

UNIVERSITY OF KWAZULU-NATAL

**Teachers' perceptions of their principals' leadership styles and the impact on
learners' academic performance in South Africa, Ilembe District**

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Declaration

I, Buyisiwe Annastasia Ntshangase-Nakpan declare that:

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“The future of the world is in my classroom today.” Ivan Welton Fitzwat

Thank you so much. Luke 1: 37

Abstract

The way teachers perceive the leadership styles of their principals has an impact on learner performance. This quantitative study is aimed at examining teachers' perceptions of their principals' leadership styles as passive-avoidant, transactional or transformational and the consequent impact on learner performance in their schools. The study followed the survey research principles and adopted probability sampling. A simple random sampling technique was employed in selecting teachers from 14 high schools at Ndwedwe Circuit Management Centre in iLembe District in KwaZulu-Natal Province. This sampling technique was selected to avoid bias. Every teacher in the three selected circuits stood an equal chance of being selected. The Multifactor Leadership Questionnaire was used to measure the leadership behaviours and attributes of principals as perceived by matriculation teachers. The National Senior Certificate Examinations was used to measure learner performance from 2014 to 2016. Teachers' demographics were also examined namely their age, gender, teaching experience, the service at their current school, their employment status and their level of education. A binomial test was conducted to assess whether a significant proportion of respondents select one of a possible number of responses. Pearson's correlation was used to measure correlations between variables. The principals were reported to exhibit characteristics of transformational, transactional as well as passive-avoidant leadership styles. Analyses showed that transformational leadership style scored significantly higher than transactional leadership style. These results do not support the theory that associates transformational leaders with positive effects in predicting organisational commitment. However, it does support the theory in that the effects of transformational leadership on learner performance are indirect. Principals are not directly involved with the learners. They impact results through teachers. The study illustrates the critical role played by teachers in improving learners' academic performance. Therefore, this study recommends that principals integrate instructional leadership with other leadership styles and that leadership should be always present. Limitations of the study included a lack of generalisability due to the use of schools from only one district.

KEYWORDS: Leadership style; Matriculation, Multifactor leadership questionnaire; National senior certificate examinations; Principal leadership; Situational leadership.

Table of contents

Contents	Page
Declaration.....	i
Acknowledgements.....	ii
Abstract.....	iii
Table of contents.....	iv
List of tables.....	vii
List of figures.....	viii
List of abbreviations/acronyms.....	ix
CHAPTER 1	1
ORIENTATION OF THE RESEARCH	1
1.1 Introduction	1
1.2 Motivation for the study	2
1.3 Focus of the study	4
1.4 Problem statement of the study	4
1.5 Research sub-questions.....	5
1.6 Objectives	6
1.7 Methodology.....	6
1.8 Chapter outline.....	7
1.9 Summary.....	8
CHAPTER 2	9
PRINCIPALS' LEADERSHIP STYLES-TEACHER PERCEPTIONS AND IMPACT ON LEARNER PERFORMANCE	9
2.1 Introduction	9
2.2 Literature review.....	10
PART I	11
2.2.1 Leadership	11
2.2.2 Leadership style	12
2.2.3 Situational Leadership Theory	20
PART II	24
2.2.4 School leadership.....	25

2.2.5 The role of the principal in the school	27
2.2.6 The significance of the relationship between principals and teachers	30
2.2.7 Principals' leadership styles and learner performance	31
2.2.8 The teachers' mediating effect.....	34
2.3 Summary.....	35
CHAPTER 3	37
RESEARCH METHODOLOGY	37
3.1 Introduction	37
3.2 Aim of the study.....	37
3.3 Research question	38
3.4 Objectives of the study	38
3.5 Research design and methods	39
3.6 Research paradigm	40
3.7 Study setting	42
3.8 Population and sample of the study.....	42
3.9 Sampling method	43
3.10 Construction of the instrument.....	45
3.11 Data collection.....	48
3.12 Data analysis.....	49
3.13 Reliability and validity	49
3.14 Bias	51
3.15 Ethical considerations.....	52
3.16 Summary.....	55
CHAPTER 4.....	56
PRESENTATION OF RESULTS	56
4.1 Introduction	56
4.2 Descriptive statistics	57
4.2.1 Demographics	57
4.2.2 Leadership styles	62
4.3 Summary.....	73
CHAPTER 5	75
DISCUSSION OF RESULTS.....	75
5.1 Introduction	75

5.2 Purpose of the study	76
5.3 Research sub-questions.....	77
5.4 Research objectives	77
5.5 Context of the study	77
5.6 Discussion of the findings.....	78
5.6.1 Objective 1	78
5. 6. 2 Objective 2	84
5.6.3 Objective 3	90
5.6.4 Objective 4	91
5.7 Summary.....	93
CONCLUSIONS AND RECOMMENDATIONS.....	95
6.1 Introduction	95
6.2 Conclusion for this study	95
6.3 Implications of this research	96
6.4 Limitations of the study.....	97
6.5 Recommendations to solve the research problem	97
6.6 Recommendations for future studies	99
6.7 Summary.....	100
REFERENCES.....	101
Appendix 1- Informed consent letter 3C	112
Appendix 2- MLQ	114
Appendix 3 – Ethical Clearance Certificate	116
Appendix 4: Permission letter from the Department of Education	117
Appendix 5 – Transformational leadership style (Results).....	118
Appendix 6- Transactional leadership style (Results)	119
Appendix 7- Passive avoidant leadership style (Results).....	120
Appendix 8- Outcomes of leadership styles (Results).....	121

List of tables

Table 3-1 Identifying sample schools 45

Table 3-2 Summary of instruments- MLQ and NSC 47

Table 4-1 Independent t-test (perceived leadership scores/gender)..... 60

Table 4-2 Levene’s test for equality variances 61

Table 4-3 Pearson correlation results 62

Table 4-4 Cronbach’s alpha values 63

Table 4-5 Descriptive statistics leadership styles without subscales 65

Table 4-6 Descriptive statistics principal leadership styles with subscales..... 66

Table 4-7 Binomial test (Transformational leadership style) 67

Table 4-8 Binomial test (Transactional leadership style) 69

Table 4-9 Binomial test (Passive-avoidant leadership style) 70

Table 4-10 Friedman’s test results (leadership styles ranked)..... 71

Table 4-11 Friedman’s test (test statistics)..... 71

Table 4-12 Binomial Test (Outcomes of leadership styles) 72

Table 4-13 Correlations between leadership styles and leadership outcomes 73

List of figures

Figure 2-1 Leadership style, classroom instruction and learner performance	23
Figure 4-1 Demographic characteristics of teacher respondents (N=87)	58
Figure 4-2 Demographic characteristics of teacher respondents (N=87)	59
Figure 4-3 Descriptive analysis of average teacher perceptions leadership style	64
Figure 4-4 Descriptive statistics: principals' leadership styles with subscales	68

List of abbreviations/ acronyms

CMC- Circuit Management Centre

CR- Contingent Reward

DoE- Department of Education

EE- Extra effort

EFF- Effectiveness

IIA- Idealised influence (Attributed)

IIB- Idealised influence (Behaviour)

IC- Individualised consideration

IM- Inspirational motivation

IM- Intellectual stimulation

LF- Laissez-faire

MBEA- Management by exception (Active)

MBEP- Management by exception (Passive)

MLQ- Multifactor Leadership Questionnaire

NCM- Ndwedwe Circuit Management

NCMC- Ndwedwe Circuit Management Centre

NSC- National Senior Certificate examinations

PA- Passive avoidant

SAT- Satisfaction

SMTs- School management teams

TA- Transactional Leadership

TF- Transformational leadership

CHAPTER 1

ORIENTATION OF THE RESEARCH

1.1 Introduction

The South African Bill of Rights, 1996 states that all South Africans have a right to basic education. The South African Schools Act, 1996 further states that every child has a right to learn. This chapter presents an overview of the study on teachers' perceptions of their principals' leadership style and the impact on learners' academic performance. Most researchers in the field of education agree that the principals as school leaders play the most important role in the life of the school. The principal's leadership determines whether the school succeeds or not (Adeyemi and Bolarinwa, 2013; Adams, Olsen and Ware, 2017; AlFahad, Alhajeri and Alqahtani, 2013; Aydin, Sarier and Uysal, 2013).

The South African government spends significant amounts of money on education e.g. R204,8bn in 2016; R213,7bn in 2017 (Gordhan, 2012; Gordhan, 2013; Motshekga, 2013), yet some schools are continuously underachieving despite all the resources with which they are provided (Balfour, 2015). The National Senior Certificate (NSC) examinations (matriculation examinations) are the only results made public in South Africa. This study therefore sought to investigate whether teachers' perceptions of their principals' leadership styles influence their classroom activities which later impact on learner performance in the NSC examinations. The purpose of this survey study was to examine the relationship between principals' leadership styles as perceived by their teachers as determined by the Multifactor Leadership Questionnaire survey on the one hand; and the learner performance on the NSC examinations in the Ndwedwe Circuit, iLembe District, KwaZulu-Natal Province on the other.

KwaZulu-Natal is the researcher's place of residence. It was therefore chosen as an area of investigation. The focus was on iLembe District because of its being continuously at the bottom of the achievement rankings in the province. From this district, the Ndwedwe Circuit Management (NDM) was identified to be the poorest performing in the district. Ndwedwe has five (5) circuits. Out of the five (5), three

(3) were identified to be the worst performing with an average performance of less than 40% for three consecutive years (2014-2016). Some schools in this circuit obtained 0% pass rate in matriculation examinations for 2016 (DoE, 2016). It is for this reason that this study was focused on Ndwedwe Circuit in iLembe District in KwaZulu-Natal.

South Africa has a significantly high rate of unemployment (27.7%, as stated in Statssa, 2017) and most of the unemployed are the youth of this country. Passing matriculation is therefore one means that can help to minimise unemployment and also to alleviate poverty which is another burning issue in South Africa. The country needs skills in professions such as medicine, accounting and engineering, among others. Without proper leadership in schools, this cannot be achieved hence the focus on leadership in this study. Most previous studies have found that principals' leadership is crucial to the success of the school (Baglibel, Samancioglu and Ozmantor, 2014; Bellibas and Liu, 2016; Bhengu and Mkhize, 2013; Harris and Jones, 2017; Grobler, Moloï and Thakhordas, 2017; Le Fevre and Robinson, 2015).

The areas addressed in this chapter are motivation for the study, focus of the study, problem statements of the study, objectives, research questions and limitations of the study. The chapter is concluded with the summary. Chapter 2 introduces the relevant literature regarding leadership styles, school climate and learner performance. Chapter 3 describes the methodology used to investigate how leadership styles influence teachers and ultimately learner performance.

Chapter 4 presents the results of the study. Chapter 5 provides a summary and a discussion of the research results. Chapter 6 discusses the significance of the data and outlines the findings and recommendations for future studies.

1.2 Motivation for the study

The Schooling 2025 mandate resulted as an attempt to improve poor learner performance in public schools in South Africa (Balfour, 2015). This mandate stipulated the academic standards that leaders have to achieve. School leaders obviously need teachers to achieve these standards.

Studies have emphasised that it is close to impossible for a school to perform better in the absence of a good principal (Harris et al., 2017; Grobler et al., 2017; Bellibas and Liu, 2016; Miller, Goddard, Kim, Jacob and Shroeder, 2016; Avci, 2015; Le Fevre and Robinson, 2015). The survey study attempted to identify the relationship between the principals' style of leadership as perceived by the teachers and its impact on learners' academic performance. The study seeks to give insight into the crucial role played by the principals in the well-being of the schools. Further insight was sought on the importance of healthy relationships between principals and teachers (AlFahad et al., 2013; Baglibel et al., 2014; Choi Sang, Lim Zhi, Tan Wee, 2016; Price and Moolenaar, 2015; Raman, Mey, Don, Rozlina and Daud, 2015; Edgerson and Kritsonis, 2006). The study seeks to make a contribution to the research that examines principals' leadership styles and their impact on learners' academic performance. It further seeks to emphasise the crucial role played by principals in schools.

There is an increased demand for school accountability to improve learner achievement (Bhengu and Mkhize, 2013; Richard, 2013). This has placed added pressure on principals to change from being managerial leaders to being instructional leaders. Therefore, for principals to succeed there is a desperate need to demonstrate a leadership style that positively impact school capacity and academic achievement. Principals achieve this through teachers (Lema, 2015; Louis et al., 2016b; Grobler et al., 2017; John, 2017).

The study is aimed at benefitting the learners, educators, school management teams (SMTs), administrators, the government officials, scholars intending to research in education, and the South African society at large. The study works towards contributing to decision making and enhance the understanding of educational processes. Out of 1745 schools which wrote NSC examinations in 2016, only 548 (8%) achieved 100% pass (DoE, 2016). The study was expected to contribute to solving problems of the high failure rate of learners in matriculation examinations which further affects the country's economy. Through education, poverty can be alleviated and more windows of opportunities may be opened. Education helps people grow as individuals because the more knowledge one has, the better understanding one will have in any given problem.

The study is directed at assisting in identifying areas of leadership weakness in principals which can further lead to the need if any to empower principals and increase capacity and competence. The study is further aimed at enhancing accountability on the part of education officials. Extra attention needs to be paid to education as a significant share of the country's budget i.e. 15% (Gordhan, 2012) goes to this department. The results of this study are expected to strengthen the validity of the situational leadership theory, especially the multifactor leadership theory, and produce motivated teachers, ultimately resulting in improvement in the education sector and the country at large by producing independent and enlightened adults.

1.3 Focus of the study

The study is about the perceptions of matriculation teachers of the leadership styles of their principals and how these impact on learners' academic performance in the NSC examinations at NCM, Ilembe District in KwaZulu-Natal Province. Does the way teachers perceive the leadership style of their principals affect learners' academic performance? Principals do not provide instruction to learners but research has proven that leadership characteristics of principals can directly affect the organisational trust (Avci, 2015; Tschannen-Moran, 2014; Mc Cleary, Crow and Matthews, 2013; Urick and Bowers, 2014; Hui, Jenatabadi, Ismail and Radzi, 2014; Khan and Nawaz, 2016; Bogler, 2001; Bellibas and Liu, 2016; Sebastian and Allensworth, 2012). The focus of the study was: the relationship among these variables, namely teachers' perceptions, principals' leadership styles and learner performance in the NSC examinations in NCM, iLembe District in KwaZulu-Natal Province.

1.4 Problem statement of the study

There is ample research on school leadership, but little has been done to explore closely the relationship between principals' leadership styles and learner performance (Bush, 2017; Gonzales and Lambert, 2014; Jensen, 2016; Leithwood, Harris and Hopkins, 2008; Marzano, Waters and McNulty, 2005; Mbera, 2015; Miller et al., 2016; Moos, Krejsler and Kofod, 2008; Santamaría A,

Santamaria L, Webber and Hoana, 2014). There is a knowledge gap in education research studies especially in South Africa in triangulating principals' leadership styles as perceived by teachers and the impact on learner performance. Principals are not directly involved with classroom engagement (Bhengu and Mkhize, 2013; Naicker, Chikoko and Mthiyane, 2013; Finley, 2014; Le Fevre and Robinson, 2015; Bellibas and Liu, 2016; Harris et al., 2017; Leaf and Odhiambo, 2017; Hallinger, Hosseingholizadeh, Hashemi and Kouhsari, 2017). How they relate with teachers who are directly involved and how this affects learner performance, has been ignored.

As an attempt to close the gap, leadership styles of principals as perceived by teachers and learner achievement were identified as variables in the study. The study's research problem is about examining how the principals' leadership style as perceived by teachers, impacts on learners' academic performance. Hence, **the research question is:** Does the way teachers perceive the leadership style of their principals affect learners' academic performance?

1.5 Research sub-questions

The following questions needed to be answered in order to answer the main research question identified above:

1.5.1 How do teachers perceive the leadership styles of their principals?

1.5.2 What is the relationship between transformational, transactional and passive avoidant leadership styles and average school performance over a period of three years?

1.5.3 What is the relationship of teacher demographics to their perception of the principal's leadership style?

1.5.4 How do teachers' perceptions of their principals' leadership styles impact on leadership outcomes of extra effort (EE), effectiveness (EFF) and satisfaction (SAT)?

1.6 Objectives

The objectives of this survey study are the following:

1.6.1 To examine how teachers perceive the leadership styles of their school principals.

1.6.2 To examine the relationship between transformational, transactional and passive avoidant leadership styles of school principals and average school performance over a period of three years.

1.6.3 To analyse the relationship between teacher demographics (age, gender, teaching experience, number of years in current school and employment status) and their perception of the leadership styles of their principals; and

1.6.4 To examine how teachers' perceptions of their principals' leadership styles impact on the leadership outcomes of extra effort (EE), effectiveness (EFF) and satisfaction (SAT).

1.7 Methodology

This study examined the relationship between leadership styles of principals as perceived by their teachers and learner performance in NSC examinations. The study adopted the post-positivism paradigm as the study sought to understand relationships between variables. The quantitative approach was followed. The cross sectional survey method was adopted to assess the perceptions of the teachers of their principals' leadership styles.

Probability sampling was adopted. A population of 126 teachers was identified. A simple random sample consisted of 18 schools selected from a pool of schools in three (3) circuits from the NCM area. These schools together produced a sample of 95 teachers which is 75% of the population. Some schools did not qualify to take part, neither did some teachers. The final number of respondents amounted

to 87 teachers. The sample of schools generated enough data to determine the answer to the research questions with rich descriptions and increased the descriptive validity and interpretive validity.

Quantitative data was collected using a questionnaire. The Multifactor Leadership Questionnaire (MLQ) was used to collect data. The MLQ was delivered to and collected from various schools by the researcher. The transformational, transactional and passive-avoidant leadership styles were identified through the selection of a sequence of questions designed to define a leadership style. In addition, the MLQ includes three outcome factors: extra effort, effectiveness and satisfaction (Avolio et al., 1999; Bass and Steidlmeier, 1999). Lastly, the survey instrument included items identifying teacher demographics.

Data was analysed using descriptive and inferential statistics. The following tests were used to analyse data:

- Descriptive statistics
- Binomial test
- Pearson's correlation
- Independent sample t-test

1.8 Chapter outline

This study is organised into six chapters. Chapter 1 highlighted the focus of the study. It then introduced the research question and objectives of the study. The chapter further briefly discussed the methodology used in the study and concluded with the chapter summary. Chapter 2 reviewed the literature exploring the effects of leadership styles on school capacity and the impact on learners' academic performance. The chapter provided a theoretical background to the study.

The methodology used to investigate the potential relationship between school principals' leadership styles, learners' academic performance and teacher demographic variables was introduced in chapter 3. The study utilised data collected through surveys and the Department of Basic Education as

secondary data. Chapter 3 is organised into the following sections: sampling method, reliability and reliability issues, bias and ethical considerations among others.

Chapter 4 reported the results of the survey and described the statistical analysis of the resulting data. In chapter 5, a discussion of the research findings were provided. The results were interpreted and explained in conjunction with previous research conducted both locally and internationally. Chapter 6 tied up the objectives and the results and brought the study to a close.

1.9 Summary

The South African government is concerned about the poor learner performance in matriculation examinations at public schools. Principals are at the centre of these governmental concerns. The chapter is organised into nine (9) subtopics. The subtopic on motivational study explained the benefits that can be derived from the study including the beneficiaries from the study. The focus of the study explained the dimensions of the discipline on which the study focused on.

The focus of the study is followed by the problem statement outlining the identified problem that the study ought to investigate. The subtopic on sub-questions outlined the sub-questions to be answered by the study in line with the topic of the study. The objectives of the study were specified. Methodology was briefly discussed and the chapter concluded with a summary.

