

UNIVERSITY OF KWAZULU-NATAL

**An investigation of the leadership styles adopted by secondary school principals and
their influence on educator personnel in the Pinetown District**

by

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A dissertation submitted in partial fulfilment of the requirements for the degree of

Master of Public Administration

School of Management, IT and Governance

College of Law and Management Studies

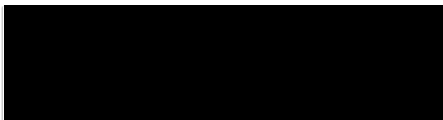
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November 2021

DECLARATION

I, **Mthokozisi Richard MABASO**, declare that

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ACKNOWLEDGEMENTS

May I take this opportunity to extend my sincere and unreserved gratitude to all the people who played a role in the journey towards studying for my MPA:

- The Almighty God for taking away the spirit of timidity thereby allowing me to pursue this very challenging level of qualification. He assisted me by giving me the zeal, endurance and persistence despite challenges along this journey.
- Pastor Khanyile's back to class annual campaign where graduates wear their academic attire for the purpose of encouraging the entire congregation to enrol and upgrade their academic qualification. I am a living testimony.
- My wife and my family for allowing me time to be away from them and go all out to get this master's degree. To my wife Zoe Mabaso, you were a pillar of my strength, a source of encouragement and a shoulder to lean on in my trying times.
- The Department of Education, who gave me the gatekeeper's letter, the principals who gave me the venue for the interviews and the educators who gave me their time and wisdom to conduct the interviews. I would not have done this without your permission.
- The University of KwaZulu-Natal for affording me the opportunity to acquire this prestigious level of education. The following come to mind in extending my gratitude: Prof Raga, Prof Subban, Ms Angela Pearce (Administrator) and the Research Office for providing me with all the necessary assistance to achieve my goal.
- The examiners for being diligent and timeous in making sure that the necessary corrections and changes are applied in the finalisation of my dissertation.
- Lastly, my supervisor Prof TI Nzimakwe, I have never met a humble and yet knowledgeable and helpful man like you, your dedication to your students is remarkable. You are a rare breed; may the Lord Almighty God give you abundant life and blessings.

A huge thanks to those that have not been mentioned and yet played a major role in my journey, all your contributions are noted. God bless you all.

ABSTRACT

The aim of the study was to analyse the leadership styles adopted by secondary school principals at selected schools in the Pinetown District. The objectives of the study were to understand leadership styles of principals which are preferred by educators; determine how the leadership styles adopted by principals' influence educators' job satisfaction; and establish educators' perceptions of the relationship between leadership style and learners' performance. This study analysed various documents and also used the descriptive-interpretive research paradigm within the context of qualitative research in order to address the research questions. The measuring instruments of this study comprised of a semi-structured interview schedule with open-ended questions, on the basis of the detailed literature review. The interviews were conducted by the researcher with six participants (sample), identified through purposive (suitability) sampling. The sample comprised six educators from three schools with a minimum of approximately fifteen years teaching experience. This study employed a thematic analysis of the obtained data. Findings of the study revealed that school principals in the Pinetown District adopted the following leadership styles: laissez-faire, democratic, transformational, transactional, situational, instructional, shared, and autocratic leadership styles. However, the research participants admitted that the above-mentioned leadership styles do have practical differences. In relation to the transactional leadership style, it was found that principals encourage educators to work extra hard so as to meet set targets. On the basis of the findings of this study and the review of the literature, a number of recommendations have been advanced so as to improve the leadership at a secondary school level. The Department of Basic Education must review the kind of training which principals receive, especially, principals who work at formerly disadvantaged or rural schools. The rationale here is about creating a quality culture of teaching and learning in schools where the leadership is dominated by a defective laissez-faire leadership style. Further, school principals as leaders of secondary schools should integrate all the tenets of the governance theory into all the leadership styles, which are used in schools.

Key words: Leadership; leadership styles; governance; principals; educators; schools; Pinetown District.

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LIST OF ACRONYMS AND ABBREVIATIONS

- ANA – Annual National Assessment
- DoE – Department of Education
- HOD – Head of Department
- AIDS – Acquired Immunodeficiency Syndrome
- HIV – Human Immunodeficiency Virus
- KZN – KwaZulu-Natal
- PhD – Doctor of Philosophy
- SGB – School Governing Body
- NCPEA – National Council of Professors and Educational Administrators
- SADTU – South African Democratic Teachers Union
- NATU – National African Teachers Union

CHAPTER ONE

INTRODUCTION AND OVERVIEW OF THE STUDY

1.1 INTRODUCTION

Post the dawn of the 1994 democratic elections, South Africa witnessed key reforms in the educational landscape, henceforth, the duties and tasks of principals were changed. According to Willis (2015), powers were shifted from the Department of Education to the school level where the school principals executed the following tasks: (a) principals were charged with entrenching a culture of teaching and learning in the formerly disadvantaged, predominantly black and rural schools; (b) principals were charged with the responsibility of enhancing and sustaining excellent standards of education; (c) principals had to learn how to consult parents and guardians with regard to relevant issues about the management of the school; (d) principals had to carefully handle outstretched school budgets and had to humanely deal with learners from different cultural backgrounds; and, (e) unlike during the apartheid era, post 1994, school principals were more answerable to the parents and the neighbourhood than to the Department of Basic Education.

1.2 BACKGROUND AND OVERVIEW

According to Zepeda (2013), the school principal performs the following functions: (a) supporting and maintaining a thriving environment where educators are nurtured and groomed for leadership positions; (b) creating and supporting groups of educators who are entrusted with the responsibility of the culture of teaching and learning; and, (c) preparing, formulating, structuring, examining and overseeing all developmental projects at a school level.

Onojerena (2015) states that the function of a school principal is associated with supervisory, transformational and instructional duties. With reference to this study, a school principal may utilise the following leadership styles: instructional leadership style; transactional leadership style; transformational leadership style; situational leadership style; autocratic leadership style; participative leadership style; shared leadership style; and the laissez-faire leadership style. Everyone has a right to education, which is enshrined in the South African Constitution of 1996. Kirk and Gallagher (1983:34) assert that “Education is the mirror of the society, showing its strengths, weaknesses, hopes, biases and key values of its culture”. Therefore, education leads to the growth of a nation’s economy and, the lives of the citizenry are shaped

and improved. That said, there is a great need to have effective principals in South African schools.

In this context, an instructional principal's role is characterised by many features, for example; task-based and persons-based supervisory tasks, which are designed to birth a flourishing school climate that maximises the culture of learning and teaching; where beneficial interactions between learners and educators are strengthened, thereby, supporting consistent excellent academic performance of learners (Maponya, 2015). The relevance of the preceding assertion which has been advanced by the learned authors is to change the characteristics of a disorganised school environment, which is not conducive for the culture of teaching and learning. Moreover, Fitzsimmons (2016) clarifies the foregoing matter and, suggests that characteristics of a substandard culture of teaching and learning are as follows: defective discipline among learners; high turnover among educators; educators who do not commit themselves to teaching; dissatisfied and disorganised teachers, a product of little or no self-confidence; dilapidated and poorly maintained school buildings; dysfunctional or disorganised leadership; consistent poor learner performances; widespread abuse of alcohol and drugs by learners and educators; and a culture of destruction of school property.

The aforesaid characteristics of a substandard culture of teaching and learning were more prevalent during the apartheid era, due to the nature of the role which was assigned to school principals who had no tangible training (Ncontsa & Shumba, 2013). School principals in the apartheid era largely depended on instincts and were treated as instructional head teachers whose role was to ensure that apartheid designed instructions were implemented and strictly followed by educators (Ncontsa & Shumba, 2013). Undoubtedly, the leadership of principals unfavourably affected the culture of teaching and learning in the formerly disadvantaged, predominantly black and rural schools.

As already discussed, the above-mentioned changes involved the decentralisation of the authority and, a participatory approach in determining decisions which are linked to the organisational independence or school-based management (Willis, 2015). Caldwell and Spinks (1998: 23) define school-based management as *“an increase and change in the responsibilities of the school principal and therefore suggests new demands on the principalship.”*

According to the British Columbia Ministry of Education (2016), the school-based management system

requires the school principals, as leaders, to participate in essential procedures pertaining to the management of the schools and, the improved performances of learner at all levels during their assessments. In addition, the stipulations of the school-based management are expected to be attained through workable leadership styles used by the school principals; therefore, leadership styles have the potential to affect the favourable or negative results of the manner in which school managers manage schools (British Columbia Ministry of Education, 2016).

1.3 RESEARCH PROBLEM

The research problem that prompted the researcher to conduct this study is described in a measured manner. The reforms which happened within the Department of Basic Education in South Africa after 1994 affected the job satisfaction of educators at all schools. During the apartheid era, the educational administration was centralised and, rigid rules were used in controlling all its aspects (Hoffman, Sayed & Badroodien, 2016; Reddy, Juan & Meyiwa, 2015). Principals had no influence in schools, for example: principals did not have powers in decision-making; principals had no influence in employing or dismissing teachers; and they were not allowed to control and influence school resources (Hoffman, Sayed & Badroodien, 2016; Reddy, Juan & Meyiwa, 2015). Furthermore, two factors negatively affected the job satisfaction of principals and educators in South Africa before 1994 and these are: (a) many youths who participated in the liberation struggle were not disciplined and, they frequently assaulted principals and educators within school premises; and, (b) the job satisfaction of educators and principals was also negatively affected by the excessive bureaucratisation of the educational administration (Maforah & Schulze, 2012). Moreover, the role of the principal is to improve the level of trust among educators and, this impacts on learner achievement (Sun & Leithwood, 2015). In addition, Sun and Leithwood (2015) argue that unfavourable leadership styles lead to low levels of trust among educators, which negatively influence their commitment and, subsequently cause poor learner performance. Therefore, there is a problematic connection between unfavourable leadership styles, teacher commitment and poor learner performance. The South African school performance (academic) at the national and international level has been a problem for stakeholders in education, such as the Department of Education, parents and businesses that rely on quality education for socio-economic growth.

Although several attempts have been made to improve the quality of learner performance, there is yet to be a significant change in the overall quality of learner performance within secondary schools in South Africa.

For example: (a) the Annual National Assessments which were implemented in 2012; and, (b) the Learner Attainment Improvement Strategy that was implemented in 2015 and, it will be terminated in 2019 (Spaull, 2015) please check – sentence incomplete. In an attempt to understand and address the problem, leadership styles of principals have been identified by scholars (Dehaloo, 2012; Naidoo, Muthukrishna & Hobden, 2012; Naicker & Mestry, 2013) as necessary intervention strategies that can be used correctly to improve and reverse the poor quality of learner performance in South Africa.

1.4 RATIONALE FOR THE STUDY

Most South African secondary schools are not producing learners with satisfactory results, with specific reference to Grade 12 learners. In this regard, a principal is expected to provide the required leadership which has the potential to influence the performance of learners at all levels. That said, the type of leadership which can positively affect the performance of learners and educators should equally impact positively on the morale of educators, hence, high teacher morale results in job satisfaction for educators. Therefore, the leadership style which is chosen by a specific principal is related to educators' job satisfaction and excellent learner performance. Given the above, there is a great need for this study which was conducted in the Pinetown District.

1.5 OBJECTIVES OF THE STUDY

The objectives of the study are to:

- Analyse the leadership styles adopted by secondary school principals at selected schools in the Pinetown District;
- Understand leadership styles of principals which are preferred by educators;
- Determine how the leadership styles adopted by principals influence educators' job satisfaction; and
- Evaluate educators' perceptions of the relationship between leadership style and the school performance.

1.6 RESEARCH QUESTIONS

The study will attempt to answer the following key questions:

- What are the leadership styles adopted by some secondary school principals within the Pinetown District?

- What are educators preferred leadership styles of their school principals?
- How has the leadership style(s) adopted by principals influenced the educators' job satisfaction?
- What are the educators' views of the relationship between leadership styles and learner performance?

1.7 RESEARCH METHODOLOGY

This study analysed various documents and also used the descriptive-interpretive research paradigm within the context of qualitative research in order to address the research questions. A detailed literature review was carried out pertaining to available leadership styles which are adopted by secondary school principals and its influence on educator personnel in the Pinetown District. A variety of research databases were also used to identify suitable books, articles, dissertations, theses and newspaper commentaries. The measuring instruments of this study comprised of a semi-structured interview schedule with open-ended questions, on the basis of the detailed literature review. The interviews were conducted by the researcher with six participants (sample), identified through purposive (suitability) sampling. In this context, educators were chosen by employing purposive sampling in that they provided detailed data. In addition, the respondents had good information about the leadership styles adopted by secondary school principals and, its influence on educator personnel in Pinetown District. The sample comprised six educators from three schools with a minimum of approximately fifteen years teaching experience. Evidently, the above sample does not represent the population of educators within the Pinetown District. However, it does provide the study with a rich reflection of the topic being researched.

This study employed a thematic analysis of the obtained data. Thematic analysis involves predetermined categories and codes that are applied to information as it emerges from the data (Vaismoradi, Jones, Turunen & Snelgrove, 2016). The procedure of data analysis was accomplished by using predefined themes or categories. This meant that the research questions embodied a wide outline for the study in terms of which the interview questions were formulated. Subsequently, the interview questions were used to establish four predefined themes. The researcher, then carefully searched for themes which emerged and corresponded to the predetermined categories whilst paying special attention to the research topic and questions.

1.8 LIMITATIONS OF THE STUDY

After reviewing the literature, it was established that there were no available studies that were conducted at a secondary level, which specifically focused on the investigation of the leadership styles adopted by secondary school principals and its influence on educator personnel. Many studies focused on leadership styles of primary school principals or managers, as opposed to leadership styles adopted by secondary school principals and its influence on educator personnel. As a point of departure, the researcher depended on the literature on leadership styles used by primary school principals and managers. The sample size of this study was relatively very small, for which reason, it cannot be treated as a representative sample of the entire population of educators in Pinetown.

The data collection and analytical techniques of this study consumed too much time and resources. For instance, the participant observation technique involved the use of a digital recorder, too many batteries and back up recording equipment. This was a problem which was addressed by making sure that ready to use backup items were within reach should any of the equipment malfunction. Furthermore, certain participants did not address the interview questions in a satisfactory manner, because they were scared of the principals and other fellow educators. Moreover, the three principals were disruptive during interviews by asking unnecessary questions and, this may have significantly contributed to certain educators' limited responses.

1.9 STRUCTURE OF THE DISSERTATION

This dissertation which investigated the leadership styles adopted by secondary school principals and its influence on educator personnel in the Pinetown District, is structured as follows:

Chapter one provided an explanation about the research problem, which is a critical element of the research design. After reading Chapter one, the reader will be able to understand the importance of this study where the research problem birthed the introduction of the following: objectives, research questions, and methodology. The challenges and limitations that influenced this study were explored as well.

Chapter two: This chapter presented a detailed discussion on the theoretical framework of leadership styles adopted by secondary school principals and its influence on educator personnel in the Pinetown District. Moreover, the critical discourse about the theoretical framework was done by making use of the governance theory within which this study was conceptualized and contextualized.

Chapter three: This chapter provides a detailed literature review and includes the following sub-topics: instructional leadership style; transactional leadership style; transformational leadership style; situational

leadership style; autocratic leadership style; participative leadership style; shared leadership style; laissez-faire leadership style; knowledge gaps; and, a historical background of changes in South African Basic Education.

Chapter four: This chapter provided an essential discussion about the methodology that was used in this study, namely, data collection and data analysis. A detailed description concerning how the data were gathered and analysed is also included in this chapter. Chapter four also provided a description on the data that were gathered and a step-by-step analysis. It also discussed the instruments of data collection that were used during the fieldwork at the research sites. The major instrument of data collection were semi-structured interviews with open-ended questions.

In line with the thematic analysis, the detailed data were placed in predetermined themes which were determined by the research questions (Vaismoradi, Turunen, & Bondas, 2013). It became very simple to identify similarities and dissimilarities in the participants' responses. According to Vaismoradi, Jones, Turunen, and Snelgrove (2016), data analysis demands that the researcher be comfortable with generating categories and comparing and contrasting them. The data were checked and rechecked so as to establish familiarisation. The researcher read and reread the data numerous times. This provided a deeper insight into the participants' responses. Excerpts of raw data were correctly placed in corresponding predefined themes. The analysis of the themes was based on the literature review and research question.

Chapter five: This chapter focused on the following aspects: (i) an analysis of the research findings; (ii) the conclusion of the study; and (iii) recommendations based on the literature review and the data that were gathered by the researcher. Moreover, Chapter five also included the challenges that were encountered during the fieldwork of this study.

Chapter six: This chapter discusses the major findings, conclusions and recommendations of the study.

1.10 CONCLUSION

This chapter has provided introduction and background of the topic, also the objectives of the study. Research questions that need to be answered, problem statement that needs to be addressed, have been provided. Lastly, the chapter has given insight into the layout of the entire dissertation. The next chapter (Chapter two) provides a thorough discussion concerning the theoretical and conceptual framework (governance theory) which underpins this study.

CHAPTER TWO

THEORETICAL AND CONCEPTUAL FRAMEWORK OF LEADERSHIP STYLES

2.1 INTRODUCTION

The purpose of this section is to provide a theoretical framework within which this study was conceptualised. This study is based on the governance theory which has its foundation in many disciplines for example, public management/administration, law or economics (Ansell, 2016). It also refers to a certain mixture of conventional and unconventional institutions that affect the manner in which a category of persons specifies what to resolve, how to resolve, and who should resolve: the typical governance matters (Ansell, 2016). Thus, this chapter discusses governance theory in reference to the leadership styles adopted by secondary school principals and their influence on educator personnel in the Pinetown District.

2.2 DEFINITIONS

The researcher provided three scholarly definitions of governance theory which are relevant in this study. Chhotray and Stoker (2009:3) define governance theory as *“the rules of collective decision-making in settings where there are a plurality of actors or organisations and where no formal control system can dictate the terms of the relationship between these actors and organisations”*.

Graham, Amos and Plumtree (2003:17) define governance theory as *“the interaction among structures, processes and traditions that determine how power and responsibilities are exercised, how decisions are taken, and how citizens and other stakeholders have their say”*. In reference to this study, especially if all leadership styles are applied in a combination, the preceding definition of governance theory focuses on the following: authority; how functions/roles of the principal and teachers are applied; associations between a principal and teachers; how one party (principal) affect the other parties (educators); the principal determines final decisions; and how the school principal should be held responsible for his/her final decisions.

Rhodes (1997:53) delineates governance theory as *“self-organising, inter-organisational networks”*.

The above-mentioned definitions are all relevant to this study. Nonetheless, the next author provides a working definition of governance which is similar to the first definition in this section. Stoker (2004:3) defines governance as:

the rules and forms that guide collective decision-making. That the focus is on decision-making in the collective implies that governance is not about one individual making a decision but rather about groups of individuals or organisations or systems of organisations making decisions.

2.3 GOVERNANCE THEORY IN REGARD TO THE CURRENT STUDY

The governance theory informs this study because Cvitanovic, Hobday, van Kerkhoff, Wilson, Dobbs, and Marshall (2015) assert that it focuses on the decision-making process in the context of a variety of viewpoints and concerns of all staff members in relation to an excellent approach of managing any organisation, for example, a secondary school. Moreover, Cvitanovic, Hobday, van Kerkhoff, Wilson, Dobbs, and Marshall (2015) contend that the governance perspective encompasses a procedure for examining and evaluating risks, which may exist in the process of managing an institution such as a secondary school.

In this section, the study elaborates on the phrase of governance theory in relation to the case of leadership styles adopted by secondary school principals and their influence on educator personnel in the Pinetown District. Therefore, the governance theory focuses on the decision-making process in the context of a variety of viewpoints and concerns of all staff members in relation to an excellent approach of managing any organisation (Cvitanovic, Hobday, van Kerkhoff, Wilson, Dobbs & Marshall, 2015) for example; a secondary school. The governance perspective encompasses a procedure for examining and evaluating risks, which may exist in the process of managing an institution such as a secondary school (Cvitanovic, Hobday, van Kerkhoff, Wilson, Dobbs & Marshall, 2015). In the context of this study, the governance perspective promotes and supports a collaborative approach where educators and the principal concerned participate in a consent-based decision-making process; where shared understanding is established and, subsequently challenges are addressed (Jowi, Obamba, Schoole, Barifaijo, Oanda & Alabi, 2016).

Within the context of education as in any field, the governance theory espouses the participation of many role players in the decision-making process, as opposed to changing policies or adhering to a centralised decision making process (Jowi, Obamba, Schoole, Barifaijo, Oanda & Alabi, 2016). In reference to the autocratic leadership style, authoritative leadership style, transactional leadership style, instructional leadership style or the situational leadership style, a school principal can still collaborate in decision making processes with various educators in order to accomplish a basic level of agreement; because all decisions

that relate to governance theory are strictly consent based (Helao, 2015). However, the school principal has the power to make a final decision in the above context (Helao, 2015). The rationale for involving many educators and the school principal in decision making processes is to attempt to reach an inclusive agreement or, new areas of consent (Quick & Bryson, 2016). It must be borne in mind that consent-based decisions which involve multiple participants that collaborate together are not always achievable (Quick & Bryson, 2016). In public management, especially, within a school environment, the relationship between the school manager and educators is frequently characterised by hostilities; thus, the purpose of governance theory is to change such animosities into collaborative and helpful relationships (Quick & Bryson, 2016).

Ikeanyibe, Ori, Okoye, and Chamberlain (2017) contend that governance theory approaches matter about public administration in two separate areas which are somewhat interconnected. Initially, the governance theory is concerned with organising and dealing efficiently with government resources such as the following: employees; funds; time; knowledge; assets; valuable information which emanates from concluded decisions or primary sources (Ikeanyibe, Ori, Okoye & Chamberlain, 2017). Subsequently, the governance theory is involved with evaluating and addressing performances, works and achievements of government employees, in regard to ascertaining if ordinary employees participate in decisions made or if required services are delivered to the targeted communities (Ikeanyibe, Ori, Okoye & Chamberlain, 2017). Nonetheless, governance theory can be applied in the private sector as well. Furthermore, the author contends that within the context of governance hypothesis, the structures of government positions and their activities (roles), as well as other state resources; are guided by the necessity to share roles and resources which are dependent on complicated powerful persons who are not answerable to the government, nevertheless, the government might subtly guide such structures of employees and their activities (Ikeanyibe, Ori, Okoye & Chamberlain, 2017).

Moreover, the governance theory focuses on the problem of communication in the management of an institution, for example a school, hence, it promotes the idea of participatory or collaborative decision-making as an approach in governing (Basco-Carrera, Warren, van Beek, Jonoski, Giardino 2017). Furthermore, Newig, Challies, Jager, Kochskaemper, and Adzersen, (2017) somewhat echo the foregoing point and state that the governance theory also concentrates on decision-making and governance within public administration, as well as in the private sector. Public administration is a controversial field which has no specific set of theories, thus, there are no theories which are only meant for the above-mentioned

discipline (Jordaan, 2013). Nonetheless, there are limited theories of public administration (Dong, 2015). According to Jordaan (2013), if the field of public administration is viewed from a managerial perspective, it attempts to increase competence, professionalism, and effective planning. Caiden (1982:205) defines public administration as *“the management of scarce resources to accomplish the goals of public policy”*. Moreover, Mbate (2017) contends that the governance theory is still developing in the field of public administration and the author provides five suggestions which link it to the decentralisation of powers and the participation of people or subordinates in decision-making processes. In this regard, Mbate (2017) provides a number of such suggestions as follows: (i) the governance theory recognises the fading of divisions and centralised roles for addressing societal and intra-organisational problems, as well as economic challenges; (ii) the governance theory recognises the inherent power reliance on associations between organisations that participate in joint actions; (iii) further, the architects of the governance theory are interested in the rules of actors who make collective decisions which are independent of centralised control; (iv) the governance theory recognises and accepts the ability or power to make sure that tasks are successfully performed and, such an approach should not be left in the domain of the central government, which directs and instructs subordinates to implement its directives; and, (v) the governance theory does not only relate to a collection of state departments and role players, but it also includes the private sector and other stakeholders from different backgrounds.

Khan (2016) approaches governance theory from a different standpoint. Initially, the author thoroughly explains the shortcomings of Heady’s three theories of governance and, subsequently provides a solution to the restrictions of Heady’s theories of governance. That said, Khan (2016) questions the three hypotheses/theories of governance which were proposed by Heady. The hypotheses of governance that are criticised by Werlin are as follows: structural-functional theory, organizational theory and cultural theory. Khan (2016) identifies the shortcomings or flaws of Heady’s theories and these are: Firstly, although the cultural theory consists of very small traces of culture, it is not necessarily a theory of culture; because it contains elements that make up a political theory and, the cultural theory is unsuccessful in integrating politics into the structure of how authority and roles are applied in decision making processes, for example in a school environment. In addition, on the basis of power, knowledge, educational qualifications, customs, norms or mannerism, people do form part of cultural associations; nonetheless, such persons fail to conform to relationships about how decisions are made and, how the people who make decisions are held

responsible, as opposed to tolerating tendencies of blame, excuses and fear to take root in an institution (McRitchie, 2017).

Khan (2016) also contends that the structural functional theory is unable to distinguish or separate features of an organisation from the aspect of societal associations (for example; power, knowledge, educational qualifications, or customs), which are required for successful execution of tasks after the participation of the leader and subordinates in an open and democratic decision-making process of an institution. Thirdly, with reference to the organisational theory, Khan (2016) argues that the above-mentioned theory is purified because it is characterised by hierarchical directives, which flow in only one direction where the senior management instructs the employees who occupy low ranks to perform tasks in accordance with the rigid bureaucracy. In order to counter the above-mentioned flaws of Heady's theories of governance, Khan (2016) puts forward a theory of political elasticity in which the author strives to achieve two important objectives and they are as follows: (a) to decrease the uncertainty and vagueness of public administration; and (b) to connect relative administration to relative politics and developmental studies. In reference to this study, it can be inferred from the foregoing points that Khan describes governance as an incorporated structure between features of an organisation (for example, a school) and the aspects of societal associations mentioned above, and the shift of authority from a school principal to educators that which involves sharing roles and, which also unavoidably influence interactions of educators with the principal, as well as the commitment of teachers to teaching. Thus, leadership styles of a school principal are influenced by the governance theory.

After a careful analysis of theories of governance mentioned above, it is clear that differences exist among them. Nevertheless, the common emphasis of governance theories is placed on a governance structure which is more societal based (based on the needs of community members/subordinates/junior employees) and, accommodates the transfer of power from central structures to junior state employees and/or certain sections of government departments which are not normally allowed to have a say in determining essential final decisions.

Nam (2016) provides a certain model of the governance theory which consists of a number of principles and these are as follows: (a) the governance theory promotes a participatory government model that encourages the engagement of ordinary state employees and certain sections of government institutions,

which are not normally consulted and permitted to participate in the decision-making processes; (b) further, the governance theory embraces and recognises a flexible government model that is accommodating and, open to contextual problems and changes that affect role players and subordinates, and such openness is achieved through sound state procedures which address pressures of the community and civil servants; (c) the governance theory fosters the unregulated government model, which centers on reduced bureaucratisation of tasks that are performed by employees, thereby giving rise to flexibility between managers (with reference to this study, principals) and subordinates (in relation to this study, educators). The governance theory also supports suggestions that are based on the needs of the community and joint decision-making process (Nam, 2016).

With specific reference to this study, the leadership styles mentioned earlier cannot be successfully applied in practice without concurrently applying the governance theory, because even though practitioners apply the aforesaid leadership styles individually or in combinations the end results are likely to be paradoxical. For example; transformational leaders (school principals) empower their followers (educators) and urge them to perform more than what they would ordinarily do. However, transformational leadership is not like the participative leadership style which includes the participation of subordinates in decision making process. That said, the transformational and participatory leadership styles lack certain qualities which are readily available in the governance theory as stated above. Furthermore, within the context of this study, the governance theory deals with government resources such as; the school principal; teachers; funds; time allocated for teaching relevant subjects and preparation; knowledge of the principal and educators; assets; valuable information which emanates from concluded decisions or primary sources within the school environment. Subsequently, the governance theory is applied when evaluating and addressing performances, works and achievements of teachers and principals, in regard to ascertaining if ordinary teachers do participate in decisions made or if educators are able to deliver and meet targeted goals where learners are expected to perform well. Moreover, the governance theory focuses on the problem of communication in the management of an institution, for example a school, hence, it promotes the idea of participatory or collaborative decision-making as an approach in governing

In addition, the relevance of the governance theory to this study can also be explained as follows: within the context of the governance theory, the structures of the school principals and educators, as well as their activities (for example; teaching, preparations, time allocation), and other state resources (for instance,

textbooks, computers or overhead projectors); are guided by the necessity to share roles and resources which are dependent on people who are not answerable to the government, nevertheless, the government might subtly guide such structures of employees and their activities. There is no leadership style which consists of all the features of the governance theory. The researcher briefly provided explanations about other leadership styles which are covered in this study. For example: (i) autocratic leaders (autocratic school principals) do not allow teachers to partake in the deliberations of institutional policies and, educators are not permitted to participate in decision making processes. (ii) The situational leadership which fosters the use of any leadership style depending on the contextual circumstances, cannot be applied successfully in the absence of the governance theory; because all the available leadership styles do not have the qualities of the governance theory.

The researcher provided a practical example to illustrate the above explanation: For example; in a situation where effective educators and principals want to rotate their tasks with ineffective educators and principals respectively, structures of government resources are likely to be obstacles if the governance theory is not applied as explained above. Different players from various schools have to perform their tasks and, such persons have to bestow trust in each other, but without the application of the governance theory such interactions are not likely to flourish. In order for the required work to flow smoothly in such an environment, the governance theory has to be engaged.

2.4 CONCLUSION

Fundamentally, the purpose of the literature review was to examine and analyse relevant previous studies which are associated with the research topic of this study. The researcher scrutinised and analysed a number of matters, for example: leadership theories/styles; scholarly definitions of key terms; the historical decentralisation of DoE powers which were shifted to school principals at a school level; effective leadership within the context of South African schools; the influence of a school principal's leadership styles on teachers; and, the gaps in the literature where other aspects of compelling information are not discussed by learned authors. Gaps in the literature implied that authors concerned do not proffer all the relevant information to the research topic and, the researcher identified the lacking information. A compelling observation among many issues, which was deduced from the literature is that, there is no single leadership style that supersedes another leadership style. Moreover, the section about the theoretical framework provided a thorough and detailed discussion about the theories that supported and guided this

study. In addition, the specific discourse about the theoretical framework of this study proffered explicit detailed reasons as to why the researcher chose appropriate theories which subsequently informed the findings of this research.

The next chapter critically discusses the literature review which informs and underpins the leadership styles.

CHAPTER THREE

LITERATURE REVIEW WITH REFERENCE TO LEADERSHIP STYLES

3.1 INTRODUCTION

In this study, an exploration of published and unpublished information relating to the leadership styles adopted by secondary school principals and their influence on educator personnel in the Pinetown District was carried out. The subtopics of the literature review in this chapter are as follows: (a) definitions of key terms; (b) a brief historical background for policy amendments in respect of a school principal's role within a school environment during the apartheid era and, post 1994 in South Africa; (c) an effective leadership style within a school setting that is relevant to the South African scenario; (d) leadership theories; and, (e) the influence of school principal's leadership styles on teachers. In addition, leadership traits and abilities continue to be subjects of concern in contemporary literature and, the current scholarly works are manifestations of historical leadership literature. Furthermore, in order to explore the leadership styles adopted by secondary school principals and their influence on educator personnel in Pinetown, a theoretical framework is needed. The governance theory as indicated by Chhotray and Stoker (2009) provides such a theoretical framework. Chapter two provided a critical discussion on the governance theory which underpins this study. The next subsection of this chapter provides detailed definitions of key words as per the research topic of this study

3.2 DEFINITIONS OF PERTINENT TERMS

The concept of leadership style is defined as “*a process in which an individual influences the thoughts and actions of another's behaviour*” (Northouse, 2007; Yukl, 2002).

In terms of the contextual purpose of this research, the two concepts of leader and manager are similar; therefore, the researcher will employ them interchangeably to connote a person with an exceptional capability (hence, the above-mentioned authors highlighted that leadership as a process consists of a person who is capable of affecting or exerting influence on the lines of reasoning and actions of another's conduct), which is required to guide, persuade, win over, control, change, shape, and inspire subordinates (with reference to this study, teachers), so as to add value to common goals of a school within an enabling environment.

The Department of Education (2008:18) defines leadership as the “*ability to influence people towards the*

achievement of the goals; it is conceptualised as an influential process that depends on a person's behavior being recognised and at least tacitly acknowledged to be 'leadership' by others who thereby cast themselves into the role of followers, thus consenting to be led".

In terms of the purpose of this study and within the context of the preceding definition, the term leadership denotes a progressive situation where a person is understood as a manager by subordinates (with reference to this research, teachers) via a societal creation of the connotation of leadership. Furthermore, it can be adduced from the foregoing definition of leadership that the purpose of the aforesaid concept involves allocating tasks and regulating official activities of subordinates (with reference to this study, educators); as well as guiding, directing, managing and supervising them without employing a coercive approach in order to achieve desired outcomes.

Whereas Niyazi (2009:436) defines leadership as the *"ability to gather individuals around some specific goals by inspiring them to reach these objectives through collaboration"*.

It can be inferred from the antecedent definition that leadership is based on an undertaking of laying the foundations of influence over subordinates (with reference to this study, educators). Thus, it can be deduced that leadership entails a procedure in which a manager (with reference to this study, a school principal) wields power over teachers and makes use of it in order to guide, motivate, shape, control and transform them; as well as providing assistance to educators before and during the execution of allotted tasks so as to effectuate intended outcomes.

Houchard (2005:18) defines a school principal as *"the person (or persons) who is the administrative head of the faculty and staff of a school. This position is usually in care of the overall well-being and production of the school"*.

Given the above scholarly definition of the concept of school principal, the researcher infers that a school principal is a school leader who is bestowed with the responsibility of influencing the following parties: teachers; all essential staff members of a given school; pupils; parents; and, members of the school governing body. In addition, it can also be adduced that the school principal's influence over the above-mentioned parties may or may not culminate into the realisation of the mission and vision of a given school.

3.3 HISTORICAL BACKGROUND OF CHANGES IN SOUTH AFRICAN BASIC EDUCATION: ROLE OF A SCHOOL PRINCIPAL

Hoffman, Sayed and Badroodien (2016) contends that prior to the dawn of democracy in 1994, the conventional and cardinal function of a principal was confined to that of being a mere recipient of directives and, whose other inseparable sub duty involved discharging them. The preceding contention was regarded as an obstacle because it decreased the innovativeness, ingenuity and introspection of school principals. That said, the antecedent job description of school principals had detrimental ripple effects on the culture of acquiring knowledge and educating pupils, especially in the previously disadvantaged. Following on the dawn of a democratic dispensation, South Africa witnessed a formulation of policies within the Department of Education that birthed voluminous adjustments, in which the rigid hierarchical decision making process was decentralised and lifted to a level of primary and secondary schools (Badat & Sayed, 2014). The shift in the dimension of authority meant that school principals transitioned from a procedural, or red-tape oriented dispensation to the environment of effective leaders. In this regard, Badat and Sayed (2014) state that within the latter environment, that is, post 1994, school principals experienced dual problems in their routine tasks and these are: dealing with a larger assortment of school oriented commitments; and, developing an environment which was designed to enable the learner to receive excellent education from educators amid an acute shortage of qualified teachers.

That said, school principals who embrace leadership styles such as: innovative and democratic are positioned to bring teachers and parents of learners on board within the context of a sound educational environment. Moorosi and Bantwini (2016) are discontent with pro-western styles of leadership which are somewhat ineffective within the Department of Basic Education in South Africa. Thereto, they are of the view that untried new types of leadership are apt for previously disadvantaged schools and, the ubuntu leadership style is regarded as the most appropriate leadership style for the above-mentioned category of schools (Moorose and Bantwini (2016). Msila's (2014) research findings indicate that despite remarkable reforms in the manner in which the South African educational landscape is managed, predominantly rural and township schools are increasingly performing poorly. For this reason, Msila (2014) strongly maintains that there are enormous possibilities for improvements in the South African educational landscape, provided that the ideology of ubuntu is embraced by school principals. Clearly, ubuntu is an integral entity of African ancient knowledge which dates back to the era of the Egyptian Goddess. Onojerena (2015) contends that the ancient African knowledge can equip principals with necessary skills, which are relevant to the

efficacious management of schools; because this approach fosters the usage of what principals possess as opposed what is issued to them. Msila (2014) asserts that ubuntu leadership entails an African-based type of headship that attempts to make sure that employees mutually depend on each other within an institution, as opposed to competing against each other.

Moreover, South African schools desperately need contemporary administration styles, in that, education is a matter of greatest importance. Besides, the significance of education can be explained as follows: (a) education is generally considered as an important procedure in which knowers of knowledge (teachers, college lecturers and university lecturers) impart knowledge and diverse skills to their audiences (devoid of knowledge and expertise); (b) having said that, education brings into being and promotes a continual inheritance of knowledge that mirrors conventional standards and motivating forces, which are transferred to subsequent generations; and (c) education is also required for progressive purposes such as, improving and stabilizing the economy as well as social and political structures of a given state. The contents of the first sentence of this paragraph are off-shoots of a historically categorised system of education in which certain racial groups were denied the right to quality education.

Granted the discerned significance and urgency of leadership, an effective school head teacher (principal) is a prerequisite for an effectual community of learning (Holleb, 2016). According to van der Vyver, van der Westhuizen and Meyer (2014), the role of an effective school principal has transitioned and, it is more demanding than what was performed nine years ago; because a school manager has to embrace, support and empower educators so that they are able to execute their duties meticulously. Simply put, the above-mentioned authors assert that school leaders are required to adopt an additional role of being a caregiver towards educators so as to enhance their performances. Thereto, Paxton (2015) affirms that irrespective of the injection of required gigantic means into township and rural schools, the previously advantaged schools which exclusively catered for either Whites or Indians continue to perform better than formerly disadvantaged schools, that is, at all levels of school assessments.

A number of authors concur with Paxton. For example: Graven (2014) conducted a study and found that average marks for pupils at conventional township or rural schools were close to fifty per cent of those of ex model C schools. Simply put, ten years post 1994, former disadvantaged schools' average grades or percentages are less than the bisection of average grades of previously white schools. The preceding

scholarly assertion implies that in 2014 the average performances of learners in predominantly African schools do not correlate with those of affluent schools in former white areas; because there is a wide gap between the average scores. Wright (2012) echoes the above-mentioned research findings and, argues that rural and township schools continue to perform poorly relative to previously advantaged schools in South Africa.

In the light of the preceding scholarly explanations, an effective leadership style is the recurrent denominator of schools that perform very well. In addition, within the context of successful schools, an effective leadership style is coupled with an environment that is characterized by qualities of a manager. A specific leadership style of a school principal determines the quality of learning and, the extent of competence in teaching; for example, instructional leadership style. The choice of a suitable leadership style or, alternatively, the combined usage of many leadership styles, which is appropriate for achieving the effectiveness of principal at a school level, is conditional upon responsive elements. For instance; in a situation in which certain educators are frequently absent and less knowledgeable about their respective fields, or, do not adhere to allocated time for teaching, or they barely teach when expected to do so; teachers and learners may accrue gains if the school principal chooses an autocratic leadership style (Aunga & Masare, 2017). Furthermore, in a school that is arguably regarded as successful where teachers are meticulous and highly inspired, such educators might proceed to an advanced stage under a leadership style of an accessible democratic principal who exchanges views with teachers about their problems and thoughts (Aunga & Masare, 2017).

Hyson (2016) asserts that unsuitably formulated leadership within a school environment gives rise to insecure and dissatisfied teachers, as well as a culture where learners depart from normal school work and school regulations. Further to the above, the absence of effective leadership reduces the morale of teachers and academic performances of pupils (Hyson (2016). Therefore, the researcher deduces from the above that leadership in an environment of teaching and learning impacts on teachers' performances, as well as on the pass rates of learners in all school assessments. Leadership styles are derivatives of diverse theories of leadership that are pertinent to this study. Furthermore, the researcher will pursue such theories subsequent to the literature concerning effective leadership within the South African framework.

Mestry and Khumalo (2012) proffer constructive criticisms concerning effective leadership within the

South African school scenario, and the above scholars assert that there is a possibility that the standards that are contemplated to be effective in other frameworks, especially, in highly developed western countries are regarded as applicable to rest of the world. For example, Mestry and Schmidt (2012) argue that even though there is a likelihood of universal qualities that characterise effective leadership and efficient teaching, such qualities must be interrogated/probed in lieu of accepting them on face value. Moreover, the necessity to initiate a conceptualistic discernment of leadership traditions on the African continent and elsewhere is widely espoused (Gallie & Keevy, 2017). Mestry and Khumalo (2012) stress that dissimilarity in domestic matters and necessities, add strength to the viewpoint that effective leadership styles are subject to or conditional upon circumstances for instance, there is not a single leadership style which is considered to be better than other leadership styles, meaning that there is not a single type of leadership style that can be grasped and implemented individually, irrespective of a given scenario and way of life. Thereto, Wiernik, Dilhert and Ones (2016) argue that the continuation of the extent of willingness to compromise that which amounts to effective leadership is largely acknowledged in intricate eras of transformation. That said, the concept of effective leadership within the South African scenario does have different implications, because certain parties employ it to suit their own concerns.

