

School principals' leadership behaviours in relation to teacher job dissatisfaction: A case of three rural schools in the Butterworth Education district.

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DECLARATION

I Siphumle Nohako declare that this study: *School principals' leadership behaviours in relation to teacher job dissatisfaction: A case of three rural schools in Butterworth district, Eastern Cape* is my original work. It has not been submitted for the degree purposes at any other University.

All the sources I have used or quoted have been acknowledged by means of complete references

Signature: _____

Date: 20 / 08 / 2018

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I would also like to thank the principals and teachers of the three schools where this research was undertaken. The data collected from them gave value and success to the research project.

DEDICATION

I, would like to dedicate this thesis to my wife, Noluphumlo; my two daughters, Rea and Oza and my son, Umusa, who sacrificed our family enjoyment for the success of this project. They gave me love, understanding, patience and encouragement.

ABSTRACT

There is an increasing dissatisfaction among teachers in South Africa. Teacher job dissatisfaction has been found to have negative impact on how teachers perform their jobs, is likely to influence teachers to leaving the teaching profession and impact negatively on learner achievement. Finding ways to combat the problems is of utmost importance. Leadership behaviours of school principals have been found to be one of the key factors that positively affect teacher job dissatisfaction.

This qualitative study sought to understand leadership behaviours employed by rural school principals in relation to teacher job dissatisfaction. This was a case study of three schools in the Butterworth Education District in the Eastern Cape Province. A total of three principals and twelve teachers participated in the study. Semi-structured interviews and documentary analysis were data collection instruments utilised in this study. House's Path Goal Theory was identified as the relevant theory for understanding school principals' leadership behaviours in relation to teacher job dissatisfaction.

Findings revealed that, school principals are aware of the manifestations of teacher job dissatisfaction at their schools. However teacher job satisfaction does not feature as an agenda item in both staff and school management meetings. Moreover school principals were found to be employing various leadership behaviours to respond to different manifestations of teacher job dissatisfaction. Leadership behaviours like participative and transformational were found to have a positive impact on teacher job dissatisfaction. Directive and laissez-faire were found not suitable in improving teacher job dissatisfaction. Findings also unearthed tensions between school

principals' leadership behaviours and teachers' expectations on how principals should lead in relation to teacher job dissatisfaction.

This study proposes that, as leaders school principals should act in both formal and informal ways to build teacher commitment in their organizations and influence teachers to achieve the goals and objectives of the school. School principals should create platforms where teacher job dissatisfaction is discussed and strategies to improve it are explored. This would help them to be aware of how their leadership behaviours impact on teacher job satisfaction and thereby make conscientious decisions to improve the level of teacher job dissatisfaction.

Key Words: *Leadership behaviours, Rural, School Principal, Job dissatisfaction*

LIST OF ACRONYMS USED IN THIS STUDY

CAPS	Curriculum and Assessment Policy Statements
DoBE	Department of Basic Education
ECDoE	Eastern Cape Department of Education
EDOs	Education Development Officers
FET	Further Education and Training
GET	General Education and Training
JSS	Junior Secondary School
MoE	Ministry of Education
NAPTOSA	National Association for Professional Teachers of South Africa
SA	South Africa
SACE	South African Council for Educators
SADTU	South African Democratic Teachers Union
SGB	School Governing Body
SMT	School Management Team
SNP	School Nutrition Programme
TCA	Thematic Content Analysis
USED	United States Education Department

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CHAPTER 1: INTRODUCTION AND BACKGROUND OF THE STUDY

1.1 INTRODUCTION

This study aimed at investigating school principals' leadership behaviours in relation to teacher job dissatisfaction in rural schools. This chapter presents the background and significance of the study. It also gives an outline of the research problem, research questions, purpose of the study, and the paradigmatic perspective. Finally, it ends with the chapter outline of the study and a brief summary.

1.2 BACKGROUND TO THE STUDY

Huysman (2007); Ololube (2007), Marrow (2007); Nohako (2011); contend that there is an increasing dissatisfaction among teachers in South Africa because the criteria of a true profession are not completely met. Ololube (2007) established that when teachers compare their conditions of service with that of other professions, they sigh for a better life. South African teachers have been found to work in situations that are not conducive to teaching. These situations include unfulfilled needs, goals, and value expectations, as well as the lack of achievement of outcomes. Other variables include demography, disillusionment with life, lack of participation in decision-making, and absence of considerate leadership behaviour (Huysman 2008). Teachers saw mainstream media as an adverse opponent to the teaching profession because teachers were often characterized in the news by negative incidents (Mackenzie, 2007). Marrow (2007) cited that such situations disconnect teachers from their professional competence and commitment to the ideals of service that characterize teaching as a profession. Harris (2001) who examined the working conditions of rural schools found that many teachers who had accepted rural teaching jobs indicated that if they had been aware of the lack of the financial stability, the appalling nature of the physical environment of rural schools, they would not have sought out or accepted those positions.

Nohako (2011), whose study was conducted in Butterworth rural schools concluded that factors that account for teacher job dissatisfaction vary from school to school; educator to educator (irrespective of race) and therefore can occur in both rural and

urban setting and regionally or nationally or even internationally. However, the degree of its occurrence can be influenced by these previously listed factors. These factors include, inter alia: (a) The growing destructive subculture impacting on school life with incidences of vandalism, intimidation, rape and learner violence (b) Systems of monitoring learners' behaviour are weak (c) Systems for supporting teachers who are experiencing difficulties are non-existent or inadequate (d) Nohako (2011) further claims that disgruntled teachers who are not satisfied with their teaching job could not be committed and productive enough to perform to the best of their capabilities (e) If the teachers dislike their workplace, they will not be effective as they should be in the classroom (f) Situations that are not conducive to teaching disconnect teachers from their professional competence and commitment to the ideals of service (g) Many teachers who had accepted rural teaching jobs indicated that if they had been aware of the lack of the financial stability of rural schools, they would not have accepted those positions (h) Another evident concern which made teachers to be dissatisfied with their jobs has been linked to lack of recognition (i) Lack of resources, i.e. inadequate teaching materials, not enough desks and not enough textbooks and the amount of paperwork educators are required to do (j) Lack of student motivation which may lead to their failure reflects negatively on educators and thus causes teachers to be dissatisfied (k) Educators often feel that they do not receive the necessary support and appreciation from parents and the community (l) Teacher commitment and enthusiasm are compromised when teachers perceive that their experience, talents, and expertise are dismissed, ignored, or underutilized (m) Teachers perceive and understand themselves as exploited workers. This has had the effect of them being dissatisfied about their status and remuneration (n) The Department of Education is losing teachers because of low salaries. Some resign to start businesses and others seek employment to other government departments; private sectors and Local government. Marrow (2007) pointed out that teachers deserve better working conditions and more prestige.

There is agreement in literature that conditions that affect teacher job satisfaction can be grouped into extrinsic and intrinsic factors. Intrinsic factors are perceived to include, amongst other things, teacher low morale; school culture; lack of communication; shaky and unconvincing leadership; distribution of power, leading to inferiority complex when comparing themselves to their counterparts. Extrinsic factors include perceived

low salaries and poor benefits; inadequate incentives; arbitrary redeployments; workload; unprofessional treatment; lack of development opportunities and insufficient support, poor conditions of service; lack of resources, i.e. inadequate teaching materials, not enough desks and not enough textbooks; status and remuneration; compensation; administrative support; the distribution of power; lack of recognition, company policies, advancement; pupils' behaviour Huysman (2007); Huysman (2008); Ololube (2007); Marrow (2007); Nohako (2011); Nguni, S., Slegers, P. and Denessen, E. (2006).

Literature has also revealed the effects of teacher job dissatisfaction. For example, Reed, (2010) claims that disgruntled teachers who are not satisfied with their job could not be committed and productive enough to perform at the best of their capabilities. Teacher job dissatisfaction has also been found to have negative impact on how teachers perform their jobs as it affects their morale (Ololube 2007). As noted in the study conducted by Huysman (2007) teacher morale was low because the school culture was embedded with inequities that emanated from the distribution of power. Low teacher morale has been found to negatively affect teacher productivity and teacher with low morale become detached from the students (Huysman 2007). The teacher morale thus influences student achievement (ibid). Resounding these sentiments is Milanowski (2000), he proposed that teacher satisfaction is likely to negatively impact on learner achievement. Yoon's study (2002) revealed that educator stress, negative effects and a lack of self-efficacy may have a further detrimental effect on the quality of learner-educator relationships. (Miears, 2004) cautioned that if the teachers dislike their workplace, they will not be effective as they should be in the classroom. As cited by Marrow, (2007) situations that are not conducive to teaching disconnect teachers from their professional competence and commitment to the ideals of service that characterize teaching as a profession.

In South Africa, most rural schools underperform when compared to their urban counterparts. These schools are often ridiculed for underperforming when the end of the year results is announced. The blame is usually put upon both principals; educators and learners. Factors surrounding their underperformance are usually ignored. (Mackenzie 2007). There is little or no research that examines the nature of systems at school level for supporting teachers. Researchers that have attempted to

identify different factors that impact positively on teacher job dissatisfaction revealed that one of the key and most important factors that can positively affect teacher job dissatisfaction is the leadership behaviours and styles of school principals (Miears, 2004, Amoloye (2004). Miears (2004) cautioned that the importance of the role of principals on the school organization cannot be over looked. Principals are very unique in school organizations. This was confirmed by Amoloye (2004). He called them school managers. The job of managing, according to Adetona (2003) involves among other things, the provision of leadership for men and women, coordinating both human and material resources to ensure the achievement of organizational goals. The principal as a leader should act in both formal and informal ways to build employee commitment in the organization and influence teachers to achieve the goals and objectives of the school. The fundamental goal of the schools is to enhance the teaching and learning process. Hence the school principal should endeavour to influence the behaviour of the teachers in order to achieve the goals of the school. School principals are therefore expected to exhibit leadership qualities that enhance teaching and learning in the schools (Amoloye 2004). According to Adetona (2003) a significant challenge for principals today is to identify the situations of the school, that are likely to have a direct effects on students and teachers and the type of leadership behaviour the principal should use. For this reason research conducted suggests that, school principals should make efforts to improve teachers' job satisfaction so that teachers endeavour to provide effective education in class and facilitate students' acquisition of targeted behaviours. School principals should ensure that teachers carry out educational activities more effectively and thereby improve intrinsic job satisfaction (Cetinkanat, 2002, Mpahla, 2010).

1.3 RESEARCH PROBLEM

Despite having teachers as an easily available resource, schools often do not take advantage of teachers as a resource at the levels desired or expected by the teachers themselves. Marrow (2007) Ajayi & Ayodele (2002); Nguni et al (2006); Zembylas and Papanastasiou (2004) contend that there is an increasing dissatisfaction among teachers because the criteria of a true profession are not completely met. Moreover literature discussed above revealed that there are extrinsic and intrinsic factors that influence teacher job dissatisfaction. (Huysman

(2007); Ololube (2007), Marrow (2007), Nguni et al. (2006) have also revealed that teacher job dissatisfaction has been found to have negative impact on how teachers perform their jobs and that is likely to negatively impact on learner achievement. One of the key factors that positively affect teacher job dissatisfaction is the leadership behaviours of school principals (ibid). Regardless of what literature has revealed, there seems to exist no studies conducted in South Africa's Eastern Cape Province that investigate the leadership behaviours of school principals in relation to teacher job dissatisfaction. Studies that seek to understand leadership behaviours of school principals that positively affect teacher job satisfaction.

It is against this background that this study poses the following questions:

1.4 RESEARCH QUESTIONS

Main Research Question: What are School principals' leadership behaviours in relation to teacher job dissatisfaction?

Sub –Research questions

- What do principals of the selected rural schools regard as the manifestations of teacher job dissatisfaction in their schools?
- What leadership behaviours do school principals employ in relation to the identified manifestations of teacher job dissatisfaction?
- Which leadership behaviour/s do teachers regard as effective in relation to their job dissatisfaction?

1.5 OBJECTIVES OF THE STUDY

- To investigate school principals understanding of the manifestations of teacher job dissatisfaction
- To examine leadership behaviours employed by principals in relation to the identified manifestations of teacher job dissatisfaction
- To understand the leadership behaviour/s which teachers regard as effective in relation to their job dissatisfaction.

1.6 PURPOSE OF THE RESEARCH

The main purpose of this study is to explore and understand leadership behaviours employed by rural school principals with regard to teachers' job dissatisfaction.

1.7 SIGNIFICANCE OF THE STUDY

In the last two decades there has been a proliferation of research on teacher job satisfaction and dissatisfaction, both international and national. However there seems to be a dearth of literature in the area of teacher job dis/satisfaction and principals leadership behaviours in South Africa and in particular in the rural Eastern Cape Province. .

This study aimed at giving a unique perspective from a work environment that has not been explored yet and may thus add significant value. The results obtained from the study might contribute to the overall body of knowledge on the dynamics between teacher job dissatisfaction and principals' leadership behaviour theories and the application thereof. The findings might also influence school principals' practices as they manage teachers as their human resource. It is anticipated that this study will also help to inform, influence and shape appropriate interventions that can be made to reduce job dissatisfaction.

1.8 RATIONALE FOR THE STUDY

Some of the main underlying reasons that moved me to undertake this investigation are as follows:

1.8.1 OBSERVATIONS

In the school in which I taught, and also the neighbouring schools, there was educator truancy or frequent absenteeism by the teaching staff. Noticeable lack of interest in most educators, other educators, when in attendance, are ineffective and seem not to be interested, committed or diligent in their work. There is also an evident "passive job behaviour." It has been observed by education stakeholders in South Africa that education system at all levels is riddled with series of problems, which include poor

academic performance of students, cheating in examination, and poor attitude of teachers to teaching. The increasing number of resigning rural educators is alarming.

1.8.2 EXPERIENCES

Educators are persistently complaining about the inadequate salaries that they are being paid. Prospects of promotions are slim and are for the 'favourites'. In some cases, educators allegedly bribe the School Governing Body's (SGB) before the interview process so that they could be given more points/scores during interview process. The researcher is also an educator in one of the rural schools in Butterworth district. He is fully knowledgeable and experienced with difficulties of working in these extreme environments. The number of participating educators in developing learners in extra-curricular activities, such as music and sport is remarkably dwindling in rural schools.

1.8.3 MEDIA

Each time you watch news on TV or radio or even print media you often hear of the dis-functionality of the Eastern Cape Department of Education (ECDoE), Poor matric results; general learner underperformance in Annual National Assessment (ANA); maladministration of School Nutrition Programme (SNP), recruitment and appointment of temporal educators; staff establishment; redeployment of teachers; South African Democratic Teachers Union (SADTU) and Senior education officials always at loggerheads; Intervention of National Department of Basic Education (DBE); Learner transport in shambles; Infrastructure problems such as mud schools.

1.9 A BRIEF SYNOPSIS OF RESEARCH METHODOLOGY USED IN THIS STUDY

Gough (2001) refers to methodology as a theory and analysis of how the research should proceed. Research methodology can also be described as the explanation of the plan of how the researcher intends conducting the research (Hood, 2008), and specifies how researchers may go about practically studying whatever they believe in (Vapi, 2007). The study adopted an interpretive paradigm because this paradigm allows the researcher to focus on contextual meaning making. This will be fully discussed in Chapter 3. The researcher followed a Qualitative research approach because it is an approach that explores the richness, depth, and complexity of

phenomena, and produces findings not arrived at by means of statistical procedures or other means of quantification (Neill, 2006), this which will also be discussed in Chapter 3. The research design selected is Case study because it is most appropriate as the researcher here tries to study leadership behaviours of school principals in rural parts of Butterworth. This will also be discussed in Chapter 3

The researcher decided to use a Non Probability type of sampling called the purposive sampling because he had no way of forecasting or guaranteeing that each element of the population will be represented in the sample. A Procedure for sampling schools and teachers are discussed in Chapter 3

1.10 DELIMITATION OF THE STUDY

A key delimitation in this study which needs to be noted is that the research was limited to a case of three rural schools in Butterworth district, thus, the findings may not be generalized.

In addition, because of time constraints, only two qualitatively oriented types of data collection instruments were used, i.e. semi-structured focus group interviews and document analysis. Finally, due to financial constraints, the research was restricted to three junior secondary schools in the Butterworth district. If more schools were involved in the research, different findings might have emerged in the same district.

1.11 OPERATIONAL DEFINITIONS OF TERMS:

School Principal: Principal: the Head administrator of a grade school / a high school

Job dissatisfaction: feeling of not being satisfied with your teaching job due to certain causes.

Leadership behaviour: approach adopted by the principal to deal with situational demands in running a school.

Leadership behaviour: refers, in this study, to the way someone behaves in the workplace (and not referring to psychological aspect)

Rural: refers, in this study, to those areas with poor background, which are also situated very far away from towns / cities and are often disadvantaged in terms of infrastructure development.

1.12 CHAPTER OUTLINE

Chapter one provides the background to the study and the rationale for the study. This chapter also presents the significance of the study.

Chapter two presents the literature review on the current debates on leadership, the changing role of school principals, theories of leadership, and leadership behaviours, and an examination of leadership styles and leadership behaviours that positively affect teacher job satisfaction.

Chapter three presents and justifies the research methodology employed by the study. Furthermore, research design and paradigm are outlined including measures to ensure that the study is reliable and valid.

Chapter four presents discussions of findings from the data that was collected and how these findings were interpreted and analysed. The summary of the main results is also outlined.

Chapter five consists of lessons learnt from the study and conclusions were drawn from the literature review and the investigation itself. Recommendations are also made.

1.12 SUMMARY OF THE CHAPTER

This chapter commenced with an introductory background and rationale for the study. This was followed by problem formulation, the resulting research question and research aim. The researcher's perspective has been described, various relevant concepts defined, research method explained and the planned research programme outlined. The following chapter will review literature on the current debates on leadership and management, the changing role of school principals, theories of leadership, and leadership behaviours, and an examination of leadership styles and leadership behaviours that positively affect teacher job satisfaction.

CHAPTER TWO: LITERATURE REVIEW

2.1 INTRODUCTION

The purpose of this study was to investigate school principals' leadership behaviours in relation to teacher job dissatisfaction. This chapter focuses on reviewing literature which is grounded on the purpose of this study. The chapter begins by presenting the theoretical framework which was identified as relevant to guide this study. Then the conceptualisation the term 'leadership' is done. Furthermore this chapter looks at the importance of principals' leadership behaviours. Finally the chapter examines dominant leadership theories and their related behaviour patterns. Within this discussion an examination of leadership theories and related behaviours patterns that positively affect job satisfaction is done. This chapter ends with a brief summary of the important issues raised in the discussion.

2.2 THEORETICAL FRAMEWORK

This section presents the theoretical framework that guided this study. House (1971)'s Path Goal Theory was found to be the most relevant in the context of this study. A full discussion of the theory and its relevance to this study is provided below.

2.2.1 House (1971) Path Goal Theory

Path Goal theory investigated the relationship between the leader's style and the characteristics of the subordinates and the work setting. In essence, the ideal behind the theory was that leader behaviour became acceptable to the subordinates only to the degree the subordinated believed the behaviour as source of immediate or future satisfaction (House, 1971) as cited in Rumph (2012). The theory therefore suggests that leaders may not only use varying behaviours with different subordinates but might use different behaviours with the same subordinates in different situations. The theory further suggests that depending on the situation and subordinates; different leadership behaviours will increase acceptance of the leader by subordinates, level of satisfaction and motivation to high performance. The major

components of House's path –goal theory are: leader behaviours, subordinate characteristics, task characteristics and motivation. This means that leaders assess the situation, their subordinates, and intended goal in order to provide the correct of direction and support each situation that would lead to success. There are nine factors that affect job satisfaction in the Path –Goal Theory. These are: Supervision, Colleagues, Working conditions, Pay, Responsibilities, Work itself, Advancement, Security and Recognition.

The Path Goal Theory proposes a fourfold classification of leadership behaviours. These are: Directive, Supportive, participative and Achievement leadership behaviours.

According to the Path Goal Theory, a directive leader tells subordinates what they are expected to do. Wangai (2015) cites that this leadership characterises a principal who tells teachers about their task, including what is expected of them, how it is to be done and the time to complete the task. Such a principal also sets standards of performance and defines clear rules and regulations for the teachers. Directive leadership has been found to be appropriate when a task is complex or ambiguous, formal authority is strong and group work provides job satisfaction. Riffat-un-NisAwan and Bigger (2008) conducted a study on leadership behaviours of college principals. In the study they examined four Path-Goal theory leadership behaviours: directive, supportive, participative and achievement-oriented. The findings showed that House's Path-Goal Theory was limited (Wangai, 2015). Directive leadership was found to have contributed negatively to job satisfaction under the categories of supervision, colleagues and job in general when the task was structured.