CHAPTER 2

PRINCIPALS' LEADERSHIP STYLES-TEACHER PERCEPTIONS AND IMPACT ON LEARNER PERFORMANCE

2.1 Introduction

Is there a relationship between the leadership style of school principals as perceived by their teachers and learners' academic performance? Previously, principals were viewed as purely school managers, but there is currently a paradigm shift from being purely school managers to being academic curriculum managers (Ediger, 2014). Principals have now the responsibility for classroom activities and are held accountable for the results emanating from those activities (Nicolas, 2015). The principals' leadership success is strongly linked to the academic performance of the learners (Legros and Ryan, 2015).

Learners' academic performance is used as a measure of the effectiveness of the principals' leadership (Grissom, Nicholson-Crotty and Keiser, 2015). School principals are therefore expected to influence the capacity of the school in order to result in improved learner academic performance. This is achieved through their leadership influence. A leader who is effective is expected to choose an appropriate leadership style that will influence school capacity and ultimately improve learner performance.

It cannot be overlooked that teachers are the ones directly involved with the learners. Teachers manage content and the classroom climate (Tichnor-Wagner, Harrison and Cohen-Vogel, 2016). However, through their leadership influence, principals are expected to apply different strategies to make the school a fertile ground for effective teaching and learning to take place. This involves motivating teachers to believe in their own capabilities and making informed curricular decisions directed at improving learners' academic performance.

The premise of this study was that principals' leadership behaviours influence subordinates (teachers) who in turn influence learners' academic achievement since they are the ones directly involved with learners. Without influencing

teachers, principals cannot influence learner performance. Teachers are at the centre of every classroom activity. It is assumed that an effective leadership style exhibited by the principal can have a positive influence on the school climate, that is the environment or the atmosphere in which teaching and learning takes place (John and Taylor, 1999). The way teachers perceive and react to the principal's style of leadership, influences the decisions they take in the classrooms which in turn impact learners' academic performance (Bredeson, 2005).

Critical analysis of the literature was undertaken as reported in this chapter. The literature was selected based on the variables under study, namely principals' leadership styles, teachers' perceptions of their principals' leadership styles and learner performance. A literature search was conducted using electronic databases. Literature was reviewed in the context of different countries with a focus on South Africa.

The literature review examined the relationship between the leadership style, school capacity and learner performance. During the literature review, the discussion on the relationship between transformational, transactional and passive avoidant leadership styles and teachers' reaction to the style was analysed. The literature review further examined how principals build school capacity through their actions and the decisions that they take.

2.2 Literature review

This chapter reviews literature that has explored the effects of principals' leadership styles on effective teaching and learning and the impact it has on learners' academic performance. The conceptual framework was viewed through the lens of multifactor leadership theory and situational leadership theory.

School capacity refers to the joint effort of the school stakeholders to improve teaching and learning resulting in improved learner performance (Hardman, 2011). Teacher capacity in this study refers to teachers' confidence in improving learners' academic performance (Rice and Roelike, 2009). Teacher-focused leadership refers to the principals' leadership actions that impact on effective teaching and learning (Hardman, 2011).

As its content, this literature review examined the relationship between principals' leadership style, teachers' perceptions, the capacity of the school and learners' academic performance. The literature analyses revealed how schools react to different leadership styles with focus on transformational, transactional and passive avoidant leadership styles. The review further examined how principals' daily actions and decision making create effective teaching and learning.

The literature review is divided into two parts, namely Part I and Part II. General leadership concepts and theory are explained in Part I. Furthermore, how theory relates to the proposed study is also explained. Part II presents a review of literature relevant to the problem and purpose of the study focussing on the research questions and specific objectives.

PART I

This subsection of the literature review explains the general leadership theory and its concepts.

2.2.1 Leadership

Every organisation needs good leadership as its key critical success factor (Ahmad Maez Al, 2017). Fundamentally, the success and failure of every school depends on its leadership. Principals of schools are responsible and accountable for effective teaching and learning in schools.

Different scholars have tried to define leadership. The most common definition defines leadership as the ability to use minimal coercion to motivate and influence others to perform to the best of their ability (Daft, 2014; Northouse, 2015). Leadership can further be defined as the process of inspiring individuals or a team towards common shared goals and objectives (Bush, 2008; Bush and Glover, 2016). Leadership is sometimes referred to as management (George and Jones, 2015). The main distinction between the two lies in how things are done.

Most leadership authors are in agreement that there is a difference between management and leadership (House, Hanges, Javidan and Dorfman, 2004; Kottler

and Englar-Carlson, 2009; Daft, 2014; Northouse, 2015). However, they have different views on how the two differ. Some differentiate managers from leaders according to the roles they assume and others distinguish the two in terms of operations and intended goals.

However, both groups of scholars agree that for any organisation to succeed, both leadership and management processes are vital (Daft, 2014; Northouse, 2014; Northouse, 2015). Kottler (2009) argues that good managers are needed to assist organisations to cope with commitments of the moment but to take an organisation to another level requires a good leader. Although the critical role of good managers cannot be denied, the accountability pressure facing school leaders today requires more focus and emphasis on leadership. It is for this reason that this study was focused on leadership behaviour.

2.2.2 Leadership style

Every leader expresses certain specific behaviours whilst exercising leadership (Northouse, 2015; Daft, 2014). The way in which these behaviours are expressed is what is referred to as a leadership style (House et al., 2004). According to many leadership models, two main types of leadership behaviours can be distinguished, namely task-oriented and relationship-oriented behaviours (Piccolo and Colquitt, 2006; Hersey, Blanchard and Johnson, 1969). These styles are also referred to as directive and supportive leadership styles. These two behaviours create a good starting point when exploring the effects of leadership on group processes (Wendt, Euwena and Van Emmerik, 2009).

A directive leader is task-oriented and is strongly associated with dominating interactions, controlling discussions and directing task completion (Mesu, Sanders and Riemsdijk, 2015). Such behaviour places subordinates in a dependant role (Mesu et al., 2015). Subordinates show less initiative, become conditioned to waiting for the leader before taking any action and exhibit fewer extra role activities (Kurland and Hasson-Gilad, 2015). Directive leaders supervise their subordinates very closely and are specific on how subordinates are to accomplish their tasks (Mesu et al., 2015). Non directive leaders on the other hand, allow their

subordinates freedom to execute their projects in the way they find appropriate (Mesu et al., 2015).

A supportive leader shows concern for the welfare of subordinates (Van der Vyver, Van der Westhuizen and Meyer, 2014). Such a leader creates a psychologically supportive environment characterised by harmonic working relations and, sensitivity to subordinates' needs (Louis, Murphy and Smylie, 2016a). Supportive leadership involves taking care of group tensions resulting in a friendly work climate. Studies have shown that supporting and caring for subordinates as a leader facilitates an open and caring climate which results in team cohesiveness (Wendt et al., 2009; Louis et al., 2016a; Van der Vyver et al., 2014). When such an atmosphere is created, subordinates are expected to excel in task completion and interpersonal relations (DiPaola and Tschannen-Moran, 2014).

The study was based on the situational leadership theory focusing on the multifactor leadership theory under the postmodernism lens. The conceptual framework is seen through the lens of situational leadership theory together with transformational and transactional leadership styles. The situational leadership theory is based on the work of Hersey and Blanchard (Marzano, Waters and McNulty, 2005). The multifactor leadership theory is embedded in the situational leadership theory (Antonakis, 2001). The multifactor leadership theory subscribes to three leadership styles: passive avoidant, transactional and transformational leadership styles. These leadership styles are discussed below.

2.2.2.1 Transformational leadership style

The theory of transformational leadership was proposed by Bass (1985). He based his theory upon the work of Burns (1978). Their work had its basis on instrumental motivation and the need for self-actualisation. According to Maslow's hierarchy of needs, the transformational leadership style triggers high order needs in subordinates (Maslow and Lewis, 1987).

Transformational leadership studies were initially and predominantly conducted in business settings. This leadership style currently encompasses a diverse range of organisations with schools forming part thereof. Transformational leadership is characterised by educating, motivating and mentoring subordinates. Subordinates

are empowered to be independent decision makers. The motive behind transformational leadership is for subordinates to experience self-efficacy at its highest level.

According to Bass (1985), transformational leadership theory has evolved to describe four dimensions of leadership behaviour: idealized influence, inspirational motivation, intellectual stimulation and individualised consideration.

(i) Idealized influence

This dimension of transformational leadership is also associated with charisma (Bass, 2013). Subordinates get emotionally attached to the leader. The leader is viewed as being trustworthy and a role model to the followers (Eliophotou, 2014). The leader emphasises the importance of group interests over those of individuals.

(ii) Inspirational motivation

The leader inspires subordinates to execute their responsibilities to the best of their abilities and expresses optimism in the future (Bass and Avolio, 1994). The organisational vision is clearly articulated, achievable and appeals to subordinates. Ambitious and achievable goals are set (Kurland and Hasson-Gilad, 2015).

(iii) Intellectual stimulation

The leader stimulates subordinates intellectually by motivating them to solve problems on their own, to be creative and innovative (Bono and Judge, 2003). Followers are allowed to be critical of the status quo. The opinions of the followers are valued to the extent of inflicting changes when necessary.

(iv) Individualised consideration

The leader supports and mentors subordinates to execute their duties in order to reach their full potential (Dvir et al., 2002). Followers are allowed to be themselves and to have their own personal goals. Such a leader understands that every employee is unique and therefore takes the needs of individual employee with all seriousness. The individual needs of every employee are taken care of by the leader (Kurland and Hasson-Gilad, 2015).

Leaders practising transformational leadership style give positive feedback to their subordinates. They further encourage them to go an extra mile and motivate them to be creative when dealing with complex problems (Bass, 1985). It is these behaviours that followers respond to with great enthusiasm to perform (Piccolo and Colquitt, 2006).

Such leaders have the ability to improve followers' task performance (Mesu et al., 2015). In addition, transformational leaders are trusted and respected. They can convince subordinates to put the interests of the collective above their own (Cho and Dansereau, 2010). They emphasise high order intrinsic needs rather than short term goals (Hardman, 2011). Subordinates are empowered to take decisions by themselves without interacting with supervisors. Studies have shown that effective leaders do not separate transformational and transactional skills, but they rather possess both (Dvir et al., 2002).

2.2.2.2 Transactional leadership style

Transactional leadership style has its roots in the works of James Burns (Marzano et al., 2005). A transactional leader explains to subordinates what is expected of them and clarifies the benefits for complying and sanctions for deviance (Avolio, Bass and Jung, 1999). In a transactional leadership style, the leader motivates by giving rewards. The transactional leadership style is characterised by an exchange of amenities.

There are three dimensions which characterise the transactional leadership style, namely active management by exception, passive management by exception and contingent reward (Avolio et al., 1999; Walumbwa, Wu and Orwa, 2008; Bass, 1997).

(i) Active management by exception

This refers to active engagement of a leader in executing his duties such as monitoring the performance of the subordinates and applying corrective measures when necessary (Dumdum, Lowe and Avolio, 2013; Bass, 1997; Choi, 2016). These are hands on leaders who are proactive not reactive. They deal with problems before they get out of hand.

(ii) Passive management by exception

This type refers to reactive style of leadership. Intervention by such leaders is unlikely to happen until challenges become too serious. Such leaders are unlikely to take decisions (Antonakis, Avolio and Sivasubramaniam, 2003).

(iii) Contingent rewards

Leaders clarify their expectations from the subordinates and subordinates know what is expected of them. Leaders reward good efforts through psychological or physical rewards (Antonakis, 2001; Avolio et al., 1999; Walumbwa et al., 2008). Transactional leaders put emphasis on proper the exchange of resources. As transactional leaders, school principals are expected to ensure that subordinates are satisfied with what they do and to motivate them to achieve goals. This according to Avolio and Bass (1999) is achieved through administering rewards and sanctions accordingly.

Northouse (2014) on the other hand proposes a non-transactional factor which indicates the absence of leadership, and the avoidance of intervention (Northouse, 2014). According to Northouse (2014), this form of leadership is the most inactive. It is referred to as laissez-faire (Northouse, 2014). The most identifiable distinction between transformational leadership and transactional leadership is that a transformational leader gives purpose whilst the transactional leader's relationship with subordinates is characterised by exchange. Bass (1985) differs from Burns (1978) in that Burns looked at the transformational and transactional leadership styles as opposite extremes where a leader can be either of the two. Bass (1985) on the other hand looked at the two styles as interdependent.

An effective leader needs to be both transformational and transactional (Walubwa et al., 2008). Transactional leadership forms the foundation for transformational leadership. Rewards according to Bass (1985) reinforce completion of tasks. But for this to happen employees need to be motivated which is achieved through transformational leadership (Bass and Steidlmeier, 1999). Employees cannot perform beyond expectations without transformational leadership (Cho and Dansereau, 2010).

In other words, transformational leadership brings transactional leadership to validity. The question can therefore be asked as to how effective the principals are of underperforming schools. Their leadership styles are explored in this study by examining the perceptions of their teachers. There is also a possibility of an absence of leadership which is referred to as the passive-avoidant leadership style.

2.2.2.3 Passive-avoidant leadership style

Passive-avoidant leaders are passive and reactive (Aksu, 2016). These leaders choose to avoid or delay taking decisions. They further choose to abdicate their leadership responsibilities. Such leaders provide feedback and pursue little change in their environment (Hardman, 2011).

According to Bass (1999), this leadership style emerges when leaders avoid assuming responsibilities, are unavailable when needed for assistance and avoid expressing views on issues of importance. It represents the absence of any leadership. Compared to transformational and transactional leadership style, the passive avoidant leadership style can be regarded to as the least effective of the three.

A school principal who practises the avoidant leadership style avoids or delays taking important decisions and has an attitude of accepting the status quo. Such a principal does not provide direction. The vision and mission is not well articulated and teachers are left to themselves to find their way through classroom activities (Barnett, Marsh and Craven, 2005).

Learners' needs are not taken care of, there is no update on current policies and the school may be characterised by lax rules. Teachers, who are under the leadership of such a principal, are likely to have a negative perception of their leader (Barnett et al., 2005).

2.2.2.4 The effect of leadership styles on follower outcomes

Literature on leadership with reference to transformational and transactional leadership styles has shown that there is a direct relationship between these

leadership styles and a variety of occupational outcomes (Purvanova, Bono and Dzielwczynski, 2006; Piccolo and Colquitt, 2006; Hong, Cho and Froese, 2016; Hu, Parker, Lipsitz and Arriaga, 2016). These outcomes include amongst others; intrinsic motivation (Nir and Hameiri, 2014; Bono and Judge, 2003); psychological capital (Appelbaum, Karasek and Lapointe, 2015; Gooty, Gavin and Frazier, 2009); professional performance (Ibrahim, Ghavifer, Ling, Azeez and Siraj, 2014; Dvir, Eden, Avolio and Shamir, 2002; Podsakoff, MacKenzie, Moorman and Fetter 1990); perceptions of justice (Van Gils, Quaquebeke, Knippenberg, van Dijke and De Cremer, 2015; Cho and Dansereau, 2010); self-efficacy (Hallinger, Hosseingholizadeh, Hashemi and Kouhsari, 2017; Bandura and Locke, 2003; McColl-Kennedy and Anderson, 2002); job satisfaction (Aydin, Sarier and Uysal, 2013; Piccolo and Colquitt, 2006; Patiar and Wang, 2016; Voon, Ngui, Lo and Ayob, 2011; Eliophotou, 2014); engagement with occupation (Quintana, Park and Cabrera, 2015; Zhu, Chew and Spangler, 2005; Walumbwa et al., 2008); behaviour toward organisational citizenship (Walumbwa et al., 2008; Bredeson, 2005; Fuller, 1969); creativity (Boies, Fiset and Gil, 2015) and low turnover rates (Conger and Xin, 2000; Grissom et al., 2012; Keller, 1992).

Based on research previously conducted, this study argues that transformational and transactional leadership styles permit leaders to achieve two most crucial outcomes in an organisation. These outcomes include firstly; corporate level tasks such as planning, giving direction to subordinates through articulation of the organisation's vision, monitoring and giving support to subordinates (Wendt et al., 2009). Secondly, outcomes are positive interpersonal relationships between leadership and their followers (Finley, 2014). This includes being considerate and empathic, showing support, appreciating good deeds, being friendly and supportive, and showing trust and confidence (Yukl, 2002; Louis et al., 2016a).

Many scholars hold the view that employees' satisfaction is directly impacted by the managers' leadership style and organisational supervision (Bass and Avolio, 1994; Shim, Lush and Goldsberry, 2002; Sharma, 2012; Yousef, 2000). Transformational leaders give direction to their followers. They encourage followers by showing confidence in the followers and indicating high expectations for their subordinates' abilities. This in turn improves the satisfaction of the

followers with the leader and engenders trust towards the leader (Bono and Judge, 2003).

Leaders who fail to give attention and show little interest in the welfare of their followers are likely to be distrusted by their followers resulting in demotivation and dissatisfaction (Boies et al., 2015; Whitener, Brodt, Korsgaard and Werner, 1998; Bartram and Casimir, 2007). On the other hand, Podsakoff et al., (1996) indicated a different side of the transformational leadership style. The charismatic component of the transformational leadership style has a unique impact on the subordinates. This component evokes admiration by the followers (Bartram and Casimir, 2007).

As regards the transactional leadership style, previous studies have shown that contingent rewards impact satisfaction positively on followers (Dumdum, Lowe and Avolio, 2013; Hater and Bass, 1988). Conversely, passive-avoidant leadership style, showed negative relationship with perceived satisfaction (Piccolo and Colquitt, 2006). The explanation behind the above findings lies in how subordinates perceive their leaders' behaviours. This involves the question of whether the leader is capable of articulating the organisation's vision or of bringing about positive change to the organisation. This therefore, suggests that leaders may motivate their followers to achieve set goals which results in accelerated satisfaction and engagement with occupations (Banks, McCauley and Gardener 2016; Piccolo and Colquitt, 2006).

2.2.2.5 Extra effort

When employees are well motivated, they perform beyond the stipulated expectations (Piccolo and Colquitt, 2006). Bass (1985) refers to this as extra effort. The transformational leader can enhance such behaviour through encouraging and motivating followers (Bass, 1985). The ultimate result is intrinsic motivation resulting in extra effort.

Transactional leadership enhances extra effort by offering financial and non-financial rewards whenever contractual obligations have been fulfilled (Avolio, 2004). Contingent rewards affect the extent of the extra effort applied by the

employees directly or indirectly (Jackson, 2005). Arguably, the transactional leadership style enhances extra effort from employees (Piccolo and Colquitt, 2006). However, a non-corrective transactional leader may influence extra effort negatively. Similarly, a passive-avoidant leader is likely to influence employees' professional engagements negatively.

2.2.2.6 Effectiveness

Analysis of research reports has shown that the motivational behaviour of transformational leaders empowers subordinates to be aware of the significant roles that they are expected to play in the organisation. Such leaders are perceived by their followers as being effective. Corrective transactional leaders are also perceived as effective by their followers (Walumbwa et al., 2008; Piccolo and Colquitt, 2006) and they engender performance and positive attitudes among subordinates.

However, transformational traits in a leader were found to correlate more positively with work effectiveness as compared to the transactional traits and passive avoidant traits which were found to correlate negatively with work effectiveness (Dvir et al., 2002) . The blending of skills needed for effective leaders is dynamic. Different organisations call for different skills of leadership (Cho and Dansereau, 2010).

2.2.3 Situational Leadership Theory

The situational leadership theory is based on the work of Paul Hersey and Kenneth Blanchard (Marzano et al., 2005). Situational leaders do not define authentic leadership but it is defined by the followers (Smith, Bhindi, Hansen, Rall and Riley, 2008). According to Hersey and Blanchard (1977), leadership can be identified as task-oriented or relationship-oriented.

The situational leadership theory determines the style of leadership to use depending on the maturity level of the subordinates in task completion (Hersey et

al., 1969). The theorists identified four styles of leadership depending on the maturity level of the subordinate:

(i) Telling

This style of leadership is applied when dealing with subordinates with low maturity levels, and who are insecure and unwilling. The leaders are expected to monitor this group closely and explain instructions in detail. The inputs of subordinates are not considered nor invited during the decision making process on this group.