The implications of effective leadership in relation to a school setting can be elaborated on as follows: politicians are not technocrats, but they are elected by their constituencies so as to tackle and redress pressing relevant matters. That said, politicians are placed in a situation where there is a conflict of interest; because on the one hand, the concerns of the private sector are at odds with the interests of the electorate and, on the other hand, the state has the responsibility to honour both the business sector and the citizenry. In order for government to strike a balance between the two aforesaid groups at either ends of a continuum whose interests are not congruent, politicians have to appease the private sector by consistently providing it with an employable and affordable literate workforce which predominantly consists of young persons. By so doing, politicians create a wrong impression amongst destitute people and those who belong to the middle class that education is the only strategy that can be used to address poverty; yet it is possible that a flawed system of education can perpetuate poverty. Furthermore, politicians' approach is a paradox because: (a) the above-described workforce is not meant to receive quality education, which can impel employers to use the services which are rendered by such employees until retirement age; (b) both the departments of Basic Education and, Higher Education and Training over supply the private sector with a mixture of somewhat educated and poorly educated prospective employees on an annual basis; and such a

tendency is countered by the laws of supply and demand. When the private sector is over supplied with an employable and affordable workforce, it only employs very few people. The remainder of the prospective employees is regarded as the employable and affordable potential employees but unemployed. Such a remainder is added to the unemployed population and it augments the unemployment rate and poverty, which the state initially attempted to tackle and redress, but failed (Van-Broekhuizen, 2016).

In order to maintain a steady (fixed) supply of potential employees who can serve the dual economies of South Africa, politicians instruct district officials of the Department of Education (DoE) to practically implement their decisions through effective leadership at a school level. Therefore, effective leadership at a school level is necessary, because, South Africa comprises different types of education, just as it has two types of economies; the first world economy and the third world economy. That said, effective leadership produces qualified persons whose skills are put to use in the first world economy and, learners who do not conform to its benchmark serve the third world economy. Furthermore, schools which are devoid of effective leadership predominantly prepares learners to work in the third world economy, even though certain former learners within such schools are subsequently employed by employers who belong to the first world economy. In addition, employees occupy positions, which hold low status because they are not fully trained to work in the first world economy. Having said that, it is clear how politics behind effective leadership in schools are applied so as to manipulate the aforesaid leadership to serve the concerns of the politicians, business sector and even administrators at the district level.

The preceding views are related to this study because they reveal the indirect deliberate consequences of effective leadership which is a prerequisite for any candidate who aspires to be a school principal. Furthermore, effective leadership is a phrase which is loosely thrown around as if teachers can rearrange its contents. In addition, effective leadership is designed to incorporate and mask a set of bureaucratic educational policies which bureaucratise the work of educators. Besides, the above inference is confirmed by Graven (2014) who asserts that the DoE presented principals with the Annual National Assessments (ANAs) curriculum, which compels teachers to focus more on learner performance than teaching. Graven (2014) emphasizes that ANAs stipulate that information about learner performance ought to be made available and compared by educators between schools, districts, and provinces, yet no attention is paid as to how teachers can best execute their tasks. According to Graven and Venkatakrishnan (2013), the ANAs do not foster the improvement of learner performance, and such assessments unfavourably affect the culture

of teaching and learning. The researcher deduces that effective leadership in a school setting is not effectual, but if it is effective, then it is only efficacious in the interests of the following groups: politicians, DoE officials (technocrats), its beneficiaries (few top learners who graduate) and the private sector. The researcher also adduces that the ANAs negatively affect the teaching and learning time (Pausigere & Graven, 2013), in lieu of enabling educators to spend more quality time with learners.

In the light of the preceding argument, it is a paradox to infer that there is an explicit variation between the leadership of principals at former predominantly African schools before 1994 and, leadership styles of principals' post 1994 at some former disadvantaged schools. Nonetheless, there is a subtle variation between leadership styles of school principals in the two above-mentioned eras; the major difference is that the official racist education policy is not the policy of the DoE post 1994. However, the majority of learners who are negatively affected by the bureaucratization of educators' work through effective leadership post 1994 are predominantly Africans. This deduction is validated by scholarly work which has been discussed above. That said, effective leadership in a school environment retains fundamental features of the defunct Bantu Education System, which had a poorly designed leadership that catered for Africans. Furthermore, in consideration of the implementation of ANAs curriculum through effective leadership (the researcher infers that globally western values are imposed on educators who are ill prepared and not trained to undertake such a responsibility, which is an addition to their demanding and challenging tasks (Tremblay, Lalancette, & Roseveare, 2012).

It is frequently debated that effective leadership for metamorphosis correlates to transitional proficiency (Jamal, 2014) and, to the potentiality of leaders to inspire their colleagues (with specific reference to this study, teachers), through changing 'personal concerns into collective concerns for a common objective of all stakeholders (Allen, Moore, Moser, Neil, Sambamoorthi & Bell, 2016). Although, the proof about the connections between effective leadership and transformational leadership styles is compelling in affluent communities within the frameworks of western countries, there is insubstantial proof about the pertinence of transformational leadership style for effective leadership in formerly underprivileged environments and, areas which are characterised by different lifestyles, for example; schools which were discriminated against in SA (Mwambazambi & Banza, 2016).

The section below provides a detailed discussion about leadership theories which are a source of many

scholarly research works about leadership styles. Leadership theories assist in elaborating on what exactly causes an individual to become a leader, who can guide, manage, control or supervise subordinates. There are numerous theories concerning leadership styles, but such theories are classified according to the elements, which state precisely why a person is described as a leader. The intended purpose of each leadership theory is to establish institutional efficaciousness. In this study, seven leadership theories provide different definitions about a leader and, they are as follows: instructional leadership theory/style; transactional leadership theory/style; transformational leadership theory/style; situational leadership theory/style; autocratic leadership theory/style; participative leadership theory/style; shared leadership theory/style; and laissez-faire leadership theory/style.

3.4 INSTRUCTIONAL LEADERSHIP THEORY/STYLE

In the context of the instructional leadership style, school principals focus on enhancing a situation which can be conducive for optimum teaching and learning (Gumus & Akcaoglu, 2013). That said, principals who make use of the instructional leadership style place more emphasis on instructions and contents of the curriculum than predominantly managing the school (Gumus & Akcaoglu, 2013). In addition, the strong emphasis which is placed on instructions and the required contents of subjects, makes the instructional leadership style the most appropriate leadership style for a school principal (Gumus & Akcaoglu, 2013). Furthermore, it is suffice to contend that the instructional leadership is essential for direct and indirect beneficial interactions among the principal, teachers and learners (Day & Sammons, 2016). In this regard, class regulations are strictly implemented and followed to the letter, hence, learner performance is enhanced. Moreover, the principal focuses both the mission and vision of the school whenever he/she attempts to establish a conducive environment for the sustained and, effective understanding of the contents of the required curriculum (Day & Sammons, 2016). It is imperative to add that the mission and vision of the school ought to be relevant to the environment in which learners are taught. Moreover, the mission and vision of the school has to accommodate new changes which are designed to improve learning among learners.

Robinson (2011:22) adds that “student-centered leadership requires direct involvement with teachers in the business of improving teaching and learning”. Furthermore, Lemoine and Greer (2014) assert that in the absence of a principal who is considerate about the concerns of learners, pressing problems of learners cannot be addressed, hence, their performances can be compromised. In the context of the instructional leadership style, a principal promotes casual and relaxed discussions with educators and learners that which

result in well managed learning (Robinson, 2011). Moreover, Maponya (2015) provides an outline of roles which are performed by principals who use the instructional leadership style and, they are as follows: (a) employing and managing educators; (b) closely observing and keeping track of the kind of contents of the curriculum which are taught at a given school; and, (c) liaising with the DoE officials and parents in relation to the school schedule and progress. Besides, the principal who utilises the instructional leadership is also accountable for juxtaposing suitable methods for teaching and, organising necessary equipment, which is required for efficacious instructions (Maponya, 2015).

The instructional leadership style is characterised by a number of challenges, which were identified by certain authors below. For instance, the instructional leadership style heavily concentrates on the school principal as the focal point of skills, influence, control, capability and command within the school environment; but such a concentration is problematic because it defeats quality performance (Zvandasara, 2016). Therefore, the concentration of the above-mentioned accountabilities and other tasks, which are not connected to the instructional leadership style, exceed the abilities of principals (Firmaningsih-Kolu, 2015). In the light of many responsibilities, principals are compelled to execute all their tasks as instructional leaders and, enhance the performances of learners and educators, which is very difficult or impossible for one person (Maponya, 2015). Moreover, there are very few principals who can successfully enhance the performances of learners and, educators within the context of the instructional leadership style (Firmaningsih-Kolu, 2015). Thus, the overwhelming majority of school principals do not have the determination and, the required expertise to correctly apply the instructional leadership style within the school environment (Maponya, 2015). Furthermore, the role of a principal as an instructional leader is unavoidably defeated, because of the subjective and value based circumstances within his/her capacity, as well as the inexistent structure which can enable the principal to implement the instructional leadership style (Zvandasara, 2016). Traditionally, school principals hold a neutral supervisory post for which the power to give orders and control is extremely restricted, therefore, the instructional leadership style cannot be implemented easily (Zvandasara, 2016).

3.5 TRANSACTIONAL LEADERSHIP THEORY/STYLE

Transactional leadership is considered as a style which is widely employed by leaders who are action

oriented and, order their supporters to attain institutional objectives via a network of benefits and penalties. Besides, required targets are recognized and remunerated, whereas penalties are applied to unproductive objectives. Furthermore, transactional leaders are also endemic in prosperous institutions in which daily tasks are executed in a haphazard (unplanned) manner, or in institutions where leaders formulate policies and plans of action in a centralised manner (Lekka, Healey & Hill, 2017). In organisations such as those that have been described in the preceding sentence, transactional leaders are likely to be more apt in strengthening the implementation of institutional objectives, through the execution of tasks by individual followers or staff members. The researcher conjectures as such, because transactional leaders examine any given situation as opposed to being reactive and, by so doing, they identify shortcomings and provide solutions; whilst inspiring and giving the followers/staff members the authority (autonomy) to attain institutional goals by adhering to notable standards and ethical principles. Moreover, transactional leadership style often encompasses a situation in which there is reciprocity between the leader and supporters (Sadeghi & Pihie, 2012). Flowing from the foregoing assertion, a transactional leader is principally regarded as an individual who inspires supporters to achieve envisaged end results and, to remunerate them accordingly (Sadeghi & Pihie, 2012). Thereto, Zhu, Sosik, Riggio and Yang (2012) assert that transactional leadership centres on persons who are looking for personal goals and, involves a dependence on personal concerns of individuals that exist in different environments, but brought together by the determination to fulfil human needs. Moreover, the preceding scholarly statement subtly communicates that transactional leadership does not promote autonomy; because, on the one hand, supporters/staff members waive their autonomy within a work place and anticipate rewards in return so to satisfy their basic needs. On the other hand, a transactional leader takes advantage of the followers/staff members' desperation, thus, the transactional leadership style is undemocratic.

Abraham Maslow discovered that individuals possess a stratum of human necessities both biological and non-biological such as: security, deep affection, honour and, self-realisation which involves bringing a person's objectives to fruition (Shastri, 2014), but a transactional leader manipulates such necessities prior to and during the issuance of rewards to followers/staff members. In addition, Abraham Maslow stressed that self-realisation is the most important need, and this particular need facilitates the execution of finer implicit details by a transactional leader who turns self-realisation upside down on top of its head. Therefore, self-actualisation indirectly permits a transactional leader to put the followers/staff members back in a position which they attempted to avoid at an initial stage.

Thus, the principal as a transactional leader influences teachers through setting targets which have to be effectuated. On the one hand, if teachers correctly fulfil school goals, they are given rewards so that such acceptable behaviour is reinforced. On the other hand, a principal who adopts a transactional leadership style punishes teachers that fail to meet required targets, thus, they do not receive certain benefits. Such a principal punishes unacceptable behaviours of ineffective teachers so as to discourage unwanted conducts which do not conform to a transactional leadership style. Granted that a transactional leader is pragmatic, a principal who employs the above-mentioned leadership style is highly likely to conduct unannounced visits to various classrooms, so as to ascertain if teachers adhere to and perform the aforesaid routine tasks. A transactional leadership style is likely to discourage absenteeism on the part of teachers and, boost their morale due to the presence of a principal during lessons. Although a transactional leader (principal) within a realm of a school environment has the potential to positively influence educators as already indicated above, the behaviour of such a leader can similarly impact negatively on them. Given the power of a principal as a transactional leader on the one end of the continuum and, teachers who are dependent on their posts on the other end of the continuum; a principal is likely to easily manipulate educators and abuse his/her office. The manipulation of educators is highly likely to be achieved by following possible tendencies: (a) demanding certain unethical favours from teachers; (b) intentionally overloading certain teachers with unnecessary workloads so that intended targets are not achieved, thus, poor performance; and (c) withholding relevant information from certain teachers so as to set teachers against each other.

Transactional leaders (with specific reference to school principals) are also prevalent in schools that consistently perform well, despite the fact that such schools lack established procedures, which are supposed to be followed by teachers whenever they execute their daily roles. In relative terms, a school principal who embraces a transformational leadership style is better positioned to positively influence teachers in a school that has been described above. In regard to a principal that adopts a transformational leadership style, teachers execute their tasks independent of the principal and, such job tasks are in line with the curriculum or the emended curriculum.

However, there are numerous shortcomings in the transactional leadership style. Firstly, the application of the transactional leadership style cause employees or subordinates (teachers) to establish unstable bonds with supervisors or managers (with reference to this study, principals), which only exist for a limited period

(Gundersen et al., 2012). Furthermore, such bonds are subject to the issuance of rewards by the leader as a gift for the acceptable work that is performed by employees (Gundersen et al., 2012). Moreover, the temporary bonds between the leader and the recipients of rewards cause animosities and dissatisfactions between many employees (Odumeru & Ifeanyi, 2013). The transactional leadership style is faulty because, it is commonly applied to all employees and; it also overlooks circumstantial and situational elements which are linked to institutional problems (Yukl, 2011). Besides, researchers who espouse the transactional leadership style traditionally encompass two leadership styles namely, the transformational and transactional (Gundersen et al., 2012).

Secondly, the disadvantages of a transactional leadership style are as follows: (a) it does not promote creativity among employees, which is a significant element that is needed for the consistent success of any institution (Odumeru & Ifeanyi, 2013); (b) Rewards which are paid to subordinates that perform efficiently within a given period impact unfavourably on creativity and, workers (with reference to this study, educators) who are controlled by a transactional leader (a school principal) demonstrate very little or no creativity at all (Smith, Eldridge, & DeJoy, 2016). The existence of minimum creativity or the lack thereof among teachers under the control of a school principal that uses a transactional leadership style does not promote proactive and innovative teaching (Smith, Eldridge, & DeJoy, 2016). According to Smith, Eldridge and DeJoy (2016), transactional leaders (with reference to this study, school principals) do not urge employees to frequently make use of their imaginations and to form mental images about thoughts. Put slightly different, principals who use a transactional leadership style do not encourage educators to re-evaluate their usual old teaching methods and the manner in which routine problems are solved, so as to try new methods.

3.5.1 Transformational leadership theory/style

Anderson (2013:32) defines transformational leaders as leaders who are positioned to “*empower their followers and encourage them to do more than they originally expected to do*”. Furthermore, Nyausaru (2014) contends that the transformational leadership style improves the inspiration, self-confidence, self-esteem and efficiency of all participants via an assortment of procedures. Besides, the transformational leadership style presupposes that deeds of leaders are founded on incorruptible, principled and impartial contemplation of all individuals in a given institution (Uhr & Walter, 2014). Further to the above, Nanjundeswaraswamy and Swamy (2014) state that the transformational leadership style focuses on the

growth and success of supporters and the evolution of their necessities. Moreover, Thomas (2016) stresses that leaders with a transformational leadership style focus on the progress and evolution of an effective team of staff members, as well as their motivational extents and, ethics which are characterised by the introduction of their capabilities. Nanjundeswaraswamy and Swamy (2014) state that the purpose of transformational leadership style is to change employees and institutions; thus, such a transformational process enables individuals to broaden their scope and perceptions regarding conducts that are compatible with ethics and, ideas that result into lasting and continuous adjustments that are embedded in a cycle.

Brown, Fraser, Wong, Muise, and Cummings (2013) contend that the transformational leadership style occurs in a situation where a leader embraces and espouses diverse concerns of followers or staff members, and such a conduct leads to the recognition and acknowledgement of the role and, detailed responsibilities of all staff members. Therefore, transformational leaders urge their supporters to examine and consider difficulties from different viewpoints and, this contributes to the job satisfaction of employees (Hardy, Jackson, Webster, & Manley, 2013). Transformational leaders also proffer sustenance to subordinates and, motivation which reveals creativity and, activates excitements and recognition (Hardy, Jackson, Webster, & Manley, 2013).

Anderson (2013) cited above, briefly touched on the matter in which a transformational leader has the responsibility of empowering followers or subordinates. This is a very important aspect of this study because within the context of a transformational leadership style, a principal actively involves educators in the decision-making process regarding school matters, as opposed to a unilateral approach where educators are consistently ordered to achieve school objectives. Such a unilateral model in the decision making process is synonymous with a school principal who employs a transactional leadership style as discussed above. With regard to a transformational leadership style, the school principal urges educators to participate in an enabling reciprocal relationship; which relatively speaking, involves a shift from a somewhat rigid centralised decision making process to a procedure that accommodates and recognises the participation of ordinary educators in the determination of resolutions. Thus, the above-mentioned author highlighted that educators are empowered within the transformational leadership style. That said, in light of the shared authority between the principal and educators within the realm of transformational leadership style, teachers can be motivated to execute their individual tasks towards achieving both the mission and vision of the school.

Moreover, educators are permitted to perform their tasks within discretion which is rendered by the principal with a transformational leadership style. Nonetheless, the discretion delegated to teachers by a transformational leader at a school level, does not invalidate the adherence to a set of procedures, which are designed to enhance the vision and mission of a given school. The preceding level of flexibility can possibly give rise to ingenuity among educators, because some of them may strengthen a general tendency of regarding themselves as sub-leaders within a school environment. Such a tendency among educators of regarding themselves as sub leaders emanates from the manner in which a principal with a transformational leadership style treats them. Therefore, the innovativeness on the part of the principal to treat educators as leaders may cause teachers to search for the advantages and disadvantages of the previous leadership style, and contrast them with qualities of a transformational leadership style. It follows that a number of teachers are highly likely to focus on the benefits of a transformational leadership style, especially given the introduction of semi-autonomy under the above-mentioned leadership style. Put differently, such creativity of a principal with transformational leadership qualities may cause educators to critically review their individual retrospective performances during a previous restrictive leadership style, and such analysis may even result into positive outcomes. For example, possible fruitful adjustments that enhance their subsequent execution of tasks and which also conform to the transformational leadership style.

Although a transformational leadership style favourably affects employee and institutional accomplishments (Hardy et al., 2013), the fundamental procedure of the leader's effect is ambiguous and very few researchers evaluated the impact of the transformational leadership style on teams of employees and institutions. Moreover, the transformational leadership style cannot be used adequately in identifying the influence of circumstantial and contextual inconsistencies on the effectiveness of the leader (Sprouse, 2013). Besides, the building blocks of the motivational aspects and the effects of the transformational leadership style are not separated; therefore its inspirational features cannot be distinguished from the end results (Sprouse, 2013).

In instances where a school principal is less knowledgeable, inexperienced and detached from relevant routine school activities; a transformational leadership style is not likely to be effective in such a school environment, because certain educators may not adhere to their tasks given the detached role of a principal. Therefore, a combination of a transformational leadership style and transactional leadership style can be a workable solution to the above dilemma. Relatively speaking, a unilateral implementation of a

transformational leadership style is not likely to be the ideal leadership style in a school environment; because of possible differences in levels of moral reasoning, which correlates with variations in qualifications among educators. Granted the importance of moral reasoning within this critical discourse, it becomes necessary to describe the aforesaid phraseology at this stage.

According to James (2012), moral reasoning relates to the ingrained determination of decisions, morals, principles, standards and rules of conduct, especially if a person is faced with a conundrum. Furthermore, BeiBert and Hasselhorn (2016) assert that various differences in terms of qualifications influence the moral reasoning of a person. The preceding assertion is also echoed by Palmer (2011) who compared and contrasted the extent of moral reasoning of professional university students with that of undergraduate students. Besides, Palmer (2011) discovered that the extent of moral reasoning among professional university students is more superior to that of undergraduate university students. The above scholarly works indicate that enhanced qualifications augment the extent of moral reasoning of individuals. Moral reasoning relates to this study because, a transformational leadership style involves an enabling environment where a principal permits educators to participate in the decision making process. The irony or paradox about the principal's preparedness to share the decision making process with educators, is that teachers have different extents of moral reasoning. For example, certain teachers are highly qualified whilst others are poorly qualified, especially, in a South African scenario. Therefore, in line with the above studies, persons with superior qualifications tend to be associated with increased levels of moral reasoning, whereas those who are lowly qualified have reduced levels of moral reasoning. That said, teachers with reduced levels of moral reasoning negatively affect the decision-making process within the context of a transformational leadership style; because they do not fully conform to the incorporated determination of decisions, morals, tenets, standards and rules of conduct (Bartels, Bauman, Cushman, Pizarro & McGraw, 2015).

It is clear that there a number of challenges which are embedded within the transformational leadership style. For example: even though there are so many benefits which are associated with transformational leadership, it is worthwhile to contend that this form of leadership cannot just be transferred from one person to another, but it can only be possibly generalised through humanistic psychology (O'Brien, 2016). That said, there are other factors which can unfavourably affect the transformational leadership style, for instance teacher commitment; because there is no uniform commitment of teachers and principals to their respective roles (Arokiasamy, Abdullah, Ahmad, Ismail, 2016). Therefore, even though four principals

use the transformational leadership style in different schools the influence on teachers is much likely not to be the same, especially, in the light of possible differences in levels of teachers' and principals' commitment to their roles. Moreover, the absence of rewards in the transformational leadership style, which can reinforce good behaviour or teacher commitment, is considered by the researcher as setback for a transformational leader within a school environment. It is common knowledge that good conducts of human beings are retained through tangible rewards not through mere verbal encouragements and back perks.

3.5.2 Situational leadership theory/style

Even though the situational leadership theory is one of the theories which are frequently employed in the field of managerial leadership, it continues to be among the under validated perspectives. Furthermore, despite the fact that famous management texts regularly incorporate the situational leadership theory in a section concerning leadership discourse, it is rarely analysed and, the lack of scholarly advocacy for the above-mentioned theory is not probed. According to Cherry (2016), the situational leadership theory conjectures that there is no leadership style which is better than the other, but leadership styles are subject to the prevailing contextual circumstances. Furthermore, the situational leadership style proposes that effectual leadership demands that a leader must reasonably understand a given problematic circumstance and, apply a suitable solution in a contextual manner (Yuki, 2012). In addition, the situational leadership style is task-based, thus, the focus is not on the concerns of employees or followers.

Situational leaders thoroughly explain various tasks of employees within an institution and give orders, therefore, information flows in both directions (Spahr, 2015). In this regard, Cherry (2016) contends that the situational theory which is also known as Hershey & Blanchard's theory, consists of four stages of growth and these are as follows: M1, employees within this category are devoid of expertise, ingenuity, and preparedness to bring their allocated responsibilities to fruition; M2, this category is composed of employees who are prepared and committed to allotted duties, nonetheless, such employees are devoid of the required capability; M3, employees who belong to this grouping do possess the necessary expertise and ability to bring allotted duties to fruition, nevertheless, they are unprepared to undertake their duties; and, M4 comprises employees or staff members who are qualified and prepared to finalize duties which are allocated to them. Thereto, the situational leadership theory projects that the exact type of a connection between a manager's conduct and a junior employee's characteristics is explained as follows: for junior employees with a stubby sense of responsibility, supervisors must exhibit comparatively lesser

contemplation and, much elevated orders; nonetheless, as junior employees accrue a greater sense of responsibility, orders must be reduced, whereas, supervisors should be attentive to middle junior employees; managers must lower their level of attentiveness if middle junior employees attain a higher sense of responsibility (Almansour, 2012).

Moreover, Almansour, (2012) stresses that the situational leadership theory has a number of advantages which are relevant to work places and these are as follows: the above-mentioned theory is employed by experts in various inculcation programmes where employees are taught necessary leadership lessons; the situational leadership theory is not complicated for trainees or ordinary employees, therefore, it is very comprehensible and such a theory is widely applied to a variety of other leadership styles; the aforesaid theory is more direct and enforceable than other leadership styles which are relatively more explanatory oriented; and lastly, this theory highlights the moral principle of honesty (i) in terms of the situational leadership style, junior employees are perceived on the basis of their different levels of preparedness in respect of undertaking work tasks, which seem to be complicated to them, (ii) it also emphasizes the moral tenet of initiating a collection of matching capabilities for employees.

The situational leadership style has weaknesses and the following arguments encompass relevant critical discussions in this respect. According to Mulder (2012), the situational leadership style is inconsistent and, it does not conform to all situations. In addition, Mulder (2012) contends that the situational leadership style cannot be used continuously in a given environment. Furthermore, Sparh (2015) concurs with the preceding author and, asserts that the situational leadership style is unstable, incongruent and ambiguous. Spahr (2015) also suggests that no specific known leadership style is generally and always effectual in any situation. In fact, behavioural hypotheses rely on conjectured leadership styles, which are problematic to pinpoint (Spahr, 2015).

Similarly, Almansour (2012) states that the situational leadership theory is characterised by shortcomings and asserts that there are uncertainties of the description of follower development level, because initially it was described as a concoction of follower dedication and capability. Nevertheless, the outcome of whichever form of deliberation in formulating a developmental value is subsequently changed from a continual value to a collection of separate groups of follower level development. Moreover, an exact procedure for evaluating the situational leadership theory is not proffered by the exponents of the aforesaid

theory. Thus, whichever preferred official procedure for scrutinizing this theory, the situational leadership theory involves formulating a strategy which can cause the developmental level to function, that is, when exposing the theory's emphatic precepts to verifiable evaluation.

With reference to the situational leadership theory, Almansour (2012) highlights that junior members of staff (with reference to this study, inexperienced junior teachers) should be understood in terms of their dissimilar phases of willingness to perform intricate tasks. In respect of this study, it can be inferred from the preceding statement as follows: (a) as inexperienced junior teachers improve and augment the manner in which they perform assigned complicated tasks, principals may start to decrease their strict supervision in regard to the educators' adherence to prescribed teaching materials and acceptable conducts, that is, until such teachers proceed to a mediocre phase; (b) furthermore, the researcher suggests that principals may also start to augment their association with inexperienced junior teachers, after noticing improvements in the way in which such educators discharge intricate tasks, but it must be before they move to a mediocre phase; and, (c) it can also be deduced from the above statement that as junior teachers gain a certain degree of experience and transition to phases that are higher than mediocre stages, it is advisable for principals to lessen their strict supervision and association with such educators.

Although the situational leadership style is necessary as elucidated above, it also has shortcomings, for example, on the one hand, a school as an institution of learning consists of teachers who are trained in diverse areas of specialisation, thus, many of them are experts in certain subjects, and on the other hand, a school comprises requirements, procedures and structures. Given the aforementioned, a school principal is not an expert in all subjects and other critical fields within a school setting. Recall, that the situational leadership style/theory fosters and urges consultative forums between a principal who is devoid of expert knowledge in certain fields and, educators that are skilled in areas where the former encounters difficulties. Within the context of a situational leadership style, professional educators with certain expertise merely advise a school principal who is devoid of highly sought after information. That said, certain problematic areas need an expert to directly intervene over a prolonged period of time, which may highly likely lead to complete and permanent takeover of all cardinal roles that are normally executed by a principal. It is probable that multi skilled educators with several higher degrees can be multi tasked so as to ensure a smooth management of a school. The disadvantage of the situational leadership style is that it does not

involve any discourse that focuses on, or covers matters concerning a temporal or permanent takeover of institutional management by a highly educated and skilled subordinate (Almansour 2012).

3.5.3 Autocratic leadership theory/style

The autocratic leadership theory centres on a specific collection of conducts and traits of leaders. Furthermore, autocratic leaders are also referred to as authoritarian leaders, and such types of leaders wield absolute authority and do not involve their subordinates in determining and reaching decisions (Gill, 2014). Nonetheless, Iqbal, Anwar and Haider (2015) contend that there are numerous advantages of the autocratic leadership style, such as: (i) the autocratic leadership style is very economical for the leader and the institution; (ii) the autocratic leadership style is based on job performance, and it improves efficiencies and leads to high morale of certain employees at workplaces, such as; a school; (iii) the autocratic leadership style is very effective in addressing short-term problems; (iv) autocratic leaders effectively manage organisations and, this also contributes to proper time management. In reference to the autocratic leadership, Tiwari (2014:8) contends that high morale is a when an employee is satisfied with the work and creatively takes a step and gives his/her allegiance to the institution, whilst concentrating on accomplishing goals for the institution.

Gill (2014) however asserts that followers of autocratic leaders are not allowed to partake in the deliberations of institutional policies. Moreover, Cherry (2014) contends that authoritarian leaders select one-sided options, which are grounded in their unopposed opinions and discernment of circumstances; such leaders exhibit very little or no interest in getting the return to their inputs (one-sided decisions) from followers. In addition, Cherry (2014) highlights that autocratic leadership is advantageous in certain respects, for example: hasty resolutions and conclusions can be reached in the absence of subordinates or other parties. It is suffice to conjecture that autocratic leadership is undemocratic because subordinates are not positioned to influence any resolutions which are made by their leaders. Also, it is correct to add that followers of authoritarian leaders are allowed to make contributions through the executions of their routine tasks (Gill, 2014).

In the light of the above assertions, it is apparent that an autocratic school principal is well-positioned to issue directives and instructions to teachers, because such a leader has total control over the school environment. Flowing from the afore-mentioned inferences, it can be deduced that an autocratic school

principal can be effective within the school setting as resolutions may hastily be concluded without any inputs from teachers. It is noted that Gill (2014) touched on a very sensitive matter of non-participation of followers in the formulations of institutional policies; such an autocratic tenet can have ripple effects on the manner in which a school principal manages teachers, for example, enhanced professionalism. Besides, Senior and Swailes (2010) contend that the autocratic leadership style involves very little or no inspiration from staff members and, moves subordinates or followers through the adoption of pledges and punishments, for example; distribution of rewards for good performance and non-receipt of rewards for poor or no performance.

It may be inferred that a school principal who adopts an autocratic leadership style unilaterally determines every decision on how to manage all the issues pertaining to the entire school. Unlike other leadership styles such as, the situational leadership style where the principal may confer with educators as and when the need arises, an autocratic principal does not exchange views with teachers about the management of the school. It is also suffice to deduce that an autocratic principal employs a top down structure where ready-made directives and instructions forcibly trickle down to HODs, who disseminate them to educators. Moreover, it can be reasoned that an autocratic principal sets an unchallenged trajectory in which unilateral decisions flow in only one direction not *vice versa*. Having said that, the innuendos of the above-mentioned conduct are as follows: (a) teachers become frustrated and, may feel trapped in an imposed cycle in which their creativity is suppressed; (b) the continual non-participation of educators in the decision making process, which pertains to the management of the school, may lead them to believe that their valuable services are not acknowledged and recognised by the autocratic principal; (c) the somewhat twisted inspiration that is proffered within the context of autocratic leadership style which is subject to rewards, punishments and pledges, is open to unlimited interpretations and might be construed as a mockery by certain educators (d) in consideration of the concoction of the foregoing innuendos, certain teachers perform their tasks inadequately for sake of earning salaries, not out of their best abilities (Butler-Kisber, 2013).

Khan, Khan, Qureshi, Ismail, Rauf, Latif and Tahir (2015) contend that the autocratic leadership style has inherent shortcomings as follows (a) in contrast to assertions of thorough supervision with guidelines so as to enhance efficiency and lessen depression, conducts of autocratic leaders bring about insubordination, dissatisfaction, low morale, animosities, and mistrust amongst employees; (b) due to the non-participation of employees in the determination of decisions which affect them, employees do not commit themselves to

their roles or tasks; (c) there is a great deal of biasness against certain employees because the autocratic leader wields power alone and, uses it to favour a number of employees; (c) unilateral unquestioned decisions of an autocratic leader prevent employees from being innovative, and this disadvantages the overall performance of the institution as a whole; and, (d) there is a lack of self-determination and unity among employees, because they are dependent on unilateral decisions made by the autocratic leader.

3.5.4 Participative/democratic leadership theory/style

The participative leadership theory (democratic leadership style) is almost identical to the transformational leadership theory discussed above and, the former highlights the relevance of inputs which are contributed by group members. According to Lamb (2013) within the context of a participative leadership style, group members are urged to constructively question anything and air out their views, and the leader includes them in determining decisions, although the leader determines final decisions. However, Amanchukwu, Stanley and Ololube (2015) contend that a democratic leader urges the employees or group members to be innovative, and they frequently participate in decisions and, execute a variety of activities pertaining to the institutions.

Amanchukwu, Stanley and Ololube (2015) assert that employees who are supervised by a democratic leader/manager are inclined to experience high job satisfaction, and that they are highly efficient because they are more engaged. Furthermore, Lamb (2013) states that the democratic or participative leadership style also assists employees with the development of skills and, they are inspired and attached to the organisation, which is more than monetary rewards. Besides, Northouse (2012) states that the participative leadership style enables a leader to consult the rank and file membership, thus, views and expressions of group members are incorporated into the subsequent programme of action of a given school.

According to Nadarasa and Thuraisingam (2014), participative leadership style allows staff members to accumulate certain gains and these are: knowledge; shelter; job security; fringe benefits; funds which are allotted for employees who are incapacitated whilst on duty; and, the distribution of surplus income among employees which is generated by the organisation concerned. Moreover (Gill, 2016) affirms that a democratic leadership style involves well-organised roles, and a reciprocal relation between a leader and subordinates, thus, employees prioritise efficiency. Clearly, democratic leaders recognize and acknowledge the significance of all contributions tendered by all employees and managerial staff members (Gill, 2016).

As a way forward, Gill (2016) deduced that the aforesaid leadership style is the utmost efficacious style of leadership. In relative terms Ford, Menchine, Burner, Arora, Inaba, Demetriades and Yersin (2016) do not concur with the preceding author and, they argue that the effectualness of team leaders is subject to the yard stick which is employed in the examination of headship.

With reference to the disadvantages of the democratic leadership style, Buzzle (2013) argues that the involvement of all participants in hammering out finer little details and reaching tangible conclusions is practically impossible. Moreover, Khan, Khan, Qureshi, Ismail, Rauf, Latif and Tahir (2015) briefly discuss a number of disadvantages of the participative leadership style and, they are as follows: (a) the participatory approach involves detailed discussions in which participants contribute to the decision making processes, therefore, it's both time and resource intensive; and, (b) the participative leadership style discussions are tiresome and involve numerous challenges; (c) participative leadership style discourses are heavily reliant on the age of the participants, preferably older participants who dominate others, thus, an undemocratic feature exists; and, (d) participative leadership style discussions mostly result in deadlocks and, do not lead to best remedies because a number of participants are not always satisfied.

Taking into consideration the preceding scholarly critical discourse concerning the participative leadership theory, the researcher adduces a number of inferences below. In line with the participative leadership theory, a school principal who embraces the participative leadership style converses with educators about the decision making process and how to manage a given school. That said, teachers are inspired to execute their respective tasks and, such a behaviour has the potential to enable an automatic chain reaction where a principal can easily allocate appropriate workload to an educator(s) without repeating a lengthy process of consultations. The elimination of unnecessary repetitions of consultations between a principal and teachers is prominently likely to be prevalent in schools where teachers are highly skilled and qualified; meaning that well-qualified educators are capable of working as a team which involves sharing amongst themselves effective methods in teaching. In addition, such educators are also capable of discharging their duties independent of constant instructions and pieces of advice, which are usually sourced from the principal.

In reference to the above argument on the impossibility of reaching a decision(s) which involve(s) many participants (with reference to this study, educators and a principal), the feasibility of such an undertaking in practice depends on a number of factors that will be critically discussed hereunder. For example: it is

plausible for many people to take part in a decision making process and, be able to reach a sound and valid decision. Such a massive participation entails broad consultations in which informed views are exchanged and criticised for the benefit of all stakeholders and learners. A massive participation of individuals (with reference to this study, many teachers and a school principal), in a decision making process is also dependent on the amount of moral reasoning of each individual participant. The higher the level of education, the higher the level of moral reasoning of such an individual. It should be noted that the level of education among educators is not homogenous, but it is heterogeneous. In addition, the higher the degree of moral reasoning of a specific person, the more capable that such a human being can make decisions which are rational and sensible, that is, irrespective of any negative prevailing circumstances. Should there be a very low level of moral reasoning among the overwhelmingly majority of decision makers (many teachers and a principal), then an irrational decision may be reached or it may be impossible to make any decision altogether.

Besides, absenteeism amongst teachers may also somewhat influence the feasibility of involving many participants in a decision making process. In addition, teachers may be absent from work due to prolonged opportunistic diseases as a result of AIDS or HIV infection. Alternatively, certain educators may go to their respective school like any reasonable committed educator; but during work hours such educators usually abrogate or renege their official tasks and leave school premises. It is also possible that there are loose groups of teachers whose members go to work as and when the need arises; because, such educators are aware of certain loopholes within a school structure that may be manipulated. Granted the probable factors that contribute to the culture of absenteeism amongst teachers, it may almost be impossible to involve all educators in a relevant decision making process. Even though a principal somehow manages to involve all absent educators in the decision-making processes, such participants may add trivial inputs largely based on wishful thinking, rather than informed arguments. Therefore, absenteeism amongst educators unfavourably influences the decision-making process at a given school. That being said, it is possible that a principal may be one of the educators who are regularly absent and, such behaviour negatively affects other educators as well as the participative leadership style.

It may be suggested that the state of the mind of participants (with reference to this research, many educators and a principal) during the decision making process is very essential/critical. If the majority of decision makers (educators) are very drunk and unruly or very high on illicit drugs, then under such circumstances

a decision(s) may be made in a biased manner, or the parties concerned can agree to disagree on submitted proposals. Therefore, the possibility of making rational and sound decisions might be very bleak. Irrespective of the number of teachers involved in a decision making process, an impasse may still exist due to the influence and damaging effects of alcohol and illicit drugs on such users (Lachenmeier & Rehm, 2015).

3.5.5 Shared leadership style

Somehagen and Johannson (2015) state that the shared/distributed leadership style is not a new concept, but has been in existence for many centuries. The shared leadership style also prevailed during the Roman Empire and applied it for almost five hundred years (Somehagen & Johannson, 2015). It involved reasonable consultations and sharing the process of determining final decisions among presiding officers of magistrate courts and upper structures such as the ambassadors or the consul general (Somehagen & Johannson, 2015). However, due to gradual changes that occurred over a long period of time, the majority of institutions are guided, controlled and managed by a single leader in a manner which resembles a triangle (Kools & Stolls, 2016). Put differently, the preceding description denotes that many contemporary leadership styles enable individuals who are regarded as leaders and, identify themselves with such leadership styles to wield more powers than their own followers or subordinates; and this is contrary to shared/distributed leadership style. Many modern leadership styles can be likened to a 'triangle shaped' structure where a leader is placed alone at the upper peak, where directives, instructions and orders are discharged unilaterally and flow in the direction of the subordinates. Van-Vliet (2014) contends that it is increasingly turning into an almost impossible practice for one person to have every expertise and capabilities, which are necessary for the successful and smooth management of contemporary institutions. Van-Vliet (2014) emphasises that more often than not, many institutions have learnt bitter lessons that there is no single person, irrespective of his/her talents or level of education, that can be correct every time; and/or that there is no person who can successfully manage an institution by relying on average performances.

Moreover, the shared leadership style can be used in a number of work environments, especially, where employees are independent of centralised control and, use their expertise to perform work tasks (Iqbal, Anwar & Haider, 2015), for example, teachers. The shared leadership style is suitable for teams, which consist of qualified employees who constantly collaborate and communicate among themselves gives rise to circumstances that are relevant to innovation and, births the independence of employees in terms of

executing tasks without engaging in constant consultations with the central bureaucratic management. In terms of the shared leadership style, group members embrace change and, support each other based on the requirements of the assignment to be performed (Yammarino et al., 2012). In the context of the school environment, there are too many tasks for a leader, and it is impossible for the principal to perform them alone, thus, the leadership role has to be shared extensively with other educators (Day & Sammons, 2016). That said, there is a need to foster many and shared origins of leadership that cover complicated societal and contextual circumstances (Bolden, Jones, Davis & Gentle, 2015). Moreover, many educators are dissatisfied with the instructional leadership style which regard the principal as the focal point of skills, competency, command, and proficiency (National Council of Professors of Educational Administration, 2012). Hence, Bolden, Jones, Davis and Gentle (2015) propose that leadership is a derivative of the interplays between the principal, educators and their contextual environment, instead of treating it as an offshoot of the principal's proficiency and expertise.

Granted that schools are managed in a transparent and complicated environment, it is unreasonable and illogical for principals to have expert knowledge in all issues (Meador, 2017). Furthermore, the school leader (principal) is reliant on educators (Meador, 2017), therefore, educators are critical in enabling the leader to lead them and, they also know how to practically use the powers of a principal (O'Brien, 2016).

Roles and tasks undergo transformation over a given period of time, therefore, certain innovative persons with specific expertise are permitted to lead institutions (Hogeland, 2013). In addition, the sharing of roles is consistent, because several or all team members are allowed to partake in leadership roles and other relevant activities of institutions (Cloutier et al., 2016; Smets et al., 2015), for instance, teaching. The remarkable characteristic about the shared leadership style is that it promotes collaboration amongst team members, instead of competition (Day & Sammons, 2016). Within this context, a leader does not supervise and control other team members, except in situations where group members consent to be treated as such (Day & Sammons, 2016).

