).

The turnover rate of instructors can be affected capably when principals give master help to an educator who has instructed as of late or recently utilised instructors amid the early long time of their occupation (Ingersoll, 2001:499-504). According to Tekleselassie (2005, in Mengistu 2012:56-85), if the instructor's relationship with their central is open, collaborative and accommodating, it will, then increase the eagerness of instructors to be included in decision-making. Instructors will be interested, energised and invigorated to perform the exercises doled out to them when instructors and principals have a solid alliance (Mengistu, 2012:56-85). Instructors who are not fulfilled with their employment and their relationship with their pioneers are influenced contrarily, whereas such troublesome components too antagonistically influence the understudies.

Other than Edgerson and Kritsonis (2006: 2-5) uncover that educating staff that respect their pioneers as fortifying and supporting, take duty and responsibility for understudy

accomplishment. DePaul (2000:12-15) clarifies that principals, and instructors habitually work as a group, at whatever point they need to bargain with major teaching issues and parental issues in advance. The analyst concludes that great relations between principals and instructors emphatically impact work execution and that the choice of authority fashion will contribute towards great relations. According to Wahlstrom and Louis (2008:488-490), believing is a vital component of connections, which helps principals and instructors build greater victory within the school environment. The creators, state that at school pioneers need instructors to take over and back their endeavours. The relationship the instructors have with the community, and guardians will be discussed briefly below, as this also affects the performance of teachers.

## **2.8 Theories**

This section of the literature review is of imperative importance to the research study as it gives the researcher an inclination regarding the research and the theories that influence it. Many theories were looked into to have a deeper perspective regarding how the theories affect and influence the behaviours of the principals in secondary schools in South Africa. Theoretical underpinnings are also important as they show the influence the theories offer to a research study. The following are some of the critical theoretical underpinnings that were implemented in this research study and a clear-cut articulation of the theories regarding the leadership styles of principals and the leadership styles' impact on the overall performance of the teachers.

### **2.8.1 Great man and trait theory**

The long-established theory of the great man, believes that leaders are born with qualities that inspire people to follow them. The great man leadership theory also assumes that great leaders are born to lead people (Swanepoel, Erasmus, Van Wyk & Schenk, 2000:23). In terms of the great man theory, it is postulated that such leaders arise when the need presents itself. The trait theory is based on the great man theory. The trait approach identifies leadership as the main key to organisational effectiveness and performance.

According to Brevis and Vrba (2014), early leadership studies concentrated on successful leaders' persona qualities and characteristics. The premise of early trait research was that some people are born leaders with characteristics that distinguish them from other people who are not leaders. The results of these researches were not convincing because traits

vary from one leader to another, and some traits develop only after a leader assumes a leadership position.

Zaccaro (2007:10-16) states that the great man theory and trait perspective presupposes that great leaders naturally have qualities that differentiate them from others. Sashkin and Sashkin (2003:19) refer to the work of researchers like Stogdill (1974) in their attempt to determine the specific characteristics of great leaders and find that leaders are cleverer, more sociable, innovative, accountable, “taller and heavier than average people.” However, Ricketts (2009:2) has found that even if some traits are common to many leaders, the overall evidence suggests that a leader may not be a leader in many situations because one who is “an effective leader in one situation may not be an effective leader in another situation.” One of the main criticisms of the great man leadership theory is that it is based on masculinity. It is gender insensitive in an era where women have proven to be great leaders. Spector argues that instead of worshipping these great leaders, we should draw on Freud and investigate the impulses that impel followers to seek “Great Men” who can serve as saviours (Spector, 2016:255).

### **2.8.2 Situational leadership theory**

The Hersey-Blanchard model suggests no single leadership style is better than another; instead of focusing on workplace factors, they suggest leaders adjust their styles to those they lead and their abilities. This approach is based on matching the proper leadership style to the corresponding maturity level of the employees (Brevis & Vrba, 2014).

Kendra and Amy (2001) are of the notion that situational leadership theory suggests there is no single best leadership style. Instead, it depends on which type of leadership and strategies are best suited to the task. This theory stipulates that most effective leaders can adapt their style to the situation at hand, the nature of the task to be accomplished, and the nature of the followers.

The theories of contingency recommend that no leadership style is precise as a stand-alone, as the leadership style relies on the factors, such as the quality, the situation of the followers or several other variables. “According to this theory, there is no single right way to lead because the internal and external dimensions of the environment require the leader to adapt to that particular situation.” (Greenleaf, 1977) Contingency theorists assumed that the leader was the focus of the leader-subordinate relationship; situational theorists opined that the subordinates played a pivotal role in defining the relationship. Though situational leadership mostly emphasises the leader, it creates the significance of



focusing on the group dynamic. “These studies of the relationships between groups and their leaders have led to some of our modern theories of group dynamics and leadership.” (Bass, 1997) The theory of situational leadership proposes that the leadership style should be accorded to the subordinates' maturity. This theory will help the study to answer whether principal leadership effects on teachers performance, further it will respond to research question 2 and research objective 2 to explain whether there is one dominating leadership theory or a combination that effects on teachers performance.

### **2.8.3 Path-goal theory**

The path-goal model is a theory based on specifying a leader's style or behaviour that best fits the employee and work environment to achieve a goal (House, Mitchell, 1974). The goal is to increase your employees' motivation, empowerment, and satisfaction, so they become productive members of the organisation. Path-Goal is based on Vroom's (1964) expectancy theory, in which an individual will act in a certain way based on the expectation that the act will be followed by an outcome and on the attractiveness of that outcome to the individual. The path-goal theory was introduced by Martin Evans (1970) and then further developed by House (1971). The path-goal theory can best be thought of as a process in which leaders select specific behaviours best suited to the employees' needs and the working environment, so they may best guide the employees through their path in the obtainment of their daily work activities (goals) (Northouse, 2013).

**Northhouse** further expand on leadership theories by mentioning participative leadership theory which is known as democratic leadership style where the leader consults with employees and take their opinions and suggestions into account. In this study the researcher will use democratic leadership style when referring to this leadership theory. The school environment is composed of professionals with variety of skills and expertise in which the principal can draw from. The researcher as a school leader is implementing this theory and in many cases it produce desired outcomes as subordinates has a tendency of supporting decisions in which they were part of. A practical scenario, schools are suppose to set targets for pass results in the beginning of the year. The leader invites teachers into a meeting and they set their own targets instead of the principal imposing targets. This motivate teachers to work hard during the year to achieve their own targets and the principal will hold them accountable against their own targets if they fail to excel.

#### 2.8.4 Transactional Leadership

Transactional leadership is “Leaders who lead primarily by using social exchanges for transactions” (Robbins, 2007: 475). These leaders use rewards and punishments to influence their subordinates. Employees who are outstanding in their work are praised and recognised in terms of bonuses (financial rewards). Poor-performing employees are punished by not receiving bonuses, praise and recognition. In a school environment, the principal can effectively implement this theory. Dedicated teachers can be recognised and praised during parent meetings, and they can be scored favourably during performance evaluation using the Integrated quality management system (IQMS), which measures teachers’ performance. Poor-performing teachers will receive a lower score on IQMS and even warnings for late submission and poor work standards.

French and Raven (1959) identified these sources of power, which can influence the implementation of the transactional leadership style:

- **Legitimate power** - based on occupying a hierarchical position in the organisation.
- **Reward power** - stems from the leader’s ability to reward and punish people.
- **Referent power** is based on the leader's personal power because people follow, like and respect the leader.
- **Expert power** – stems from knowledge and expertise.

The researcher fancy this leadership theory as it tend to give the researcher desired outcomes. The researcher praises good performing teachers and rate them well on performance management which gives them bonuses and this encourages them to continue performing well on the other hand poor performers are rated poorly and they don’t get bonuses and this encourages them to raise the standard of their performance.

#### 2.8.5 Transformational leadership style

James McGregor Burns (1978) describes transformational leadership is a process in which "leaders and followers help each other to advance to a higher level of morale and motivation." Burns related to the difficulty in differentiation between management and leadership and claimed that the differences are in characteristics and behaviours. He established two concepts: "transforming leadership" and "transactional leadership." According to Burns, the transforming approach creates significant change.

Another researcher, Bass (1985), extended the work of Burns (1978) by explaining the psychological mechanisms that underlie transforming and transactional leadership; Bass also used the term "transformational" instead of "transforming." Bass added to the initial concepts of Burns (1978) to help explain how transformational leadership could be measured and how it impacts follower motivation and performance. The extent to which a leader is transformational is measured first in terms of his influence on the followers. The followers of such a leader feel trust, admiration, loyalty and respect for the leader and will work harder than expected because of the qualities of the transformational leader. These outcomes occur because the transformational leader offers followers something more than working for self-gain; they provide followers with an inspiring mission and vision and give them an identity. The leader transforms and motivates followers through his/her idealised influence (earlier referred to as charisma), intellectual stimulation and individual consideration.

In addition, this leader encourages followers to come up with new and unique ways to challenge the status quo and alter the environment to support being successful. Finally, in contrast to Burns, Bass suggested that leadership can simultaneously display both transformational and transactional leadership. This is applicable to this study as education is changing on a daily basis, government changes policies continuously to address specific challenges or respond to certain situations. The principal must leapfrog teachers during change and be change agents in their respect schools. Teachers do not accept any change easily as they vie change negatively as something that it is going to affect their routine. The researcher has a practical experience of where teachers refuse changes in the time table based on a number of reasons. This theory will come in handy and the leader must explain the reasons and benefits of change. The principal must manage change.

## **2.9 Chapter summary**

This part of the research study was mainly concerned with robust articulation, discussion and analysis of the available literature on the issues of principals' leadership styles and the effects of such leadership styles on the performance of teachers. There have been robust reviews of the theories that have contributed to the leadership styles that can be implemented within an education system. The next chapter looks at the methodological approaches applied in this research study for an enhanced understanding of the leadership styles being applied within the education context in schools in South Africa.

## **Chapter Three**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This section shows the methodology that the researcher followed and the size of the sample that the researcher considered for this study. The research instruments used for the data collection will also be explained. Issues of ethics will also be discussed here.

#### **3.2 Research design**

According to McMillan and Schumacher (2010:490), a strategy implemented to clarify the procedures or methods to be implemented to gather and analyse collected data is acknowledged as a research design.

#### **Qualitative research approach**

A qualitative method investigates an essential phenomenon that is travelled and understood (Creswell, 2009:203). Phenomena are studied by enquiring participant questions and gathering participants' comprehensive interpretations or thoughts using words. According to Mack, Woodsong, Macqueen, and Guest (2005:11), qualitative research is a scientific style that necessitates features, such as “seeking answers to a question and using a set of actions to answer the question gathering evidence and producing findings that were not resolute in advance.” This is a qualitative study.

Mack et al. (2005:11) stated that qualitative research intends to mature the “problem under study in terms of the denotation given to it” by the respondents. Mack et al. (2005:11) add that one explanation for this is “the way in which ethnically explicit data about the morals, sentiments, behaviour and social circumstances of specific populaces” are gotten.

#### **Data collection techniques**

According to Creswell (2003:10), observation, interviews, document analysis, and focus group, interviews are some of the data collection tools that can be employed to collect data for qualitative research methods. This study used a focus group to gather data from deputy principals and principals. In short, a qualitative research and case study design were used for this study.

### **3.3 Population and sample**

A population is a group of elements or cases, whether individuals, objects or events that conform to specific criteria, and to which we intend to generalise the research results (MacMillan & Schumacher, 2014:143). The study's population comprised all schools in district 14 in Johannesburg South.

The participants were principals and teachers of public schools in Soweto. The participants were drawn from three schools. Participants were principals, deputy principals and teachers in secondary schools in Soweto. The sample included three principals, one principal from each school, one deputy principal from each school and two teachers from each school, where one teacher was male and one female. The sample size was six teachers, three deputy principals and three principals. In total, there were twelve participants.

The researcher used both purposive sampling and snowball sampling method to decide on the population selected. Through snowball sampling, the researcher relied on principals to recommend possible participants. As the researcher visited the recommended people, purposive sampling immediately kicked in. This was in terms of experience about the phenomenon under investigation and the researcher wants to note that not all recommended people were selected as participants.