(ii) Selling

The leaders can apply this leadership style when dealing with followers with maturity level that is low to moderate, followers who are unable but confident. These subordinates may be consulted during decision making. Specific instructions are given on how to execute tasks and support is given.

(iii) Participating

The participating type of leader spends most of the time empowering followers and less time on monitoring. This style is appropriate for followers with moderate to high level of maturity and who are able but insecure. Decisions are jointly taken and followers are encouraged to apply their own discretion in executing tasks.

(iv) Delegating

This leadership style is required when dealing with followers who are highly matured, confident and able. They are permitted to take decisions by themselves. These subordinates are highly motivated and they need minimal interaction with the leader. The maturity level of the followers determines the style of leadership that is applicable for the situation at hand.

Critics of this theory have questioned its applicability in producing effective leaders. They contend that it is close to impossible for leaders to analyse every situation at hand given the hectic schedules they work with on daily basis (McCall, 1977). However, studies have found that successful leaders apply situational

leadership (Ahmad Maez Al, 2017; Harris, Day, Hopkins, Hadfield and Hargreaves, 2013; Ärlestig, Garza and Drysdale, 2014).

The use of the situational leadership theory was supported by the post-positivist philosophical paradigm in this study. This philosophical paradigm advocates the importance for principals to know how their subordinates (the teachers) perceive their leadership within the school setting or climate. It was through the post-positivism lens that situational leadership was viewed in this study. Principals have multiple roles on which they have to take decisions on depending on the situation at hand.

2.2.3.1 Conceptual Framework

According to a study conducted by Jantzi and Leithwood, leadership credibility is gained by modelling leadership traits (Leithwood, Harris and Hopkins, 2008). This, in turn influences teacher perceptions of their principals' leadership capacity resulting in improved learner performance as evidenced in Figure 2.1.

The diagram below (see Figure 2.1) illustrates the importance of situational leadership theory in relation to academic learner performance. School principals assume a variety of roles and therefore have to exhibit adaptability in leadership behaviours (Hersey et al., 2001; Hersey et al., 1969). The principal's decision-making process has an impact on how effectively the school is performing and also indirectly affect learners' academic performance.

INDEPENDANT VARIABLE

DEPENDANT VARIABLES

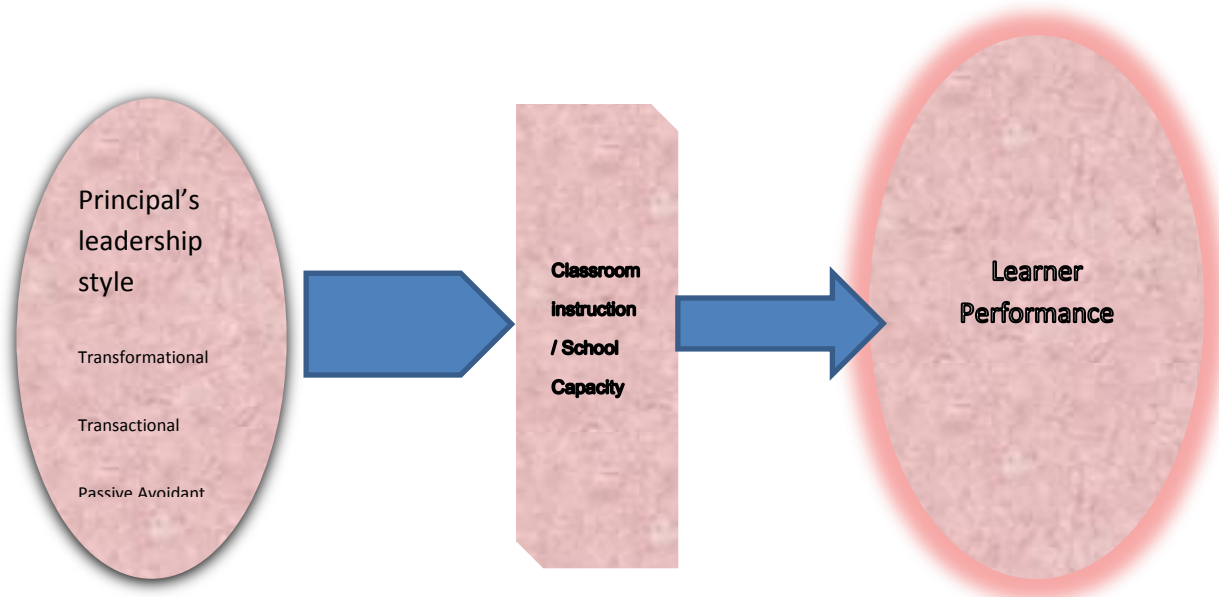


Figure 2.1: Leadership style, classroom instruction and learner achievement
Adapted from Leithwood, K., Harris, A. and Hopkins, D. (2008).

A study conducted by Blasé and Blasé (2002) indicated that the perceptions of teachers of their principals' leadership style was dependent on the situation at hand. The pragmatic presentation of analytical data from this study highlighted the significance of the principals' role in the teacher focused activities (Blase and Blase, 2002). Moreover, from the meta-analysis of 42 studies conducted by Hallinger and Heck (1998), they found no positive results in principals trying to push for improved learner performance without striving to improve subordinates' capacity.

Situational leadership theory was chosen in this study to express the flexibility of principals' choices. Combining leadership styles provides ample tools for the leaders. Through situational theory the principal is provided with tactics and techniques of both the transformational and transactional leadership styles. Teacher perception of school leadership is determined by the situation presented.

A study conducted by Louis (2016) discovered that there was a positive relationship among supportive and caring principals' leadership, teachers' commitment to their work and learner academic support. However no direct relationship between supportive leadership and learner academic achievement was found (Louis et al., 2016a). On the other hand, a study conducted by Ruiz

found no significant difference between school performance and the principal's leadership style (Ruiz, 2014).

Leithwood (2008) reported that transformational leaders pursue three goals: assisting with staff cohesion, motivating teachers' advancement in the profession and assisting with problem solving. These goals were found to be complementary to the teacher's natural aptitudes and the vision of the leader and are crucial in the daily activities of the school. Some researchers have argued that a combination of leadership styles gives better results than the use of one leadership style (Hong et al., 2016).

In an investigation on leadership styles, it was indicated that teachers' perceptions of their principals' effectiveness, school productivity and teacher fulfilment were different based on the different leadership styles (John and Taylor, 1999). The results showed that transformational and transactional leaders were rated the highest on leaders' effectiveness, school productivity, and teacher satisfaction (John and Taylor, 1999). The passive-avoidant leadership style has been documented in literature to be the least effective as compared to transformational and transactional leadership styles. In a study done by Skogstad, the passive-avoidant leadership style had the most negative effects on employees (Skogstad, Einarsen, Torsheim, Aasland and Hetland, 2007). Principals applying this leadership style have been found to be the most underperforming (Klige, 2013). According to Bush and Middlewood (2013) teachers have a desire to be led.

PART II

This subsection presents the review of relevant literature to the problem and purpose of the study. The review is organised according to the research questions and specific objectives.

Literature was reviewed under the following subtopics:

- School leadership
- The role of the principal in the school
- The significance of the relationship between principals and teachers

- Principals' leadership styles and learner performance
- The impact of teachers' perceptions of their principals' leadership style in their daily engagements in the classrooms

2.2.4 School leadership

Every organisation is established for a specific purpose (Bennett et al., 2013). The school is a goal-oriented organisation. The school structure is organised according to roles and responsibilities related to curriculum delivery needs (Bush, 2017). School leadership is on top in the school organogram. In a school environment, leadership refers to the way principals build a climate that is conducive to effective teaching and learning characterised by productivity by learners and teaching staff (Marzano et al., 2005; Day, Townsend, Knight and Richardson, 2016; Bush, 2017).

School leadership in this study refers to aligning resources towards the attainment of common educational goals (Bush and Glover, 2016; Bennett et al., 2013). Leaders can apply a variety of leadership styles depending on the staff and situation at hand. There is ample research recognising that school leadership can build or break teachers which in turn affects learning.

The impact of leadership may appear indirect but leaders are the ones responsible for promoting the goals, mission and vision of the school. Leaders provide human or material resources needed for effective teaching to take place. Teachers implement policies and use resources provided to satisfy learner needs. Leaders are responsible for the development and mentoring of teachers which is necessary for their professional growth and efficient service delivery to learners.

Educational leadership and management has unique characteristics compared with those of other disciplines since they are aimed at developing potential in humans (Bush and Middlewood, 2013). Research on school leadership is quite extensive (Marzano et al., 2005; Mc Cleary, Crow and Matthews, 2013; Tschannen-Moran, 2014; DuFour and Marzano, 2015). However, current studies have failed to focus on teacher perceptions of the leadership styles of their principals.

Most of the research conducted on school leadership focused on primary schools; very few was directed at high schools and even fewer aimed at matriculation performance (Hargreaves and Harris, 2015; Santamaría A., Santamaria L., Webber and Hoanna, 2014). Matriculation-based research has been done to analyse learner performance per different subjects (Van der Merwe, 2015; Tewari, 2014; Stephen, Welman and Jordaan, 2004; Bansilal, 2012).

The South African Schools Act of 1996 states clearly that school leaders are accountable as well as responsible for school capacity directed at improving learner performance (South African Schools Act, 1996). According to Alt and Beltranena (2001), school leadership does have a direct effect on the behaviour of teachers and what takes place in the classroom. In addition, studies have found that a positive relationship exists between school leadership and school culture (Harris et al., 2013). However, a negative relationship was found between school leadership and learner performance without combining it with teacher capacitation (Orphanos and Orr, 2014; Ärlestig et al., 2014). Learner performance was found to be effected by the positive reciprocal relationship between teachers and school leadership (Clarke, 2016).

The school leader is effective if he/she is able to enhance effective teaching and learning that is motivating to teachers and learners (AlFahad, Alhajeri and Alqahtani, 2013; Kuan Chen, 2017). Motivation of this kind depends on how teachers perceive the school leadership (Choi Sang, LimZhi and Tan Wee, 2016; Khan and Nawaz, 2016). Involving teachers in school improvement plans was found to build teacher capacity (Glanz, 2014; Hallinger et al., 2014; Hoachlander, Alt and Beltranena, 2001). King and Newman (2001) state that collaborative problem solving contributed positively to meeting learners' needs resulting in improved learner performance. Blasé and Blasé (2002) contend that it is crucial for school leadership to gain teachers' trust when building school capacity. In their findings, they emphasised the significant role of the principal in building an open culture in the school characterised by honesty and thoughtful exchanges between teachers and learners.

A plethora of studies have focused attention on the challenges currently facing school leadership, which in turn affects learner achievement (Bush and Glover,

2016; Naicker, Chikoko and Mthiyane, 2013; Wills, 2013). This was proven as evident in both China with the largest education system and Seychelles which has one of the smallest (Maringe, Masinire and Nkambule, 2015; Moller and Pankake, 2013; Bush, 2008). It is of major concern that some of the schools with the same challenges still perform well in National Senior Certificate (NSC) examinations (Bayat, Louw and Rena, 2014; Berg and Burger, 2003; Bojuwoye, Moletsane, Stofile, Moolla and Sylvester, 2014). Something is obviously missing somewhere because these underperforming schools have been accused by the union officials in the province of group copying and selling of senior posts (Spaull, 2013). This study therefore sought to discover what is being done by those in power that is motivating or demotivating to those directly involved with class engagements.

The literature review in this section focused on the effect of school leadership on school capacity and learner performance (Nir and Hameiri, 2014; Van der Vyver et al., 2014). According to Hallinger (1996), school leadership was found to have no direct impact on learner performance. However, the findings are in support of an indirect impact through building school capacity. Studies further suggested a direct effect of school leadership on teacher behaviour and classroom activities (Barnett et al., 2005; Barnett and McCormick, 2004).

The next section explores the role of the principal in the life of the school in terms of decision-making, school culture and role modelling.

2.2.5 The role of the principal in the school

The term principal in this study refers to the school leader. It is a widely held view that the principal plays an influential role in terms of his/her staff and other stakeholders (Kraft and Gilmour, 2016; Miller, Goddard R, Goddard Y, Kim and Schroeder, 2016; Louis et al., 2016a; Tichnor-Wagner et al., 2016; Brezicha et al., 2015; Kurland and Hasson-Gilad, 2015; Holten, Bollingtoft and Wilms, 2015). Principals are expected to show the way, plan budgets, and liaise with the district office and all stakeholders, among other functions. Learners' academic performance is one of a multitude of responsibilities principals have to shoulder.

Principals were previously general managers overseeing the daily operations of the school, abiding by and cascading rules, policies and regulations from senior officials (Ediger, 2014; Hardman, 2011; Holten et al., 2015; Fullan, 2014). With the pressure of more accountability being exerted on principals to produce results academically, principals are expected to serve beyond being just managers but to being leaders of teaching and learning as well (Fullan, 2014). Principals are expected to be advanced in knowledge in different aspects of the field. Their position calls for them to be the source of knowledge but not necessarily experts. As leaders, principals have to be hands on, providing the staff with all the necessary materials needed to perform their classroom duties. Principals are expected to articulate a clear vision and build capable team which is critical for positive results to be attained.

A leader creates the vision, mission and purpose of the organisation whilst the manager does the implementation of the vision (Daft, 2014). With such accountability demands placed on them, principals are expected to both lead and manage. They need to strike a balance between leadership and management roles in order to succeed. One of the keys to success is a positive school climate that is conducive to effective teaching and learning and that is energising to teachers. The positive school climate is the first element in building teacher capacity. The impact of perceptions of teachers on leadership is another element (Jacobson, 2007; Pugh, Dietz, Wiley and Brooks, 2002).

Previously published studies on the role of the principal in the life of a school are in agreement that principals play a major and very significant role in the life of the school (Spillane, 2012; Bhengu and Mkhize, 2013; Leithwood and Sun, 2012; Naicker et al., 2013; Jamal, 2015; Sebastian and Allensworth, 2012; Wills, 2016). Studies globally have gone further to emphasise that it is close to impossible for a school to perform well in the absence of a good principal (Jamal, 2015; Sebastian and Allensworth, 2012; Odhiambo and Hii, 2012; Fullan, 2014). However, studies do not fully explain the how part since principals are not directly involved with classroom instruction. Studies conducted on school leadership have tried to relate school leadership directly to learner performance, but have not considered the effects of teacher perceptions of the principals' leadership styles (Clifford, Behrstock-Sherratt and Feters, 2012; Hallinger and Lee, 2013). Few

studies have established a link between the impact of leadership decisions on teachers and learner performance.

The effectiveness of the teacher is directly linked to learners' academic performance and the influence of the principal's leadership in motivating and mentoring teachers (Eliophotou, 2014). Learners have varied needs that must be met. Without the support of the principal (the leader), teachers will not be effective enough to fulfil these needs which may ultimately affect learner's academic performance (Glatthorn, Jaillall J. and Jaillal K., 2016; Adams et al., 2017; Lyons, 2015; Nicolas, 2015; Fiarman, 2015; Legros and Ryan, 2015; Baglibel, Samancioglu and Ozmantor, 2014; AlFahad et al., 2013; Grissom et al., 2015).

Leithwood (2012) claims that, principals who give support to instead of exercising authority over their teaching staff, empower their staff, resulting in improved learner performance. In addition, more studies have found that well performing schools were characterised by good communication, high expectations of teachers and learners and a focus on improving learners' performance (Glatthorn et al., 2016; Adams et al., 2017). Teachers feel supported when principals work alongside with them and are likely to follow and support the vision of such a principal (Bogler, 2001; Louis et al., 2016b; Brezicha et al., 2015).

Some of the strategies applied by the principals in the study conducted by Lema (2015) were: initiating rewards and incentives to appreciate teachers; creating a hospitality team responsible for the honouring of special events of each staff member; putting disciplinary systems in place; and having common planning sessions for teachers to synthesise instruction (Lema, 2015). Studies have suggested that teachers perceived their principals' leadership styles as supportive when they were granted opportunities to be part of decision making processes (Hord, 2016; Sergiovanni, 2015; Hallinger and Heck, 2010). Again, teachers' self-efficacy was found to be positively impacted during collaborative decision-making.

Studies conducted in Australia confirmed that teachers want to be validated in their efforts (Barnett et al., 2005; Barnett and McCormick, 2004). Further, teachers wanted principals who cared about them as individuals, principals who are present when needed and principals who are brave and courageous to take decisions when the need arises. Teachers who perceived their principals' actions as being

negative towards them, were demotivated which resulted in lower effectiveness in teaching and learning. Not only were teachers' professional lives affected but their personal lives as well (Blase and Blase, 2002; Fiarman, 2015).

Literature has indicated that teachers as subordinates observe their principals' directives on a daily basis (Barnett et al., 2005). Also, teachers take note of inconsistency in disciplinary procedures. Role modelling is therefore found to be very important in building school capacity (Jacobson et al., 2007). The principals' actions have an impact on teachers' perception of the leaders' style of leadership (Jacobson et al., 2007; Nicolas, 2015). Studies in education are in agreement that consistency is important in improving school capacity and culture. The most significant role of the principal is to create an atmosphere that is conducive for teachers to teach and learners to learn (Legros and Ryan, 2015). It may therefore be stated that learner performance is impacted by teachers' perceptions of their principals' leadership.

2.2.6 The significance of the relationship between principals and teachers

Studies conducted on the relationship between the principals and teachers have not dealt in detail with how this relationship can impact learner performance but have rather studied the relationship in relation to job satisfaction (Bogler, 2001; Aydin et al., 2013; Neubert, Wu and Roberts, 2013; Hui et al., 2014). However, studies have proven that teacher-principal relationship is crucial in creating an atmosphere that is conducive to effective teaching and learning (Price, 2012). The school climate differentiates one school from another. It can be open or closed. An open school climate enhances commitment in teachers and trust of the principal (John and Taylor, 1999). Teachers become more effective in the classroom as a result of significant interactions with their principals (Edgerson and Kritsonis, 2006). How principals respond to the situation at hand, is observed, interpreted and given meaning by teachers.

It has been reported that a principal who motivates staff to be self-confident contributes positively to improved learner performance and teacher efficacy (Hardman, 2011). Further, critical appraisal has been found to be a crucial element for teachers to self-identify areas of weakness in teaching, resulting in improved

teaching and learning. Studies conducted on well performing schools argue that principals of such schools encourage such appraisals (Finley, 2014; Baglibel et al., 2014).

There is some evidence to suggest that without a positive reciprocal relationship between teachers and principals, improved learner performance is close to impossible (Blase and Blase, 2002; Price, 2012; Price and Moolenaar, 2015). According to Marzano et al., 2003, principals' actions in the school directly affect teacher efficacy. In addition, studies carried out using MLQ showed that self-efficacy was found to be more positively influenced by transactional leadership style as compared to a transformational leadership style (Barnett et al., 2005; AlFahad et al., 2013). Further, a transactional leadership style was found to be in support of the acknowledgement of teacher opinions and allowed room for decision making on matters affecting them professionally (Sudha, Shahnawaz and Farhat, 2016; Nguni, Slegers and Denessen, 2006; Khan and Nawaz, 2016).

Although it has been found that teachers perform better under a relations-oriented leader who affirms them (Raman, Mey, Don, Rozlina and Daud, 2015; Colak, Altinkurt and Yilmaz, 2014), many scholars argue that successful principals were found to be applying both relations- and task-oriented leadership styles depending on the situation at hand (Miantao and Yang, 2014). Further, successful principals were found to be aligning resources with teacher-focused activities (Lazaridou, 2006).

From the discussion above, it can be claimed that without teachers, principals cannot have an effect on learners' performance but it is through teachers that principals may impact learner performance.