Supportive leadership: As proposed by the Path –Goal Theory, supportive leadership shows concern for subordinates 'wellbeing and personal needs. A principal exercising this leadership is characterised by being friendly, approachable and attends to the wellbeing and human needs of teachers. Supportive leadership is appropriate when the task is simple, formal authority is weak and the group work does not provide job satisfaction. Hulpia, Devos and Rosseel (2010) study revealed that teachers derive satisfaction when working with principals that are friendly, cooperative and supportive. The findings of their study were consistent with the Path-Goal Theory.

Participative leadership behaviours include consultation – the principal consults teachers, obtain their ideas and opinions and integrates them into decision making. Participative leadership has been found to be appropriate when teachers do not want autocratic leadership, have internal locus of control and follower ability is high; when task is complex, authority either weak or strong and satisfaction from colleagues is either low or high.

Achievement oriented leadership sets clear and challenging goals for subordinates. In a school environment, the principal establishes high standards of excellence for teachers and seeks continuous improvement. In addition the principal shows a high degree of confidence in teachers. This leadership is appropriate when teachers are open to autocratic leadership, have external locus of control and their ability is high; when the task is simple, authority is strong and job satisfaction is either high or low.

Implications of House's Path Goal Theory for this study

Path Goal theory suggests that leaders may not only use varying behaviours with different subordinates but might use different behaviours with the same subordinates in different situations. This statement influenced the approach to literature review for this study. The researcher had to bear in mind that principals do not depend on only one leadership style when running their institutions but rather use a blend of leadership styles. This meant that various leadership styles needed to be examined and then each be analysed for its impact on teacher job dissatisfaction. The Path Goal theory further suggests that depending on the situation and subordinates; different leadership behaviours will increase acceptance of the leader by subordinates, level of satisfaction and motivation to high performance.

This suggestion influenced the framing of research questions – the researcher had to include teachers as data sources in order to understand the different leadership behaviours that increase acceptance of principals as leaders and level of teacher job satisfaction. As already presented above, the major components of House's path – goal theory are: leader behaviours, subordinate characteristics, task characteristics and motivation. This means that leaders assess the situation, their subordinates, and intended goal in order to provide the correct of direction and support each situation

that would lead to success. This study investigated school principals' leadership behaviours in the context of teacher job dissatisfaction and examined how they assess the situation of teacher job dissatisfaction and what support do they give to teachers.

2.3 LITERATURE REVIEW

2.3.1 CONCEPTUALISING 'LEADERSHIP'

The concept of leadership is quite complex and has been a very controversial concept with more than 350 definitions (Bennis et al. 1985: 4). Today, new definitions are added to the list as well. The Great Man theory is regarded as one of the earliest concepts of leadership (Yun, Cox and Sims, 2007). This theory is based on the premise that successful leaders have certain personality characteristics or traits that would allow them to be successful leaders in any situation. Leaders such as Abraham Lincoln, Hitler and Jesus Christ are often cited as examples of this type of leaders (Bass, 1990, Bennis, 2003 as cited in Yun, et al 2007).

However the Great Man theory was challenged by amongst others studies conducted by Lewin, Lippit & White (1939), Stogdill (1948), and Mann (1959) as in Yun, et.al (2007). They argued that a person does not become a leader by virtue of the possession of some combination of traits. They began to consider leadership as a style rather than a trait. For example Lewin, Lippit and White as cited in Yun, et.al observed children. They divided them into groups and each group had autocratic, democratic and laissez-faire leaders. The researchers observed the behaviour of the children as they responded to the exhibited leadership styles. The researchers reported that the autocratic leaders told the children what they would do and how they would do it. Such leaders made comments of criticism or praise without explaining the reason behind the comments. The following practices were observed when it came to democratic or participative leaders: discussions about possible projects with the children, explanation of comments given and letting the children made their own decisions. The laissez-faire leaders offered the boys no advice or guidance. The researchers found democratic leadership to be the most effective, as the children who worked with democratic leaders produced work of higher quality.

Children working with laissez-faire leaders were the least productive of the group. From this study the researchers began to consider leadership as a style rather than a trait.

The style approach is thus a behaviour centred leadership approach and considers leadership as the behaviour of an individual when he is directing the activities of a group toward a shared goal. This study therefore subscribed to the style approach as it sought to investigate principals' behaviours in relation to teacher job dissatisfaction. Yun, et al. (2007) suggest that there are two types of behaviour to consider when studying the style approach. These are task behaviours and relationship behaviours.

Bush and Glover (2003), Bush (2007) and Bush (2011) state that leadership is not an event. They consider it as a process of influencing of others actions in achieving desirable ends. Adding to this is Fry (2003) who explains views leadership as use of leading strategy to offer inspiring motive and to enhance and influence the staff's potential for growth and development. Moreover, Dimmock & Walker (2003) cite that leadership involves inspiring and supporting others towards the achievement of a vision for the school that is based on clear personal and professional values.

Although the authors cited above provide different definitions of leadership, one can isolate a number of components that seem to be central to leadership. Firstly, the concept of 'influence' has been used in almost all of them. Supporting the notion of 'influence' is Christie (2010) who emphasises that leadership is characterised by influence and consent rather than coercion. Secondly, leadership is not an event but an interactive process between the leader and the followers, as the leader has to influence and inspire his/her followers. Thirdly, leadership is not located within one person. Clarifying this issue is, Harris (2002) as cited in Hilty (2011:229) who points out that, "if schools are to operate as learning communities they cannot do so with the leadership of a single person or with a singular leadership strategy. Moreover Hallinger and Heck (2003) as cited in Earley and Weindling (2004) see principals who share leadership responsibilities as less subject to burnout than principal 'heroes' who attempt the challenges and complexities of leadership alone.

Lee and Chuang (2009) cite that leadership is one with the most dynamic effects during individual and organizational interaction. In other words, ability of management to execute “collaborated effort” depends on leadership capability. Lee and Chuang (2009), further explain that the excellent leader not only inspires subordinate’s potential to enhance efficiency but also meets their requirements in the process of achieving organizational goals. This means that school principals need to understand that their leadership may inspire and motivate others or demotivates and demoralize them. However, according to Adetona (2003) a significant challenge for principals today is to identify the situations of the school that are likely to directly affect teacher morale and to identify the type of leadership behaviour the principal should employ.

2.4 SCHOOL PRINCIPALS’ LEADERSHIP BEHAVIOURS

Teachers teach and work in schools that are usually administered by managers, often known as principals or headmasters. The conditions of teachers’ working life are influenced by the administration and leadership provided by principals, and it is widely assumed that school leadership directly influences the effectiveness of teachers and the achievement outcomes of students (Hallinger and Murphy, 2001; Pont; Nusche and Moorman, 2008).

Leithwood (cited by the Department of Education, South Africa 2002b:17) identifies four leadership practices associated with successful school principals. These practices are listed below with explanations in italics:

- Building vision and setting directions (*what are the school’s purposes?*)
- Understanding and developing people (*notably improving staff motivation and commitment*)
- Redesigning the organisation (*for example , team building , delegating and consulting , networking*)
- Managing the teaching and learning programme (*including staffing, the teaching programme and monitoring performance*).

Research highlights that principals' leadership behaviours affect all schools' learning situations including teacher job dissatisfaction (Asquou, (2007) and Hezibo, (2008). Marie and Neal (2011) describe leadership behaviour as a pattern of behaviours leaders prefer to use. Leadership behaviours of school principals have been found to be one of the factors that positively affect teacher job satisfaction (Miears, 2004). In Kenya, Akoth (2011) Wangai (2015) study in Kenya revealed that there was a positive and significant relationship between school principals' leadership behaviours and teacher job satisfaction. A similar study by Obina, Mbona and Acire (2012) conducted a study in Uganda, Rwanda, Kenya, Tanzania and Burundi on head teachers' leadership styles and teachers' job satisfaction, yielded similar findings and also revealed the types of leadership styles that positively impacted on teacher job satisfaction. In America, studies conducted by the United States Education Department (USED)(1997) and by Bogler (2001) in Canada established that teacher job satisfaction is strongly related to participation. Billingsley, (2005) found that teachers with positive perceptions about their principals' leadership behaviours also had job satisfaction. In South Africa, Steinberg (1993) found that the management approach of the principal was one of the major determinants of teachers' job satisfaction. Moreover a study conducted by South Africa's National Professional Teachers' Organisation (NAPTOSA), (2002) revealed that 65, 5 per cent of teachers were dissatisfied with 'poor' leadership behaviours. There seems to be a dearth of literature in South Africa on principals' leadership behaviour and teacher job satisfaction. The two studies accessed represented the voices of the teachers and in order to contribute to the body of knowledge on school principals' leadership behaviours and teacher job satisfaction, the current study involved both the principals and teachers.

Research studies examined above, suggested that, school principals should make an effort to improve teachers' job satisfaction so that teachers endeavour to provide effective education in class and facilitate students' acquisition of targeted behaviours, and thus ensure that teachers carry out educational activities more effectively and thereby improve intrinsic job satisfaction (Cetinkanat, 2002) and Mpahla, 2010). Principals therefore ought to be more careful as to which appropriate leadership behaviours they should employ at various situations. According to Adetone (2003) a significant challenge for principals today is to identify the situations of the school that

are likely to directly affect teacher morale and to identify the type of leadership behaviour the principal should employ.

The discussion above shows that leadership is not an easy task. This section then examines the South African education system regarding who should support the principals as they execute their leadership roles. In the Post- Apartheid era in South Africa new provinces were established and they were tasked with the responsibility of managing primary and secondary education. Each province has education districts whose role is to take education closer to schools and communities (DoE, 2009). According to Mhlongo (2008) it is the role of education districts to support schools. (DoE,2009). Elaborating on this is Khosa,(2010:21) who notes that , “ The role of the districts in provincial education systems is to support schools with resources, systems and professional development and monitor their utilization of inputs and achievement of targets “

An examination of the role of education districts in the Eastern Cape where this study was conducted reveals it is the role of Education Development Officers (EDOs) to provide institutional development, support and management to schools (DoE, 2008). DoE, (2008) as cited in Mavuso, (2013:44) identifies the following as the key roles of the EDOs : Firstly they have to see to it that schools are functional and this includes ensuring that schools have policies and these policies are implemented, rules and procedures in schools are followed. Secondly they have to ensure that schools are well resourced in terms of materials and human resources and these are well managed. Thirdly they have to oversee that schools governance is properly run and school finances are properly managed and lastly they have to establish a sound relationship between each school and its community. This means that EDOs are like general managers who have to see to it that schools run efficiently and effectively The EDOs support is directed at school level, to the principal and his/her management teams. Support to school by EDOs has been found to take the following forms: (1) inspection, (2) Supervision, (3) Monitoring.

Literature on leadership behaviours also revealed that leaders employ different behaviours in different situations. For example, Ngwala, (2014) study that investigated leadership behaviours of school principals in secondary schools in

Kenya , recommended that principals should not depend on only one leadership behaviour in running institutions but rather use a blend of different leadership behaviours and styles for better outcomes in their schools. On this issue, House (1971) Path Goal theory suggests that leaders may not only use varying behaviours with different subordinates but might use different behaviours with the same subordinates in different situations. The following section examines dominant leadership theories and related behaviour patterns of each theory. Within this discussion leadership theories and related behaviours that positively impact teacher job satisfaction are examined.

2.5 LEADERSHIP OF A SCHOOL PRINCIPAL

1. Management for school goals – explicit management via the school's goals and curriculum development

Principals scoring high on this index frequently take actions to manage schooling operations in accordance with the school's goals, with direct emphasis on ensuring that teachers' instruction in classrooms aims to achieve these goals. These principals also tend to use student performance levels and examination results to set goals and promote curricular developments. They endeavour to ensure clarity within the school about the responsibility for co-ordinating the curriculum. Principals scoring high on this index also report that they frequently make sure that teachers' professional development activities are aligned with school goals and curricular objectives.

2. Instructional management – actions to improve teachers' instruction

Principals scoring high on this index frequently work with teachers to improve weaknesses and address pedagogical problems, and also to solve problems with teachers when there are challenges to learning in a particular classroom. Also, they often inform teachers about possibilities to update their curricular knowledge and instructional skills. Finally, these principals report being vigilant about disruptive student behaviour in classrooms. In general, principals scoring high on this index spend significant amounts of their managerial time in attempting to improve classroom instruction.

3. Direct supervision of instruction in the school – actions to directly supervise teachers' instruction and learning outcomes

Principals who score high on this index frequently use direct observation of teachers' pedagogical practices and also make frequent suggestions to teachers on how to improve instruction in classrooms. These principals also frequently monitor students' academic efforts and work.

4. Accountable management – *managing accountability to shareholders and others*

Principals scoring high on this index see their role as making the school accountable internally and to stakeholders outside the school. Their role is to ensure that ministry-approved instructional approaches are explained to new teachers and that all teachers are held accountable for improving their teaching skills. These principals also focus on convincing students' parents of the need for new ideas and procedures at the school.

5. Bureaucratic management – *management actions mostly aimed at bureaucratic procedures*

Principals scoring high on this index report that it is important for them to ensure that everyone in the school follows the official rules. They see their role as being significantly involved in dealing with problems in the scheduling of teachers and courses and in ensuring adequate administrative procedures and reporting to higher authorities. These principals also focus on creating an orderly and task-oriented atmosphere in the school. The five behavioural indices cover a significant range of principals' management actions. To further summarise their behaviour, two management styles – *instructional leadership* and *administrative leadership* – are defined as characterising more comprehensively principals' approach to their leadership approach.

Principals scoring high for the first management style are significantly involved in what is referred to in the research literature on school management as an *instructional leadership style*. This index was derived by averaging the indices for the first three management behaviours, *management for school goals*, *instructional management* and *direct supervision of instruction in the school*.

The second management style can be best referred to as an *administrative leadership style* and was derived by averaging the indices for the management behaviours *accountable management* and *bureaucratic management*. This style of management focuses on administrative tasks, enforcing rules and procedures, and accountability.

The two styles are not necessarily mutually exclusive, even though they are sometimes portrayed as such in the research literature on school leadership. This point is reinforced by the idea of an evolution of school leadership and a move from competent administration to school management which includes an emphasis on instructional leadership and a stronger focus on student learning. Also, as the results below indicate, a number of principals use both styles to a considerable degree. So while these styles help to capture the underlying approaches that principals take to their job, particularly concerning teachers, they need not be mutually exclusive in practice.

At the same time, effective leadership also involves administrative accountability and a workable bureaucracy.

2.6 THE PRINCIPAL AS LEADER: AN OVERVIEW

Education research shows that most school variables, considered separately, have at most small effects on learning. The real payoff comes when individual variables combine to reach critical mass. Creating the conditions under which that can occur is the job of the principal.

According to the Wallace Perspective, effective principals ought to perform five key functions well:

- i. Shaping a vision of academic success for all students.
- ii. Creating a climate hospitable to education.
- iii. Cultivating leadership in others.
- iv. Improving instruction.
- v. Managing people, data and processes to foster school improvement.

Today, improving school leadership ranks high on the list of priorities for school reform. In a detailed 2010 survey, school and district administrators, policymakers and others declared principal leadership as among the most pressing matters on a list of issues in public school education. Teacher quality stood above everything else, but principal leadership came next, outstripping subjects including dropout rates, STEM (science, technology, engineering and math) education, student testing, and preparation for college and careers.

Meanwhile, education experts, through the updated (2008) Interstate School Leaders Licensure Consortium standards, have defined key aspects of leadership to guide state policy on everything from licensing to on-the-job training of principals. New tools are available for measuring principal performance in meaningful ways. And federal efforts such as Race to the Top are emphasizing the importance of effective principals in boosting teaching and learning. Paying attention to the principal's role has become all the more essential as the U.S. Department of Education and state education agencies embark on transforming the nation's 5,000 most troubled schools, a task that depends on the skills and abilities of thousands of current and future school leaders.

Traditionally, the principal resembled the middle manager suggested in William Whyte's 1950's classic *The Organization Man* – an overseer of buses, boilers and books. Today, in a rapidly changing era of standards-based reform and accountability, a different conception has emerged – one closer to the model suggested by Jim Collins' 2001 *Good to Great*, which draws lessons from contemporary corporate life to suggest leadership that focuses with great clarity on what is essential, what needs to be done and how to get it done.

This shift brings with it dramatic changes in what public education needs from principals. They can no longer function simply as building managers, tasked with adhering to district rules, carrying out regulations and avoiding mistakes. They have to be (or become) leaders of learning who can develop a team delivering effective instruction.

Wallace's work since 2000 suggests that this entails five key responsibilities:

Shaping a vision of academic success for all students, one based on high standards.

Creating a climate hospitable to education in order that safety, a cooperative spirit and other foundations of fruitful interaction prevail.

Cultivating leadership in others so that teachers and other adults assume their part in realizing the school vision.

Improving instruction to enable teachers to teach at their best and students to learn at their utmost.

Managing people, data and processes to foster school improvement.

The principal remains the central source of leadership influence.

Each of these five tasks needs to interact with the other four for any part to succeed.

It's hard to carry out a vision of student success, for example, if the school climate is

characterized by student disengagement, or teachers don't know what instructional methods work best for their students, or test data are clumsily analyzed. When all five tasks are well carried out, however, leadership is at work.

Shaping a vision of academic success for all students although they say it in different ways, researchers who have examined education leadership agree that effective principals are responsible for establishing a school-wide vision of commitment to high standards and the success of all students.

Newcomers to the education discussion might find this puzzling: Hasn't concern with the academic achievement of every student always topped principals' agendas? The short answer is, no. For years public school principals were seen as school managers, and as recently as two decades ago, high standards were thought to be the province of the college bound. "Success" could be defined as entry-level manufacturing work for students who had followed a "general track," and low-skilled employment for dropouts. Only in the last few decades has the emphasis shifted to academic expectations for all.

"The research literature over the last quarter century has consistently supported the notion that having high expectations for all, including clear and public standards, is one key to closing the achievement gap between advantaged and less advantaged students and for raising the overall achievement of all students"

An effective principal also makes sure that the notion of academic success for all gets picked up by the faculty and underpins what researchers at the University of Washington describe as a school-wide learning improvement agenda that focuses on goals for student progress.

Schools are no different. Principals who get high marks from teachers for creating a strong climate for instruction in their schools also receive higher marks than other principals for spurring leadership in the faculty, according to the research from the University of Minnesota and University of Toronto.¹⁴

In fact if test scores are any indication, the more willing principals are to spread leadership around, the better for the students. One of the most striking findings of the universities of Minnesota and Toronto report is that effective leadership from all sources – principals, influential teachers, staff teams and others – is associated with better student performance on math and reading tests.

The relationship is strong albeit indirect: Good leadership, the study suggests, improves both teacher motivation and work settings. This, in turn, can fortify classroom

instruction. “Compared with lower-achieving schools, higher-achieving schools provided all stakeholders with greater influence on decisions,” the researchers write. Principals play a major role in developing a “professional community” of teachers who guide one another in improving instruction.

Principals also need to approach their work in a way that will get the job done. Research behind VAL-ED (the Vanderbilt Assessment of Leadership in Education), a tool to assess principal performance developed by researchers at Vanderbilt University, suggests that there are six key steps – or “processes” – that the effective principal takes when carrying out his or her most important leadership responsibilities: planning, implementing, supporting, advocating, communicating and monitoring. The school leader pressing for high academic standards would, for example, map out rigorous targets for improvements in learning (planning), get the faculty on board to do what’s necessary to meet those targets (implementing), encourage students and teachers in meeting the goals (supporting), challenge low expectations and low district funding for students with special needs (advocating), make sure families are aware of the learning goals (communicating), and keep on top of test results (monitoring).

Effective leaders view data as a means not only to pinpoint problems but to understand their nature and causes.

Principals – and the people who hire and replace them – need to be aware that school improvement does not happen overnight. A rule of thumb is that a principal should be in place about five to seven years in order to have a beneficial impact on a school. In fact, the average length of a principal’s stay in 80 schools studied by the Minnesota-Toronto researchers was 3.6 years. They further found that higher turnover was associated with lower student performance on reading and math achievement tests, apparently because turnover takes a toll on the overall climate of the school. “It is far from a trivial problem,” the researchers say. “Schools experiencing exceptionally rapid principal turnover, for example, are often reported to suffer from lack of shared purpose, cynicism among staff about principal commitment, and an inability to maintain a school-improvement focus long enough to actually accomplish any meaningful change.”⁴¹ The lesson? Effective principals stay put.

2.7 SCHOOL ENVIRONMENT

In every school, a culture exists; however, it can differ immensely from school to school. Some schools are welcoming and enjoyable to visit. Vivid paintings and displays of student work are hanging on the walls. Students can be seen working in cooperative groups inside the classrooms and engaging in discussions about their work. Teachers plan together and discuss ways to improve student achievement. Other schools have walls that are covered with pale, white paint. Several students are sitting in the principal's office with disciplinary referrals in their hands. In addition, the teachers' high-pitched voices are overheard saying, "Sit down and be quiet!" Once they realize that someone is observing this behavior, they immediately shut their doors and instruct the students.