According to McMillan and Schumacher (2014), purposeful sampling selects particular elements from the population that will represent or be informative about the topic of interest.

### **3.4 Instrumentation and data collection techniques**

#### **3.4.1 Instrumentation**

For this research, data collection strategies included interviews with teachers and focus groups for the deputy principals and principals. Based on the research question and sub-questions identified for this study, the researcher used two data collection tools. The focus group was used to collect data for this research. Questions were based on the main research question, sub-questions, and other relevant questions, which assisted in answering the main research question. Interviews were also a research instrument to obtain data from participants. Macmillan et al. (2014) argue that the interview is important in sourcing volumes of qualitative data. Open-ended and closed questions obtained sufficient data on principals' leadership styles. All questions with teacher participants were

face-to-face. One-on-one interviews were conducted with participants. The interviews intended to establish how subordinates perceive leadership styles used by their principals. Interviews were tape-recorded to ensure data accuracy. Semi-structured interviews were used in the study. Focus groups were also conducted with deputy principals and principals.

### **3.5 Data analysis and interpretation**

Collected data were analysed and interpreted to draw the findings of the study using thematic analysis. Braun and Clarke (2006) describe thematic analysis as a method for identifying and analysing patterns of meaning in a set of data. This refers to themes and notion of themes which will be examined closely to identify patterns in the data collected. The findings responds to the research questions of the study (see chapter 1 section 1) and by so doing it achieve the aim of the study (see chapter 1, Research objective).

Data was collected through interviews and focus groups using audio recording, collected data was stored in a researchers computer for safe keeping and for retrieval for analysis purposes. The data collected from school principals was coded as P1- P3, T1-T6 for teachers and DP1-DP3 for deputy principals in accordance with how participants were coded for easily retrieval (see chapter 4, table 4.1). The researcher proceeded to organise data into workable units using a self-made interview guide. After this, coding followed where data was transcribed into codes such as direct quotations as voices of participants and opinions. The researcher listened again to the stored data to ensure that everything was captured accordingly. Further, the researcher continued to compare data with research question and sub-questions to draw conclusion and to prepare the findings of the study.

The researcher uses themes and sub-themes to gather the data to analyse the research data obtained.

The below table shows the themes and sub-themes that emerged in the study and as used in chapter 4

**Table 3.5.1**

<b>THEMES</b>	<b>SUB THEMES</b>
1. Demographics/Background information	<ul style="list-style-type: none"> <li>• Gender of the participants</li> <li>• Age of participants</li> <li>• Experience of participants</li> </ul>
2. Leadership styles usually embraced in schools	<ul style="list-style-type: none"> <li>• Democratic leadership</li> </ul>
3. Embrace of the leadership styles by the teachers	<ul style="list-style-type: none"> <li>• Embrace principal leadership style</li> </ul>
4. Leadership style and teacher performance	<ul style="list-style-type: none"> <li>• School results</li> </ul>
5. Challenges emanating from the leadership styles within secondary schools	<ul style="list-style-type: none"> <li>• Merits and demerits of democratic leadership style</li> </ul>

### **3.6 Ethical issues**

#### **3.6.1 Research ethics**

Ethical issues and consideration is a major and one of the most important activity of a research process because of several reasons which include the sovereignty of the research participants and respondents (Potokri, 2022). McMillan and Schumacher (2014) argue that ethics are generally concerned with beliefs about what is right and wrong from a moral perspective. Ethics has been defined as acknowledging and respecting the rights of others. This definition, related to the current research, suggests that “ethics is directly related to access and acceptance, as well as anonymity and confidentiality” (Cohen et al. 2013:84). The study will be conducted ethically; participants’ responses will be kept confidential. Participants were assured that the study's findings would be used solely for improving education and not for other purposes.

As far as possible, efforts were made in this study to avoid the breach of ethical principles. These principles guide the ethical considerations regarding the research respondents informed about the objectives, ways and advantages of research, the awarding of permission and voluntary participation in the study (Leedy & Ormrod, 2001:101-108). This entails that the importance of the principle of informed consent becomes apparent at the initial stages of the research project. This applies to gaining access to the institution or organisation where research is to be conducted and acceptance of involvement by those

who will be involved in the study before embarking on the task (Cohen et al., 2013:84-85). Babbie (2005:61) stresses that it is important to ensure the anonymity of the participants in the study and to guard them against physical or psychological damage in any research.

In this study, participants were assured that their names were not going to be published or shared with principals or any education authorities as pseudonyms were used (see chapter 4, table 4.1). The researcher applied for ethical clearance certificate at University of South Africa which was approved (see Appendix F). The researcher remained honest for the entire process of data collection to gain trust of the participants and in all stages of the research. Further, the researcher is of the view that conducting the research ethical is non-negotiable as participants in future will refrain from participating in research if they are not conducted ethically and this will affect academic knowledge and the trustworthiness of research findings.

### **3.7 Trustworthiness**

Trustworthiness or rigour of a study refers to the degree of confidence in data, interpretation, and methods used to ensure the quality of a study (Pilot & Beck, 2014). In each study, researchers should establish the protocols and procedures for a study to be considered worthy of consideration by readers (Amankwaa, 2016). Although most experts agree, trustworthiness is necessary, debates have been waged in the literature about what constitutes trustworthiness (Leung, 2015).

In this study, the researcher ensured that trustworthiness was complied with by ensuring that the principles of credibility, dependability, transferability and confirmability were adhered to.

## **3.8 LIMITATIONS AND DELIMITATIONS OF THE STUDY**

### **3.8.1 Limitations**

The following have been identified as the limitations within the undertaking of this research study:

- Financial resources as the researcher had financial constraints which on some occasion resulted in him registering late for his study. He could not proceed with data collection as at the time he planned because he is not allowed to proceed with study if not registered as a student at the university where he is studying for this degree which this research is meant for.



- Load shedding had significant limitations for the study to be completed timeously.
- Time factor as the researcher must balance work time and study.

It is important to note that the limitations indicated above did not impact on the quality of the study because the research ensured and adhered to trustworthiness which enhanced standard research practice and quality assurance that relates to the study's data and process. Ethical issues and consideration compliance in this study is another reason why the limitations had no impact on the study especially its findings.

### **3.8.2 Delimitations**

In line with the focus of the study, the researcher knows that the study is delimited to principals' leadership style and teachers performance.

The following are some delimitations of the research study:

- This study focused on leadership in a school environment.
- The study is delimited to secondary schools in Soweto.

### **3.9 Chapter summary**

This chapter clearly described and articulated the methodological approach followed in the research study to achieve its objectives and aims. The chapter described the research approach implemented in the research, and the instruments made use of in the research study. This chapter showed good articulation of the research ethics employed in the study. The next chapter presents and analyses the research data gathered through the interview guide.

## **Chapter Four**

### **Data presentation, findings and analysis**

#### **4.1 Introduction**

The purpose of this chapter is to present data that was gathered through interviews and focus group. Six teachers were interviewed from three different schools using interview questions. The second set of data was collected from three deputy principals and three principals using focus group questions. Data coding will be used where participants will be quoted verbatim to comply with ethical issues. At this stage data is presented in a structured way for the purpose of reaching findings, conclusions and to make recommendations.

#### **4.2 Presentation of results**

The results obtained in this research study through the interview guide which came from semi-structured interview process and focus group questions were presented through the significant use of a thematic analysis framework. This is usually the best approach used in presenting the results of a qualitative research study. Teachers, deputy principal's and principal's responses were analysed. The analysis implemented in this research study was linked to the objectives of the research study, and the questions raised. The analysis has been intended to answer the research questions of the research study.

In an attempt to respond to objective 1, objective 2 and objective 3 of the study titled "The effects of principals' leadership style on teachers' performance" a focus group discussion was arranged with 3 deputy principals and three principals from 3 different schools and interviews were also arranged with 3 teachers, a series of themes and sub-themes were generated. These themes and sub-themes are used for presentation of data and findings (see table 3.5.1) as a results these themes and sub-themes are now discussed as a basis of the findings below.

#### **4.3 Response rate**

The use of response rate is common to quantitative research. However, in this study, following the teachings of his supervisor, the researcher used it to mean the number of participants who actually responded to his request to be part of the study. The response rate of the research study is important in determining whether it must continue or start by looking at the adequate number of participants before it continues. Importantly, the researcher wish to declare here that all proposed and invited participants participated in

the study. All 6 teachers, 3 deputy principals, and 3 principals in sampled secondary schools in Johannesburg made up the sample of the study.

**Table 4.1 is a representation of the research study participants.**

**Table 4.1 response rate**

<b>Participants</b>	<b>Targeted</b>	<b>conducted</b>	<b>Variance</b>	<b>Response Rate</b>
<b>Principals Focus groups</b>	<b>3</b>	<b>3</b>	<b>0</b>	<b>100%</b>
P1 – Principal of school1				
P2 – Principal of school 2				
P3 – Principal of school 3				
<b>Deputy Principal Focus group</b>	<b>3</b>	<b>3</b>	<b>0</b>	<b>100%</b>
DP1- School 1 Deputy principal				
DP2- School 2 Deputy principal				
DP3- School 3 Deputy principal				
<b>Teacher Interviews</b>	<b>6</b>	<b>6</b>	<b>0</b>	<b>100%</b>
T1- School 1 Teacher				
T2- School 2 Teacher				
T3- School 3 Teacher				
T4- School teacher 4				
T4- School Teacher 4				
T5- School Teacher 5				
T6- School Teacher 6				
<b>Total</b>	<b>100</b>	<b>100</b>	<b>0</b>	<b>100%</b>

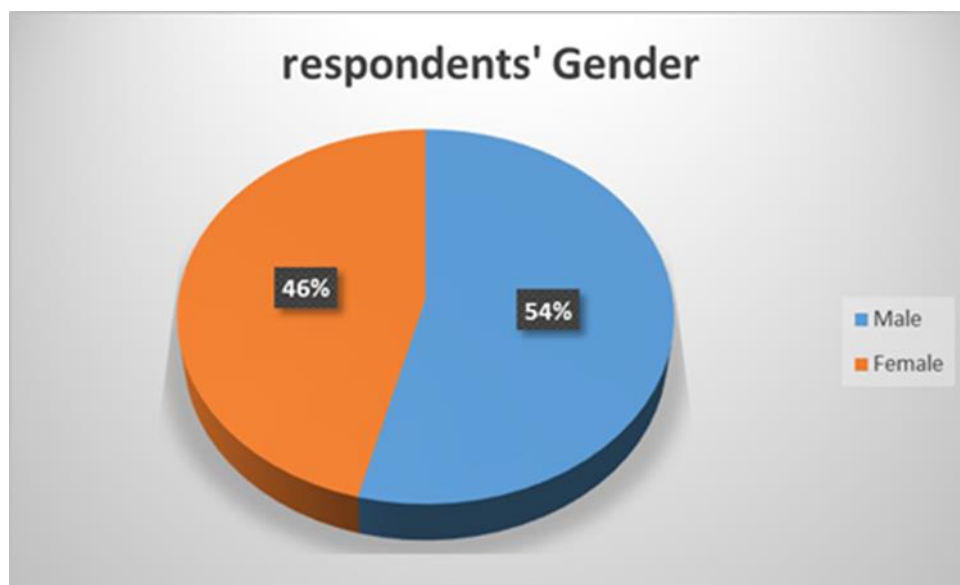
The interviews and focus groups were all successfully executed, which resembles a 100% response rate on the interviews for the principal, deputy principals and the teachers.

## 4.4 Analysis of gender, age and experience of participants

### 4.4.1 Gender of participants/ respondents

The gender distribution of the respondents was noted to be one of the critical aspects of this research study. This represented the number of males and the number of females that participated in this research study. In Africa, issues of patriarchy are still at play in several positions within the various organisations in the community. Figure 4.1 represents the research findings regarding the gender characteristics of the respondents that participated in this research study. This is aligned to objective 1 of the study.