2.2.7 Principals' leadership styles and learner performance

While a plethora of research is available on school leadership, the examination of the relationship between the leadership styles of principals and their learner performance has not been fully examined. Amongst the few studies that attempted to explore this area, there are disagreements in the findings. Some studies concluded that there is no correlation between the principal's leadership style and

learner performance (DuFour and Marzano, 2015; Marzano et al., 2005); whilst others concluded that principals' leadership styles have a powerful effect on learner performance (Mc Cleary et al., 2013; Adeyemi and Bolarinwa, 2013; Glanz, 2014; Clifford et al., 2012).

Students reveal their ability to learn through their measured achievement, attendance and participation in school activities. It is thought that learner performance is the end result of the leadership style (Mbera, 2015; Shatzer, Caldarella, Hallam, Gray and Young, 2014; Dhuey and Smith, 2014; Zepeda, 2016). A leadership style may enhance or cripple the commitment of the teachers (John and Taylor, 1999).

The actions of principals as school leaders have an effect on effective teaching and learning and may improve or decrease learner achievement. However, it is the students' perception of their teachers that keeps the daily learning process going forward. Further, it is the teachers' perception of how they are valued and supported by the principals that impact their daily decisions to motivate learners (Moller and Pankake, 2013; Bandura and Locke, 2003).

The transformational leadership style was found to have no effect on learner performance (Hallinger et al., 2014). However, the transformational leadership style was found to have contributed in creating innovative staff but with no effect on learner performance. The impact of the transformational leadership style on learner performance was rather found to be indirect (Hallinger and Heck, 2010). Similarly, studies in Singapore (Eliophotou, 2014), Canada (Leithwood and Sun, 2012) and the United States found no direct association between transformational leadership and learner performance.

Transformational leadership could be used to build school capacity which is a fertile ground for teaching and learning to take place. However, Barnett (2005) advises that transformational leadership style should be used minimally. Furthermore, it is argued that the transformational leadership model reinforces the idea that the leader is the only source of leadership in an organisation like a school (Eliophotou, 2014).

The transactional leadership style brings actions to the ground. It is through this style that subordinates identify what ought to be done. It empowers followers to complete tasks and enhances their self-concept, self-motivation and professional growth (Blase and Blase, 2002). Owing to its individualised nature, the transactional leadership style was claimed to be the most favourable for teachers (Barnett et al., 2005). Scholars found that teachers were more responsive to the individualised attention they received from their principals as compared to the transformational style of leadership (Barnett et al., 2005).

However, Leithwood (1992) cautions that the transactional leadership style lacks the significant element of transformational leadership style that is needed to make drastic improvements in the school. Similarly, a study carried out by Hardman (2011) found no positive relationship between learner performance and the transactional leadership style, whilst the transformational leadership style related positively to learner performance.

The supportive literature mentioned in the previous paragraphs is contradicted by studies indicating that transformational leadership plays a significant role in collaborative operations (Hallinger and Heck, 2010). Furthermore a study conducted by Demir (2008) suggested that both leadership styles make a major contribution to teachers' self-efficacy. There is also some evidence to suggest that incorporating transformational and transactional leadership styles improved learner performance (Jacobson et al., 2007).

Marks and Printy (2003) found that learner performance was at its best when effective teaching and learning was a result of integrated leadership. This study further found that shared leadership responsibilities impacted learner performance positively and minimised burnout in principals. In the same way, a quantitative study conducted by Leithwood et al. (2008) found that collective leadership had motivating effects on teachers, resulting in improved learner performance. The study further expressed the important role played by parents in their children's academic performance (Leithwood and Mascall, 2008).

The passive-avoidant leadership style was found to be the least effective (Barnett et al., 2005). Teachers' efforts were found not to be enhanced by this style of leadership which led to negative perception of their principals.

2.2.8 The teachers' mediating effect

Many studies have focused on how principals' leadership affect learner performance, leaving out the mediating effect of teachers. A considerable number of studies conducted on perceptions of teachers of their principals' leadership styles focused on the gender and the race of the principal (Paustian-Underdahl, Walker and Woehr, 2014; Grissom et al., 2012; Kochan, Spencer and De Nicola, 2014; Moorosi, 2007; Santamaría et al., 2014; Sealy et al., 2016). Studies carried out on the relationship between the principals and teachers have found that there is a relationship between the leadership style and the commitment of the teachers (John and Taylor, 1999). Findings showed that teachers perform better under leadership that is characterised by a high level of consideration (John and Taylor, 1999; Hardman, 2011; Day et al., 2016).

In their useful study on principals' leadership styles and the impact on learner performance, Bhengu and Mkhize (2013) and Mthiyane et al., (2014) concluded that one of the reasons for poor performance in schools is the inefficiency and ineffectiveness in leadership. This study found that lack of democratic approaches to leadership as viewed by teachers, leads to demotivation. This was further supported by Naicker (2013) in a study done at Umlazi Township, south of Durban. More of such studies are needed in poorly performing districts as well. This study sought to close that gap.

An important study was conducted in Sydney, Australia on the principals' leadership styles. However, the main weakness of the study is that it focused on only one school and used interviews for data collection (Odhiambo and Hii, 2012). This is a major challenge when it comes to generalising to the larger population. A better study would examine a larger randomly selected sample of teachers from different schools. The use of interviews is another major drawback. Anonymity is compromised during an interview, and teachers cannot therefore express themselves freely (Creswell and Clark, 2007).

Excellent studies which have been conducted, have found that principals' leadership styles do influence teachers' commitment to their work and further influence learner performance as well (Hardman, 2011). In her impressive and

detailed survey of teacher perceptions on principals' leadership styles, Hardman (2011) was able to show that teacher perceptions of their principals' leadership styles do influence how teachers engage in classrooms which then impacts learner performance. The methodological approach has however some weakness. The main drawback of purposive sampling is the high probability of researcher bias since sampling is entirely based on the researcher's judgement (Saunders et al., 2011).

An improved study would examine a large randomly selected sample of teachers from various schools. This current study sought to close that gap. Simple random sampling was used and the focus was on matriculation educators. Hardman's study would have been more useful if it were done in the South African context and with the focus on high schools. However, Hardman has made a major contribution in understanding the relationship between teacher perceptions of their principals' leadership styles and the impact on learners' academic performance.

It has been reported that most of the schools with weak leaders are characterised by ineffective teaching and learning, demotivated teachers and poor learners' academic performance (DiPaola and Tschannen-Moran, 2014; Gonzales and Lambert, 2014; Maringe, 2015; Mbera, 2015). It is a widely held view that accountability of the teachers is improved by teacher-focused actions which leads to higher learner performance (Rice and Roellke, 2009; Hallinger et al., 2014). If Donnel and White's (2008) findings are accurate, teachers with positive perceptions of their principals' leadership style can positively influence learner achievement. The more positive the perceptions of teachers of their principals' leadership style, the higher the learners' academic achievement (Rice and Roellke, 2009).

2.3 Summary

Research carried out on school leadership has given much insight into the crucial role played by the principals in the lives of the schools. Further insight has been gained on the importance of healthy relationships between principals and teachers. The fact that principals are not directly involved in classroom activities calls for principals to appreciate the role played by teachers. The principal's

leadership style can be motivating or demotivating to the teachers that he/she may be leading.

The way teachers interpret the leadership style of their principal impacts on their engagement in the classrooms, thus affecting learner performance. Literature has shown that there is a positive correlation between teacher perceptions and principals' leadership style. The importance of applying an appropriate leadership style was revealed by various studies on leadership. Literature is in support of the fact that teachers who perceive their principals as caring and supportive produce good results in learner academic performance.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the methodology involved in investigating the relationship between principals' leadership styles, teacher demographic variables and learner performance.

This study used primary data collected through a survey and secondary data collected from the Department of Basic Education databases. The chapter is organised into the following topics: the aim of the study, research design and methods, research paradigm and, study setting. It further discusses how the population and the sample were selected including the sampling method applied. The construction of the instrument, data collection, data analysis, reliability and validity of the study, bias and, ethical considerations are also explored. The chapter concludes with a summary.

3.2 Aim of the study

There is extensive evidence from reviewed literature on school leadership of the critical effect of school capacity on learner performance (Lazaridou, 2006; Blase and Blase, 2002; Adams et al., 2017; Hallinger and Heck, 2010). Principals apply a variety of leadership styles in their daily decision making operations. These decisions have an impact on the success of teachers' classroom activities which in turn affect learners' performance (Avolio et al., 1999; Barnett and McCormick, 2004; Aydin et al., 2013; Baglibel et al., 2014) .

More research is needed to explain the mediating impact of teachers on learner performance and principals' leadership style (Hallinger et al., 2014; Harris et al., 2013; Jamal, 2015; John, 2017). Moreover, the modern pressure that the Department of Basic Education exerts on principals has made the study on effective leadership styles a necessity. Although there is a plethora of studies on education leadership, the relationship between principals' leadership styles and

their learners' academic performance has not been fully investigated. Teacher demographic variables were also examined. These included age, gender, years in the school and teaching experience.

The purpose of this survey was to examine the relationship between principals' leadership styles as perceived by teachers as determined by the MLQ survey and the learner performance in the NSC examinations in the Ndwedwe Circuit, iLembe District. The key variables in the study were leadership styles, teacher perceptions and learner performance. The premise of the study was that the principals' behaviour influences teachers who in turn influence learners' academic achievements.

3.3 Research question

The study was aimed at addressing the following key question: Does the way teachers perceive the leadership style of their principals have an impact on learners' academic performance?

3.4 Objectives of the study

The objectives of this study were:

- * To examine how teachers perceive the leadership styles of their principals;
- * To examine whether there is a relationship between teacher perceptions of their principals' leadership style and learner performance in matriculation;
- * To analyse the relationship between teacher demographics and their perception of the leadership of their principals; and
- * To examine how teachers' perceptions of their school principals' leadership style impact on leadership outcomes of extra effort, effectiveness and satisfaction.

3.5 Research design and methods

A research design is a procedure used to gather, analyse and interpret data (Creswell, 2013). Further, a research design is used to disseminate the findings (Simonsen et al., 2008). It can be defined as a plan for the research that is based on the selected research paradigm and questions (Creswell, 2013). It meshes together the elements of the research project. Research designs may be qualitative, mixed or quantitative in nature.

A qualitative design is subjective (Saunders et al., 2011). Interviews are normally used to gather qualitative data. It involves an interpretive and naturalistic approach (Rubin and Babbie, 2010). On the other hand, quantitative design is objective (Saunders et al., 2011). Quantitative design gathers quantitative design in the form of numbers (Creswell, 2013). Statistical methods are used to test hypotheses (Ary and Jacobs, 2002).

This study followed the quantitative approach because of the factual and descriptive information involved (Opoku et al., 2016; Rossi et al., 2013). It is also more relevant when testing an explanation or theory. It is aimed at quantifying relationships between variables and is the most appropriate method for determining the relationship between the independent and dependant variable in a population. The leadership style is the independent variable in this study and teacher perceptions and learner achievement are the dependant variables.

There are two types of quantifying relationships, namely experimental or descriptive. Whilst there is some intervention in an experimental study, a descriptive study measures things as they are. There is no intervention regarding the behaviour or conditions. A survey is one example of the descriptive study.

A survey research design is a procedure used to determine the opinions, attitudes, characteristics or behaviours of the population. A survey research depends on self- report data. The respondents reply by giving information that they believe is true. Data collected through surveys can be used to suggest possible reasons for particular relationships between variables.

The survey method was adopted to assess the perceptions of the teachers of their principals' leadership styles. It served as the best option to generalise from a sample to the population and to maintain anonymity (Ellis and Levy, 2009). With the survey, inferences can be made about the perceptions of the teachers to the larger population (Creswell and Clark, 2007). Survey designs may be cross sectional or longitudinal. A longitudinal survey design is conducted over time whilst the cross-sectional survey design is conducted at one point in time.

Since data for this study was collected at one point in time, a cross-sectional survey was adopted (Creswell and Clark, 2007). It is comparatively economical and time saving. Useful data was collected within a short time and with a reasonable investment of personnel and materials (Saunders, 2011; Creswell, 2013). Questionnaires (see Appendix 2) were distributed and collected on the same day from each school. The schools are far apart from each other. Umdloti Circuit schools were visited on 26 and 27 September 2017, Ubhaqa schools on 28 and 29 September 2017 and lastly Nsuzi on 18 and 19 October. It was going to be costly for the researcher to distribute to and collect from each school on different days. Moreover, this collection method was also adopted to avoid a discussion about the responses among study participants.

Even though electronic surveys have been found by some researchers to be more efficient (Blair and Czaja, 2013), the traditional paper survey was used in this study since a number of teachers in rural areas still have challenges with accessing computers (Migiro and Kwake, 2007). The MLQ was used to assess the perceptions of the teachers. The MLQ was adopted because it is a tested tool, therefore its validity and reliability is already known. Permission to use the tool was granted by Mind Garden (copyright holders). The Harvard style of referencing was used in this study.

3.6 Research paradigm

A research paradigm is a philosophical orientation that guides action. It helps researchers to clarify their view about society and the nature of science (Saunders et al., 2011). A research paradigm further enables researchers an understanding

of the work done by other researchers and it acts as a compass point directing researchers on the route to take (Creswell, 2013).

Research paradigms are categorised as subjective or objective. The four widely used paradigms in literature are: constructivism, transformative, pragmatism and positivism. The constructivism approach is qualitative in nature and holds the view that humans develop subjective meanings of their experiences. The focus of the transformative paradigm on the other hand is on marginalism and social justice (Scotland, 2012). The pragmatic view believes in interpreting the world through different ways. It therefore applies mixed methods. The post-positivist methodology explains relationships between variables.

This study adopted the post-positivist paradigm. This paradigm is in support of the use of situational leadership theory. Post-positivists argue that employee realities are based on their individual experiences (Scotland, 2012). The post-positivism paradigm favours the importance of principals' recognising how teachers define reality in the school climate (Bellibas and Liu, 2016; John, 2017). It is the followers who determine authentic leadership not the leaders (Smith et al., 2008). This knowledge informs principals of the need to take action to influence effective teaching and learning, which may result in improved learner performance (Ärlestig et al., 2014; Harris et al., 2013; Saunders, 2011; Creswell, 2013).

Effective leadership is influenced by the choice of the most relevant or appropriate leadership style which meets the needs of the subordinates (Ärlestig et al., 2014; Sudha et al., 2016). The choice of the leadership style impacts teaching and learning. Learner performance is the result of effective teaching and learning, teacher efficiency and effectiveness and teacher-focused leadership.

The conceptual framework of the situational leadership theory illustrates the important role played by situational leadership theory in the selection of leadership styles and learner performance (Hardman, 2011). The decisions taken by principals impact teaching and learning which then indirectly impact learner performance (Adeyemi and Bolarinwa, 2013; Adams et al., 2017).

3.7 Study setting

The study was conducted in the province of KwaZulu-Natal (KZN), specifically in the iLembe District at the NCM. KwaZulu-Natal (KZN) has the largest number of learners in the country (Balfour, 2015; Bush and Middlewood, 2013). Moreover, it is amongst the three provinces at the bottom when it comes to learner performance in NSC examinations. KZN has the highest number of schools that scored 0% pass rate in 2016 in the country, with some of those schools coming from iLembe District.

iLembe district is also amongst the continuously underperforming districts in South Africa. It is also the province where the researcher resides. Ndwedwe was selected because it is amongst the poorly performing circuits in the district which was identified as the circuit with most underperforming schools in NSC examinations.

It is therefore owing to the above reasons that schools and teachers in Ndwedwe Circuit were chosen for this study. Moreover, no study has been undertaken in iLembe District, particularly in the Ndwedwe Circuit, on the variables in this study. The study was proposed for three circuits from this CMC, namely Nsuze, Mdloti and Bhaqa.

3.8 Population and sample of the study

A population in research refers to the group of events or individuals from which a sample can be drawn (McMillan and Schumacher, 2014; Ellis and Levy, 2009). These individuals or events must have one feature that sets them aside from other groups (Creswell, 2013; Gray, 2013; Creswell and Clark, 2007). The target population or the sampling frame refers to the actual list of sampling units from which the sample is selected (Creswell and Clark, 2007).

The focus of this study is on matriculation educators from poorly-performing districts in the NCM. Therefore, the target population for this study are all matriculation teachers from these circuits in Ndwedwe Circuit Management Centre (NCCM). To qualify for selection, the educator must have taught matriculation

classes for at least three years. Ndwedwe was identified as the most underperforming circuit in iLembe District. The purpose of the study was to examine whether teachers' perceptions of their principals' leadership styles have any relationship with poor performance in this CMC.

The NCMC centre has got five (5) circuits, namely Umdloti, Insuze, Ozwathi, Ndwedwe and Ubhaqa. Umdloti, Nsuzze and Bhaqa were identified as the most underperforming as per data from the district officials. The study was therefore set on these three circuits. The sample was also drawn from these circuits.

Each of these circuits has a minimum of six (6) high schools. Insuze has the highest number of high schools (11 schools). In total, the three circuits have 24 secondary schools offering matriculation as per email from the district office. The target schools were those that have produced matriculation results for at least three years. The current principal should have been in the school and in the same position for at least three years.

The population consisted of 168 matriculation teachers (which is 24 schools multiplied by seven (7) matriculation subjects). From this pool of 24 schools, six (6) schools were disqualified from the study since the current principals had only recently been appointed to their positions. The population was therefore reduced to 126 teachers (i.e. 18 multiplied by 7). From this population a sample of 95 teachers was randomly drawn (which is 75% of 126).

The principals who were teaching matriculation were excluded from the sample as were teachers who had just joined the school. This is owing to the objectives of the research study. Random sampling was adopted as a sampling method for the study. The study needed a total of 14 sample schools (which is 95 teachers divided by seven (7) subjects per learner). Some teachers were unavailable owing to academic commitments and some principals were identified to be teaching matriculation themselves at some schools, hence the sample of 87 respondents.

3.9 Sampling method

Sampling refers to the process of selecting a sample of a population of interest for purposes of making observations and inferences about that population (Saunders

et al., 2011). A sample may be defined as a group of participants in a study selected from the target population from which the researcher generalises to the target population (Creswell and Clark, 2007).

Sampling was undertaken in this study to lower costs, save time and to enhance or hasten data collection. The target population has already been identified and defined above and the sampling frame has been selected. The criteria used to select schools were that (1) the school must have produced matriculation results for three consecutive years; (2) the seating/current principal must have been a principal in the school for at least three years; and (3) the school must have been under the Ndwedwe Circuit for three years consecutively. This selection process identified 24 schools and 165 teachers.

The sampling procedure followed probability sampling which involves open, known and equal chances of every case being selected from the population (Saunders et al., 2011; Creswell, 2013). A suitable sampling frame was identified based on the research objectives and questions. A sampling frame of 126 teachers was identified. A suitable sample size of 95 was selected using the most appropriate sampling technique (75% of 126). As stated above, 24 schools were identified as constantly underperforming (i.e. performing below the provincial percentage pass rate). A sample of 95 teachers was established by scientifically calculating 75% of the population. The selection of the sample was guided by the confidence needed in the data. With 75%, there is some level of certainty that characteristics of collected data will be representative of the characteristics of the total population.

After selecting a suitable sampling frame and having established a required sample size, an appropriate sampling technique was selected to obtain a representative sample. There are five main techniques to select a probability sample (Saunders et al., 2011). It can be systematic random sampling which involves the selection of the sample at regular intervals from the sampling frame; stratified random sampling where a population is divided into two or more strata; cluster sampling where the population is divided into clusters; multi-stage sampling which is a development of cluster sampling, and simple random sampling which involves ascertaining that each case in the population has an equal chance of being selected (Saunders et al., 2011).