Besides, in contemporary times, organisations have shifted from production-based economies to knowledge driven economies and, the implications of such a shift turn the rigid and centralised leadership upside down on its head; because employees are not mechanised robots who can be programmed by pressing buttons (Hogeland, 2015). The researcher deduces that the foregoing statements imply that in the modern era the

execution of tasks involves teamwork where necessary information is shared among employees and the management. In addition, knowledge economy entails educated persons who possess much sought after rare knowledge, which is sold to the employer through professional services that are rendered by the holder/or knower of the specific knowledge. In many circumstances the management may not have a clue about a certain pressing subject matter, which specifically requires an expert employee's intervention. In such situations a distinction between a leader and subordinate is blurred, because decisions are shared between all stakeholders. Moreover, shared leadership is also known as team management where team members manage the organisation collectively; shared leadership denotes that there is no specific team member who is regarded as the sole leader, thus, the decision making process is shared by team management (Fitzsimmons, 2016).

With specific reference to this study, shared leadership is necessary because all contributions of educators are somewhat weighed up, and collective well-informed decisions are made for the benefit of all members of the school, for example teachers, principal, learners, support staff and parents. It may also promote commitment, satisfaction and efficiency among teachers. Many educators may feel that they are honoured, because of consistent available opportunities where they make influential decisions together with a principal as equal partners. However, shared leadership style may give rise to bad behaviour among educators of low ranks with limited experience. Furthermore, shared leadership might also contribute to a biased decision making process in which personal opinions are not questioned and accepted on face value.

In spite of the abundance of literature which support the relevance of the shared or distributed leadership style, it has disadvantages. At initial stages, numerous discourses pertaining to the shared leadership style become abortive, because so many educators with different opposing views assume the leadership role within a school (Bolden, Jones, Davis & Gentle, 2015). Furthermore, in situations where the shared leadership style is incorrectly applied by the leader concerned (for example, a principal), it can be misconstrued as a tool used in pressuring educators to commit themselves to teaching and, state amendments in the educational sector (Squires, 2015). Within the context of the shared leadership style, numerous principals are obstacles due to the following facts: (i) numerous principals refuse to encourage and support educators with the greatest potential to become subsequent school principals; (ii) many principals neither want to share the authority, nor manage the school with educators; (iii) many principals are biased and only select favourite educators to share the leadership role, because such persons are

consistently supportive of the principals (Squires, 2015). Furthermore, many conventional principals purposefully instigate disobedience and contemptuous acts for educators who are not appointed by them to share the leadership at a school level, thus, the purpose of the shared leadership is intentionally defeated (Ndwandwe, 2015).

3.5.6 Laissez-faire leadership style

According to Gill (2014), laissez-faire leadership style is not appropriate for rule-bound and inflexible organisations, especially, government departments. Laissez-faire leadership style is grounded in conviction and certainty; hence, a laissez-faire leader's approach is such that an organization can be successful if a robust group of highly qualified staff members with much sought after skills, are given tasks to execute (Gill, 2014). In this regard, such highly inspired experts have credible proven track records and, the laissez-faire leader allows them to make their own decisions and complete tasks without making consultations (Gill, 2014). Moreover, a laissez-faire leader does not supervise or regulate employees and, hence, they have the freedom which can easily be abused in order to advance their own interests (Tarsik, Kassim & Nasharudin, 2014). Furthermore, Huang, Wang, Wu and You, (2016) assert that the laissez-faire leadership style is also characterised by unfavourable results, such as: depression, anxiety and the removal of the sense of purpose among employees. A leader who uses the laissez-faire leadership is detached from the activities of the organisation and has no strategy (Quintana, Park & Cabrera, 2015). Therefore, such a leader does not provide employees with any information concerning their prior conducts, so as to make changes which can contribute to improved performances (Quintana, Park & Cabrera, 2015). In relative terms, the laissez-faire leadership style is not effective, whereas the transformational and transactional leadership styles are beneficial to employees and organisations (Amanchukwu, Stanley & Ololube, 2015). Nonetheless, the laissez-faire leadership style is very important for certain individuals who unfairly accrue tangible gains directly or indirectly (Rubin, 2013).

There are certain circumstances in which laissez leadership style is favourable and, a number of employees accept it, even though they complain (Ryan & Tipu, 2013). For example, ideas of self-reliance (Eisenbeiß & Boerner, 2013), self-supervision, employee unilateral decision-making process (Quintana, Park & Cabrera, 2015), and emancipation (Amundsen & Martinsen, 2014) can be implemented by employees under the laissez leadership style. Moreover, Ryan and Tipu (2013) state that the laissez-faire leadership style gives rise to creativity among employees in certain situations, because the leader does not perform the

leadership role. The laissez-faire leadership style is very important for individuals who accrue tangible gains directly or indirectly, because its exponents are not held accountable in most instances (Gill, 2014). The preceding literature reveals that there are so many types of leadership styles, and in reference to this study, the selection of a suitable leadership style is subject to the prevailing circumstances in a given school(s). For example, a school principal may elect to use one particular leadership style or may decide to employ many leadership styles simultaneously due to her/his individual characteristics, which are affected by the following: different stages of qualifications; expertise; the length of service; and the workplace(s) where the educator previously worked (Bourke & Dillon, 2016). In addition, a school principal's choice of leadership styles is also influenced by different personal characteristics of teachers, for example: inexperienced educators might compel a school principal to use an autocratic or transactional leadership styles; whereas a school principal is likely to employ participative, shared or transformational leadership styles in circumstances where he/she happens to deal with experienced teachers within a school environment (Bourke & Dillon, 2016). School standards of behaviour, rules and procedures are also connected to the leadership style(s) chosen by a school principal, and therefore, such a combination may unfavourably affect educators and parents (Bourke & Dillon, 2016). With reference to this study, the literature review also revealed that the above-mentioned leadership styles are relevant to the effective and smooth management of a school.

3.6 KNOWLEDGE GAPS

Although various authors have provided detailed critical discussions about different types of leadership styles, none of them discuss the differences between male and female school principals in terms of their respective moral reasoning. One leadership style may be applied differently by a male principal and a female principal due to gender-based variations in their moral reasoning. In regard to the phrase of moral reasoning, it relates to the leader's inherent ability to determine decisions and, evaluate codes of behaviour and rules of conduct, especially when faced with immoral circumstances (BeiBert & Hasselhorn, 2016). Furthermore, Tavani (2013) provides a simplistic step-by-step explanation of moral reasoning, as follows: (a) Initially, a leader creates a principle which draws his or her logical thinking to an intended act; (b) Afterwards, a leader designs it as an all-inclusive principle for all reasonable persons; (c) A leader evaluates if that particular ideal principle is feasible in an ordinary environment; (d) If such a principle is practical, then the leader must ask himself or herself whether he or she should use it as an acceptable principle in any society. That said, different authors describe the application of leadership styles as if there are no gender-

based differences in moral reasoning, yet the opposite is true. In fact, research findings of a study conducted by Skoe (2014) indicate that there are marked dissimilarities between males and females in terms of their levels of moral reasoning, and that females are more superior to males in respect of moral reasoning. In the context of this study, moral reasoning affects the decision-making process of individuals (educators and principals) differently (BeiBert, & Hasselhorn, 2016), for example: different levels of academic qualifications influence moral reasoning differently (Astorini, 2016). This is echoed by Palmer (2011) who conducted a study and found that persons with higher qualifications have better levels of moral reasoning than their counterparts with lower qualifications. That said, it cannot be argued that a male transformational leader and another female transformational leader can make identical or nearly the same decisions regarding the same matter (BeiBert, & Hasselhorn, 2016).

Even though a number of leadership styles have been proffered in the preceding sections, there appears to be an absence of a direct critical discourse which focuses on the 'nature or extent' of the authority that which is wielded by school principals. If it is factual that principals were empowered post 1994 in terms of transformative roles in the management of school issues, similarly, such empowerment ought to be reflected in their substantive powers. Did the decentralisation of the decision-making process in the Department of Education (DoE), birth passive school principals who are still subscribing to static prescriptions of the DoE? Furthermore, it appears that the DoE has not learnt any strategic lessons from the past mistakes of the apartheid defunct Departments of Education, which imposed directives, instructions and guidelines on schools (Sejanamane, 2014).

Firstly, there is a shift in terms of how the imposition of the above-mentioned three components is performed (Pausigere & Graven, 2013). The shift is such that school principals seem as if they employ a participatory approach where teachers contribute, and receive instructions and guidelines from them, for example, the recent introduction of Annual National Assessments (ANAs) curriculum which is resource and time intensive (Pausigere & Graven, 2013). Educators were not consulted prior to the launch of ANAs, but they were imposed on educators by the DoE which instructed and ordered school principals to execute its prescribed authoritarian duty without questioning DoE officials (Pausigere & Graven, 2013). ANAs are costly to run and deprive teachers of their quality time to teach learners (Naidoo, 2012). The DoE waste colossal amounts of money on ANAs, yet the intended beneficiaries (learners) do not accrue any gains (Naidoo, 2012). By using ANAs, the DoE reveals the insignificance of decentralisation of powers and, the

trivial restricted autonomy which is enjoyed by principals, post 1994 in South Africa (Graven, 2014). In fact, masked participatory forums between principals and educators simply rubber stamp the top down impositions of the DoE (Graven, 2014).

Secondly, the DoE no longer overtly orders school principals to merely receive instructions and guidelines, and disseminate them to educators; but, it also enables school principals to somewhat enjoy autonomy in a system that is 100 percent against reasonable interests of teachers (Graven, 2014). Moreover, the DoE openly allows principals to merely participate in pre-convened consultative meetings with departmental officials and teachers; nonetheless, the DoE does not provide any necessary support and instruments to educators, which are required to utilise the ANAs in order to benefit learners (Sejanamane, 2014). In addition, such prearranged cosmetic transparency is interpreted as the decentralisation of the decision-making process within the realm of leadership at a school level (Sejanamane, 2014). It is worthwhile to add at this stage that the implications of poor leadership styles in the context of South African schools is a multi-billion-rand business (Roane, 2013). Granted the foregoing contention, professional opportunism has emerged under the pretext of correcting the flaws of poor leadership styles at a school level (Roane, 2013; Sunday Times, 2014). Such professional opportunism is collegiate based and, the purported collegiality approach is set to sustain the cycle of ineffectual leadership styles; because there are numerous parties who are accruing benefits from ineffective leadership styles of school principals, which inevitably culminate into poor management and other shortcomings (Department of Basic Education, 2013; Roane, 2013; Sunday Times, 2014).

The South African government has been injecting colossal amounts of money in succession in the DoE, and such a commitment has culminated into annual bloated budgets (Department of Basic Education, 2013; Roane, 2013; Sunday Times, 2014). Yet, performances of learners in their assessments are not encouraging and, school examination results are employed as benchmarks in measuring the quality of leadership styles and their effect on educators (Kanjee & Sayed, 2013). The department concerned covertly makes tangible decisions about the so-called appropriate leadership styles in schools (Sunday Times, 2014) and, there is a vacuum in the literature in respect of this information. It can be argued that many school principals are still following the old status call and act as mouthpieces of the unquestioned machinery (Allie, 2014). Furthermore, theoretically it is possible that certain leadership styles can be turned into a one-man show and, such an approach requires a subsequent review (Allie, 2014). Nonetheless, in practical terms, even

though a school principal happens to be a hands-on person, he/she needs the assistance of subordinates (Allie, 2014). Granted the rotten nature of the quasi leadership in previously disadvantaged schools, effective school principals ought to maintain a social distance between themselves and juniors (teachers). In addition, effective school principals must be honoured and feared by the subordinates (Allie, 2014). Moreover, such principals should steer clear of acquaintances with educators or learners and, must not accept gifts because it is possible that they can be compromised (Moekwa, 2014).

3.7 CONCLUSION

This chapter provides a detailed literature review and includes the following sub-topics: instructional leadership style; transactional leadership style; transformational leadership style; situational leadership style; autocratic leadership style; participative leadership style; shared leadership style; laissez-faire leadership style; knowledge gaps; and, a historical background of changes in South African Basic Education.

The chapter that follows presents a detailed discussion about the research methodology and data analysis of this research.

CHAPTER FOUR

RESEARCH METHODOLOGY AND DESIGN

4.1 INTRODUCTION

This study focused on an investigation of the leadership styles adopted by secondary school principals and its influence on educator personnel in the Pinetown District. Chapter three provided an in-depth literature review on leadership styles adopted by school principals, and the theoretical framework for this study. It is against this background that Chapter four introduces the research design and methodology which addressed the research questions. This chapter consists of the following: research problem; research objectives; questions of the interview schedule; research design; sample design; data collection; instruments employed in data collection; location of research sites; rigour and trustworthiness, data analysis; and ethical matters. Six respondents were sampled on the basis of their knowledge about leadership styles adopted by secondary school principals and, its influence on educator personnel in the Pinetown District.

4.2 RESEARCH PROBLEM

The research problem that prompted the researcher to conduct this study is described in a measured manner. The reforms which happened within the Department of Basic Education in South Africa after 1994 affected the job satisfaction of educators at all schools. During the apartheid era, the educational administration was centralised and, rigid rules were used in controlling all its aspects (Hoffman, Sayed & Badroodien, 2016; Reddy, Juan & Meyiwa, 2015). Principals had no influence in schools, for example: principals did not have powers in decision-making; principals had influence?? Or no influence? in employing or dismissing teachers; and they were not allowed to control and influence school resources (Hoffman, Sayed & Badroodien, 2016; Reddy, Juan & Meyiwa, 2015). Furthermore, two factors negatively affected the job satisfaction of principals and educators in South Africa before 1994 and these are: (a) many youths who participated in the liberation struggle were not disciplined and, they frequently assaulted principals and educators within school premises; and, (b) the job satisfaction of educators and principals was also negatively affected by the excessive bureaucratisation of the educational administration (Maforah & Schulze, 2012). The role of the principal is to improve the level of trust among educators and, this impacts on learner achievement (Sun & Leithwood, 2015). In addition, Sun and Leithwood (2015) argue that unfavourable leadership styles lead to low levels of trust among educators, which negatively influence their commitment and, subsequently cause poor learner performance. Therefore, there is a problematic

connection between unfavourable leadership styles, teacher commitment and poor learner performance. The South African school performance (academic) at the national and international level has been a problem for stakeholders in education, such as the Department of Education, parents and businesses that rely on quality education for socio-economic growth.

Although several attempts have been made to improve the quality of learner performance, there is yet to be a significant change in the overall quality of learner performance within secondary schools in South Africa. For example: (a) the Annual National Assessments which were implemented in 2012; and, (b) the Learner Attainment Improvement Strategy that was implemented in 2015 and, it will be terminated in 2019 (Lewis, 2015). In an attempt to understand and address the problem, leadership styles of principals have been identified by scholars (Dehaloo, 2012; Naidoo, Muthukrishna & Hobden, 2012; Naicker & Mestry, 2013) as necessary intervention strategies, which can be used correctly to improve and reverse the poor quality of learner performance in South Africa.

4.3 RESEARCH OBJECTIVES

In order to achieve the aim of this study, the following objectives were adhered to.

- Analyse the leadership styles adopted by secondary school principals at selected schools in the Pinetown District;
- Understand leadership styles of principals which are preferred by educators;
- Explain how the leadership styles adopted by principals influence educators' job satisfaction; and
- Evaluate educators' perceptions of the relationship between leadership style and learners' performance.

4.4 RESEARCH QUESTIONS

The study attempted to answer the following questions:

- What are the leadership styles adopted by some secondary school principals within the Pinetown District?
- What are educators preferred leadership styles of their school principals?
- How has the leadership style(s) adopted by principals influenced the educators' job satisfaction?
- What are the educators' views of the relationship between leadership styles and learner performance?

4.5 DEFINITIONS

A descriptive interpretive or hermeneutics research design was adopted for this study. Polit and Hungler (1999:155) define the research design as “*a blueprint, or outline, for conducting the study in such a way that maximum control will be exercised over factors that could interfere with the validity of the research results*”. It can be inferred that a research design is the overall design to attain responses to the research questions.

There is no common acceptable definition for the concept of research design. Furthermore, Durrheim (1999b:29) asserts that “*A research design is a strategic framework for action that serves as a bridge between research questions and the execution or implementation of the research*”

The next section presents an explanation about the research design which was used in this study.

4.6 RESEARCH DESIGN

This study used a qualitative research design because it aimed to understand the leadership styles adopted by secondary school principals and its influence on educator personnel in the Pinetown District (Bargate, 2014; McMillan & Schumacher 2010: 373). The qualitative research design provided this study with a simple understanding of the educators’ views, and recorded their responses in a natural setting, without changing the original words ((Irwin, Pannbacker, & Lass, 2014; Johnson & Christensen 2012:18).

The design of this study included an interpretive method. According to Terre Blanche, Durheim & Painter (2006: 273), the interpretive procedure includes:

taking people’s subjective experiences seriously as the essence of what is real for them (), ontology making sense of people’s experiences by interacting with them and listening carefully to what they tell us (epistemology) and making use of qualitative research techniques to collect and analyse information.

Therefore, in this study, the interpretive procedure focused on the meaning and it determined the leadership styles adopted by secondary school principals and, its influence on educator personnel in the Pinetown District. The paradigm encompassed capturing individual views of educators and making sense by visiting participants at research sites, listening attentively to their responses. This was accomplished through the use of face to face interviews with six educators at three schools (Irwin, Pannbacker, & Lass, 2014). The interpretive method involves a proper interpretation of the respondents’ innermost knowledge whilst emphasising the relevance of their views and encounters (Johnson & Christensen 2012: 265).

The study also used an exploratory approach so as to obtain a deeper insight into the research problem. There are few studies in relation to the research problem of this study, thus, the exploratory procedure was used (Rosenthal, Sutton, Austin, & Tsuyuki, 2015). Even though the literature review in Chapter two confirmed the research problem, it did not sufficiently solve the problems of the leadership styles adopted by secondary school principals and its influence on educator personnel in the Pinetown District; thus, there was a need to gain more knowledge from the respondents by using the exploratory approach (Creswell, 2012).

During the fieldwork aspect of this study, there were close interactions with selected educators at the three schools. The interactions with the research participants were an advantageous aspect of the exploration approach, because the data became easily obtainable through narratives (Rosenthal, Sutton, Austin, & Tsuyuki, 2015). Through narratives, the research participants provided detailed descriptions about their views and experiences concerning the leadership styles adopted by secondary school principals and, its influence on educator personnel in the Pinetown District. The data which was collected involved recorded words of the respondents. The recorded data was explored, assessed, expressed in detail and analysed. The fieldwork aspect of this study also involved the use of field notes as one of the two procedures of data collection during the process of conducting interviews with the respondents. Symbols and facial expressions of research participants, were written down during the interviews as forms of interpretations of questions and additions to the data (Englander, 2012).

4.7 SAMPLING

In this study, purposive sampling was employed in the process of choosing six research participants and, three schools where the interviews were carried out. The appropriate research participants for this study worked at three chosen schools in the Pinetown District. Furthermore, Palys (2008:679) emphasizes that *“purposive sampling is virtually synonymous with qualitative research.”* In order to correctly explore and understand the leadership styles adopted by secondary school principals and, its influence on educator personnel in the Pinetown District, purposive sampling was used in choosing suitable educators who elicited valuable data (Creswell, 2012). Furthermore, Marshall and Rossman (2006:07) contend that purposive samples are usually known as “accidental samples” because participants can be added to the sample on the basis that they happen to be within the vicinity of the research site where the study is conducted. In this regard, the researcher recruited two suitable participants at the research sites even though no prior

arrangements were made with them. Educators were chosen by employing purposive sampling in that they provided detailed data. In addition, the respondents had good information about the leadership styles adopted by secondary school principals and, its influence on educator personnel in the Pinetown District. The sample comprised six educators from three schools with a minimum of approximately fifteen years teaching experience.

4.8 DATA COLLECTION AND ACCESS

The researcher sent a letter to the KwaZulu-Natal Department of Basic Education in which permission to conduct research at three schools was requested. The approval was granted and, letters were taken to three schools so as to ask for permission from three principals. Prior to data collection, permission to conduct interviews was obtained from principals of three schools (Blandford, 2013). Thus, the three principals agreed that interviews should be conducted at the research sites. Furthermore, Blandford (2013) contends that in a situation where an individual does not have prior knowledge about it, can only be understood through other people's interpretations and perceptions. Many experienced educators at the three schools are better positioned to provide relevant data, with regard to the leadership styles adopted by secondary school principals, and its influence on educator personnel in the Pinetown District. Thomas and Magilvy (2011) assert that a person can ascertain more about an event by asking members of the community who are connected to it. Prior to interviews, research participants were requested to agree to the usage of the digital recorder, which was agreed to. During the introduction, the purpose and objectives of the study were explained to the participants. The participants were also informed that the data were confidential and meant for research purposes only. The respondents were assured that their identities would remain anonymous. The digital recorder was used to smoothen face to face interviews and to make sure that all the verbal responses were recorded.

Semi-structured interviews were performed with six participants in three schools. The semi-structured interviews were executed in 2017 between February and May. Each semi-structured interview took about thirty minutes to complete. All the questions were open-ended, thus, the respondents were free to express their views and experiences. The in-depth open-ended questions were formulated to gain deeper insight into the knowledge and perceptions of the respondents about the study. In this regard, Greeff (2011) contends that interviews allow the respondents to interpret stories in line with their own views, and the environment where they reside.

Observation is way of gathering data by watching behaviour, events, or noting physical characteristics in their natural setting. Observations can be overt (everyone knows they are being observed) or covert (no one knows they are being observed and the observer is concealed). Observation, as the name implies, is a way of collecting data through observing. This data collection method is classified as a participatory study, and the researcher had to immerse himself in the setting where the respondents were, while taking notes and/or recording. Observation data collection method may involve watching, listening, reading, touching, and recording behaviour and characteristics of phenomena.

4.9 DATA ANALYSIS

Data analysis is a procedure in which an analyst writes down the recorded data so as to fully understand it (Vaismoradi, Jones, Turunen, & Snelgrove, 2016). In this study, data analysis involved reviewing raw data, pinpointing certain matters and, writing such issues as themes which were established by the research questions. With regard to interviews, the raw data were transcribed. Seidman (2007:281) states that *transcribing "...is a crucial step, for there is the potential for massive data loss, distortion and the reduction of complexity."* In order to keep all of the much needed data in one place, the data were transcribed shortly after every interview. In line with the thematic analysis, the detailed data were placed in predetermined themes which were established by research questions (Vaismoradi, Turunen, & Bondas, 2013). It became very simple to identify similarities and dissimilarities from the participants' responses.

According to Vaismoradi, Jones, Turunen, and Snelgrove (2016), data analysis demands that the researcher be comfortable with generating categories and comparing and contrasting them. The data were checked and rechecked so as to establish familiarisation. The researcher read and reread the data numerous times. This provided a deeper insight into the participants' responses. Excerpts of raw data were correctly placed in corresponding predefined themes. The analysis of the themes was based on the literature review and research questions. In that manner, the researcher thoroughly understood the leadership styles adopted by secondary school principals and, its influence on educator personnel in the Pinetown District.

4.10 RIGOUR AND TRUSTWORTHINESS

In the context of rigour and trustworthiness, Mouton and Prozesky (2005:276) contend that a reasonable qualitative study is established by its trustworthiness. This simply means the absence of biases and prejudices concerning the research findings and decisions that are associated with the study. Using

trustworthiness, a researcher is able to convince the readers that research findings are sound and reasonable, thus, they must be taken into seriously into account.

As a rule of thumb, qualitative research ought to comply with duplication, and this is the benchmark for evaluating the quality of data, and it encompasses the research design and techniques used in data collection, and the rationale behind that is to ascertain if the study can reproduce the results in a different context (Stommel & Willis 2004:288). In this study, four yardsticks for quality data were employed and they are explained below.

4.11 CREDIBILITY

Polit and Beck (2004:48) define credibility as “*the truth of the data and interpretations of them*”. Put differently, credibility endorses collected data, research findings and subsequent interpretations. This means that credibility supports the above-mentioned aspects of this study. The researcher painstakingly treated each phase of this study with great care, and did not associate personal prejudiced instances/ideas and preconceived views with the specifics of this study.

There are four procedures within credibility, which are used in making sure that this study is believable to the readers and are indicated hereunder.

Prolonged engagement in varied field experience

The researcher does have a credible and lengthy practical experience in the environment where this research work was carried out, and interviewed all the research participants up until the saturation of data was achieved (Van Rooyen, Nomqokwana, Kotze & Carlson, 2006).

Prolonged engagement in the study

The researcher interacted with research participants in the field up until data saturation was attained and, the lengthy period in the field facilitated in constructing a special relationship and trust with participants; obtaining much-needed, rich in-depth and accurate data for this study (Polit & Beck, 2004).

Referential adequacy

Mouton and Prozesky, (2005:277) define referential adequacy as “*materials where findings were captured*”. In regard to this study, the researcher made use of a digital recorder to record data during interviews. Moreover, the researcher also recorded data by writing detailed notes concerning instances of data that were observed.

Authority of the researcher

In this regard, the researcher employed strict instructions, directives and guidelines of the university supervisors, which were very helpful and steered this study in the right direction. The researcher also networked with PhD candidates with considerable experience in research at the University of KwaZulu-Natal (UKZN). Moreover, the researcher was proactive in research matters, and attended a number of workshops at UKZN, which focused on how quantitative research and qualitative research studies are written. The researcher also attended a boot camp at UKZN in which principles and methodology of research were critically discussed at length by various professors and lecturers.

4.12 CONFIRMABILITY

Polit and Beck, (2004:435) define confirmability as “*objectivity of data such that two or more independent people can reach congruency about data’s accuracy, meaning and relevance on the study undertaken*”.

In this study, an audit trail was employed in determining the confirmability of the data, by way of adhering to enquiry audits that involved a methodical pool of pertinent documentation and, necessary information which assisted unbiased auditors to make proper decisions about the gathered data. With reference to this study, the university supervisor and the co-supervisor acted as neutral auditors to guarantee confirmability of this specific research project.

4.13 TRANSFERABILITY

Streubert, Speziale and Carpenter (2003:39) define transferability as “*fittingness for it determines whether the findings fit in or are transferable to similar situations*”. In this context, transferability denotes giving general applicability of data to other wider environments or categories, so as to ascertain if the same research findings can be applicable to such areas. In this study, the researcher proffered a thick description so as to guarantee transferability of this study. Moreover, the researcher employed the purposive sampling

technique, which secured the collection of rich and in-depth data from respondents (Mouton & Prozesky, 2005).

4.14 DEPENDABILITY

According to Polit and Beck (2004:435), dependability pertains to the perpetuation of unchangeability of data with aspects such as time and condition. In this study, dependability was secured by conducting a systematic duplication that involved two groups of PhD candidates who examined sources of data independently and, carried out enquiries and compared data so as to ascertain if they could arrive at same conclusions like those of the researcher (Polit & Beck, 2004). In the context of this study, an audit trail was employed to guarantee dependability. In this regard, Mouton and Prozesky (2005) asserts that auditors such as the university supervisor evaluate data, research findings and interpretations of the findings.

4.15 THEMATIC ANALYSIS

The researcher analysed the collected data by means of summarising and organising it in a manner that dealt with the research questions (Kumar, 2011). Furthermore, the researcher employed thematic analysis in which questions of the interview schedule were used as pre-determined categories (Stuckey, 2015). In this study, the process of data analysis was accomplished by using predetermined categories. For instance, the researcher carefully searched for chunks of data that were appropriate for each predetermined category. In this regard, the researcher put excerpts of data into suitable predetermined categories. Whilst placing excerpts of data into correct predetermined categories, the researcher coded those bundle of data. Moreover, there were many common coded data excerpts and, the researcher condensed data excerpts that recurred. In this context, the researcher employed one coded bundle of data to stand for other similar coded data excerpts from one category.

The researcher adhered to the six steps of thematic analysis, and such procedural steps are discussed below. Braun and Clarke (2006) provided six stages of thematic analysis and they are as follows:

- **Familiarisation with the data:** In this study, the researcher put together all the relevant information, for example: lengthy field notes and digitally recorded interviews. The researcher wrote out on paper digitally recorded data and, carefully checked and rechecked written raw data about responses of participants. Furthermore, the researcher read and reread lengthy field notes. In this regard, the researcher fully understood the raw data. Afterwards, the researcher wrote down

notes in an attempt to understand all finer little details about the leadership styles adopted by secondary school principals, and their influence on educator personnel in the Pinetown District.

- **Coding:** With regard to this stage, the researcher coded excerpts of data by labeling various written responses of research participants. In fact, the researcher attached a specific label to each written response from a given participant. Moreover, the coded excerpts of data was identified and put into relevant predetermined categories as the information about coded data excerpts complied with at least one or two predetermined categories.
- **Searching for themes:** In respect of phase of analysis, there was no need to seek themes as emerging themes were not used but questions in the interview schedule were used as themes. The researcher tediously sought excerpts of Coded data that corresponded to predetermined categories that were identified and placed under appropriate predetermined categories. The above-mentioned procedure was repetitive and, it was performed until it was successfully coded into suitable predetermined categories.
- **Examining themes:** This study examined questions of the interview schedule because they were used as themes. It ought to be borne in mind that themes were used as predetermined categories in this study. Questions of the interview schedule as themes were examined insofar as to find out if they correlated to the bundles of data and complete data collection. The researcher was responsible for carefully contemplating if predetermined categories exhibited a concrete account, which birthed robust interest and, elaborated more on the quality of every single theme, and the link between those themes.
- **Explaining themes:** In relation to this phase, this study proffered a detailed analysis concerning every theme, for example; the researcher searched for a precise narrative that was exhibited by each theme. Variations and resemblances between different excerpts of data under each theme were sought. The researcher elaborated on the variations between coded bundles of data under one theme and attempted to understand how each theme conformed to the entire account concerning the data of this study
- **Writing a full account of data analysis:** In reference to this specific stage, the researcher wrote a detailed explanation about data analysis with regard to each theme. In this context, the procedural lengthy explanation concerning data analysis included the following: the researcher established if any analysed data under each predetermined category corresponded to the information from the literature review chapter or Chapter one. Furthermore, the analysed data was contrasted with the

contents of the literature review chapter. Moreover, the analysed data were confirmed by relevant contents of the literature review chapter.

4.16 ETHICAL ISSUES

According to Cohen et al. (2011), ethical considerations are a pertinent aspect of a research design. Babie (2013:63) defines research ethics as “the minimum standards of moral principles that guide the behaviour of researchers”. The researcher used five ethical measures in this study and they are as follows: consent; privacy; anonymity and confidentiality; right to withdraw from the study and dissemination of research results.

- Consent: The researcher wrote an application letter of request to conduct research to three high schools within the Pinetown District. Furthermore, the DoE (gatekeeper) as the recipient of the letter from the researcher weighed up the contents of the letter and, agreed to allow the study to be carried out at three research sites. In this regard, the DoE officially corresponded with the researcher and granted permission to conduct the research at the three High schools in the Pinetown District. The consent form was signed by all participants before they participated in the interviews. The act of signing consent forms meant that research participants consented to be interviewed by the researcher (LoBiondo-Wood & Harber, 2002; Polit & Hungler, 2004)
- Privacy: Privacy is defined as “*the freedom an individual has to determine the time, extent and general circumstances under which private information will be shared with or withheld from others*” (Burns & Grove (2003:173). In this study, the researcher ensured that the data were not revealed to any person or persons, but the data were merely meant for research purposes. Therefore, the researcher honoured the privacy of research participants.
- Confidentiality and anonymity: In this study, the researcher did not use original full names of research participants, and did not associate their real names to the data and research findings. In fact, the researcher used *pseudo* names in an attempt to protect real names of research participants. Furthermore, confidentiality means that the data that are obtained from research participants should not be revealed to the public and, no one is allowed to access the data of a study (Polit & Hungler 1999). In this study, the anonymity of the research participants was protected in such a manner that

the possibility of linking any element of the data to any specific research participant was eliminated. Moreover, confidentiality and anonymity were secured, by carefully making use of the data in a manner that excluded the possibility for anyone to ascertain more about the primary sources of the data. The researcher and few participants can link certain components of data to primary sources.

- Right to withdraw from the study: From the onset, the researcher mentioned to all would-be participants that they were free to withdraw from this study, that is, if they decided to change their minds. Prior to conducting interviews, the rights of participants were explained and research participants individually indicated that they understood everything about this specific right (Holloway, 2005).
- Dissemination of research results: The researcher will take the responsibility for disseminating all results of this study by means of using a research report. The research report should disclose neither protected information nor shortcomings of an institution, but it ought to be suggestive of transformation for improved services. Furthermore, a research report ought to motivate and cause readers to read it and, determine its feasibility (De Vos, 2002). It was mentioned to the research participants that copies of the findings would be sent to DoE (main gatekeepers) and each of the three research sites.

4.17 CONCLUSION

The preceding section mirrored the research methodology and methods of this study. Thus, the foregoing section provided a detailed discussion about the following: methodology, introduction; research problem; research objectives; questions in the interview schedule; research design; research sites; sample design; data collection; instruments used in data collection; rigour and trustworthiness; data analysis; and ethical issues. The next chapter deals with data collection and analysis.

CHAPTER FIVE

DATA PRESENTATION AND ANALYSIS

5.1 INTRODUCTION

During the fieldwork research aspect of this study the researcher employed semi-structured interviews with open-ended questions and wrote detailed field notes which were in line with observed events. Six interviews with the following knowledgeable participants at three research sites were conducted: two male research participants at the first research site; one female participant and a male participant at the second research site; and two female research participants at the third research site. Each respondent was allocated a *pseudo* name which was used as the identity of the interviewee for the purposes of data collection and reporting.

5.2 PREDETERMINED THEMES

The study and analysis were based on the following themes:

- Leadership styles adopted by some secondary school principals within the Pinetown District
- Educators' preferred leadership styles of their school principals.
- The influences of leadership styles adopted by school principals on educators' job satisfaction.
- Views of educators about the relationship between leadership styles and learner performance.

5.3 PARTICIPANT OBSERVATIONS

In this study, semi-structured interviews, which are regarded as the main instrument of data collection also included participant observations in line with qualitative methods. Marshall and Rossman (1989:79) state that participant observation is "*the systematic description of events, behaviors, and artifacts in the social setting chosen for study*". According to Erlandson, Harris, Skipper and Allen (1993) the technique of participant observation permits a researcher to provide a description of prevailing contextual circumstances by making use of all five senses, therefore, a proper explanation about the field of interest is compiled by the researcher concerned. DeWalt and DeWalt (2002:vii) echo the preceding assertion and state that fieldwork entails "active looking, improving memory, informal interviewing, writing detailed field notes, and perhaps most importantly, patience".

According to the researcher's understanding of the preceding definition of the concept of participant observation in regard to this study, the participant observation technique allowed the researcher to know more about the activities of the research participants (educators) in their own environment through careful observations and participation. In this regard, the method of participant observation provided much needed deep data for the study, and it also enabled the researcher to interact with educators. Thus, the researcher was placed in a suitable position to understand the research participants based on their behaviours. According to Luhmann (2002), several observers may observe one object or same human interactions in different ways.

5.4 THEORY IN ACTION THROUGH OBSERVATION

The symbolic interaction theory (SI)

On all occasions during the fieldwork aspect of this study, it was observed that interactions with all the research participants were characterised by the usage of symbols. In this regard, the participants consented to the employment of such symbols. Shortly before each interview began, participants instructed the researcher to squeeze his eyes if a principal, or any older person other than learners stood behind the respondent outside of the interview venue. In addition, the participants breathed out heavily through their mouths or bit their lower and upper lips, which all signified to the researcher that the principal or anyone quietly entered the interview venue. Moreover, such symbols also indicated that the interviewees were becoming very suspicious. Therefore, the researcher had to temporarily stop the interviews. Although it is unusual to use unpredictable symbols, the participants interplayed with the researcher by using symbols. Therefore, respondents constructed and conveyed personal expressions to the researcher concerning their views and experiences about leadership styles at the three research sites.

The respondents also used symbols whilst they provided the data, which included negative narratives about the conducts of certain educators, principals and union representatives.

Also, some research participants indicated to the researcher that school principals sit in their offices and drink tea or coffee, without being active in the management of school issues, yet many educators leave their classes unattended to. The researcher confirmed the respondents' utterances, because the researcher observed that many educators left their classes early usually before 11 am during week days. In addition, the researcher went on walkabouts at the three research sites on several different occasions and, observed

that all the three principals were detached from normal school activities. On many occasions, the researcher observed that the three principals mostly sat in their respective offices, whilst joking with female colleagues or talking on their cellular phones or drinking something from their mugs. Many learners at the three schools were observed on several occasions either walking aimlessly around the school premises, or talking loudly inside their classes during normal school hours. The researcher also saw a number of learners at places which are adjacent the three schools.

On very few occasions the three principals attempted to act in a democratic manner, especially during prearranged meetings where they individually urged educators to contribute inputs during meetings at different venues. However, the three principals individually dominated those meetings at different venues, and openly refused to give certain educators the opportunity in which to ask questions. The symbolic interaction theory is necessary for describing many areas of repeated interactions and behaviours of community members (Carter & Fuller, 2015), especially the behaviours of the research participants (educators) in this study. Moreover, the interaction symbolic theory asserts that people participate in societal acts because obtained expressions originate from the interactions among community members including their own interplays (Carter & Fuller, 2015).

Whilst conducting semi-structured interviews at the three research sites (schools), all of the three school principals repeatedly interrupted each interview twice or thrice. During each interruption, the principals asked the respective respondents unnecessary similar questions. For example: Where did you put the chalk?; Where is the duster?; Have you eaten your snacks?; or When are you leaving? Furthermore, all the participants demonstrated their annoyance and dissatisfactions by moving their heads from one side to another side or rubbed their faces. Moreover, many participants squeezed their eyes by tightening the forehead skin and, this indicated apprehension and uneasiness. The respondents used gestures to signify the following: (i) autocratic leadership style; (ii) biased tendencies and dishonesties of school principals; and, (iii) militancy, laziness and argumentativeness on the part of certain educators. The participants abandoned using gestures and signs during instances in which they provided positive responses about either the principals or other educators. In certain instances, respondents paused for a few moments and resumed by whispering softly, and also used symbols, more importantly, when school principals walked past the interview venues repeatedly. The following author below describes the above conducts of participants. According to Rabinowitz (2017), people do not usually contemplate about themselves in relation to others

around them, but they are consistently participating in mental thoughts where they exploit and control symbols and negotiate the connotations of given circumstances.

5.5 DATA SOURCED THROUGH SEMI-STRUCTURED INTERVIEWS: THEMATIC EXPLANATION

Theme: Leadership styles adopted by some secondary school principals within the Pinetown District

Question: What are the leadership styles adopted by some secondary school principals within the Pinetown district?

The data revealed that the following leadership styles are adopted by school principals within the Pinetown District and these are: laissez-faire, democratic; transformational; transactional; situational; instructional; shared; and, autocratic leadership styles. Furthermore, one account was presented as a synopsis of research participants' responses. Moreover, the responses of the participants indicated that the laissez-faire leadership style is completely outlandish in relative to other above-mentioned leadership styles.

Firstly, participants' responses revealed that certain leadership styles are similar in terms of the reciprocal relationship between the principal and educators. The similar leadership styles are as follows: Democratic; transformational; transactional; situational; instructional; shared; and, autocratic leadership styles. The data revealed that the preceding leadership styles are similar because they place emphasis on work results within teaching. This is not to argue that the above-mentioned leadership styles do not have differences. In fact, the data also revealed that the aforesaid leadership styles do have a number of differences, which are as follows: (i) the transactional and situational leadership styles concentrate on conducts of leaders, but exclude personal dissimilarities; whereas, the transformational, democratic or autocratic consider the conducts and characteristics of leaders, as well as personal dissimilarities. However, the previously mentioned leadership styles do not have anything in common with the laissez-faire leadership style.

In respect of the influence of the autocratic and transactional leadership styles on educators' job satisfaction, the analysed responses of participants were similar. The research participants mentioned that the autocratic leadership style is quiet effective at all three research sites, although a considerable number of educators leave the school premises before the end of normal time allocated for work purposes. Furthermore, it was found that principals make use of the autocratic leadership style in circumstances where

trade union representatives attempt to abruptly disrupt normal school activities, by forcing educators to attend sudden meetings. The participants also indicated that union representatives do not always make prior arrangements with principals. Moreover, it was found that the autocratic leadership style does cause dedicated teachers to apply themselves to their allotted tasks in an efficient manner. However, the research participants also indicated that certain educators become disgruntled when the principal uses the autocratic leadership style; because school principals make strict unilateral decisions, which have to be followed. Moreover, it was indicated that principals of the three schools (research sites) use the autocratic leadership style in conjunction with the transactional leadership style.

In respect of the transactional leadership style, it was found that principals of the three schools where the study was conducted, expressed their appreciations by praising deserving educators, as well as providing them with groceries. The research participants also mentioned that the morale of deserving educators is boosted even though certain educators become jealous and unhappy. Furthermore, it was mentioned that structural problems such as ill-discipline among learners which is too disruptive during classes has not been addressed by principals. Therefore, research participants mentioned that the transactional leadership style is inconsistent and, that disgruntled educators accuse the school principals of mismanaging school funds for the benefit of their close friends.