**Figure 4.1 gender distribution of the participants/ respondents**

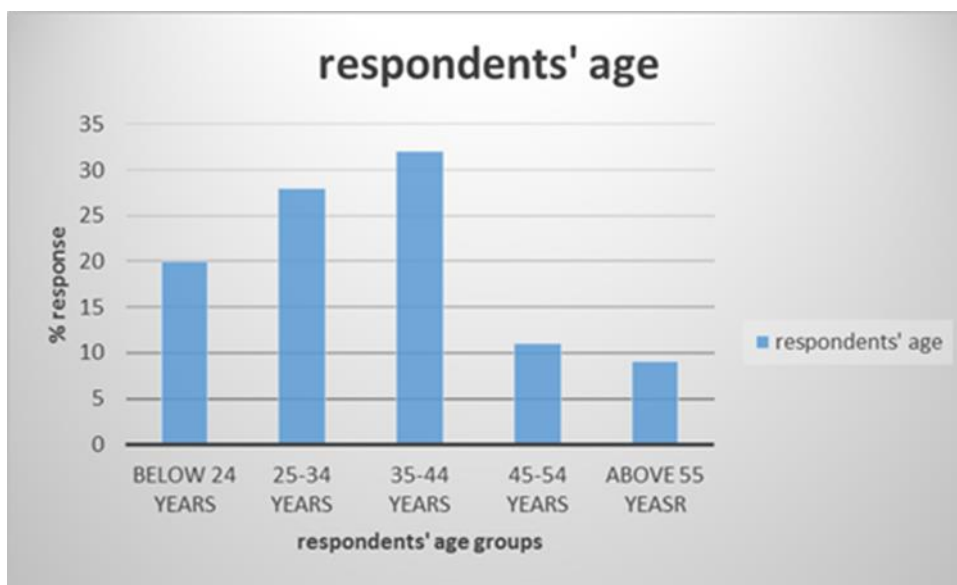


It can be noted that in this research study, there was more male participation as compared to their female counterparts. This is noted by the 54% response rate representing males compared to the 46% representing females participating in this research study. The situation of more males compared to females in this research study could be attributed to several issues relating to the nature of the jobs and the participating schools and their nature. When looking at the issues with leadership positions, at the school's or organisational level, males usually occupy leadership positions. Here 90% of the respondents who participated at the principal and deputy levels were males. Females took part in the research study, and their contribution was immense. The researcher strongly believes that women are under represented in school leadership positions while staff rooms are dominated by the female teachers who are in majority. Relevant equity policies must be implemented to strike a balance in terms of gender imparities.

#### 4.4.2 Age of the participants/ respondents

The age of the respondents was also considered an important aspect of the research study. Age can lead to an understanding of the various issues related to the management of schools and the implementation of leadership styles within the schools. Therefore, this research looked at the issue of age from that perspective and saw it as an imperative issue pertaining to the understanding of leadership styles and their impact on the teachers' performance in secondary schools in Johannesburg, South Africa. Figure 4.2 is a depiction of the research study findings about the age of the respondents.

**Figure 4.2 age of the respondents**



The age distribution of the respondents was also one of the key elements looked into as far as this research study is concerned. The researcher wanted a better and enhanced understanding of the age groups of the people who participated in this research study. The age distribution of the research participants is shown in Figure 4.2.

The age of the respondents is of interest as far as this research study is concerned; there was a need to have a better understanding of the age distribution of the individuals participating in this research study. The individuals who participated in the study below the age of 24 years were 20%. This indicates that a few individuals in that age range are found in the organisations that participated in the study. The findings point to the fact that those who took part are probably entering into the education systems, while some are undertaking such teaching jobs temporarily, as they are trying to break into the education systems of the country. The age group 25 to 34 were represented by 28% of the research findings. They are the drivers of the activities within the education systems in the selected

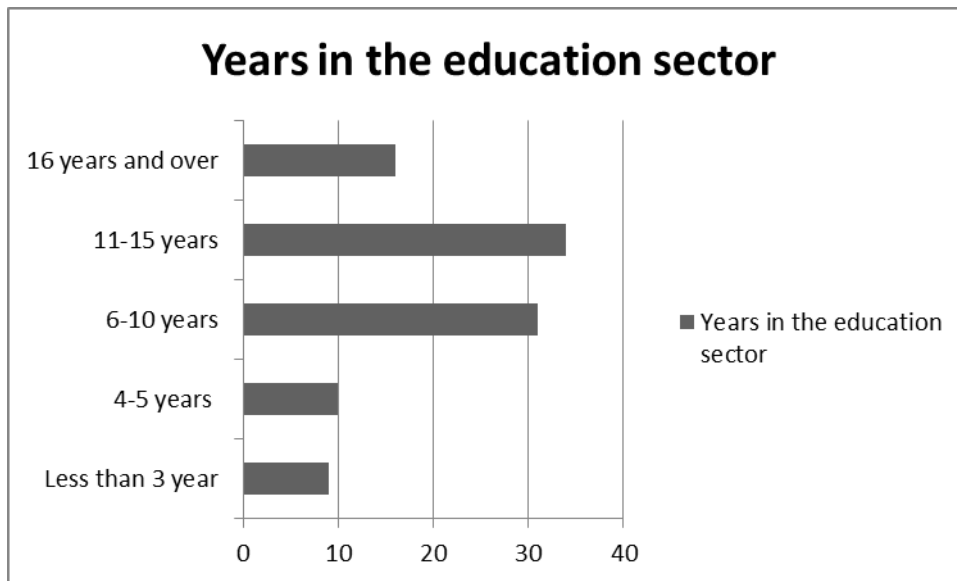
schools that participated in this research study. It has been found that the individuals who are aged 35 to 44 years are the ones representing the highest percentage in terms of response rate; this category is representing 32% of the overall research response rate.

These are the various individuals who are enjoying their teaching careers. Their careers are now at the maturity stage and have also gained some great experience in terms of understanding the South African education systems. Some have the experience and the exposure of working in the other surrounding countries, in the Southern African region, hence their contribution is important to this research study. The participants who fall under the 45 to 54 years of age are represented by 11%. For these few individuals, their time is used undertaking managerial activities within the organisation, hence their time is constricted, and it was difficult for the researcher to find more time with people in this category. For the few who took part in the research study, their contribution was immense. The participants above 55 years of age were also found to be of great interest in this research study. Only 9% took part in this research study. They provided the grease for the research study as they have many years of experience within the education sector in both South Africa and the region beyond.

#### **4.4.3 Experience within the education sector**

It was a noble idea to have the number of years the respondents have worked in the education sector. This is imperative because the researcher wanted to have a rough idea regarding the experience that the individuals who participated in the research study have in terms of working within the education sector. The experience that one would have may have an impact on the findings of the research study. The findings regarding the number of experiences that the respondents have worked within the education sector are presented in Figure 4.3.

**Figure 4.3 experience within the education sector**



The research study findings point to some interesting phenomena regarding the years that the participants have worked within the education sector in and out of South Africa. Those individuals who have worked for more than 16 years in the education sector are represented by 16% of the overall response rate. It can be noted that as one's contract expires from one institution, he/she would find another contract in another educational institution, both within the private and the public schools in South Africa, hence the rotation around the education sector in South Africa. Thirty four per cent of the respondents indicated that they have worked for 11 to 15 years within the education sector, which meant that the study got the cream of respondents owing to the participant's experience within the education sector. Those who have worked for 6 to 10 years are represented by 31% of the participants in the research study. Ten per cent of the respondents indicated that they have been working in the education sector for 4 to 5 years, and 9% indicated that they have been within the education sector for less than three years. The general impression of the research findings points to robust participation of individuals with experience, in terms of working within the education sector in and outside of South Africa. This robust experience was needed to effectively retort to the critical concerns within this research study.

#### **4.5 Leadership styles usually embraced in schools**

Schools in South Africa embrace several leadership styles depending on the targets that the schools are trying to attain in a certain period. The responses emanate from the teaching staff within the schools. One principal, P2 involved in this research study indicated that *"In a certain time frame within the schools, there might be the need to*

*achieve a certain pass rate, and the teachers are not complying with the rules and regulations that are being set by the leadership within the school, this will prompt a shift in terms of the leadership approach by the principals.*” The respondents who participated in this research study, particularly those that occupied the top management positions in the school’s administration, indicated that in the 21<sup>st</sup> century, the democratic leadership style is the key strategy being applied within the schools.

Another respondent within the category of principals identified as P1 was quoted as saying *“the leadership style involves the engagement of the various stakeholders within the school setup.”* The schools do not operate in a vacuum but with several stakeholders emanating from a diverse group of individuals. According to the principals who participated in this study, the principals simply act as a mouthpiece that communicates the school's vision, mission and objectives of the school to the teachers. However, there are several standing committees that come into the fold with the development of leadership style.

Oppressive leadership skills are no longer applicable in the education sector in the 21<sup>st</sup> century, as the teaching staff believes that people can engage each other in constructive conversations and come up with solutions to the challenges they face in an institution. According to T2, a teacher who was also involved in this research study was quoted as saying, *“in our school, there is more engagement in terms of the targets that the school intends to attain in a given space of time; the principals do not act according to the needs of their mindset, there are consultative meetings, which involves several stakeholders who are also involved in the school’s administration.”* This finding indicates that the school principals do not operate on their will; rather, their decisions are influenced by several stakeholders whom the principals are working with.

The majority of the respondents that participated in this research study indicated that the democratic leadership style is the style implemented in several education centres. This means there is an engagement of the stakeholders within the education sector. These stakeholders include the department of basic education responsible for setting up the education policy; these policies significantly influence the style of leadership that one must implement as a school principal. Cooperating with the school governing body, school leadership does not operate in a vacuum but within the confines of several stakeholders within the context of the education sector in the country. The researcher believes that schools in South Africa are managed democratically, considering that teachers are highly



political and the involvement of trade unions will make it difficult for schools to embrace other leadership theories. In most cases where decisions are imposed on teachers are met with resistance which leads to chaos in schools. Therefore the researcher is in agreement with this finding that democratic leadership is embraced in schools based on his personal experiences. Foundations of democratic leadership theory lies on effective communication and as result it will be difficult for the principal to implent any other theory. This is evident from the literature, The school master must create the vision and communicate it to his/her followers. Dimmock (1993) defines a vision as an expression of what an organisation wishes to be.

#### **4.6 Embracement of the leadership styles by the teachers**

Leadership styles implemented within the schools are directed to the teachers and the teaching staff within the schools and the education sectors. The teachers in the secondary schools that participated in this study understood they did not have many options but to embrace the leadership styles that are being implemented at the current school they are teaching. One teacher, T1 was quoted as saying, *“we as teachers we have no much in terms of deciding the leadership style that the school leadership have to be using, rather we have to be prepared to embrace any form of leadership style that is being implemented at any school that we find ourselves at.”*

Edgerson and Kritsonis (2006:2-5) comment that principals can make strides in the recognitions instructors have regarding their parts by having a great relationship with them. When there is noteworthy interaction between principals and instructors, it makes a difference for instructors to feel superior and makes them more compelling within the classroom. In expansion, great connections between a foremost and an instructor empower instructors to consider principals as “supporters” and “facilitators” to render the instructors viable within the classroom and to feel responsible for the educating and learning (DePaul, 2000:15-19).

The movement of teachers from one institution to the next, mainly their movement from the public to the private schools, makes them adaptive to any leadership skill they find at the current school they will teach. For the teachers, it is not mainly about the leadership style implemented at the school but other work conditions that allow the teachers to execute their duties diligently. Another T6 in this research study was quoted as saying, *“the style of leadership is imperative, however as the school leadership is implementing that type of leadership, for instance, if it is autocratic, they have to make sure that all the*

*provisions that have to be given to the teachers are in place for the teachers to be able to articulate their duties accordingly.*” This response means that the ability of the school leadership to give the teachers what they need to properly execute their day-to-day activities is imperative. In some institutions, school leadership may demand more and more from the teachers while they are failing to provide the teachers with the necessities required of them to undertake their duties. This usually happens in private sector schools.