A simple random sampling technique was undertaken in this study where every qualifying school and every matriculation educator in the three (3) circuits stood an equal chance of being selected (Creswell, 2013; Saunders, 2011). Simple random sampling was adopted to avoid bias and to ensure that the selected sample would be representative of the entire population (Ellis and Levy, 2009; Rubin and Babbie, 2010; Saunders, 2011; Creswell, 2013). Each school was allocated a number from 001 to 0018. Schools were randomly selected assuming that each school has at least seven (7) matriculation (Grade 12) teachers because each learner takes seven (7) subjects in Grade 12 in these schools and further assuming that all matriculation teachers in the school were going to participate. Eighteen of the twenty-four schools were targeted (18 multiplied by 7). The aim was to target a number of schools that would give a total of 95 respondents or more. Some Grade 12 teachers were excluded since they had only recently joined the school. Some schools did not qualify since the seating principals had held the post for less than three years.

Some teachers were not available for the study citing examination preparations as reasons for their unavailability. Some teachers had only recently joined the school and therefore did not qualify to be respondents in the study. Owing to the unavailability of some teachers, the sample reduced to 87 respondents as depicted in Table 3-1.

Table 3-1 Identifying sample schools

Circuit	No. of schools	No. of respondents
Umdloti	4	23
Ubhaqa	3	18
Insuze	7	46
Total	14	87

3.10 Construction of the instrument

A questionnaire was used to collect data. The questionnaire as a quantitative research instrument was selected because of its rapid response, anonymity and

ease of data aggregation and analysis (Ellis and Levy, 2009; Hardman, 2011; Glanz, 2014). It also allows participants to express themselves freely without fear of reprisal.

The Multifactor Leadership Questionnaire was used in this study (Avolio et al., 1999). Permission and licence to use MLQ as a tool in this study was granted by Mind Garden. The MLQ was selected because of its broad acceptance by researchers as a reliable instrument (Hardman, 2011; Antonakis, 2001; Edwards et al., 2012). This instrument was regarded as the best instrument to determine principals' leadership styles as perceived by their teachers.

The MLQ measures how the three (3) leadership styles are used, namely transformative, transactional and passive-avoidant. The leadership styles were measured on the MLQ using the Likert-type scale (0 – not at all to 4 – frequently if not always). Each leadership style has subscales describing the behaviours of the principals as described in Table 3-2.

**Table 3-2 Summary of instruments-
MLQ and NSC**

MLQ (5x-short) instrument	Instrument Leadership subscale
Transformational (TF)	<ul style="list-style-type: none"> - Idealised influence (attributes, IA) - Idealised influence (behaviour, IB) - Inspirational motivation (IM) - Intellectual stimulation (IS) - Individualised consideration (IC)
Transactional (TA)	<ul style="list-style-type: none"> - Contingent Reward (CR) - Management by exception (active, MBEA) - Management by exception (passive, MBEP)
Passive Avoidant (PA)	<ul style="list-style-type: none"> - Laissez-faire
Outcomes of leadership (O)	<ul style="list-style-type: none"> - Extra effort - Effectiveness - Satisfaction
Demographic Survey	
National Senior Certificate examinations (NSC)	- Matriculation results for 2014-2016

Three outcome factors would further be included in the MLQ. These factors were aimed at assessing the resultant effects of leadership decisions of the principals as perceived by their teachers.

Items identifying the demographics of the teachers were also included in the survey. Such data helped the researcher in analysing whether there could be contributing factors in the teachers' perceptions of their principals' leadership styles.

Data on NSC examinations results was collected as secondary data from the authorities. The focus was on the 2014 to 2016 matriculation results. This data was used to determine the trends in learner performance over a three-year period.

3.11 Data collection

The MLQ and a demographic survey were used to collect data in this study. Teachers answered the survey questions within a range on the Likert scale ranging from not at all = 0, once in a while = 1, sometimes = 2, fairly often = 3, and frequently if not always = 4. The demographic survey addressed gender, age, years of teaching experience, years at current school and the employment status. Data on the NSC results was collected as secondary data from the Department of Basic Education. The focus was on the 2014 to 2016 NSC results to determine learner performance over this period.

Permission to use the instrument was granted by Mind Garden as copyright holders of the MLQ survey. Permission to conduct a research study was granted by the Department of Basic Education (see Appendix 4). The DoE procedure for conducting research was followed by submitting the application. The researcher provided the Department with assurances that their policies and procedures would be followed.

An introduction and consent letter (see Appendix 1) was sent with the survey to sample schools. The letter included a description of the nature of the study and directions for completing the questionnaire. It further informed the participants that the Department of Education, KwaZulu-Natal province and the University of KwaZulu-Natal had granted permission to conduct the study. The survey was delivered at the schools and the sample was given some time to complete the questionnaire. The questionnaire was later collected by the researcher. The questionnaires were completed in a maximum of two days per circuit. Umdloti Circuit was visited on 26 and 27 September; Ubhaqa on 28 and 29 September and lastly, was Nsuzi on 18 and 19 October 2017. The response rate was 95.6% (out of 91 questionnaires distributed, 87 were completed).

3.12 Data analysis

IBM SPSS Version 25 was used to capture and code data. Both descriptive and inferential statistics were used. The following tests were used to analyse the data:

- Descriptive statistics including means and standard deviations were used where applicable. Frequencies were presented in tables or graphs. Descriptive statistics were selected because they enable the researcher to describe and compare variables numerically (Saunders, 2011; Venter and Farrington, 2016). The variables in the study influenced this choice. Descriptive statistics were used to analyse the numeric data to understand and explain the results (Ary and Jacobs, 2002).
- A binomial test was used to test whether a significant proportion of respondents selected one of a possible two responses. This can be extended when data with more than two response options is split into two distinct groups.
- Pearson's correlation is a correlation measure used to measure how variables or rank orders are related. Pearson's correlation coefficient is a measure of linear associations.
- Independent sample t-test compares two independent groups of cases. Independent samples t-test was used to test whether the average perceived leadership scores differ across teacher gender.

3.13 Reliability and validity

Most researchers have broadly accepted MLQ as an instrument owing to its reliability (Alimo-Metcalfe and Alban-Metcalfe, 2001; Hu et al., 2016; Patiar et al., 2016). It cannot be ignored that some researchers had concerns about the instrument, but the validity and reliability of the instrument have been strengthened (Northouse, 2015).

Reliability refers to the consistency of the data collection techniques (Saunders et al., 2011). Validity on the other hand refers to the accuracy of the data collection method in measuring what it is supposed to measure (Saunders et al., 2011).

Factorial and convergent validity, internal consistency, and test- retest reliability have been indicated during the validation process of the MLQ (Rowold, 2005). Multiple studies have supported the factor analysis of the construct validity of the MLQ (Mesu et al., 2015). Confirmatory factor analysis (CFA) and discriminatory factor analysis have been used to validate the MLQ (Edwards et al., 2012; Hu et al., 2016). CFA is a type of structural equation modelling that deals specifically with measurement models (Brown, 2015).

The scales of transformational and transactional leadership styles have been analysed through a CFA process to determine the comparative fit index (Hui et al., 2014). The construct validity of the MLQ was established in a review of 18 independent studies through convergent, divergent and criterion that used raters in multiple organisations in the USA (Antonakis, 2001). The applicability of MLQ has been verified across a diverse range of organisational structures including education (Hu et al., 2016). To strengthen validity issues, surveys with more than 50% of the survey missing were eliminated.

The NSC examinations are monitored by Umalusi as a quality assurance body in South Africa. The DoE reported that the validity and reliability of the NSC examinations were checked through Umalusi (Motshekga, 2013). The purpose of reliability measure is to determine whether a test provides consistent measurement that can be generalised from one time to another (Hardman, 2011). The validity and reliability of the NSC examinations have been approved by Umalusi (Motshekga, 2013). The NSC examination results for each school in the sample were obtained from the KZN DoE. The DoE describes performance below 60% in the NSC examinations as underperformance.

For the purpose of this study, the NSC examination results utilised were those of underperforming schools, the under 60% achieving schools. An aggregate of each school's NSC results for 2014, 2015 and 2016 were used in this study to identify the schools as underperforming.

3.14 Bias

Bias can be defined as the inclination or prejudice for or against one person or group especially in a way considered to be unfair (Ellis and Levy, 2009). It is important to understand research bias since it exists in all research across research designs, it is difficult to eliminate and it impacts the validity and reliability. Selection bias is the bias introduced by the selection of individuals, groups or data for analysis in such a way that proper randomization is not achieved, thereby ensuring that the sample obtained is not representative of the population intended to be analysed (Creswell, 2013). Simple random sampling was selected to avoid bias and the selection of a teacher more than once.

Non-response bias may result from a refusal to respond, ineligibility to respond, inability to locate the respondent or the respondent being located but unable to make contact (Saunders, 2011). The researcher tried to obtain as high a response rate as possible to reduce the risk of non-response bias and to ensure that the sample is representative. Probability sampling was adopted to represent the population.

Measurement bias involves distortion of data or changes in the way data is collected (Saunders, 2011). The researcher recorded the data accurately to avoid distortion. Cross-sectional data was collected with a constant method in terms of procedures and the person collecting it. This was done to keep measurement bias constant.

Participant bias may refer to any factor which induces a false response (Saunders, 2011). Participants responded to questionnaires in their own space of comfort. Responses were kept anonymous to avoid participant bias. Researcher's bias may refer to any factor which induces bias in the researcher's recording of responses (Saunders, 2011). The researcher did not allow personal view which can be subjective to get in the way of fairly recording and interpreting participants' responses.

3.15 Ethical considerations

Ethics can be described as the appropriateness of the behaviour of the researcher in relation to the rights of the participants in the study or those who may be affected by it (Saunders, 2011). They are norms and standards of conduct that give guidance to moral choices about the researcher's behaviour and his or her relationship with others (Creswell, 2013; Saunders, 2011; Bredeson, 2005).

A formal research ethics committee's approval for this study and data collection methods was granted by the University of KwaZulu-Natal (see Appendix 3). The University's code of ethics was used to guide the design and conduct of the research. Physical access to the schools was granted by the Department of Basic Education KwaZulu-Natal through the Head of Department (see Appendix 4). However, it was also crucial to gain acceptance and consent from the respondents within each school in order to gain access to data that they are able to provide. Cognitive access was therefore achieved by gaining access to most relevant data needed from the relevant participants.

When conducting this study, the following issues were considered in terms of ethics:

- Objectivity
- Informed consent
- Confidentiality, privacy and anonymity
- Sensitivity
- Data analysis and reporting of findings
- Responsibility to society

Objectivity

The study was conducted with objectivity. Objectivity refers to acting openly, being truthful and promoting accuracy. To observe objectivity during the study, no deception or dishonesty were used and the data and findings were honestly and impartially represented. Objectivity was maintained in relation to the processes used to collect data. No data was fabricated or falsified. Data was accurately and fully collected to avoid subjective selectivity in what was recorded. The researcher

was fully aware of the importance of objectivity since it could jeopardise the validity and reliability of the study. The ability to analyse and report work accurately could also be impaired.

Informed Consent

The principle of informed consent refers to providing participants with all the information and assurances about taking part in the study and allowing them to freely decide whether to participate or not without any coercion (Saunders, 2011). The right not to participate is unchallengeable. It goes together with the right not to be harassed to participate (Saunders, 2011). A cover letter and written consent (see Appendix 1) form were distributed to potential participants. Participants were informed about the nature of the research, the requirements for taking part, the implications of taking part and their rights as participants, the use of data collected and the way in which it would be reported, and they were at liberty to ask for clarity at any stage.

Informed consent involved the use of openness and honesty rather than deception. Participants were informed of their right to withdraw at any stage of the research and that they could decline to respond to any particular aspect of the research. They were also informed of how much of their time the completion of the instrument was going to take. The researcher kept to the promises agreed on throughout the research.

Confidentiality, privacy and anonymity

Confidentiality refers to assurance given by the researcher not to reveal the identity of participants or present findings in a way that enables participants to be identified (Saunders, 2011). Privacy is the primary ethical concern relating to the rights of individuals not to participate in research and to their treatment should they agree to participate (Saunders, 2011). Anonymity refers to ensuring that no one will know who participated in the research and no one is able to identify the source of any response (Creswell, 2013). These principles refer to avoiding any harm to participants, respecting their privacy, ensuring voluntary participation and handling data responsibly (Saunders, 2011). This involves developing trust and respect.

Individuals have a right to privacy and should not feel pressurised or coerced into participating (Rubin and Babbie, 2010).

Participants were assured of the highest level of confidentiality. Participants were not asked to participate in anything that would cause harm or intrude on their privacy. Clear assurances were provided about these aspects. The completion of the questionnaire was voluntary and anonymous. The necessary precautions were taken to protect the privacy of the participants. All participants were assured of ethical treatment through their voluntary consent to complete the survey. Raw data was not shared. Participants were also assured of ethical treatment through their voluntary consent to complete the survey as well as the non-traceability of their identities.

Data collected remained confidential. No names, addresses or other personal information were attached to the responses. The introductory letter was issued to give a guarantee of confidentiality in writing. The ethical issues of anonymity and confidentiality were also brought to the fore during the reporting stage of the research. Both individual participants and the schools remained anonymous in the study. This was done to protect the rights of the principals as well. No personal data of participants was collected as secondary data from documents.

The data gathered from participants was made available for review and will remain protected for five years after the completion of the study. Following this date, all participants' data will be destroyed to ensure the privacy of all participants.

Sensitivity

Sensitivity refers to the level of concern on the part of the potential organisation or participant about the nature of a research project and use of data that will affect willingness to cooperate (Saunders, 2011). The degree of threat or sensitivity of the questions was observed. It was explained to the participants how much benefit the study could have for them. The issue of maleficence was observed. The researcher avoided sending any request that appeared to concentrate on aspects associated with non-achievement or failure.

Data analysis and reporting of findings

Confidentiality, privacy and anonymity were upheld during data analysis. The data gathering, analysis and reporting involved no deception. Primary data was not made up or altered and results were not falsified. Findings were reported fully and accurately.

Responsibility to society

The conduct of research entails social responsibility and obligations to those who participate in or are affected by it (Creswell, 2013). The rights of everyone should be recognised and their dignity respected. It was of utmost importance to the researcher that the study be useful in making a contribution towards improving societal well-being but more especially the matriculation results.

3.16 Summary

Chapter 3 presented the explanation of the methodology that was used to address the research objectives and questions that examined whether the relationship exists between teachers' perceptions of their principals leadership styles and learner academic performance. The focus of the study was on determining whether learner performance was positively or negatively affected by the principals' leadership styles. The purpose of the study was to examine how situational leadership influence learners and teachers. Chapter 3 discussed the research design and research paradigm. The sampling procedure was also discussed in this chapter. It further discussed the construction of the data collection instrument and how data was collected and analysed. The issues of validity, reliability, ethical considerations and bias were addressed.

Chapter 4 presents the results of the research through data analysis.

CHAPTER 4

PRESENTATION OF RESULTS

4.1 Introduction

This chapter reports the results of the survey and describes the statistical analysis of the resulting data. The purpose of this study is to examine the relationship between principals' leadership styles as perceived by matriculation teachers and the impact on learner performance in matriculation examinations at NCMC in iLembe District, KwaZulu-Natal Province. Hence the research question: Does the way teachers perceive the leadership styles of their principals have an impact on learners' academic performance? Respondents were drawn from the three worst performing circuits regarding matriculation results for three consecutive years (2014-2016).

The analyses of the data include descriptive statistics which were used to analyse data as the method needed to tabulate, depict and describe sets of data (Saunders, 2011). It was also used to analyse the demographic variables and results were presented graphically. The descriptive statistics for these variables included a measure of central tendency (i.e. mean) and measure of variability (i.e. standard deviation). Thereafter inferential analysis was done to describe and make inferences about the population on the basis of observations obtained from the sample.

Binomial tests were used to test whether a significant proportion of respondents selected one of the possible two responses. The responses were grouped into two groups - ≤ 2 i.e. ('not at all'; 'once in a while'; 'sometimes') and > 2 ('fairly often'; 'frequently if not always'). This can be extended when data with more than two response options is split into two distinct groups. Pearson's correlation was used to measure how variables or rank orders are related. Pearson's coefficient is a measure of linear association. The independent sample t-test was used to

compare two independent groups of cases. It was used to test whether the average perceived leadership scores differ across teacher gender.

For each research question, frequency tables were provided. Graphs were also provided for some of the research questions.

4.2 Descriptive statistics

Descriptive statistics help to understand typical cases in a sample and the distribution of the variable more clearly (Saunders, 2011). The results are presented in two categories: demographics as covered by objective three and leadership styles as covered by objectives one, two and four. The results for objective three will be presented first in order to create a picture of who the respondents are in this study. The leadership styles of principals will follow as reported by their teachers.

4.2.1 Demographics

Teacher demographic variables included gender, age, educational qualification, teaching experience, service at the current school and employment status. The demographic survey was included to examine whether there could be a relationship between respondents' perceptions of their principals' leadership styles and any of the demographic variables (objective 3). The demographic survey involved simply circling the most appropriate option. However, some respondents did not give answers to some of the areas of demographics. Some did not even specify their gender amongst others.

A sample of 95 teachers was targeted. Some schools in the circuit did not qualify to be part of the study since the principals had just recently joined the schools. The same can be said about some of the teachers since they had been recently appointed at the school and did not know much about the current leader. Some of the teachers from the targeted sample were unavailable for participation in the

study since they had other curricular commitments. For these reasons, the target population and sample was reduced to 87 respondents.

Demographic data was collected to analyse whether there is a relationship between teacher demographics and their perceptions of their principals' leadership styles as stated by research sub-question/objective 3. Out of the 87 participants in the study, 42.5% were females and 41.4% were males while, 16.1% did not declare their gender as depicted in Figure 4.1.

This Figure, seen below, shows the results of demographic variables of gender, age and education:

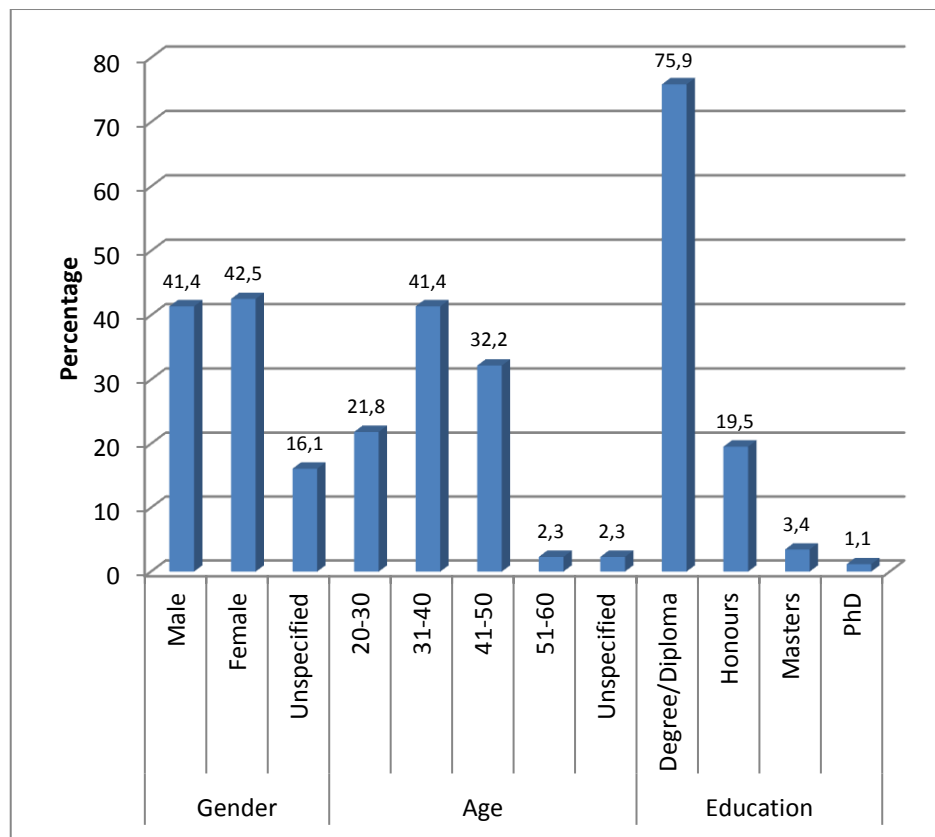


Figure 4-1 Demographic characteristics of teacher respondents (N=87)

The ages of the participants ranged between 20 to 60 years. The majority of the participants reported their ages as between 31 and 40 years which is 41.4% of the entire sample. The smallest age group came from the interval of 51 to 60 years

which accounted for 2.3% of the sample, while 2.3% of the participants did not declare their age.