With regard to the transactional leadership style, the data revealed that principals encourage educators to work extra hard so as to meet set targets. Furthermore, the data revealed that principals stress that educators who work hard are provided with gifts as a way of expressing appreciation for their performances. Within the context of the transactional leadership style, the data also revealed that principals reward their close friends, whilst the majority of other educators do not receive any rewards for their hard work. Moreover, the data indicated that principals do not satisfactorily honour their promises because most of the educators do not accrue benefits from the transactional leadership style. The respondents also mentioned that the transactional leadership style is beneficial only to principals and their close friends, but not to the majority of educators who work very hard. Furthermore, the research participants indicated that the school principals' behaviours and their untruthful statements perpetuate and contribute to animosities, discontent and mistrust among educators. Moreover, educators are marginalised and cannot focus on being innovative.

In reference to the autocratic leadership style, the data revealed that the above-mentioned leadership style improves the job performances of educators. Moreover, the research participants mentioned that the

autocratic leadership style does cause dedicated teachers to have high levels of morale and, they apply themselves to their allotted tasks in an efficient manner so as to achieve goals of the school.

Data also indicated that educators become well organised, and they are effectively controlled by principals in terms of how work tasks are performed. The data also revealed that older educators strongly opposed the autocratic tendencies of principals, and that they gang up against principals and encourage other educators to be disobedient. Therefore, principals are temporarily forced to abandon using the autocratic leadership styles at the research sites. The data also indicated that the autocratic leadership style was cost-effective in that principals do not employ temporary educators. Consequently, principals focus on compelling educators to perform more tasks at the said research sites.

The data showed that autocratic principals force educators to work and behave strictly in line with their inflexible orders and instructions. Prior to meetings, the decisions of principals are predetermined, and educators simply adhere to such decisions during meetings. Moreover, principals easily become angry, and do not allow many educators to ask questions or contribute different views. However, autocratic principals allow their close friends to ask questions.

With specific reference to the participative leadership style, the data revealed that principals allow educators to participate in contextual decision-making processes and also consult educators. In addition, the participation of educators in school meetings guarantees job protection. Also, democratic leadership style enhances the educators' job performance and commitment. Furthermore, the data showed that principals use the democratic leadership style selectively, especially, in instances that involve new educators and outsiders. In addition, it was found that principals temporarily use democratic policies of the DoE and SGBs. Moreover, the data indicated that disadvantages of the democratic leadership style are as follows: (a) principals purposefully distort grievances and recommendations of educators about leadership styles; (b) older experienced educators dominate meetings on the basis that they appear to know more than others; and, (c) many educators use vulgar language during meetings and deadlocks are common occurrences.

In regard to the shared leadership style, the data revealed that there are numerous tasks at a school level that cannot be performed by the principal alone, thus, principals use the shared leadership style. . In addition, it was found that principals rarely share the leadership role with educators and, if they decide to share the

leadership role, prearrangements are made with preferred educators. The data also revealed a number of disadvantages of the shared leadership style and, they are as follows: (a) certain educators are not intentionally permitted by principals to share the leadership role, and this conduct gives rise to animosities amongst educators; (b) principals select their close friends to share the leadership role because such persons are supportive of all activities of principals; and, (c) principals do not prepare hardworking capable educators for the leadership position as such persons are labelled as trouble makers.

In relation to the transformational leadership style, the data revealed that principals inspire educators to work extra hard given powers to execute tasks. Moreover, the data showed that in the absence of the transformational leadership style, educators would have to convene prolonged meetings with principals with permission. Also, the data indicated that time is saved, and, this enables educators to pay attention to executing their classroom tasks in a quality manner. Within the context of transformational leadership, principals tolerated divergent views of educators. Further transformational leadership gives rise to innovation, which in turn promotes and enhances educator performance and commitment. Also, it was found that transformational leadership style is characterised by a number of disadvantages, which are as follows: (a) the transformational leadership style is vague because educators do not understand the processes which are employed in generating much-sought after ideas; (b) within the context of the transformation leadership style, the division between workable ideas and their impact is blurred.

With specific reference to the instructional leadership style, the data has shown that principals highlight the relevance of instructions and the DoE syllabus. In addition, that principals perform an essential function which connects the commitments of educators to the achievements of learners. Further, it was found that principals try to enhance poor results of learners by ensuring that they follow classroom rules. Also, principals bring about teacher commitment by using strict instructions and guidelines of DoE. Moreover, t certain educators are of the view that principals tend to perform certain tasks, even though they are not qualified to teach all subjects. Clearly, principals do interfere with educators' work where they force and instruct them to perform their tasks, and provide them with strict explanations about how learners ought to be taught. However, principals did not permit responsible educators and HODs to freely perform their roles and tasks.

In respect of the laissez-faire leadership style, the data revealed that there was an absence of leadership and that although this leadership style is devoid of effective leadership, few highly qualified educators with

good skills continue performing relevant tasks at the research sites. Further, the laissez-faire leadership style gave rise to innovativeness among few dedicated educators who teach learners amidst a state of confusion. Moreover, educators are not managed, restricted or controlled by a leader within the context of laissez-faire leadership style.

The data indicated that principals apply the laissez-faire leadership style due to a number of reasons, for instance: (a) principals succumb to demands of teachers' unions; (b) principals are afraid of lengthy disruptions of classes, which are usually brought about by older educators and their comrades who collectively campaign against principals; and, (c) principals use the laissez-faire leadership style in order to avoid blame and, subsequently place it on the doorstep of targeted educators. One participant summed up the responses of all research participants with similar views and experiences and, the respondent stated that:

At this school, the principal predominantly uses the laissez-faire leadership style, and a number of reasons are attributed for the principal's predominant use of the aforesaid leadership. The reasons are as follows: (a) the principal submits to pressures of teacher unions; and, (b) the principal is apprehensive of unnecessary lengthy suspensions of classes, which are orchestrated by older educators and their companions that gang against him. Furthermore, the principal deliberately employs the laissez-faire leadership style so as to subsequently shift the blame from his side to targeted teachers. Let me explain what the laissez-faire leadership style involves at this school; the school manager purposefully does not show interest in the management of the school and suddenly he detaches himself from the school activities whilst confining himself to his office day in and day out. During the phase of the laissez-faire leadership style, the principal is completely unapproachable and, he rarely communicates with educators. Anything goes at this school especially during the laissez-leadership style interval, for instance; lazy and irresponsible educators, as well as many older educators deviate from reasonable responsibilities of educators. Although the principal predominantly employs the laissez-faire leadership style, he usually uses other leadership styles. Occasionally, the principal shifts from laissez-faire leadership style to other leadership styles and, assesses the work of educators, which is performed during the periods of laissez-faire leadership style. The principal blames targeted good teachers instead of reprimanding deviant educators who temporarily abrogate their teaching profession. The school principal constantly accuses good teachers of taking over his role as a school principal and, openly

says that no educator can make him irrelevant at this school. The attention is focused on such petty false accusations instead of naming and shaming the real culprits.

Moreover, many older teachers unfavourably use teachers' unions to solve their shortcomings in the teaching profession, for example, older educators approach militant unions and the militancy force the principal to use the laissez-faire leadership style. In addition, numerous older educators intentionally seek the much-needed support for their deviant activities from their competent counterparts and, young inexperienced educators. Therefore, the support that is solicited by older educators from other educators is required to strengthen their unrealistic demands, as well as for causing the principal to feel isolated.

The above-mentioned data are confirmed by the following information. According to Gill (2014), laissez-faire leadership style is not appropriate for rule-bound and inflexible organisations, especially, government departments. Moreover, a laissez-faire leader does not supervise or regulate employees and, hence, they have the freedom which can easily be abused in order to advance their own interests (Tarsik, Kassim & Nasharudin, 2014). Furthermore, Huang, Wang, Wu and You (2016) assert that the laissez-faire leadership style is characterised by unfavourable results, such as; depression, anxiety and the removal of the sense of purpose among employees. A leader who uses the laissez-faire leadership is detached from the activities of the organisation and has no strategy (Quintana, Park & Cabrera, 2015). Therefore, such a leader does not provide employees with any information concerning their prior conducts, in an attempt to make changes which can contribute to improved performances (Quintana, Park & Cabrera, 2015). In relative terms, the laissez-faire leadership style is not effective, whereas the transformational and transactional leadership styles are beneficial to employees and organisations (Amanchukwu, Stanley & Ololube, 2015).

At this school, the laissez-faire leadership style has many disadvantages as demonstrated by the principal through his behaviour, but in the midst of the confusion, certain highly qualified educators are unhindered and continuously perform many tasks including teaching. Therefore, the irresponsible behaviour of the principal during the laissez-faire leadership style is turned around by few creative educators who showcase their creative talents and skills. In fact, I am one of those few hardworking educators. In the context of the laissez-faire leadership, no one controls and manages educators at a school level, thus, the absences of effective leadership allows us to do a right thing. The few of us make our own good responsible decisions which positively impact on

learners. This means that we teach the learners even though ten of them can pass out of one hundred. As educators, we form small groups and follow a simple timetable which involves waking up early at 1 am so as to study and prepare for classes. Unfortunately, the principal takes the credit for our hard work, although he is largely detached from school activities.

The above data are confirmed by Gill (2014) who emphasizes that an approach of a laissez-faire leadership style can be successful if a formidable group of highly qualified staff members with much sought after skills, are given tasks to execute. In this regard, such highly inspired experts have credible proven track records and, the laissez-faire leader allows them to make their own decisions and complete tasks without making consultations (Gill, 2014).

Moreover, Ryan and Tipu (2013) contend that there are certain circumstances where laissez leadership style is favourable, and a number of employees accept it, even though they complain. For example, ideas of self-reliance (Eisenbeiß & Boerner, 2013), self-supervision, employee unilateral decision-making process (Quintana, Park & Cabrera, 2015), and emancipation (Amundsen & Martinsen, 2014); can be implemented by employees under the laissez leadership style. Further, Ryan and Tipu (2013) state that the laissez-faire leadership style gives rise to creativity among employees in certain situations, because the leader does not perform the leadership role. The laissez-faire leadership style is very important for individuals who accrue tangible gains directly or indirectly, because its exponents are not held accountable in most instances (Gill, 2014).

The same respondent reflected the views and experiences of other participants, and provided the data which revealed that the following leadership styles are similar in terms of a reciprocal relationship between the principal and educators. This emphasises the effects of work performance within the context of teaching. They are as follows: democratic, transformational, transactional, situational, instructional, shared and autocratic leadership styles. In respect of the above-mentioned leadership styles, one respondent summed up all the responses of certain participants and stated that:

In fact, the principal uses the transactional leadership style after assessing the objectives of the school, and targets within a specific period in accordance with the policies. On the one hand, the principal encourages educators to work extra hard in order to meet set targets. On the other hand,

the principal emphasizes that educators who work hard can and shall be provided with gifts as a way of expressing his gratitude. In this regard, the principal works as though he is in charge of Old Mutual where insurance brokers are paid more if they manage to recruit extra clients who pay more premiums on time. The principal strongly promises to reward us if we work harder than before, and when we meet his targeted goals, he smiles because the transactional relationship with educators advantages him.

The above-mentioned data are validated by Lekka, Healey and Hill (2017) that transactional leaders are endemic in prosperous institutions in which daily tasks are executed in a haphazard (unplanned) manner, or in institutions where leaders formulate policies and plans of action in a centralised manner. Sadeghi and Pihie (2012) contend that the transactional leadership style often encompasses a situation where there is a reciprocity between the leader and supporters. Flowing from the foregoing assertion, a transactional leader is principally regarded as an individual who inspires supporters to achieve envisaged end results, and to remunerate them, accordingly (Sadeghi & Pihie, 2012). Thereto, Zhu, Sosik, Riggio and Yang (2012) assert that transactional leadership centers on persons who are looking for personal goals, and involves a dependence on personal concerns of individuals that exist in different environments, but brought together by the determination to fulfil human needs.

However, the principal has never completely fulfilled his pledges, because most of the educators do not benefit from his promises. The principal does not care about many educators, and there is no love. Furthermore, the principal treats many educators more severe under the transactional leadership style than under all known leadership styles. In fact, the principal uses school funds to reward his close friends (educators), the informers. Thus, the transactional leadership style is beneficial only to him and his close friends, but not to the majority of educators who work very hard. The principal's argument is that all educators perform better under the transactional leadership style, because they know that their hard work will be reinforced with a reward. That being said, the principal wants us to consistently work hard as if he can afford to pay educators more than what they earn. The principal says one thing and does the exact opposite. In the context of the transactional leadership style, the principal's behavior and his untruthful statements perpetuate and contribute to animosities, discontent and mistrust among educators. Moreover, we the marginalised educators lose focus on being innovative.

The above data are confirmed by Sadeghi and Pihie (2012) who state that the application of the transactional leadership style causes employees or subordinates (teachers) to establish unstable bonds with supervisors (with reference to this study, principals), which only exist for a limited period. Furthermore, such bonds are subject to the issuance of rewards by the leader as a gift for the acceptable work that is performed by employees (Sadeghi & Pihie, 2012). Moreover, the temporary bonds between the leader and the recipients of rewards cause animosities and dissatisfactions among many employees (Odumeru & Ifeanyi, 2013). The transactional leadership style is defective because, it is commonly applied to all employees, and it also overlooks circumstantial and situational elements which are linked to institutional problems Yukl, 2011). Besides, researchers who espouse the transactional leadership style traditionally encompass two leadership styles namely, the transformational and transactional (Gundersen et al., 2012).

Moreover, the disadvantages of a transactional leadership style are as follows: (a) it does not promote creativity among employees, which is a significant element that is needed for the consistent success of any institution (Odumeru & Ifeanyi, 2013); (b) Rewards which are paid to subordinates that perform efficiently within a given period impact unfavourably on creativity and, workers (with reference to this study, educators) who are controlled by a transactional leader (a school principal) demonstrate very little or no creativity at all (Smith, Eldridge & DeJoy, 2016). The existence of minimum creativity or the lack thereof among teachers under the control of a school principal that uses a transactional leadership style does not promote proactive and innovative teaching (Smith, Eldridge & DeJoy, 2016). According to Smith, Eldridge and DeJoy (2016), transactional leaders do not urge employees to frequently make use of their imagination and to form mental images about thoughts. Put slightly different, principals who use a transactional leadership style do not encourage educators to re-evaluate their usual old teaching methods and the manner in which routine problems are solved, so as to try new methods.

There is a certain leadership style called participative or the democratic leadership style, where the principal allows us to participate in making contextual decisions, and also consults teachers. In fact, principals are similar in their approach. Our participation in meetings ensure that other people cannot steal our jobs. Therefore, our jobs are protected. Furthermore, there are many benefits which are attached to our jobs, for example; medical aid, subsidies, retirement funds and bonuses. The democratic leadership style improves our performances and commitments to assigned tasks within the school environment. Thus, certain learners perform well, too.

The aforesaid views are affirmed by Northouse (2012) who states that the participative leadership style enables a leader to consult the rank and file membership; thus, views and expressions of group members are incorporated into the subsequent programme of action of a given school. Furthermore, Nadarasa and Thuraisingam (2014) assert that the participative leadership style allows workers to accumulate certain gains and these are: shelter; job security; fringe benefits; funds which are allotted to employees who are incapacitated whilst on duty; and, the distribution of surplus income among employees which is generated by the organisation concerned. Moreover, (Gill, 2016) affirms that the democratic leadership style involves well-organised roles, and a reciprocal relation between a leader and subordinates, thus employees prioritise efficiency. Furthermore, democratic leaders do recognize and acknowledge the significance of all contributions which are tendered by all managerial staff members (Gill, 2016). As a way forward, (Gill, 2016) deduced that the aforesaid leadership style is the utmost effective style of leadership.

The participative/democratic leadership style is used under circumstances in which the principal misleads outsiders or new educators into believing that she/he is largely democratic in her/his approach. For example, democratic policies of the DoE and SGBs are applied for a restricted period of time. Once the honeymoon is over, the principal introduces the new teachers to usual undemocratic leadership styles through his behavioural approaches, which we old educators are frequently subjected to. Furthermore, the disadvantage of the participative leadership style is that the principal applies it so that he can distort his understanding of our grievances about the way the school is managed. In addition, through our participations during meetings, the principal purposefully distorts our good recommendations about acceptable leadership styles. The principal rarely applies the democratic leadership style and, he does not use the democratic leadership style the whole day or throughout the week. The other disadvantage of the participative leadership style is that too many participants contribute various ideas and, waste too much of our time. In certain instances, many educators use vulgar language and we end up not reaching any tangible decisions. Furthermore, there many educators who speak continuously more than others in such meeting, because they know almost everything, especially, experienced educators who spent many years in the teaching profession. Thus, the democratic leadership is also paradoxical and difficult.

The preceding views and expressions are confirmed by Buzzle (2013) who argues that the involvement of numerous individuals in hammering out finer little details and reaching conclusions is practically

impossible. In addition, Khan, Khan, Qureshi, Ismail, Rauf, Latif and Tahir (2015) briefly discuss the disadvantages of the participative leadership style as follows: (a) the participative approach involves detailed discussions in which participants contribute to the decision making processes, therefore, it is both time and resource intensive; and, (b) the participative leadership style discussions are tiresome and involve numerous challenges; (c) participative leadership style discourses are heavily reliant on the age of the participants, preferably older participants dominate others, thus, an undemocratic feature exists; and, (d) participative leadership style discussions mostly result into deadlocks and, do not lead to best remedies.

In regard to the shared leadership style, the principal uses it because there are so many tasks within a school environment, which cannot all be performed by the principal alone. Thus, the principal rarely shares the leadership role with certain educators so as to ensure that tasks, which require the attention of the principal are performed by specific educators. The principal makes prior arrangements as to which educator other than the deputy can assume the leadership role in his absence. Such arrangements involve constant consultations between the temporary principal and other educators, thus, the leadership role is further shared.

The preceding data are confirmed by Day and Sammons (2016) that within the context of the school environment, there are too many tasks for a leader, and that it is impossible for the principal to perform them alone, thus, the leadership role has to be shared extensively with other educators. That said, there is a need to foster many and shared origins of leadership that cover complicated societal and contextual circumstances (Bolden, Jones, Davis & Gentle, 2015). Moreover, many educators are dissatisfied with the instructional leadership style which regard to the principal as the focal point of skills, competency, command, and proficiency (National Council of Professors of Educational Administration, 2012). Hence, Bolden, Jones, Davis and Gentle (2015) propose that leadership is a derivative of the interplays between the principal, educators and their contextual environment, instead of treating it as an offshoot of the principal's proficiency and expertise. Granted that schools are managed in a transparent and complicated environment, it is unreasonable and illogical for principals to have expert knowledge in all issues (Meador, 2017). Furthermore, the school leader (principal) is reliant on educators (Meador, 2017), therefore, educators are critical in enabling the leader to lead them and, they also know how to practically use the powers of a principal (O'Brien, 2016).

However, the disadvantages of the shared leadership style at this school are as follows: (a) certain educators are deliberately not given the opportunity to temporarily undertake the role of a shared leadership, because the principal is prejudiced against them, therefore, this creates animosities between educators; (b) the principal chooses his friends to share the leadership role, because they advocate all his activities, even though such activities are not in line with the policies of the DoE. The principal is not prepared to groom hardworking educators into leaders who are capable of leading us, instead of taking a correct step, the principal talks about such good educators in terms of being trouble makers.

The above data is in line with (2015) argument that within the context of the shared leadership style, numerous principals are obstacles due to the following facts: (i) numerous principals refuse to encourage and support educators with the greatest potential to become subsequent school principals; (ii) many principals neither want to share the authority, nor manage the school with educators; (iii) many principals are biased and only select favourite educators to share the leadership role, because such persons are consistently supportive of the principals. Furthermore, many conventional principals purposefully instigate disobedience and contemptuous acts for educators who are not appointed by them to share the leadership at a level school, thus, the purpose of the shared leadership is intentionally defeated (O'Brien, 2016; Squires, 2015). Moreover, at initial stages, numerous discourses pertaining to the shared leadership style become abortive, because so many educators with different opposing views assume the leadership role within a school (Bolden, Jones, Davis and Gentle, 2015). Furthermore, in situations where the shared leadership style is incorrectly applied by the leader concerned (for example, a principal), it can be misconstrued as a tool used in pressuring educators to commit themselves to teaching, and state amendments in the educational sector (Squires, 2015).

Moreover, the principal also uses the transformational leadership style in which educators are inspired to work more than they would ordinarily perform their official tasks. In this regard, educators are authorised to perform tasks, which in the absence of the transformational leadership style would require permission and prolonged meetings with the principal. Therefore, time is saved and educators concentrate more on effective teaching, as well as supporting team members by sharing relevant information, that is, in relation to the subjects and required methods for teaching. Through the transformational leadership style, the principal accepts our different views and

interests with regard to pressing problems that affect educator commitment and learner performance. Therefore, our innovative ideas are supported and improved within the context of transformational leadership style and, this enhances our performances and commitments at this school.

The preceding data are in line with Nanjundeswaraswamy and Swamy's (2014) thinking who emphasize that the purpose of transformational leadership is to change employees and institutions; thus, such a transformational process enables individuals to broaden their scope and perception concerning conducts that are compatible with ethics, ideas and result in lasting and continuous adjustments which are embedded in a cycle. Furthermore, transformational leadership occurs in a situation where a leader embraces and espouses diverse concerns of followers or staff members, and such a conduct leads to the recognition and acknowledgement of the role and detailed responsibilities of all staff members (Brown, Fraser, Wong, Muise & Cummings, 2013). Thereto, transformational leaders urge their supporters to examine and consider difficulties from different viewpoints (Brown, Fraser, Wong, Muise & Cummings, 2013).

Within the framework of the transformational leadership style, it is very difficult to share and clearly understand the procedures which are used in generating much-needed ideas. We do not even know where workable ideas end and where their impacts begin. Moreover, if we educators want to find out how certain active educators motivate their contributions and, how such contributions impact on our performances, the answers to our questions are not clear. We are forced to accept good ideas of our colleagues who think critically, without knowing the boundaries between motivated ideas and, their impacts on our respective performances. What we know is that the transformational leadership style works for us.

The aforesaid data are validated by many authors below. Hardy et al. (2013) contend that although the transformational leadership style favourably affects employee and institutional accomplishments, the fundamental procedure of the leader's effect is very ambiguous (not explicit) and; very few researchers evaluated the impact of the transformational leadership style on teams of employees and institutions. Moreover, the transformational leadership style cannot be used adequately in identifying the influence of circumstantial, and contextual inconsistencies on the effectualness of the leader (Sprouse, 2013). Besides, the building blocks of the motivational aspects and the effects of the transformational leadership style are

not separated; therefore its inspirational features cannot be distinguished from the end results (Sprouse, 2013).

Furthermore, the principal employs the instructional leadership style and places much emphasis on instructions and the contents of the subjects, which are prescribed by the DoE. In the context of the instructional leadership style, the principal plays a critical role that links the commitment of the educators to the achievements of learners during their assessments. In essence, the principal attempts to improve poor results at our school by following proper instructions and guidelines as set by the DoE. In order for the principal to achieve teacher commitment, the principal uses strict instructions and guidelines in line with the approved curriculum. In regard to achieving good results of learners, the principal makes sure that every learner adheres to classroom rules.

Day and Sammons (2016) verify the preceding data and contend that the instructional leadership style is essential for direct and beneficial interactions between the principal, teachers and learners. In this regard, school principals focus on enhancing a situation which can be conducive for optimum teaching and learning (Gumus & Akcaoglu, 2013). Therefore, principals who make use of the instructional leadership style place more emphasis on instructions and contents of the curriculum than predominantly managing the school (Gumus & Akcaoglu, 2013).

Moreover, Maponya (2015) provides an outline of roles which are performed by principals who use the instructional leadership style, and these are as follows: (a) employing and managing educators; (b) closely observing and keeping track of the kind of contents of the curriculum which are taught at a given school; and, (c) liaising with the DoE officials and parents in relation to the school schedule and progress. Besides, the principal who utilises instructional leadership is also accountable for juxtaposing suitable methods for teaching, and organising necessary equipment, which is required for efficacious instructions (Maponya, 2015).

However, in respect of the instructional leadership style, certain educators feel that the principal is overstepping the boundaries because he does not know all the subjects. Furthermore, the principal is not qualified in all critical fields or all subjects within the school. The principal compels and instructs educators to execute their tasks, and provides them with strict explanations about

how learners must be taught. Moreover, the principal does not allow responsible educators and HODs to independently perform their roles and tasks.

The above point is validated by Zvandasara (2016) who contends that the instructional leadership style heavily concentrates on the school principal as the focal point of skills, influence, control, capability and command within the school environment; but such a concentration is problematic because it defeats quality performance. Therefore, the concentration of the above-mentioned accountabilities and other tasks, which are not connected to the instructional leadership style, exceed the abilities of principals (Firmaningsih-Kolu, 2015). In the light of many responsibilities, principals are compelled to execute all their tasks as instructional leaders, and enhance the performances of learners and educators, which is very difficult or impossible for one person (Maponya, 2015). Moreover, there are very few principals who can successfully enhance the performances of learners, and educators within the context of the instructional leadership style (Firmaningsih-Kolu, 2015).

The principal usually employs the situational leadership style in such a manner that so many leadership styles are applied within a specific period. In fact, the use of the situational leadership style depends on the prevailing circumstances. In respect of the situational leadership style, the principal is more influenced by the conducts of educators in relative to other leadership styles used at this school. For example, the level of preparedness among educators and the rates at which educators execute their tasks in accordance with given instructions, because the principal to use the situational leadership style on contextual basis. In this regard, the principal is interested in the execution of required tasks by the educators and, the completion of such tasks within established time limits. During the period leading to examinations, the principal uses the situational leadership style; because learners have to be motivated, thus, educators are contextually urged to use many past examination papers and revision notes (work) to prepare learners for examinations. Moreover, the principal uses the situational leadership style whenever inexperienced educators are closely monitored so that they must always adhere to the contents of the curriculum during classes. With regard to the senior educators, the principal barely uses directives, because many educators know how to execute their tasks, although older educators do not want to be given orders.

The above data is in consonant with Cherry's (2016) argument that the situational leadership theory conjectures that there is no leadership style which is better than the other, but leadership styles are subject to the prevailing contextual circumstances. Moreover, Cherry (2016) contends that the situational theory which is also known as Hershey & Blanchard's theory, consists of four stages of growth and these are as follows: M1, employees within this category are devoid of expertise, ingenuity, and preparedness to bring their allocated responsibilities to fruition; M2, this category is composed of employees who are prepared and committed to allotted duties, nonetheless, such employees are devoid of the required capability; M3, employees who belong to this grouping do possess the necessary expertise and ability to bring allotted duties to fruition, nevertheless, they are unprepared to undertake their duties; and, M4 comprises employees or staff members who are qualified and prepared to finalize duties that are allocated to them. Thereto, the situational leadership theory projects that the exact type of a connection between a manager's conduct and a junior employee's characteristics is explained as follows: for junior employees with a stubby sense of responsibility, supervisors must exhibit comparatively lesser contemplation, and much elevated orders; nonetheless, as junior employees accrue a greater sense of responsibility, orders must be reduced, whereas, supervisors should be attentive to middle junior employees; managers must lower their level of attentiveness if middle junior employees attain a higher sense of responsibility (Almansour, 2012).

The principal applies the situational leadership style in a selective manner at this school. For instance; the principal uses a democratic approach towards any of his favourite educators and, even assists them whenever an identical aspect is dealt by almost all educators. However, the principal becomes an autocratic leader whilst dealing with the same aspects and, makes intolerable demands on educators who are not his favourites. With regard to educators who are not his favourites, the principal does not facilitate the procedure of executing tasks pertaining to the same aspect. Thus, the results of our performances are not the same. In addition, even the principal's favourite educators do not always produce similar results. The situational leadership style confuses educators, therefore, it is not clear.

The above data coincides with Mulder (2012) with Mulder's assertion that the situational leadership style is inconsistent and, it does not conform to all situations. In addition, Mulder (2012) contends that the situational leadership style cannot be used continuously in a given environment. Furthermore, Sparh (2015) concurs with the preceding author, and asserts that the situational leadership style is unstable, incongruent

and ambiguous. Moreover, Spahr (2015) argues that no specific known leadership style is generally and always effectual in any situation. In fact, behavioural hypotheses rely on conjectured (guessed) leadership styles, which are problematic to pinpoint (Spahr, 2015).

The principal occasionally uses an autocratic leadership style at this school. Whenever, the principal uses autocratic leadership tendencies, a number of educators improve their job performances. Moreover, the autocratic leadership style brings about high levels of morale among dedicated teachers, thus, they pay special attention to their allotted tasks in an efficient manner so that goals of this school can be accomplished.

The principal keeps almost all the educators on their toes, thus, educators become well organised and well regulated in terms of how they teach. However, certain older educators resist the principal's autocratic tendencies. Such older educators gang up against the principal and, also instigate disobedience. Therefore, such counter steps compel the principal to temporally abandon using the autocratic leadership style. Nonetheless, the autocratic leadership style is cost-effective because the principal does not hire temporary educators, but focusses on effectively forcing educators of this school to work extra hard.

The aforementioned data has resonance with Iqbal, Anwar and Haider's (2015) assertion that there are numerous advantages of the autocratic leadership style, such as: (i) the autocratic leadership style is very economical for the leader and the institution; (ii) it is based on job performance and, it improves efficiencies and leads to high morale of certain employees at workplaces, such as; a school; (iii) the autocratic leadership style is very effective in addressing short-term problems; (iv) autocratic leaders effectively manage organisations, and this also contributes to proper time management. In reference to the autocratic leadership, Tiwari (2014:8) contends that high morale is a when an employee is satisfied with the work and creatively takes a step and gives his/her allegiance to the institution, whilst concentrating on accomplishing goals of the institution. Furthermore, Cherry (2014) highlights that autocratic leadership is advantageous in certain respects, for example; hasty resolutions and conclusions can be reached in the absence of subordinates or other parties.

The disadvantage of the autocratic leadership, is that the school manager adopts a position in which he says that look, I am the boss and all of you here have to do what I say and, do not even think of questioning my authority. Therefore, we are all forced to behave and work in accordance with the principal's directives and instructions. The principal demands strict obedience from educators, therefore, our personal freedom is restricted. Furthermore, the principal provides educators with strict and rigid guidelines and instructions, and forces them to perform required tasks on the basis of inflexible rules and regulations. During meetings, the principal's decisions are predetermined and educators simply rubber stamp them. If many educators ask questions the principal easily gets annoyed, except in circumstances where his favourites put questions to him. It is impossible for educators to contribute different views, and educators are not allowed to ask the principal to clarify relevant matters.

Gill (2014) validates the above-mentioned data and asserts that followers of autocratic leaders are not allowed to partake in the deliberations of institutional policies. Moreover, Cherry (2014) contends that authoritarian leaders select one-sided options, which are grounded in their unopposed opinions and discernment of circumstances; such leaders exhibit very little or no interest in getting the return to their inputs (one-sided decisions) from followers.

Theme: Educators' preferred leadership styles of their school principals.

Question: What are educators' preferred leadership styles of their school principals?

With regard to this theme, research participants had different views and experiences, because each of the three groups of participants preferred its own unique leadership style. The respondents' responses were summarised and placed in each corresponding category of the three following leadership styles, and these are: democratic leadership style; laissez-faire leadership style; and transformational leadership style. Respondents who shared almost identical views and experiences about the democratic leadership style as a preferred leadership style at the three research sites were surmised by one respondent. In relation to the democratic leadership, the data revealed that educators and principals thoroughly weigh up all issues before recommendations are made. Eventually, such suggestions are also acknowledged by policy makers. Within the context of the democratic leadership style, it emerged that the principals are compelled to accommodate different decisions of educators in regard to one matter. Furthermore, the data also revealed that it is problematic and contradictory to make a sound decision after assessing opposing contributions of educators.

The participants' responses also revealed that trade unions do intervene unfavourably, and, they are biased towards educators in situations where parties reach deadlocks. The data further showed that principals are biased during the application of the democratic leadership style at the three research sites. The respondent who reflected the responses of participants in respect of the democratic leadership style as a preferred leadership style stated that:

Within the context of the democratic leadership style at this school, educators critically discuss almost all matters in detail at a school level, before relevant issues are accepted by policy makers and, subsequently used as policies. Therefore, the democratic leadership style is one of the most preferred leadership styles at this school and other surrounding schools, because teachers want to be consulted and, they also want their views to be heard. Furthermore, educators are particularly interested in criticising each other, and, engaging the principal in constructive arguments about the management of the school.

With regard to the preceding data Northouse (2012) states that the participative leadership style enables a leader to consult the rank and file membership, thus, views and expressions of group members are incorporated into the subsequent programme of action of a given school.

According to Nadarasa and Thuraisingam (2014) the participative leadership style enables workers to accumulate certain gains and these are: shelter; job security; fringe benefits; funds which are allotted for employees who are incapacitated whilst on duty; and, the distribution of surplus income among employees which is generated by the organisation concerned. Furthermore, Gill (2016) affirms that the democratic leadership style involves well-organised roles and, a reciprocal relation between a leader and subordinates, thus, employees prioritise efficiency. In addition, democratic leaders do recognize and acknowledge the significance of all contributions which are tendered by managerial staff members (Gill, 2016).

The problem with the democratic or participatory leadership style is that a principal cannot always provide effective leadership. The reason which is attributed to the difficulties of the democratic leadership style, is that the principal cannot always and easily make sense out of many inconsistent decisions drawn from all participants. At certain stages, unions do intervene in a negative manner and hit the ground running, thus, the school principal is forced to accept all contributions of

educators. Such contributions are problematic and paradoxical during the final stages of decision-making, because sometimes, most of them contradict each other. Moreover, there was a situation whereby many ideas were competing against each other without any single clear agreed decision or a common direction to follow. In fact, it was as if there were more than seven principals at this school with different rigid decisions which could not be implemented. Moreover, in almost all the cases, decisions of educators are riddled with holes because of existing divisions amongst ourselves. Hence, the principal uses such divisions for his own advantage by adopting different leadership styles which suit a specific purpose at a given time. Certain educators compete for the principal's attention, and also use divisions amongst teachers to their own advantage. For example, certain educators fail to complete their workloads before dates which are meant for final submissions of reports in regard to each educator's performances per given period. In fact, the principal is frequently divisive and responsible for the escalation of quarrels between educators because he likes gossiping. Hence, under the pretext of making use of the democratic leadership style, many educators at this school focus on escalating personal vendettas against opponents and belittling each other.

The above data is consonant with Buzzle (2013) thoughts that the involvement of numerous individuals in hammering out finer little details and reaching conclusions is practically impossible. In addition, Khan, Khan, Qureshi, Ismail, Rauf, Latif and Tahir (2015) briefly discuss the disadvantages of the participative leadership style and, these are as follows: (a) the participatory approach involves detailed discussions where participants contribute to the decision making processes, therefore, it is both time and resource intensive, and (b) the participative leadership style discussions are tiresome and involve numerous challenges, (c) participative leadership style discourses are heavily reliant on the age of the participants, notably older participants dominate others, thus, an undemocratic feature exists; and, (d) participative leadership style discussions mostly result into deadlocks, and do not lead to best remedies because a number of participants are not always satisfied.

The second respondent summed up similar views and experiences of other participants with regard to the laissez-faire leadership style. In the context of the laissez-faire leadership style, the data showed that the overwhelming majority of educators at the three research sites, prefer the laissez-faire leadership style to any other leadership style. It also emerged that within the context of the laissez leadership style the principal

is not attached to the matters that affect the school. In addition, the data revealed that a number of reasons exist as to why educators prefer the laissez-faire leadership style and they are as follows: (a) educators constantly want to perform their tasks or anything independently without any instructions, restrictions, guidelines and prompts; (b) principals are aware of the hostilities which educators exhibit towards them, thus, principals use the laissez-faire leadership style; and, (c) many educators do not want to be instructed about the correct procedures of executing their tasks, and if such teachers are instructed to do so, they resort to sudden prolonged suspension of classes. The second participant stated that:

At this school, the majority of educators prefer the laissez-faire leadership style to any leadership style because they just want to be left alone and, do whatever pleases them without any interference. Numerous educators at this school do not want a school principal who issues out any forms of instructions which have to be adhered to. Moreover, educators at this school do not like to be reminded by anyone about their official roles and, they want to execute their official tasks on their own terms. Hence, educators like the current school principal because he is somewhat detached from the affairs of this school. In other words, the principal does not show any specific interest in the smooth management of this school. In fact, the principal is aware that certain educators are hostile and, do not want him to interact with them in his official capacity as the appointed principal. Simply put, many educators at this school do not want the principal to behave like a leader that controls them. They always compel the principal to conduct himself as an ordinary teacher. Hence, certain educators do not want to teach according to the official timetables. Educators at this school, do not want to take the blame when learners perform very poorly at the end of the year. In the light of whatever facts given, it is very important for the principal to fully understand his/her role as a principal and, to execute his/her functions without fear or favour. Moreover, influential educators (especially, the older generation) have normalised a deviant common conduct known as 'chalk down'. If the DoE and the principal attempt to persuade or pressurise educators to perform their functions meticulously and diligently, they resort to abrupt and prolonged suspension of classes without warning. Simply put, 'chalk down'. During the usual deadlocks between the above-mentioned parties, educators always emphasize that they can only resume classes, once the principal agrees to reverse his strict supervision in which instructions and guidelines are followed to the letter.

The above-mentioned data are confirmed by Gill (2014) who emphasizes that the laissez-faire leadership style is very important for certain individuals who unfairly accrue tangible gains directly or indirectly. Furthermore, Quintana, Park and Cabrera (2015) contend that a leader who uses the laissez-faire leadership is detached from the activities of the organisation and has no strategy. Therefore, Quintana, Park and Cabrera (2015) argue that a laissez-faire leader does not provide employees with any information concerning their prior conducts, so as to make changes which can contribute to improved performances. Huang, Wang, Wu and You, (2016) state that the laissez-faire leadership style is also characterised by unfavourable results, such as: depression, anxiety and the removal of the sense of purpose among employees. In relative terms, the laissez-faire leadership style is not effective, whereas the transformational and transactional leadership styles are beneficial to employees and organisations (Amanchukwu, Stanley & Oloolube, 2015).

The third research participant summarised all similar views and experiences of other respondents and indicated that the transformational leadership style was the preferred leadership style at the three research sites. In terms of the transformational leadership style, the data revealed that principals inspire educators to work harder at the three research sites. Moreover, the data also showed that principals motivate educators to freely execute their duties within the strict limits of the DoE rules and procedures. Besides, the data revealed that educators are authorised by transformational principals to make decisions, which include difficult situations. Furthermore, the data indicated that principals who use a transformational leadership style provide educators with the opportunity to train further, and to acquire abilities that needed to address problems. Hence, educators achieve job satisfaction. Moreover, the principal encourages beneficial interactions between educators and learners based on academic matters. In this context, the third respondent summed up all the responses of other participants, and stated that:

Many educators at this school prefer the transformational leadership style to other leadership styles, because whenever the school principal uses the aforesaid leadership style he motivates educators to work extra hard. The principal frequently insists that educators should always perform their tasks in line with given regulations and policies of the DoE in an incorruptible manner. Hence, educators are empowered because they are allowed to use their own different views when assessing any situation, especially, problematic circumstances. Moreover, the transformational leadership style enables educators to improve their problem-solving skills and attain job satisfaction.

Furthermore, a principal who utilizes a transformational leadership style permits educators to increase their skills. In this regard, the principal promotes a constructive shift for the school and educators. Moreover, the principal persuades educators to attend workshops, short courses and normal courses for degree purposes. Therefore, through the application of transformational leadership style, educators are able to build on existing qualifications. The principal inspires us to be leaders within our school, because he wants us to reflect the vision and mission of the school. Furthermore, the school principal encourages us (educators) to freely perform extra tasks, such as; asking learners to consult educators about pertinent school issues at any appropriate times, even during weekends. Therefore, learners visit educators at their respective homes for clarity and thorough elaboration on matters, which they do not ordinarily understand. Furthermore, the transformational leadership style boosts the morale of educators.

The above-mentioned data is in line with that of Nyausaru (2014) who contends that the transformational leadership improves inspiration, self-confidence, self-esteem and efficiency of all participants via an assortment of procedures. In addition to what have been said above, the transformational leadership theory presupposes that deeds of leaders are founded on incorruptible, principled and impartial contemplation of all individuals in a given institution (Uhr & Walter, 2014). Furthermore, Nanjundeswaraswamy and Swamy (2014) state that the transformational leadership style focuses on the growth and success of supporters and the evolution of their necessities. Moreover, leaders with a transformational leadership style focus on the progress and evolution of an effective team of staff members, as well as their motivational extents and, ethics which are characterised by the introduction of their capabilities (Thomas, 2016). In essence, the purpose of transformational leadership is to change employees and institutions; thus, such a transformation process enables individuals to broaden their scope and perceptions concerning conducts which are compatible with ethics, ideas and result in lasting and continuous adjustments which are embedded in a cycle (Nanjundeswaraswamy & Swamy (2014). Furthermore, transformational leadership happens in a situation in which a leader embraces and espouses diverse concerns of followers or staff members, and such conduct leads to the recognition and acknowledgement of the role and detailed responsibilities of all staff members (Brown, Fraser, Wong, Muise & Cummings, 2013).

Theme: The influences of leadership styles adopted by school principals on educators' job satisfaction.

Question: How has the leadership style(s) adopted by principals influenced the educators' job satisfaction?

The data revealed that there were many similarities amongst the respondents' responses in terms of the influence of each leadership style on the educators' job satisfaction. Furthermore, all of the six respondents stated that each of the seven leadership styles in this study had its own consistent influence on the educators' job satisfaction. Moreover, similar responses of research participants were summarised and placed under the same category of a specific leadership style, that is, in regard to its influence on the educators' job satisfaction. Moreover, the data revealed that the educators provided professional and helpful responses in terms of this particular theme. The responses of the participants focused on the following leadership styles: democratic; transformational; autocratic; situational; instructional; laissez-faire; and, shared.