Teachers are always welcoming any developments proposed by the school administration. As they look at these developments, they believe they are put forward to enhance their various teaching activities within the schools. School leadership brings about new developments mainly targeted at transforming the teacher experience into a better and enhanced experience. These experiences can place the teacher's performance at a better level regarding classroom performance and results. The leadership implemented within schools impacts the relationships between the teachers and the principals within schools. Therefore, the school leadership must embrace the new developments and walk along with them as they are targeted at transforming the teaching environment into an environment where each stakeholder is happy and geared to deliver much in terms of their duties within the school.

#### **4.7 Leadership style and teacher performance**

This was one of the critical aspects taken into cognisance during the execution of this research study. The researcher wanted to have a better understanding regarding the effects that are brought by the leadership for teachers to perform. One T3, a teacher said, *“leadership is an important aspect in every institution; the leader must be able to clearly articulate their vision to their subordinates for performance to be enhanced.”* Those leaders who use dictatorship in running and managing schools will likely continue using force in implementing all the various projects within the schools. Teachers in this era need to work closer and closer with their leaders, so they comprehend what the school leadership expects of them. T5, *“The school leadership is the steering board for the attainment of the targets of the school; we as teachers work along with the demands and the needs of the school management, this will eventually lead to the attainment of the better results for the school.”*

The schools performing well in South Africa are due to the leadership styles implemented in those schools and the relationship between the general teachers and the school leadership. According to one teacher (T6) involved in this study, *“over the years, I have*

*worked in a diverse number of schools, and I have noted that the school leadership is imperative when it comes to the performance of the teachers.”* In some instances, some individuals who teach in schools will underperform because they are not in a good relationship with the principals. Hence, they will want to prove a point by undermining the principal. The researcher is supporting this statement from his experience as there were many instances of sabotage to the principal because teachers did not like the management style of the principal. This is happening in several schools in various provinces in South Africa. Within the private sector, this mainly happens to those schools not paying a fortune to the teachers. The private sector management styles are different from the public sector schools. This means that when a teacher is moves from a public to a private institution, there is a need to make that the school leadership train, develop and acquaint the new teacher with the new systems that he/she is joining to achieve greatness in their day-to-day teaching activities.

The leadership styles implemented in the schools are important in shaping the teachers' performance within the schools. Teachers are imperative in transforming and shaping the schools into the schools of choice for school children. It is essential to come up with motivational awards and systems to enhance the teaching staff's performance within the school. The teaching staff needs to be working in close connection with the non-teaching staff within the schools so that there is consistency regarding the performance of the schools and the execution of the activities that are found within the schools. A school does not operate in a vacuum. It rather operates within the confines of the critical elements, which include the teaching staff and the non-teaching staff, who have a robust contribution to the success of the school and of the leadership style being implemented within the school. Therefore, as much as the school is implementing some management systems, this needs to be applied to the non-teaching staff and the teaching staff within the school. This will eventually lead to the success of development within the school. Effective leadership produces school results. From the findings it is evident that principals' leadership style effects teachers' performance and this respond to the main reaserch question. In general the leader must effect on the performance of his/her subordinates, otherwise he/she is not leading. This can be linked to this definition of leadership . Hukpati (2009) conveyed that leadership is a function of management that encompasses persuading supporters to pursue programmed organisational objectives. Shastri (2010) reinforced Hukpati's interpretation and indicated that leadership is the procedure in which

the leader inspires the behaviour of followers to act in the way that it is planned out by the leader.

The researcher believes that as a leader you are bound to influence your subordinates to excel in their work, otherwise you are not leading and this is irrespective of which leadership theory you are implementing. As a result the main research question is answered by this finding.

#### **4.8 Challenges emanating from the leadership styles within secondary schools**

Every leadership style comes up with merits and demerits, depending on which leadership style is implemented in what type of environment. The research has noted that many of the schools that have participated in this study are using the democratic leadership style. This leadership style is a more engaged type of style where individuals from diverse institutions can share their views, thinking, and understanding regarding the current situation within the school. The democratic leadership style has its advantages and its disadvantages. A DP1 involved in this research study was noted as saying, *“if you give the teachers much of room to participate in the affairs of the school, it’s a good thing they become part and parcel of every activities that which are happening within the school, when something went wrong, the principal is not the only one to be blamed, but rather it will be something that can actually be blamed on the entire teaching staff because it has been agreed upon through the use of the engagement leadership style where there have been robust engagement of the teachers in the decision that have been made.”* This means that as a school, the embracing of the democratic leadership style is imperative in that there is shared responsibility. This can be for something undertaken successfully or it has gone wrong. If there is a celebration it will be for the entire team rather than for only the leadership within the school. This enhances, and motivates the teaching staff as they will rather feel part of the success of the programmes within the schools. This is evident from the literature of Robert House who further expand on leadership theories by mentioning participative leadership theory which is known as democratic leadership style where the leader consults with employees and take their opinions and suggestions into account.

One of the notable challenges of democratic leadership style within secondary schools is that the teaching staff will be freer to express their feelings and desires pertaining to a given situation. This will relieve the principal since leadership will be a shared responsibility within the school. The DP3 at one school indicated that *“the style of*

*leadership which we have been using at this school has proved to have its own loopholes as the teachers within the school end up taking advantage of their participation into the various affairs of the schools and they will then not give themselves much in terms of participation in the success of the school.*" This emanates as the principals will no longer be undertaking routine checkups on how the teachers will execute their duties as they believe they are working together. The teachers will relax owing to the leadership style being implemented within the school.

Implementing a democratic leadership style has its own disadvantages because making decisions within the learning institution is slow. This is due to the need for consultative meetings before final decisions are made. One P2 a principal from an education institution was quoted as saying, *"the decisions that which is made at this school have to pass through several channels and stakeholders, which then take much of time."* This means that some decisions will be implemented while they are no longer applicable to the situation that will be on the ground. Therefore, the democratic leadership style is imperative for the engagement of the individuals within the school; however, decisions made through such leadership styles become slow for the organisation and affect the day-to-day strategies that must be implemented within the schools. The Hersey-Blanchard model suggests no single leadership style is better than another; instead of focusing on workplace factors, they suggest leaders adjust their styles to those they lead and their abilities. This approach is based on matching the proper leadership style to the corresponding maturity level of the employees (Brevis & Vrba, 2014).

The researcher believes each leadership style has its own challenges. Principals ought to alternate leadership style based on the task at hand to limit these limitations. Literature refers to this, The Hersey-Blanchard model suggests no single leadership style is better than another; instead of focusing on workplace factors, they suggest leaders adjust their styles to those they lead and their abilities. This necessitate to look closer into benefits that can be enjoyed from other leadership theories explored in the literature review. The use of rewards and punishments from the transactional theory will also be of much benefit as Transactional leadership is "Leaders who lead primarily by using social exchanges for transactions" (Robbins, 2007: 475). These leaders use rewards and punishments to influence their subordinates. James McGregor Burns (1978) describes transformational leadership is a process in which "leaders and followers help each other to advance to a higher level of morale and motivation. In the introduction the research articulated that school results started to drop in 2007 when the new curriculum was introduced. This is

raised to indicate that transformational theory could have yielded better results. Many teachers resigned citing that the amount of work was insurmountable and teachers were not copying. This could have been prevented if transformational theory was implemented properly. People in general resist change even if it is good change, so as teachers. This theory allows the leader to sell change positively by emphasising the benefits of change. Principals who alternate leadership theories could enjoy the benefits of other theories where preferred theories have significant limitations on a particular situation.

#### **4.9 Factors considered important by teachers and principals to perform as expected by the Department of Education**

The principals of the schools that participated in this study indicated that working together to plan and implement strategies to improve learners' results is a critical factor being considered and expected to be imperative in the education sector between the teachers and the principals. The teachers and the principals in democratic systems must be working to achieve the objective of attaining pass rates within the schools and in implementing education policies. The Department of Education's main aim is to improve results by ensuring that schools all around the country achieve massive pass rates leading to the success of the entire education system. Attaining success within education is not an issue that can be attained by one group of stakeholders; rather, it will be effective and successful if a diverse level of individuals implements it. Teamwork was a common response from various respondents as an important factor in education.

Another critical factor presented by the principals and teachers who participated in this study is that there must be coordination of school activities. The DP4 of one school that participated in this research study indicated that *“for the teachers to be able to perform accordingly, there is need for the coordination of the various activities amongst the various stakeholders within the school ”*. There is a need for the robust coordination of activities that are found within the school; this means that the various levels of teachers within the school need to be working very close together. When the principals have decided to have something within the context of the school, there is a need for the principals to be closely working with the school teachers so that there is sustainability in the implementation of plans that are tailored to achieving the best for the schools as well as the teachers to be able to perform in the execution of their day-to-day duties. Principals who make a vital and measurable influence on the accomplishment of their workers can lead their schools efficiently and can grow themselves and their staff (Mulford, 2003:18). DePaul (2000:12-15) clarifies that principals, and instructors habitually work as a group, at whatever point

they need to bargain with major teaching issues and parental issues in advance. The analyst concludes that great relations between principals and instructors emphatically impact work execution and that the choice of authority fashion will contribute towards great relations

Factors of communication are imperative as they can enhance the delivery of services within the school systems. There is a need for proper communication systems in the school systems. Communication has been noted to be a factor that leads to the success and execution, and implementation of leadership styles within schools. The leadership that must be implemented within the school needs to be communicated and articulated so that each member within the school understands what is expected of them. When a leader comes up with a strategy for enhanced performance within the school, there is a need to make sure that the individuals that the teachers have the right information at the right time in the right quantities. When there are robust communication systems, there are high chances and prospects of the teachers to perform and deliver the best of services to the schools, which leads to the success of the teachers within the schools. The researcher strongly believes that communication is key to the management of education. For communication to flow smoothly the principal must clearly define channels of communication which also promotes upward communication. There are many conspiracy theories in a school environment due to its political nature which can be rectified timeously by using proper channels. There is theory in schools that principals are hiding certain information from department of education which is always not true. Having said that, schools are governed democratically, open communication is one of the basic principles of democracy. Briefings, meetings and circulars and even social media are effective for communication at school level.

Lack of learning and teaching resources are major constraints to effective teaching and learning due to budgetary constraints implemented by department of education. The budget that is allocated to schools is not sufficient versus the number learners enrolling in schools which is increasing exponentially every year. Therefore, adequate funding of schools is another important factor to be considered for schools to succeed. The issue of teacher capacitation is also critically. The role of education is changing continuously and the way in which education is taking place so as the management of education. All these factors are important in education. Kartz (2001) defines teacher leaders as teachers who lead inside and outside the classroom and impact others toward enhanced educational

practice. Adeoti (2012) reinforced the above opinion and quantified that leadership is a crucial feature in the holistic development of a school.

#### **4.10 Chapter summary**

This part of the research study presented the data attributed to the individuals who participated in this research study. The findings of the research study point to leadership styles being important to the teachers' performance within the schools. This means that principals and deputy principals are designing the leadership styles, they think are suitable for the day-to-day operations of the schools, there is a need to understand the teachers and the circumstances under which the teachers are operating. There is a need for the principals to be working along with the stakeholders within the education sector. The education sector does not operate in a vacuum; it operates within the confines of the policymakers and the policy implementers. This will lead to the institutions designing the best approaches that can actually be embraced in the education sector for enhanced performance of the teachers within the schools.



## Chapter Five

### Conclusions, Summaries and Recommendations

#### 5.1 Introduction

This chapter summarises the conclusions and recommendations emanating from the research study. Findings will be summarised and recommendations will be based on the findings of the study.

#### 5.2 Summary of findings

This section summarises the findings of the study. The findings are shown in chapter 4 in an elaborate manner as deduced from the presentations and discussions of the themes and sub-themes that emerged from the study data: The findings are of the study are as follows;

In accordance with the research questions (see chapter 1) the findings are summarised as follows:

##### 5.3.1 RESEARCH QUESTIONS RESTATED

The main research question is: What are the effects of principals' leadership style on teachers' performance?

The sub-questions are:

1. What are the challenges impacting teacher performance in school in district 14 in Johannesburg, South Africa?
2. What is the dominating leadership style in school in district 14 in Johannesburg, South Africa?
3. Which factors are considered important by teachers and principals to perform as expected?
4. How do teachers in district 14 secondary schools in Johannesburg South Africa perceive the leadership style adopted by their principals at their schools?