Figure 4-1 shows that 75.9% of the respondents are diploma or degree holders followed by 19.5% who are honours degree holders and 3.4% being holders of a master's degree. Those in possession of a PhD accounted for only 1.1% of the sample.

Figure 4-2 displays the demographic results for the variables of experience, service at current school and employment status.

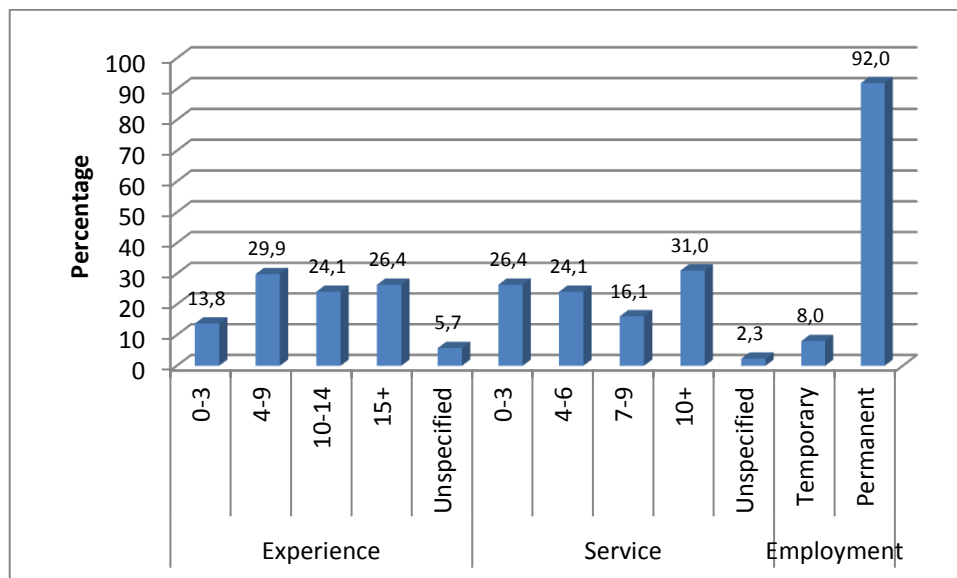


Figure 4-2 Demographic characteristics of teacher respondents (N=87)

Figure 4-2 above shows that most of the participants (29.9%) have been in the profession for four to nine years. At least 26.4% have taught for 15 years or more. A total of 24.1% of the teachers have taught for 10 to 14 years and 13.8% had taught for only three years. Anybody with below three years of teaching experience did not qualify to be a participant in the study. The experience variable was crucial in this study since the researcher had to ascertain that the respondents understood what was expected of leadership in that kind of environment.

The next category was that of service in the current school. This category was included to ascertain that respondents understood the leader they were assessing. The researcher assumed that three years was enough to build a leader-follower relationship. Out of the 87 respondents, 31.0% had been in the school for more than 10 years. The results show that 26.4% had been in the school for three years; 24.1% had been in the school for 4-6 years; and 16.1 had been there for 7-9 years, while 2.3% of the respondents did not specify their service at current school. Teachers who had just joined the school i.e. less than three years were excluded from the study.

The objective was to analyse the relationship between teacher demographics (age, gender, teaching experience and service at their current school) and their perception of the leadership styles of their principals. An independent sample t-test was used to test whether the average perceived leadership scores differ across teacher gender.

Table 4-1 Independent t-test (perceived leadership scores, gender)

	Gender	N	Mean	Std. Deviation	Std. Error Mean
TF	Male	36	2.5790	.75571	.12595
	Female	37	1.9916	1.05995	.17425
TA	Male	36	2.3796	.75236	.12539
	Female	37	1.8018	1.00449	.16514
PA	Male	36	1.3750	1.33831	.22305
	Female	37	2.2995	1.45382	.23901

Table 4-1 above shows that males scored higher on transformational leadership style as compared to females. Further, the Levene's test was applied for equality variances.

Table 4-2 Levene's test for equality variances

	Levene's Test for Equality of Variances		t-test for Equality of Means						
								95% Confidence Interval of the Difference	
	F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
TF Equal variances assumed	14.567	.000	2.720	71	.008	.58742	.21598	.15676	1.01808
			2.732	65.151	.008	.58742	.21501	.15804	1.01680
TA Equal variances assumed	9.149	.003	2.776	71	.007	.57783	.20816	.16276	.99289
			2.787	66.681	.007	.57783	.20735	.16392	.99174
PA Equal variances assumed	1.244	.268	-2.825	71	.006	-.92455	.32729	-1.57716	-.27194
			-2.828	70.787	.006	-.92455	.32692	-1.57644	-.27266

Table 4-2 above shows significant scores relating to gender. Males (M=2.579) score the transformational leadership style significantly higher than the females did (M=1.992), $t(65.151) = 2.732, p = .008$.

Lastly, the Pearson correlation analysed the relationship between the other demographic variables (age, experience and service in the current school) with the leadership style (see Table 4-3).

Table 4-3 Pearson correlation results

		TF	TA	PA
Age	Pearson Correlation	-.205	-.226*	.170
	Sig. (2-tailed)	.060	.038	.120
	N	85	85	85
Experience	Pearson Correlation	-.160	-.148	.018
	Sig. (2-tailed)	.152	.186	.871
	N	82	82	82
Service	Pearson Correlation	-.352**	-.242*	.069
	Sig. (2-tailed)	.001	.026	.531
	N	85	85	85

Table 4-3 above shows negative correlations. High age/experience and the service at a current school are associated with a low style score.

4.2.2 Leadership styles

The way in which principals express leadership behaviours is what is referred to as a leadership style. The leadership styles in this study respond to objectives 1 and 2.

The items/questions were combined into a single measure. It is necessary to check that the combined measure is reliable. Therefore, Cronbach's alpha was used in this regard. An alpha value $>.7$ indicates reliability, although when there are only two (2) items in a construct (as in the case with some in this study), a lower value for alpha can be accepted (De Vet et al., 2017).

Table 4-4 Cronbach's alpha values

Characteristic	Scale name	Items included	Reliability (Cronbach's alpha)	Items removed to gain reliability (if possible)
Transformational	TF	All below	.925	
	IA	10, 16	.567	
	IB	6, 14	.641	
	IM	9, 13	.919	
	IS	2, 8	.813	
	IC	15, 17	.554	
Transactional	TA	1, 11, 18	.757	4
	CR	1, 11	.747	
	MBEA	4, 18	.600	
Passive Avoidant	PA	3, 5, 7, 12	.901	
	MBEP	3, 12	.863	
	LF	5, 7	.786	
Outcomes	O	All below	.913	
	EE	21, 24	.796	
	EFF	19, 22	.744	
	SAT	20, 23	.747	

Objective 1: To examine how teachers perceive the leadership styles of their principals.

The average scores for the scales and leadership styles were calculated. These mean scores were used for comparative purposes. The mean scores of leadership styles and subscales measured by teachers' perceptions of their principals' on MLQ are presented in Figures 4-2 a and b and also in Table 4-5 with standard deviation scores.

Figure 4-3 below shows the mean scores of the leadership styles including the outcomes of leadership styles:

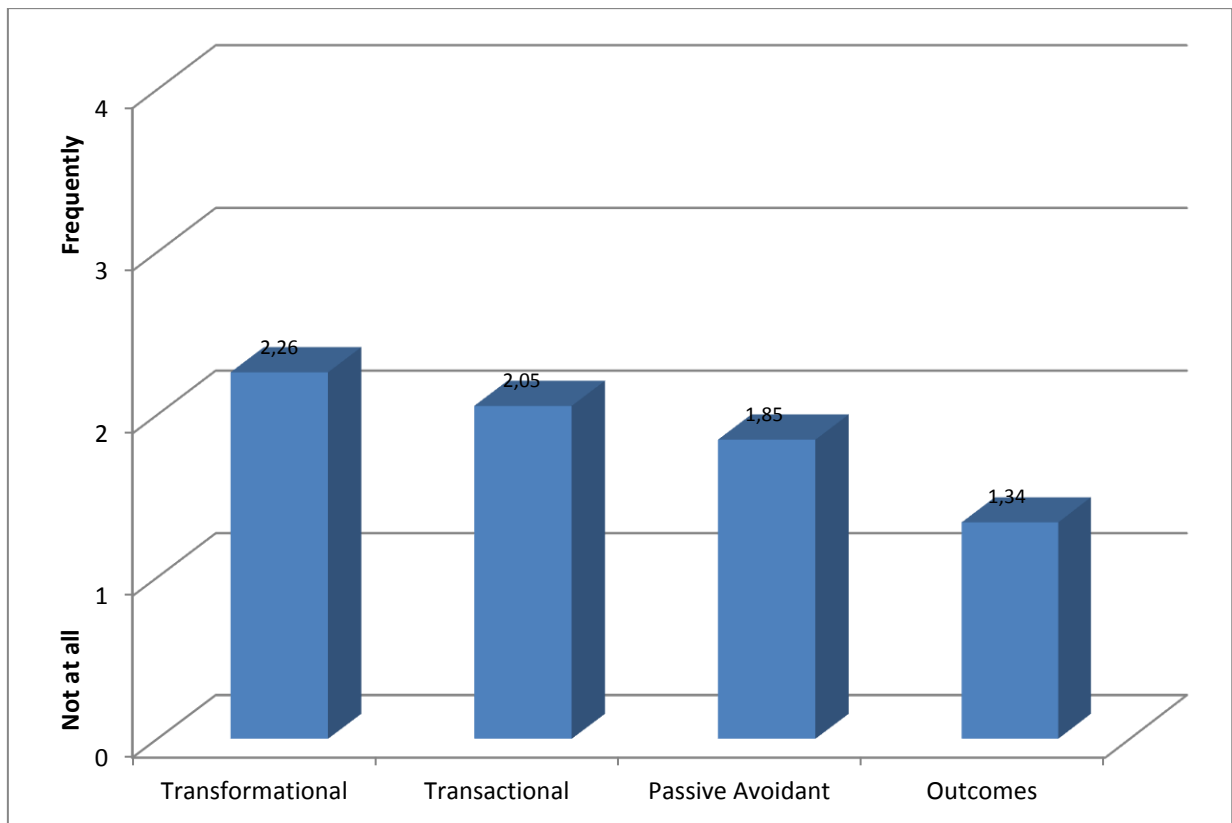


Figure 4-3 Descriptive analysis of average teacher perceptions leadership style

From Figure 4-3 above, it can be noted that transformational leadership style has the highest mean score of 2, 26 followed by transactional leadership style with a mean score of 2,05. Overall, the lowest mean score came from teachers who identified their principals as having a passive-avoidant leadership style (1.85). It must be noted that even though the passive-avoidant leadership style has the lowest mean score of the three, it is not a low score (1.85). Therefore, in response to objective 1 teachers indicated the leadership style of their principals as firstly transformational, then transactional and thirdly, passive-avoidant.

Objective 2: To examine the relationship between transformational, transactional and passive avoidant leadership style and school performance.

The results from this survey have no positive effects on learners' academic performance in these schools. The schools under study had no records of success for at least three consecutive years (2014-2016).

The mean, standard deviation and standard error mean are presented in Tables 4-5, 4-6 and Figure 4-2b respectively for each leadership style and subscale for all schools.

Table 4-5 Descriptive statistics leadership styles without subscales

	N	Mean	Std. Deviation	Std. Error Mean
TF	87	2.2602	.95460	.10234
TA	87	2.0536	.91481	.09808
PA	87	1.8458	1.42992	.15330
O	87	1.3372	.77675	.08328

Table 4-5 presents mean, standard deviation and standard error mean for the three leadership styles (transformational, transactional, and passive-avoidant leadership styles). Table 4-6 represents mean, standard deviation and standard error mean of all leadership subscales.

Table 4-6 Descriptive statistics of principals' leadership styles with subscales

	N	Mean	Std. Deviation	Std. Error Mean
IA	87	1.8391	1.04128	.11164
IB	87	2.3333	1.06385	.11406
IM	87	2.6839	1.34059	.14373
IS	87	2.3333	1.12236	.12033
IC	87	2.1149	.89476	.09593
CR	87	2.3966	1.03468	.11093
MBE	87	1.5230	.94595	.10142
MBEP	87	1.8678	1.56164	.16743
LF	87	1.8218	1.44064	.15445
EE	87	1.1954	.80462	.08626
EFF	87	1.4368	.87539	.09385
SAT	87	1.3793	.82464	.08841

The subscales for transformational leadership style are idealized influence-attributes (IA), idealized influence-behaviour (IB), inspirational motivation (IM), intellectual stimulation (IS) and individualised consideration (IC). Among the five (5) transformational leadership subscales, intellectual motivation has the highest mean score and the third highest standard deviation score. Idealized influence (attributes) has the lowest mean score and a standard deviation of more than 1. The difference between the two subscales is .84.

Regarding the rest of the transformational leadership subscales, the maximum difference is .22. Idealized influence (behaviour) and intellectual stimulation have the same score of 2.33. This data is also graphically presented in Figure 4-2b. Transformational leadership subscales have the highest mean scores. However, it should be noted that the subscales have the highest standard deviation scores as well.

A binomial test was employed to categorise responses for transformational leadership style. Responses were grouped into two groups- ≤ 2 ('not at all'; 'once in a while'; 'sometimes') and > 2 ('fairly often'; 'frequently'). The results are depicted in Table 4-7 below:

Table 4-7 Binomial test (Transformational leadership style)

	Category	N	Observed Prop.	Test Prop.	Asymp. Sig. (2-tailed)
TF_IIA10	Group 1 ≤ 2	41	.48	.50	.747 ^a
	Group 2 > 2	45	.52		
	Total	86	1.00		
TF_IIA16	Group 1 ≤ 2	63	.72	.50	.000 ^a
	Group 2 > 2	24	.28		
	Total	87	1.00		
TF_IIB6	Group 1 ≤ 2	50	.57	.50	.198 ^a
	Group 2 > 2	37	.43		
	Total	87	1.00		
TF_IIB14	Group 1 ≤ 2	29	.33	.50	.002 ^a
	Group 2 > 2	58	.67		
	Total	87	1.00		
TF_IM9	Group 1 ≤ 2	27	.31	.50	.001 ^a
	Group 2 > 2	59	.69		
	Total	86	1.00		
TF_IM13	Group 1 ≤ 2	31	.36	.50	.010 ^a
	Group 2 > 2	56	.64		
	Total	87	1.00		
TF_IS2	Group 1 ≤ 2	43	.50	.50	1.000 ^a
	Group 2 > 2	43	.50		
	Total	86	1.00		
TF_IS8	Group 1 ≤ 2	44	.51	.50	1.000 ^a
	Group 2 > 2	43	.49		
	Total	87	1.00		
TF_IC15	Group 1 ≤ 2	33	.38	.50	.031 ^a
	Group 2 > 2	54	.62		
	Total	87	1.00		
TF_IC17	Group 1 ≤ 2	64	.74	.50	.000 ^a
	Group 2 > 2	23	.26		
	Total	87	1.00		

A significant 72% indicated that leadership 'goes beyond self-interest for the good of the group' at most sometimes, $p < .0005$; while a significant 74% indicated that

leadership ‘treats me as an individual rather as just as a member of a group’ at most sometimes, $p < .0005$ (see Appendix 5). Significant proportions of the sample indicated that the following behaviours apply to leadership: ‘fairly often’ or ‘frequently’: ‘specifies the importance of having a strong sense of purpose’ (67%), $p = .002$; ‘talks optimistically about the future’ (69%), $p = .001$; ‘talks enthusiastically about what needs to be accomplished’ (64%), $p = .010$; and ‘spends time teaching and coaching’ (62%), $p = .0312$.

Figure 4-4 presents results from leadership style subscales:

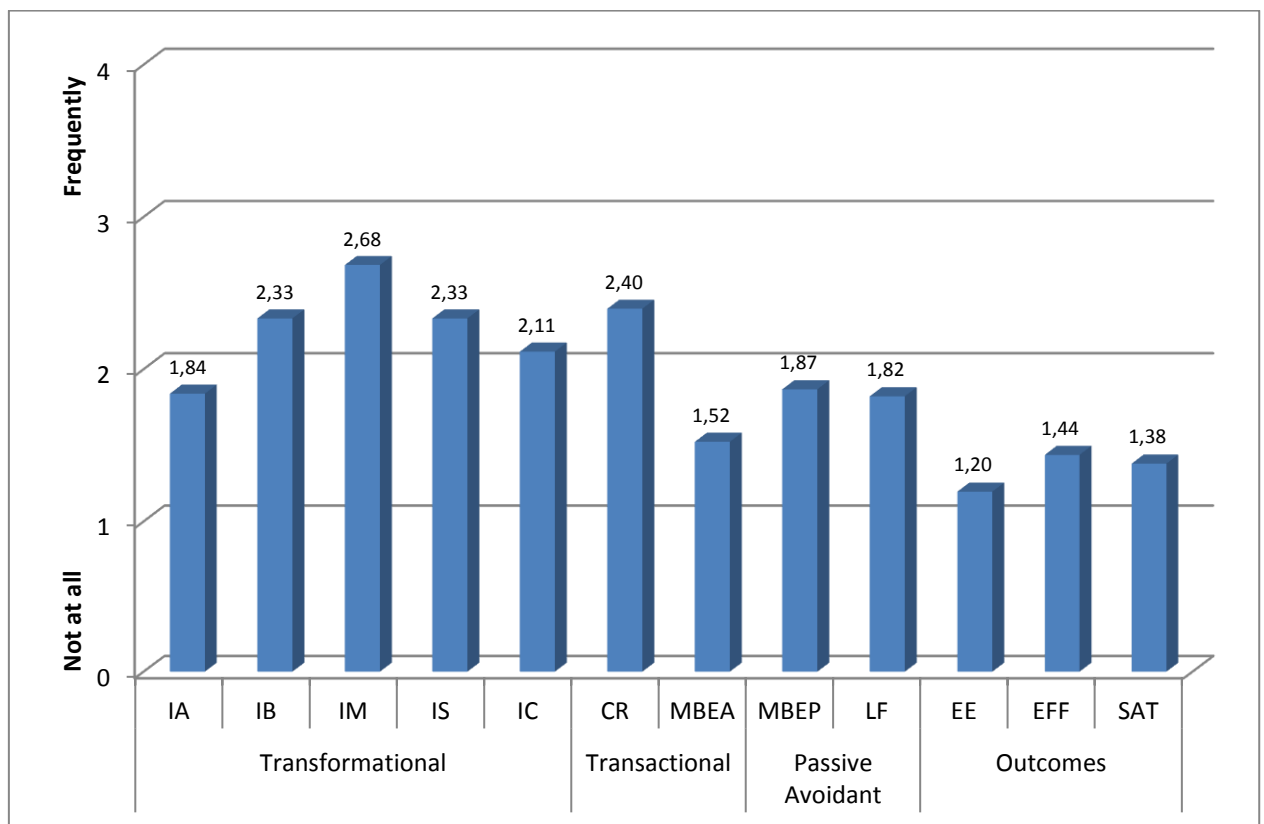


Figure 4-4 Descriptive statistics: principals’ leadership styles with subscales

The transactional leadership subscales are contingent reward (CR), management by exception (Active, MBEA), and management by exception (Passive, MBEP). These subscales were covered by items 1, 11, 4, and 18 on the questionnaire. Contingent reward was the transactional leadership subscale with the highest mean score of 2.4. However, it also has the highest standard deviation score of 1.03. Management by exception (Active) has a mean score of 1.52 and standard deviation of .95 (Table 4-6).