Why do the schools described above vary? The values, goals, principles, procedures, and practices that each school operates by are distinctively different. These characteristics define the organizational culture of the school. For example, schools typically have a set of guidelines of what is expected to be discussed at faculty meetings.

In some schools, these guidelines are formalized through detailed agendas; in others, it is an open forum where various issues are discussed as the faculty addresses them. The culture of a school influences how people think, feel, and act (Peterson, 2002). As a result of the variations in culture, the teachers and students are affected either positively or negatively (Barth, 2002). The principal is essentially responsible for shaping school culture (Snowden & Gorton, 1998). Therefore, the purpose of this study was to examine the relationship between the leadership style of principals and school culture as perceived by faculty.

2.8 THE TEACHER

A teacher is the powerful force that drives the educational system in the United States. (Harrison C. and Killion J., 2006). They are the ones who interact with students and have to deal with the parents. (Ibid.) A teacher often has many roles to play. A teacher leader role is one that needs to be embraced if he or she wants to function effectively in the classroom.

5 roles that a teacher must fill

Here are five roles that a teacher often has to fill in order to be the best educator they can be.

A. Resource

One of the top roles a teacher must fill is that of a resource specialists. There will be many people who will come to the teacher seeking information. Even if the person is only seeking a source of information, the teacher is the one who must know how to find what the student is looking for.

Once the teacher has given the information to the student or coworker, he or she will often have to instruct the student on how to use the information.

B. Support

Students are the ones who need support when learning a new skill or piece of information. A teacher must act as the support person when the student needs this help. Support can come in many forms such as a coach, leader and even a counselor. In professional circles, a teacher may even have to support other teachers leading a particular subject matter.

C. Mentor

One of the biggest roles a teacher may have is that of a mentor. Students look up to teachers and may pattern their own behavior and work ethic to match the instructor. An older teacher can even be a mentor to a younger teacher who is just starting out in the profession.

D. Helping hand

A leader in a school is a person who takes on extra tasks such as leading the PTA meetings and even helping set up a gym for a big event. Teachers who are active in the school will often have more jobs than just the one they were hired to perform. Often, the goals of the teacher will match the direction that the school is taking.

E. Learner

One last important role a teacher must fill is that of a learner. Anyone who has been involved in a profession long enough knows that there is always something new to

learn. A learner is a person who is always growing in life and will never claim that they know it all. A teacher will be challenged every day with a new task that will help them grow into a better person.

A teacher is a person who will have to fill many roles. They are people with educational leadership skills and they must continue to grow and develop as professionals. Anyone seeking to be a teacher should take advantage of any chance they get to grow as a person and as a teacher.

Prospective teachers often gulp when told that teacher leadership is one of the roles they'll be expected to fill as soon as they begin their teaching careers. They wonder why it won't be enough to learn how to teach effectively during their first years on the job. Does earning a teaching license mean that you need to don a cape and fly into the role of "Super Educator?" New teachers may discover that leadership isn't always a role thrust on them; instead, it creeps up and catches them unaware.

Teacher leadership usually begins in small ways, such as providing resources and help for a struggling colleague or sharing thoughts during staff meetings. Leadership just... happens. At first, a teacher's focus might be to get through the day, the week, the month, the first rounds of standardized testing and standard school rituals, such as back-to-school night and parent-teacher-student conferences.

A shift in perspective can take hold in a small way:

- You find yourself frustrated by the disorder in the shared resources closet and decide to reorganize it, negotiating with colleagues on a schedule for shared clean-up.
- The principal asks you to demonstrate one of your instructional techniques at an upcoming staff development meeting.
- You join a nationwide group of teachers on a social media platform such as Facebook to share ideas with the U.S. Department of Education.

2.9 10 TEACHER-LEADER ROLES

Many teacher-leader roles exist. Teacher development consultants Cindy Harrison and Joellen Killion describe 10 categories in an article reprinted by the Association for School Curriculum Development. Some roles are formally assigned, but others occur due to the collegial nature of teaching. These leadership roles include:

- Resource provider
- Instructional specialist
- Curriculum specialist
- Classroom supporter
- Learning facilitator
- Mentor
- School leader
- Data coach
- Catalyst for change
- Learner

2.10 REVIEW OF THE ROLES

Resource providers are those kind teachers who offer to help organize your classroom or share materials that you lack, such as math manipulatives.

Instructional and curriculum specialists are assigned roles that may come with additional pay and possibly involve hybrid schedules in which you teach part of the day and provide support during the remaining hours. Instructional support experts regularly present teaching strategies during staff development sessions or model these strategies during lessons in other teachers' classrooms. In contrast, curriculum specialists help teachers understand state content standards and local curriculum initiatives, as well as how to plan and assess lessons meeting these guidelines.

Classroom supporters are instructional coaches who work side-by-side with teachers. They can model techniques, co-teach or provide feedback following observation.

Learning facilitators include colleagues who chair teams of teachers who meet to learn from each other. They may also coordinate opportunities for teachers to

observe each other's instruction. This is different from being a mentor, who provides advice and help to new teachers.

School leaders are department chairs and teachers who head school-wide teams or district committees. Another kind of school leader is the data coach, who shows teaching staff and individual teachers how to use assessment data to shape instruction.

Those who lead by sharing their vision for change or taking additional classes usually do so at their own expense. Catalysts for change may conduct independent research — known as teacher inquiry — about instructional techniques in their own classrooms and then share results. Some may take on roles in their teachers' union or groups working toward school reform. Others, including teachers in paid leadership positions such as transformational leadership coach Elena Aguilar, may foster change by blogging.

Finally, being a learner is a leadership role that teachers simply can't avoid. State licensing usually requires continuing education classes, and school districts regularly schedule in-service trainings. However, teachers who share what they learn with colleagues as well as students are truly valuable leaders.

Teachers who believe strongly in direct transmission of instruction may be characterized as having more traditional attitudes towards classroom instruction. These teachers value instruction that is built around problems for students to solve which have clear and correct answers and are within the grasp of the learners. They see the teacher's main role in problem solving as demonstrating the correct procedure. These teachers tend to hold firm to the belief that teaching facts is necessary as this is how students accumulate knowledge. Lastly, these teachers believe that a quiet classroom is most conducive to learning.

2.11 TEACHER STRESS

Teachers experience high levels of work related stress and burn out as well as low job satisfaction and poor general health owing to the nature of their work. This paper seeks to provide a better understanding of the nature of relationships between work-related stress, burnout, job satisfaction and general health of nurses over one year. This study involved a longitudinal design. Two hundred and seventy seven nurses from four hospitals completed a follow up survey consisting of five questionnaires. Data were

collected between 2013 and 2014. The data were analyzed using generalized estimation equation analysis. Lack of support was associated with burnout, patient care was associated with job satisfaction and staff issues were associated with general health of nurses. Burnout is more strongly related to job satisfaction than general health. The findings of this study could inform evidence based policy and practice through interventions aimed at improving job satisfaction and reducing the impact of burn-out on general health of teachers.

Burnout is a psychological syndrome resulting from prolonged exposure to work related stress. Burnout is associated with lower job satisfaction and poor physical and mental health outcomes such as frequent headaches and insomnia.

2.12 JOB SATISFACTION

Job satisfaction is a positive or pleasant emotional state resulting from a person's appreciation of his/her own job or experience. The level of job satisfaction of teachers highly affects positively the realization of educational aims and objectives. It is expected that a school which has teachers with high level of job satisfaction gives qualified education and brings up successful students. However, it is also expected that a school which has teachers with high levels of job satisfaction to perform much better.

Locke (1976), defined job satisfaction as a positive or pleasant emotional state resulting from a person's appreciation of his/her own job or experience. Locke's definition appears to be the most referenced and generally accepted description, characterizing the necessary component needed to depict what is meant by the broad construct of job satisfaction (Miller et al., 2009). The conceptual domain of job satisfaction is broad, because it includes all characteristics of the job itself and the work environment, which employees find rewarding, fulfilling, and satisfying, or frustrating or unsatisfying (Churchill, Ford & Walker, 1974 ; Snipes, Oswald, LaTour & Armenakis, 2005). According to Locke's definition, the evaluation of teaching satisfaction involves a cognitive, judgmental process as well. Solely measuring the affective state of teachers cannot fully address teaching satisfaction (Ho & Au, 2008). Blegan (1993) identified 13 predictors of satisfaction which are the personal attribute variables or personality traits such as age, education, years of experience and locus of control, and organisational variables such as supervisor communication,

commitment, stress, autonomy, recognition, routinization, peer communication, fairness and professionalism (Cited: Güleriyüz, Güney, Aydoğan & Aúan, 2008). Snipes et al. (2005) stated that job satisfaction consists of several facets, including satisfaction with the supervisor, work, pay, advancement opportunities, coworkers, and customers.

There is a relationship between job satisfaction and very different variables. There is a relationship between job satisfaction and life satisfaction (Ho & Au, 2008), service quality (Hartline & Ferrell, 1996; Schneider and Bowen, 1985), performance (Luthans, 1995: 129), demographic, job, and personality characteristics (Miller et al., 2009). Job satisfaction is found to be a mediator between emotional intelligence and organisational commitment (Güleriyüz et al., 2008).

For effort, one of the main factors of production input, to be of high quality and effective, this input must be qualified. Thus, the importance of teachers and managers' roles cannot be ignored in high quality education of manpower. Satisfaction and dissatisfaction in teachers and managers' works affect their performance. In this regard, identification of teachers' job satisfaction level is important.

Teachers considering themselves to be not sufficient enough professionally in the first years of their teaching career get less satisfaction from their jobs. Providing the teachers the necessary Professional assistance may increase their levels of job satisfaction.

Leadership is a process influence between leaders and subordinates where a leader attempts to influence the behaviour of subordinates to achieve the organizational goals. Organizational success in achieving its goals and objectives depends on the leaders of the organization and their leadership styles. By adopting the appropriate leadership styles, leaders can affect employee job satisfaction, commitment and productivity. Transactional and transformational leadership styles were found to have direct relationships with employees' job satisfaction and that the transformational leadership style has a stronger relationship with job satisfaction. This implies that transformational leadership can be deemed suitable for managing government organizations.

Effective leadership and employee job satisfaction are two factors that have been regarded as fundamental for organisational success. A capable leader provides direction for the organisation and lead followers towards achieving desired goals. In

similar vein, employees with high job satisfaction are likely to exert more effort in their assigned tasks and pursue organisational interests. An organisation that fosters high employee job satisfaction is also more capable of retaining and attracting employees with the skills that it needs (Mosadegh Rad & Yarmohammadian, 2006). Several studies have also examined the relationship between the two factors and concurred that leadership has significant impacts on job satisfaction and organisational commitment (Lok & Crawford, 1999, 2001; William & Hazer, 1986; Mosadegh Rad & Yarmohammadian, 2006). High job satisfaction enhances employees' psychological and physical wellbeing (Ilardi, Leone, Kansser, & Ryan, 1983) and positively affects employee performance (Vroom, 1964; Porac, Ferris, & Fedor, 1983). According to Mosadegh Rad and Yarmohammadian (2006), employee job satisfaction refers to the attitude of employees towards their jobs and the organization which employs them. The researchers pointed out that job satisfaction is influenced by many organisational contextual factors, ranging from salaries, job autonomy, job security, workplace flexibility, to leadership. In particular, leaders within organisations can adopt appropriate leadership styles to affect employee job satisfaction, commitment and productivity. Previous studies have examined the relationship between employee job satisfaction and leadership behaviour in various settings such as healthcare, military, education and business organisations (Cook, Wall, Hepworth, & Warr, 1989; Bass, 1990; Chen & Silverthorne, 2005). These studies generally indicate that employee job satisfaction in the public sector is just as important as it is in the private sector. Consistent with this, the present study intends to examine the relationship between leadership styles and job satisfaction in the public sector. Two types of leadership styles are examined, namely, transactional and transformational leadership.

Leadership is a process of interaction between leaders and followers where the leader attempts to influence followers to achieve a common goal (Northouse, 2010; Yukl, 2005). According to Chen and Chen (2008), previous studies on leadership have identified different types of leadership styles which leaders adopt in managing organizations (e.g., Davis, 2003; Spears & Lawrence, 2003; House, Hanges, Javidan, Dorfman, & Gupta, 2004; Hirtz, Murray, & Riordam, 2007). Among the more prominent leadership styles are Burns' (1978) transactional and transformational leadership styles. Transformational leaders emphasise followers' intrinsic motivation and personal development. They seek to align followers' aspirations and needs with

desired organisational outcomes. In so doing, transformational leaders are able to foster followers' commitment to the organisations and inspire them to exceed their expected performance (Sivanathan & Fekken, 2002; Miia, Nichole, Karlos, Jaakko, & Ali, 2006; Bass & Riggio, 2006; Bass, 1985, 1998). With regard to today's complex organisations and dynamic business environment, transformational leaders are often seen as ideal agents of change who could lead followers in times of uncertainties and high risk-taking. In contrast, transactional leaders gain legitimacy through the use of rewards, praises and promises that would satisfy followers' immediate needs (Northouse, 2010). They engage followers by offering rewards in exchange for the achievement of desired goals (Burns, 1978). Although transformational leadership is generally regarded as more desirable than transactional, Locke, Kirkpatrick, Wheeler, Schneider, Niles, Goldstein, Welsh, & Chah, (1999) pointed out that such contention is misleading. They argued that all leadership is in fact transactional, even though such transactions are not confined to only shortterm rewards. An effective leader must appeal to the self-interest of followers and use a mixture of short-term and long-term rewards in order to lead followers towards achieving organisational goals.

Intrinsic and Extrinsic factors on Job Satisfaction Kalleberg (1977) proposed that job satisfaction consists of two components. These are intrinsic (referring to the work itself) and extrinsic (representing facets of the job external to the task itself) job satisfaction. Hirschfield (2000) stated that intrinsic job satisfaction refers how people feel about the nature of the job tasks themselves whereas extrinsic job satisfaction refers how people feel about aspects of the work situation that are external to the job tasks or work itself (Shim, Lusch, & O'Brien, 2002). In this study, two dimensions of job satisfaction are examined, namely working condition (extrinsic) and working assignment (intrinsic). Working condition is the job environment which encompasses the relationship with management function, mentoring system, and others. Poor working conditions, inefficient work organization, inadequate staffing, and managerial practices will affect staff turnover and perceptions of the organisation and work (Banaszak-Holl & Hines, 1996; Cohen-Mansfield, 1989; Eaton, 2000; Harrington, 1996). Therefore, the good working condition as a key factor for workers to develop a value, improve job performance and increase staff retention in organization. As for the work assignment, it refers to the duty or job that are given to employees so that they should implement their job with a commitment and productive.

Research studies on leadership style and job satisfaction Lashbrook (1997) stated that leadership style plays a vital role in influencing employees' job satisfaction. Some researchers discovered that different leadership styles will engender different working environment and directly affect the job satisfaction of the employees (Bogler, 2001, 2002; Heller, 1993; McKee, 1991; Timothy & Ronald, 2004). Bass (1985) proposed that transformational leadership might intrinsically foster more job satisfaction, given its ability to impart a sense of mission and intellectual stimulation. Transformational leaders tend to encourage and motivate their followers to take on more responsibility and autonomy (Emery & Barker, 2007) thereby enhancing employees' sense of accomplishment and satisfaction with their job. Transactional and transformational leadership have been widely linked to positive individual and organizational consequences (Bass, 1990). These leadership styles are found to correlate positively with employee perceptions of job, leader and organizational satisfaction (Felfe & Schyns, 2006; Bycio, Hackett & Allen, 1995; Niehoff, Enz & Grover, 1990). Castaneda and Nahavandi (1991) indicated that employees are most satisfied when they perceive their supervisors as exhibiting both relational and taskoriented behaviours.

Consistent with the objectives of the study conducted, four hypotheses were developed for testing:

H1: There is a positive relationship between the aspects of transactional leadership style such as contingent rewards, management by exception (active) and management by exception (passive) and working condition in the public sector. H2: There is a positive relationship between the aspects of transactional leadership style such as contingent rewards, management by exception (active) and management by exception (passive) and work assignment in the public sector. H3: There is a positive relationship between the aspects of transformational leadership style such as idealised influence, inspirational motivation, intellectual stimulation and individualised consideration and working condition in the public sector. H4: There is a positive relationship between the aspects of transformational leadership style such as idealised influence, inspirational motivation, intellectual stimulation and individualised consideration and work assignment in the public sector.

Employees are the most important asset in an organization. Therefore, organizations need to have capable leaders to lead and motivate their employees in their daily operation and achieve the organizational goals.

2.13 TEACHERS JOB SATISFACTION AND QUALITY EDUCATION

The professional activity of the teacher plays a very significant role in assuring quality education, and one of the factors influencing the professional activity of the teacher is job satisfaction. According to literature analysis the dominating factors which influence teachers' satisfaction with their job have been formulated: they include internal factors related to the mutual relations between the teacher and the student, teacher's calling for being a pedagogue. The most highly evaluated job satisfaction scales are satisfaction with the level of responsibility, satisfaction with colleagues and satisfaction with the specifics of the job. At the same time, the lower evaluated scale is satisfaction with the salary and the second lowest scale is satisfaction with being secure about the future at work. An analysis of the correlations between teacher job satisfaction and quality of education lead to conclusions that there are higher numbers of and statistically more significant correlations in the evaluations provided by the teachers from the schools with higher achievements of the pupils. An analysis of the identified correlations between job satisfaction and quality of education showed that there is significant correlation between several levels of interpersonal relationships and various aspects of quality. The purpose of the research is to identify the current level of job satisfaction among teachers and to discover correlations between teacher job satisfaction and quality of education.

In psychology, it has been for quite a long time that discussions are on-going about the role of the employee's job satisfaction in their efficiency at work (Vroom, 1964). Besides, studies conducted so far have demonstrated (Petty, McGee & Cavender, 1984) close correlations between job satisfaction of the employee and their performance at work. There is an assumption that employee job satisfaction not only closely relates to their efficiency at work, but also has direct impacts on their efficiency at work (Furnham, 2005). Theoretically, this leads to a conclusion that teacher job satisfaction is closely related with their professional activity and, thereby, also with quality of education.

Job satisfaction may be influenced by very different factors, which are related with the job directly and indirectly. Job satisfaction is influenced even by such personal aspects as age, health, job experience, emotional stability, social status, leisure time activities, family as well as other factors (Schultz & Schultz, 2006). Speaking about factors that influence job satisfaction, there are internal and external factors. More specifically, the

following factors are identified when discussing factors which more specifically, the following factors are identified when discussing factors which have impacts on job satisfaction of teachers: □ internal factors – these factors are determined by the peculiarities of the class. The interrelations between pupils and teachers, the individual peculiarities and perceptions of pupils (Sharma & Jyoti, 2006). Teachers' internal satisfaction with their job may occur from classroom activities (Perie, & Baker, 1997). External factors – there are various factors which determine teachers' satisfaction with their profession, such as salary, cooperation, and administrative support, security in the school, and availability of school resources (Ibid.) There are very few teachers who work in this profession for the external factors. Most there are very few teachers who work in this profession for the external factors. Most of teachers opt for this profession specifically because of the internal factors. However, at the same time, while the internal factors determine the person's choice of becoming a teacher, the external factors have negative impacts on the job satisfaction of teachers and possible change of career. Very many factors influencing job satisfaction are mentioned, and they are classified very differently. Studies of job satisfaction include studying of employee satisfaction with various job-related factors, such as supervision, colleagues, working conditions, salary, responsibility, job itself, advancement, security, recognition, advancement, security, recognition. , security, recognition. The opinions of the authors differ when analysing understanding of the quality of education.

The fundament for improving quality of education is assurance of material resources (Coates, 2009), financial support, quality working environment, and a quality study process (Coates, 2009), financial support, quality working environment, and a quality study process. A conflict arose in the fact that, currently, it is not feasible to assure sufficient financial support, but, at the same time, it is vitally necessary to ensure a high quality of education. This conflict between the input and the expected result makes to seek alternative ways of improving the quality of education. One of such alternatives might be improving the activities of the pedagogical personnel by assuring they have working conditions that facilitate their job satisfaction.