##### 1. What are the challenges impacting on teachers performance in schools in District 14 Johannesburg, South Africa?

This section speak to research objective 1: To assess the challenges impacting teacher performance in secondary schools of the District 14 in Johannesburg, South Africa.

The study reveals there is still an imbalance in terms of gender as more senior positions are in the hands of males. The findings are embedded in South African history, culture and religion which affect the current gender variables even when progressive policies have been put in place to rectify this. The study findings show that there were more male participants compared to female counterparts (see figure 4.1).

This finding is in line with literature in writing of Ricketts (2009:2) has found that even if some traits are common to many leaders, the overall evidence suggests that a leader may not be a leader in many situations because one who is “an effective leader in one situation may not be an effective leader in another situation.” One of the main criticisms of the great man leadership theory is that it is based on masculinity. It is gender insensitive in an era where women have proven to be great leaders. Spector argues that instead of worshipping these great leaders, we should draw on Freud and investigate the impulses that impel followers to seek “Great Men” who can serve as saviours (Spector, 2016:255).

Teacher experience another dimension (see figure 4.3) which indicates the number of experienced teachers keeps on declining as they mature in age, Teachers who have worked for more than 16 years in the education sector are represented by 16% of the overall response rate. It can be noted that as one’s contract expires from one institution, he/she would find another contract in another educational institution, both within the private and the public schools in South Africa, hence the rotation around the education sector in South Africa.

Experienced and amateur teachers prepare a lesson for the instruction they attempt. New instructors spend much more time arranging instruction than experienced instructors, frequently remaining up late at night to arrange the next day’s lesson (Wiggins & McTighe, 2000:57).

## **2. What is the dominating leadership style in school in district 14 in Johannesburg, South Africa?**

This in response to research objective 2: To explore the currently dominating leadership styles in schools within the 14 District in Johannesburg, South Africa.

Chapter 4 clearly depicts that there is evidence of democratic leadership style in sampled schools. Most teachers seem to be receptive of this model as they emphasise that they are more concerned about decisions which they were part of from the initial stage. As a result chapter 4 achieves this objective. Literature also supports this finding, House and

Baetz (1997) saw leadership as taking place in clusters where the leader motivates group participants' behaviour towards attaining group objectives. Hukpati (2009) conveyed that leadership is a function of management that encompasses persuading supporters to pursue programmed organisational objectives. Shastri (2010) reinforced Hukpati's interpretation and indicated that leadership is the procedure in which the leader inspires the behaviour of followers to act in the way that it is planned out by the leader.

### **3. Which factors are considered important by teachers and principals to perform as expected?**

This speaks to research objective 3: To investigate the factors considered important by teachers and principals to effectively perform their duties accordingly.

This research question is answered in chapter 4, teachers, deputy principals and principals they all agree that, in order for the education to bear results there must be team work. The teachers and the principals in democratic systems must be working to achieve the objective of attaining pass rates within the schools and in implementing education policies. The Department of Education's main aim is to improve results by ensuring that schools all around the country achieve massive pass rates leading to the success of the entire education system.

This is evident in the writing of Tekleselassie (2005, in Mengistu 2012:56-85), if the instructor's relationship with their central is open, collaborative and accommodating, it will, then increase the eagerness of instructors to be included in decision-making. Instructors will be interested, energised and invigorated to perform the exercises doled out to them when instructors and principals have a solid alliance (Mengistu, 2012:56-85). Instructors who are not fulfilled with their employment and their relationship with their pioneers are influenced contrarily, whereas such troublesome components too antagonistically influence the understudies.

### **4. How do teachers in district 14 secondary schools in Johannesburg South perceive the leadership style adopted by their principals at their schools?**

This in line with research objective 4: To comprehend how the teachers in District 14 of Johannesburg perceive the leadership adopted by their principals.

This research question was answered in chapter 4 where the study shows that teachers are embracing the leadership implemented by their principals, that's a good perception in education. The teachers in the secondary schools that participated in this study

understood that they did not have many options but to embrace the leadership styles that are being implemented at their current school.

This is evident from the literature, Instructors, under study and the school community consider their principals as their role-models. Subsequently, it is sensible to anticipate that instructors with a great relationship with their principals will attempt difficult tasks to imitate the conduct of their principals (Davis & Wilson, 2000:349-350).

The research study was concerned with a better and enhanced understanding of the principal's leadership style and its effects on teachers' performance in South Africa's secondary schools. Several leadership styles have been discussed, and their impacts in terms of influencing the teachers' performance have also been noted with robust reference to the performance of the schools. It can be noted that schools can perform well if there is some level of relationship between the school's management, and the subordinates found within the schools.

This means that a relationship is important has to exist between the teachers, deputy principals, the principals, and the district and provincial education officials found within the education ministry in the country. The information must cascade down from the Department of Education to the school level. This information will ultimately determine the leadership style that must be embraced by educational institutions for performance to be enhanced. The aim of education within schools, both at public and private institutions, is to make sure that education is delivered to the children. This has to be done through some systematic approaches of leadership, which allows for the proper cascading down of information within the school's stakeholders.

The research findings point to leadership being an important aspect within the running of schools. It must be well articulated, so every stakeholder who is found within the education system is well conversant with the leadership style and its advantages to the school and the performance of the teachers responsible for the cascading down of information to the children in the schools. A proper leadership style can enhance proper communication channels and improve school results.

Results analysis has indicated that democratical leadership style is the mostly favoured theory in schools and it is necessary to zoom it under the following sub-headings:

1. Teaching and learning performance

If implemented properly it is bound to improve school results, there is empirical evidence in the findings which support this argument.

2. Teachers social cohesion with other staff members

A democratic environment in the workplace makes it conducive for relationships to flourish and a healthy working environment enables teachers to perform according to their standard of expectation.

3. efficiency in solving problems

Due to its consultative nature it is recommended for solving problems in a workplace. Principals who implement this kind of theory have a better chance of solving problems in their respective schools.

## **5.2 Conclusion**

The participants involved in this research study noted that the only critical leadership style that can actually be implemented within the schools is the democratic leadership style. The democratic leadership style being implemented within the various educational institutions involves a certain level of the participatory model. This means that as leaders within the schools, there is a need for the school administration to be working closer to the teachers and the other non-teaching staff members within the school to deliver robust performances among the teachers. The teachers must work in close connection with the principals where the decisions are articulated down to all the levels within the school through engagement and understanding of the circumstances under which the teachers are operating. This will eventually give the teachers some level of motivation that will encourage them in the execution of their duties within the school.

This leadership style is imperative in the sense that it encourages and allows any other individual within the school, particularly the teachers, to be involved in the decision-making. However, the most critical challenge found in the implementation of the democratic leadership style is that it affects the rate at which the decisions will move within the education sector. Some decisions require haste in their undertaking, which call for quick action from the school administration. This does not apply to the democratic leadership style as it must involve the rest of the staff within the school. The decisions to be taken will take a long time and affect the teachers' performance. In such instances, the principals must implement systems that allow for smooth running of the institution, and in this case will require a combination of the autocratic leadership style and the democratic leadership style. This is a situational application of leadership styles actually applied owing to the demands and dictates of the situation at hand.

Leadership is an important aspect of the running of schools. It is imperative for the individuals occupying leadership positions within the secondary schools to understand the vision, mission and strategies of the schools, so they can select the best leadership styles suitable for the smooth running of the school. This will lead to the successful performance of the teachers within the schools. Teachers need robust motivation to properly execute their duties, and it is through the school leadership that the motivation emanates. Where there is a motivation among the teachers, performance is guaranteed among the teachers. The teachers will go an extra mile in terms of trying to achieve positive results for the schools where they are teaching.

The study concluded that results are good in secondary schools in Soweto. There is evidence that suggests there is a direct relationship between democratic leadership style and the performance of teachers. The researcher concluded there is democratic leadership in secondary schools as teachers are involved in school matters and decision-making.

#### **5.4 Recommendations**

The research study made the following research recommendations.

##### **5.4.1 Stakeholder engagement and coordination**

The research study recommends a robust need for the school leadership to work in close connection with the stakeholders within the school system to attain success and the best results for the children. Stakeholders within the education department have a better understanding of the education system; they understand better the values that have to be put forward for enhanced teachers' performance within both public and private schools. These stakeholders will be parents, NGOs, other schools, educational unions, and community and government structures.

##### **5.4.2 Leadership training and development**

The leadership who manages the various schools need to be involved in some capacity building and training, so they can grasp the current leadership skills with the capacity to transform how they manage their schools. The leadership training seminars will eventually lead to betterment in deciding the best leadership style suitable for the school that one is managing. It is, therefore important for the ministry and other officials to make sure that they are at the right footing in terms of embracing and bringing about new leadership training seminars that equip the school's leadership with current information and data with the capacity to stand the test of time in terms of the performance of the teachers within

the schools. The researcher discourages using an autocratic leadership style as it is inappropriate for a professional teaching environment. Generally, people support the decision that they were part of in the initial stage; therefore, principals must use more of a democratic leadership style as evidence suggest that it has positive advantages.

#### **5.4.3 Teacher training in the leadership styles**

The teachers also need to have a better understanding of the issues to do with school leadership. Leadership must not only be centred on those occupying the leadership positions, but rather, there must be the need for the leadership to be well understood from a subordinate perspective. This will eradicate the issues such as resistance to changes, usually part of leadership within several organisations. Many institutions find it difficult to embrace new leadership styles. Suppose the subordinates are trained and made to understand the positives of every leadership skill selected by an organisation. In that case, the subordinate can effectively embrace the leadership style and run with it to benefit the organisation. This validates a need for the stakeholders to train and develop the teachers, so they have a better understanding of the leadership styles being implemented within the school.

#### **5.4.4 Education policy on the basic leadership style for schools**

The research study recommends that for teachers' performance within schools to be enhanced, the ministry of education needs to develop a universal education leadership style that all the schools must adopt within the country. This will enhance issues, such as monitoring and evaluation of the performance of the schools. A universal education policy will be effective because the ministry can compare the education leadership styles implemented in the varied schools. Measuring the teachers' performance will be enhanced owing to the use of the universal leadership approach across all the schools within the country.

#### **5.5 Areas for future research**

The research study was mainly concerned with the leadership styles implemented by the leadership of schools in South Africa, Johannesburg. For future purposes, there is a need to look at a comprehensive approach to understanding the leadership systems being implemented by the leadership within schools. It would be imperative to look at it from the provincial perspective, where the research will pick schools from the provinces in the country and implement the checks on the leadership styles and the benefits that are being conveyed by such leadership skills to the schools within the country. This is so because

the issues to do with education are not merely issues concerned with one city or town, but rather they must be a national issue since educational policies are designed not for a province but rather for the country. Therefore, when looking at it from such a perspective, there is a need to implement an all-embracing research in all the schools within the country. This will give an all-embracing understanding of the leadership skills that are being implemented within the schools and their impact on the teachers' performance within the schools.



## REFERENCES

- Abid, H., Saghir, A., Misbah, M & Ayesha B. (2017). Principals' leadership styles and teachers' job satisfaction: A correlation study at secondary school level. *Bulletin of Education and Research*. December 2017, vol 39, no3. Pp 45-56.
- Adeoti, Y.F. (2012). Influence of principals' leadership styles on student Academic achievements in secondary schools in Nigeria. *Journal of Innovative research in management and humanities* 3 (1). April, 2012 Retrieved on 5/4/ from <http://www.srpjournal.or>.
- Adeyemi, T.O (2014). Principals' leadership styles and teachers' job satisfaction in secondary schools in Odo state, Nigeria. *International Journal of Economics and Management* 1(2), 1-12.
- Anguyo, I. (2014). 85% Ugandan primary school teachers want to quit teaching. Kampala. UNESCO.
- Anusha Naidu et al, 2010. *Education Management and Leadership* 2nd Impression. Cape Town: Oxford University Press.
- Ayhan, A & Yilmaz, S. (2013). The effects of school principal's leadership styles on teachers' organizational commitment and job satisfaction. *Educational Sciences: Theory and Practice*-13(2). Spring.806-811. Educational Consultancy and Research Centre. [www.edam.Com.tr/ est](http://www.edam.Com.tr/est)
- Azhar, M., and Fareena, N. (2016). Principals' transformational and transactional leadership styles and job satisfaction of college teachers. *Journal of Education and Practice*, 7(34):234-250.
- Babbie, E. (2005). *The basis of social research*. 3 rd ed. Toronto: Wadsworth.
- Bogler, R. (2001). The influence of leadership style on teacher job satisfaction. *Education Administration Quarterly* 2001 37:662.
- Burns, J. M. (1978). *Leadership*. New York: Harper and Row.
- Bush, T. (2008). From management to leadership. Semantic or meaningful Chang? *Educational Management, Administration and Leadership*, 36(2), 271-288

Carter, G.R. & Cunnighan, W.R. (1987). *The American School Superintendent: Leading in an Age Pressure*. San Francisco. Jossey Bass

Choy, S.P. (1993). *School and staffing in the United States: A statistical profile 1990- 91*. Document Reproductive Service No 360378. Available: Eric Document

Ciulla, J.B. (2004). *Ethics, the Heart of Leadership*. New York. Greenword Publishing Group.