In regard to the democratic or participative leadership style, it positively affects many educators because they are able to partake in the processes of determining relevant decisions, as well as in instances that involve seeking and exchanging brilliant ideas; which are helpful in establishing effective teaching at a school level. Furthermore, the democratic leadership style favourably influences educators because they contribute to critical discussions, and all contributions are evaluated. Therefore, such democratic tendencies mostly lead to the rectification of flaws, and individual prejudices are also addressed among the educators. For instance, educators who have been teaching Mathematics for so many years do provide much needed assistance to their junior counterparts with limited experience and knowledge in Mathematics. Moreover, experienced and knowledgeable Mathematics educators frequently provide junior Mathematics teachers with easiest relevant theorems and, also show them how to use such theorems in solving difficult problems in Mathematics topics, such as; Calculus (Differential Calculus), Trigonometry, Algebra, Geometry and, Probability and Statistics. The aforesaid approach is also used in other areas, for example; Life Science (Biology), Physical Science (Chemistry and Physics) and literacy subjects. In this regard, the democratic leadership style is indeed a conduit to enhanced teaching, and a mutual relationship between educators and principals. Furthermore, the data revealed that the democratic leadership style leads to continuous unreasonable demands which are made by educators. In regard to the democratic leadership style on the educators' job satisfaction, one respondent summed up all responses of other participants and, stated that:

Educators are interested in the participative or the democratic leadership style, and many educators want to focus on effective teaching. Besides, educators are able to teach learners effectively, because their participation in tangible decision making processes is inconclusive, although a small degree of favouritism exists. Thus, the participatory approach of educators in the decision-making processes increases the efficiency of educators at a school level. For example; many educators critique themselves by reading and rereading their work, and solicit further clarity from senior educators who are more knowledgeable and experienced. Therefore, such a strategy enables educators to share effective teaching techniques amongst themselves as teamwork for each subject, whilst under the guidance of the head of a particular school department. The democratic leadership style at our school influences many educators in such a manner that they critically think, which leads to constructive debates. Under the democratic leadership, numerous educators are able to question all the contributions, thereby, pros and cons are weighed. Such a procedure enables a considerable number of educators to identify their own biases and shortcomings. Afterwards, exhaustive solutions are provided. Furthermore, job satisfaction is realised in an informed manner and this is reflected in the manner in which many educators work as teams. For example, experienced Mathematics teachers assist inexperienced and less knowledgeable Mathematics educators by showing them all necessary steps in complicated calculations. Furthermore, experienced Mathematics teachers advise their less experienced counterparts to allocate more time for difficult topics such as; Calculus (Differential Calculus), Trigonometry, Algebra, Geometry and, Probability and Statistics. Similar approaches are repeated in Life Science (Biology), Physical Science (Chemistry and Physics) and literacy subjects. Hence, democratic leadership style is like a springboard, which improves teaching and the relationship between the principal and educators.

The above data resonates with Gill's (2016) assertion that democratic leaders do recognize and acknowledge the significance of all contributions which are tendered by all employees and managerial staff members. Furthermore, Northouse (2012) states that the participative leadership style enables a leader to consult the rank and file membership, thus, views and expressions of group members are incorporated into the subsequent programme of action of a given school. Moreover, Nadarasa and Thuraisingam (2014) contend that the participative leadership style allows staff members to accumulate certain gains and these are: knowledge; shelter; job security; fringe benefits; funds meant for employees who are incapacitated

whilst on duty, and the distribution of surplus income among employees which is generated by the organisation concerned. In addition, Gill (2016) affirms that the democratic leadership style involves well-organised roles, and a reciprocal relationship between a leader and subordinates, thus, many employees prioritise efficiency because of their job satisfaction.

Although the democratic leadership style impacts positively on educators' job satisfaction, it also contributes to job dissatisfaction because decisions of certain educators are not always accepted due to consistent deadlocks. Furthermore, the other disadvantage of the democratic leadership style is that it contributes to the educators' endless unrealistic complaints. Educators at this school have learnt that they have to demand for the democratic leadership style and, the principal uses it in order to please them, and subsequently avoids labour problems, as well as insubordination. If the school principal delays in re-employing the democratic leadership style, we teachers isolate him and demand for his removal because he does not have the 'guts' to stand up to us. You see, for his own survival, the principal realises that the situation becomes unbearable and, he complies with our demands. This tendency of educators is prevalent among many schools in Pinetown. This is how such matters are dealt with here.

The preceding data are in consort with Buzzle (2013) views who argues that the involvement of all participants in hammering out finer little details and reaching tangible conclusions is practically impossible. Moreover, Khan, Khan, Qureshi, Ismail, Rauf, Latif and Tahir (2015) briefly discuss the disadvantages of the participative leadership style and, they are as follows: (a) the participatory approach involves detailed discussions in which participants contribute to the decision making processes, therefore, it's both time and resource intensive; and, (b) the participative leadership style discussions are tiresome and involve numerous challenges; (c) participative leadership style discourses are heavily reliant on the age of the participants, preferably older participants dominate others, thus, an undemocratic feature exists; and, (d) participative leadership style discussions mostly result into deadlocks and, do not lead to best remedies because a number of participants are not always satisfied.

In regard to the influence of the transformational leadership style on educators' job satisfaction, the data revealed that research participants provided similar responses. The data also indicated that teachers are given the authority to make decisions and effect reasonable transformation, which are subject to the

prescribed bureaucracy. The data also revealed that educators are encouraged by principals who employ the transformational leadership style to work harder and use divergent views in solving problems. Hence, educators execute more relevant tasks than the amount of tasks that are performed under other leadership styles mentioned in this study. Therefore, the data revealed that the transformational leadership style positively influences the educators' job satisfaction. One respondent summarised the responses of other participants in relation to the influence of the transformational leadership style on educators' job satisfaction, and stated that:

In respect to transformational leadership style, if the principal creates an enabling environment in which teachers are equally empowered to perform more than the expected target, educators always perform beyond expectations. In such fair environments, educators are satisfied because they feel that their views and experiences are heard, shared, and respected. Educators also know they are provided with the power to effect change and make decisions, which are relevant to teaching learners in line with rules and departmental regulations. In this regard, educators also feel that the school manager cares about them.

The above-mentioned data are in line with Brown, Fraser, Wong, Muise and Cummings (2013) who contend that transformational leaders urge their supporters to examine and consider difficulties from different viewpoints and, this contributes to the job satisfaction of employees. In essence, the purpose of transformational leadership is to change employees and institutions, thus such a transformational process enables individuals to broaden their scope and perceptions concerning conducts, which are compatible with ethics, ideas and result in lasting and continuous adjustments which are embedded in a cycle (Nanjundeswaraswamy & Swamy, 2014). Furthermore, transformational leadership occurs in a situation in which a leader embraces and espouses diverse concerns of followers or staff members, and such a conduct leads to the recognition and acknowledgement of the role and detailed responsibilities of all staff members (Brown, Fraser, Wong, Muise & Cummings 2013). In furtherance to the above, transformational leaders also proffer sustenance to subordinates, and motivation which reveals creativity, and activates excitements and recognition (Brown, Fraser, Wong, Muise & Cummings, 2013).

In respect of the influence of the autocratic and transactional leadership styles on educators' job satisfaction, the responses of participants were similar. The data revealed that the autocratic leadership style

is quite effective at all three research sites, although a considerable number of educators leave the school premises before the end of normal time allocated for work purposes. Furthermore, the data also indicated that principals make use of the autocratic leadership styles in circumstances where trade union representatives abruptly disrupt normal school activities, by forcing educators to attend sudden meetings. Participants also indicated that union representatives do not always make prior arrangements with principals. Moreover, the research participants revealed that the autocratic leadership style does cause dedicated teachers to have high levels of morale, and they apply themselves to their allotted tasks in an efficient manner so as to achieve goals of the school.

However, the data also indicated that certain educators become disgruntled when the principal uses the autocratic leadership style; because school principals make strict unilateral decisions, which have to be followed. Moreover, the data showed that principals of the three schools (research sites) use the autocratic leadership style in conjunction with the transactional leadership style.

In respect of the transactional leadership style, principals of three schools where the study was conducted, expressed their appreciation by praising deserving educators, as well as providing them with groceries. The data further revealed that the morale of deserving educators is boosted even though certain educators become jealous and unhappy. The data also revealed that structural problems such as ill-discipline among learners which is too disruptive during classes has not been addressed by principals. Therefore, the transactional leadership style is inconsistent. Disgruntled educators accuse the school principals of mismanaging school funds for the benefit of their close friends. One research participant summarised all the responses of other participants and stated that:

As an experienced teacher at this school, I can safely say that the autocratic leadership style is quiet effective and the principal uses it, especially, in certain situations, for example; in circumstances where SADTU or NACTU union representatives frequently compel educators to suddenly attend meetings without informing the principal in advance. On certain occasions, the principal responds to such unplanned disturbances in an autocratic manner by saying that there are more than a thousand learners under his leadership who want to learn and; teachers must deliver meticulously in accordance with his strict instructions and directives without questioning them. Moreover, the principal orders educators not to leave the school premises until after school

hours. Nonetheless, a considerable number of educators do manage to abscond. To a certain extent, the autocratic leadership style causes dedicated teachers to have high levels of morale and, they apply themselves to their assigned tasks in an efficient manner so that goals of this school are accomplished.

The foregoing data resonate with Iqbal, Anwar and Haider's (2015) view who contend that there are numerous advantages of the autocratic leadership style, such as: (i) the autocratic leadership style is very economical for the leader and the institution; (ii) the autocratic leadership style is based on job performance and, it improves efficiencies and leads to high morale of certain employees at workplaces, such as a school; (iii) the autocratic leadership style is very effective in addressing short-term problems; (iv) autocratic leaders effectively manage organisations and, this also contributes to proper time management. In reference to the autocratic leadership, Tiwari (2014:8) contends that high morale is a when an employee is satisfied with the work and creatively takes a step and gives his/her allegiance to the institution, whilst concentrating on accomplishing goals of the institution. In addition, Cherry (2014) highlights that the autocratic leadership style is advantageous in certain respects, for example; hasty resolutions and conclusions can be reached in the absence of subordinates or other parties.

However, other educators are not satisfied with the principal's autocratic leadership style because educators are not allowed to question and contribute to the principal's decisions. Whatever the autocratic principal says has to be adhered to or performed in line with strict instructions. Thus, such conducts negatively affect the job satisfaction of certain educators.

The foregoing data are similar to Gill's (2014) view that followers of autocratic leaders are not allowed to participate in the deliberations of institutional policies. Furthermore, Cherry (2014) contends that authoritarian/autocratic leaders select one-sided options, which are grounded in their unopposed opinions and discernment of circumstances: such leaders exhibit very little or no interest in getting the return to their inputs (one-sided decisions) from followers.

At this school the principal uses the autocratic leadership style in conjunction with transactional leadership. Within the context of transactional leadership style, the principal often reinforces effective teaching by praising educators concerned and provides such persons with groceries.

Furthermore, the principal also rotates good teachers with other educators from certain ineffective schools after negotiating and renegotiating with certain school principals, so as to improve the performances of ineffective schools. The above-mentioned combination of leadership style also improves job satisfaction of educators from this school and ineffective schools, because educators learn from each other through the rotation programme. The combination of the autocratic and transactional leadership styles at this school boosts the morale of almost every educator.

The above-mentioned data are confirmed by Sadeghi and Pihie (2012) who argue that the transactional leadership style often encompasses a situation in which there is reciprocity between the leader and supporters. In addition, [Burn (1978)] (Sadeghi and Pihie (2012) assert that a transactional leader is principally regarded as an individual who inspires supporters to achieve envisaged end results and, to remunerate them accordingly. Therefore, Zhu, Sosik, Riggio and Yang (2012) assert that the transactional leadership centers on persons who are looking for personal goals and, involves a dependence on personal concerns of individuals that exist in different environments, but brought together by the determination to fulfil human needs. Moreover, Shastri (2014) states that in order to bring a person's objectives to fruition, a transactional leader manipulates biological and non-biological necessities such as: security, deep affection, honour and, self-realisation. Furthermore, Shastri (2014) emphasizes that a transactional leader manipulates such necessities prior to and during the issuance of rewards to followers/staff members.

However, unproductive educators become demotivated and angry. Moreover, unproductive educators accuse the principal of abusing school resources so that his close friends continue to benefit. In a way the transactional leadership style causes mistrust and animosities between educators and the principal. The principal does not want to solve structural problems before applying the transactional leadership style, such as undisciplined learners who are too disruptive whilst teaching. Thus, this leadership is not applicable to every educator. Many educators are jealous of each other at this school because of rewards which the principal gives to deserving educators. Jealous educators accuse the principal of wasting school funds on personal friends within the school.

The preceding data are validated by Odumeru and Ifeanyi (2013) who contend that the temporary bonds between the leader and the recipients of rewards cause animosities and dissatisfactions between many

employees. In addition, Gundersen et al. (2012) emphasize that the transactional leadership style cause employees or subordinates (teachers) to establish unstable bonds with supervisors or managers (with reference to this study, principals), which only exist for a limited period. Furthermore, such bonds are subject to the issuance of rewards by the leader as a gift for the acceptable work that is performed by employees (Gundersen et al., 2012). The transactional leadership style is deficient because, it is commonly applied to all employees and; it also overlooks circumstantial and situational elements that which are linked to institutional problems (Yukl, 2011). Besides, researchers who espouse the transactional leadership style traditionally encompass two leadership styles namely, the transformational and transactional (Gundersen et al., 2012).

In reference to the situational leadership style, all the responses were similar and one respondent summed them up. The data revealed that although the laissez leadership style (a leaderless situation) is predominant in the Pinetown District, principals do contextually apply the situational leadership style, more importantly during the short period before examinations. The data also showed that principals use the situational leadership style in a desperate attempt to recover poorly managed time. In addition, the principal uses the situational leadership style to complete important impossible tasks within a short period, for which there are very little or no chances of success. The data revealed that principals at the research sites desperately employ the situational leadership style to alter disorganised environments for learning in the Pinetown District. Moreover, the data also indicated that due to the use of the situational leadership style, certain educators are disappointed and engage in riotous conducts, which further disadvantage learners. The data further revealed that teachers' unions and SGBs mislead educators, they tolerate and support irresponsible behaviours of educators. Furthermore, the data revealed that the situational leadership style is unreliable and inappropriate for the conditions at the three research sites. One respondent summarised the views and experiences of other participants, and stated that:

In this District of Pinetown, the laissez-faire leadership style is dominant at many schools, but our principal also periodically embraces the situational leadership style in which he applies all leadership styles subject to contextual circumstances that affect the school. The principal uses the situational leadership style to address irresponsible, unacceptable and unprofessional conducts of educators at this school. By using the situational leadership style, the principal attempts to change an abnormal and disorganised school environment. In simple terms, the principal tries to bring

normalcy to a predominantly disorganised culture of learning. The principal uses the situational leadership style, especially during the brief period leading to the examinations. The principal gives educators numerous tasks which are impossible to complete before examinations. Thus, it becomes necessary for the principal to use the situational leadership style in a desperation to recover lost time and achieve unrealistic targets. The principal panics and assures predominantly dissatisfied educators that this school can perform like the former Model 'C' schools in former white areas.

The above data are validated by the following information below. The situational leadership style proposes that effectual leadership demands that a leader must reasonably understand a given problematic circumstance and, apply a suitable solution in a contextual manner (Yuki, 2012). In addition, the situational leadership style is task-based, thus, the focus is not on the concerns of employees or followers (Sparh, 2015). Moreover, situational leaders thoroughly explain various tasks of employees within an institution and give orders, therefore, information flows in both directions (Sparh, 2015). Moreover, Cherry (2016) states that the situational leadership theory proposes that there is no leadership style which is better than the other, but leadership styles are subject to the prevailing contextual circumstances.

However, educators contest the use of the situational leadership style. Moreover, educators respond by initially embarking on a go-slow campaign and, subsequently they participate in seat-in protests that negatively affect learners for a considerable period. Educators become demotivated and accuse the principal of belittling them. Educators complain that the situational leadership is not reliable and, it is not appropriate for the conditions which prevail at this school. Thus, some of the educators purposively fail to focus on their work at school, thus, learners cannot cope with their academic work. You see, educators are negatively influenced by unions and members of the School Governing Body, so that false rumours can be spread in which a principal is depicted as being corrupt, stubborn and manipulative.

The aforesaid data is similar to Mulder's (2012) view that the situational leadership style is inconsistent and, it does not conform to all situations. In addition, Mulder (2012) contends that the situational leadership style cannot be used continuously in a given environment. Furthermore, Sparh (2015) concurs with the preceding author, and asserts that the situational leadership style is unstable, incongruent and ambiguous. Moreover, Spahr (2015) argues that no specific known leadership style is generally and always effectual in

any given situation. In fact, behavioural hypotheses rely on conjectured (guessed) leadership styles, which are problematic to pinpoint (Spahr, 2015).

In reference to the influence of the instructional leadership style on educators' job satisfaction, all the responses of research participants were almost identical and, one participant summed them up. The data revealed that principals at the three schools in the Pinetown District use the instructional leadership style because the adherence to classroom rules by learners is an important aspect of better learner performance. The data further indicated that the instructional leadership style is necessary for the management of educators, because principals ensure that instructions are followed by the educators concerned. In this regard, it is suffice to comment that instructions include the contents of the required syllabus. That said, the assessment is that the contents of the syllabus are somewhat followed under the instructional leadership style at the research sites because a few learners do perform well. The data also indicated that certain educators are dissatisfied because principals occasionally use the rigid instructional leadership style in which they follow strict instructions at the research sites. The data revealed that during the application of the instructional leadership style, principals perform the following: (i) visiting educators and learners inside classrooms to ensure that instructions are followed and the correct curriculum is taught; (ii) to make sure that correct tools and methods for teaching learners are used. Moreover, the data revealed that many educators use unorthodox reactionary counter steps, such as resorting to absenteeism which leads to poor learner performances. The data also revealed that educators are dissatisfied because principals behave as though they are qualified in all subjects. Educators are also unhappy because school principals interfere in all aspects such as teaching, school finances, and maintenance. One research participant summarised the responses of other participants in relation to the influence of the instructional leadership style on educators' job satisfaction and, stated that:

Although the laissez-faire leadership style is dominant in this area, the principal occasionally uses the instructional leadership style which is good for learners, because at least some of them perform well and, educators teach quiet effectively. The principal is concerned about the following: strict classroom rules which have to be adhered to by learners; learner performance; and, the adherence to instructions by educators. Within this particular context, the principal occasionally talks to both learners and educators about establishing a good environment for teaching and learning. Furthermore, within the context of the instructional leadership style, the principal follows many

educators around the school premises to ascertain if instructions and directives are followed. Furthermore, when the principal uses the instructional leadership style he visits many teachers and learners during lessons. Moreover, during lessons, the principal always insists that the right curriculum has to be adhered to by an educator who is responsible for a specific class and grade. He also insists on using correct and effective teaching procedures, and instruments such as computers and projectors. Within the context of the instructional leadership style, the principal of this school is not afraid to confront educators whilst they are busy teaching. The principal confronts educators so that a subject matter, which is not part of the curriculum can be abandoned immediately without any further delays

The preceding data are validated by Gumus and Akcaoglu (2013) who state that principals who make use of the instructional leadership style place more emphasis on instructions and contents of the curriculum than predominantly managing the school. In addition, the strong emphasis which is placed on instructions and the required contents of subjects, makes the instructional leadership style the most appropriate leadership style for a school principal (Gumus & Akcaoglu, 2013). Furthermore, it is suffice to contend that the instructional leadership is essential for direct and beneficial interactions between the principal, teachers and learners (Day & Sammons, 2016). In this regard, class regulations are strictly implemented and followed to the letter, hence, learner performance is enhanced.

Nonetheless, many educators complain about the occasional strict approach of the principal and, the huge workloads given to them whenever the principal uses the instructional leadership style. In fact, the principal behaves as if he knows everything or as if he was trained to teach all the subjects. The principals interferes in all tasks at this school ranging from teaching, school finances, auditing to maintenance. The tasks at this school are just too much for one person to assume a leadership role in all aspects. Thus, the conducts of the principal negatively affect the job satisfaction of educators. Therefore, certain educators are unhappy and fed up with the principal's strict direct supervision and marathon instructions. Notwithstanding, some educators are satisfied, and hence, a number of learners manage to score good marks.

It follows that certain educators feel that the principal belittles them in the presence of the learners. Thus, many teachers attend caucus meetings and complain bitterly about the principal in his

absence. Moreover, a considerable number of educators deliberately resort to absenteeism and, this leads to unintended consequences such as poor learner performance.

Zvandasara (2016) argues that the instructional leadership style heavily concentrates on the school principal as the focal point of skills, influence, control, capability and command within the school environment; but such a concentration is problematic because it defeats quality performance. Therefore, the concentration of the above-mentioned accountabilities and other tasks, which are not connected to the instructional leadership style, exceed the abilities of principals (Firmaningsih-Kolu, 2015). In the light of many responsibilities, principals are compelled to execute all their tasks as instructional leaders and, enhance the performances of learners and educators, which is very difficult or impossible for one person (Maponya, 2015). Moreover, there are very few principals who can successfully enhance the performances of learners, and educators within the context of the instructional leadership style (Firmaningsih-Kolu, 2015). Thus, the overwhelming majority of school principals do not have the determination, and the required expertise to correctly apply the instructional leadership style within the school environment (Maponya, 2015).

With regard to the influence of laissez-faire leadership style on educators' job satisfaction, all the responses of the research participants were almost the same. One participant provided a synopsis of other respondents' responses below. The data showed that older educators like the laissez-faire leadership style, and they also force principals to maintain a school environment in which leadership roles do not exist. Therefore, the data disclosed that under the laissez leadership style older educators have an entrenched culture in which they do their own personal things, for example, (i) educators buy groceries or clothing during normal working hours and, some of them obtain false letters from doctors which indicate that they were ill on certain days, yet not; and, (ii) certain educators with psychological problems (such as; stresses, burnouts and mild depressions) blame the principal and they temporarily abandon their official responsibilities. The data also revealed that under the laissez-faire leadership style, principals allow educators to attend meetings of teachers' unions during normal working hours. The data also revealed that the laissez-faire leadership style positively affects the job satisfaction of older and irresponsible educators, because a leaderless situation enables them to do anything other than teaching. The data revealed that older experienced educators do not tolerate the following leadership styles: autocratic, transactional, instructional, transformational, shared, democratic, situational and authoritative. The data also indicated that in circumstances where principals insist on using the aforesaid leadership styles, older educators either

engage in go-slow campaigns or they refuse to work altogether. Moreover, the data revealed that older educators accuse principals of being biased towards younger educators or hardworking and responsible educators. It also emerged that younger educators are flexible and demonstrate their preparedness to work with principals.

The data further revealed that in the light of the absence of older and irresponsible educators on certain occasions, hardworking and responsible educators are minimally dissatisfied, because they are forced to teach more classes. Nonetheless, the data revealed that the laissez-faire leadership style boosts the creativity and morale of hardworking and responsible educators. The data revealed that hardworking and responsible educators urge themselves to think independently and manage themselves in a responsible manner, whilst teaching learners under the laissez-faire leadership style. The data also revealed that within the context of laissez-faire leadership style, hardworking and responsible educators are able to apply their own decisions inside classrooms and around the school.

The one respondent who summed up the responses of other participants in terms of this theme stated that:

At this school, the laissez-faire leadership style adopted by the school principal influence teachers differently on the basis of two categories. Namely: (a) older and irresponsible educators; (b) hardworking and responsible educators. The older and irresponsible educators argue that for a long time, perhaps, more than two decades ago, there has never been a principal who ever attempted to strictly use the aforesaid leadership styles. Then, the que: why should educators be bullied by a principal who is not abreast of our new democracy and the continuous revolution in South Africa. Older educators are experienced and have done too much work for this country, thus, our own organisational culture does not require a leader. That is why older and irresponsible educators at this school only prefer the laissez-faire leadership style. In addition, another reason which is attached to our choice of the laissez-faire leadership style, is that we (older educators) do anything we want, because there is no relevant leadership under laissez-faire leadership style. For example: We purchase groceries or clothing during the time which is allocated for teaching and official tasks and, a number of educators pay private doctors so that fake letters can be issued which show that such educators were sick on named dates. In fact, such letters are just cover stories. I know specific educators who do not come to work and blame the principal just because

they occasionally experience stresses, burnouts and mild depressions The laissez-faire leadership style contributes to job satisfaction amongst older and irresponsible educators because they espouse the absence of a leader at this school. In fact, older educators do not want to be answerable to anyone and, they accuse the principal of being biased towards younger educators and certain teachers (his favourites). Older and irresponsible educators feel offended and disrespected when they are given orders and directives to follow. Older teachers that have been teaching for so many years have their own rigid sub-culture which is part of this school and; they do not want to accept autocratic, transactional, instructional, transformational, shared, democratic, situational and authoritative leadership styles.

Such a category of teachers resist the indefinite application of the leadership styles, which I just mentioned. Therefore, older and irresponsible teachers refuse to teach learners and they resort to go-slow approaches, that is, if the principal insists on using any of the aforesaid leadership styles indefinitely. Hence, the principal can only use any of the afore-mentioned leadership styles in a very restricted manner. We educators compel the principal to maintain a school environment which is largely devoid of leadership. Moreover, in circumstances where a laissez-faire leadership style is applied at this school, the principal allows educators to attend lengthy union meetings during normal working hours because they demand to leave, and, this impacts negatively on learners and certain educators. Furthermore, the time which is spent on lengthy union meetings is supposed to be carefully divided and used for addressing priority problems in difficult subjects such as : Mathematics, Physical Science (Physics and Chemistry), Lifesciences (Biology), Accountancy or Geography including literacy subjects (English, IsiZulu, or History).

In the above regard, Gill (2014) asserts that the laissez-faire leadership style is not appropriate for rule-bound and inflexible organisations, especially, government departments. In addition, the laissez-faire leadership style is grounded in conviction and certainty; hence, a laissez-faire leader's approach is such that an organization can be successful if a robust group of highly qualified staff members with much sought after skills, are given tasks to execute (Gill, 2014). Moreover, a laissez-faire leader does not supervise or regulate employees and, hence, they have the freedom which can easily be abused in order to advance their own interests (Tarsik, Kassim & Nasharudin, 2014). Furthermore, Huang, Wang, Wu and You, (2016) assert that the laissez-faire leadership style is also characterised by unfavourable results, such as; depression, anxiety and the removal of the sense of purpose among employees. A leader who uses the

laissez-faire leadership is detached from the activities of the organisation and has no strategy (Quintana, Park & Cabrera, 2015). Therefore, such a leader does not provide employees with any information concerning their prior conducts, so as to make changes which can contribute to improved performances (Quintana, Park & Cabrera, 2015). In relative terms, the laissez-faire leadership style is not effective, whereas the transformational and transactional leadership styles are beneficial to employees and organisations (Amanchukwu, Stanley & Olorube, 2015).

Moreover, hardworking and responsible educators are forced to teach extra classes due to the absence of older and irresponsible teachers who abandon their own official responsibilities on certain occasions. The laissez-faire leadership style gives rise to minimum dissatisfaction amongst responsible and hardworking educators, especially, those who are overloaded with huge workloads due to teaching more classes. Nevertheless, their innovation and levels of morale are boosted within the sphere of laissez-faire leadership style. Furthermore, hardworking and responsible educators are autonomous because they are able to think, make their own decisions and supervise themselves in a manner that reflects a disciplined teacher. The decisions of hardworking and responsible educators are used inside various classrooms and within the school premises. Furthermore, many younger teachers are very flexible and, readily available to accept the leadership styles which I mentioned earlier on. For example, numerous younger teachers tolerate strict guidance, sudden changes in instructions, and interventions that are necessary for effective teaching and completion of the syllabus in time. Furthermore, the majority of younger educators also accept sudden changes in the management styles without warning them in advance.

In this regard, Ryan and Tipu (2013) contends that there are certain circumstances in which the laissez leadership style is favourable, and a number of employees accept it, even though they complain. For example, ideas of self-reliance (Eisenbeiß & Boerner, 2013), self-supervision, employee unilateral decision-making process (Quintana, Park & Cabrera, 2015), and emancipation (Amundsen & Martinsen, 2014) can be implemented by employees under the laissez-faire leadership style. Moreover, Ryan and Tipu (2013) state that the laissez-faire leadership style gives rise to creativity among employees in certain situations, because the leader does not perform the leadership role. The laissez-faire leadership style is very important for individuals who accrue tangible gains directly or indirectly, because its exponents are not held accountable in most instances (Gill, 2014).

In reference to the influence of the shared leadership style on the educators' job satisfaction, again all the responses of the research participants were almost the same, and one respondent summarised them below. The data revealed that the shared leadership style promotes and enhances innovation on the part of educators in Pinetown, unlike the dominant and controversial laissez-faire leadership style. The data also showed that shared leadership style enables educators to tackle problems at schools as group members through sharing their knowledge and views in a responsible manner. Furthermore, the data indicated that shared leadership style fosters an environment, which is free of the principals' interferences in terms of sharing work tasks and decision making among educators as members of a certain department, for example the Mathematics Department. Moreover, the data also revealed that the shared leadership style is easily implementable, and it sidesteps bureaucratic obstacles and rigid structures between principals and educators in regard to consultations. It also emerged that under the shared leadership style, many educators are satisfied and they work hard. Thus, certain learners perform well at the schools where the study was conducted. In regard to the influence of the shared leadership style on the educators' job satisfaction, one research participant summarised the responses of other participants and stated that:

Although the laissez-faire leadership style is more prevalent than other types of leadership styles in schools around Pinetown, certain styles of leaderships are very beneficial, for example; the shared leadership style. The laissez-faire leadership style is a curse in our schools here in the Pinetown area. Moreover, the shared leadership style is good for the principal and educators at this school, because teachers become innovative through accountable sharing of diverse means and, expertise which are required for solving problems. Hence, educators teach learners with full confidence whilst knowing that they are responsible for making decisions which affect the management of the school. At this school, dedicated and concerned educators (including the principal) share official responsibilities and, such initiatives often culminate into desired and better results for educators and learners. Moreover, teaching is divided into so many subjects which are taught by responsible and qualified teachers. For example; teachers of Mathematics under the Mathematics Department are responsible for teaching the above-mentioned subject at this school. Similarly, English teachers at this school are accountable for teaching English as a subject. In reference to the shared leadership, it is easier for English or Mathematics teachers to independently share work responsibilities and determine their own resolutions as team members under each department. I can also safely say that at this school shared leadership style is easily

implementable, and it bypasses unnecessary bottle-necks (rules) and rigid processes, which involve strict consultations with the principal about all issues, even trivial matters. Therefore, so many educators are truly satisfied.

Furthermore, in the absence of the principal, or as and when the need arises, educators share the tasks of the principal because there are so many tasks which cannot be performed by the principal alone. Whenever the principal uses the shared leadership style he encourages us to work harder than usual. Thus, to a certain extent the performances of learners are improved during the usage of the shared leadership style.

In the above regard, Schein (2013) asserts that the shared leadership style gives rise to circumstances which are relevant to innovation and, the independence of employees in terms of executing tasks without engaging in consistent consultations with the central bureaucratic management. Furthermore, in terms of the shared leadership style, group members embrace change and, support each other based on the requirements of the assignment to be performed (Yammarino et al., 2012). With regard to the school environment, there are too many tasks for a leader and, it is impossible for the principal to perform them alone, thus, the leadership role has to be shared extensively with other educators (Day & Sammons, 2016). That said, there is a need to foster many and shared origins of a leadership that covers complicated societal and contextual circumstances (Bolden, Jones, Davis & Gentle, 2015). Moreover, many educators are dissatisfied with the instructional leadership style which regards the principal as the focal point of skills, competency, command, and proficiency (National Council of Professors of Educational Administration, 2012). Hence, Bolden, Jones, Davis and Gentle (2015) propose that leadership is a derivative of the interplays between the principal, educators and their contextual environment, instead of treating it as an offshoot of the principal's proficiency and expertise. Granted that schools are managed in a transparent and complicated environment, it is unreasonable and illogical for principals to have expert knowledge in all issues (Meador, 2017). Furthermore, the school leader (principal) is reliant on educators (Meador, 2017), therefore, educators are critical in enabling the leader to lead them and, they also know how to practically use the powers of a principal (O'Brien, 2016).

Although the principal does allow us to jointly make decisions with him, he restricts our collaborative efforts in making tangible final decisions. Within the context of the shared leadership style, a chain of discussions become futile because our principal personally chooses leaders to take

up the shared leadership that has so many contradictory views and ideas. It is like passengers in one bus going to several different opposite directions. The bus cannot move because of disagreements. Similarly, the majority of shared leadership style decisions at this school collapse prematurely due to their contradictions. The principal is a big problem because: (a) he does not allow many educators to share his post, because he is scared that someone can steal his position; (b) the principal hates educators who are more than capable of becoming future principals; (c) the principal uses favouritism at this school, therefore, educators who are his favourites do not or do stand a chance of being chosen by him. Furthermore, the shared leadership style is abused by the principal and his close friends, because us educators we are forced to perform too much work and we exceed the normal hours per week, and such actions are against the Labour Relations Act of 1996.

Bolden, Jones, Davis and Gentle (2015) suggest that at initial stages, numerous discourses pertaining to the shared leadership style become abortive, because so many educators with different opposing views assume the leadership role within a school. In addition, in situations where the shared leadership style is incorrectly applied by the leader concerned (for example, a principal), it can be misconstrued as a tool used in pressuring educators to commit themselves to teaching, and state amendments in the educational sector (Squires, 2015). Moreover, within the context of the shared leadership style, numerous principals are obstacles due to the following facts: (i) numerous principals refuse to encourage and support educators with the greatest potential to become subsequent school principals; (ii) many principals neither want to share the authority, nor manage the school with educators; (iii) many principals are biased and only select favourite educators to share the leadership role, because such persons are consistently supportive of the principals (Squires, 2015). Furthermore, many conventional principals purposefully instigate disobedience and contemptuous acts for educators who are not appointed by them to share the leadership at a level school, thus, the purpose of the shared leadership is intentionally defeated (Ndwandwe 2015).

Theme: Views of educators about the relationship between leadership styles and learner performance.

Question: What are the educators' views of the relationship between leadership styles and learner performance?

Respondents had almost identical views and experiences in respect of the above theme. One participant summarised the responses of other participants. The data revealed that the laissez-faire is a dominant leadership style at all the three schools in the Pinetown District. With specific reference to the laissez-faire leadership style the data revealed the following: The data also indicated that many educators do not support the consistent use of the autocratic, transactional and instructional leadership styles at three schools; because they prefer to sit idly in the staffrooms or participate in activities which are unrelated to teaching. In addition, it was revealed that when learners fail to score the required marks, almost everyone blames the school principals. Moreover, the data also showed that certain educators do not want to be confronted by principals about their negligence at schools and non-adherence to class timetables.

Furthermore, the data indicated that certain educators do not want to accept the blame for their irresponsible conducts under the laissez-faire leadership style, which contributes to the poor performances of many learners at the three schools. Moreover, the data revealed that teacher unions accept the laissez-faire leadership style because educators are not paid for overtime. The data revealed that union representatives further strengthen the laissez-faire leadership style, through their sudden and unannounced military-oriented visits at the three schools. It was also revealed that such sudden visits of union representatives are meant to ascertain if school principals comply with union demands. The data revealed that the demands of teachers' union are as follows: (i) school principals must stop bureaucratising all the aspects of the work environment of educators; (ii) school principals must relax and let educators do their work without supervision, because it is an interference and educators are all adults; and, (iii) school principals must stop claiming to give feedback to educators, because educators insist that nothing is broken, therefore, there is no need to fix something before it is broken in the new democratic South Africa. Moreover, the data revealed that teachers' unions also force the rank and file membership to attend meetings during classes at external venues. By and large, the data revealed that many educators exploit the above-mentioned union demands, for instance; as soon as principals detach themselves from traditional school activities, many educators do whatever they want. The data revealed that during union meetings, the rank and file membership (educators) abandon classes and attend such meetings. In addition, the data revealed that even certain non-members of teacher unions (educators) also abandon classes at the three schools and, hence many learners perform poorly. In terms of the laissez-faire leadership style, the second respondent summed up the responses of other participants and stated that:

Gentleman, when the results of many learners are poor, that is, after assessing their performances at all levels, almost everyone blames the school principal at the end of the year. Ironically, during the year whenever the school principal attempts to consistently use the autocratic and transactional leadership styles, many teachers protest and demand for his removal. For example; during the course of the year on several occasions, many educators sit idly in the staffroom or do things which are irrelevant to teaching, instead of sticking to the class timetables and teaching learners in accordance with their job descriptions. Many educators behave irresponsibly because the laissez-faire leadership style is dominant at this school and in surrounding schools. When the principal confronts educators at this school, the argument which is advanced by certain educators is that they are well qualified and, the principal must not treat them like learners or street kids. Many educators, especially the older and experienced ones, resort to riotous behaviours. The other problem is that various learners continuously go to the principal's office so as to complain that a number of teachers do not teach them for several days, and -, that such educators teach learners only once or twice per week. Yet, educators sit idly and chat in the staffroom or do something else as opposed to executing their official tasks inside classrooms. In fact, various teachers instruct certain most trusted learners to circulate class registers in respective classes so that other learners can sign them in their absence. Moreover, it is true and clear that many educators do nothing about their laziness, thus, they prefer the laissez faire leadership style, which negatively affects the performance of learners because educators abrogate their official responsibilities.

Laissez faire leadership style simply mean that this is no effective leadership in the context of our school environments. The trade unionists compound the situation, because they recognise the laissez-faire leadership style and, their argument is that educators are not paid for working longer than official time. The trade unionists reinforce the laissez-faire leadership style through their abrupt and military style visits which are not prearranged with the principal. The purpose of such visits is to find out if the principal is conforming to the demands of the trade unionists. The demands of the trade unionists are as follows: (a) (i) school principals must not bureaucratise all the tasks of educators in their work environment; (ii) school principals must relax and leave the educators alone so they can do their work without any control, because such an act interrupts them and educators are all grownups; and, (iii) school principals must stop making educators uncomfortable and claim that they want to give feedback to educators, because teachers insist that nothing is

broken, therefore, there is no need to fix something before it is broken in the new democratic South Africa. Therefore, there is no need for giving feedback because educators do not ask for it. Moreover, union representatives do not experience any resistance and, they force all educators from this school and other nearby schools who are members of the unions concerned, to attend marathon meetings. Each union chooses its own appropriate dates for its meetings with the rank and file membership, and meetings are usually postponed after three or four hours in attendance. Whenever, each trade union convenes a meeting(s), many educators who are not members of such a union also leave the school premises instead of teaching learners. Such educators justify their absenteeism by arguing that an injury to one is an injury to all. This definitely means that such educators are in solidarity with their colleagues who are forced by the unions to attend meetings during school hours. I know almost everything because I attend caucus meetings of my fellow teachers, and everything I have told you is said by my colleagues and done by them. At the end of the day, learners perform poorly during their assessments at all levels. Then, the educators always blame the principal's leadership styles for the poor results; yet, educators are part of the problem because they sit in the staffroom or leave the school premises instead of teaching learners. The unprofessional conducts of many teachers impact negatively on learner performances at all levels of assessments. All issues about teachers including gossips are unionised. The principal is confined to a tiny area and the hegemonic unions reduce his official role to a mere observer.

According to Gill (2014) the laissez-faire leadership style is not appropriate for rule-bound and inflexible organisations, especially, government departments. Moreover, Tarsik, Kassim and Nasharudin, (2014) argue that the laissez-faire leader does not supervise or regulate employees, hence, they have the freedom which can easily be abused in order to advance their own interests. Furthermore, Huang, Wang, Wu and You, (2016) assert that the laissez-faire leadership style is also characterised by unfavourable results, such as; depression, anxiety and the removal of the sense of purpose among employees. A leader who uses the laissez-faire leadership is detached from the activities of the organisation and has no strategy (Quintana, Park & Cabrera, 2015). Therefore, such a leader does not provide employees with any information concerning their prior conducts, so as to make changes which can contribute to improved performances (Quintana, Park & Cabrera, 2015). In relative terms, the laissez-faire leadership style is not effective, whereas the transformational and transactional leadership styles are beneficial to employees and

organisations (Amanchukwu, Stanley & Ololube, 2015). Nonetheless, the laissez-faire leadership style is very important for certain individuals who unfairly accrue tangible gains directly or indirectly (Gill, 2014). According to the respondents, the autocratic and transactional leadership styles do not create an enabling environment for effective teaching. With regard to the instructional, democratic, shared and transformational leadership styles, the respondents mentioned that many educators perform their tasks and a number of learners perform well.