The internal motivating factors are much more significant and have stronger impacts on the quality of work. These factors are related to the areas personally significant to the individual, and, furthermore, this personally significant area is different for each individual; for some it is salary, for some it might be achievements, while for some others it is the social relationships etc. for employees, it is essential to receive

recognition that matches their personally significant area. In the research, it was concluded that the teachers are mostly satisfied with their job. the only job satisfaction scale the teachers rated very low was satisfaction with the salary, and this leads to conclusions that teachers mostly consider all other job-related aspects, and the received salary is not the most important aspect in this profession. It should be noted that statistically significant correlations between teachers' satisfaction with their salary and the quality of education exist only in two education quality criteria – school management and evaluation of the progress and achievements of the pupils. The found weak correlations between satisfaction with the received salary and the education quality criteria lead to conclusions that although, in their opinion, the teachers receive inadequate salaries for the work they do, this does not have significant impacts on the quality of their work. At the same time, it should be noted that insufficient salary may be a reason why teachers leave their jobs. According to Herzberg's two-factor theory, the external influencing factors, which include also the salary, do not appear to be a performance-improving factor, but serve as an imperfection-eliminating one. The salary is not a motive that improves motivation for work, but, at the same time, the received salary is the only means of meeting the basic needs. According to Maslow (1954) and Alderfer (1972), it is not possible to satisfy higher level needs relying on Adam's theory of justice, it may be assumed that, without a sufficient salary, teachers might, for instance, put less effort into assurance of a quality process of studies or, for example, quit the profession due to lack of anticipated appreciation.

Furthermore, in schools, the location on the horizontal and vertical axes of the leadership style grid may not be very different because the concern for production in schools is very much related to the concern for people; the production in the schools is the people. Fundamentally, the role of the leaders fall into three categories: interpersonal, informational, and decisional. The interpersonal role is related to the human element of the organization. In the interpersonal role, the function of the leader includes motivating, directing, coaching and assessing performances (leading), liaison, and as a figurehead. In the informational role, the leader is a monitor, disseminator and spokesperson. In the decisional role, the leader is an entrepreneur, resource allocator, disturbance handler and negotiator (Bennett, 1996).

2.14 RELATIONSHIP BETWEEN PRINCIPAL AND SCHOOL EFFECTIVENESS

Exploring the relationship between the leadership style of the principal and the effectiveness and outcomes of the school has practical and theoretical importance. The practical importance is represented in defining the principal's day-to-day role in the school. The theoretical importance is related to the role of the organizational and leadership theories in school effectiveness, which has been neglected in past research (Hallinger and Heck, 1996). There are three major theoretical approaches used to study the relationship between the principal's leadership style and the school's effectiveness (Hallinger and Heck, 1998): the direct-effect model (Model A), the mediated effect model (Model B), and the reciprocal-effect model (Model C). The direct effect model shows how the leadership style of the principal directly affects the school's outcome. The mediated effects model is where the principal's leadership style influences some other variable(s), which affect the school's effectiveness. In the reciprocal-effect model, the leadership style of the principal affects the teacher, the teachers have an influence on the principal, and the cyclical nature of the influence affects the effectiveness of the school. When Model (A) and (B) are combined with the antecedent-effect model proposed by Pitner (1988), more complex models result, namely, the direct-effect with antecedent effect (Model A-1) and the mediated-effect with antecedent effect (Model B-1) (Hallinger and Heck, 1998). Although the principal's leadership seems to be related to the effectiveness of the school, some specific studies have found otherwise. Miskel (1982), Rowan et al. (1982), and Van de Grift (1990) found that the relationship depends on the theoretical and empirical model. For example, when the principal's leadership style/school effectiveness relationship was found to be weak, Model A (bi-variant design with and without controls) becomes invalid. On the other hand, when Model B (stronger research design and sophisticated statistical analysis) was used, the relationship was found more frequent and appears to be significant. These studies suggested that this cause and effect relationship is subject to the conditions of the school. In the studies which used robust models (i.e. B and B-1), the relationship between the style of the principal's leadership and their school's effectiveness shows an indirect relationship. These studies found that the principal's leadership affects the school's policies, which in turn enhances the school's effectiveness. School policies include academic expectation, school mission, student learning opportunities, instructional organization,

academic learning time and teacher practices. Among these variables, the school's goals and missions were the most frequent and the significant intermediate factor that linked the two constructs (i.e. principal leadership and school effectiveness) (Bewer, 1993; Bamburg and Andrews, 1990; Glasman and Fuller, 1992; Goldring and Pasternak, 1994; Hallinger et al., in press; Hallinger and Murphy, 1986, ; Heck et al., 1990; Leithwood, 1994; Silins, 1994). Hallinger and Heck (1996) reassessed the principal's role in school effectiveness. They based their study on data gathered from 1980 to 1995. Their investigation was not only empirical, but also theoretical due to the complexity of the relationship that could not be easily understood if only studied empirically. In their research they focused on the concepts underlying different potential theories that would be adopted to study the relationships between principal's role and school effectiveness. The overall objective of their study was to come up with a research agenda for the next generation of this study in which defined directions were set. In their research, they emphasized the fact that administrative leadership was among the factors that made the greatest difference in student understanding and learning. However, the nature of this relationship remained open to debate and research (Hallinger and Heck, 1996). Educational policy makers are also convinced that the principal is the key variable in a student's scholastic achievement (Murphy, 1990). Therefore, from 1975 to 1990, the policy from state-mandated evaluations of principles jumped from nine to 40 states showing the increased focus on principals as a major and important component in the student's learning and the school's effectiveness. Hallinger et al. (1990) and Heck et al. (1990) viewed the influence of the principal on student achievement as the leader's role in the environmental, personal and in-school relationship aspects, which eventually lead to stronger organizational outcome.

2.15 DOMINANT LEADERSHIP THEORIES AND BEHAVIOURS IN RELATION TO TEACHER JOB DISSATISFACTION

There are different leadership theories and approaches as there are principals. Leadership behaviours subscribe to particular leadership theories. Literature on leadership reveals the following dominant leadership theories and these will be examined in relation to teacher job dissatisfaction:

2.15.1 Directive /Autocratic leadership behaviours and teachers' job dissatisfaction

In House's Path Goal theory directive leadership is described as the situation where leaders rely on their formal position and give complete and essential directives on a particular subject. According to Hoy et al. (2001) , Yilmaz (2007) directive leaders in education organizations could be described to exhibit behaviours such as dominating over the employees, observing whatever teachers do, controlling the activities, performing autocratic administrator characteristics, close inspection of teachers, and talking more than listening to. Lunenburg et al. 2000, Rollinson et al. 2002 and Hanson 2003 cite that in directive leadership, problem solving and decision making processes are initiated by the principal. There is one-way communication in this dimension. Gronn (2002) adds that this leadership behaviour refers to a leader who holds unlimited power and is answerable to no other person. He demonstrates a bossy character and dominates others. Empirical research recommends that, there is no way that this kind of leadership behaviour could promote teacher job satisfaction, and it would be prudent for school principals to avoid this kind of leadership behaviour. For example, Riffat-un-Niswan and Bigger (2008) study in Pakistan on the leadership behaviours of college principals and lecturer job satisfaction revealed that directive leadership contributed negatively to job satisfaction under the categories of supervision, colleagues and job in general. A study by Akoth, (2014) in Kenya which examined the influence of head teachers' leadership behaviours on job satisfaction revealed that head teachers who employed directive leadership behaviours were rated very low.

2.15.2 Supportive leadership behaviours and teacher job dissatisfaction

This type of leadership includes behaviours such as talking to people, supporting their efforts, giving them hope, solving their problems, and allowing followers opportunities to participate in decision-making process, (Rollinson et al. 2002). Supportive leaders have been found to be the ones who show concern for their followers and establish an open, friendly, and approachable group climate, along with the ability to treat their co-workers equally (Lunenburg, 2000), Hanson 2003). Supportive leaders in education organizations, particularly principals, could be

described as having characteristics such as being a model, appreciating and congratulating what has been done, helping their teachers, explaining reasons for criticisms, set constructive criticisms, and referring to studies for the sake of prosperities of employees and other people (Hoy, 2001, Yilmaz 2007, Wangai 2015).

Research findings indicate that supportive leadership behaviours lead to increased teacher job satisfaction. Devos & Rosseel (2010) established that teachers derive satisfaction working with a principal who is friendly supportive and cooperative. House's goal path theory also proposed that supportive leadership is the most effective leadership behaviour on subordinates' job dissatisfaction (House et al. 1991: 409). In India, Lenka (2012) carried out a study on frustration and work motivation of secondary school teachers as a correlate of leadership behaviours of their principals. Findings confirmed that, where there was a supportive and cooperative leader, teachers were motivated and performed their jobs with zeal. Supportive leadership behaviours were found to have significant positive impact on teacher job satisfaction in cases where the teachers had low need of achievement. Hoy et al. (2002), Yilmaz (2007) and Wangai (2015) studies in Turkey and Kenya suggested that teacher job dissatisfaction could be minimized and even eliminated by the gradual application of supportive leadership behaviour.

In South Africa literature argues that supportive leadership should be characterised by a commitment to participative decision making. For example, McLennan and Thurlow (2003:6) refer to an emerging paradigm, "a growing emphasis on building relationships in education". Bush and Heystek (2003) as well as Karlsson (2002) point to the need for co-operation between principals, learners and educators. The literature implies that teachers would perceive their leaders as supportive when they (teachers) are given opportunities to collaborate.

2.15.3 Servant Leadership behaviours and teacher job dissatisfaction

Spears (2004), defines a servant leader as one who is a servant first. It begins with the natural feeling that one wants to serve first, and then learn to lead as a servant (Patterson, 2003). This implies that, servant leaders are not initially motivated to be leaders, but assume this position in response to the need for group success.

Woodruff (2004) views servant leadership as an attitude of leading others from a perspective of placing the organizational purpose, the needs of the organization, and the needs of people over the needs and desire of the leader. Servant leadership therefore puts primary emphasis on the needs and desires of the followers before the needs of the leader and emphasizes personal development and empowerment of followers (Stone and Patterson, 2005). Servant leadership often focuses on follower development with the intention of increasing follower capacity to exercise creative approaches and take on greater responsibilities at work (Stone and Patterson, 2005). Yukl (2002) argues that servant leaders listen to people, praise and support them, and allege that they care about their needs. Servant leadership is a belief that organizational goals will be achieved on a long-term basis only by first facilitating the growth, development and general well-being of the individuals who comprise the organization (Stone et al., 2004). This type of leadership is deemed suitable in improving teacher job dissatisfaction (Yun, et al, 2007; Rump, 2012 and Wangai, 2015)

2.15.4 Laissez-Faire Leadership behaviours and teacher job dissatisfaction

Laissez –Faire leaders' behaviours include amongst other things being a passive leader; not allowing academic competition among students; showing favouritism to teachers and students (Olaleye, 2009) .Laissez Faire leadership is not likely to motivate teachers to aspire to task focus goals. Research has suggested that passive leadership such as Laissez-Faire is an unhelpful form of leadership in schools (Olaleye, 2009) and is deemed unsuitable in improving teacher job dissatisfaction.

2.15.5 Transformational leadership behaviours and teacher job dissatisfaction

Transformational leadership emphasize followers' intrinsic motivation and personal development (Voon, Lo, Ngui and Ayob, 2011). According to Barnett, Craven & Marsh, (2005), followers experience a higher level of self-efficacy when experiencing such transformational leadership. Stewart, (2006) and Wangai (2015) studies reported that transformational leaders pursue three goals: helping staff collaborate, encouraging teachers' improvement, and helping staff solve problems effectively. Such practices are found to be complementary to the leader's vision and the

teachers' talents and are essential to conduct a school's daily operations. A transformational leader therefore exhibits leadership characteristics with their everyday behaviours and practices (Burke, 2009). Demir and Kamile (2008) collected data from 218 teachers in Edirne, Turkey to quantitatively measure the teacher's perception of transformational leadership. The findings suggested transformational leadership contributes to teachers' self-efficacy and thus impact positively on teacher job dissatisfaction. Barnett, Craven and Marsh (2005) advised that transformational leadership style is welcome within a school but only as a limited strategy closely followed by the more traditional hierarchical leadership.

2.15.5.1 Dimensions of Transformational leadership

Avolio, Bass, and Jung (1997) identified four dimensions of transformational leadership. These are idealized influence, inspirational motivation, intellectual stimulation and individualized consideration.

Idealized influence concerns the formulation and articulation of vision and challenging goals and motivating followers to work beyond their self-interest in order to achieve common goals (Dionne, Yammarino, Atwater & Spangler, 2004). In this dimension, leaders act as role models who are highly admired, respected and trusted by their followers (Bass & Riggio, 2006). According to Bass and Riggio (2006), leaders with great idealised influence are willing to take risks and are consistent rather than arbitrary by demonstrating high standards of ethical and moral conduct.

Inspirational motivation refers to the way leaders motivate and inspire their followers to commit to the vision of the organization. Leaders with inspirational motivation foster strong team spirit as a means for leading team members towards achieving desired goals (Antonakis, Avolio, & Sivasurbramaniam, 2003; Bass & Riggio, 2006).

Intellectual stimulation is concerned with the role of leaders in stimulating innovation and creativity in their followers by questioning assumptions and approaching old situations in new ways (Bass & Riggio, 2006; Nicholason, 2007). They always encourage their followers to try new approaches or methods to solve the old problems.

Individualized consideration refers to leaders paying special attention to each individual follower's need for achievement and growth by acting as a coach or mentor (Bass & Riggio, 2006; Nicholason, 2007).

Dimensions of Transactional leadership Bass and Avolio (1995) proposed that transactional leadership consists of three dimensions, namely contingent rewards,

management by exception (active) and management by exception (passive). Contingent reward refers to leaders clarifying the work that must be achieved and use rewards in exchange for good performance. Management by exception (passive) refers to leaders intervening only when problem arise whereas management by exception (active) refers to leaders actively monitoring the work of followers and make sure that standards are met (Antonakis et al., 2003).

Job Satisfaction Locke (1976) defined job satisfaction as a positive or pleasing emotional state from the appraisal of one's job or experience. This definition suggests that employees form their attitude towards their jobs by taking into account their feelings, beliefs and behaviours (Robbins, 2005; Akehurst, Comeche, & Galindo, 2009). Spector (1985) found that if the employees find their job fulfilling and rewarding, they tend to be more satisfied with their jobs. Employees' satisfaction is generally regarded as an important ingredient for organisational success. According to Galup, Klein, and Jiang (2008), successful organizations normally have satisfied employees while poor job satisfaction can cripple an organization. Job satisfaction consists of overall or general job satisfaction, as well as a variety of satisfaction facets (Cranny et al., 1992; Friday & Friday, 2003). It is influenced by various factors such as supervisors' displays of nonverbal immediacy (Madlock, 2006b; Richmond & McCroskey, 2000), humour (Avtgis & Taber, 2006), communication satisfaction (Hilgerman, 1998), effects of gender (Madlock, 2006a), and supervisors' communication style (Richmond, McCroskey, Davis, & Koontz, 1980). Lee and Ahmad (2009) found that job satisfaction affects levels of job dissatisfaction, absenteeism, grievance expression, tardiness, low morale, high turnover, quality improvement and participation in decision-making. These in turn affect the overall performance of the organization (Klein Hesselink, Kooij-de Bode, & Koppenrade, 2008; Page & Vella-Brodrick, 2008; Pitts, 2009; Riketta, 2008; Scroggins, 2008).

2.15.6 Transactional leadership behaviour and teacher job dissatisfaction

A review of the literature studying transactional leadership reveals frequent comparisons to transformational leadership (Burns, 2003). Transactional leadership takes place when a leader communicates specific standards of conformity while monitoring for deviance and rewarding compliance (Avolio, Bass, Berson, & Jung, 2003). Transactional leadership style has been found to promote followers to

recognize what needs to be done and gives them the authority to complete tasks thereby enhancing their self-efficacy. The objective of the transactional leader is to ensure that the path to goal attainment is clearly understood by the internal actors, to remove potential barrier within the system, and to motivate the actors to achieve the predetermined goals (House and Aditya, 2007). Transactional leaders have been found to display both constructive and corrective behaviours. Constructive behaviour entails contingent reward, and corrective dimension imbibes management by exception. Contingent reward involves the clarification of the work required to obtain rewards and the use of incentives and contingent reward to exert influence. It considers follower expectations and offers recognition when goals are achieved. According to Barnett, Craven & Marsh (2005) teachers prefer transactional leadership and respond most favourably to the principal's personalized attention and less to a transformational style of leadership. However, Leithwood (1992) cautioned that though transactional leadership builds school capacity, it does not have the critical push of transformational leadership to make extreme school improvements.

2.15.7 Aversive leadership behaviours and teacher job dissatisfaction

Contrary to the contingent rewards which are behaviours synonymous with transactional leadership, discussed above, aversive leaders' influence is through the use of aversive methods such as punishment, reprimand and intimidation (Yun, et al, 2007). Aversive leadership has been found to only focus on their followers' poor work and wrong or unacceptable behaviours and deemed not suitable in improving teacher job dissatisfaction.

2.15.8 Distributed leadership *behaviours and teacher job dissatisfaction*

The concept of distributed leadership has become popular as a property of the collective rather than the individual. Gronn (2002) describes it as significantly more than the sum of its parts, whilst Spillane (2004:3) proposes that from a distributed perspective, leadership practice takes shape in the interactions of people and their situation, rather than from the actions of an individual leader. Bennett, Wise, Woods, and Harvey (2003) suggest that despite some variations in definition, distributed leadership theory is based on emergent property, that there is openness to the

boundaries of leadership and varieties of expertise are distributed across many, not a few, thus distributed leadership is represented as dynamic, relational, inclusive, collaborative and contextually situated. As already discussed in 2.1, leadership is not located within one person. Harris (2002) as cited in Hilty (2011:229) points out that “if schools are to operate as learning communities they cannot do so with the leadership of a single person”. Moreover Hallinger and Heck (2003) as cited in Earley and Weindling (2004) see principals who share leadership responsibilities as less subject to burnout than principal ‘heroes’ who attempt the challenges and complexities of leadership alone

Although the discussion above examined different leadership theories and argued that some are more effective than other in relation to teacher job dissatisfaction, Harris (2002) as cited in Hilty (2011:229) points out that “if schools are to operate as learning communities they cannot do so with the leadership of a single person or with a singular leadership strategy. Moreover Hallinger and Heck (2003) as cited in Earley and Weindling (2004) see principals who share leadership responsibilities as less subject to burnout than principal ‘heroes’ who attempt the challenges and complexities of leadership alone.

2.16 SUMMARY OF THE CHAPTER

In this chapter, the researcher reviewed literature on the theoretical and empirical perspectives of leadership with particular emphasis on leadership behaviours in relation to teacher job dissatisfaction. The chapter firstly gave an overview of the House (1971) path goal theory, a theoretical framework which was identified as relevant to guide this study. Then the chapter followed with the conceptualisation the term ‘leadership’. Literature reviewed revealed that the concept of leadership is quite complex and a very controversial concept. Moreover literature reviewed isolated a number of components that seem to be central to leadership. Firstly, the concept of ‘influence’, secondly, leadership is not an event but an interactive process between the leader and the followers, and thirdly, leadership is not located within one person and principals who share leadership responsibilities are less subject to burnout than principal ‘heroes’ who attempt the challenges and complexities of leadership alone. Then the chapter argued for the importance of principals’

leadership behaviours. Literature reviewed describes leadership behaviour as a pattern of behaviours leaders prefer to use and it highlights that principals' leadership behaviours affect all schools' learning situations including teacher job dissatisfaction. Moreover it suggests that leadership behaviours of school principals have been found to be one of the factors that positively affect teacher job satisfaction. Finally the chapter examines dominant leadership styles and their related behaviour patterns that positively affect job satisfaction. Literature accessed argued that leadership behaviours such as directive, aversive, autocratic and laissez-faire are deemed not suitable for improving teacher job dissatisfaction. On the other hand servant, transformational, supportive, transactional leadership are deemed suitable in improving teacher job dissatisfaction. However literature accessed also suggested that no one form of leadership style can be used in isolation. Principals have to use a blend of leadership styles that help them provide vision which their followers can agree on and pursue together to enhance job satisfaction. Moreover the Path Goal theory, identified as relevant for this study also suggests that leaders may not only use varying behaviours with different subordinates but might use different behaviours with the same subordinates in different situations.

The next chapter presents and justifies the research methodology employed in the study, and how the research process unfolded.

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 INTRODUCTION

The previous chapter reviewed literature related to this study that sought to investigate school principals' leadership behaviours in relation to teacher job dissatisfaction. The purpose of this chapter is to present and justify the research methodology used in the study. A detailed account is provided of the research paradigm and its relevance in this study. The chapter also provides an explanation of the qualitative research approach and relevant data collection tools. Discussions of how data was collected as well as the ethical consideration issues related to this study are provided. The chapter end with a summary.