Cohen, L., Manion, L. & Morrison, K. (2014). *Research methods in education*. London: Routledge

Creswell, J. 2009. *Research design: Qualitative, quantitative, and mixed methods approaches*. 2nd ed. New Delhi: SAGE.

Creswell, J.W. 2003. *Research design: Qualitative, quantitative, and mixed methods approaches*. (2nd ed.), New Delhi: SAGE.

Dalin, P. (1994). *How Schools Improve. An international report*. London. Cassel.

Davis, R.V. (1992). *Person Environment Fit and Job Satisfaction*. Job satisfaction. New York, Lexintong Books.

De Nobile, J.J. and McCormic, J. (2008b). "Job satisfaction of catholic primary school staff: A study of biographical differences". *International Journal of Educational Management* 22(2): 135-150.

Don Hellriegel et all, 2008. *Management*. 3rd Edition. Cape Town: Oxford University Press.

Dubin, R. (1968). *Human Relations in Administration* (2nd ed.). Englewood Cliffs, Prentice Hall

Hackman, J. R. and Oldham, G.R. (1976). "Motivation through design of work- test theory." *Organizational Behavior and Human Performance* 16 (2): 250- 279.

Hemphil, J.K (1949). *Situational Factors in Leadership*. Columbus. Ohio University

Herzberg, F., Mausner, B. and Snyderman, B. (1959). *The Motivation to Work*. New York. Wiley.

Herzeberg, F (1968). "One more time: How do you motivate employees? *Harvard Business Review* 46: 53-62.

House, R. J., and Baetz, M. L. (1997). "Leadership: some empirical generations and new research directions." *Research in Organizational Behavior*, 43(1), 77-88.

Houtte, M.V. (2006). Tracking and teacher satisfaction: Role of study culture and trust. *The Journal of Education Research*, 99 (4): 247-254.

<http://www.statssa.gov.za>

Hukpati, A. C. (2009). Transformational leadership and teacher job satisfaction: A comparative study of private and tertiary institutions in Ghana (Med thesis University of Twente, The Netherlands). Retrieved from <http://www.ghanaweb.com/GhanaHomepage/regional/artikel.p? = 42443>

Johnson, S.M. (2004). *Finders and Keepers: Helping New Teachers Survive and Thrive in Our Schools*. San Francisco. Jossey-Bass.

Kartz, P. (2001). Job longevity in as situational factor in job satisfaction. *Administrative Science Quarterly*, 8, 11-18.

Kerry. S.W. (2003). Presidents' leadership behaviour associated with followers' job satisfaction, motivation towards extra-effort and presidential effectiveness at evangelical colleges and universities. (Doctoral Dissertation). University of North Texas, USA.

Kipkemboi, K. J. and Sirma, K. H. (2014). Relationship between principals' leadership styles and teachers' job satisfaction in Nandi South District., Kenya. *Journal of Education and Human Development*. 3(2):493-509.

Leedy, P.O. & Ormrod, J.E. (2001). *Practical research; planning and design*. 7th ed. Upper Saddle River, NJ: Prentice-Hall.

Lumsden, I. (1998). *Teacher Morale*. Eugene, OH: ERIC Clearinghouse on Educational Management. Available: ERIC Document Reproductive Service NO ED 422 601.

Mack, N., Woodsong, C., MacQueen K., Guest, G. & Namey, E. (2005). *Qualitative research methods: A data collector's field guide*. Research Triangle Park, NC: Family Health International.

Mbwiria, N.K. (2010). The influence of principal's leadership styles on teachers' career in secondary schools in Imenti South district, Kenya. (Unpublished Doctoral Dissertation). Chuka University.

MOE. (2008). General education quality improvement package (GEQIP) Unpublished. Ministry of Education, Ethiopia. Pp 6-8.

Muchumu, J. M. & Mafwimbo, M.K. (2014). Influence of leadership styles on teachers' job satisfaction. A case of selected primary schools in Songoea and Morogoro District, Tanzania. *International Journal of Educational Administration and Policy Studies*. 6(4), 53-61. <https://nationalplanningcomssion.wordpress.com>

Naidoo, V., & Potokri, O.C. (2021). Female School Leaders and the Fourth Industrial Revolution in South Africa. *International Journal of Innovation, Creativity and Change*. 15 (10): 162-180.

Nguni, S., Sleekers, P., & Denessen, E. (2006). Transformational and transactional leadership effects on teachers' job satisfaction, organizational commitment and organizational citizenship behavior in primary schools: The Tanzanian case; *School Effectiveness and Improvement*. 17 (2): 145-177.

Noddings, N. (2006). Educational leaders as caring teachers: *School Leadership and Management* 26 (4): 339-345.

Nsubuga, Y. (2008). Analysis of leadership styles and school performance of secondary schools in Uganda. Doctoral dissertation. Nelson Mandela Metropolitan University, Port Elizabeth, South Africa.

Nwakpa, P. (2017). Principals' leadership styles and teachers' job satisfaction in Ebony State, Nigeria. Available on: <http://www.globalacademicgroup.com/journals/academicdiscourse>.

Oduor, A. (2015). Shocking study on teachers' job satisfaction rating. Nairobi. *Standard News Paper* pg 1 col 1-3.

Polit, D.F. and Beck, C.T. (2014) *Essentials of Nursing Research: Appraising Evidence for Nursing Practice*. 8th Edition, Lippincott Williams & Wilkins, Philadelphia.

Potokri, O. C (2013) Search for academic achievements of married women in higher education: evidence from Nigeria. *Journal of Educational Studies*, 12(2):115 – 136

Potokri, O. C. (2014a). Conversations with the epistemologies of feminism: a systematic review. *Mediterranean Journal of social sciences*, vol. 5 (1): 353 – 360.

Potokri, O. C. (2014b). Evaluation of Financial Resources Availability and Manpower Development in Selected Monotechnics in Nigeria. *Industry and Higher Education*. 28 (5): 361 – 370.

Potokri O. C. (2016). Mixed method research approach in research curriculum: acumens for Africanisation. In Msila, V. and Gumbo, M.T. (ed.), *Africanising the Curriculum: Indigenous Perspectives and Theories*, Sun Press: Johannesburg. South Africa.

Potokri, O. C. (2022). *Feminisation of poverty among female-headed households in post-genocide Odi community in Niger-Delta region of Nigeria* (Doctoral dissertation).

Robbins S., (2001). *Organisational behaviour: Leading and managing*. Wellington: Prentice Hall.

SACMEQ, (1998). The quality of education. Some policy suggestions based on a survey of schools. (Report no.2). available at <http://unesco doc.org/ images/ 0011/001151/115171 eo>.

Shastri, R. K. (2010). Charismatic leadership and organizational commitment: An Indian perspective. *African Journal of Business Management* vol 4 (10) 1946-1953.

South-worth, C. (1993). School leadership and school development: Reflections from research, school organization. *Educational Administration Quarterly*. 12(2), 73-87.

Stogdil, R. M (1950). Leadership, membership and organization. *Psychology Bulletin*, 47, 1-14.

T Brevis & M Vrba, 2014. *Contemporary management principles*. 4th Edition. Cape Town: Juta.

Tasmin, S. (2006). Job satisfaction among female teachers. A study on primary Schools in Bangladesh. (Published Doctoral Dissertation). University of Bergen. Retrieved February 28, 2015 from <http://hdl.handle. Net/1956/1474>.

United Nations (UN). 1948. Universal declaration of human rights. UN General Assembly.

United Nations (UN). 2013. Agenda 2063.

Wangai, W.N. (2015). Principals' leadership styles and teachers' job satisfaction in public secondary Schools in Nairobi County, Kenya. Unpublished Doctoral Thesis. Kenyatta University.

Welgemood, A. (1995). Principals Address. Grosvenor Girls High School Magazine

World Bank. (2015). Are teachers satisfied. Education for Global Development. Available on <http://woldrdbank.gbl.dev.educ>.

Yukl, G. A. (2002). Leadership in Organizations (5th ed.). Upper Saddle River. Prentice Hall.

## Appendix A



1657 DIRST

MKHONZA M S MR  
6 PRICHY LANE  
KINDLER PARK  
2091

STUDENT NUMBER : 3581-899-9

ENQUIRING NAME : MALKPO EP  
ENQUIRING TEL : 0124415702

DATE : 2022-02-21

Dear student

I have pleasure in informing you that your research proposal has been accepted. Please see details below:

DEGREE : MEd (EDUC MANAGEMENT) (98405)

TITLE : principals' leadership styles and their effects on teacher's performance

SUPERVISOR : DR C POTOKHI (cnuvio@gmail.com)

ACADEMIC YEAR : 2022

TYPE: DISSERTATION

Registration is open. Please register online and pay for the research component of the degree before the closing date of registration.

yours faithfully,

prof M S Mkhonza  
registrar



University of South Africa  
Frederic Street, Muckleneuk Ridge, City of Johannesburg  
PO Box 382, UNISA 0000 South Africa  
Telephone: +27 12 429 3111, Fax: +27 12 429 4150  
[www.unisa.ac.za](http://www.unisa.ac.za)



Appendix B

**GDE RESEARCH REQUEST FORM**

**REQUEST TO CONDUCT RESEARCH IN INSTITUTIONS AND/OR OFFICES OF THE GAUTENG DEPARTMENT OF EDUCATION**

1. PARTICULARS OF THE RESEARCHER


1.1	Details of the Researcher	
	<b>Surname and Initials:</b>	MKHONZA MS
	<b>First Name/s:</b>	MATHEWS SABELO
	<b>Title (Prof / Dr / Mr / Mrs / Ms):</b>	Mr
	<b>Student Number (if relevant):</b>	35818999
	<b>SA ID Number:</b>	8003225697081
	<b>Work permit no. (If not SA citizen)</b>	

1.2	Private Contact Details	
	<b>Home Address</b>	<b>Postal Address (if different)</b>
	6 Priory Lane	Same as home
	Kibler Park	
	Johannesburg South	
	<b>Postal Code: 2091</b>	<b>Postal Code:</b>



<b>Tel:</b>	<b>Cell: 083692238</b>
<b>Fax:</b>	<b>E-mail: 35818999@mylife.unisa.ac.za</b>

## 2. PURPOSE & DETAILS OF THE PROPOSED RESEARCH

<b>2.1</b>	<b>Purpose of the Research (Place cross where appropriate)</b>	
	<b><i>Undergraduate Study - Self</i></b>	
	<b><i>Postgraduate Study - Self</i></b>	X
	<b><i>Private Company/Agency – Commissioned by Provincial Government or Department</i></b>	
	<b><i>Private Research by Independent Researcher</i></b>	
	<b><i>Non-Governmental Organisation</i></b>	
	<b><i>National Department of Education</i></b>	
	<b><i>Commissions and Committees</i></b>	
	<b><i>Independent Research Agencies</i></b>	
	<b><i>Statutory Research Agencies</i></b>	
	<b><i>Higher Education Institutions only</i></b>	
<b>2.2</b>	<b>Full title of Thesis / Dissertation / Research Project</b>	
	The effects of principals' leadership styles on teachers' performance	
<b>2.3</b>	<b>Value of the Research to Education (Attach Research Proposal)</b>	
	 final proporsal 35818999.zip	
<b>2.4</b>	<b>Envisaged date of completion of research in GDE Institutions</b>	<b>Date</b>
	<b><i>Envisaged date of submission of Research Report and Research Summary to GDE:</i></b>	<b>31/09/2022</b>
		<b>28/10/2022</b>