With regard to the autocratic leadership style, the data revealed that this particular leadership style does not create an enabling environment for effective teaching. Furthermore, the data indicated that educators are compelled to adhere to unquestioned orders and guidelines. It also emerged that educators just follow the status quo, and they are not really concerned about effective teaching, hence learners perform poorly. The data further indicated that principals compel educators to promote undeserving learners to upper levels, irrespective of their poor performances. In respect of the autocratic leadership style, the data revealed that principals consistently defend their predetermined and inflexible decisions, by shifting the blame to educators. In relation to the democratic, shared, instructional and transformational leadership styles, the data revealed that learners perform quite well at the three schools where the study was conducted. One respondent provided a synopsis of the other research participants' views and experiences. In this regard, the respondent stated that:

A leadership style must create an enabling environment for effective teaching and learning. In my following explanation, the enabling environment for effective delivery of the contents contained in the required syllabus does not exist. For example; other than using the controversial and dominant laissez-faire leadership style, the principal continues to use the autocratic and transactional leadership styles more than other leadership styles at this school. Hence, within the context of the autocratic leadership style, educators are compelled to follow his unquestioned directives and guidelines. In this context, the principal defends his predetermined and rigid decisions, by continuously shifting the blame to certain teachers. The principal is divisive because he selects a few educators as his favourites because they consistently support his autocratic and transactional leadership styles. The principal showers his favourites with gifts as a form of expressing his gratitude for the work done and, simultaneously subjects the rest of us to the autocratic leadership style. In fact, it follows that the majority of educators are not really interested in effective teaching, but they just follow the status quo and teach without ascertaining whether learners fully understand

the contents of the syllabus. Thus, many learners frequently perform poorly and the principal instructs educators to promote such learners to the next level (grade). The autocratic principal does not have a proper admission policy, because he just admits learners without consulting any educator and, this results into overcrowded classes, which consist of about seventy learners. Nevertheless, dedicated teachers have high levels of morale and, they apply themselves to their allotted tasks in an efficient manner so as to achieve goals of the school.

The principal dislikes certain educators, and instructs them to teach overcrowded classes. He deliberately sets such unfortunate educators to fail because they ineffectively perform their tasks. Therefore, very few learners do manage to score above the average marks and, many of them fail. Within the context of the autocratic leadership style, the principal changes subjects every year without consulting educators, and many learners end up doing new subjects for the first time in the final year of a specific grade. Hence, learners perform poorly, in particular Grade 12 learners.

Khan, Khan, Qureshi, Ismail, Rauf, Latif and Tahir (2015) suggest that that the autocratic leadership style has inherent shortcomings, as follows : (a) in contrast to assertions of thorough supervision with guidelines so as to enhance efficiency and lessen depression, conducts of autocratic leaders bring about insubordination, dissatisfaction, low morale, animosities, and mistrust amongst employees; (b) due to the non-participation of employees in the determination of decisions which affect them, employees do not commit themselves to their roles or tasks; (c) there is a great deal of biasness against certain employees because the autocratic leader wields power alone and, uses it to favour a number of employees; (c) unilateral unquestioned decisions of an autocratic leader prevent employees from being innovative, and this disadvantages the overall performance of the institution as a whole, and (d) there is a lack of self-determination and unity among employees, because they are dependent on unilateral decisions made by the autocratic leader.

With specific to the transactional leadership style, the data revealed that the above-mentioned leadership style does not create an enabling environment for learning. Furthermore, the data revealed that principals are responsible for creating problems among educators, as well as dividing them. The data further indicated that the relationship between principals and educators are not permanent. Moreover, it was shown that educators compete amongst each other so that they can be praised and rewarded by principals for achieving certain targets. The data also revealed that educators pay their attention to squabbles as opposed to teaching

learners; hence, learners perform poorly within the context of the transactional leadership style. The respondent stated that:

In relation to the transactional leadership style, the principal causes problems among educators and, he is very divisive because the principal knows that we are all competing for his attention, praises and gifts for achieving certain targets. Our relationships with the principal are temporary. Educators are jealous of each other and the principal exploits the preceding weakness for his own benefit. Therefore, within the context of the transactional leadership style, many educators do not focus on teaching learners in an effective manner. Educators focus on how to bring each other down. Moreover, educators also focus on office politics, jealous and petty issues at the expense of learners, as opposed to improving learner performance. Many learners perform poorly and a few of them achieve better results.

In the above regard, Gundersen et al. (2012) contend that the application of the transactional leadership style cause employees or subordinates (teachers) to establish unstable bonds with supervisors or managers (with reference to this study, principals), which only exist for a limited period. Furthermore, such bonds are subject to the issuance of rewards by the leader as a gift for the acceptable work that is performed by employees (Gundersen et al., 2012). The temporary bonds between the leader and the recipients of rewards cause animosities and dissatisfactions between many employees (Odumeru & Ifeanyi, 2013). The transactional leadership style is deficient because, it is commonly applied to all employees, and it also overlooks circumstantial and situational elements that are linked to institutional problems (Yukl, 2011). Besides, researchers who espouse the transactional leadership style traditionally encompass two leadership styles, namely, the transformational and transactional (Gundersen et al., 2012).

Secondly, the disadvantages of a transactional leadership style are as follows: (a) it does not promote creativity among employees, which is a significant element that is needed for the consistent success of any institution (Odumeru & Ifeanyi, 2013); (b) Rewards which are paid to subordinates that perform efficiently within a given period impact unfavourably on creativity, and workers (with reference to this study, educators) who are controlled by a transactional leader (a school principal) demonstrate very little or no creativity at all (Smith, Eldridge & DeJoy, 2016).

In respect of the instructional leadership style, the data revealed that principals visit many classes and highlight the significance of following instructions and the required syllabus of the DoE. Furthermore, the data also indicated that principals emphasize that learners ought to adhere to classroom rules, because they mirror regulations of the whole school. The data revealed that learners perform well within the framework of the instructional leadership style. The participant expressed that:

In respect of the instructional leadership style, a number of learners do perform well because our principal moves from one classroom to another, whilst emphasizing the relevance of instructions and the syllabus. The principal also insists that learners have to follow classroom rules because they reflect the discipline of the entire school. Our principal ensures all classroom rules are adhered to by learners and educators follow strict instructions so that learners can perform well.

In the above regard, Gumus and Akcaoglu (2013) assert that principals who make use of the instructional leadership style place more emphasis on instructions and contents of the curriculum than predominantly managing the school. In addition, the strong emphasis which is placed on instructions and the required contents of subjects, makes the instructional leadership style the most appropriate leadership style for a school principal (Gumus & Akcaoglu, 2013). Furthermore, it is suffice to contend that the instructional leadership is essential for direct and indirect beneficial interactions between the principal, teachers and learners (Day & Sammons, 2016). In this regard, class regulations are strictly implemented and followed to the letter, hence, learner performance is enhanced.

In reference to the democratic leadership style, the data revealed that educators are permitted to participate in the decision-making processes and, interactions are encouraged. Thus, it was revealed that educators accrue numerous benefits from interactions between principals and teachers. The data revealed that interactions between principals and educators yield the following gains: (i) important information is shared and discussed, which pertains to the techniques employed for identifying challenges in difficult subjects; and, (ii) educators recover lost time, and, educators acquire skills which are used for identifying learners with severe problems, so that immediate interventions can be implemented. Moreover, the data revealed that the democratic leadership style enables educators to care about learners, and such an approach encourages learners to freely discuss their academic problems and other related issues with approachable educators. The data also revealed that the democratic leadership style is conducive for learner performance, because educators encourage learners to ask questions, which are based on revision papers and contents of

the subjects. In addition, the data indicated that there is a reciprocal relationship among principals, educators and learners, thus, a number of learners perform well. The research participant stated that:

With regard to the case of the democratic leadership style, teachers are allowed by the principal to contribute to relevant matters with regard to final decisions pertaining to the management of this school. Many educators interact and network with the principal and other teachers. Hence, through such interactions vital information is exchanged and, procedures used for identifying problems in difficult subjects are thoroughly discussed. Such forums provide many educators with opportunities where they catch up. The information which many educators obtain from close interactions is also used in the identification of learners with chronic problems, who need immediate special attention so that teaching and learning can take place in a most favourable environment. We educators have to effectively deal with the most pressing problems inside classrooms where the flow of knowledge takes place. If we ignore the most pressing problems, many learners can be affected by one trouble maker (a learner). Hence, interactions within the context of the democratic leadership style enable certain learners to perform well. The qualities of a democratic leadership style cause numerous educators to undertake the role of caring towards learners and, this approach enables learners concerned to consult with numerous educators about problematic academic matters, as well as personal problems that unfavourably influence the performances of learners. Furthermore, educators also alert learners about the shortcomings of not asking pertinent questions, which are related to past examination papers and the contents of subjects. The democratic or participatory leadership style is like a cycle, because the principal honours and pays attention to us, and in return we respect learners and listen to them. Therefore, learners evaluate us in terms of how we teach them and evaluation reports are examined by the principal who provides educators with helpful feedbacks. However, unions do not like those feedbacks.

Nonetheless, the democratic leadership style motivates many educators in such a manner that a number of learners perform well during their assessments. Moreover, educators follow up or revisit difficult topics of certain subjects so as to ensure that students thoroughly understand such matters.

Nadarasa and Thuraisingam (2014) suggest that the participative leadership style allows staff members (with reference to this study, educators) to accumulate certain gains, for example; knowledge. Moreover, Gill (2016) affirms that the democratic leadership style involves well-organised roles and, a reciprocal

relation between a leader and subordinates, thus, employees prioritise efficiency. Furthermore, democratic leaders do recognize and acknowledge the significance of all contributions which are tendered by all employees (educators) and managerial staff members (Gill, 2016). As a way forward, Gill (2016) deduced that the aforesaid leadership style is the utmost efficacious style of leadership.

With regard to the transformational leadership style, the data revealed that educators are authorised to make their own decisions and, the objective is to bring about positive change, as well as improving the performances of learners. The data also indicated that the performances of learners are used as the criteria for measuring the performances of educators and principals. Furthermore, the data revealed that principals urge educators to use acceptable divergent views when addressing challenges that negatively influence the culture of teaching and learning. Moreover, the data revealed that principals recognize the concerns and duties of educators, because they are associated with the performances of learners. That said, the data revealed that the transformational leadership style enhances the performances of certain learners, because it is in line with the missions and visions of the three schools where this study was conducted. The respondent stated that:

Furthermore, the principal minimally uses the transformational leadership style in which educators are given the power to make their own decisions. Therefore, this approach enables them to work extra hard, and they are independent of constant strict supervision. In addition, educators teach learners so as to positively change their own reputation and that of the entire school. The principal occasionally insists that the purpose of the transformational leadership style is not to reverse the good reputation of a school, but to propel the performances of learners. The principal also strongly emphasizes that the performances of learners are used as a benchmark for measuring the performances of the principal and educators. Moreover, our principal is accommodative because he encourages us to use various acceptable perspectives when assessing and evaluating problems that negatively affect the culture of teaching and learning. The principal also recognizes the importance of our interests and tasks within the context of the transformational leadership style, because they are connected to the performances of learners. At this school the transformational leadership style transforms both the school and educators, thus, this specific leadership style improves the pass rates of certain learners, because it adheres to the mission and vision of the school.

The preceding data are verified by Nanjundeswaraswamy and Swamy (2014) who state that the transformational leadership style focuses on the growth and success of supporters and the evolution of their necessities. In addition, leaders who use the transformational leadership style focus on the progress and evolution of an effective team of staff members, as well as their motivational extents, and, ethics which are characterised by the introduction of their capabilities (Thomas, 2016). In essence, the purpose of transformational leadership is to change employees and institutions; thus, such a transformation process enables individuals to broaden their scope and perceptions concerning conducts which are compatible with ethics, ideas and result in lasting and continuous adjustments which are embedded in a cycle (Nanjundeswaraswamy & Swamy, 2014). Furthermore, transformational leadership occurs in a situation in which a leader embraces and espouses diverse concerns of followers or staff members, and such a conduct leads to the recognition and acknowledgement of the role and detailed responsibilities of all staff members (Brown, Fraser, Wong, Muise & Cummings, 2013). Moreover, transformational leaders urge their supporters (educators) to examine and address problems from different viewpoints, and this contributes to the job satisfaction of employees (Hardy, Jackson, Webster, & Manley, 2013).

With specific reference to the shared leadership style, the data revealed that the above-mentioned leadership style is suitable for learner performance, because educators are qualified to work either as a collective or as individuals. The data further revealed that principals share different functions and responsibilities with educators, and educators know various obstacles which hinder learners from achieving good results. The data revealed that irresponsible conducts of educators also contribute to poor performances of learners. Furthermore, the data revealed that educators aware of the weaknesses and strengths of principals; hence when they are granted the opportunity to undertake a temporary leadership role, a number of learners perform well. Moreover, the data indicated that an ordinary educator who shares a leadership role, knows almost all the schemes that are employed by fellow educators and learners to undermine the culture of teaching and learning at the three research sites. Furthermore, the data revealed a scheme which is used by educators who routinely abandon their formal responsibilities and, it involves soliciting doctors to falsely write letters which show that a certain educator(s) was/were ill for a certain period. In addition, the data revealed that information about different schemes affects learner performance and, it is shared amongst educators, so that assignments that are given to educators can be carried within a set time limit. Finally, the data revealed that the shared leadership style transfers the leadership role from

principals to ordinary educators who use it exhaustively to benefit learners, hence a number of them perform well. The research participant stated that:

The shared leadership style is good for learner performance, because we are qualified professionals who are capable of working either as individuals or as a team. Therefore, the principal shares various tasks and leadership responsibilities with educators at a school level. You see, educators are the first points of entry into the Department of Basic Education, therefore, we know the specific problems which prevent learners from performing well. In fact, some of those problems are caused by our own irresponsible behaviours and we know the weaknesses and strengths of the principal. Thus, when we are given the opportunity to share the leadership role with the principal, a number of learners perform well at this school. When one of us educators is given the opportunity to temporarily share the leadership role, such an educator is able to neutralise almost all tricks, which are used by fellow educators and learners in weakening the culture of learning and teaching at this school. For example, such a temporary principal knows the exact suitable times when many teachers suddenly abandon their official responsibilities at school. Furthermore, the temporary principal also knows medical practitioners who write false letters which indicate that certain educators were sick for a number of given days. Moreover, the temporary principal knows the specific places where educators who dump their responsibilities go to. Therefore, relevant information pertaining to the irresponsible behaviours of educators and its connection to the performances of learners is shared, so as to ensure that allotted tasks are executed within a set timeframe. Such an approach shifts the leadership role from the principal to the educators, where innovative ideas of educators are exploited in order to advantage learners. Thus, certain learners perform well.

In the above regard, Iqbal, Anwar and Haider (2015) assert that the shared leadership style can be employed in a number of work environments, especially; where employees are independent of centralised control, and also use their expertise to perform work task and; with specific reference to this study, teachers. Moreover, Yammarino et al. (2012) contend that the shared leadership style is suitable for teams, which comprise qualified employees who constantly collaborate and communicate amongst themselves. Furthermore, Schein (2013) asserts that the shared leadership style gives rise to circumstances which are relevant to innovation, and the independence of employees in terms of executing tasks without engaging in consistent consultations with the central bureaucratic management. In terms of the shared leadership style,

group members embrace change, and support each other based on the requirements of the assignment to be performed (Yammarino et al., 2012). In the context of the school environment, there are too many tasks for a leader, and it is impossible for the principal to perform them alone, thus, the leadership role has to be shared extensively with other educators (Day & Sammons, 2016). That said, there is a need to foster many and shared origins of leadership that cover complicated societal and contextual circumstances (Bolden, Jones, Davis & Gentle, 2015). Moreover, many educators are dissatisfied with the instructional leadership style which regard the principal as the focal point of skills, competency, command, and proficiency (National Council of Professors of Educational Administration, 2012).

5.6 CONCLUSION

This chapter presented a detailed discussion about the research methodology of the dissertation and; it also analysed the data which were collected from the respondents by using semi-structured interviews. In this study, the responses of the research participants were increased by adding observations and understandings of the researcher whilst conducting interviews. During the process of uncovering the leadership styles adopted by secondary school principals and its influence on educator personnel in the Pinetown District, the research participants largely reflected each other's viewpoints and experiences. The data revealed that the following leadership styles are used by secondary school principals within Pinetown District, e: adopted by school principals in within the Pinetown District, namely, laissez-faire, democratic; transformational; transactional; situational; instructional; shared; and, autocratic leadership styles. Furthermore, there was a consensus amongst the respondents that the leadership styles employed by secondary school principals in the Pinetown District are characterised by flaws which negatively affect the learner performance and educators' job satisfaction to a large extent. However, the respondents agreed that in exception of the autocratic and transactional leadership styles, the other five leadership styles mentioned in this study enabled a number of learners to perform well. Collectively, the respondents stated that older and experienced educators pressurise school principals to adopt the laissez leadership style, and it is a predominant leadership style at all the schools where the study was conducted. The research participants were also in agreement that under the laissez leadership style older educators have an entrenched culture in which they do their own personal things. For example, (i) educators buy groceries or clothing during normal working hours, and, some of them obtain false letters from doctors which indicate that they were ill on certain days, yet not; and, (ii) certain educators with psychological problems (such as; stresses, burnouts and mild depressions) blame the principal and they temporarily abandon their official responsibilities. There

was a consensus amongst the participants that the autocratic and transactional leadership styles do not create an enabling environment for effective teaching. However, the respondents mentioned that many educators perform their tasks and a number of learners perform well within the contexts of the following leadership styles: instructional, democratic, shared and transformational leadership styles,

Chapter five provided the research methodology of this dissertation and an analysis of the findings grounded in the data that were presented in the present chapter, and the problems that were encountered during the fieldwork aspect of data collection are summarily discussed. Chapter six serves as the conclusion of this study and it encompasses the following: findings, conclusion and recommendations.

CHAPTER SIX

SUMMARY, CONCLUSION AND RECOMMENDATIONS

6.1 INTRODUCTION

It is suffice to comment that this chapter acts as the conclusion to this study. Chapter five provided an analysis of the semi-structured interviews and observations as the above-mentioned two methods of data collection were used for this study. The challenges experienced by the researcher in data collection are thoroughly discussed below. Also, a number of recommendations are provided and discussed.

6.2 PARTICIPANT OBSERVATION

Whilst conducting semi-structured interviews, the researcher observed and perceived a number of symbols which provided valuable, deep insight into the conduct of principals and certain educators. The participant observation procedure confirmed many responses of the research participants which they elicited during semi-structured interviews. Therefore, there is a connection between semi-structured interviews and the participant observation procedure. For instance, certain research participants mentioned that school principals sit in their offices and drink tea or coffee, without being active in school issues, yet many educators leave their classes unattended to. The researcher confirmed the same utterances of such respondents, because many educators left their classes early usually before 11 am. The researcher went on walkabouts at the three research sites on several different occasions, and noticed that all the three principals were detached from normal school activities. The three principals mostly sat in their respective offices, whilst joking with female colleagues or talking on their cellular phones or drinking something from their coffee mugs. However, on few occasions the three principals attempted to act in a democratic manner, especially during prearranged meetings. The three principals individually urged educators to contribute inputs during such meetings at different venues. But the three principals individually dominated those meetings at different venues and, openly refused to give certain educators the opportunity in which to ask questions. Moreover, shortly before each interview began, participants instructed the researcher to squeeze his eyes if a principal, or any older person other than learners stood behind the respondent outside of the interview venue.

In addition, the participants breathed out heavily through their mouths or bit their lower and upper lips, which all signified to the researcher that the principal or anyone quietly entered the interview venue.

Moreover, such symbols also indicated that the interviewees were becoming very suspicious. Therefore, the researcher had to temporarily stop the interviews. Although it is unusual to use unpredictable symbols, the participants interplayed with the researcher by using symbols. Therefore, respondents constructed and conveyed personal expressions to the researcher concerning their views and experiences about leadership styles at the three research sites. The respondents also used symbols whilst they provided the data, which included negative narratives about the conducts of certain educators, principals and union representatives. Whilst conducting semi-structured interviews at the three research sites, all three school principals repeatedly interrupted each interview twice or thrice. During each interruption, the principals asked the respective respondents unnecessary similar questions. For example; where did you put the chalk? And, where is the duster? Furthermore, all the participants demonstrated their annoyance and dissatisfactions by moving their heads from one side to another side or rubbed their faces.

Moreover, many participants squeezed their eyes by tightening the forehead skin and, this indicated apprehension and uneasiness. The respondents used gestures to signify the following: (i) autocratic leadership style, (ii) biased tendencies and dishonesties of school principals, and, (iii) militancy, laziness and argumentativeness on the part of certain educators. The participants abandoned using gestures and signs during instances in which they provided positive responses about either the principals or other educators. In certain instances, respondents paused for a few moments and resumed by whispering softly, and also used symbols, more importantly, when school principals walked past the interview venues repeatedly.

6.3 INTERVIEW ANALYSIS

The data that were drawn from the semi-structured interviews through the use of open-ended questions, were more thorough than the data procured by observing incidents at the research sites in a restricted manner. Fieldwork observations were less time intensive compared to semi-structured interviews in which the researcher spent more time. Many findings were obtained from the interviews, however the important ones are thoroughly and critically discussed below.

QUESTION 1

With regards to Question one (1) it was found that school principals in the Pinetown District adopted the following leadership styles: laissez-faire, democratic, transformational, transactional, situational, instructional, shared, and autocratic leadership styles. Furthermore, numerous findings also emerged after

the analysis of a number of responses. For example, certain leadership styles are similar because they place emphasis on work results within teaching and these are: democratic, transformational, transactional, situational, instructional, shared and, autocratic. However, the research participants admitted that the above-mentioned leadership styles do have practical differences. For instance, the transactional and situational leadership styles concentrate on conducts of leaders, but exclude personal dissimilarities; whereas, the transformational, democratic or autocratic consider the conducts and characteristics of leaders, as well as personal dissimilarities. Also, it was also found that the aforesaid leadership styles have nothing in common with the laissez-faire leadership style.

In relation to the transactional leadership style, it was found that principals encourage educators to work extra hard so as to meet set targets. This point was highlighted by research participants who mentioned that principals emphasize that educators that work hard are provided with gifts as a way of expressing appreciation for their performances.

The above findings corroborated findings of a number of studies. For example, Lekka, Healey and Hill (2017) found that transactional leaders are endemic in prosperous institutions in which daily tasks are executed in a haphazard manner, or in institutions where leaders formulate policies and plans of action in a centralised manner. Sadeghi and Pihie (2012) contend that the transactional leadership style often encompasses a situation where there is a reciprocity between the leader and supporters. Flowing from the foregoing assertion, a transactional leader is principally regarded as an individual who inspires supporters to achieve envisaged end results, and to remunerate them accordingly (Sadeghi & Pihie, 2012). Thereto, Zhu, Sosik, Riggio and Yang (2012) assert that transactional leadership focuses on persons who are looking for personal goals, and involves a dependence on personal concerns of individuals that exist in different environments, but brought together by the determination to fulfil human needs.

The governance theory informed the above findings. Furthermore, the governance theory focuses on the decision-making process in the context of a variety of viewpoints and concerns of all staff members in relation to excellent management in an organisation (Cvitanovic, Hobday, van Kerkhoff, Wilson, Dobbs & Marshall, 2015), for example, at a secondary school level. Furthermore, Cvitanovic, Hobday, van Kerkhoff, Wilson, Dobbs and Marshall (2015) contend that the governance perspective encompasses a procedure for examining risks, which may exist in the process of managing an institution such as a secondary school. In

this regard, the governance perspective promotes and supports a collaborative approach where educators and the principal concerned participate in a consent-based decision-making process, where shared understanding is established, and subsequently challenges are addressed (Jowi, Obamba, Sehoole, Barifaijo, Oanda & Alabi, 2016). Within the context of education, the governance theory espouses the participation of many role players in the decision making process, as opposed to changing policies or adhering to a centralised decision making process (Jowi, Obamba, Sehoole, Barifaijo, Oanda & Alabi, 2016). In public management, especially, within a school environment, the relationship between the school manager and educators is frequently characterised by hostilities; thus, the purpose of governance theory is to change such animosities into collaborative and helpful relationships (Quick & Bryson, 2016).

For the purpose of clarity and with reference to the transactional leadership style, it was found that all three principals do not use leadership features which are contained in the governance theory. Therefore, they intensify the above-mentioned leadership features of the governance theory, their efforts can and shall vastly improve the management of their schools in Pinetown District.

Also, it was found that principals do not satisfactorily honour their promises because most of the educators do not accrue benefits from the transactional leadership style. This point is highlighted by the research participants who mentioned that principals reward their close friends, whilst the majority of other educators do not receive any rewards for their hard work. It was also found that respondents indicated that the transactional leadership style is beneficial only to principals and their close friends (educators). Furthermore, the research participants indicated that the school principals' behaviours and their untruthful statements perpetuate, and contribute to animosities, discontent and mistrust among educators. Moreover, educators are marginalised and cannot focus on being innovative.

These findings corroborated those by Gundersen et al. (2012) who state that the application of the transactional leadership style causes employees or subordinates (teachers) to establish unstable bonds with supervisors (with reference to this study, principals), which only exist for a limited period. In this regard, such bonds are subject to the issuance of rewards by the leader as a gift for the acceptable work that is performed by employees (Gundersen et al., 2012). Moreover, the temporary bonds between the leader and the recipients of rewards cause animosities and dissatisfactions between many employees (Odumeru & Ifeanyi, 2013). Furthermore, the transactional leadership style is deficient because, it is commonly applied to all employees, and it also overlooks circumstantial and situational elements that are linked to institutional

problems (Yukl, 2011). Besides, researchers who espouse the transactional leadership style traditionally encompass two leadership styles namely, the transformational and transactional (Gundersen et al., 2012).

As indicated earlier governance theory informed the above findings, because it approaches matters about public administration in two separate areas which are somewhat interconnected (Ikeanyibe, Ori, Okoye & Chamberlain, 2017). Firstly, the governance theory is concerned with organising and dealing efficiently with government resources such as the following: employees, funds, time, knowledge, assets, valuable information which emanates from concluded decisions or primary sources (Ikeanyibe, Ori, Okoye & Chamberlain, 2017). Secondly, the governance theory is involved with evaluating and addressing performances, works and achievements of government employees, in regard to ascertaining if ordinary employees participate in decisions made or if required services are delivered to the targeted communities (Ikeanyibe, Ori, Okoye & Chamberlain, 2017). That said, it was clearly stated in the research findings that principals do not satisfactorily honour their promises, because most of the educators do not accrue benefits from the transactional leadership style. In addition, it also emerged from research findings that principals reward their close friends, whilst the majority of other educators do not receive any rewards for their hard work. Furthermore, it was also explicitly stated in the research findings that principals' behaviour and their untruthful statements perpetuate, and contribute to animosities, discontent and mistrust among educators. In addition, educators are marginalised and cannot focus on being innovative. The descriptions of these research findings do not reflect the tenets of the governance theory. Thus, principals may rectify the shortcomings mentioned in the research findings, by strengthening all the principles of the governance theory at the research sites.

Furthermore, the author contends that within the context of governance hypothesis, the structures of government employees and their activities (roles), as well as other state resources are guided by the necessity to share roles and resources which are dependent on complicated powerful persons who are not answerable to the government; nevertheless, the government might subtly guide such structures of employees and their activities (Ikeanyibe, Ori, Okoye & Chamberlain, 2017). The governance theory focuses on the problem of communication in the management of an institution, for example, a school, hence, it promotes the idea of participatory or collaborative decision-making as an approach in governing (Basco-Carrera, Warren, van Beek, Jonoski & Giardino, 2017).

In reference to the autocratic leadership style, it was found that it improves the job performances of educators. Furthermore, it was found that the autocratic leadership style does cause dedicated teachers to have high levels of morale, and they apply themselves to their allotted tasks in an efficient manner so as to achieve goals of the school. Moreover, it was indicated that educators become well organized, and they are effectively controlled by principals in terms of how work tasks are performed. Nonetheless, it also emerged from the research findings that older educators strongly oppose the autocratic tendencies of principals, and that they gang up against principals and encourage other educators to be disobedient. In this regard, principals are temporarily forced to abandon using the autocratic leadership styles at the research sites. The respondents also indicated that the autocratic leadership style is cost-effective on the basis that principals do not employ temporary educators. It was also found that principals concentrate on compelling educators to perform more tasks.

The above findings correlate with the assertions of Iqbal, Anwar and Haider (2015) who contend that there are numerous advantages of the autocratic leadership style, such as: (i) the autocratic leadership style is very economical for the leader and the institution; (ii) the autocratic leadership style is based on job performance and, it improves efficiencies and leads to high morale of certain employees at workplaces, such as, a school, (iii) the autocratic leadership style is very effective in addressing short-term problems, (iv) autocratic leaders effectively manage organisations and, this also contributes to proper time management. With regard to autocratic leadership, Tiwari (2014:8) contends that high morale is when an employee is satisfied with the work and creatively takes a step and gives his/her allegiance to the institution, whilst concentrating on accomplishing goals of the institution.

The governance theory informed the analysis of the above findings. In this context, Quick and Bryson (2016) contend that in public management, especially, within a school environment, the relationship between the school manager and educators is frequently characterised by hostilities, thus, the purpose of governance theory is to change such animosities into collaborative and helpful relationships.

In reference to the autocratic leadership style, authoritative leadership style, transactional leadership style, instructional leadership style or the situational leadership style, a school principal can still collaborate in decision making processes with various educators in order to accomplish a basic level of agreement; because all decisions that relate to the governance theory are strictly consent based (Helao, 2015). However,

the school principal has the power to make a final decision in the above context (Helao, 2015). The rationale for involving many educators and the school principal in the decision-making processes is to attempt to reach an inclusive agreement, or new areas of consent (Quick & Bryson, 2016). It must be borne in mind that consent-based decisions which involve multiple participants that collaborate together are not always achievable (Quick & Bryson, 2016). Thus, should the three principals apply the autocratic leadership style by intensifying the above tenets of the governance theory, their efforts may decrease animosities and, improve efficiency and labour relations at the research sites.

It also emerged from the research findings that autocratic principals force educators to work and behave strictly in line with their inflexible orders and instructions. The research participants indicated that prior to meetings, the decisions of principals are predetermined, and educators simply adhere to such decisions during meetings. Moreover, it was found that principals easily become angry, and do not allow many educators to ask questions or contribute different views. Nonetheless, autocratic principals allow their close friends to ask questions.

The above findings tally with the assertions of Gill (2014) who states that followers of autocratic leaders are not allowed to participate in the deliberations of institutional policies. Cherry (2014) contends that authoritarian leaders select one-sided options, which are grounded in their unopposed opinions and discernment of circumstances; such leaders exhibit very little or no interest in getting the return to their inputs (one-sided decisions) from followers.

The governance theory informed the above-said findings. For the governance theory to be practically successful with regard to the above findings, it has to specifically deal with the issue of excluding educators from participating in the decision-making processes. In this context, principals may improve labour relations and efficiency at the research sites if the suggestions below are adhered to. Mbate (2017) provides a number of such suggestions and are as follows: (i) the governance theory recognises the fading of divisions and centralised roles for addressing societal and intra-organisational problems, as well as economic challenges; (ii) further, the architects of the governance theory are interested in the rules of actors who make collective decisions which are independent of centralised control; and, (iii) the governance theory recognises and accepts the ability or power to make sure that tasks are successfully performed, and such an approach should not be left in the domain of the central government, which directs and instructs subordinates to implement its directives.

With specific reference to the participative leadership style, a number of findings emerged from the analysis of the participants' responses. One finding was that principals allow educators to participate in contextual decision-making processes and also consult educators. It was also found that the participation of educators in school meetings guarantees job protection. Also, it also emerged that the democratic leadership style enhances the educators' job performance and commitment. Furthermore, it was found that principals use the democratic leadership style selectively, especially, in instances which involve new educators and outsiders. It also emerged that principals temporarily use democratic policies of the DoE and SGBs.

The above findings correspond to those of Northouse (2012) who states that the participative leadership style enables a leader to consult the rank and file membership; thus, views and expressions of group members are incorporated into the subsequent programme of action of a given school. Furthermore, Nadarasa & Thuraisingam (2014) assert that the participative leadership style allows workers to accumulate certain gains and these are: shelter; job security; fringe benefits; funds which are allotted for employees who are incapacitated whilst on duty, and the distribution of surplus income among employees which is generated by the organisation concerned. According to Gill (2016) the democratic leadership style involves well-organised roles, and, a reciprocal relation between a leader and subordinates, thus, employees prioritise efficiency. Furthermore, democratic leaders do recognise and acknowledge the significance of all contributions which are tendered by all managerial staff members (Gill, 2016).

The governance theory informs the above findings because it explains that on the basis of power, knowledge, educational qualifications, customs, norms or mannerism, people do form part of cultural associations; nonetheless, such persons fail to conform to relationships about how decisions are made and, how the people who make decisions are held responsible, as opposed to tolerating tendencies of blame, excuses and fear to take root in an institution (McRitchie, 2017). Furthermore, the governance theory focuses on the problem of communication in the management of an institution, for example a school, hence, it promotes the idea of participatory or collaborative decision-making as an approach in governing (Basco-Carrera, Warren, van Beek, Jonoski, Giardino 2017).

For the purpose of clarity, and with specific reference about how the principals apply the democratic leadership style, it emerged that the said leadership style is selectively applied, especially during the

presence of outsiders and new educators. Currently, the three principals temporarily use policies of SGBs and DoE at the research sites. The principals improperly use the democratic/participative leadership style at the research sites. Therefore, should the three principals correctly apply the participative leadership style and, intensify the governance theory, their efforts may vastly improve the management of their schools in the Pinetown District.

Many disadvantages of the democratic leadership style emerged from the analysis of the participants' responses. One such finding was that there were similarities amongst the responses of research participants. Furthermore, it was found that the following were identified by the respondents as the disadvantages of the democratic or participatory leadership style: (a) principals urge educators to contribute to the decision making processes, but purposefully distort their grievances and recommendations about leadership styles; (b) older experienced educators dominate meetings on the basis that they appear to know more than others; and, (c) many educators use vulgar language during meetings and deadlocks are common occurrences.

The above findings correlate with those of Buzzle (2013) who argues that the involvement of numerous individuals in hammering out finer details and reaching conclusions is practically impossible. In addition, the above findings correspondent with those of Khan, Khan, Qureshi, Ismail, Rauf, Latif and Tahir (2015) who briefly discuss the disadvantages of the participative leadership style, and they are as follows: (a) the participatory approach involves detailed discussions in which participants contribute to the decision making processes, therefore, it's both time and resource intensive; and, (b) the participative leadership style discussions are tiresome and involve numerous challenges; (c) participative leadership style discourses are heavily reliant on the age of the participants, preferably older participants dominate others, thus, an undemocratic feature exists; and, (d) participative leadership style discussions mostly result into deadlocks and, do not lead to best remedies.

The governance theory provides clarification which informs the above findings. Nam (2016) provides a certain model of the governance theory which consists of a number of principles and these are as follows: (a) the governance theory promotes a participatory government model that encourages the engagement of ordinary state employees and certain sections of government institutions, which are not normally consulted and permitted to participate in the decision-making processes; and, (b) further, the governance theory embraces and recognises a flexible government model that is accommodating, and open to contextual

problems and changes that affect role players and subordinates, and such openness is achieved through sound state procedures which address pressures of the community and civil servants.

That said, for the aforesaid theoretical approach to be applicable to the above findings, the above-mentioned approach has to particularly deal with the issue of older educators who dominate meetings on the basis that they seem to be more knowledgeable than others. Similarly, school principals have to be honest from the outset when they encourage and solicit educators to contribute to the decision making process, as opposed to purposefully using contributions of educators against them. The matter of respect amongst educators and principals must be addressed in order for the governance theory to be successfully applicable to the above findings. In this context, all the members of the schools where the research was conducted have to honour each other.

In regard to the shared leadership style, a number of findings also emerged after the analysis of various responses. For example, respondents mentioned that there are numerous tasks at a school level which cannot be performed by the principal alone, thus, principals use the shared leadership style. In addition, it was indicated that principals rarely share the leadership role with educators and, if they decide to share the leadership role, prearrangements are made with preferred educators.

The aforesaid findings corroborated those by Northouse (2012) who found that the participative leadership style enables a leader to consult the rank and file membership; thus, views and expressions of group members are incorporated into the subsequent programme of action of a given school. In addition, Nadarasa and Thuraisingam (2014) assert that the participative leadership style allows workers to accumulate certain gains, and these are: shelter, job security, fringe benefits, funds which are allotted for employees who are incapacitated whilst on duty; and, the distribution of surplus income among employees which is generated by the organisation concerned. Furthermore, Gill (2016) asserts that the democratic leadership style involves well-organised roles, and a reciprocal relation between a leader and subordinates, thus, employees prioritise efficiency. Moreover, democratic leaders do recognize and acknowledge the significance of all contributions which are tendered by all managerial staff members (Gill, 2016). As a way forward, Gill (2016) deduced that the aforesaid leadership style is the utmost efficacious style of leadership.

In this context, the governance theory informed the above findings because the shared leadership style coincided with the governance theory according to the above contextualised contents of the shared leadership style applied at the three schools where the study was carried out.

It was however found that the research participants admitted that the shared leadership style has a number of disadvantages as follows: (a) certain educators are not intentionally permitted by principals to share the leadership role, and this conduct gives rise to animosities amongst educators; (b) principals select their close friends to share the leadership role because such persons are supportive of all activities of principals; and, (c) principals do not prepare hardworking capable educators for the leadership position, but such persons are labelled as trouble makers.

The above findings correlate with those of Squires (2015) who argue that within the context of the shared leadership style, numerous principals are obstacles due to the following facts: (i) numerous principals refuse to encourage and support educators with the greatest potential to become subsequent school principals; (ii) many principals neither want to share the authority, nor manage the school with educators; (iii) many principals are biased and only select favourite educators to share the leadership role, because such persons are consistently supportive of the principals. Furthermore, many conventional principals purposefully instigate disobedience and contemptuous acts for educators who are not appointed by them to share the leadership at a school level, thus, the purpose of the shared leadership is intentionally defeated (Ndwandwe, 2015). Moreover, at initial stages, numerous discourses pertaining to the shared leadership style become abortive, because so many educators with different opposing views assume the leadership role within a school (Bolden, Jones, Davis & Gentle, 2015). Furthermore, in situations where the shared leadership style is incorrectly applied by the leader concerned (for example, a principal), it can be misconstrued as a tool used in pressuring educators to commit themselves to teaching, and state amendments in the educational sector (Squires, 2015).

In the light of the preceding empirical evidence, the governance theory can be practically successful with regard to the above findings, that is, if the said theory specifically deals with the disadvantages of the shared leadership style at the three schools. In addition, the governance theory may be practically successful if the principals intensify the use of the tenets of the governance theory. With regards to the disadvantages of the shared leadership styles at the three schools, principals should select educators to share the leadership role on the basis of individual abilities and skills. In addition, principals must desist from choosing their own

close friends as the preferred persons to share the leadership role, on the grounds that such persons support all the activities of principals. Furthermore, principals should create an enabling environment in which hard working educators can share the leadership role as opposed to labelling them as trouble makers.

In relation to the transformational leadership style, on the one hand, it was found that principals inspire educators to work extra hard. Furthermore, it was indicated that through the transformational leadership, educators are given powers to execute tasks. The research participants also mentioned that in the absence of the transformational leadership style, educators would have to convene prolonged meetings with principals and ask for permission. Furthermore, it was found that that time is saved, and this enables educators to pay attention to executing their classroom tasks in a quality manner. The research participants indicated that principals tolerate divergent views of educators within the context of transformational leadership. The participants also indicated that transformational leadership gives rise to innovation, which in turn promotes and enhances educator performance and commitment.

The aforesaid findings correlate with those of Nanjundeswaraswamy and Swamy (2014) who emphasises that the purpose of transformational leadership is to change employees and institutions; thus, such a transformational process enables individuals to broaden their scope and perception concerning conducts that are compatible with ethics, ideas and result in lasting and continuous adjustments which are embedded in a cycle. Transformational leadership occurs in a situation where a leader embraces and espouses diverse concerns of followers or staff members, and such a conduct leads to the recognition and acknowledgement of the role and detailed responsibilities of all staff members (Brown, Fraser, Wong, Muise, and Cummings, 2013). Thereto, transformational leaders urge their supporters to examine and consider difficulties from different viewpoints (Hardy, Jackson, Webster, & Manley, 2013).

The governance theory informs the above findings. In this regard, Cvitanovic, Hobday, van Kerkhoff, Wilson, Dobbs, and Marshall (2015) assert that it focuses on the decision-making process in the context of a variety of viewpoints and concerns of all staff members in relation to an excellent approach of managing an organisation, for example, a secondary school. Moreover, Cvitanovic, Hobday, van Kerkhoff, Wilson, Dobbs, and Marshall (2015) contend that the governance perspective encompasses a procedure for examining and evaluating risks, which may exist in the process of managing an institution such as a secondary school. It was clearly stated that principals tolerate divergent views of educators within the

context of transformational leadership. Furthermore, research participants mentioned that educators are given powers to execute tasks, and indicated that transformational leadership gives rise to innovation, which in turn promotes and enhances educator performance and commitment. The description of transformational principals emerged from the research findings, and it mirrored almost all available principles of the governance theory.

On the other hand, it was found that the transformational leadership style is characterised by a number of disadvantages at the three research sites where it is applied, as follows: (a) the transformational leadership style is vague because educators do not understand the processes which are employed in generating much-sought after ideas; (b) within the context of the transformation leadership style, the division between workable ideas and their impact is blurred.

The above findings correspond to those of Hardy et al. (2013) who contends that although the transformational leadership style favourably affects employee and institutional accomplishments, the fundamental procedure of the leader's effect is very ambiguous (not explicit), and very few researchers evaluated the impact of the transformational leadership style on teams of employees and institutions. Moreover, the transformational leadership style cannot be used adequately in identifying the influence of circumstantial, and contextual inconsistencies on the effectualness of the leader (Sprouse, 2013). Besides, the building blocks of the motivational aspects and the effects of the transformational leadership style are not separated, therefore its inspirational features cannot be distinguished from the end results (Sprouse, 2013).

For the purpose of clarity, it was found that school principals employed tenets that were almost identical to the governance theory. Thus, should the school principals intensify such tenets at the schools where the study was conducted, their efforts may significantly improve the culture of teaching and learning.