This chapter is thus structured as follows:

- 3.2 Research paradigm
- 3.3 Research approach
- 3.4 Research design
- 3.5 Data collection Methods
- 3.6 Sample and sampling techniques
- 3.7 Phases of data collection
 - 3.7.1 Phase one: Conducting a pilot study
 - 3.7.2 Phase two: Access to participants and research sites
 - 3.7.3 Phase three: Conducting interviews
 - 3.7.4 Phase four: Conducting Document Analysis
- 3.8 Data Analysis
- 3.9 Ethical considerations
- 3.10 Data trustworthiness
- 3.11 Summary of the chapter

3.2 RESEARCH PARADIGM: INTERPRETIVISM

The study adopted an interpretivism paradigm. According to Maree (2007), a paradigm helps the researcher to tell the story of the research by depicting a world that is meaningful, but subjective. Resounding these sentiments is Nieuwehuis (2010) who

cites that research paradigms serve as lenses by which reality is interpreted. Littlejohn (2000) also adds that the interpretive paradigm supports the belief that reality is constructed by subjective perception and predictions cannot be made and researchers who agree with this paradigm are interested in the social construction of meaning and that people have free will, purposes, goals, and intentions, so people should be studied as active agents.

This study sought to understand school principals' leadership behaviours in relation to teacher job dissatisfaction. This meant that for this study the researcher was interested on the participants' leadership behaviours in relation to teacher job dissatisfaction, their experiences of leading disgruntled teachers, and how disgruntled teachers prefer to be led in order to be effective in their jobs. On this, Voce (2004) suggests that when the purpose of a study tries to understand the way in which people make meaning in their lives, the appropriate research paradigm is interpretivism. Also, Ponterotto (2013) cites that interpretivism holds that the purpose of research is to understand people's experiences. Interpretivism also asserts that there are multiple and no single realities and these realities can vary across time, place and how different people perceive them (Nieuwehuis, 2010). In response to Nieuwehuis's assertion in this study principals and teachers were identified as data sources in order get multiple realities of the phenomenon understudy. One of the reasons for adopting interpretive paradigm for this study is because Cohen, Manion and Morrison (2000) advocate that the world should be studied in its natural state, rather than in controlled laboratory type experiments and with minimum intervention by a researcher. For this study, this meant that by visiting principals and teachers in their respective schools, this enabled the researcher to practically witness some of their concerns, not just by hearsay.

The next section explores the research approach which the study adopted.

3.3 RESEARCH APPROACH: QUALITATIVE

To investigate schools principals' leadership behaviours in relation to teacher job dissatisfaction, this study subscribed to a qualitative research approach. The qualitative approach also appeared appropriate for the research questions posed for this particular study. Patton (2002) suggests that when conducting qualitative

research, the researcher must be sure that the approach fits the research questions. Qualitative research is an approach that utilizes methods that seek to discern the quality, as opposed to the quantity, of its subject (Flamand, 2003). It is, therefore, more concerned with explaining the *why* and *how* of a phenomenon rather than the *what*, *when* and *where* (Ibid). For example, the researcher, in this study, seeks to understand **how** principals of the selected rural schools support teachers who show signs of being dissatisfied with their jobs.

Furthermore, qualitative research is an approach that explores the richness, depth, and complexity of phenomena, and produces findings not arrived at by means of statistical procedures or other means of quantification (Neill, 2006). In this study, the researcher conducted interviews, analysed documents that provided rich data on principals' leadership behaviours in relation to teacher job dissatisfaction. Maree (2007) takes the definition further stating that a qualitative research approach is an umbrella term for a wide range of approaches intended at collecting rich, descriptive data in respect of a particular phenomenon with the aim of understanding a situation from the participant's point of view. This was relevant to this study hence the researcher used multiple methods of data collection (i.e. interviews and document analysis). This was done in order to get rich information and understand the situation in depth, as experienced and explained by the respondents. Qualitative research is concerned with meanings and the way people understand things, a concern with patterns of behaviour (Adam, 2010). This suggests that although other research paradigms exist (Saunders, et al., 2003:125), they are automatically excluded from consideration for a study like this one because the knowledge interest of this study was to understand leadership behaviours of school principals.

Two reasons justify this choice. First, a qualitative approach allows the researcher to enter the participants' life-worlds and study their lived-experiences (Brown & Schulze, 2001). This meant that the dynamic, holistic and individual aspects of the principal's experiences were captured. Secondly, this research was keen to capture this holistic aspect in entirety, within the context of the teachers who are experiencing it. A qualitative researcher stresses the socially constructed nature of reality, the intimate relationship between the researcher and what is studied and the situational constraints that shape inquiry (Cohen, Manion & Morrison, 2007). Qualitative approach was

deemed appropriate for this study because during field work, which was the central activity of this study, the researcher was afforded an opportunity to have direct contact with the respondents. This was done in the respondents' own environments, getting close to the people and situations being studied to personally understand the realities of the situation under study as experienced by participants (Partington, 2001, Patton, 2002). One of the major strengths of the qualitative approach is the depth to which explorations are conducted and descriptions are written, usually resulting in sufficient details for the reader to grasp the idiosyncrasies of the situation (Neill, 2006). Participants have the opportunity to respond more elaborately and in greater detail than is typically the case with quantitative methods (Mack *et al*, 2005).

Qualitative research also has its limitations which the researcher needed to be aware of and respond to wisely (Neill, 2006). Schwartz (2009) posits that bias introduced by the researcher in the collection and analysis of the data remains a constant threat and that it is difficult to generalize findings from either a case study or results of a focus group.

The next section explores the research design adopted by the study.

3.4 RESEARCH DESIGN: A CASE STUDY

A case study is a qualitative research in which in-depth data are gathered relative to a single individual, program or event for the purpose of learning more an unknown or poorly understood situation (Leedy & Omrod 2005). A case study refers to the study of a person, a small group, a single situation, or a specific "case", which involves extensive research, including documented evidence of a particular issue or situation, and the conclusion reached following the study (Holetzky, 2010). The researcher had selected a case study. In this study, multiple sources of evidence used were interviews and document analysis, and the area of interest is principal's leadership behaviour in relation to teacher job dissatisfaction (i.e. on the selected rural schools), not the whole organizational issues. Case study was selected because it is most appropriate as the researcher here tries to study leadership behaviours of school principals in rural parts of Butterworth.

Another reason why a case study design was used in this study is because its findings usually provide a rich and holistic description of the case and its context (Patton, 2002). Furthermore, a case study design is also flexible and involves using multiple sources and techniques in the data gathering process and is applicable to real-life, contemporary, human situations (Patton, 2002, Soy, 1997). Based on this particular study, the case was the three (3) rural schools in Butterworth education district. A case study is also particularly useful when the researcher needs to understand particular people, problems or situations in great depth, and when information-rich cases can be found which provide great insight into the phenomenon in question (Trochim, 2006), which is the case in this particular study. The phenomenon in question in this particular study is principals' leadership behaviours in relation to teacher job dissatisfaction in three (3) rural schools in Butterworth district.

3.5 DATA COLLECTION METHODS

O'Leary (2004) defines data collection methods as the techniques used to collect data. Silverman (2006) mentions four major methods that are used in qualitative research and they are: interviews, observation, analysing text and documents and audio and visual recording. For this study semi-structured interviews and document analysis were used as data gathering methods. The use of two or more methods of data collection in the study of some aspect of human behaviour is referred to as triangulation. This is in line with Shaningwa (2007) whose definition of triangulation is "multiple sources of data or multiple methods to confirm the emerging findings." Using triangulation in this study helped me to seek connections in the data collected through different tools and to confirm the emerging categories and themes (Shaningwa, 2007). Cohen and Manion (2003) perceive triangulation as a useful technique where a researcher is engaged in a case study, and they also regard triangulation as a powerful way of demonstrating concurrent validity, particularly in qualitative **research**.

3.5.1 INTERVIEWS

In research methodology literature interviewing has long been the most popular method in qualitative research and often used in case studies. Shaningwa (2007) and

Rule & John, (2011) view an interview as a conversation which is usually between two people who happen to be the interviewer and the interviewee.. They indicate however, in their argument, that Interviewing is more than just a technical skill and believe it requires preparation, interpersonal skills and communicative competence. The implications are that, the researcher should have an art of asking questions and listening where there is a face to face verbal interchange. According to Leedy and Ormrod (2005) interviews provide a rich source of data and can be individual or group interview leading to negotiated contextually based results. In this study, the interviews were one on one or individual hour long semi-structured interviews. Denzin and Lincoln (2003) identify 3 forms of interviews namely structured, semi- structured and unstructured interviews. For this study the researcher chose semi-structured interviews.

3.5.1.1 SEMI-STRUCTURED INTERVIEWS

A semi-structured interview is “a method that allows for the exploration of emergent themes and ideas rather than relying only on concepts and questions defined in advance of the interview” (Cohen & Crabtree, 2006:11). Rule & John (2011) further indicate that the researcher will usually develop a set of field questions to guide the interview, which instrument, they refer to as an interview schedule. When the full schedule is predetermined and the researcher does not deviate from the set of predetermined questions, such an interview is known as a structured interview. Semi-structured interview contains a mixture of both open and closed questions but is primarily used in qualitative research (Mukherji and Albon, 2010). The interviewer follows the interview schedule but is also able to follow other topics that may stray from the schedule when he or she feels this is appropriate (Cohen & Crabtree, 2006). The purpose of using this instrument was to be able to allow my respondents to explain more and having follow-up questions where necessary. This gave me a chance to probe the respondent’s reasoning and to ask clarity-seeking questions Lichtman (2006) points out that the semi-structured interviews are mainly used when the researcher will not get more than one chance to interview someone. For this study the interviews were used to respond to the following questions. According to Boyce & Neal (2006) semi-structured interviews involve conducting intensive individual interviews with small number of respondents to explore their perspective

on a particular idea, program or situation. In this study 3 principals and 12 teachers were interviewed.

The semi- structured interviews were identified relevant to respond to the following sub- research questions

- What do principals of the selected rural schools regard as the manifestations of teacher job dissatisfaction in their schools?
- What leadership behaviours do school principals employ in relation to identified manifestations of teacher job?
- Which leadership behaviour/s do teachers regard as effective in relation to their job dissatisfaction?

Section 3.8.3 discusses how the semi-structured interviews were conducted

3.5.2 DOCUMENT ANALYSIS

According to Bennett, (2005) document analysis as a research method relates to the process of examining and comprehending the content of a document from sources that are external to the researcher. These documents provide evidence that narrates the details of people's personal and professional lives. Briggs and Coleman (2002) pointed out that documents such as minute books, policy documents, school attendants registers etc., contain numerous details that assist in building a portrait of an individual. These are all institutional records that contain the minutiae of the professional work and contribution of individuals. Documents from schools provide the contexts and the culture of the school. The researcher wanted to conduct documentary analysis after finishing with the interviews in each school, the reason being interested to see if the documents would provide information that was likely to be used in answering the questions posed by the following sub- research questions:

Main Research Question: What are School principals' leadership behaviours in relation to teacher job dissatisfaction?

Sub –Research questions

- What do principals of the selected rural schools regard as the manifestations of teacher job dissatisfaction in their schools?
- What leadership behaviours do school principals employ in relation to identified manifestations of teacher job?
- Which leadership behaviour/s do teachers regard as effective in relation to their job dissatisfaction?

The discussion above presented that two methods of data collection were used in this study and both methods were utilised to respond to the same research questions posed to two data sources. This is referred to as triangulation. According to Shaningwa (2007: 125) triangulation is “multiple sources of data or multiple methods to confirm the emerging findings.” Using triangulation in this study helped in seeking connections in the data collected through different tools and to confirm the emerging categories and themes (Shaningwa, 2007). Cohen and Manion (2003) perceive triangulation as a useful technique where a researcher is engaged in a case study, and they also regard triangulation as a powerful way of demonstrating concurrent validity, particularly in a qualitative research.

3.6 SAMPLE AND SAMPLING

The researcher could, of course, not study the entire population of interest; instead he selected a subset of that population (Leedy & Omrod 2005). But the researcher would cause the results obtained from that sample to make generalizations about the entire population only if the sample is truly representative of the population (*ibid.*). Because the researcher had no way of forecasting or guaranteeing that each element of the population was going to be represented in the sample, the researcher decided to use a Non Probability type of sampling called the purposive sampling. A purposive or selective sampling procedure was used because, it identifies those people who have relevant information about and have experienced the process under consideration (Leedy & Omrod 2005). According to Fogelman (2002) this procedure is judgmental because it is more informed by the researcher’s experience and knowledge of the areas of study to select cases that are representative or typical.

3.6.1 PROCEDURE FOR SAMPLING RESEARCH SITES AND PARTICIPANTS

3.6.1.1 Sampling of research sites,

Purposive sampling is a non-probability sampling method (Saunders, et al., 2003). In this sampling procedure, the researcher is allowed to use his judgment, and the aim is to select informants that are deemed information-rich (Saunders, et al., 2003). I used this notion of information-richness to guide my decision regarding the schools. To establish the extent that informants are information-rich, I visited the schools and have informal conversation with the school authorities. I based my selection decision on this preliminary information.

The researcher chose one rural school in Centane sub-district, one rural school in Butterworth sub-district and one rural school in Ngamakwe sub-district. The researcher decided to choose rural schools with reason being based upon the words of former president Nelson Mandela, namely, that the rural areas of SA continue to lag behind the rest of the country in the post-apartheid era. Mandela argues that one of the challenges facing South Africa is to improve the quality of education in rural schools (HSRC-EPC, 2005:vii). Despite numerous efforts for the upliftment of rural schools (Herselman, 2003:948-950), Amedzo (2007:85) found that very few changes seem to be occurring in this regard in rural areas. Nonyane and Mlitwa (2008:94) also state that the majority of schools in rural areas in South Africa still lack basic resources and experienced, skilled teachers. Nohako (2011), whose study was conducted in three Butterworth rural schools, also concluded that rural teachers indeed experience job dissatisfaction due to a number of concerns, inter alia: poor working conditions; lack of or unavailability of resources; safety matters; Learner discipline – intimidation, vandalism, violence; Remuneration; Worst infrastructure; inadequate support and appreciation on the part of government; lack of commitment on learners and parents; too much workload; lack of recognition; No career advancement opportunities; Prospects of promotions are slim; redeployments; unprofessional treatment; poor benefits; It was against this background that the researcher decided to choose rural schools.

3.6.2 SAMPLING OF RESEARCH PARTICIPANTS

3.6.2.1 Sampling of Principals,

The research was conducted on each General Education Training (GET) band principal of the three schools. The reason why the researcher has decided to choose these school principals is because; they work in schools which are situated in the extreme rural area of the Eastern Cape Province with unsupportive school structures (Wilson, 2004). The educators in these schools are mostly becoming victims of redeployment and lack of the necessary support from the departmental officials. Moreover, these principals are working in schools which the researcher earlier identified that there is teacher job dissatisfaction.

3.6.2.2 Sampling of Teachers

The researcher also decided to choose these rural educators on the basis of his findings while conducting a research on Job dissatisfaction amongst senior phase rural educators of Butterworth district (Nohako, 2011). The majority of teachers complained that their workplace is so unattractive and de-motivating. Ololube (2007) also challenges that the working conditions of these teachers as unhealthy. Four educators and one school principal were interviewed in each of the three schools. There was no specific method that was followed when selecting educators. The researcher randomly selected any four available teachers. The total number of teachers interviewed in this study is 12.

The following section details how the research study was conducted

3.7 PHASES OF DATA COLLECTION

Data collection for this study was conducted in four (4) phases as follows:

- Phase 1 Conducting a pilot study
- Phase 2 Negotiating access to research sites
- Phase 3 Conducting Semi-structured Interviews
- Phase 4 Conducting Document analysis

3.7.1 PHASE ONE: CONDUCTING A PILOT STUDY

A pilot study is defined as the new process whereby the research designs or a prospective survey is tested (Strydom, 2007). Nieuwehuis, 2010 suggests that a researcher may sometimes need to do a brief exploratory investigation, or a pilot study, to try out particular procedures, measurement instruments, or methods of analysis. Bless and Higson-Smith as cited in Strydom (2007) concur by defining a pilot study as a small study conducted prior to a larger piece of research to determine whether the methodology, sampling, instruments and analysis are adequate and appropriate. Nieuwehuis (2010) furthermore argues that, although it may take some time initially, it may ultimately save the researcher time as it will expose which approaches will or will not be effective in helping the researcher solve the overall research problem. In this study, this phase was characterized by the piloting of the interview schedule.

3.7.1.1 Lessons from Pilot Study

In this research, pilot study was conducted in two schools, which are not among the three schools sampled for the main research but having similar characteristics as those of the main study. This was done to make sure that the questions set are answerable and that the tools to be used actually work (Shuttleworth, 2010). Pilot study involved four (4) participants, i.e. the school principal and one (1) post level 1 teacher in each of the two rural schools. The pilot study allowed the researcher to conduct a preliminary analysis before conducting the main study (Ibid). This also helped the researcher to condition himself for the various kinds of reception he might get from people with different characters and personalities, who will participate in the main research. From this pilot study the researcher established that the techniques of data collection were relevant for generating enough information. It also helped to discover possible weakness, inadequacies, ambiguities and problems in all aspects of the research so that they can be corrected before the actual data collection takes place. The interview schedule questions were revised and how long the interviews might last was determined.

3.7.2 PHASE TWO: NEGOTIATION OF ENTRY INTO RESEARCH SITES AND PARTICIPANTS FOR THE MAIN STUDY

Negotiation of entry or permission seeking occurs when the researcher seeks permission to conduct research in a particular community (de Vos, 2002). Furthermore the research sites must be negotiated beforehand and the researcher should introduce him/herself to the people in the organisation in which the research will be conducted (ibid, 2002). Hennink et.al. (2011) note that permission may be sought at different levels of the organisation in which research will be conducted.

In this study ethical clearance to carry out research was obtained from the University where the researcher is enrolled for his Master in Education studies. The researcher then visited three schools to negotiate permission from three (3) principals. During the visits the following issues were discussed: objectives of the study, when to collect data and the length of each visit, how data would be used and how the researcher would ensure participants anonymity. The letter of approval permitting the researcher to carry out the research was presented to the participants. The principals were gatekeeper to access teachers and they introduced the researcher to teachers. Some teachers showed interest to participate in the study whereas a very few number of them showed very little interest. Twelve teachers from three schools, four from each school participated in the study.

3.7.3 PHASE THREE: CONDUCTING SEMI-STRUCTURED INTERVIEWS

The researcher used the principals of the chosen schools in the district of Butterworth as *gatekeeper* (Saunders, et al., 2003). This was to ensure that access to the site and research participants were secured and that provisions in the department's research policy are adhered to (see DoE, 2007: research in school Policy). To make arrangement for the interviews, the researcher visited the schools and explained the purpose of the research and requested permission to use a tape recorder with individual respondents in order to record all the interview sessions. According to Maree (2007), the tape recording of the interview session will produce the most complete record of what was said.

For the purpose of this study, semi- structured interviews were used to collect data because of its nature, according to Kumar as cited in Kuze (2009), they have strength of almost complete freedom in terms of content and structure. The researcher has a complete freedom in terms of the wording he or she uses and the way he or she explains questions to his/her respondents (Ajjawi and Higgs, 2007). Interviews with the teachers were conducted at the school, during break time. The principals' interviews were also conducted during their working hours. These arrangements were based on the convenience of the participants.

The interviews were carried with four (4) teachers in each of the three schools. The researcher ensured that all the interviews were conducted in the same way. The essential task of the researcher was to create a friendly but professional atmosphere when conducting the interviews. These were face-to-face interviews with individual teachers which required some pleasantry atmosphere. There were two (2) languages used during the interview process, namely: isiXhosa and English. IsiXhosa was used because it is the mother tongue of the researcher as well as respondents. On the other hand, English was used because it was the language used in the interview guide. The respondents were allowed to code switch between the two (2) languages when responding to the questions. This was done so as to create a more relaxed atmosphere for the interview process. Code switching also helped to make the respondents express themselves freely and thus, giving rich information. This really helped a lot because the respondents could dwell as much as they could in giving their responses, without being too cautious about making mistakes when using the foreign language. Generally, the respondents were keen to respond to the interview questions because the questioning required their own opinions and experiences.

The questions were not necessarily asked in a specific order. Depending on the responses from the respondents which on many occasions required probing as the interview progresses, a question previously planned for late in the interview was sometimes asked earlier. The researcher noticed that respondents often answer a question before it was asked. In such situations, the researcher skipped the already answered question. The scheduled time for the interviews didn't last according to the expected amount of time with single respondents. Interview with individual teachers lasted between 15 and 20 minutes. The principal interview lasted between 30 and 40

minutes each. The variation of time taken depended on how the interviewees were able to express themselves and also probing from the researcher. During the process, the researcher maintained active listening and let more talking done by the respondent. The researcher also noted that follow-up questions ended up being as important as the questions in the original interview guide. Where interviewees did not spontaneously cover areas in which the researcher was interested, I gradually introduced more specific prompts to ensure that such areas are covered (for example, *'is the autocratic leadership behaviour helpful in yielding more positive results in your school? If not, which leadership behaviour are you using?*

The progress of the interviews was characterized by positive atmosphere in which the respondents seemed relaxed and at ease sharing their experiences with the researcher. This might have been caused by the provision of an overview of the purpose of the interview by the researcher. For the purposes of recoding the interview process, the researcher received permission to record the interviews from the participants before starting the recording. The researcher was fortunate that all the participants were comfortable with the recording. The researcher switched on the tape recorder immediately when starting the interview process. The researcher also took field notes.