<b>2.5</b>	<b>Student and Postgraduate Enrolment Particulars</b>
<b>Name of institution where enrolled:</b>	UNISA
<b>Degree / Qualification:</b>	MASTERS IN EDUCATION MANAGEMENT
<b>Faculty and Discipline / Area of Study:</b>	EDUCATION
<b>Name of Supervisor / Promoter:</b>	Dr POTOKRI

<b>2.6</b>	<b>Employer</b>
<b>Name of Organisation:</b>	DHET
<b>Position in Organisation:</b>	ACTING PRINCIPAL
<b>Head of Organisation:</b>	CLIFFORD WEE
<b>Street Address:</b>	BLOCK D SECOND FLOOR
	CROWN WOOD ORMONDE
<b>Postal Code:</b>	2091
<b>Telephone Number (Code + Ext):</b>	0109001160
<b>Fax Number:</b>	
<b>E-mail:</b>	Taumang.s@getc.edu.za

<b>2.7</b>	<b>PERSAL Number ( GDE employees only)</b>
------------	--

2	1	9	9	3	9	8	0
---	---	---	---	---	---	---	---

### 3. PROPOSED RESEARCH METHOD/S

(Please indicate by placing a cross in the appropriate block whether the following modes would be adopted)

#### 3.1 Questionnaire/s (If Yes, supply copies of each to be used)

YES		NO	X
-----	--	----	---

3.2 *provide copies of* **es,**

YES		NO	X
-----	--	----	---

3.3 **Use of official documents**

YES	X	NO	
<i>If Yes, please specify the document/s:</i>			
Previous marks analysis			

3.4 **Workshop/s / Group Discussions (If Yes, Supply details)**

YES	X	NO	X

3.5 **Standardised Tests (e.g. Psychometric Tests)**

YES		NO	X
<i>If Yes, please specify the test/s to be used and provide a copy</i>			

#### 4. INSTITUTIONS TO BE INVOLVED IN THE RESEARCH

4.1 **Type and NUMBER of Institutions (Please indicate by placing a cross alongside all types of institutions to be researched)**

INSTITUTIONS	Write NUMBER here
<i>Primary Schools</i>	
<i>Secondary Schools</i>	2

<b>ABET Centres</b>	1
<b>ECD Sites</b>	
<b>LSEN Schools</b>	
<b>Further Education &amp; Training Institutions</b>	
<b>Districts and / or Head Office</b>	

4.2 **Name/s of institutions to be researched (Please complete on a separate sheet if space is found to be insufficient)**

<b>Name/s of Institution/s</b>
<b>MORRIS ISAACSON SECONDARY SCHOOL</b>
<b>TLATLOGANG JUNIOR SECONDARY</b>
<b>PQ VUNDLA COMMUNITY LEARNING CENTRE</b>

4.3 **District/s where the study is to be conducted. (Please indicate by placing a cross alongside the relevant district/s)**

<b>District/s</b>			
<b>Ekurhuleni North</b>		<b>Ekurhuleni South</b>	
<b>Gauteng East</b>		<b>Gauteng North</b>	
<b>Gauteng West</b>		<b>Johannesburg Central</b>	
<b>Johannesburg East</b>		<b>Johannesburg North</b>	
<b>Johannesburg South</b>	X	<b>Johannesburg West</b>	
<b>Sedibeng East</b>		<b>Sedibeng West</b>	
<b>Tshwane North</b>		<b>Tshwane South</b>	
<b>Tshwane West</b>			

If Head Office/s (Please indicate Directorate/s)

**4.4 Number of learners to be involved per school (Please indicate the number by gender)**

Grade	7		8		9		10		11		12	
<i>Gender</i>	B	G	B	G	B	G	B	G	B	G	B	G
<i>Number</i>												

Grade	1		2		3		4		5		6	
<i>Gender</i>	B	G	B	G	B	G	B	G	B	G	B	G
<i>Number</i>												

**4.5 Number of educators/officials involved in the study (Please indicate the number in the relevant column)**

<i>Type of staff</i>	<i>Educators</i>	<i>HODs</i>	<i>Deputy Principals</i>	<i>Principal</i>	<i>Lecturers</i>	<i>Office Based Officials</i>
<i>Number</i>	2		1	3		

**4.6 Are the participants to be involved in groups or individually?**

<i>Groups</i>	X	<i>Individually</i>	X
---------------	---	---------------------	---

**4.7 Average period of time each participant will be involved in the test or other research activities (Please indicate time in minutes)**

Participant/s	Activity	Time
Principals and Deputy Principals	Interview	40 minutes
Teachers	Interview	40 minutes

**4.8 Time of day that you propose to conduct your research.**

<i>During school hours (for)</i>		<i>After School Hours</i>	<i>x</i>
<i>limited observation only</i>			

**4.9 School term/s during which the research would be undertaken**

<i>First Term</i>		<i>Second Term</i>		<i>Third Term</i>	<i>x</i>

**CONDITIONS FOR CONDUCTING RESEARCH IN GDE**

**Permission may be granted to proceed with the above study subject to the conditions listed below being met and permission may be withdrawn should any of these conditions be flouted:**

1. The District/Head Office Senior Manager/s concerned, the Principal/s and the chairperson/s of the School Governing Body (SGB.) must be presented with a copy of this letter.
2. The Researcher will make every effort to obtain the goodwill and co-operation of the GDE District officials, principals, SGBs, teachers, parents and learners involved. Participation is voluntary and additional remuneration will not be paid;
3. Research may only be conducted after school hours so that the normal school programme is not interrupted. The Principal and/or Director must be consulted about an appropriate time when the researcher/s may carry out their research at the sites that they manage.
4. Research may only commence from the second week of February and must be concluded by the end of the THIRD quarter of the academic year. If incomplete, an amended Research Approval letter may be requested to conduct research in the following year.
5. Items 6 and 7 will not apply to any research effort being undertaken on behalf of the GDE. Such research will have been commissioned and be paid for by the Gauteng Department of Education.
6. It is the researcher's responsibility to obtain written consent from the SGB/s; principal/s, educator/s, parents and learners, as applicable, before commencing with research.
7. The researcher is responsible for supplying and utilising his/her own research resources, such as stationery, photocopies, transport, faxes and telephones and should not depend on the goodwill of the institution/s, staff and/or the office/s visited for supplying such resources.

8. The names of the GDE officials, schools, principals, parents, teachers and learners that participate in the study may not appear in the research title, report or summary.
9. On completion of the study the researcher must supply the Director: Education Research and Knowledge Management, with electronic copies of the Research Report, Thesis, Dissertation as well as a Research Summary (on the GDE Summary template).
10. The researcher may be expected to provide short presentations on the purpose, findings and recommendations of his/her research to both GDE officials and the schools concerned;
11. Should the researcher have been involved with research at a school and/or a district/head office level, the Director/s and school/s concerned must alsoe supplied with a brief summary of the purpose, findings and recommendations of the research study.

<b>DECLARATION BY THE RESEARCHER</b>	
<b>1. I declare that all statements made by myself in this application are true and accurate.</b>	
<b>2. I accept the conditions associated with the granting of approval to conduct research and undertake to abide by them.</b>	
<b>Signature:</b>	
<b>Date:</b>	<b>23/06/2022</b>
<b>DECLARATION BY SUPERVISOR / PROMOTER / LECTURER</b>	
<b>I declare that: (Name of <u>Researcher</u>) .....</b>	
<b>1. is enrolled at the institution / employed by the organisation to which the undersigned is attached.</b>	
<b>2. The questionnaires / structured interviews / tests meet the criteria of:</b> <ul style="list-style-type: none"> <li>• <b>Educational Accountability;</b></li> <li>• <b>Proper Research Design;</b></li> <li>• <b>Sensitivity towards Participants;</b></li> <li>• <b>Correct Content and Terminology;</b></li> <li>• <b>Acceptable Grammar;</b></li> <li>• <b>Absence of Non-essential / Superfluous items;</b> <input type="checkbox"/> <b>Ethical clearance</b></li> </ul>	
<b>3. I will ensure that after successful completion of the degree / project an electronic copy of the Research Report / Thesis / Dissertation and a Research Summary (on the GDE template) will be sent by the researcher to the GDE.</b>	
<b>Surname:</b>	
<b>First Name/s:</b>	
<b>Institution / Organisation:</b>	
<b>Faculty / Department (where relevant):</b>	

<b>Telephone:</b>	
<b>E-mail:</b>	
<b>Signature:</b>	
<b>Date:</b>	

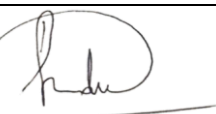
**ANNEXURE A: ADDITIONAL INFORMATION FOR GROUP RESEARCH**

This information must be completed by **every** researcher/ student who will be visiting GDE Institutions for research purposes.

By signing this declaration, the researcher / students accepts the conditions associated with the granting of approval to conduct research in GDE Institutions and undertakes to abide by them.

Supervisor/ Promoter / Lecturer’s Surname and Name.....

**DECLARATION BY RESEARCHERS / STUDENTS:**

<b>Surname &amp; Initials</b>	<b>Name</b>	<b>Tel</b>	<b>Cell</b>	<b>Email address</b>	<b>Signature</b>
MKHONZA MS	SABELO	0109001160	0835692238	35818999@mylife.unisa.ac.za	

**N.B.** This form (and all other relevant documentation where available) may be completed and forwarded electronically to [Gumani.mukatuni@gauteng.gov.za](mailto:Gumani.mukatuni@gauteng.gov.za); [Dineo.Mashigo@gauteng.gov.za](mailto:Dineo.Mashigo@gauteng.gov.za) and please copy (cc) [ResearchInfo@gauteng.gov.za](mailto:ResearchInfo@gauteng.gov.za). The last 2 pages of this document must however have the original signatures of both the researcher and his/her supervisor or promoter. It should be scanned and emailed, posted or hand delivered (in a sealed envelope) to Gumani Mukatuni, 7<sup>th</sup> Floor, 6 Hollard Building, Main and Simmonds



## APPENDIX C

THE PRINCIPAL  
TLATLOGANG SECONDARY SCHOOL  
D14



### REQUESTING PERMISSION TO CONDUCT RESEARCH

I kindly request for permission to conduct research at **TLATLOGANG Secondary School**

Title of the title of your research: PRINCIPALS' LEADERSHIP STYLES AND THEIR EFFECTS ON TEACHERS PERFORMANCE' Date: 24/06/2022

Name of the person to who you address the request: Principal (Ms Ntuli)

Department of the person: Department of education

Contact details of the person (0828259295)

Dear Ms NTULI

I, MATHEWS SABELO MKHONZA am doing research under supervision of Dr COLLINS POTOKRI, a senior lecturer in the Department of College of education towards a MED at the University of South Africa. We have funding from etdp seta which was given to me by my employer Department of higher education for career growth. We are inviting you to participate in a study entitled PRINCIPALS 'LEADERSHIP STYLES AND THEIR EFFECTS ON TEACHERS PERFORMANCE'.

The aim of the study is to determine how much influence the principal leadership style has on teacher's performance.

Your school has been selected because it has been producing good results in the last fifteen years.

The study will entail interviews and focus groups after school hours on the dates to be agreed upon ourselves.

The benefits of this study are that the findings will be share with your school and they can be used to improve your school management and it can be shared with neighbouring schools.

Potential risks are only associated with confidentiality of information and are classified as low to medium risk as respondents will not be subjected to any harm but only respond to interview questions and focus group. All participants will be made to sign a confidentiality clause to protect participants. Information obtain through this study will only be used for academic purposes and respondents will not mentioned by names in data analysis and findings.

There will be no reimbursement or any incentives for participation in the research.

Feedback procedure will entail findings to be shared with the school and copy of the research will only be shared once it has been approved and published by the UNISA. The copy will also be available on UNISA list of published dissertations.