With specific reference to the instructional leadership style, a number of findings also emerged after the analysis of various responses. For example, it was found that principals highlight the relevance of instructions and the DoE syllabus. Furthermore, the research participants mentioned that within the context of the instructional leadership style, principals perform an essential function which connects the commitments of educators to the achievements of learners. Moreover, it was indicated that principals try to

enhance poor results of learners by ensuring that learners follow classroom rules. In this regard, research participants mentioned that principals bring about teacher commitment by using strict instructions and guidelines of DoE.

The above findings corroborate those by Day and Sammons (2016) who contend that the instructional leadership style is essential for direct and beneficial interactions among the principal, teachers and learners. In this regard, school principals focus on enhancing a situation which can be conducive for optimum teaching and learning (Gumus & Akcaoglu, 2013). Principals who make use of the instructional leadership style place more emphasis on instructions and contents of the curriculum than predominantly managing the school (Gumus & Akcaoglu, 2013).

The above findings also corroborate those by Maponya (2015) who provides an outline of roles that are performed by principals who use the instructional leadership style, and are as follows: (a) employing and managing educators; (b) closely observing and keeping track of the kind of contents of the curriculum which are taught at a given school; and, (c) liaising with the DoE officials and parents in relation to the school schedule and progress. Besides, the principal who utilises instructional leadership is also accountable for juxtaposing suitable methods for teaching and organising necessary equipment, which is required for efficacious instructions (Maponya, 2015).

The governance theory informs the above findings as the governance perspective promotes and supports a collaborative approach where educators and the principal concerned participate in a consent-based decision-making process, where shared understanding is established, and subsequently challenges are addressed (Jowi, Obamba, Sehoole, Barifaijo, Oanda & Alabi, 2016). Within the context of education as in any field, the governance theory espouses the participation of many role players in the decision making process, as opposed to changing policies or adhering to a centralised decision making process (Jowi, Obamba, Sehoole, Barifaijo, Oanda & Alabi, 2016). In reference to the autocratic leadership style, authoritative leadership style, transactional leadership style, instructional leadership style or the situational leadership style, a school principal can still collaborate in decision making processes with various educators in order to accomplish a basic levels of agreement; because all decisions that relate to governance theory are strictly consent based (Helao, 2015).

In the light of the preceding empirical evidence, the governance theory can be practically successful with regard to the above findings, that is, if the said theory is used to specifically deal with the issue of allowing the educators to collaborate with principals in the decision-making processes so as to achieve fundamental agreements.

Furthermore, it was found that certain educators are of the view that principals perform certain tasks, although they are not qualified to teach all subjects. The research participants mentioned that principals do interfere with educators' work. Also, it was found that principals force and instruct educators to perform their tasks, and provide them with strict explanations about how learners ought to be taught. In addition, the research participants mentioned that principals do not permit responsible educators and HODs to freely perform their roles and tasks.

The above findings correlate with those of Zvandasara (2016) who contends that the instructional leadership style heavily concentrates on the school principal as the focal point of skills, influence, control, capability and command within the school environment; but such a concentration is problematic because it defeats quality performance. Therefore, the concentration of the above-mentioned accountabilities and other tasks, which are not connected to the instructional leadership style, exceed the abilities of principals (Firmaningsih-Kolu, 2015). In the light of many responsibilities, principals are compelled to execute all their tasks as instructional leaders and, enhance the performances of learners and educators, which is very difficult or impossible for one person (Maponya, 2015). Also, there are very few principals who can successfully enhance the performances of learners, and educators within the context of the instructional leadership style (Firmaningsih-Kolu, 2015).

The governance theory offers an explicit clarification of the preceding empirical evidence, which informs the above findings. With specific reference to the instructional leadership style, a school principal can still collaborate with various educators during the decision making processes, and the purpose of this is to achieve a fundamental level of agreement, because all decisions that relate to the governance theory are strictly consent based (Helao, 2015). In public management, especially, within a school environment, the relationship between the school manager and educators is frequently characterised by hostilities, thus, the purpose of the governance theory is to change such animosities into collaborative and helpful relationships (Quick & Bryson, 2016). Within the context of education as in any field, the governance theory espouses

the participation of many role players in the decision-making process, as opposed to changing policies or adhering to a centralised decision-making process (Jowi, Obamba, Schoole, Barifaijo, Oanda & Alabi, 2016).

In order for the aforesaid theoretical approach to be practically successful in regard to the above findings, the governance theory has to specifically address the shortcomings of the above findings. For example, principals should solicit advice from highly qualified educators about issues in which they lack expert knowledge, as opposed to making unqualified and unilateral decisions. Furthermore, principals should desist from interfering with educators' work. In addition, principals and educators must participate in transparent and collaborative decision-making processes in which subject matters can be understood and agreed upon by relevant parties. With the exception of the trainee educators and irresponsible educators, compliant and hardworking educators should be permitted to perform their tasks independently without any unnecessary constant interventions.

With respect to the laissez-faire leadership style, a number of findings also emerged after the analysis of the many responses of research participants. For instance, it was found that there is an absence of leadership in relation to the laissez-faire leadership style. Furthermore, the research participants mentioned that although the laissez-faire leadership style is devoid of effective leadership, few highly qualified educators with good skills continue performing relevant tasks at the research sites. It was indicated that the laissez-faire leadership style gave rise to innovativeness among a few dedicated educators who teach learners amidst a state of confusion. Also, the participants mentioned that educators are not managed, restricted or controlled by a leader within the context of the laissez-faire leadership style. Furthermore, it was strongly indicated that there is leadership in other forms of leadership styles mentioned in this study, except in circumstances, which involve the laissez-faire leadership style.

The above findings corroborate those by Gill (2014) who emphasizes that the laissez-faire leadership style can be successful if a formidable group of highly qualified staff members with much sought after skills, are given tasks to execute. In this regard, such highly inspired experts have credible proven track records, and the laissez-faire leader allows them to make their own decisions and complete tasks without making consultations (Gill, 2014). According to Ryan and Tipu (2013) there are certain circumstances where laissez leadership style is favourable, and a number of employees accept it, even though they complain (Ryan &

Tipu, 2013). For example, ideas of self-reliance (Eisenbeiß & Boerner, 2013), self-supervision, employee unilateral decision-making process (Quintana, Park & Cabrera, 2015), and emancipation (Amundsen & Martinsen, 2014) can be implemented by employees under the laissez leadership style. Moreover, Ryan and Tipu (2013) state that the laissez-faire leadership style gives rise to creativity among employees in certain situations, because the leader does not perform the leadership role. The laissez-faire leadership style is very important for individuals who accrue tangible gains directly or indirectly, because its exponents are not held accountable in most instances (Gill, 2014).

The governance theory informs the above findings because Stoker (2004:3) asserts that within the context of governance theory, the issue about “decision-making in the collective” does not involve unilateral decisions, in fact, it includes several people or institutions as parties that make decisions. Therefore, the preceding explanation is evidenced by the above findings where few dedicated and innovative educators made their own decisions to teach learners amidst a state of confusion, under the laissez-faire leadership style. According to the above findings, few educators who were not managed, restricted or controlled by the principals made decisions to sustain the culture of teaching and learning. Such efforts of the few educators coincide with the governance theory. Moreover, the governance theory may be practically successful at the three schools where laissez-faire is widespread, if many educators intensify the tenets of the above-mentioned leadership style. Thus, their collective efforts may significantly improve the culture of teaching and learning.

Also, it was found that principals apply the laissez-faire leadership style due to a number of reasons, for instance: (a) principals succumb to demands of teachers’ unions; (b) principals are afraid of lengthy disruptions of classes, which are usually brought about by older educators and their companions who collectively campaign against principals; and (c) principals use the laissez-faire leadership style in order to avoid blame, and subsequently place it on the doorstep of targeted educators.

The above findings correlate with those of Gill (2014) who asserts that the laissez-faire leadership style is not appropriate for rule-bound and inflexible organisations, especially, government departments. Furthermore, Tarsik, Kassim and Nasharudin, (2014) state that a laissez-faire leader does not supervise or regulate employees, and hence, they have the freedom which can easily be abused in order to advance their own interests. Moreover, Huang, Wang, Wu and You (2016) contend that the laissez-faire leadership style

is characterised by unfavourable results, such as; depression, anxiety and the removal of the sense of purpose among employees. In addition, a leader who uses the laissez-faire leadership is detached from the activities of the organisation and has no strategy (Quintana, Park & Cabrera, 2015). Therefore, such a leader does not provide employees with any information concerning their prior conducts, in an attempt to make changes which can contribute to improved performances (Quintana, Park & Cabrera, 2015). In relative terms, the laissez-faire leadership style is not effective, whereas the transformational and transactional leadership styles are beneficial to employees and organisations (Amanchukwu, Stanley & Ololube, 2015). The governance theory informed the above findings. That being said, in order for the governance theory to be practically successful in terms of the preceding findings, the above-mentioned theory has to particularly address the issues concerning the school principals who intentionally use the laissez-faire leadership style, on the basis of the aforesaid findings. For example, certain research participants indicated to the researcher that school principals sit in their offices and drink tea or coffee, without being active in the management of school issues, yet many educators leave their classes unattended to. The researcher confirmed the respondents' utterances, because he observed that many educators left their classes early usually before 11 am. In addition, the researcher went on walkabouts at the three research sites on several different occasions, and observed that all the three principals were detached from normal school activities. On many occasions, the researcher observed that the three principals mostly sat in their respective offices, whilst joking with female colleagues or talking on their cellular phones or drinking something from their mugs. Many learners at the three schools were observed by the researcher on several occasions either walking aimlessly around the school premises, or talking loudly inside their classes during normal school hours. The researcher also saw a number of learners at places which are adjacent to the three schools. Given the observed behaviours of the three principals, it was apparent that they decided that the personal benefits of using the laissez-faire leadership style at three schools far outweigh the risks which are involved. This is evidenced by the research findings, for instance, the participants mentioned that principals use the laissez-faire leadership style in order to avoid the blame, and subsequently they place it on the doorstep of targeted educators. Furthermore, principals give in to demands of teachers' unions, and they are afraid of lengthy disruptions of classes, which are usually brought about by older educators and their companions who collectively campaign against principals. In this context, the elimination of the laissez-faire leadership style tendencies on the part of the three principals, and the intensification of the tenets of the governance theory has the potential to improve the culture of teaching and learning at the three schools. Moreover, Gill (2014) asserts that the

laissez-faire leadership style is not appropriate for rule-bound and inflexible organisations, especially, government departments with regards to this study.

QUESTION 2

With reference to Question two (2), numerous findings emerged from the analysis of the respondents' responses. For example, it was found that members within each group of the three groups of participants preferred their own leadership style. The respondents' responses were summarised and placed in each corresponding category of the democratic leadership style, laissez-faire leadership style, and the transformational leadership style.

With reference to the democratic leadership style as a preferred leadership style at the three research sites, it was found that respondents shared almost identical views and experiences. One respondent summarised similar views and experiences of other research participants. Within the context of the democratic leadership style, the research participants mentioned that educators and principals thoroughly weigh up all issues before recommendations are made. Further, it was found that suggestions of the principals and educators are also acknowledged by policy makers. With regard to the democratic leadership style, research participants indicated that principals are compelled to accommodate different decisions of educators in pertaining to one matter.

The above findings correspond to Lamb (2013) who states that within the context of a democratic leadership style, group members are urged to constructively question anything and air out their views, and the leader includes them in determining decisions, although the leader determines final decisions. Amanchukwu, Stanley and Ololube (2015) contend that a democratic leader urges the group members or employees to be innovative, and they frequently participate in a variety of activities pertaining to the institution(s). Also, Lamb (2013) states that the democratic or participative leadership style also assists employees with the development of skills, and are inspired and attached to the organisation, which is more than monetary rewards. In a similar vein, Northouse (2012) states that the participative leadership style enables a leader to consult the rank and file membership, thus, views and expressions of group members are incorporated into the subsequent programme of action of a given school. According to Nadarasa and Thuraisingam (2014), participative leadership style allows staff members to accumulate certain gains, which are knowledge: shelter, job security, fringe benefits, and funds which are allotted for employees who are incapacitated

whilst on duty, and the distribution of surplus income among employees which is generated by the organisation concerned. Moreover, Gill (2016) affirms that the democratic leadership style involves well-organised roles and, a reciprocal relation between a leader and subordinates, thus, employees prioritise efficiency.

The governance theory informs the above findings because they support its basic principles. For example, the fact that educators and principals thoroughly weigh up all issues before recommendations are made, is a precept of the governance theory. School principals' tendency of accommodating different decisions of educators in regard to one matter is also a tenet of the governance theory. Moreover, the acceptance of the recommendations by policy makers, which are put forward by educators and principals is another principle of the governance theory. All the above-mentioned precepts of the governance theory were mentioned by the participants. In this regard, Cvitanovic, Hobday, van Kerkhoff, Wilson, Dobbs, and Marshall (2015) assert that the governance theory focuses on the decision making process in the context of a variety of viewpoints and concerns of all staff members, in relation to an excellent approach of managing any organisation, for example, a secondary school. Cvitanovic, Hobday, van Kerkhoff, Wilson, Dobbs, and Marshall (2015) contend that the governance perspective encompasses a procedure for examining and evaluating risks, which may exist in the process of managing an institution such as a secondary school.

With specific reference to the disadvantages of the democratic leadership style, it was found that it is problematic and contradictory to make a sound decision after assessing opposing contributions of educators. The participants also mentioned that trade unions do intervene unfavourably, and that they are biased towards educators in situations where parties reach deadlocks. It was also indicated that principals are biased during the application of the democratic leadership style at the three research sites.

The above findings are correlated with those of Buzzle (2013) who argues that the involvement of all participants in hammering out finer details and reaching tangible conclusions is practically impossible. In addition, Khan, Khan, Qureshi, Ismail, Rauf, Latif and Tahir (2015) briefly discuss the disadvantages of the participative/democratic leadership style, and they are as follows: (a) the participatory approach involves detailed discussions in which participants contribute to the decision making processes, therefore, it is both time and resource intensive : and, (b) the participative leadership style discussions are tiresome and involve numerous challenges, (c) participative leadership style discourses are heavily reliant on the

age of the participants, preferably older participants who dominate others, thus, an undemocratic feature exists, and (d) participative leadership style discussions mostly result in deadlocks, and do not lead to best remedies because a number of participants are not always satisfied.

In order for the governance theory to be practically successful with regard to the above findings, the above-mentioned theory has to specifically tackle the following issues: (a) balancing opposing views and contributions of educators, as opposed to experiencing situations which give rise to deadlocks; (b) all diverse matters have to be critically analysed by all stakeholders so that the biasness on the part of the principals and union representatives can be resolved. By and large, the tenets of the governance theory in all the findings of the democratic leadership style outweigh the disadvantages, thus, the educators prefer the democratic leadership style.

With regard to the laissez-faire leadership style, a second respondent summed up similar views and experiences of other participants. The research participants mentioned that the overwhelming majority of educators at three research sites, prefer the laissez-faire leadership style to any other leadership style. With specific reference to the laissez leadership style, it also emerged from the analysis of the findings that the principals are not attached to the matters that affect the school. In addition, it was found that a number of reasons exist as to why educators prefer the laissez-faire leadership style and they are as follows: (a) educators constantly want to perform their tasks or anything independently without any instructions, restrictions, guidelines and prompts; (b) principals are aware of the hostilities that educators exhibit towards them, thus, principals use the laissez-faire leadership style; and, (c) many educators do not want to be instructed about the correct procedures of executing their tasks, and if such teachers are instructed to do so, they resort to sudden prolonged suspension of classes.

The above findings correlate with those of Gill (2014) who asserts that the laissez-faire leadership style is not appropriate for rule-bound and inflexible organisations, especially, government departments. Furthermore, Tarsik, Kassim and Nasharudin, (2014) state that a laissez-faire leader does not supervise or regulate employees, and hence, they have the freedom which can easily be abused in order to advance their own interests. Moreover, Huang, Wang, Wu and You (2016) contend that the laissez-faire leadership style is characterised by unfavourable results, such as: depression, anxiety and the removal of the sense of purpose among employees. In addition, a leader who uses the laissez-faire leadership is detached from the

activities of the organisation and has no strategy (Quintana, Park & Cabrera, 2015). Therefore, such a leader does not provide employees with any information concerning their prior conducts, in an attempt to make changes which can contribute to improved performances (Quintana, Park & Cabrera, 2015). In relative terms, the laissez-faire leadership style is not effective, whereas the transformational and transactional leadership styles are beneficial to employees and organisations (Amanchukwu, Stanley & Ololube, 2015). The governance theory informs the above findings. In this regard, Quick and Bryson (2016) argue that the rationale for involving many educators and the school principal in decision making processes is to attempt to reach an inclusive agreement or new areas of consent. It must be borne in mind that consent-based decisions which involve multiple participants that collaborate together are not always achievable (Quick & Bryson, 2016). In public management, especially, within a school environment, the relationship between the school manager and educators is frequently characterised by hostilities, thus, the purpose of the governance theory is to change such animosities into collaborative and helpful relationships (Quick & Bryson, 2016). The preceding sentence is very important because it can be used in resolving deviant conducts of educators, which have been mentioned in the findings. The fact that the laissez-faire leadership style is preferred by the majority of educators at the three research sites, is not an indication that it positively influences the organisational culture of learning and teaching. Therefore, the role of school principals can only be understood by educators as a drawback within the context of the laissez-faire leadership style if principals can thoroughly implement all the precepts of the governance theory so as to counter the research findings. Within the context of this analysis, the above-mentioned findings do not support the basic tenets or standards of the governance theory.

In relation to the transformational leadership style, the third research participant summarised all similar views and experiences of other respondents. After the analysis of various responses of the respondent, it was found that that the transformational leadership style was another preferred leadership style at the three research sites. The research participants indicated that principals inspire educators to work harder at the three research sites. Furthermore, it was indicated that principals motivate educators to freely execute their duties within strict limits of the DoE rules and procedures. The research participants also mentioned that educators are authorised by transformational principals to make decisions, which include difficult situations. It was found that the principals who use a transformational leadership style provide educators with the opportunity to train further, and to acquire abilities which are needed to address problems. Hence,

educators achieve job satisfaction. The respondents mentioned that principals encourage beneficial interactions between educators and learners based on academic matters.

The above findings corroborate those of Nanjundeswaraswamy and Swamy (2014) who state that the transformational leadership style focuses on the growth and success of supporters and the evolution of their necessities. In addition, leaders with a transformational leadership style focus on the progress and evolution of an effective team of staff members, as well as their motivational extents, and ethics which are characterised by the introduction of their capabilities (Thomas, 2016). In essence, the purpose of transformational leadership is to change employees and institutions, thus, such a transformational process enables individuals to broaden their scope and perceptions concerning conducts which are compatible with ethics, ideas and result in lasting and continuous adjustments which are embedded in a cycle (Nanjundeswaraswamy & Swamy, 2014). Furthermore, transformational leadership occurs in a situation where a leader embraces and espouses diverse concerns of followers or staff members, and such conduct leads to the recognition and acknowledgement of the role and detailed responsibilities of all staff members (Brown, Fraser, Wong, Muise & Cummings, 2013). Thereto, transformational leaders urge their supporters to examine and consider difficulties from different viewpoints, and this contributes to the job satisfaction of employees (Hardy, Jackson, Webster & Manley, 2013). In furtherance to the above, transformational leaders also proffer sustenance to subordinates, and motivation which reveals a creativity and activates excitements and recognition (Brown, Fraser, Wong, Muise & Cummings, 2013).

The governance theory informs the above findings because they support its basic principles. In this context, Nam (2016) provides a certain model of the governance theory which consists of a number of principles and these are as follows: (a) the governance theory promotes a participatory government model that encourages the engagement of ordinary state employees and certain sections of government institutions, which are not normally consulted and permitted to participate in the decision-making processes; (b) further, the governance theory embraces and recognises a flexible government model that is accommodating, and open to contextual problems and changes that affect role players and subordinates, and such openness is achieved through sound state procedures which address pressures of the community and civil servants; (c) the governance theory fosters the unregulated government model, which centres on reduced bureaucratisation of tasks that are performed by employees, thereby giving rise to flexibility between managers and subordinates. The governance theory also supports suggestions that are based on the needs

of the community and joint decision-making process (Nam, 2016). The preceding principles reflect the research findings. For example, the fact that the research participants mentioned that principals inspire educators to freely work harder, and, perform their tasks within the limits of the DoE rules and policies, is a principle of the governance theory. In addition, the empowerment of educators by principals in which educators make their own decisions is another tenet of the governance theory. Furthermore, the fact that principals create enabling environments where educators train further and obtain necessary skills for problem solving, is another principle of the governance theory. Therefore, educators prefer the transformational leadership style for correct reasons, and this is evidenced by the findings, literature review and the governance theory.

QUESTION 3

In respect of Question three (3), numerous findings emerged from the analysis of the similar responses of the research participants. Furthermore, all the six participants mentioned that each of the seven leadership styles in this study had its own consistent influence on the educators' job satisfaction. Moreover, similar responses of research participants were summarised and placed under the same category of a specific leadership style, that is, in regard to its influence on the educators' job satisfaction. Moreover, it was found that the educators provided professional and helpful responses in terms of this particular question. The research participants focused on the following leadership styles: democratic, transformational, autocratic, situational, instructional, laissez-faire and shared.

In regard to the democratic or participative leadership style, the participants mentioned that it positively affects many educators because they are able to participate in the processes of determining relevant decisions, as well as in instances that involve seeking and exchanging brilliant ideas, which are helpful in establishing effective teaching at a school level. Furthermore, it was found that the democratic leadership style favourably influences educators because they contribute to critical discussions, and all contributions are evaluated. Therefore, it was indicated that such democratic tendencies mostly lead to the rectification of flaws, and individual prejudices are also addressed among the educators. It was indicated that educators who have been teaching Mathematics for many years do provide much needed assistance to their junior counterparts with limited experience and knowledge in Mathematics. Moreover, it was also found that experienced and knowledgeable Mathematics educators frequently provide junior Mathematics teachers with easiest relevant theorems, and also show them how to use such theorems in solving difficult problems

in Mathematics topics, such as: Calculus (Differential Calculus), Trigonometry, Algebra, Geometry and, Probability and Statistics. The research participants also mentioned that the aforesaid approach is also used in other areas, for example, Life Science (Biology), Physical Science (Chemistry and Physics) and literacy subjects. The participants mentioned that the democratic leadership style is indeed a conduit to enhanced teaching, and a mutual relationship between educators and principals.

The above findings corroborate those by Lamb (2013) who states that employees or group members are urged to constructively question anything and air out their views, and a democratic leader includes them in determining decisions, although the leader determines final decisions. Amanchukwu, Stanley and Ololube (2015) echoes the above contention and asserts that a democratic leader urges the group members or employees to be innovative, and they frequently participate in decisions, and execute a variety of activities pertaining to the institutions.

The above findings also correspond to those of Amanchukwu, Stanley and Ololube (2015) who contend that employees that are supervised by a democratic leader/manager are inclined to experience high job satisfaction, and such employees are highly efficient because they are more engaged. Furthermore, Lamb (2013) states that the democratic or participative leadership style also assists employees with the development of skills, and that they are inspired and attached to the organization, which is more than monetary rewards. Besides, Northouse (2012) states that the participative leadership style enables a leader to consult the rank and file membership, thus, views and expressions of group members are incorporated into the subsequent programme of action of a given school

The governance theory informs the above findings because they support its basic tenets. For example, educators participate in decision making processes, and they are also allowed to ask for and exchange brilliant ideas which are essential for entrenching effective teaching, and both of the preceding points are tenets of the governance theory. Furthermore, the rectification of flaws (faults) and personal biasness among educators is another way of changing the educators and secondary schools, which forms part of flexible steps. Therefore, such a step reflects the principles of the governance theory. Moreover, the flexibility exhibited by senior Mathematics teachers who provide assistance to their junior colleagues is another tenet of the governance theory. In this context, educators are inclined to experience high job satisfaction under the democratic or participative leadership style.

It was found that the democratic leadership style leads to continuous unreasonable demands which are made by educators.

The above findings correlate with those of Khan, Khan, Qureshi, Ismail, Rauf, Latif and Tahir (2015) who briefly discuss a number of disadvantages of the participative leadership style, as follows: (a) the participatory approach involves detailed discussions where participants contribute to the decision making processes, therefore, it is both time and resource intensive; and, (b) the participative leadership style discussions are tiresome and involve numerous challenges; (c) participative leadership style discourses are heavily reliant on the age of the participants, preferably older participants who dominate others, thus, an undemocratic feature exists; and, (d) participative leadership style discussions mostly result in deadlocks, and do not lead to best remedies because a number of participants are not always satisfied.

The analysis of the above findings were informed by the governance theory. With reference to the job satisfaction of educators at the research sites, it was generally felt that employees that are supervised by a democratic leader/manager are inclined to experience high job satisfaction, and such employees are highly efficient because they are more engaged (Amanchukwu, Stanley & Ololube, 2015). Conversely, the continuous unrealistic demands of educators under the democratic leadership style implied that the educators cannot have job satisfaction every time when new demands are made.

With regard to the influence of the transformational leadership style on educators' job satisfaction, the research participants provided similar responses. Furthermore, it was found that teachers are given the authority to make decisions and effect reasonable transformation, which are subject to the prescribed bureaucracy. The research participants mentioned that educators are encouraged by principals who employ the transformational leadership style to work harder and use divergent views in solving problems. It was also found that educators execute more relevant tasks under the transformational leadership style than the amount of tasks that are performed under other leadership styles mentioned in this study. Therefore, the research participants indicated that the transformational leadership style positively influences the educators' job satisfaction.

The above findings correspond to those of Nyausaru (2014) who contends that the transformational leadership style improves inspiration, self-confidence, self-esteem and efficiency of all participants via an

assortment of procedures. Besides, the transformational leadership theory presupposes that deeds of leaders are founded on incorruptible, principled and impartial contemplation of all individuals in a given institution (Uhr & Walter, 2014). Moreover, Nanjundeswaraswamy and Swamy (2014) state that the transformational leadership style focuses on the growth and success of supporters and the evolution of their necessities. In addition, leaders with a transformational leadership style focus on the progress and evolution of an effective team of staff members, as well as their motivational extents, and ethics which are characterised by the introduction of their capabilities (Thomas, 2016).

The governance theory informed the analysis of the above findings because Cvitanovic, Hobday, van Kerkhoff, Wilson, Dobbs, and Marshall (2015) assert that it places emphasis on the decision making process in the context of a variety of viewpoints and concerns of all staff members in relation to an excellent approach of managing any organisation, for example, a secondary school. Moreover, Cvitanovic, Hobday, van Kerkhoff, Wilson, Dobbs, and Marshall (2015) contend that the governance perspective encompasses a procedure for examining and evaluating risks, which may exist in the process of managing an institution such as a secondary school. It was clearly stated that teachers are given the authority to make decisions and effect reasonable transformation, which are subject to the prescribed bureaucracy and they address problems by using divergent views. Thus, educators execute more relevant tasks under the transformational leadership style than the amount of tasks that are performed under other leadership styles mentioned in this study. This description of transformational educators emerged from the above findings and it mirrored almost all the principles of the governance theory. Thus, educators under the transformational leadership style at the research sites do have job satisfaction.

In respect of the influence of the autocratic and transactional leadership styles on educators' job satisfaction, the analysed responses of participants were similar. The research participants mentioned that the autocratic leadership style is quiet effective at all three research sites, although a considerable number of educators leave the school premises before the end of normal time allocated for work purposes. Furthermore, it was found that principals make use of the autocratic leadership style in circumstances where trade union representatives attempt to abruptly disrupt normal school activities, by forcing educators to attend suddenly called-up meetings. The participants also indicated that union representatives do not always make prior arrangements with principals. Moreover, the research participants mentioned that the autocratic

leadership style does cause dedicated teachers to have high levels of morale, and they apply themselves to their allotted tasks in an efficient manner so as to achieve goals of the school.

The above findings corroborate those by Iqbal, Anwar and Haider (2015) who contend that there are numerous advantages of the autocratic leadership style, such as: (i) the autocratic leadership style is very economical for the leader and the institution; (ii) the autocratic leadership style is based on job performance and, it improves efficiencies and leads to high morale of certain employees at workplaces, such as : a school; (iii) the autocratic leadership style is very effective in addressing short-term problems; (iv) autocratic leaders effectively manage organisations, and this also contributes to proper time management. With regard to the autocratic leadership, Tiwari (2014:8) contends that high morale is a when an employee is satisfied with the work and creatively takes a step and gives his/her allegiance to the institution, whilst concentrating on accomplishing goals of the institution.

The above findings were informed by the governance theory. With reference to the influence of the autocratic leadership style on educators' job satisfaction, the respondents mentioned that the autocratic leadership style does cause dedicated teachers to have high levels of morale, and they apply themselves to their allotted tasks in an efficient manner so as to achieve goals of the school. In this context, the autocratic principals collaborated in decision making processes with various dedicated educators in order to accomplish a basic level of agreement; because all decisions that relate to governance theory are strictly consent based (Helao, 2015). This implies that the basic level of agreement between autocratic principals and dedicated educators contributed to high levels of morale, hence such educators committed themselves to their work tasks so as to attain goals of the three schools. Furthermore, Tiwari (2014) contends that high morale is a when an employee is satisfied with the work and, creatively takes a step and gives his/her allegiance to the institution, whilst concentrating on accomplishing goals of the institution.

The research participants also indicated that certain educators become disgruntled when the principal uses the autocratic leadership style; because school principals make strict unilateral decisions, which have to be followed. The above findings are correlated with those of Gill (2014) who asserts that followers of autocratic leaders are not allowed to participate in the deliberations of institutional policies. Moreover, Cherry (2014) contends that authoritarian leaders select one-sided options, which are grounded in their unopposed opinions and discernment of circumstances; such leaders exhibit very little or no interest in getting the return to their inputs (one-sided decisions) from followers. In addition, Cherry (2014) highlights

that autocratic leadership is advantageous in certain respects, for example, hasty resolutions and conclusions can be reached in the absence of subordinates or other parties.

The governance theory informs the above finding. In order for the governance theory to be practically successful with regard to the aforesaid findings, it has to specifically address an important contentious matter where principals make unilateral decisions. In the context of the autocratic principals, unilateral decisions lead to discontent among certain educators at the three schools, Thus, irrespective of a specific leadership style , school principals collaborate with different educators so that a basic level of agreement can be achieved, because all decisions that relate to governance theory are strictly consent based (Helao, 2015). However, the school principal has the power to make a final decision in the above context (Helao, 2015). Moreover, the rationale for involving many educators and the school principal in the decision making processes is to attempt to reach an inclusive agreement, or new areas of consent (Quick & Bryson, 2016). That said, job satisfaction among the educators at the three schools may be achieved if all the principals and educators intensify the precepts of the governance theory.

The data showed that the principals of the three schools (research sites) use the autocratic leadership style in conjunction **with the transactional leadership style**. In respect of the transactional leadership style, it was found these principals expressed their appreciations by praising deserving educators, as well as providing them with groceries. The research participants also mentioned that the morale of deserving educators is boosted even though certain educators become jealous and unhappy.

The above findings corroborated those of Sadeghi and Pihie (2012) who contend that the transactional leadership style often encompasses a situation where there is reciprocity between the leader and supporters. Furthermore, Sadeghi and Pihie (2012) state that a transactional leader is principally regarded as an individual who inspires supporters to achieve envisaged end results, and to remunerate them accordingly. In addition, Zhu, Sosik, Riggio and Yang (2012) assert that transactional leadership concentrates on persons who are looking for personal goals, and it involves a dependence on personal concerns of individuals that exist in different environments but brought together by the determination to fulfil human needs.

The above findings were informed by the governance theory. With reference to the job satisfaction within the context of the transactional leadership style, the research participants clearly mentioned that the morale

of deserving educators was boosted and, it is linked to praises and the receipt of rewards, although certain educators were jealous and unhappy. This is a precept of the governance theory, because Quick and Bryson (2016) stress that in public management, especially, within a school environment, the relationship between the school manager and educators is frequently characterised by hostilities, thus, the purpose of governance theory is to change such animosities into collaborative and helpful relationships. Therefore, praises and the issuance of rewards to deserving educators by the school principals on the basis of merits reflect the purpose of governance theory in the preceding sentence. Hence, praises and the issuance of rewards contribute to job satisfaction among educators at the research sites.

Furthermore, it was mentioned that structural problems such as ill-discipline among learners which is too disruptive during classes has not been addressed by principals. Therefore, research participants mentioned that the transactional leadership style is inconsistent, and that disgruntled educators accuse the school principals of mismanaging school funds for the benefit of their close friends.

The aforesaid findings correlate with those of Odumeru and Ifeanyi (2013) who assert that temporary bonds between the leader and the recipients of rewards cause animosities and dissatisfactions among many employees. In addition, the transactional leadership style is flawed, because it is commonly applied to all employees, and it also overlooks circumstantial and situational elements that are linked to institutional problems (Yukl, 2011).

In order for the governance theory to be applied successfully to the above findings, the aforesaid theory has to specifically deal with issues of structural problems, animosities and dissatisfaction among educators. In this particular regard, Cvitanovic, Hobday, van Kerkhoff, Wilson, Dobbs, and Marshall (2015) highlight that the governance perspective encompasses a procedure for examining and evaluating risks, which may exist in the process of managing an institution such as a secondary school. In addition, Jowi, Obamba, Sehoole, Barifaijo, Oanda and Alabi (2016) state that the governance perspective promotes and supports a collaborative approach where educators and the principal concerned participate in a consent-based decision-making process, where shared understanding is established, and subsequently challenges are addressed. Thus, in the context of education as in any field, the governance theory supports the participation of many role players in the decision making process, as opposed to changing policies or adhering to a centralised decision making process (Jowi, Obamba, Sehoole, Barifaijo, Oanda & Alabi, 2016). That said, school

principals may be able to overcome the above-mentioned three challenges by encouraging all the educators to actively participate in the decision making processes. For example, various detailed inputs from educators are critical before principals can provide feedbacks or implement the transactional leadership style. Inputs of educators have the potential to enable principals to thoroughly deal with structural problems (such as, ill-disciplined and disruptive learners, and allegations about the misuse of school funds), before implementing the transactional leadership style because every educator has unique challenges. The foregoing approach is a precept of the governance theory.

For the purpose of clarity, it was found that school principals employed tenets that were almost identical to the governance theory. Thus, should the school principals intensify such tenets at the three schools where the study was conducted, their efforts may significantly improve the job satisfaction of educators.

With reference to the situational leadership style, it was found that all the responses were similar and one respondent summed them up. The research participants mentioned that although the laissez leadership style (a leaderless situation) is predominant in the Pinetown District, principals do contextually apply the situational leadership style, more importantly during the short period before examinations. The respondents also indicated that principals use the situational leadership style in a desperate attempt to recover poorly managed time. Also it was found that principals use the situational leadership style to complete important impossible tasks within a short period, for which there are very little or no chances of success. The research participants also indicated that principals at the research sites desperately employ the situational leadership style to alter disorganised environments for learning in the Pinetown District.

The above findings corroborated those by Cherry (2016) who state that the situational leadership theory suggests that there is no leadership style which is better than the other, but leadership styles are subject to the prevailing contextual circumstances. Furthermore, the situational leadership style proposes that effectual leadership demands that a leader must reasonably understand a given problematic circumstance, and apply a suitable solution in a contextual manner (Yuki, 2012). In addition, the situational leadership style is task-based, thus, the focus is not on the concerns of employees or followers. Situational leaders thoroughly explain various tasks of employees within an institution and give orders, therefore, information flows in both directions (Spahr, 2015). Moreover, the situational leadership style is not complicated to

ordinary or trainee employees, and it highlights the moral tenet of initiating a collection of matching capabilities for employees (Almansour, 2012).

The analysis of above findings are informed by the governance theory. In order for the governance theory to be applied successfully to the above findings, the approach in which the situational leadership style is used by the school principals should be dealt with. The application of the situational leadership style by the school principals does not espouse the tenets of the governance theory. In this particular context, Cvitanovic, Hobday, van Kerkhoff, Wilson, Dobbs, and Marshall (2015) state that the governance theory encompasses a procedure for examining and evaluating risks, which may exist in the process of managing an institution such as a secondary school. The preceding tenet of the governance theory is not mentioned in the above findings which implies that educators are dissatisfied because they were not consulted, and the completion of critical tasks was not examined and evaluated by the stakeholders. Furthermore, Jowi, Obamba, Schoole, Barifaijo, Oanda and Alabi (2016) contend that the governance theory promotes and supports a collaborative approach where educators and the principal concerned participate in a consent-based decision-making process; where the shared understanding is established, and subsequently challenges are addressed (Jowi, Obamba, Schoole, Barifaijo, Oanda & Alabi, 2016). The foregoing principle of the governance theory is not mentioned in the findings, and this implies that the educators did not participate in consent-decision-making processes, where the shared understanding would have been determined so as to address the contextual challenge of completing critical tasks within a limited period.

That said, for the purpose of clarity, it was found that the completion of tasks is unavoidable and the laissez leadership style is predominant. Consequently, should the school principals intensify the application of the principles of governance theory at the research sites, their efforts may significantly improve the educators' job satisfaction.

Moreover, it was found that due to the use of the situational leadership style, certain educators are disappointed and engage in riotous conducts, which further disadvantage learners. The research participants also mentioned that teachers' unions and SGBs mislead educators, they tolerate and support irresponsible behaviours of educators. Moreover, it was indicated that the situational leadership style is unreliable and inappropriate for the conditions at the three research sites.

The above findings correspond to those of Mulder (2012) who asserts that the situational leadership style is inconsistent, and that it does not conform to all situations. In addition, Mulder (2012) contends that the situational leadership style cannot be used continuously in a given environment. Furthermore, Sparh (2015) concurs with the preceding author, and asserts that the situational leadership style is unstable, incongruent and ambiguous. Moreover, Sparh (2015) argues that no specific known leadership style is generally and always effectual in any situation. In fact, behavioural hypotheses rely on conjectured (guessed) leadership styles, which are problematic to pinpoint (Sparh, 2015).

The analysis of the above findings is informed by the governance theory. Research findings do not support the principles of the governance theory. For example, the research participants mentioned that the situational leadership style is unreliable, and inappropriate for the conditions at the three research sites. This implies that the educators were not consulted about the feasibility and the suitability of the situational leadership style before its implementation at the three schools. It further implies that principals do impose the situational leadership style on educators. Thus, the engagement of disappointed educators in riotous conducts indicates their job dissatisfaction within the context of the situational leadership style. With regard to the governance theory, the rationale for involving many educators and the school principal in decision making processes is to attempt to reach an inclusive agreement or, new areas of consent (Quick & Bryson, 2016). Moreover, in public management, especially, within a school environment, the relationship between the school manager and educators is frequently characterised by hostilities, thus, the purpose of governance theory is to change such animosities into collaborative and helpful relationships (Quick & Bryson, 2016).

For the purpose of clarity, should the school principals intensify the principles of the governance theory at the three schools, their efforts might significantly improve the job satisfaction of educators within the context of the situational leadership style.

With reference to the influence of the instructional leadership style on educators' job satisfaction, it was found that all the responses of research participants were almost identical, and one participant summed them up. The research participants mentioned that principals at the three schools in the Pinetown District use the instructional leadership style because the adherence to classroom rules by learners is an important aspect of better learner performance. Furthermore, the respondents indicated that the instructional leadership style is necessary for the management of educators, because principals ensure that instructions

are followed by the educators concerned. It was found that that during the application of the instructional leadership style, principals perform the following: (i) visiting educators and learners inside classrooms to ensure that instructions are followed and the correct curriculum is taught: and (ii) to make sure that correct tools and methods for teaching learners are used.

The above findings correlate with those of Gumus and Akcaoglu (2013) who state that principals that make use of the instructional leadership style place more emphasis on instructions and contents of the curriculum than predominantly managing the school. In addition, Gumus and Akcaoglu (2013) assert that the strong emphasis which is placed on instructions and the required contents of subjects, makes the instructional leadership style the most appropriate leadership style for a school principal. It is suffice to contend that instructional leadership is essential for direct and indirect beneficial interactions between the principal, teachers and learners (Day & Sammons, 2016). In this regard, class regulations are strictly implemented and followed to the letter, hence, learner performance is enhanced. Moreover, the principal focuses on both the mission and the vision of the school on establishing a conducive environment for the sustained and effective understanding of the contents of the required curriculum (Day & Sammons, 2016).

The analysis of the above findings is informed by the governance theory. With regard to the job satisfaction of educators, it was felt that the role of the principal is to make sure that instructions are adhered to by educators as opposed to caring about them, and soliciting their inputs. In this context, the role of the educators was to merely conform to the laid down instructions. Thus, educators were conditioned to be in compliance with instructions without participating in discussions which are relevant to the management of the schools. That said, the very nature and the extent of the educators' adherence to the instructions does not support the tenets of the governance theory. Furthermore, although the above-mentioned conducts of principals are acceptable under certain conditions, they are paradoxical and an end in themselves because school principals apply them unilaterally. The preceding description is evidenced by the above research findings. For example: principals perform the following: (i) visiting educators and learners inside classrooms to ensure that instructions are followed and the correct curriculum is taught, ; and (ii) to make sure that correct tools and methods for teaching learners are used.