3.7.4 PHASE 4: CONDUCTING DOCUMENTARY ANALYSIS

This phase focused on analysis of documents. This usage of documentary analysis was negotiated by the researcher through the school principal. The researcher was interested in analysing documents such as a minute book for the teaching staff meetings, a minute book for the school management teams meetings and governing body meetings. These documents were analysed to corroborate evidence received from the teachers and principals investigated. Moreover the documents provide the context and culture of the institution. Furthermore, they are an outcome of everyday activity. They therefore provided the researcher with the sort of data that are most likely to be used in answering the questions posed by the topic, *School principal's leadership behaviours in relation to teacher job dissatisfaction*. Any form of educator unhappiness, disgruntlement and internal processes and principals leadership behaviours for dealing with the situation were anticipated to feature in these

documents. Auspiciously, the researcher was able to access both minute books for the teachers and SGB. The consent to analyze the minute book for the staff and for the SGB was characterized by the strict monitoring not to page other areas of the documentary sources. These were regarded as containing sensitive matters which were confidential to the schools only. Nevertheless, the researcher analyzed these official communicating documents, at his disposal, as they shed light on the principal's leadership behaviours in relation to teacher job dissatisfaction. The minute book for teachers was considered as the most vital document in the running of the day to day activities for the school. Going through the minute book the researcher found out that there were partial traces of leadership behaviours and some educator concerns which were helpful in identifying the styles which educators prefer to be engaged in managing them. For example, one educator, in the minutes, revealed that their principal seems to be unaware of their abnormal workload by expecting them to complete syllabus coverage timeously. In another scenario, the principal raised a concern that teachers in his school do not show sincere commitment in their day to day functions. This reveals what the principal believed are the signs of teacher job dissatisfaction. It is for this reason that Sacks (2003) acknowledged debates and interpretation of events in this minute book as providing the meaning around teachers' day to day activities.

The analysis of the minute book for the school governing body was also important for the study, although shallow in content; it indicated some members of the SGB being displeased with various educator conducts such incompetency and lack of commitment. The principal revealed his intervention in trying to support the teacher in question. This further corroborates how principals of schools support teachers who show signs of being dissatisfied with their jobs. There was a correlation between the minute book for teachers and the SGB minute book.

Furthermore, document analysis was carried out in the principal's office in all three schools. The principal's office was regarded as a convenient place for this exercise since it is where all the documents to be analyzed could be found. Analysis of documents was carried out under the supervision of the principal of the school. In each school, the researcher took about thirty (30) minutes for document analysis process,

which was done after school hours. During the process the researcher was recording down all the information related to the study.

3.8 DATA ANALYSIS APPROACH

This section briefly discusses the data analysis approach used in this study. However, how the data was analysed is presented in the next chapter.

According to Holland and Ramazanoglu (as cited in Hood, 2008), data analysis is the process of envisioning patterns, making sense, giving shape and bringing quantities of material under control. Gibbs et al (2005) take the definition further by stating that qualitative data analysis is the range of processes and procedures whereby we move from the qualitative data that have been collected into some form of explanation, understanding or interpretation of the people and situations we are investigating. Terre Blanche et al (2002) concurs with this by maintaining that data analysis involves reading through your data repeatedly and engaging in activities of breaking the data down and building it up again in novel ways.

The data analysis procedure for the study was thematic content analysis (TCA), which is the most foundational of qualitative analytic procedures, and in some way informs all qualitative methods (Anderson, 2007). In a nutshell, to analyse data is to give sense to the information that the researcher has collected from the respondents. Analysis of data was done in the form of narrative analysis. The aim was to construct meaning given at the point of telling. Since data collection involves the accumulation of large quantities of data, an attempt was made by the researcher to reduce the large amounts of information through selection and organization. An in-depth examination of how data gathered was analysed, is presented in Chapter 4.

3.9 ETHICAL CONSIDERATIONS

This section discusses ethical issues that were considered when this study was carried out. For researchers in the social sciences, ethical issues are pervasive and complex, since data should never be obtained at the expense of human beings (Ibid). Babbie (2010) asserts that anyone involved in research needs to be aware of the general

agreement about what is proper and improper in scientific research. Elaborating on this is Sotuku and Duku (2015) who cite that researchers should establish the values and principles that should guide them as they conduct research on and about human beings, from conception through to completion and publication of results. Ethical principles should therefore be internalized in the personality of the researcher to such extent that ethically guided decision making becomes part of his lifestyle (Strydom, 2007). According to Vapi (2007) it is imperative for the researcher when conducting a research to note that he is working with human beings and therefore needs to constitute behaviour that is acceptable in terms of protecting participants. Thwalingca (2007) posits that any researcher needs to take into consideration the welfare of respondents. Since research studies raise issues that are not anticipated, Leedy & Omrod, 2001; Ritchie et al as cited in Vapi (2007) suggest that ethical issues have to be taken into consideration. A basic guideline is that the researcher should make sure that no individual suffers any adverse consequences as a result of the study and will also be attentive to maximizing positive outcomes of the research process (Fowler, 2002). According to Blatner (2006), ethics looks at our proper relations, our duties to each other, individually and collectively and is about the principles and rules used to decide which actions are acceptable and which are not, and to guide researchers' relationships with others (SAAVI, 2008) The discussion above influence the researcher to abide by the research ethics and followed all the ethical issues so as to validate the study and not compromise the trust the participants had on him.

Therefore, for the purpose of this study, the following ethical issues were observed and respected throughout the study.

3.9.1 PROTECTION FROM HARM

Researchers should not expose research participants to undue physical or psychological harm; or be subjected to unusual stress; embarrassment or loss of self-esteem and psychological discomfort (Leedy & Omrod 2005). Strydom (2007) advocates that human beings are the objects of study in the social sciences brings unique ethical problems to the fore which would never be relevant in the pure, clinical laboratory settings of the natural science.

3.9.2 INFORMED CONSENT

Informed consent is one of the most important tools for ensuring respect for persons during research (Mack, N., Woodsong, C., MacQueen, K. M., Guest, G & Namey, E. (2005). It can be defined as a mechanism for ensuring that people understand what it means to participate in a particular research study so that they can decide in a conscious, deliberate way whether they want to participate (Ibid). With reference to this study, consent forms were issued to respondents which briefly described the expectations of them as participants. Participants were informed of all aspects of research; they might be reasonably expected to influence their willingness to participate in the research (Adam, 2010). They were also informed about what it is that they were volunteering for as well as a brief description of the purpose of the research. For instance, the use of the tape recorder was discussed upfront with the respondents, who all gave the researcher permission to use it. The participants of this study were adults, which meant that they had the capacity to give informed consent directly. After giving a detailed explanation of the purpose and the objectives of the research to the participants, the researcher then formally (gave consent forms) requested their participation in the study. Mack *et al* (2005) suggest that these consent forms must be in the local language, use local terms, and be written for a language level that potential participants can easily understand. In this study, the consent forms given to the respondents were written in English, since teachers were regarded as the people who should understand English. The informed consent documentation must include a description of any benefits to the participant (if any) or others that may reasonably be expected from the research (Ibid).

3.9.3 VOLUNTARY PARTICIPATION

When conducting research, the researcher should under no circumstances force participants to participate or continue unwillingly with the study (Mack *et al*, 2005). It is important to assure the potential participant that participation in the research is absolutely voluntary, and that he or she will be free to discontinue participation at any time if he or she so wishes (Ibid). This suggests that in this particular study, the principle of voluntary participation was adhered to, and that no one was forced to participate in the study. Only those who volunteered were allowed to participate.

Participants were also informed of their freedom to withdraw at any time if they no longer felt interested or comfortable with the study. The researcher also indicated to the participants that refusal to participate or decision to withdraw would not result in any penalties or loss of benefits (if any) to which the participant was otherwise entitled (Leedy & Omrod, 2001). In other words, the researcher always checked if the participant was still willing to continue with the study before each and every interview was conducted. However, it was made clear how important the participant was and how much it meant that he or she completes the study (Ibid,2001). This ensured that cooperation or maximum participation was secured, and that the participant willingly gave rich information.

3.9.4 ANONYMITY AND CONFIDENTIALITY

Confidentiality is about not disclosing the identity of study participants, and not attributing comments to individuals in ways that can permit the individuals or institution with which they are associated to be recognized, unless they have expressly consented to being identified (Richards & Schwartz, 2002). In most research studies, the participants provide information they may consider confidential or personal. This suggests that in the informed consent process, they must be informed about the degree of confidentiality and anonymity throughout the study and once the study is over (Leedy & Omrod, 2001). This is in line with what was followed in this study where participants were assured that their names would not be revealed anywhere and under no circumstances in the study, and that no personal or sensitive information would be released without their consent. In other words, the researcher did not invade the privacy of the respondents, but respected them and obeyed a strict code of ethics in respecting their anonymity when recording their responses (Thwalingca, 2007). To that effect, the researcher did not use the respondents' real names and institutions to avoid the possibility of reluctance from the respondents once they suspect that the investigation is the invasion of their privacy (Ibid. This means that anonymity and confidentiality were maintained and respected throughout the study to ensure that no harmful effects came in the way of the respondents after the completion of the study. This is in support of Hood (2008) who posits that ethical considerations should ensure that the research causes no harm to the participants.

The next section discusses how data trustworthiness was ensured in the study.

3.10 DATA TRUSTWORTHINESS

Trustworthiness in qualitative research refers to validity and reliability (Lincoln & Guba as cited in Jakuja, 2009). Ensuring trustworthiness is important because it evaluates its worth, checks whether the findings fit and are consistent (Ibid). To ensure reliability in qualitative research, examination of trustworthiness is crucial (Golafshani, 2003). This trustworthiness of a research report lies at the heart of issues conventionally discussed as validity and reliability (Ibid). Morton (2001) states that by asking participants to examine field notes and early analyses, researchers can give back something to their participants and engage in member checks as a means of ensuring trustworthiness.

However, trustworthiness of a research should not end with the methods employed, but should continue to strive to represent findings in ways that honour the respondents' commitment to the study, as well as the researcher's commitment to their desire to contribute to the project to enhance understanding of the phenomenon under study (Ibid). Morrow & Williams (2009) suggest that a study is considered trustworthy if the researcher can clearly communicate what he has found and why it matters. The basic issue in relation to trustworthiness is how an inquirer can persuade his or her audience (including self) that the findings of an inquiry are worth (Bryman & Burgess as cited in Maponya, 2010).

3.10.1 TRIANGULATION

Triangulation is defined to be a validity procedure where researchers search for convergence among multiple and different sources of information to form themes or categories in a study (Creswell & Miller as cited in Golafshani, 2003). It is typically a strategy for improving the validity and reliability of research or evaluation of findings (Golafshani, 2003). Patton (2001) advocates the use of triangulation by stating that it strengthens a study by combining methods, and controls bias and establishes propositions (Mathison as cited in Golafshani, 2003). In qualitative research, particularly based on interviews, it is difficult to assess validity and reliability. One way of doing so is to compare data from different sources, hence termed triangulation (Thwalingca, 2007). The use of multi-data collection techniques contributes to the

trustworthiness of data (Luswazi, 2007). Triangulation may include multiple methods of data collection and data analysis, but does not suggest a fix method for all the researches (Golafshani, 2003), and that these multiple sources will help to check the integrity or extent to which inferences can be drawn from the data (Ritchie et al, 2003). For example in this particular study, triangulation was used for the purpose of collecting data from different sources (i.e. interviews and document analysis), to confirm or establish what is actually happening inside the selected schools. This is in acknowledgement of the fact that one method of collecting data would not be able to provide sufficient data, or no one method is 100% effective, but when they converge, their shortcomings are neutralized (Richie et al, 2003; Mouton as cited in Thwalingca, 2007). In a nutshell, this suggests that findings are more convincing if multiple sources have been corroborated (Vapi, 2007).

3.11 SUMMARY OF THE CHAPTER

In this chapter the research approach, research methodology and the research designs used in this research were vividly outlined. This has been done with reference to the research questions, problem as well as the aim or purpose of the study. The methodologies and instruments used for data collection were also discussed. Sample and sampling, data collection methods as well as analysis of data are also explained. Ethical issues were discussed and the researcher explained how these ethical issues were observed in the study. The quality of any research is important and, thus, the researcher alluded to the way in which the quality of this research had been ensured. The next chapter presents and analysis data gathered for this study.

CHAPTER FOUR: DATA PRESENTATION AND ANALYSIS

4.1 INTRODUCTION

The previous chapter presented and justified the research methodology underpinning this study. The aim of this chapter is to present and analyse data collected. The data were generated through the use of semi-structured interviews and document analysis. As has been indicated in chapter three, data presented was gathered from three rural schools in the Butterworth district. For ethical reasons, these schools are referred to in the study as school A, which was a junior secondary school in Centane; school B which was a junior secondary school in Butterworth and school C which was a junior secondary school in Nqamakwe. Pseudonyms were also used to refer to the teachers and principals who participated in this study. Principals were referred to as PA from School A, PB from school B and PC from school C. Teachers were referred to as T1A, T2A, T3A, T4A, T5B, T6B, T7B, T8B, T9C, T10C, T11C and T12C. T1A, T2A, T3A and T4A were from school A, T5B, T6B, T7B and T8B were from school B and T9C, T10C, T11C and T12C were from school C.

Data collected aimed at responding to the following research questions:

Main Research Question: What are School principals' leadership behaviours in relation to teacher job dissatisfaction?

Sub –Research questions

- What do principals of the selected rural schools regard as the manifestations of teacher job dissatisfaction in their schools?
- What leadership behaviours do school principals employ in relation to identified manifestations of teacher job dissatisfaction?
- Which leadership behaviour/s do teachers regard as effective in relation to their job dissatisfaction?

This chapter is structured as follows:

4.2 The data analysis approach used in this study

4.3 demographic profiles of the respondents and research sites

4.3.1 Profiles of the respondents

4.3.2 Profiles of the research sites

4.3.3 Manifestations of teacher job dissatisfaction as perceived by school principals

4.3.4 Leadership behaviours employed by school principals in relation to identified manifestations of teacher job dissatisfaction

4.3.5 School Principals Leadership behaviours that are regarded as effective by teachers in relation to their job dissatisfaction

4.2 DATA ANALYSIS APPROACH USED IN THIS STUDY

As discussed in chapter three on methodology qualitative data were gathered using, semi-structured interviews as well as document analysis from the three (3) selected rural schools of Butterworth district. Qualitative data is information gathered in a non-numeric form, e.g. interview transcripts, field notes, documents, etc. (Gibbs, Lewins & Taylor, 2005), which is what this study was all about. Therefore, qualitative data analysis is a non-mathematical analytical procedure, essentially about making sense of the data in order to answer the research question (Hood, 2008). According to Holland and Ramazanoglu (as cited in Hood, 2008), data analysis is the process of envisioning patterns, making sense, giving shape and bringing quantities of material under control. Gibbs et al (2005) take the definition further by stating that qualitative data analysis is the range of processes and procedures whereby we move from the qualitative data that have been collected into some form of explanation, understanding or interpretation of the people and situations we are investigating. Terre Blanche et al (2002) concurs with this by maintaining that data analysis involves reading through your data repeatedly and engaging in activities of breaking the data down and building it up again in novel ways. It is usually based on an interpretative philosophy and the idea is to examine the meaningful and symbolic content of qualitative data (Gibbs et al, 2005). In a nutshell, to analyse data is to give sense to the information that the researcher has collected from the respondents. Analysis begins when the data is first collected and is used to guide decisions related to further data collection (Neill, 2006; Ritchie & Lewis, 2003). It is easy, when

starting qualitative data analysis, both to write and code in ways that are nothing more than descriptive summaries of what participants have said or done (Gibbs et al, 2005). Given that this was a qualitative study and semi-structured interviews and document analysis were the methods used to collect data, the method of data analysis used in this study was thematic content analysis (TCA), which is the most foundational of qualitative analytic procedures, and in some way informs all qualitative methods (Anderson, 2007). Thematic Content Analysis (TCA) is a descriptive presentation of qualitative data which may take the form of interview transcripts collected from research participants or other identified texts that reflect experientially on the topic of study (Ibid). In other words, in order to be satisfactory, my analysis of data should portray the thematic content of interview transcripts and documents analysed by identifying common themes and categorizing patterns in the texts provided for analysis (Anderson, 2007; Gibbs et al, 2005; Neill, 2006). This is because collecting and analysing qualitative data is time consuming, and finding themes and extracting meaning can be a daunting task since the researcher will be faced with volumes of material (Ereaut, 2007, Gibbs et al, 2005). But since this is a case study, and multiple data collection methods were used, opportunities to triangulate data were provided in order to strengthen the research findings and conclusions. So, regardless of the amount of data, the researcher was able to analyze it with less difficulty since he has identified, coded and knew his data well. A validation check of themes will be conducted by my supervisor as another experienced qualitative researcher. The protocol for data analysis was given to an external data analyst who was asked to also analyze the same data.

Interviews were analyzed in order to interpret and understand the experiences and meaning attached to the data from the perspectives of the participants (Bailey, 2007). This interview analysis took place after the data was collected. The researcher transcribed the data from the tape recorder on to the paper. The data from the tape recorder was then compared with the field notes taken during the interview process. This information was compiled to form one data which was then reduced and analyzed in an attempt to identify trends and patterns the data. The form of analysis used was a narrative analysis. According to Bryman (2004), narrative analysis is an approach to the elicitation and analysis of data that is sensitive to the sense of temporal sequence that people detect in their lives and

surrounding episodes and inject into their accounts. In his elaboration, Bailey (2007) understood the narrative analysis as the procedures for analyzing the stories, or narratives told the participants. The researcher then analyzed the data in order to give a single story about responses from the participants.

The researcher analysed three documents from each school such as minute book for teachers, a minute book for the school governing body and a policy document. The documents were analyzed to get information that was likely to answer the research questions posed. The researcher had no problem of accessibility to the documents with only restrictions to some pages of the documents which contained some school confidential information. On reading the documents, the researcher was taking notes which he revisited after data collection. The documents were analyzed to find out if there's any information related to teacher job dissatisfaction and leadership behaviour in relation to teacher job dissatisfaction.

4.3 DEMOGRAPHIC PROFILES OF THE RESPONDENTS AND RESEARCH SITES

4.3.1 Profiles of the respondents

TABLE 4.3.1, (below) profiles School A Respondents

SCHOOL	GENDER		AGE GROUP				QUALIFICATIONS			TEACHING EXPERIENCE IN YEARS				REASONS FOR JOINING TEACHING PROFESSION		
	M	F	26 - 35	36-45	46-55	56-65	Diploma	1 st Degree	Honours and above	0-10	11-15	16-20	21 & above	Calling	Only job	Forced by parents
SCHOOL A																
PRINCIPAL A	X					X		X					X	X		
T1	X			X			X				X					X
T2		X				X		X					X		X	
T3	X				X		X						X			X
T4		X		X				X			X				X	

TABLE 4.3.2, (below) profiles School B Respondents

SCHOOL	GENDER		AGE GROUP				QUALIFICATIONS			TEACHING EXPERIENCE IN YEARS				REASONS FOR JOINING TEACHING PROFESSION		
	M	F	26 - 35	36-45	46-55	56-65	Diploma	1 st Degree	Honours and above	0-10	11-15	16-20	21 & above	Calling	Only job	Forced by parents
SCHOOL B																
PRINCIPAL B	X				X				X	Y			X		X	
T5	X			X			X					X			X	
T6		X		X				X				X		X		
T7	X				X			X					X			X
T8		X				X	X						X		X	

TABLE 4.3.3, (below) profiles School C Respondents

SCHOOL	GENDER		AGE GROUP				QUALIFICATIONS			TEACHING EXPERIENCE IN YEARS				REASONS FOR JOINING TEACHING PROFESSION		
	M	F	26-35	36-45	46-55	56-65	Diploma	1 st Degree	Honours and above	0-10	11-15	16-20	21 & above	Calling	Only job	Forced by parents
PRINCIPAL C	X				X				X				X		X	
T 9	X				X			X					X		X	
T 10		X			X			X					X		X	
T11		X		X			X					X				X
T12		X				X	X						X			X

4.4 ANALYSING DATA PRESENTED IN THE TABLES: 4321; 4322 and 4323

The tables above show the profiles of the respondents from school A; B and school C respectively, who participated in this research. The three tables present that a total 15 people participated in this study.