Using a binomial test, none of the transactional leadership style items was significantly rated as happening fairly often or frequently (Table 4-8, see Appendix 6).

Table 4-8 Binomial test (Transactional leadership style)

	Category	N	Observed Prop.	Test Prop	Asymp.Sig.(2-tailed)
TA-CR1	< = 2				
Group 1	>2	41	.47	.50	.668a
Group 2		46	.53		
Total		87	1.00		
TA-CR11	< = 2				
Group 1	>2	46	.53	.50	.668a
Group 2		41	.47		
Total		87	1.00		
TA-MBEA-4					
Group 1	< = 2	34	.40	.50	.082a
Group 2	>2	51	.60		
Total		85	1.00		
TA-MBEA-18					
Group 1					
Group 2	< = 2	37	.43	.50	.198a
Total	>2	50	.57		
		87	1.00		

Table 4-8 presents the binomial test results for the transactional leadership subscales. The responses have been grouped into two groups, namely-<=2 ('not at all'; 'once in a while'; 'sometimes') and >2 ('fairly often'; 'frequently'). The table shows that none of these items was significantly rated to happen fairly often or frequently.

Passive-avoidant leadership style is the third leadership style on the MLQ with management by exception (Passive, MBEP) and laissez-faire as its subscales. These subscales were covered by items 5, 7, 3 and 12 on the questionnaire. The mean scores for these subscales are 1.87 and 1.82 respectively. Between the two, LF has the lower standard deviation score (1.44).

A significant 64% indicated that leadership ‘waits for things to go wrong before taking action’ at most sometimes, namely $p < .0005$ (Table 4-9, see Appendix 7).

Table 4-9 Binomial test (Passive-avoidant leadership style)

	Category	N	Observed Prop.	Test Prop.	Asymp.Sig.(2-tailed)
PA-MBEP3					
Group 1	<=2	48	.56	.50	.278a
Group 2	>2	37	.44		
Total		85	1.00		
PA-MBEP12					
Group 1	<=2	54	.64	.50	.017a
Group 2	>2	31	.36		
Total		85	1.00		
PA-LF5					
Group 1	<=2	47	.54	.50	.520a
Group 2	>2	40	.46		
Total		87	1.00		
PA-LF7					
Group 1	<=2	50	.57	.50	.198a
Group 2	>2	37	.43		
Total		87	1.00		

Table 4-9 presents results of teachers’ perceptions of their principals’ leadership style as passive-avoidant. The binomial test was applied to categorise responses.

In response to objective 2, the results show that the principal’s leadership styles seem to have no positive impact on school performance. Further analysis was done applying the Friedman’s test. The aim was to test whether there is a significant difference across the three leadership styles. Table 4-10 below summarises the results:

Table 4-10 Friedman’s test results (leadership styles ranked)

	Mean Rank
Transformational Leadership style(TF)	2.29
Transactional Leadership style (TA)	1.91
Passive Avoidant Leadership (PA)	1.80
Asymp.Sig.	.004

The test statistics for the three leadership styles are presented in Table 4-11 below:

Table 4-11 Friedman’s test (test statistics)

N	87
Chi-Square	11.306
Df	2
Asmp.Sig	.004

The analysis of the Friedman’s test shows that transformational leadership style scored significantly higher than transactional leadership style, namely $X^2(2) = 11.306$, $p = .004$. Therefore, as response to objective 1 the leadership styles are TF, then TA, followed by PA.

Objective 4: To examine how teachers’ perceptions of the leadership styles of their principals results in outcomes of extra effort, effectiveness and satisfaction.

Outcomes of leadership had the lowest mean scores of all other items on the MLQ. These outcomes and their mean scores are extra effort (EE, 1.195), effectiveness (EFF, 1.437) and satisfaction (SAT, 1.379) as depicted in Table 4-6 above. It must be highly noted that the three outcomes had the lowest standard deviation scores as follows: EE (.805), EFF (.875), and SAT (.825). Items 19 to 24 represented these outcomes on the questionnaire. The mean scores show that the impact of the principals’ leadership styles is not positive on teachers (see Appendix 8).

The results from the binomial test (see Table 4-12) indicated that the principals' leadership styles are not perceived as effective, satisfying or inspiring extra effort.

Table 4-12 Binomial Test (Outcomes of leadership styles)

		Category	N	Observed Prop.	Test Prop.	Asymp. Sig. (2-tailed)
O_EE21	Group 1	<= 2	78	.90	.50	.000 ^a
	Group 2	> 2	9	.10		
	Total		87	1.00		
O_EE24	Group 1	<= 2	82	.94	.50	.000 ^a
	Group 2	> 2	5	.06		
	Total		87	1.00		
O_EFF19	Group 1	<= 2	67	.77	.50	.000 ^a
	Group 2	> 2	20	.23		
	Total		87	1.00		
O_EFF22	Group 1	<= 2	76	.87	.50	.000 ^a
	Group 2	> 2	11	.13		
	Total		87	1.00		
O_SAT20	Group 1	<= 2	75	.86	.50	.000 ^a
	Group 2	> 2	12	.14		
	Total		87	1.00		
O_SAT23	Group 1	<= 2	76	.87	.50	.000 ^a
	Group 2	> 2	11	.13		
	Total		87	1.00		

Further, for discussion purposes, the relationship between leadership styles and outcomes results on behaviour as indicated by effort, effectiveness and satisfaction was examined. This was done to determine how the results impact on learner performance. Pearson correlation was put to use to examine this relationship. Table 4-13 below presents the results:

Table 4-13 Correlations between leadership styles and leadership outcomes

		EE	EFF	SAT	O
TF	Pearson Correlation	.585**	.566**	.489**	.588**
	Sig. (2-tailed)	.000	.000	.000	.000
	N	87	87	87	87
TA	Pearson Correlation	.615**	.624**	.504**	.625**
	Sig. (2-tailed)	.000	.000	.000	.000
	N	87	87	87	87
PA	Pearson Correlation	-.579**	-.612**	-.567**	-.630**
	Sig. (2-tailed)	.000	.000	.000	.000
	N	87	87	87	87

Significant correlations exist between the leadership styles and each of the outcomes. Transactional and transformational styles are positively correlated with the outcomes while passive avoidant leadership style is negatively correlated with the outcomes i.e. transformational leadership is positively correlated with Extra effort, $r=.585$, $p<.0005$. These relationships are discussed further in chapter 5.

4.3 Summary

Chapter four presented the results from a sample of 87 respondents. The purpose was to examine the relationship between teachers' perceptions of their principals' leadership styles and the impact on learners' academic performance. The study was conducted in schools which are identified as underperforming according to the DoE standards. The sample consisted of both males and females as respondents in the study. The participants were diverse in terms of age. The majority of the male teachers as compared to female teachers scored the leadership style of their principals a dominantly transformational.

Both transformational and transactional leadership styles had highest mean scores of 2.26 and 2.05 respectively while passive-avoidant leadership style had the lowest score of the three leadership styles (1.846) and the highest standard deviation score of 1.429. However, these leadership styles seem to have no positive impact on learners' academic performance. The results from the outcomes of leadership styles indicate that the leadership styles seem not to have much effect on teachers as well. However, significant correlations exist between the leadership styles and each of the outcomes. Transactional (TA) and transformational (TF) styles are positively correlated with the outcomes while the passive-avoidant leadership style is negatively correlated with the outcomes. TA is positively correlated with extra effort, namely $r=.585$, $p<.0005$.

The above data provides information for discussions and conclusions on the relationship between principal leadership styles as perceived by teachers and their impact on learner performance. Chapter 5 will present the discussion.

CHAPTER 5

DISCUSSION OF RESULTS

5.1 Introduction

Every organisation is established for a specific purpose. As a goal-orientated organisation, schools are responsible for curriculum delivery. Those outside the field of education often view school-based administrators as school managers and not instructional leaders (Balfour, 2015; Spaul, 2013; Wills, 2016). Both roles cannot be separated. School leaders are shifting their focus from a managerial style of school leadership to a teacher-focused style to meet the challenges of increasing learner performance (Lazaridou, 2006).

Principals as head of institutions are faced with endless demands to improve their schools' achievement levels (Wills, 2016). Improving and raising learner performance is the ultimate goal of school leadership and all stakeholders. For this to be possible, effective teaching and learning must be created. Principals achieve this by aligning resources towards the attainment of common educational goals (Beckmann and Bipath, 2016). It is the duty of the principal to strengthen personnel and excel in meeting the goals of the school (Balfour, 2015). This can also be achieved through collective power of a school staff to reach a common goal.

Principals assume a multiplicity of roles. These roles call for principals to exhibit adaptability in their leadership behaviours. Different leadership styles are applied, depending on the situation at hand. Situational leadership theory states that leaders use different styles of leadership for different situations (Aleksić et al., 2016). Literature has proven that principals have the potential to influence learner performance through their leadership decisions and the impact of these decisions on the teachers and ultimately on the learners (Bush, 2017; John, 2017; Sudha et al., 2016; Lema, 2015). A principal's leadership style is a powerful agent of change

that influences school capacity and impacts learner performance (Marks and Printy, 2003).

It is noted that principals do not have a direct impact on learner performance since most of learner instruction is done by teachers (Van der Vyver et al., 2014). A premise of this study is that principals' leadership behaviours influence teachers who are directly responsible for learner performance. Therefore, teacher perception of leadership behaviours and learner performance on NSC may identify effective leadership styles and behaviours that influence learner performance. As Bhindi et al. (2008) point out, it is teachers' perceptions of how they are valued and supported by their leadership that has an influence on their daily decisions to motivate learners.

5.2 Purpose of the study

The purpose of this survey was to examine the relationship between principals' leadership styles as perceived by teachers as determined by the MLQ survey; and the learner performance at the NCMC in iLembe District in KwaZulu-Natal. The researcher asked teachers to provide their perceptions of their principals through an anonymous survey. Respondents from 14 schools were drawn. These schools belong to the same category when it comes to performance in NSC examinations (which is below 60%).

Matriculation results for three years were used in the study (2014-2016). Some schools scored as low as 0% in the 2016 NSC examinations (DoE, 2016). The relationship between principal's leadership styles and learner performance was analysed to answer the research sub-questions. The empirical results from the study indicate there was no significant relationship between teachers' perceptions of their principals' leadership styles and learner performance. However, there was a relationship between leadership outcomes and learner performance. Teacher demographics were studied to determine the relationship to their interpretation of principals' leadership styles.

5.3 Research sub-questions

Consistent with the purpose of this study, the research sub-questions that guided the investigation of the relationship between principals' leadership styles and learner performance were:

- How do teachers perceive the leadership styles of their principals?
- What is the relationship between transformational, transactional and passive avoidant leadership styles to school performance?
- What is the relationship of teacher demographics to their perception of the principals' leadership styles?
- How do teachers' perceptions of their principals' leadership styles impact outcomes of extra effort, effectiveness and satisfaction?

5.4 Research objectives

The purpose and the problem statements were used as guidelines in developing the research objectives for this research study. For the purpose of this survey study, the following research objectives were addressed:

- To examine how teachers perceive the leadership styles of their school principals;
- To examine the relationship between transformational, transactional and passive-avoidant leadership styles with school performance;
- To analyse the relationship between teacher demographics (age, gender, teaching experience, employment status and service at current school); and
- To examine how teachers' perception of their principals' leadership styles impact on outcomes of extra effort, effectiveness and satisfaction.

The research objectives guide the discussion below as subtopics. The discussion serves as a response to each research sub-question and objective.

5.5 Context of the study

This study examined the relationship between the principals' leadership styles, learner performance and teacher demographic variables. School leaders influence

learner performance through the leadership style they exhibit that in turn influence their teachers (Barnett et al., 2005; Avolio and Gardner, 2005; Blase and Blase, 2002).

The amount of expenditure on education in South Africa and the demands to produce high learner performance have necessitated further study of effective leadership styles. The study was conducted in iLembe District. The district has the lowest performance in NSC examinations in the province of KwaZulu-Natal (DoE, 2016).

To be included in the sample, the school had to have been in existence with the same principal for at least three (3) years. The school also had to have at least three (3) years of NSC examinations data. Using this selection process, 87 schools were identified.

The study adopted the post-positivist approach, was non-experimental and correlational. A commercially available quantitative survey instrument, the MLQ, was used as a data collection tool. The NSC examinations from the DoE were used as a measure of learner performance. Simple random sampling was used to qualify and select 14 schools in the circuit.

5.6 Discussion of the findings

Analysis showed that the transformational leadership style scored significantly higher than transactional leadership style, $X^2 (2) = 11.306$, $p = .004$. However, It must be noted that though it appears as if $TF > PA$, this is not significant in terms of statistics. It cannot, therefore be projected onto the population. However, for this sample, leadership styles are TF, then TA, followed by PA. The discussion below responds to each research question.

5.6.1 Objective 1

For this study, the leadership styles of the principals as perceived by their teachers were identified through the MLQ survey instrument as the transformational leadership style (TF), transactional leadership style (TA) and passive-avoidant (PA). Each style had subscales which provided further data to define the

principals' leadership styles. To respond to the research question, item analysis under each leadership style is discussed and thereafter the results on the combined scores of each leadership style are also discussed.

A binomial test was used to analyse this data. The responses were divided into two groups, namely ≤ 2 ('not at all'; 'once in a while'; 'sometimes') and >2 ('fairly often'; 'frequently if not always'). Further, Friedman's results from the Friedman's test are discussed. This test was applied to ascertain whether there was any significant difference across the three leadership styles.

- Transformational leadership style

Teachers identified the leadership style of their principals as mostly transformational. This result does not support the theory of transformational leadership. Transformational leadership triggers high order needs in subordinates. The research tool (MLQ) divided this leadership style into five subscales, namely idealised influence-attributed (IIA), idealised influence-behaviour (IIB), inspirational motivation (IM), intellectual stimulation (IS), and individualised consideration (IC). Each leadership subscale is explained briefly in chapter 2 of this study.

Respondents reported their principals instil pride in them to be associated with him/her (TF-IIA-10). Out of 87 respondents, 45 replied positively to this item. It should be noted that 41 respondents reported 'not at all', 'once in a while' and 'sometimes' collectively. These results are, therefore statistically insignificant. Since transformational leadership is associated with charisma, one would expect a significant positive response to this item. The charismatic component of the TF leadership style has a unique impact on the subordinates (Podsakoff et al., 1990). It evokes admiration by the follower (Bartram and Casimir, 2007).

On the other hand, when responding to whether their principal goes beyond self-interest for the good of the group (TF-IIA-16) most respondents (significant 72%) reported negatively with most responding 'once in a while'. With idealised influence, subordinates become emotionally attached to the leader. The results from this item are not convincing if there is real attributed idealised influence.

Idealised influence (behaviour) entails subordinates looking at their leader as their role model i.e. their model of ethical behaviour. Concerning item TF-IIB-6, most of

the respondents replied negatively to this item, implying that the principals do not regularly talk about their most important values and beliefs. However, significant proportions of the sample (67%), $p=.002$ indicated that this behaviour (specifies the importance of having a strong sense of purpose) applies to leadership 'fairly often' or 'frequently'.

The results above show that teachers do not significantly regard their principals as role models. A leader who possesses idealised influence generally becomes a role model for subordinates in an organisation (Avci, 2015; Ibrahim et al., 2014; Suk Bong et al., 2017; Patiar et al., 2016). Idealised influence (TF-IIA-16) related positively with learner performance in this study.

Teachers identified their principals as significantly inspirationally motivating. Significant proportions of the sample indicated that the following behaviours apply to leadership 'fairly often' or 'frequently': 'talks optimistically about the future' (69%), $p=.001$, and 'talks enthusiastically about what needs to be accomplished' (64%), $p=.010$. These results are in contrast with what is portrayed by the matriculation results in these schools. Therefore, intellectual motivation as a subscale of TF had no positive influence on learner performance.

Inspirational motivation focuses on the way leaders articulate a vision that appeals to and inspires followers (Avci, 2015; Banks et al., 2016). In other words, the leader should be optimistic and enthusiastic for the future. This leader expresses clearly what needs to be done and has confidence in achieving goals.

Nothing significant could be noted when it comes to intellectual stimulation in this study. Intellectual stimulation refers to the situation where the leader is likely to challenge subordinates to identify and solve problems by themselves. By doing that, the leader assists employees to actively consider important issues for the organisation and in turn encourages commitment to their responsibilities (Piccolo and Colquitt, 2006).

Significant proportions of the sample indicated that behaviour (TF-IC-15) 'spends time teaching and coaching' applies to their leader (62%), $p=.0312$ while a significant 74% indicated that leadership 'treats me as an individual rather as just as a member of a group' at most sometimes, $p<.0005$. Individualised consideration

refers to a leader who coaches, supports and stimulates subordinates while acknowledging followers' feelings, emotions and needs (Bass, 1998). Inspirational motivation had the highest mean of 2.68 while the most important aspect of leadership (idealised influence) scored the lowest (1.84) in this leadership style.

Therefore, even though the transformational leadership style was indicated as the leadership style with more frequency in this study, the results are not significant. This may be part of an explanation for poor results in these schools. On the other hand, the results support the literature that argues that the transformational leadership style has no direct effect on learner performance but rather contributes to creating innovative staff (Hallinger et al., 2017; Hallinger et al., 2014; Hallinger and Lee, 2013). The school results, however, do not reflect the innovative side of teachers in these schools. The relationship between learner performance is often mediated by several factors which involve teacher efficacy, job satisfaction and school climate (Shatzer et al., 2014).

The results on TF leadership style do not support theory that associates transformational leaders with success. These schools have been underperforming at least for the past three years. From the results it can be inferred that this leadership style has no effect on school performance. School principals impact learner performance through teachers; it is therefore critical that all aspects of a transformational leadership style be applied in a balanced way. This involves a question of whether the leader is capable of articulating the organisational vision or bringing about positive change to the organisation. The results above show that some aspects of transformational leadership are not that frequently exercised by the principals; these may be negatively impacting the results. This is further discussed in objective two or research sub-question 2.

- Transactional leadership style

Transactional leadership (TA) involves the encouragement of the subordinates by the leader to achieve set goals by offering rewards or sanctions. Transactional leadership consists of three subscales, namely contingent reward (CR), active management by exception (MBEA) and passive management by exception (MBEP). Owing to its negative leadership, passive management by exception is placed under passive avoidant leadership style in this study.

Teachers identified some traits of transactional leadership style in their principals' leadership. The mean score for TA leadership style resulted from averaging the scores from the TA subscales. Contingent reward (CR) characterises a leader who offers recognition and rewards for goals that are achieved (Walumbwa et al., 2008), while an active management by exception (MBEA) leader monitors the accountability system closely and punishes when necessary. Transactional leadership style scored the second highest mean score (2.05) after TF (2.26). The difference between the two mean scores is only .21. This difference implies that the characteristics of TA are noticeable in the principals' leadership.

These results do not support the transactional leadership theory that states that rewards motivate teachers to use their talents and time to support new mandates designed improve test scores (Dumdum et al., 2013; Zeb et al., 2015; Sudha et al., 2016). The leadership style has minimal if any influence on teachers in these schools. The school performance does not show that teachers (as directly involved with the learners) are impacted by the leaders' styles of leadership.

The results show that none of the transactional leadership items was significantly rated to happen fairly often or frequently. Contingent reward (CR) was the transactional leadership style subscale with the highest mean score (2.4), while MBEA had a mean score of 1.52. It is interesting to note that MBEP was scored higher than MBEA (1.87). Analysis showed that transformational leadership style scored significantly higher than transactional leadership style. Therefore, for this study, the leadership styles are TF, then TA, followed by PA. Teachers indicated that the leaders do exhibit some transactional leadership behaviour but not as frequently as expected.