Yours sincerely

  
MATHEWS SABELO MKHONZA  
PRINCIPAL (SYDNEY MASEKO COLLEGE)

## 4.2 PARTICIPANT INFORMATION SHEET

Date: 26/06/2022

Title: PRINCIPALS' LEADERSHIP STYLE AND THEIR EFFECTS ON TEACHERS' PERFORMANCE: A CASE STUDY

### DEAR PROSPECTIVE PARTICIPANT

My name is MATHEWS SABELO MKHONZA I am doing research under the supervision of Dr COLLINS POTOKRI, senior lecturer in the college of education, towards MED at the University of South Africa. We have funding from etdp seta for career growth which is a department of higher education initiative. We are inviting you to participate in a study entitled: PRINCIPALS' LEADERSHIP STYLE AND THEIR EFFECTS ON TEACHERS' PERFORMANCE: A CASE STUDY

### WHAT IS THE PURPOSE OF THE STUDY?

This study is expected to collect important information that could assist in solving educational problems and to improve school results in general by investigating the effects of principals' leadership style on teachers' performance. The study will further contribute to body of knowledge and to add to what is already known or add new information on the topic. Secondary the study will contribute towards academic knowledge.

### WHY AM I BEING INVITED TO PARTICIPATE?

You are invited because of your willingness to participate, I am also informed of your contribution to our education in general and your experience as a teacher. I feel that you will contribute immensely to the study by participating in this study.

I obtained your contact details from your deputy principal Mr. Moloi who tasked by the principal to assist me regarding the study. Indicate the approximate number of participants

### WHAT IS THE NATURE OF MY PARTICIPATION IN THIS STUDY?

Describe the participant's actual role in the study.

The study involves *focus groups / semi-structured interviews*. Open-ended questions will be asked.

## TIME ESTIMATED FOR EACH SESSION

<b>Principals</b>	<b>Interview</b>	<b>40 minutes</b>
<b>Teachers</b>	<b>Interview</b>	<b>40 minutes</b>
<b>Deputy principals</b>	<b>Interview</b>	<b>40 minutes</b>

### **CAN I WITHDRAW FROM THIS STUDY EVEN AFTER HAVING AGREED TO PARTICIPATE?**

Participating in this study is voluntary and you are under no obligation to consent to participation. If you do decide to take part, you will be given this information sheet to keep and be asked to sign a written consent adult.

### **WHAT ARE THE POTENTIAL BENEFITS OF TAKING PART IN THIS STUDY?**

You will share your knowledge with others through the findings.

### **ARE THERE ANY NEGATIVE CONSEQUENCES FOR ME IF I PARTICIPATE IN THE RESEARCH PROJECT?**

The low –medium risk is associated with this study which is less harmful, however there is a prevalence risk of discomfort during interviews and focus group where you can withdraw anytime if exposed the researcher will refer you counselling the researcher will do everything to minimise the risk concerned by making sure that all participants sign confidentiality clause to protect participants.

**WILL THE INFORMATION THAT I CONVEY TO THE RESEARCHER AND MY IDENTITY BE KEPT CONFIDENTIAL?** You have the right to insist that your name will not be recorded anywhere and that no one, apart from the researcher and identified members of the research team, will know about your involvement in this research, your name will not be recorded anywhere and no one will be able to connect you to the answers you give. Your answers will be given a code number or a pseudonym and you will be referred to in this way in the data, any publications, or other research reporting methods such as conference proceedings.

Please be informed that anonymous data obtained through this research may be used for other purposes, such as a research report, journal articles and/or conference proceedings. *A report of the study may be submitted for publication, but individual participants will not be identifiable in such a report).* Please keep in mind that it is sometimes impossible to make an absolute guarantee of confidentiality or anonymity, e.g. when focus groups are used as a data collection method.

*While every effort will be made by the researcher to ensure that you will not be connected to the information that you share during the focus group, I cannot guarantee that other participants in the focus group will treat information confidentially. I shall, however, encourage all participants to*

*do so. For this reason, I advise you not to disclose personally sensitive information in the focus group.*

**HOW WILL THE RESEARCHER(S) PROTECT THE SECURITY OF DATA?**

Hard copies of your answers will be stored by the researcher for a period of five years in a locked cupboard/filing cabinet *at researcher's office at home* for future research or academic purposes; electronic information will be stored on a password protected computer. Future use of the stored data will be subject to further Research Ethics Review and approval if applicable. Indicate how information will be destroyed if necessary, *hard copies will be shredded and electronic copies will be permanently deleted from the hard drive of the computer through the use of a relevant software programme.*

**WILL I RECEIVE PAYMENT OR ANY INCENTIVES FOR PARTICIPATING IN THIS STUDY?**

There is no financial reward for participating in this study.

**HAS THE STUDY RECEIVED ETHICS APPROVAL?**

This study is awaiting approval from UNISA Ethics committee.

**HOW WILL I BE INFORMED OF THE FINDINGS/RESULTS OF THE RESEARCH?**

If you would like to be informed of the final research findings, please contact MATHEWS SABELO MKHONZA on 0835692238 or email 35818999@mylife.unisa.ac.za. The findings are accessible as from January 2023.

Should you require any further information or want to contact the researcher about any aspect of this study, please contact 0835692238

Should you have concerns about the way in which the research has been conducted, you may contact my supervisor on 0842671740.

Thank you for taking time to read this information sheet and for participating

SIGNATURE



MATHEWS SABELO MKHONZA

**APPENDIX E**  
**INTERVIEW QUESTIONS**  
**INTERVIEW QUESTIONS FOR TEACHERS**

1. What you think of your principal leadership qualities?
2. What is the most common leadership style that implemented by your principal and do you think its suitable?
3. Which educational leadership style you like it to be implemented at your school and why?
4. What are the challenges impacting on teacher performance?
5. What factors do you consider important for you to perform your duties?
6. Are you getting enough support from your principal in order for you to excel in your duties?
7. Do you have all teaching and learning resources to perform your duties?
8. Is your principal creating a good environment for effective teaching and learning at your school?
9. Would you classify your school result as good or average and why?
10. What are the areas in your school that you think they need attention when it comes to result?

## **INTERVIEW QUESTIONS FOR PRINCIPALS**

1. What is your highest academic qualifications?
2. Did you receive any training when you were appointed as principal?
3. Would you classify your school results as good or poor and why?
4. What strategies are you putting in place to ensure that your teachers produce quality results?
5. How long you have been working as a teacher before you were promoted?
6. Is your leadership aligned to the vision and mission of your school?
7. Do you believe your leadership contribute to your teacher's performance and How?
8. What are the factors do you consider important for your teachers to perform? good performance in schools?
9. In your own opinion, which leadership style do you consider effective?
10. is your results improvement plan entails?
11. What is your results improvement plan entails?
12. Do you discuss results analysis with your teachers?
13. What are your shortcomings in your management style?

## **INTERVIEW QUESTIONS FOR DEPUTY PRINCIPALS**

1. Are you involved in curriculum development?
2. How would you describe your relationship with teachers?
3. How do you support teachers who experience challenges in the classroom?
4. Do you provide administrative support to teachers?
5. How you ensure that there is qualitative teaching and learning in the classroom?
6. Are you teachers following the work schedule and examination guidelines prescribed by Department of Education?
7. Which areas of your school that needs improvements and why?
8. Do you monitor teaching and learning?
9. Do you have a functional academic committee?
10. What is your role as deputy principal?

## **FOCUS GROUP QUESTIONS**

1. What is your general impression of education system in South Africa?
2. As a school principal what do you think need to be changed in our education system?
3. Do you believe we have the right leadership approach at schools to implement curriculum delivery? if no where do we need to improve in terms of school leadership?
4. At school where you are working, are results have been improving over the years?
5. What is your contribution towards teacher performance?
6. Have you attended any leadership training in the last twelve months and what the training was about?
7. Is your school properly funded by government?
8. Are all teaching and learning resources available at your school and if not where are the delays?
9. How often do you have meetings with your staff?
10. What is the most common leadership lesson you have shared with your

**APPENDIX F**

**PERMISSION TO PARTICIPATE IN THIS STUDY (Return slip)**

I, \_\_\_\_\_ (participant name), confirm that the person asking my consent to take part in this research has told me about the nature, procedure, potential benefits and anticipated inconvenience of participation.

I have read (or had explained to me) and understood the study as explained in the information sheet.

I have had sufficient opportunity to ask questions and am prepared to participate in the study.

I understand that my participation is voluntary and that I am free to withdraw at any time without penalty (if applicable).

I am aware that the findings of this study will be processed into a research report, journal publications and/or conference proceedings, but that my participation will be kept confidential unless otherwise specified.

I agree to the recording of the interviews and focus groups

I have received a signed copy of the informed consent agreement.

Participant Name & Surname (please print) \_\_\_\_\_

\_\_\_\_\_  
Participant Signature

\_\_\_\_\_  
Date

Researcher's Name & Surname (please print) \_\_\_\_\_



Researcher's signature

\_\_\_\_\_  
Date



**Appendix G**  
**LANGUAGE EDITING CERTIFICATE**

# University Editor (CC)

Certificate of comprehensive English editing

This document certifies that we have edited the manuscript indicated below for English language, grammar, spelling, clarity, and scholarly writing style.

**Manuscript Title:**

THE EFFECTS OF PRINCIPALS' LEADERSHIP STYLE ON TEACHERS' PERFORMANCE

**Author:**

Mathews Sabelo Mkhonza

**Date Issued:**

12 January 2023

The author's subject matter contents and intentions were unaltered during the editing process. Manuscripts with this certification should be grammatically ready for publication; however, the author/s have the final choice to accept or reject our suggestions and changes. If you have any questions regarding the edited document, kindly contact [info@uedit.org](mailto:info@uedit.org) or visit us at <https://uedit.org>

Signed by the editor



in Pretoria

---

Postal Address: C/O I Lazarus & Co Registered Accountants and Auditors, P O Box 274, Pretoria 0001, South Africa  
Office Address: C/O I Lazarus & Co Registered Accountants and Auditors, Upper Level, 4 Greenpark Estates, 27 George Storrar Drive, Groenkloof, Pretoria 0181, South Africa, Email: [info@uedit.org](mailto:info@uedit.org) <https://uedit.org>

Chief Executive Officer: A Apostolides BA (UNISA), MPhil, MA (*cum laude*), PhD (University of Pretoria)

# Appendix H

## Ethical clearance certificate



### UNISA COLLEGE OF EDUCATION ETHICS REVIEW COMMITTEE

Date: 2022/09/07

Ref: **2022/09/07/35818999/30/AM**

Name: Mr MS MKHONZA

Student No.:35818999

Dear Mr MS MKHONZA

**Decision:** Ethics Approval from  
2022/09/07 to 2025/09/07

**Researcher(s):** Name: Mr MS MKHONZA  
E-mail address: 35818999@mylife.unisa.ac.za  
Telephone: 0835692238

**Supervisor(s):** Name: Dr C Potokri  
E-mail address: cnuvie@gmail.com  
Telephone: 0842671740

**Title of research:**

**The effects of principals' leadership styles on teachers' performance**

**Qualification:** MEd EDUCATION MANAGEMENT

Thank you for the application for research ethics clearance by the UNISA College of Education Ethics Review Committee for the above mentioned research. Ethics approval is granted for the period 2022/09/07 to 2025/09/07.

*The medium risk application was reviewed by the Ethics Review Committee on 2022/09/07 in compliance with the UNISA Policy on Research Ethics and the Standard Operating Procedure on Research Ethics Risk Assessment.*

The proposed research may now commence with the provisions that:

1. The researcher will ensure that the research project adheres to the relevant guidelines set out in the Unisa Covid-19 position statement on research ethics attached.
2. The researcher(s) will ensure that the research project adheres to the values and principles expressed in the UNISA Policy on Research Ethics.



University of South Africa  
Pretorius Street, Modderburg, Pretoria, City of Tlokweng  
PO Box 392 UNISA 0003 South Africa  
Telephone: 011 253 1111 Fax: 011 253 1150  
[www.unisa.ac.za](http://www.unisa.ac.za)