The first conduct of principals (i) requires a principal to carefully listen and watch both the educators and learners during classes to make sure that laid down strict instructions are followed and, that the correct contents of the DoE curriculum are taught. The foregoing exercise is time intensive, and, it has a potential

to torment educators who may be nervous or ill-prepared to perform required tasks to the best of their abilities. The visits of principals are not designed to enable the educators to showcase their skills and, this is evidenced by the research findings. The second conduct of principals (ii) is meant to dishonour educators' right before their learners, and the very wording of the second conduct is self-explanatory. The contents of both conducts should be discussed by principals and educators in a collaborative approach, especially before classes commence, not during classes, and this is a principle of the governance theory. In this context, Quick and Bryson (2016) contend that in public management, especially, within a school environment, the relationship between the school manager and educators is frequently characterised by hostilities: thus, the purpose of governance theory is to change such animosities into collaborative and helpful relationships. Furthermore, Quick and Bryson (2016) assert that the rationale for involving many educators and the school principal in decision making processes is to attempt to reach an inclusive agreement or, new areas of consent.

The research participants also mentioned that certain educators are dissatisfied because principals occasionally use the rigid instructional leadership style, and follow strict instructions at the research sites. Moreover, it was found that many educators use unorthodox reactionary counter steps, such as resorting to absenteeism which leads to poor learner performances. It was also found that educators are dissatisfied because principals behave as though they are qualified in all subjects. Moreover, the research participants mentioned the educators were unhappy because school principals interfere in all aspects such as teaching, school finances, and maintenances.

The above findings correspond to those of Zvandasara (2016) who emphasizes that the instructional leadership style heavily concentrates on the school principal as the focal point of skills, influence, control, capability and command within the school environment, but such a concentration is problematic because it defeats quality performance. Therefore, the concentration of the above-mentioned accountabilities and other tasks, which are not connected to the instructional leadership style, exceed the abilities of principals (Firmaningsih-Kolu, 2015). In the light of many responsibilities, principals are compelled to execute all their tasks as instructional leaders, and enhance the performances of learners and educators, which is very difficult or impossible for one person (Maponya, 2015). Moreover, there are very few principals who can successfully enhance the performances of learners, and educators within the context of the instructional leadership style (Firmaningsih-Kolu, 2015). Thus, the overwhelming majority of school principals do not

have the determination, and the required expertise to correctly apply the instructional leadership style within the school environment (Maponya, 2015). Furthermore, the role of a principal as an instructional leader is unavoidably defeated, because of the subjective and value-based circumstances within his/her capacity, as well as the inexistent structure which can enable the principal to implement the instructional leadership style (Zvandasara, 2016).

The governance theory provides a clarification of the above findings. That being said, in order for governance theory to be applied successfully with regard to the above findings, the aforesaid theory has to particularly address a number of issues. For example: (a) the rigid instructional leadership style at the three schools: (b) the principals' approach in which they behave as though they have qualifications in all school subjects, and, (c) the interference of principals in aspects such as teaching, school finances and maintenance. Moreover, the rigid instructional leadership style at the three schools does not support the tenets of the governance theory because it is not flexible. In this regard, Cvitanovic, Hobday, van Kerkhoff, Wilson, Dobbs, and Marshall (2015) assert that the governance theory focuses on the decision-making process in the context of a variety of viewpoints and concerns of all staff members in relation to an excellent approach of managing any organisation. The preceding tenet of the governance theory does not cancel out the use of the instructional leadership style, but it simply attempts to include flexibility during the application of the afore-mentioned leadership style. With regard to the principals' approach where they behave as though they have qualifications in all school subjects, such an approach can be countered by consulting qualified and skilled educators for each specific subject. In this context, Jowi, Obamba, Sehoole, Barifaijo, Oanda and Alabi (2016) state that the governance theory promotes and supports a collaborative approach in which educators and the principal concerned participate in a consent-based decision-making process, where shared understanding is established, and subsequently challenges are addressed. For the purpose of clarity, should the school principals intensify the tenets of the governance theory at the three schools within the context of the instructional leadership style, their efforts may significantly improve the job satisfaction of the educators.

With regard to the influence of laissez-faire leadership style on educators' job satisfaction, numerous findings emerged from the analysis of the respondents' responses. It was found that all the responses of research participants were almost the same. One participant provided a synopsis of other respondents' responses below. The research participants mentioned that older educators like the laissez-faire leadership

style, and they also force principals to maintain a school environment in which leadership roles do not exist. Therefore, it was indicated that under the laissez leadership style older educators have an entrenched culture in which they do their own personal things, for example, (i) educators buy groceries or clothing during normal working hours and, some of them obtain false letters from doctors which indicate that they were ill on certain days, yet not; and, (ii) certain educators with psychological problems (such as, stresses, burnouts and mild depressions) blame the principal and they temporarily abandon their official responsibilities. The research participants indicated that under the laissez-faire leadership style, principals allow educators to attend meetings of teachers' unions during normal working hours. The research participants also mentioned that the laissez-faire leadership style positively affects the job satisfaction of older and irresponsible educators, because a leaderless situation enables them to do anything other than teaching. Moreover, the respondents indicated that older and experienced educators do not tolerate the following leadership styles: autocratic, transactional, instructional, transformational, shared, democratic, situational and authoritative. It was found that in circumstances where principals insist on using the aforesaid leadership styles, older educators either engage in go-slow campaigns or they refuse to work altogether. Moreover, the research participants indicated that older educators accuse principals of being biased towards younger educators or hardworking and responsible educators.

The above findings correlate with those of Tarsik, Kassim and Nasharudin, (2014) who contend that a laissez-faire leader does not supervise or regulate employees, and hence, they have the freedom which can easily be abused in order to advance their own interests. Furthermore, Huang, Wang, Wu and You, (2016) assert that the laissez-faire leadership style is also characterised by unfavourable results, such as; depression, anxiety and the removal of the sense of purpose among employees. Moreover, a leader who uses the laissez-faire leadership is detached from the activities of the organisation and has no strategy (Quintana, Park & Cabrera, 2015). Therefore, such a leader does not provide employees with any information concerning their prior conducts, so as to make changes which can contribute to improved performances (Quintana, Park & Cabrera, 2015).

The analysis of the above findings are informed by the governance theory. Within the context of laissez-faire, the above findings do not support the tenets of the governance theory. This preceding assertion is evidenced by the comments of the research participants, and the observed actions of many educators at the three schools. Thus, disregard of the governance theory applied, when many educators were openly

observed by the researcher leaving each of the three schools early, usually before 11 am during the week on several occasions. Within this regard, the governance theory came into effect on the basis that such educators exhibited disregard of its tenets. Moreover, older and experienced educators exhibit their disregard of the tenets of the governance theory in certain circumstances which are evidenced by research findings. For example, in circumstances where principals insist on using all the aforesaid leadership styles except the laissez-faire leadership style, older and experienced educators either engage in go-slow campaigns or they refuse to work altogether. The above-mentioned leadership styles which are resented by many older and experienced educators are as follows: autocratic, transactional, instructional, transformational, shared, democratic, situational and authoritative leadership styles. Furthermore, another situation in which older educators flaunt their contempt of the principles of the governance theory, is when they approach respective principals who are pressured to allow them to attend meetings of trade unions during normal working hours. That said, older and experienced educators show contempt for a collaborative approach where educators and the principal concerned can participate in a consent-based decision-making process where shared understanding is established, and subsequently challenges are addressed (Jowi, Obamba, Sehoole, Barifaijo, Oanda & Alabi, 2016). Nonetheless, the research participants mentioned that the laissez-faire leadership style positively affects the job satisfaction of older and irresponsible educators, because a leaderless situation enables them to do anything other than teaching. In the light of the above analysis, the description of the job satisfaction in the preceding sentence is morally wrong, because it does not add value to education.

For the purpose of clarity, should the educators intensify the tenets of the governance theory at the three schools within the context of the laissez-faire leadership style, their efforts may significantly improve their reputations and their own job satisfactions.

Furthermore, it was found that in the absence of older and irresponsible educators, on certain occasions hardworking and responsible educators are minimally dissatisfied, because they are forced to teach more classes. Nonetheless, the research participants mentioned that the laissez-faire leadership style boosts the creativity and morale of hardworking and responsible educators. It was also found that younger educators are flexible and demonstrate their preparedness to work with principals. The respondents indicated that hardworking and responsible educators urge themselves to think independently and manage themselves in a responsible manner, whilst teaching learners under the laissez-faire leadership style. Moreover, it was

found that within the context of laissez-faire leadership style, hardworking and responsible educators are able to apply their own decisions inside classrooms and around the school.

The above findings correlate with the following information. There are certain circumstances in which laissez leadership style is favourable, and a number of employees accept it, even though they complain (Ryan & Tipu, 2013). For example, ideas of self-reliance (Eisenbeiß & Boerner, 2013), self-supervision, employee unilateral decision-making process (Quintana, Park & Cabrera, 2015), and emancipation (Amundsen & Martinsen, 2014) can be implemented by employees under the laissez leadership style. Moreover, Ryan and Tipu (2013) state that the laissez-faire leadership style gives rise to creativity among employees in certain situations, because the leader does not perform the leadership role. The laissez-faire leadership style is very important for individuals who accrue tangible gains directly or indirectly, because its exponents are not held accountable in most instances (Gill, 2014).

The above findings are in consonance with the governance theory as it conforms to its basic tenets. For example, the fact that younger educators are flexible and demonstrate their preparedness to work with principals, is an exhibition of a collaborative approach in a consent-based decision-making process (Jowi, Obamba, Schoole, Barifaijo, Oanda & Alabi (2016), a tenet of the governance theory. In addition, the preparedness of hardworking and responsible educators who are forced to teach more classes in the absence of older and irresponsible educators, touches on changing animosities into collaborative and helpful relationships (Quick & Bryson, 2016), another precept of the governance theory. Given the above analysis, although the hardworking and responsible educators are dissatisfied in a slightest manner, the laissez-faire leadership style significantly elevates their innovativeness and job satisfaction.

With reference to the influence of the shared leadership style on the educators' job satisfaction, again all the responses of the research participants were almost similar, and one respondent summarised them below. The research participants mentioned that the shared leadership style promotes and enhances innovation on the part of educators in the Pinetown District, unlike the dominant and controversial laissez-faire leadership style. It was found that the shared leadership style enables many educators to tackle problems at schools as group members through sharing their knowledge and views in a responsible manner. Further, the research participants indicated that the shared leadership style fosters an environment, which is free of the principals' interferences in terms of sharing work tasks and decision making among many

educators as members of a certain department, for example, the Mathematics Department. Moreover, the research participants revealed that the shared leadership style is easily implementable, and it sidesteps bureaucratic obstacles and rigid structures between principals and educators with regard to consultations. It was also indicated that under the shared leadership style, many educators are satisfied and they work hard. Thus, the respondents indicated that certain learners perform well at the schools where the study was conducted.

The above findings corroborated those of Yammarino et al. (2012) who assert that the shared leadership style is suitable for teams, which consist of qualified employees who constantly collaborate and communicate amongst themselves. In addition, the shared leadership style gives rise to circumstances which are relevant to innovation, and births the independence of employees in terms of executing tasks without engaging in consistent consultations with the central bureaucratic management. In terms of the shared leadership style, group members embrace change, and support each other based on the requirements of the assignment to be performed (Yammarino et al., 2012). In the context of the school environment, there are too many tasks for a leader, and it is impossible for the principal to perform them alone, thus, the leadership role has to be shared extensively with other educators (Day & Sammons, 2016). That said, there is a need to foster many and shared origins of leadership that cover complicated societal and contextual circumstances (Bolden, Jones, Davis & Gentle, 2015). Moreover, many educators are dissatisfied with the instructional leadership style which regard the principal as the focal point of skills, competency, command, and proficiency (National Council of Professors of Educational Administration, 2012). Hence, Bolden, Jones, Davis and Gentle (2015) proposes that leadership is a derivative of the interplays between the principal, educators, and their contextual environment, instead of treating it as an offshoot of the principal's proficiency and expertise.

The governance theory informed the above findings as they support its basic tenets. For example, the fact that the shared leadership style enables many educators to tackle problems at schools as group members through sharing their knowledge and views in a responsible manner, is a demonstration of the governance theory. This is evidenced by Cvitanovic, Hobday, van Kerkhoff, Wilson, Dobbs, and Marshall (2015) who assert that the governance theory focuses on the decision-making process in the context of a variety of viewpoints and concerns of all staff members in relation to an excellent approach of managing any organisation, for example, a secondary school. Furthermore, the approach in which principals do not

interfere with educators in terms of sharing work tasks and decision making among educators as members of a certain department, for example the Mathematics Department, is another precept of the governance theory. In this instance, principals are very flexible, and many educators have the discretion of sharing the leadership role and tasks in given school departments. In this particular context, Ikeanyibe, Ori, Okoye, and Chamberlain (2017) contend that within the context of governance hypothesis, the structures of government employees and their activities (roles), as well as other state resources are guided by the necessity to share roles and resources which are dependent on complicated powerful persons who are not answerable to the government, nevertheless, the government might subtly guide such structures of employees and their activities. Therefore, in the context of shared leadership style, many educators are satisfied and they work hard.

QUESTION 4

Respondents had almost identical views and experiences in respect of Question four (4). One participant summarised the responses of other participants. The data revealed that the *laissez-faire* is a dominant leadership style at all the three schools in the Pinetown District.

With specific reference to the *laissez-faire* leadership style, the research participants revealed the following findings: The participants mentioned that many educators do not support the consistent use of the autocratic, transactional and instructional leadership styles at the three schools; because they prefer to sit idly at the staff rooms or participate in activities which are unrelated to teaching. In addition, it was found that when learners fail to score the required marks, almost everyone blames the school principals. Moreover, it was indicated that certain educators do not want to be confronted by principals about their negligence at schools and non-adherence to class timetables.

In addition, it was found that certain educators do not want to accept the blame for their irresponsible conducts under the *laissez-faire* leadership style, which contribute to the poor performances of many learners at the three schools. Moreover, the respondents revealed that teachers' unions accept the *laissez-faire* leadership style because educators are not paid for overtime. The respondents also mentioned that union representatives further strengthen the *laissez-faire* leadership style through their sudden and unannounced military-oriented visits at the three schools. It was also indicated that such sudden visits of union representatives are meant to ascertain if school principals comply with union demands. It was found

that the demands of teachers' union are as follows: (i) school principals must stop bureaucratising all the aspects of the work environment of educators; (ii) school principals must relax and let educators do their work without supervision, because it is an interference and educators are all adults; and, (iii) school principals must stop claiming to give feedback to educators, because educators insist that nothing is broken, therefore, there is no need to fix something before it is broken in the new democratic South Africa. Also, the research participants mentioned that teachers' unions also force the rank and file membership to attend meetings during classes at external venues. By and large, the data revealed that many educators exploit the above-mentioned union demands, for instance, as soon as principals detach themselves from traditional school activities, many educators do whatever they want. It was found that during union meetings, the rank and file membership (educators) abandon classes and attend such meetings. In addition, the research participants mentioned that even certain non-members of teachers union (educators) also abandon classes at the three schools, and hence many learners perform poorly.

The above findings corroborate those of Tarsik, Kassim and Nasharudin (2014) who contend that a *laissez-faire* leader does not supervise or regulate employees, and hence, they have the freedom which can easily be abused in order to advance their own interests. Furthermore, Huang, Wang, Wu and You (2016) assert that the *laissez-faire* leadership style is also characterised by unfavourable results, such as depression, anxiety and the removal of a sense of purpose among employees. A leader who uses the *laissez-faire* leadership is detached from the activities of the organisation and has no strategy (Quintana, Park & Cabrera, 2015). Therefore, such a leader does not provide employees with any information concerning their prior conducts, so as to make changes which can contribute to improved performances (Quintana, Park & Cabrera, 2015). In relative terms, the *laissez-faire* leadership style is not effective, whereas the transformational and transactional leadership styles are beneficial to employees and organisations (Amanchukwu, Stanley & Ololube, 2015).

With regard to the *laissez-faire* leadership style, the above findings do not support the tenets of the governance theory. This preceding assertion is evidenced by the above findings. Therefore, the contempt for the tenets of governance theory applied, when certain educators did not want to accept the blame for their irresponsible conduct under the *laissez-faire* leadership style, which contributed to the poor performances of many learners at the three schools. Furthermore, the trade unions' interventions exhibit the contempt for the tenets of the governance theory. For example, trade union representatives' sudden and

unannounced military-oriented visits at the three schools, and the unreasonable demands which are made on principals, do not support the tenets of the governance theory. This aforesaid description of the contemptuous behaviours for the governance theory emerged from the findings which contributed the poor performances of learners at the three schools. The unreasonable demands of trade unions strengthen the contempt for the tenets of the governance theory, and they contribute to the poor results of learners. With reference to the aforesaid arguments, Quick and Bryson (2016) posit that the rationale for involving many educators and the school principal in the decision-making processes is to attempt to reach an inclusive agreement, or new areas of consent. However, the school principal has the power to make a final decision in the above context (Helao, 2015). The research findings imply that the principals are not at fault in this particular matter, thus, contemptuous actions of certain educators and trade unionists are relevant. That said, should the educators and principals intensify the tenets of the governance theory at the three schools within the context of the laissez-faire leadership style, their efforts may significantly improve the performances of learners.

With regard to the autocratic leadership style, the research participants mentioned that this particular leadership style does not create an enabling environment for effective teaching. Furthermore, it was indicated that educators are compelled to adhere to unquestioned orders and guidelines. In addition, it was found that educators just follow the *status quo* as they are not really concerned about effective teaching, and hence learners perform poorly. The respondents also mentioned that principals compel educators to promote undeserving learners to upper levels, irrespective of their poor performances. In respect of the autocratic leadership style, the research participants mentioned that principals consistently defend their predetermined and inflexible decisions, by shifting the blame to educators.

The above findings correlate with those of Khan, Khan, Qureshi, Ismail, Rauf, Latif and Tahir (2015) who contend that the autocratic leadership style has inherent shortcomings as follows: (a) in contrast to assertions of thorough supervision with guidelines so as to enhance efficiency and lessen depression, conducts of autocratic leaders bring about insubordination, dissatisfaction, low morale, animosities, and mistrust amongst employees; (b) due to the non-participation of employees in the determination of decisions which affect them, employees do not commit themselves to their roles or tasks; (c) there is a great deal of biasness against certain employees because the autocratic leader wields power alone, and uses it to favour a number of employees; (c) unilateral unquestioned decisions of an autocratic leader prevent employees

from being innovative, and this disadvantages the overall performance of the institution as a whole; and, (d) there is a lack of self-determination and unity among employees, because they are dependent on unilateral decisions made by the autocratic leader.

The analysis of the above findings is informed by the governance theory. In regard to the autocratic leadership style, the above findings do not support the tenets of the governance theory. This preceding assertion is evidenced by the above findings. For example, educators are compelled to adhere to unquestioned orders and guidelines. In addition, educators are not really concerned about effective teaching, they just follow the *status quo*, and hence learners perform poorly. In order for the governance theory to be applied successfully with regard to the above-mentioned findings, it has to deal with the matter of collaborative approach. In this context, educators and principals can establish a reciprocal relationship in which views and experiences can be expressed and shared, as to determine a way forward. With reference to the governance theory, it promotes and supports a collaborative approach in which educators and the principal concerned participate in a consent-based decision-making process, where shared understanding is established, and subsequently challenges are addressed (Jowi, Obamba, Schoole, Barifaijo, Oanda & Alabi, 2016).

For the purpose of clarity, should the principals intensify the tenets of the governance theory at the three schools within the context of the autocratic leadership style, their efforts may address the problematic findings mentioned above, and they may also improve the performances of learners.

With specific reference to the transactional leadership style, the research participants mentioned that this leadership style does not create an enabling environment for learning. Also, the research participants also mentioned that principals are responsible for creating problems among educators, as well as dividing them. It was found that the relationships between principals and educators are not permanent. Further, it was indicated that educators compete amongst each other so that they can be praised and rewarded by principals for achieving certain targets. The research participants mentioned that educators pay attention to squabbles as opposed to teaching, hence, learners perform poorly within the context of the transactional leadership style.

The above findings corroborate those of Gundersen et al. (2012) who contend that the application of the

transactional leadership style cause employees or subordinates (teachers) to establish unstable bonds with supervisors or managers (principals), which only exist for a limited period. In this regard, such bonds are subject to the issuance of rewards by the leader as a gift for the acceptable work that is performed by employees (Gundersen et al., 2012). That said, the transactional leadership style is deficient as it is commonly applied to all employees, and also overlooks circumstantial and situational elements that are linked to institutional problems (Yukl, 2011). Furthermore, the temporary bonds between the leader and the recipients of rewards cause animosities and dissatisfactions among many employees (Odumeru & Ifeanyi, 2013). Notably, Odumeru and Ifeanyi (2013) argue that the transactional leadership style does not promote creativity among employees which is a significant element that is needed for the consistent success of any institution.

The governance theory informed the analysis of the above findings. In order for the governance theory to be applied in a successful manner to the findings, it has to address the following issue. The tenets of the governance theory have to address the subjective quarrels among educators who compete for rewards and praises from school principals. This implies that the collaborative approach has the potential to enable all stakeholders to resolve their problems and suspicions to ensure that learners perform well. In this context, Quick and Bryson (2016) contend that in public management, especially, within a school environment, the relationship between the school manager and educators is frequently characterised by hostilities, thus, the purpose of the governance theory is to change such animosities into collaborative and helpful relationships.

With **respect to the instructional leadership style**, the participants mentioned that principals visit many classes and highlight the significance of following instructions and the required syllabus of the DoE. Also, it was found that principals emphasise that learners ought to adhere to classroom rules, because they mirror the regulations of the whole school. It was also found that certain learners perform well within the framework of the instructional leadership style.

The above findings correspond to those of Gumus and Akcaoglu (2013) who assert that the instructional school principals focus on enhancing a situation which can be conducive for optimum teaching and learning. That said, school principals who make use of the instructional leadership style place more emphasis on instructions and contents of the curriculum than predominantly managing the school (Gumus & Akcaoglu, 2013). In addition, the strong emphasis which is placed on instructions and the required

contents of subjects, makes the instructional leadership style the most appropriate leadership style for a school principal (Gumus & Akcaoglu, 2013). Further, it is suffice to contend that the instructional leadership style is essential for direct and indirect beneficial interactions between the principal, teachers and learners (Day & Sammons, 2016). In this regard, class regulations are strictly implemented and followed to the letter, hence, learner performance is enhanced. Moreover, the principal focuses both on the mission and vision of the school whenever he/she attempts to establish a conducive environment for the sustained, and effective understanding of the contents of the required curriculum (Day & Sammons, 2016). Within the context of this study, the instructional leadership style does not support the tenets of the governance theory. The educators at the three schools were conditioned to be in compliance with instructions without participating in discussions which are relevant to the management of the schools. Similarly, school principals highlight the need for learners to adhere to classroom rules on the basis that such rules mirror the regulations of the entire school. This implies that there is a correlation between the adherence to classroom rules by learners and good performances of certain learners. For the purpose of clarity, should the principals promote and support a collaborative approach where educators and school principals can participate in a consent-based decision-making process, where shared understanding is established and subsequent challenges are addressed, it shall suffice to say that performance of learners may significantly improve (Jowi, Obamba, Schoole, Barifajjo, Oanda & Alabi, 2016). In this context, the governance theory focuses on the problem of communication in the management of an institution, for example, a school, hence, it promotes the idea of participatory or collaborative decision-making as an approach in governing (Basco-Carrera, Warren, van Beek, Jonoski, Giardino 2017).

With reference to the participative/democratic leadership style, the research participants mentioned that educators are permitted to participate in the decision-making processes, and interactions are encouraged. It was also found that educators accrue numerous benefits from interactions between principals and teachers and that these interactions yield the following gains: (i) important information was shared and discussed, which pertained to the techniques employed for identifying challenges in difficult subjects; and, (ii) educators recovered lost time and, educators acquired skills which are used for identifying learners with severe problems, so that immediate interventions could be implemented. Moreover, the participants mentioned that the democratic leadership style enables educators to care about learners, and such an approach encourages learners to freely discuss their academic problems and other related issues with approachable educators. The respondents also indicated that the democratic leadership style is conducive

for learner performance, because educators encourage learners to ask questions, which are based on revision papers and contents of the subjects. In addition, the data indicated that there is a reciprocal relationship between principals, educators and learners, thus, a number of learners perform well.

The above findings corroborate those of Lamb (2013) that within the context of a participative leadership style, group members are urged to constructively question anything and air out their views, and the leader includes them in determining decisions, although the leader determines final decisions. Moreover, Amanchukwu, Stanley and Ololube (2015) contend that a democratic leader urges the employees or group members to be innovative, and they frequently participate in decisions, and execute a variety of activities pertaining to the institutions. Amanchukwu, Stanley and Ololube (2015) contend that employees who are supervised by a democratic leader/manager are inclined to experience high job satisfaction, and they are highly efficient because they are more engaged. Similarly, Lamb (2013) states that the democratic or participative leadership style also assists employees with the development of skills, and are inspired and attached to the organisation, which is more than monetary rewards.

The governance theory informed the above findings, because they espouse its basic tenets. For instance, the fact that educators are permitted to participate in the decision-making processes, and interactions are encouraged, educators accrue numerous benefits from interactions between principals and teachers. Hence, the preceding research findings are in keeping with the tenets of the governance theory. In this regard, Cvitanovic, Hobday, van Kerkhoff, Wilson, Dobbs, and Marshall (2015) state that the governance theory focuses on the decision-making process in the context of a variety of viewpoints, and concerns of all staff members in relation to an excellent approach of managing an organisation, for example, a secondary school. The benefits of educators and their caring approach towards learners, which give rise to beneficial mutual interactions with learners, are precepts of the governance theory. Another principle of the governance theory is the reciprocal relationship between principals, educators and learners, which significantly contribute to the good performance. In this regard, Jowi, Obamba, Sehoole, Barifaijo, Oanda and Alabi, (2016) argue that within the context of education as in any field, the governance theory espouses the participation of many role players in the decision-making process, as opposed to changing policies or adhering to a centralised decision-making process.

With regard to the transformational leadership style, it was found that educators are authorised to make their own decisions, and the objective is to bring about positive change, as well as improving the performances of learners. The research participants mentioned that the performances of learners are used as the criteria for measuring the performances of educators and principals. Furthermore, it was indicated that principals urge educators to use acceptable divergent views when addressing challenges that negatively influence the culture of teaching and learning. Moreover, it was found that principals recognise the concerns and duties of educators, because they are associated with the performances of learners. That said, the research participants mentioned that the transformational leadership style enhances the performances of certain learners, because it is in line with the mission and vision of the schools where this study was undertaken.

The above findings correlate with those of Nyausaru (2014) who contends that the transformational leadership style improves the inspiration, self-confidence, self-esteem and efficiency of all participants via an assortment of procedures. Besides, the transformational leadership style presupposes that deeds of leaders are founded on incorruptible, principled and impartial contemplation of all individuals in a given institution (Uhr & Walter, 2014). In furtherance to the above, Nanjundeswaraswamy and Swamy (2014) state that the transformational leadership style focuses on the growth and success of supporters and the evolution of their necessities. According to Thomas (2016) leaders with a transformational leadership style focus on the progress and evolution of an effective team of staff members, as well as their motivational extents, and ethics which are characterised by the introduction of their capabilities. Nanjundeswaraswamy and Swamy (2014) state that the purpose of transformational leadership style is to change employees and institutions, thus, such a transformational process enables individuals to broaden their scope and perceptions concerning conducts which are compatible with ethics, and ideas that result into lasting and continuous adjustments which are embedded in a cycle. Further, Brown, Fraser, Wong, Muise, and Cummings (2013) contend that the transformational leadership style occurs in a situation where a leader embraces and espouses diverse concerns of followers or staff members, and such conduct leads to the recognition and acknowledgement of the role, and detailed responsibilities of all staff members. Therefore, transformational leaders urge their supporters to examine and consider difficulties from different viewpoints, and this contributes to the job satisfaction of employees (Hardy, Jackson, Webster, & Manley, 2013).

Given that educators are empowered to make their own decisions, and the rationale behind such an approach is to bring about positive change, as well as improving the performance of learners is a principle of the governance theory. Another principle of the governance theory, is the fact that principals encourage educators to utilise acceptable divergent views when dealing with problems that unfavourably affect the culture of teaching and learning. The above tenets of the governance theory emerged from the research findings. With regard to the preceding tenets of the governance theory, Jowi, Obamba, Schoole, Barifaijo, Oanda and Alabi, (2016) state that the governance perspective promotes and supports a collaborative approach where educators, and the principal concerned participate in a consent-based decision-making process, where shared understanding is established, and subsequently challenges are addressed. The fact that principals accept various concerns and duties of educators on the basis that they are associated with the performances of learners is also a tenet of the governance theory.

With specific reference to the shared leadership style, the research participants mentioned that the above-mentioned leadership style is suitable for learner performance, because educators are qualified to work either as a collective or as individuals. It was found that principals share different functions and responsibilities with educators, and that educators know various obstacles which hinder learners from achieving good results. The research participants also mentioned that irresponsible conduct of educators contribute to poor performances of learners. Also, it was found that educators are aware of the weaknesses and strengths of principals, hence when they are granted the opportunity to undertake a temporary leadership role, a number of learners perform well. Further, it was found that an ordinary educator who shares a leadership role, knows almost all the schemes that are employed by fellow educators and learners to undermine the culture of teaching and learning at the three research sites. Moreover, the research participants mentioned that one of the schemes which is used by educators who routinely abandon their formal responsibilities, involves soliciting doctors to falsely write letters which show that a certain educator(s) was/were ill for a certain period. In addition, it was found that different fake schemes used by educators affect learner performance, hence such schemes are neutralised at school level by encouraging educators to share relevant information, so that assignments that are given to educators can be carried out within a set time limit. Finally, it was found that the shared leadership style transfers the leadership role from principals to ordinary educators who use it exhaustively to benefit learners, hence a number of them perform well.

The above findings are correlated with those of Iqbal, Anwar and Haider (2015) who state that the shared leadership style can be used in a number of work environments, especially, where employees are independent of centralised control, and use their expertise to perform work tasks, for example, teachers. Furthermore, Yammarino et al. (2012) state that the shared leadership style is suitable for teams, which consist of qualified employees who constantly collaborate and communicate amongst themselves. According to Schein (2013), the shared leadership style gives rise to circumstances which are relevant to innovation, and births the independence of employees in terms of executing tasks without engaging in consistent consultations with the central bureaucratic management.

In the context of the school environment, there are too many tasks for a leader, and it is impossible for the principal to perform them alone, thus, the leadership role has to be shared extensively with other educators (Day & Sammons, 2016). In this regard, group members embrace change, and support each other based on the requirements of the assignment to be performed (Yammarino et al., 2012). Moreover, many educators are dissatisfied with the instructional leadership style that regard the principal as the focal point of skills, competency, command, and proficiency (National Council of Professors of Educational Administration, 2012). Hence, Bolden, Jones, Davis and Gentle (2015) propose that leadership is a derivative of the interplays between the principal, educators and their contextual environment, instead of treating it as an offshoot of the principal's proficiency and expertise.

Granted that schools are managed in a transparent and complicated environment, it is unreasonable and illogical for principals to have expert knowledge in all issues (Meador, 2017). Furthermore, the school leader (principal) is reliant on educators (Meador, 2017), therefore, educators are critical in enabling the leader to lead them, and they also know how to practically use the powers of a principal (O'Brien, 2016).

The analysis of the above findings is informed by the governance theory as it espouses its major principles. For example, the fact that principals share different functions and responsibilities with educators, and that educators know various obstacles which hinder learners from achieving good results, is a manifestation of the governance theory. The willingness of educators who share the temporary leadership role to rectify weaknesses of the principals, given that such educators know the strengths and weaknesses of their principals, is another tenet of the governance theory. Moreover, the preparedness of educators to share relevant information, and to assist in the identification of false schemes used by fellow educators which

undermine the culture of teaching and learning, is also a major principle of the governance theory. With reference to the preceding principles, Jowi, Obamba, Sehoole, Barifaijo, Oanda and Alabi, (2016) contend that the governance perspective promotes and supports a collaborative approach in which educators and the principal concerned participate in a consent-based decision-making process, where shared understanding is established, and subsequently challenges are addressed. In addition, the governance theory espouses the participation of many role players in the decision-making process, as opposed to changing policies or adhering to a centralised decision making process (Jowi, Obamba, Sehoole, Barifaijo, Oanda & Alabi, 2016). It is suffice to comment that in the light of the available principles of the governance theory in the findings within the shared leadership style, a number of learners perform well.

However, the exact extent of the contents of the governance theory in use at the schools where the study was conducted is not known. Furthermore, statistics are unavailable which can indicate the number of learners who perform well at the three schools, relative to the success of the governance theory. That said, should the educators and principals intensify the application of the principles of the governance theory at the three schools, their efforts have the potential to significantly improve the performances of many learners.

6.4 CONCLUSION OF THE STUDY

The researcher provided an in-depth exploration, description and analysis of the leadership styles adopted by secondary school principals and its influence on educator personnel in the Pinetown District. With regard to the detailed analysis and assessment of the data and the research findings, it was deduced that in the light of the aforesaid aggravating matters, and the predominant laissez-faire leadership style at the three schools in Pinetown District, it would be very difficult to improve the morale of all educators and the performances of many learners. Therefore, it is contended that almost all principles of the governance theory be implemented in conjunction with all leadership styles that are used by the principals at the three schools. The tenets of the governance theory are compatible with any of the above-mentioned leadership styles. Moreover, the research findings were indicative of the achievements and failures of the leadership styles that were mentioned in this study.

6.5 RECOMMENDATIONS FOR ENHANCING LEADERSHIP AT A SECONDARY SCHOOL LEVEL

On the basis of the findings of this study and the review of the literature, a number of recommendations have been advanced so as to improve the leadership at a secondary school level, and are as follows:

- The Department of Basic Education must review the kind of training which principals receive, especially, principals who work at formerly disadvantaged or rural schools. This is not to suggest that all formerly disadvantaged schools are not effective. There are exceptional pockets of effective schools, which were previously defined as disadvantaged. The rationale here is not merely about bringing into existence a culture of teaching and learning, but it is about creating a quality culture of teaching and learning in schools where the leadership is dominated by a defective laissez-faire leadership style. The foregoing description emerged from the research findings.
- School principals as leaders of secondary schools in the context of this study should integrate all the tenets of the governance theory into all the leadership styles, which are used at the three schools. The rule of thumb ought to be the adoption of the principles of the governance theory as a collaborative approach in any discussion at a school level.
- The Department of Basic Education should strongly consider organising all-inclusive workshops for principals and educators that relate to their job descriptions. Such an approach has the potential to render assistance in identifying conflicts of interests of the two groups, and it can also alleviate possible negative outcomes of abrogating duties. For instance, the point of reference is the abuse of the predominant leadership style called the laissez-faire leadership style, where many educators abandon classes as and when the need arises, and the said habit is strengthened and sustained by obtaining false sick letters issued by certain medical practitioners.
- With reference to the principals' and educators' commitment and level of discipline at the three schools, the Department of Basic Education should provide assistance in terms of offering short leadership courses to the said parties, because research findings suggest a lack of dedication and discipline. It is suffice to comment that the throughput rate of learners cannot exceed the level of the principals' and educators' commitment and discipline at the three schools. This strengthens the need for the responsible department to intervene as a matter of urgency so as to arrest the situation.

- Given the research findings where it was stated that certain older and irresponsible educators use unorthodox strategies in compelling principals to use the laissez-faire leadership style, such educators must be pinpointed so that they can be strictly supervised, and receive appropriate assistance through workshops. Such workshops should be overseen by the Department of Basic Education, and the identified teachers ought to be provided with psychological assistance that is solicited from educational psychologists. Moreover, certain older and irresponsible educators must accept the responsibility for their unacceptable behavioural patterns, in regard to official duties.

6.6 CONCLUSION

Chapter Six presented the conclusion of the study where it sequenced all the processes which took place from start to end. The chapter also summarised the findings and provided a brief version of the discussion was discussed in this chapter drawn from the main discussion in Chapter Five. The recommendations were outlined and discussed in detail to bring clarity to the leadership styles adopted by school principals in the Pinetown District. These included the following: laissez-faire, democratic, transformational, transactional, situational, instructional, shared, and autocratic leadership styles.

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ANNEXURE A: Research Instrument

INTERVIEW SCHEDULE

Introduction

My name is Mthokozisi Mabaso, a Master of Public Administration student at the University of KwaZulu-Natal. I am doing a study titled “An investigation of the leadership styles adopted by secondary school principals and its influence on educator personnel in the Pinetown District”. As part of the requirements for my qualification I have identified you as a critical player in this field, and I believe that your input in this study would be invaluable. I therefore kindly request that you respond to my questions as honestly and precisely as possible. You are assured that your responses will be confidential and that they will be used for academic purposes of this study only.

Research Questions

1. What are the leadership styles adopted by some secondary school principals within the Pinetown district?
2. What are educators preferred leadership styles of their school principals?
3. How has the leadership style(s) adopted by principals influenced the educators’ job satisfaction?
4. What are the educators’ views of the relationship between leadership styles and learner performance?

ANNEXURE B: Informed Consent

**UNIVERSITY OF KWAZULU-NATAL
School of Management, IT and Governance**

Dear Respondent,

MPA Research Project

Researcher: MR Mabaso (072 650 2239)

Supervisor: Dr TI Nzimakwe (031 260 2606)

Research Office: Ms M Snyman (031 260 8350)

I, Mthokozisi MABASO (207526401), am a Master of Public Administration (MPA) student in the School of Management, IT and Governance, at the University of KwaZulu-Natal. You are invited to participate in a research project entitled *“An investigation of the leadership styles adopted by secondary school principals and its influence on educator personnel in the Pinetown District”*.

The aim of this study is to analyse the leadership styles adopted by secondary school principals at selected schools in the Pinetown District.

Through your participation I hope to understand leadership styles of principals which are preferred by educators.

Your participation in this project is voluntary. You may refuse to participate or withdraw from the project at any time with no negative consequence. There will be no monetary gain from participating in this research project. Confidentiality and anonymity of records identifying you as a participant will be maintained by the School of MIG, UKZN.

If you have any questions or concerns about participating in this study, please contact me or my supervisor at the numbers listed above.

It should take you about 20-25 minutes to complete the interview. I hope you will take the time to participate in the interview.

Sincerely

Investigator’s signature _____ Date _____

This page is to be retained by participant

UNIVERSITY OF KWAZULU-NATAL
School of Management, IT and Governance

MPA Research Project

Researcher: MR Mabaso (072 650 2239)

Supervisor: Dr TI Nzimakwe (031 260 2606)

Research Office: Ms M Snyman (031 260 8350)

CONSENT

I _____ (full names of participant)
hereby confirm that I understand the contents of this document and the nature of the research project, and I consent to participating in the research project. I understand that I am at liberty to withdraw from the project at any time, should I so desire.

Signature of Participant

Date

This page is to be retained by researcher

ANNEXURE C: Ethical Clearance



31 October 2016

Mr Mthokozisi Mabaso (207526401)
School of Management, IT & Governance
Westville Campus

Dear Mr Mabaso,

Protocol reference number: HSS/1811/016M

Project title: An investigation of leadership styles adopted by secondary school principals and its influence on educator personnel in the Pinetown District

Full Approval – Expedited Application

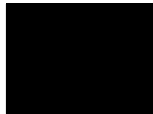
In response to your application received on 24 October 2016, the Humanities & Social Sciences Research Ethics Committee has considered the abovementioned application and the protocol have been granted **FULL APPROVAL**.

Any alteration/s to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through the amendment/modification prior to its implementation. In case you have further queries, please quote the above reference number.

PLEASE NOTE: Research data should be securely stored in the discipline/department for a period of 5 years.

The ethical clearance certificate is only valid for a period of 3 years from the date of issue. Thereafter Recertification must be applied for on an annual basis.

I take this opportunity of wishing you everything of the best with your study.



Dr Shenuka Singh (Chair)

/ms

Cc Supervisor: Professor Kishore Raga and Dr Mogie Subban
Cc Academic Leader Research: Professor Brian McArthur
Cc School Administrator: Ms Angela Pearce

Humanities & Social Sciences Research Ethics Committee

Dr Shenuka Singh (Chair)

Westville Campus, Govan Mbeki Building

Postal Address: Private Bag X54001, Durban 4000

Telephone: +27 (0) 31 261 3487/3430/4657 Fax: +27 (0) 31 261 4650 Email: vimban@ukn.ac.za / humanres@ukn.ac.za / mohamed@ukn.ac.za

ANNEXURE D: Amended Ethical Clearance



05 July 2022

**Mr
Mthokozisi
Mabaso
(207526401)
School of
Management,
IT &
Governance
Westville
Campus**

Dear Mr Mabaso,

Protocol reference number: HSS/1811/016M

Project title: An investigation of leadership styles adopted by secondary school principals and its influence on educator personnel in the Pinetown District

Amended title: An investigation of the leadership styles adopted by secondary school principals and their influence on educator personnel in the Pinetown District

Approval Notification – Amendment Application

This letter serves to notify you that your application and request for an amendment received on 02 June 2022 has now been approved as follows:

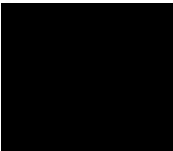
- Change in title

Any alterations to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form; Title of the Project, Location of the Study must be reviewed and approved through an amendment /modification prior to its implementation. In case you have further queries, please quote the above reference number.

PLEASE NOTE: Research data should be securely stored in the discipline/department for a period of 5 years.

Best wishes for the successful completion of

your research protocol.Yours faithfully



.....
Professor Dipane Hlalele (Chair)

/ms

Humanities & Social Sciences Research Ethics Committee

UKZN Research Ethics Office Westville
Campus, Govan Mbeki Building
Postal Address: Private Bag
X54001, Durban 4000

Tel: +27 31 260 8350 / 4557 / 3587

Website: <http://research.ukzn.ac.za/Research-Ethics/>

Founding Campuses:  **Edgewood**  **Howard College**  **Medical School**  **Pietermaritzburg**  **Westville**

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