Firstly, the three tables show that there were 3 principals and all of them were males. The ages of PB from school B and PC from school C were between 46 - 55 and the age PA from school A was in the age group 56 - 65. The three tables indicate that the principals of these selected schools have more than twenty one (21) years of teaching experience and all had more than 10 years of experience as principals. This suggest that they have lots of experience in terms of managing their schools, and that experience could come in handy when their schools were faced with situation such as teacher job dissatisfaction. The assumption is that because of their experience, they should be able to manage the situation of teachers who show signs of job dissatisfaction. Moreover, the tables further indicate that the principals of two schools, school B and C were post graduates. This gave an assumption that all the respondents should be more capacitated and equipped with better teaching and classroom management skills as most of them had done courses that were in line with their field of work. Out of the 3 principals, 2 (PB from school B and PC from school C) chose teaching as it was the only 'then' easily available job, whereas, one principal, chose teaching as a call, the love of the occupation. This may suggest that these 2 principals did not like to choose teaching as a career, but because they wanted jobs that were easy to find.

Secondly the tables indicate that there were 12 post level 1 (PL1) educators and, out of the 12 PL1 educators, 5 were males and 7 were females. This shows that the majority of the respondents, in teachers' category, were females, thus, the ratio 7:5. Out of the twelve PL1 teachers, 5 were between the ages of 36-45 and 4 of them were between the ages of 46-55 years, and 3 of them were in the last age group which is between the ages of 56-65. This suggests that these teachers were not young anymore and some were not very far from the retirement age. Furthermore, there were no educators between the age group of 26-35 which shows that there are very few young teachers in the selected schools. The table also shows that all the respondents from all the selected schools had more than sixteen (16) years of experience as teachers. This suggests that these teachers might have had experience in dealing with unfavourable work conditions such as —lack of resources; learner discipline and poor conditions of service which have been found to affect teacher job satisfaction.

In terms of their qualifications, the three tables above indicate that all the participants are qualified teachers: Six (6) have teaching diplomas while the other six (6) possess Bachelor's degrees. Another interesting observation is that the table presents that out of 12 teachers, only one (T6) who came to teaching as a call, that is, the love of the occupation. Six (6) of them chose teaching as they regarded it as the 'then' easily available job. 5 of the respondents were forced or influenced by their parents to follow this career. This may suggest that these educators did not choose teaching because they loved it, but were left with no other choice but to take it. It was then interesting to find out their preferred principal leadership behaviours.

4.5 PROFILES OF THE RESEARCH SITES

4.5.1 PROFILE FOR SCHOOL A

The school is situated in the rural bundus of Centane sub-district, whereby you travel 38 kilometres from the tarred road. School A is a Junior Secondary School (JSS) with an enrolment of 218 learners from grade R to 9. It is situated in a rural area about 33km from the Centane town centre. You travel on a very bad gravel road in order to reach the school. It is impossible to reach school during rainy days because

of the very bad road condition, unless you'd leave the car and walk a considerable distance to reach the school. There are seven educators and one educator has been declared *additional*, which means she is subject to redeployment. The school has recently lost three educators; two of them were lost due to redeployment and one due to death. Learners, in this school, walk long distances. Furthermore, the school's surrounding communities are largely consisting of illiterate; poor and unemployed residents.

4.5.2 PROFILE FOR SCHOOL B

School B is also a Junior Secondary School (JSS) with an enrolment of 197 learners from grade R to 9. The school is below the target number set for a viable school, which is 200 learners. It is located in the deep rural village of Butterworth sub-district about 48 km away from town centre. You travel on a very bad gravel road in order to reach the school. It is impossible to reach school during rainy days because of the very bad road condition. There are six educators and one educator has been declared *additional*. The school has lost one educator due to resignation in the past twelve months. Learners, in this school, walk long distances. Moreover, the school's surrounding communities are largely consisting of illiterate; poor and unemployed population.

4.5.3 PROFILE FOR SCHOOL C

School C is also a Junior Secondary School (JSS) with an enrolment of 146 learners from grade R to 9. It is situated in the rural area about 28km from the Nqamakwe town centre. You travel on a very bad gravel road in order to reach the school. In addition, it is impossible to reach this school during rainy days because of the very bad road condition, unless you'd leave the car and walk to reach the school. There are six educators and two educators have been declared *additional*, which means they are subject to redeployment. The school has recently lost one educator due to early retirement. Learners, in this school, walk long distances. In addition, the school's surrounding communities are largely consisting of illiterate; poor and unemployed inhabitants.

4.6 MANIFESTATION OF TEACHER JOB DISSATISFACTION AS OBSERVED BY PRINCIPALS

Huysman, (2007), Olulube, (2007) and Reed (2010) claim that disgruntled teachers who are not satisfied with their job could not be committed and productive enough to perform at the best of their capabilities. They also found teacher job dissatisfaction to have negative impact on how teachers perform their jobs as it affects their morale. Low teacher morale has been found to negatively affect teacher productivity and teacher with low morale become detached from the students Miers, (2004) cautioned that if the teachers dislike their workplace, they will not be effective as they should be in the classroom.

The findings from this study seem to support what the above literature suggests. School principals reported to be aware of the manifestations and effects of job dissatisfaction. Their utterances were as follows:

I have a teacher who had for years been committed to all his roles as a teacher but now lacks commitment. (PA from school A) He is so demotivated. He only goes to class and beyond that he shows no interest. At first I thought he was just going through something but this behaviour has now become the norm.

There is a lot of absenteeism and low teacher morale. Teachers are so demotivated by the working conditions and there is nothing I can do about it. These I believe are signs of job dissatisfaction because, they are recurring (PB from school B)

Sometimes it feels like you driving wheelbarrows. You have to push people to do their work. Some teachers lack the enthusiasm and inner motivation (PC from school C).

The above utterances also show that, to school principals not every teacher misbehaviour is attributed to job dissatisfaction, but only mis-behaviours that are recurring or repetitive and prolonged could be attributed to teacher job dissatisfaction. The following table, table 4.6.1 presents a summary of the manifestations of teacher job as observed by the principals. The teacher job dissatisfaction manifestations are presented in terms prevalence in each school.

SCHOOL A- PA	SCHOOL B –PB	SCHOOL C- PC
a. Low teacher morale b. De motivated c. High rate of truancy and increased rate of taking sick days and personal problem leaves d. Lack of interest and enthusiasm.	a. Low teacher morale b. Visible passive job behaviour c. Absenteeism d. Incompletion of syllabus coverage	a. Low teacher morale b. Absenteeism c. No enthusiasm

Table: 4.6.1

The table shows that low teacher morale is the most common and highly prevalent manifestation/sign of teacher dissatisfaction in the three schools. Absenteeism and Lack of enthusiasm/being passive were also reported to be common teacher job dissatisfaction manifestations in all the schools. An analysis of minutes from the school governing body meetings supported what PA from school A and PC from school C identified as the manifestations of teacher dissatisfaction. In the minute books there were cases of teachers whom parents were complaining about their frequent absenteeism. The documents also revealed that the parents are aware of the Education District's weak approach to discipline educators who showed signs of misconduct. However in both schools the minutes from meetings never dwelt on the underlying reasons for the misconduct. Seemingly both schools deal with the symptoms (absenteeism, misconduct) and not with the underlying reasons. ?" Minutes from the staff & SMT meetings in the three schools revealed that teachers do exhaust their leaves before the end of three (3) year cycle. The types of leave days taken by the staff of the three (3) schools include, as revealed by the documents: Sick leave; Family responsibility leave; Temporal Incapacity leave.

4.7 LEADERSHIP BEHAVIOURS EMPLOYED BY SCHOOL PRINCIPALS IN RELATION TO IDENTIFIED MANIFESTATIONS OF TEACHER JOB DISSATISFACTION

In section 4.6.1 the principals reported on the manifestations / signs of teacher job dissatisfaction in their schools. This section examines the leadership behaviours

employed by school principals in relation to the teacher job dissatisfaction manifestations. The following theme emerged:

4.7.1 Principals encounter challenges in identifying the type of leadership behaviour to employ.

4.7.2 Principals employ different leadership behaviours.

4.7.1 PRINCIPALS ENCOUNTER CHALLENGES IN IDENTIFYING THE TYPE OF LEADERSHIP BEHAVIOUR TO EMPLOY

Adetone (2003) cautioned that a significant challenge for principals today is to identify the type of leadership behaviour the principal should employ. But did not articulated the underlying reasons for the challenge in identifying the type of leadership behaviour a principal should employ

Findings in this study do concur with Adetone (2003) findings but the principals interviewed also voiced out that there are factors that challenge them to an extent that they struggle to identify the type of leadership behaviour to employ. The following factors were identified:

- (a) Principals job dissatisfaction
- (b) Principal's unpreparedness to lead and lack of support from the Education District
- (c) Intimidation by teacher unions

4.7.1 (a) Principals' job dissatisfaction as one of the factors that challenge them to an extent that they struggle to identify the type of leadership behaviour to employ

"ingathi andide ndifike kule sixty years, ndizokohlukana nobu bubhanxa ndikubo". Ngamanye amaxesha kunzima noku supporter otitshala kuba nawe udi kiwe. which translates, "I wish I could fast forward the remaining years so that I could retire at sixty & leave this nonsense alone" It's difficult sometimes to support the teachers because you are also fed up (PA from school A).

PC from school C also had this to say on, "Hayi ndidikiwe - Kwicala lokukhathalela imfundo yomntana omnyama nakwi implementation ye policy bekungcono

kwalarhulumente wangaphambili. Kulindelwe sikhokele,njani , xa izinto zingacacanga? ”, which translates, “I am tired - Apartheid government was better off than the present government in terms of policy implementation. We are expected to be leaders? How is that possible when there is no clarity on what to do.

From what the two principals voiced out, one can pick up that when the principals are also dissatisfied with his/her job one might find it difficult to identify the type of leadership behaviours to employ. The sense of disillusionment felt by the two principals seems to have paralysed them and as such they do not know how to lead in situations that might lead to teacher job dissatisfaction, such as abnormal teacher work load and uncertainty.

4.7.1(b) Principal's unpreparedness to lead and lack of support from the Education District Office as one of the factors that challenge them to an extent that they struggle to identify the type of leadership behaviour to employ

Leithwood (cited by the Department of Education, South Africa 2002b:17) identifies four leadership practices associated with successful school principals and one of the practices include,

- Building vision and setting directions
- Understanding and developing people (*notably improving staff motivation and commitment*)
- Redesigning the organisation (*for example , team building , delegating and consulting , networking*)

The school principals reported that unpreparedness to provide leadership as another factor that underlies their inability to identify the type of leadership behaviour to employ especially when it comes to setting direction when there are changes in staff establishment and lack of support from the Education District.

PB from school B

“We are just striving to ensure that there is stability in our schools, Effective teaching and learning is not a reality”. To manage nowadays is just a strenuous exercise, how

can you expect effective teaching if one teacher teaches three (3) subjects in six (6) grades". How am I expected to provide leadership in such an abnormal situation?

On the same issue, PC from school C had this to say:

...the future of these learners depends entirely on our shoulders as principals, teachers look to us for leadership in hopeless situations like that of not having enough teachers. Sometimes you run out of ideas and need to be equipped.

On lack of support from the Education District office, the principals articulated the following:

PC from school C "...and we are neglected by government ... there is just no support.

PB from school B also voiced out that *"even if you talk to the district officials about the changes you see in your teachers, you get no support but you are instructed to ensure that the school remains functional. Its as if you are the only person at the school on which the schools functionality depends on.*

PA from school A: *'You are fortunate if you receive a single support visit from the district office in the entire twelve month period'"*

The above utterances reveal that principals are challenged and do not know what leadership behaviours to employ in responding to teachers' abnormal workload. This is when they are expected to set directions to achieve school's goals. They are also concerned about the lack of support from the Education District office. All the principals also mentioned that to report specific educator misconduct to the Department of Education is a waste of time because it takes a very long time to apply disciplinary measures to that particular teacher. The above show that leadership is not an easy task especially in contexts where the Education District is not fulfilling its roles as cited in Mavuso , (2013:144) on of the key roles of the EDOs is to ensure that schools are well resourced in terms of material and human and these are well managed . The above factors challenge the principals to extent that

they are powerless. Literature on teacher job satisfaction revealed that extrinsic factors affecting teacher job satisfaction include amongst other things, abnormal workload, lack of development and insufficient support (Huysman, (2007); Ololube, (2007); Marrow, (2007), Nohako, (2011).

7.4.1 (c) Intimidation by teacher unions as one of the factors that challenge school principals to an extent that they struggle to identify the type of leadership behaviour to employ

All the principals voiced out that: if they apply internal disciplinary processes towards an educator in the school, the educator will afterwards rush to his or her teacher Union, which in turn will intimidate the principals..

In such situations the principals then find themselves powerless and unable to identify the type of leadership behaviour to employ..

‘... sometimes you just shut up if you want to enjoy your life peacefully and let them do as they like. PC from school C.

4.7.2 SCHOOL PRINCIPALS EMPLOY DIFFERENT LEADERSHIP BEHAVIOURS

In section 4.6.1 school principals identified the manifestations of teacher job dissatisfaction. This section explores leadership behaviours employed by the principals in relation to the identified manifestations of job dissatisfaction. This section will focus on the teacher job dissatisfaction that were reported to be similar in the three schools as tabled in section 4.6.1.

4.7.2.1 Leadership behaviours in relation to teacher low morale as a manifestation of teacher job dissatisfaction

This is what the principals had to say:

"I prefer to consult, whereby you summon your staff and ask them.... 'Colleagues, what should we do in a situation like this?' by so doing you allow them to take responsibility for their actions and decisions", PA from school A

PB from school B had this to say, *"You don't have to crack your skull alone, involve them, make them discuss, engage them in the day to day running of the school affairs. And when your teachers do the right thing or should they achieve something, make it a point that you applaud them; praise them and motivate them".*

PC from school C : *" When I see that they are dragging their feet and show no interest, I consult the school management team to find out what the problem is and how we can resolve it " and if they drag their feet because lack understanding, give assistance in order to attain goals. "You need to have a good working plan with your educators; support them when they". PC said.*

When teacher were asked about the reasons for teacher low morale in their schools, principals had lists of factors.

PA from school A

"Low morale results from a combination of a lot of things. Low salaries, terrible conditions of rural schools like, shortage of resources"

PB from school B

"Ezinye izinto zi personal, ezinye zi results ze Department of Education for example shortage of teachers."

PC from school C

"Salary, working conditions in rural areas- like the shortage of teachers & lack of resources and personal circumstances".

When asked if during their meetings with teacher they try and find out about situation that lead to teacher low morale at a particular time , the principals reported that what they do is to convince the teachers to continue doing their jobs regardless of the situation. Adetone (2003) suggested that school principals should identify the situations of the school that are likely to directly affect teacher morale

and to identify the type of leadership behaviours they should employ. This implies that if the situation that is likely to affect teacher morale is not identified, an irrelevant leadership behaviour which is not responsive to the situation might be employed. Non-responsive leadership behaviours are not likely to yield positive outcomes. And because of the non-identification of situations that directly affect teacher morale at different times, the above utterances reveal that the principals that participated in this study employ similar leadership behaviours when it comes to low teacher morale as a job dissatisfaction manifestation. The leadership behaviours employed by the principals include, talking to teachers, allowing the teachers to participate in decision making process. Such behaviours have been identified to be used by supportive leaders (Rollinson, et al 2002; Yilmaz, 2007 and Wangai, 2015). Literature accessed, (*ibid*) identify supportive leaders as those who show concern for their followers and establish an open, friendly and approachable group climate. Literature further indicates that supportive leadership behaviours lead to increased teacher job satisfaction (Devos & Rosseel, 2010). Adding to this is Lenka, (2012) whose study confirmed that where there was supportive leadership teachers perform their jobs with zeal even in cases where teachers had low need of achievement. However none of the principals engages the teachers on the reasons for low teacher morale.

Although the above discussion presents that the school principals employed similar leadership behaviours in relation to low teacher morale as a manifestation of teacher job dissatisfaction, differences were also identified. For example, PB from school B also employed transactional leadership behaviours. Transactional leadership has been found to take place when a leader communicates specific standards of conformity while monitoring for deviance and rewarding compliance (Avolio, et al, 2003). On this, House and Aditya, (2007) postulate that transactional leaders display both constructive and corrective behaviours. Constructive behaviours entail the use of incentives and contingent rewards to exert influence.

“...and when your teachers do the right thing or should they achieve something, make it a point that you applaud them; praise them and motivate them”. PB from school B

PC from school C reported to also using distributed leadership behaviours.

“When I see that they are dragging their feet and show no interest, I consult the school management team to find out what the problem is and how we can resolve”.

Distributed leadership is presented as dynamic, relational, inclusive, collaborative and contextually situated (Spilane, 2004, House and Aditya, 2007). Moreover, Harris, (2002) as cited in Hilty (2011) points out that if schools are to operate as learning communities they cannot do so with the leadership of a single person. Adetone (2003) cautioned that a significant challenge for principals today is to identify the situations of the school that are likely to directly affect teacher morale and to identify the type of leadership behaviour the principal should employ

4.7.2.2 Leadership behaviours in relation to teacher absenteeism as a manifestation of job dissatisfaction

PA from school A:

“Inzima ke le (this is a difficult one) especially when it becomes a habit. E- Eastern Cape it is difficult to even fill ipost yomntu okwi pension no swelekileyo. (In the Eastern Cape it is difficult to even fill vacancies left by pensioners and by teachers who have passed away) Teachers who don't attend school put strain kwabanye ootitshala. They have to take over the workload yalo ungahambi sikolo as there is no replacement. As a principal you have to be harsh to teachers who don't come to school, especially when it becomes a habit that umntu ayipheli iveki esiza esikolweni. You have no choice but to tell the staff why they are here and they must make sure that must do the work they are paid for. I also report to the SGB. Kaloku abantwana bayabone and soze bangaxeli ekhaya (Children see what is happening and are bound to say something at home).

PC from school C:

“I don't tolerate abantu who don't come to school. We are here to work .My concern is the learners and the work that needs to be covered. If a teacher continuously does not attend school without a valid reason, I report the matter to the District office and the SGB”.

PB from school B:

*“All of us are here in these rural areas we are not satisfied with our working conditions. Kungenzekani ukuba sonke singahlala emakhaya because asonelisekanga (**What would happen if were to all stay at home because we are dissatisfied**) . In this school I emphasize ukuba we have work to do and we have goals to achieve . So teacher cannot absent themselves from school”.*

From the above utterances one can conclude that when it comes to teacher absenteeism as a manifestation of teacher job dissatisfaction, the principals employ directive leadership behaviours. According to House (1971) Path Goal theory, a theory identified as relevant to this study, directive leader tells subordinated what they are expected to do and leaders. Such leaders are reported to rely on their formal position and give directives on a particular subject. Wangai, (2015) also cites that this type of leadership characterises a principal who tell teachers their task, including what is expected of them. However this type of leadership was found to have contributed negatively to job satisfaction (Riffat-un-Niswan, 2008).

An examination of the leadership behaviours employed by school principals in relation to teacher low morale and teacher absenteeism revealed that school principals use different behaviours in the different situations. Leadership behaviours employed in response to teacher morale are different from those employed in response to teacher absenteeism. The findings on school principals practices supported findings from Ngwala, (2014) and Wangai, (2015) studied which stated leaders may use different leadership behaviours to fit different situations. Moreover findings are in line with House(1971) Path Goal Theory, which suggests that leaders may not only use varying behaviours with different subordinates but might use different behaviours with the same subordinates in different situations.

4.8 SCHOOL PRINCIPALS LEADERSHIP BEHAVIOURS THAT TEACHERS REGARD AS EFFECTIVE IN RELATION TO THEIR JOB DISSATISFACTION

4.8.1 MANIFESTATIONS OF TEACHER JOB DISSATISFACTION.

Similarly to section 4.6, teachers were asked about the manifestations of job dissatisfaction in their schools. The following table is a summary of the identified teacher job dissatisfaction manifestations. It is worth noting that the teacher job manifestations identified by the teachers in these schools are similar to what their principals identified, as discussed in section 4.6.1.

School A	School B	School C
Frequent Absenteeism	Frequent Absenteeism	Frequent Absenteeism
	Teachers taking prolonged sick leave	Teachers taking prolonged sick leave
Teachers resigning from their jobs		
Low teacher morale	Low teacher morale	Low teacher morale

Table, 4.8

In support of the information presented in the table above, below are what the teachers shared during the interviews on the manifestations of their job dissatisfaction.

From school A, T1A, T2A, T3A and T4A echoed the same sentiments

“In our school teachers that are dissatisfied with their jobs, are de-motivated, do not attend school on a daily basis and two resigned this year. For example we have a colleague who used to be so motivated. He used to be active in school activities. But now his moral is so low and dreads coming to school’.

T3A : referring to the colleague who is de-motivated: *“You know, I used to look up to him. But now he seems not to care. When he is at school he only goes to the classroom to teach and does not attend any meetings nor participate in extra mural activities.*

T2A: *“I feel sorry for our principal...he does not know how to handle this”.*

From school B, T5B, T6B, T7B and T8B had this to say

The most common manifestations of teacher job dissatisfaction in our school are low teacher morale, people drag their feet when asked to do tasks, some take prolonged sick leave and others just do not attend school.

T7B *Kwesi isikolo one stays away because of lack of safety. No one cares about our safety. There's no gate! No tight fence! No security guard! We may be mugged or raped or even killed by criminals here and it will take thirty (30-40) minutes for the police to reach this place."* T7B from school B reacted.

From school C, T9C, T10C, T11C and T12C had this to say

Low teacher morale is the most observed manifestation of teacher job dissatisfaction in our school. And once teachers have low morale, they lose their love for teaching, take prolonged sick leaves and do not come to school.

T12C fumed, "How are we expected to be motivated and excited to work in situations where the so called departmental officials are sitting in their cozy offices earning fat salaries with enormous benefits and are just dictating terms with absolutely no idea of what we are going through in these schools. For example I teach a multi-grade class, because we don't have enough teachers. But I have not been trained for what I am doing"

T10C retorted "I used to be a choir conductor; I stopped because I realized that I was just overworking myself for nothing. I am given four (4) subjects to teach in five (5) classes because there are not enough teachers. Tell me, how you would cope in such environment and all they want are better results"

From the interviews conducted with the teachers they revealed that teacher low morale, teacher absenteeism and resignation were the most common manifestations of teacher job dissatisfaction. The teachers also revealed the effects of these manifestations of teacher job dissatisfaction. For example in school A they mentioned that teacher low morale lead to teachers losing their love for teaching and then taking prolonged sick leave. These revelations are in line with what Huysman, (2007); Ololube, (2007); Marrow, (2007), Reed, (2010) and Nohako, (2011) explained as the effects of teacher job dissatisfaction. For example Reed, (2010) claimed that disgruntled teachers who are not satisfied with their jobs could not be

committed and productive. Marrow, (2007) identified that situations that are not conducive to teaching disconnect teachers from their professional competence and commitment. However in this study contrary to what literature on teacher job dissatisfaction says, the teachers are not detached from their learners.

Although the minute books from all the schools did not have teacher job dissatisfaction as an agenda item but minute books from school B and C revealed that there were heated discussion on some of the manifestations of teacher job dissatisfaction, identified by principals and teachers in this study . For example in school B and C as a result of teacher resignation, the remaining teachers were left with no other choice but to divide the workload amongst themselves and were not coping with the added responsibilities. Teacher in school C “*zendingaze ndibuzwe ukuba kutheni ndisemva ngeetests okanye ndingayigqibanga isyllabus kuba ngoku ndongezelwe iisubjects, ndiyeke nokuculisa*” which translates “*never question me as to why I’ll be lagging behind in syllabus coverage because you have added more subjects to me, and I’ll no longer be a school choir conductor.*”

It was also confirmed by the minutes of staff and SMT meetings from both schools that there were heated discussions among due to teacher absenteeism. Teacher from school B “*andizange ndayifundisa iMaths apha ebomini bam njengokuba kusithiwa mandiyifundise eSenior Phase, nilindele ntoni?*”, which translates “*I never taught Mathematics in my entire teaching career, now you are allocating it to me at Senior Phase, what do you expect.*”

In both schools the above utterances reveal that principals are challenged and do not know what leadership behaviours to employ in responding to teachers’ abnormal workload. They seem to resort to using autocratic and directive leadership behaviours and these lead to tensions and have been found to negatively impact teacher job dissatisfaction.

4.9 SCHOOL PRINCIPALS' LEADERSHIP BEHAVIOURS THAT TEACHERS REGARD AS EFFECTIVE IN RELATION TO THEIR JOB DISSATISFACTION

In section 4.8 the teachers identified the manifestations of teacher job dissatisfaction in their schools. This section examines school principals' leadership behaviours that teachers prefer in relation to teacher job dissatisfaction. The manifestations of teacher job dissatisfaction in section 4.8 will be used to examine the teachers' preferred leadership behaviours.

4.9.1 SCHOOL PRINCIPALS' LEADERSHIP BEHAVIOURS THAT TEACHERS REGARD AS EFFECTIVE IN RELATION TO TEACHER LOW MORALE AS A MANIFESTATION OF TEACHER JOB DISSATISFACTION

All the teachers from the three schools reported that they prefer supportive leadership behaviours, where the principal would call them and discuss the issues that lead to teacher low morale. As already alluded to in section 4.7.2.1, Devos & Rosseel, (2010) established that teachers derive satisfaction working with principals who are supportive and cooperative.

However there were tensions between what teachers from school A, conceived as consultative leadership behaviours and their principal's conceptions.

TA2: The principal just want to see the work done, without considering the hostile realities of the situation" He sometimes dictates terms and doesn't want to be corrected.

When the researcher probed further based on what their principal had said "I prefer to consult, whereby you summon your staff and ask them.... 'Colleagues, what should we do in a situation like this?' by so doing you allow them to take responsibility for their actions and decisions", PA from school A (from section 4.7.2.1)

TA1 and 3: *Yes, the principal would call us to a meeting but not much discussion takes place, instead of discussing things, he would just tell us what to do.*

TA4: *Maybe he discusses things with the school management team. But when it comes to us, he does not allow meaningful discussion'*

Teachers from school B and C agreed that their principals call meetings and open discussion when they observe that teachers' morale is low. However they reported it the meetings are not necessarily about the teachers' welfare but the principals want to ensure that teachers do their jobs.

T5B: *"We are asked to be understanding. What is there to understand when the school is not fenced as you teach you are concerned about your safety? Sometimes you think twice about coming to school."*

T10C: *"The principal does nothing to improve the situation that leads to low morale. But he keeps on emphasizing that we must be patient and understanding. For the last 6 months I have been teaching four (4) subjects in five (5) classes, tell me, how do I become patient, understanding and motivated in such an environment. Meetings do not lessen my work load"*

4.9.2 SCHOOL PRINCIPALS' LEADERSHIP BEHAVIOURS THAT TEACHER REGARD AS EFFECTIVE IN RELATION TO TEACHER ABSENTEEISM AND PROLONGED SICK LEAVE AS MANIFESTATIONS OF JOB DISSATISFACTION

On this issue the teachers reported to prefer a combination of leadership behaviours

Teachers from school A

T1A: Yho Kunzima . Kunoba akhuphele umsindo kuthi sisahleliyo or his frustrations kuthi umele ukuba abe novelwano, asi supporte and deal with people who do not attend school". (translated: **Yho , its difficult. Instead of being angry with us who are still here or venting his frustration son us, the principal should be sympathetic and supportive and deal with teachers who do not attend school).**

T2AandT4A: This principal treats us as if we are learners, telling us what to do. Work load allocation is not negotiated you are told what to do. Iba ngathi nguwe lo othe ootitshala mabangahambi sikolo. Kanti kumele ukuba abonise I appreciation, azibeke in our shoes, and take an extra mile to find out the reasons for teacher absenteeism".
(translated: It feels like we are the ones who told the teachers not to come to school. The principal has to show appreciation and put himself in our shoes and take an extra mile to find out the reasons for teacher absenteeism).

Teachers from school B

T8B: *" Really we bear the brunt because of the shortage of teachers. When you voice out that your workload is too much, the principal iba harsh, ikuxelele ukuba umsebenzi mawenziwe because kufuneka a account(e) eDistrict offie . We don't want someone who is bossy but someone who show good leadership xa imeko itshintsha".*

T6B *"He just assigns too much work to us. Makaye e District office to ask for more teachers and sixoxe on how to resolve the crisis esizifumana sikuyo*

T5B: *"He is rigid; bossy and inflexible" I was told to teach Mathematics. Noko ezinye izinto zi needer inegotiations. Being autocratic does not help.*

Teachers from school C

T10C: *He over emphasizes control and does not want to listen. "ucingba ndingazifundisa njani isubjects ezingaka ndedwa.*

T11C: *The principal should not expect things to be normal, yet we work under abnormal conditions" When teachers leave, do not come to school, that's an abnormal situation. Solutions to it need the involvement of all the staff members. Kaloku kufuneka uthi make sure ukuba nathi sishiyekileyo we don't have job burnout.*

T12C: *He shrugs off or devalues a problem / a situation and demonstrates lack of vision.*

Teachers from the three schools voiced concerns about their principals leadership behaviours that when it comes to teacher absenteeism and prolonged sick leaves. Teachers reported that principals resort to employing autocratic/ directive leadership behaviours, which have been found to have negative impact on teacher job satisfaction (Riffat-un-Niswan, 2008). Such leadership behaviours include dominating over employees, controlling activities, having bossy character and observing whatever teachers do (Yilmaz, 2007; Hoy at al, 2001).

Teachers identified the following leadership behaviours as effective in dealing with teacher absenteeism and prolonged sick leave: supportive, servant and transformative leadership behaviours.

4.10 CHAPTER SUMMARY

The chapter set out to present and analyse data based on the interviews and documentation analysis regarding school principals' leadership behaviours in relation to teacher dissatisfaction. A total of three school principals and twelve teachers from three schools were interviewed and documents such minutes from staff and School Governing body meetings were analysed. The discussion in this chapter is divided into sections in response to the research questions in the study. The research questions that guided this study are:

Main Research Question: What are School principals' leadership behaviours in relation to teacher job dissatisfaction?

Sub –Research questions

- What do principals of the selected rural schools regard as the manifestations of teacher job dissatisfaction in their schools?
- What leadership behaviours do school principals employ in relation to identified manifestations of teacher job dissatisfaction?

- Which leadership behaviour/s do teachers regard as effective in relation to their job dissatisfaction?

Analyses of the data gathered, revealed that 'leadership' is complex and complicated. It was found that the principals sometimes encounter situations that make it very difficult to identify relevant leadership behaviours to employ. Principal's own job dissatisfaction and the lack of support from the Education Districts were found as some of the situations. When it came to teacher manifestations of teacher job dissatisfaction teachers and principals were found to sharing similar observations and experiences. Teacher low morale, teacher absenteeism and prolonged sick leaves were found to be the most common manifestations of teacher job dissatisfaction. Principals reported to be using a range of leadership behaviours in relation to identified manifestations of teacher job dissatisfaction. Tensions were however found between leadership behaviours that teachers regard as effective and the leadership behaviours employed by school principals. Leadership behaviours employed by principals in relation to teacher absenteeism and prolonged sick as manifestations of teacher job dissatisfaction, were found to contribute greatly to teachers' general dissatisfaction. Conclusions and recommendations based on the findings of the above findings are provided in the following chapter.

CHAPTER FIVE: SUMMARY; CONCLUSION AND RECOMMENDATIONS

5.1 INTRODUCTION

This qualitative study set out to explore school principals' leadership behaviours in relation to teacher job dissatisfaction. Data was gathered through face to face semi-structured interviews and document analysis. This chapter presents a summary of the main ideas of the study, findings, conclusions, potential contribution of the study and the recommendations based on the findings

5.2 SUMMARY OF THE MAIN IDEAS OF THE STUDY

The following were the three specific objectives to achieve the purpose of the study:

- To investigate school principals understanding of the manifestations of teacher job dissatisfaction
- To examine leadership behaviours employed by principals in relation to the identified manifestations of teacher job dissatisfaction
- To understand the leadership behaviour/s which teachers regard as effective in relation to their job dissatisfaction.

These objectives influenced the structure of the study. This study was divided into five chapters and the main ideas derived from each chapter are discussed in the section below. The discussion shows how the different parts of the research were linked to assist in responding to the research questions and thus meeting research objectives.

Chapter one provided the background to the study, presenting the problem statement that guided the research questions and objectives' formulation. The chapter thus introduced the reader to the topic and problem under investigation as well as justify why the study needed to be carried out.

This was then followed by chapter two which discussed the literature that the researcher has reviewed. Both the theoretical and empirical literature related to this

study was discussed. House (1971) Path-Goal Theory identified as relevant for this study was discussed. The theory suggested that leaders may not only use varying behaviours with different subordinates but might use different behaviours with the same subordinates in different situations. If then leaders use varying leadership behaviours, this chapter then examined dominant leadership behaviours in relation to teacher job dissatisfaction. Literature (theory and empirical) accessed argued that leadership styles such as aversive, autocratic and laissez-faire are deemed not suitable for improving teacher job dissatisfaction. On the other hand leadership theories that include servant, transformational, supportive, transactional leadership are deemed suitable in improving teacher job dissatisfaction. Literature accessed also suggested that no one form of leadership style can be used in isolation. Principals have to use a blend of leadership styles that help them provide vision which their followers can agree on and pursue together to enhance job satisfaction.

The research methodology employed in this study was presented and justified in chapter three. The study selected interpretivism research paradigm, qualitative research approach in a case study design. Three principals and twelve teachers from three schools participated in this study and semi-structured interviews and document analysis were identified as relevant data collection instruments. Interview schedule was designed and pilot tested.

In chapter four, a presentation and analysis and interpretation of the data collected on leadership behaviours of rural principals in relation to teacher job dissatisfaction was done. Data from semi structured interviews and document analysis was presented and analysed concurrently. The presentation and analysis were provided under subheadings in line with the research questions. This chapter also linked the analysis with literature review discussed in chapter two, to ascertain similarities and differences. The researcher pointed out that there is corroboration with both theoretical and empirical literature and the findings of the study were therefore established.

The following section provides a summary of the main findings according to the research objectives.

5.3 SUMMARY OF MAIN FINDINGS

5.3.1 MANIFESTATIONS OF TEACHER JOB DISSATISFACTION

The researcher found out that both the principals and teachers in the three selected schools shared similar observations and experiences of the manifestations of teacher job dissatisfaction. Teacher low morale, teacher absenteeism and prolonged sick leave were found to be the most common manifestations of teacher job dissatisfaction. The results corroborate with literature on teacher job dissatisfaction (Morrow, 2007, Nohako, 2011).

5.3.2 LEADERSHIP BEHAVIOURS EMPLOYED BY SCHOOLPRINCIPALS IN RELATION TO THE IDENTIFIED MANIFESTATIONS OF TEACHER JOB DISSATISFACTION

The findings firstly revealed that leadership is a complex phenomenon as principals were found to sometimes struggle in identifying the right leadership behaviours to employ in particular situations. For example, principals own job dissatisfaction, lack of support from Education districts were amongst the situations that challenge principals to an extent that they struggle in identifying which leadership behaviour to employ. This finding corroborates with Adetone (2003) caution that a significant challenge for principals today is to identify the situations of the school that are likely to directly affect teacher morale and to identify the type of leadership behaviour the principal should employ.

Secondly principals were found to be using different leadership behaviours in relation to the identified teacher job manifestations. Looking at teacher low morale, principals reported to employing supportive leadership behaviours. However supportive leadership behaviours employed were found to be used for ‘calming ‘ the teachers and not necessarily responding to identified factors or situations that directly affect teacher low morale.

In responding to teacher absenteeism and prolonged sick leave, principals reported to employing a combination of supportive, transactional and transformational leadership behaviours.

5.3.3 SCHOOL PRINCIPALS LEADERSHIP BEHAVIOUR/S THAT TEACHERS REGARD AS EFFECTIVE IN RELATION TO THEIR JOB DISSATISFACTION

Tensions were found between school principals' leadership behaviours and what teachers regarded as effective leadership behaviours.

5.4 POTENTIAL CONTRIBUTIONS OF THE STUDY

Teachers' ratings of the dimensions of principals' leadership behaviour were hand-scored thus: from "always", "sometimes", "never". Then, means of the ratings were calculated to determine the dominant dimension in each school. The outcomes of the table presented to teachers during data collection phase indicated that there are challenges in the relationship between principals and teacher.

Principals must find ways to make teachers feel more supported even when they are wrong. This does not mean that teachers are allowed to get away with negative behaviour. They need to be confronted and corrected for doing things wrong, but at the same time they must be supported as a person. The supervisory climate created by principals will improve if principals focus on the behaviour that needs to be corrected instead of the person. For example, if a teacher is constantly late in arriving at his / her class, the principal should value them as a person, but request that the behaviour change. While this research identifies 35 behaviours related to a principal's leadership style, there are many more behaviours that determine effective leadership of the overall organization.

The opinions of the researcher in this study are consistent with existing research that suggests a principal's human relations skills, levels of trust and the way decisions are made, the failure to empower subordinates, and deal with conflict are often the reasons why principals are either successful or not successful as educational leaders. It is important that schools become places where teachers are engaged in school reforms or renewal efforts for improving the schools and where supervisory support

encourages the entire staff to model behaviours that foster collegiality and a professional environment (Gruenert (2005).

The instrument described in this study could be used by principals as well as department's senior officials as a pro-active practice to gather self-analysis data regarding the impact of their leadership behaviour on the supervisory climate that has developed. It could also be used by superintendents and other central office personnel to identify principals who are having problems creating a healthy supervisory climate that is conducive to positive staff morale and higher student test scores. This instrument provides principals and central office personnel an investigative tool that will identify a principal's leadership strengths and areas needing improvement. Based on this data, professional development plans can be made that target specifics rather than generalities.

Finally, the strong relationship between the way principals interact with teachers and the overall leadership behaviour of the principal has tremendous potential for taking a proactive approach in the leadership of school systems. Research has documented that the principal's leadership behaviour is as an early indicator of what is happening to a school's culture and climate and eventually student achievement.

5.5 RECOMMENDATIONS

5.5.1 FOR SCHOOL PRINCIPALS' CONTINUED PROFESSIONAL DEVELOPMENT

In order to improve the role of the school principals in providing leadership on teacher job dissatisfaction, the Education District should capacitate them with leadership behaviours that will help them in their respective schools. Presently, principals are trained with general workshops that would be effective in normal schools. The current situation in these schools is so abnormal.

5.6.2 FOR MINIMISING TEACHER JOB DISSATISFACTION

Findings from this study imply that these schools are in urgent need to improve the educator working conditions. Special plans are needed to improve the school working conditions in order to provide a better working environment for the teachers to perform better. If teachers are not satisfied, the management especially the head of the school

should find out why and determine tangible solutions towards improving the morale and teachers' satisfaction

5.5.3 FOR FURTHER RESEARCH

The following recommendations are made for further research:

The number of schools sampled should be increased to gain more views on the issue of leadership behaviour and job dissatisfaction.

The district office as well as its officials should also form part of the research site and participants.

Different locations of the research sites, e.g. Rural, semi-urban and urban, should also be considered.

For the practicing principal, a thorough understanding of vision in school is needed to achieve the school goals and objectives. They need to recognize that vision has the potential to assist in the attainment of goals and at the same time principal need to understand that vision also has the potential to displace goals (Barnett et al.2001).

Periodic seminars for school principals should be organized to assist them in the management of their schools. Ministry of Education should make it compulsory for school principal to go for one year refresher courses in school management and if possible have a master's degree in school administration.

For the school principals who practice passive leadership behaviour the study suggests caution. Since school administration is becoming complex proper orientation is needed for the school administrator through attending workshops and Seminars. As discussed below, these range of issues have important implications for school leadership.

5.6 LIMITATIONS OF THE STUDY

This study has the following limitations:

A key limitation of this study which needs to be noted is that the research was a case of three rural schools in Butterworth district. Consequently, the findings may not be generalized.

- Because of time constraints, only two qualitatively oriented types of data collection instruments were used, i.e. semi-structured focus group interviews and document analysis.
- Due to financial constraints, the research was restricted to three junior secondary schools in the Butterworth district. If more schools were involved in the research, different findings might have emerged in the same district.
- The study was only conducted at Butterworth district, Eastern Cape. Possibly different findings might have existed on provincial level if the study was extended to the other districts of Eastern Cape Province. The results of the study can therefore not be generalized to a larger, provincially-based population.

5.7 CONCLUSION

The following conclusions were drawn from the literature that was reviewed for the study, as well as from data collected through the use of semi-structured interviews and document analysis from the selected schools:

From the discussion it is clear that the three rural schools in Butterworth district do have generic needs and challenges, typical of rural schools, but also experience unique problems and needs not prevalent in all rural schools. The challenges these schools experience with regard to job dissatisfaction do not promote efficiency with regard to the execution of their day to day functions. It is impossible for learners in these schools to achieve the set outcomes. It is quite understandable why the end of the year results of these schools differ from urban schools in the province.

As long as the policy of the Department of Basic Education (DoBE, 2011:10) is that schools must provide infrastructure, equipment and finances for the subject, this will remain a problem in black rural schools.

This study also shows that the teachers from the three rural schools have somehow given up hope. The DoBE, provincial Departments of Education, the school, and the teacher need to be partners in their endeavour to find the right solutions to their specific problems.

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