- **Passive-Avoidant Leadership Style**

The results illustrate that there is evidence of some characteristics of passive-avoidant leadership style in the principals' leadership. These results support the body of literature that indicates that passive avoidant leaders influence learner performance negatively (Bell III et al., 2016; John, 2017). The passive-avoidant leadership (PA) style is the third leadership style on the MLQ. It has laissez-faire as its subscale (Avolio et al., 1999). For this study, management by exception

(passive, MBEP) was categorised as passive-avoidant owing to its negative leadership nature. MBEP defines the leader who does not clarify expectations or standards but waits for unacceptable performance and corrects the follower.

Passive-avoidant leaders are passive and reactive (Aksu, 2016). They choose to avoid or delay taking decisions and assuming responsibilities and are unavailable when assistance is needed (Bell III et al., 2016). This leadership style represents absent leadership. It is the least effective of the three. This leader avoids and delays taking important decisions and influences extra effort negatively. Such behaviour is associated with poor performance in an organisation such as a school in this study.

The results indicated that the mean score for this leadership style is 1.80 compared to 1.91 for TA and 2.29 for TF. A significant 63% indicated that leadership 'waits for things to go wrong before taking action' at most sometimes. MBEP had a mean of 1.87 while LF had a mean of 1.82. It is important to note that, even though it looks as if $TF > PA$, it is not statistically proven. The PA characteristics are well visible in the principals' leadership styles. For this sample, the leadership styles are TF, then TA, followed by PA.

According to Bass (1997), transformational and transactional leadership styles are not separate but interdependent while Burns (2003) considered the two styles to be opposite extremes on a continuum with a leader being one of the two. This study supports the views of Bass (1998) in that the results in this survey show that teachers identified their principals' leadership styles to be a combination of TF, TA and then PA.

The analysis showed that transformational leadership scored significantly higher than transactional leadership, $X^2(2) = 11.306$, $p = .004$. These results indicate that teachers perceive their principals' leadership style as more transformational than transactional. Therefore, in this study, school leaders frequently make decisions that fall within a leadership style that has transformational leadership subscales as defined by the MLQ. In a study conducted by Leithwood and Jantzi (1999), it was found that transformational leaders were associated with additional

positive effects that predict organisational commitment and teacher satisfaction. The TF leadership style seems to have no such positive effect in the schools under this study.

5. 6. 2 Objective 2

The schools in the study were identified owing to their continuous poor performance in matriculation results. According to the DoE secondary data, iLembe is the lowest performing district in the province while KwaZulu-Natal is second from the bottom in poor performance. Ndwedwe was identified as the most under-performing circuit management centre in iLembe District.

Teachers as respondents in this study perceived the leadership style of their principals as transformational, then transactional, followed by passive-avoidant. The relationship between each leadership style and school performance is discussed below. It is important to note that the schools under study are in the poorest performing category in matriculation results according to secondary data from the DoE. Some fell as far as 0% in the 2016 academic year (DoE, 2016).

- Transformational leadership style (TF)

Literature has shown that the leadership style in the most productive and effective schools is the transformational leadership style (Nguni et al., 2006; Tichnor-Wagner et al., 2016; Sergiovanni, 2015; Avci, 2015; Ahmad Maez Al, 2017; AlFahad et al., 2013). It has been suggested as the ideal leadership style for principals of schools (Leithwood and Sun, 2012). The results from this study do not support these views. The schools under study have not produced good results for at least three consecutive years. However, studies conducted in Singapore showed that the effects of TF on learner achievement is not direct (Bogler, 2001). Principals need teachers to influence learner performance. It is evident from this study that learner performance is directly influenced by teachers. Principals serve in an indirect capacity in improving learner performance.

For this study the perceived leadership style of principals seems not to impact school performance positively. This study has shown that influencing the actions of

the teachers is a critical and vital component in improving learner performance. School principals have the responsibility to create a work environment that is conducive to effective teaching and learning. It would be expected of these principals as identified TF leaders to produce positive outcomes, namely improvements in school environment and staff relations (Bogler, 2001). Analysis of the results will be used to try and explain what could be missing in these schools.

Principals who are TF leaders are able to identify and articulate a vision, motivate others through example, support a culture of intellectual stimulation and provide support and development to individual staff members (Leithwood and Sun, 2012). A transformational leadership style is an integrated approach with different sub-activities (Avolio et al., 1999; Bass, 1985). Excelling in one activity and failing significantly in another may affect the daily running of an organisation. Therefore, for an effective exercise of a transformational leadership style, all the constituents must be reasonably and satisfyingly executed. This study shows that exhibition of fragmented TF leadership style traits has negative effects on subordinates, resulting in poor performance.

The first two subscales of TF namely idealised influence (attributed) and idealised influence (behaviour) measured the influence the leader has on followers (Barnett et al., 2005; Edwards et al., 2012; Antonakis, 2001). Leadership as a concept has mostly to do with the influence that one has on others (Northouse, 2014; Northouse, 2015; House et al., 2004). This is to say without influence, leadership is compromised.

Frequently talking about the future (TF-IM-9) and about what needs to be accomplished (TF-IM-13) cannot be effective enough if there is no reasonable amount of influence on the subordinates. It has been seen with different coaches training the same team but achieving different results. Leadership involves a process of social influence through which an individual enlists and mobilises followers' assistance in the attainment of a collective goal (Le Fevre and Robinson, 2015). Principals need teachers to influence results, therefore it is important for principals to have a reasonable influence on teachers for learner performance to be impacted.

The results in this study showed that a significant 72% of the respondents reported TF-IIA-16 at most sometimes, $p < .0005$. One of the crucial aspects of transformational leadership is generating positive emotions (Wendt et al., 2009). The subordinates must be convinced that the leader goes beyond self-interest for the good of the group. The creation of team cohesiveness is one of the responsibilities of the leader (Wendt et al., 2009). The leader has to be seen as a role model. People learn better through behaviour modelling and observing (Bandura, 2016). For learner performance to be positively influenced, a positive school climate has to be created (John, 2017; Bellibas and Liu, 2016). Such a climate becomes a fertile ground for teachers to commit to their responsibilities.

According to situational leadership theory, principals assume a multiplicity of roles. In executing these roles, different decisions are taken which have an effect on school effectiveness and indirectly impact learner performance (Aleksić et al., 2016). Adaptability is important. Idealised influence is therefore crucial in influencing learner performance through teachers. Leithwood (2012) found that there is a weaker relationship between TF and learners' academic achievement. However, TF is good for creating an environment that is conducive to teaching and learning. Such an environment makes it easy for teachers to execute their classroom responsibilities well (Bogler, 2001).

Individual consideration as a transformational leadership subscale refers to mentoring, coaching and listening to the concerns of the subordinates (Bass, 1997). Such a leader supports and stimulates subordinates and acknowledges their feelings and emotions (Bass and Steidlmeier, 1999). Teachers are the ones directly involved with the learners. Therefore, principals achieve positive results through teachers. It is critical that principals mentor and encourage teachers to meet their personal challenges (Hardman, 2011).

A significant 74% of the teachers in this study indicated that leadership 'treats me as an individual rather than as just a member of a group' at most sometimes, $p < .0005$. This is one of the most critical areas of transformational leadership that principals may be ignoring in this study. A significant positive relationship was found between supportive leadership and learner academic achievement

(Brezicha et al., 2015). If the leader appears to lack attention towards the welfare of subordinates, they will be unlikely to trust the leader which may lead to demotivation in cooperation and subsequently dissatisfaction with the leader (Bartram and Casimir, 2007).

Literature on caring in education suggests that when teachers' immediate needs are met, it promotes a sense of belonging, engagement and academic success (Louis et al., 2016b). One particularly important form of support that leadership can provide is a safe and secure environment for teaching and learning to take place (Bojuwoye et al., 2014; Brezicha et al., 2015; Louis et al., 2016b). Research indicates that a culture of learning is a key factor in building high schools that foster academic achievement in all learners (Tichnor-Wagner et al., 2016). For an effective impact on teachers, principals need to strike a balance between all the activities of a transformational leader.

- Transactional leadership style (TA)

Strong TF leaders also tend to demonstrate strong transactional leadership practices (Avolio et al., 1999). Bass (1999) argued that TF and TA leadership styles are not separate concepts but are interdependent. He further argued that best leaders possess both the skills of TF and TA (Bass and Steidlmeier, 1999). The results of this study indicated that principals do exhibit transactional leadership traits. As theory suggests, school performance should be at its best in these schools. However, the results are in contrast to what is expected and stated by the theory. The principals' TA leadership styles or the integration of both styles have no positive effect on learner performance in these schools.

According to Bass (1999), transactional leadership style is one of the ingredients for effective leadership. This section attempts to explain why school performance is poor in such schools even though teachers perceive their principals' leadership style to be transformational rather than transactional. A transactional leader encourages subordinates to achieve goals by offering rewards and or applying sanctions, or both (Avolio et al., 1999). The transactional leadership style is supposed to lead to action on the ground. It is through this style that subordinates

identify what needs to be done. It empowers followers to complete tasks and enhances self-motivation (Bass, 1997).

Transactional leadership consists of three subscales, namely contingent rewards (CR), management by exception (active, MBEA) and management by exception (passive, MBEP). This study grouped the latter with the passive avoidant leadership style. Each subscale had two items on the questionnaire. None of these items was significantly rated to happen fairly often or frequently in this study.

The infrequent exhibition of transactional leadership characteristics may be a contributing factor to poor learner performance in these schools. The literature on school leadership advocates regular motivation of teachers (Zeb et al., 2015; Avci, 2015; Khan and Nawaz, 2016). The rewards are one element of motivation. The contingent reward component of TA leadership is important since it involves some form of motivation which is a critical component for organisational success. Successful completion of tasks has to be rewarded physically or psychologically (Antonakis, 2001; Dumdum et al., 2013; Choi Sang et al., 2016; Avci, 2015). According to Bass (1996), rewards reinforce completion of tasks. Teachers need to feel appreciated frequently. Teachers face many challenges in schools (Wills, 2016) and therefore need an emotional boost through motivation from the leader.

Management by exception refers to active engagement of a leader in executing his/her duties such as monitoring the performance of the subordinates and applying corrective measures when necessary (Dumdum et al., 2013; Choi Sang et al., 2016). These are activities that principals must perform on a regular basis. Regular execution of such activities is a sign of a hands-on leader who is proactive and not reactive and who deals with problems before they get out of hand. None of these elements of transactional leadership styles was significantly rated to happen fairly often or frequently. This result creates an image that the principal's recognition aspect of leadership is sometimes absent.

Transformational leadership style is an excellent tool for building school capacity while transactional leadership style is the most favourable owing to its individualised nature (Barnett et al., 2005; Barnett and McCormick, 2004). The effective blending of these leadership styles is important. There is some evidence

to suggest that incorporating transactional and transformational leadership styles improved learner performance (Jacobson et al., 2007). Therefore for principals in these schools to positively impact learner performance, it is important that they apply these leadership styles in unison and more frequently.

- Passive-avoidant leadership style (PA)

This style of leadership emerges when leaders avoid accepting responsibilities, fail to respond to requests for assistance and resist expressing views on important issues (Bass and Steidlmeier, 1999). It is close to no leadership at all. Such leadership, according to theory, relates negatively with organisational performance (Bell III et al., 2016). It is reported that most of the schools with weak leaders are characterised by ineffective teaching and learning, demotivated teachers and poor learner performance.

It is worth reporting that a significant 64% of respondents indicated that leadership 'waits for things to go wrong before taking action'. The mean score for the passive-avoidant leadership style is 1.85 compared to 2.05 for transactional and 2.26 for transformational leadership styles. The difference between TF and PA is .41. This difference shows that there are a reasonable amount of times when there is an absence of leadership in these schools. The passive-avoidant leadership style has noticeable negative effect in these schools. Such results support the theory that the presence of such a leadership style hinders progress in an organisation (Eliophotou, 2014; Ahmad Maez Al, 2017; Kuan Chen, 2017).

The absence of leadership in an organisation such as a school can work negatively against learner performance. The presence of a passive-avoidant leadership style does not enhance teachers' efforts, resulting in a negative impact on learner performance (Barnett et al., 2005). Teachers who are left to teach independently without knowledge or accountability to the school's mission experience a negative perception of their leader (Barnett et al., 2005). This theory supports the reporting of teachers of their principal as low in individualised influence.

Therefore, the frequent presence of the passive-avoidant leadership style partly explains poor school performance in these schools. When there is some evidence of the principal failing to interfere until problems turn out to be serious, it becomes impossible to expect positive results in terms of learner performance. Studies have shown that teachers want to be led (Louis et al., 2016b; Miller et al., 2016). Therefore, PA leadership style is the least effective. Teachers' efforts are not enhanced by this style of leadership which may lead to a negative impact on classroom commitments (Shatzer et al., 2014).

The results from this study do not support the theories of transformational and transactional leadership styles. However, they do support the theory of passive avoidant leadership. Therefore, some missing constituents of transformational leadership, infrequent exhibition of transactional leadership traits and the presence of passive avoidant leadership are identified in this study as reasons for poor school performance.

5.6.3 Objective 3

To respond to this research objective and to explain the influence of these demographic variables, independent samples t-test was conducted to test whether the average perceived leadership scores differ across gender. In terms of the demographic characteristics, there was no predominant gender (males 36, females 37). The majority of the teachers reported their ages as between 31 years and 40 years (41.4%). The average teacher had between four to nine years (29.9%) of teaching experience and averaged over 10 years at their current schools (31.0%). All demographic variables except for employment status were significant, indicating that these variables have a significant impact on how teachers perceived their principals' leadership styles.

Males ($M = 2.579$) scored the transformational leadership style significantly higher than did females ($M = 1.992$), $t(65.151) = 2.732$, $p = .008$. It is worth mentioning that all the principals in the study were males. For age, experience and service, the Pearson's correlation was employed. The results show that the higher the demographic variable of age/experience/service at current school, the lower the leadership style score.

The data in this study supported teacher demographics as a factor in the perception of principals' leadership styles. It should be noted that all these results show negative correlations i.e. high age/ experience is associated with a low leadership style score. The results of research objective 3 support the body of literature which reports that teachers' demographics impact their opinions of their leaders (Kelley and Dikkers, 2016).

The most important demographic variable in this study was 'years in current school'. This demographic variable related to the teachers' perceptions of the principals' leadership style as transformational. The longer teachers were at their current school, the less likely they perceived their principal as a transformational leader. It is interesting that teachers who have been in school for longer scored their principals' leadership style negatively.

The perceptions of teachers who have served longer shed some insight into the school performance. These are teachers, according to this study, who are assumed to have observed the principals' leadership style for long enough. This observation serves in part as explanation for poor performance in these schools.

5.6.4 Objective 4

Research objective 4 aimed to measure the leadership outcomes of job satisfaction, effectiveness and extra effort as indicated by teachers' perceived leadership style of their principals. A productive outcome is described as one that pertains to the leader's motivational influence on the followers' effectiveness and extra efforts that lead to individual satisfaction (Avolio and Gardner, 2005).

Looking at the results from the study, it appears that the principals' leadership style has no impact on teachers. Extra effort (EE) refers to the extent to which a leader motivates subordinates to perform beyond contractual expectations. From the results, it is evident that teachers in these schools are not motivated to go an extra mile. A significant 94% indicated that leadership 'heightens my desire to

succeed' at most sometimes, while a significant 90% indicated that the leadership 'gets me to do more than I expected to do' at most sometimes.

It is therefore, evident that the principals in these schools are not eliciting intrinsic motivation from their teachers. Intrinsic motivation is critical since it is an important driver for employees' extra effort (Piccolo and Colquitt, 2006). Studies have found that transformational leaders are those who communicate clearly, set the goals, motivate employees, inspire them to reach beyond their own self-interests and further encourage them to do more than they are expected to (Douglas, 2012).

Jackson (2012) suggested that the use of contingent rewards directly and indirectly influences the extent to which employees apply extra effort to accomplish performance that may be more difficult to complete than anticipated. The absence of the frequent exercise of transactional leadership may be impacting negatively on the teachers going an extra.

Subordinates are motivated to perform beyond expectations when they perceive their leader to be effective (Banks et al., 2016). EFF defines a leader who is effective in meeting organisational requirements and represents their group to a higher authority (Avolio et al., 1999). A significant 87% indicated that leadership 'is effective in representing me to higher authority' at most sometimes while a significant 77% indicated that leadership 'is effective in meeting my job-related needs' at most sometimes. These results show that teachers in this study do not see their principals as effective leaders. Such results give some explanation for poor school performance.

Satisfaction (SAT) reflects the leader who uses methods of leadership that are satisfying to the followers. A significant 87% indicated that leadership 'works with me in a satisfactory way' at most sometimes while a significant 86% indicated that leadership 'uses methods of leadership that are satisfying' at most sometimes. Teachers are the ones directly involved with the learners. Poor satisfaction therefore militates against the improvement in results.

Leadership studies investigating transactional and transformational leadership showed a direct relationship with a variety of occupational outcomes, including job satisfaction (Aydin et al., 2013; Wong and Laschinger, 2013). However, the results

from this study do not support this literature. Management's leadership and organisational supervision directly impact employees' satisfaction levels (Chiok Foong Loke, 2001; Yousef, 2000). From the analysis above, it was evident that transactional behaviours were not fairly often nor frequently applied by the principals in this study. This could therefore be regarded as demotivating to teachers who are directly involved with all the classroom challenges on a daily basis.

Previous studies showed that frequent contingent rewards by leadership influence many satisfaction levels in a positive way (Hater and Bass, 1988; Dumdum et al., 2013; Khan and Nawaz, 2016; Sudha et al., 2016). Even though the leadership styles of principals are perceived by teachers to be TF, then TA, followed by PA, leadership has a very mild impact on teachers. Teachers are not prepared to go an extra mile nor do they see the leader to be effective in his/her duties. This therefore results in a lack of satisfaction which is related to poor school performance in matriculation. Therefore, to respond to objective 4, the leadership style in this study has no positive impact on the outcomes of leadership.

5.7 Summary

Chapter 5 discussed the findings from the study. Contrary to theories expressed in the literature, findings seem to reveal that teachers reported their principals' leadership styles to be dominantly transformational. Further, these results indicate that the principals' leadership styles have no positive impact on school performance. Theory associates transformational leadership with positive results. The findings have shown that the transformational leadership style of these principals is somewhat fragmented. Some aspects are not given adequate attention.

The transactional leadership style which was reported to be evident in the principals' leadership was found to be neither fairly often nor frequently exhibited. Meanwhile the passive avoidant leadership style was indicated as exhibited fairly often. The demographic variables made a valuable contribution in this study. The more experience/years at current school/age/ are associated with a low style score. The findings have indicated that the leadership style has no impact on

teachers. This was evident in the leadership outcomes which showed negative results. Principals are not directly involved with the learners but teachers are. Therefore, to influence results, principals need teachers. The transformational leadership style has an indirect impact on school performance. Principals therefore need to integrate leadership styles and be consistent in exhibiting transformational and transactional leadership styles with no noticeable traits of a passive-avoidant leadership style.

CHAPTER 6

CONCLUSIONS AND RECOMMENDATIONS

6.1 Introduction

As the literature suggested, the activities that leaders carry out and the decisions that they make on a daily basis reflect the pervasive culture of a school and its leadership (Spillane, 2012; Kraft and Gilmour, 2016). The national and district offices issue directives to principals. It is therefore the responsibility of the principal to incorporate these mandates within their schools. The way each principal attends to and implements these directives is a reflection of his/her leadership style.

Studies have found that a leadership style drives the critical decisions that develop school capacity which can impact learner performance (Marks and Printy, 2003; AlFahad et al., 2013; Adams et al., 2017; John, 2017). Further, it was found that teachers' perceptions of their leaders wishing to build a positive school culture may lead to high learner performance (Price and Moolenaar, 2015; Rice and Roelike, 2009). According to Brezicha (2015), teachers will use their talents and time to support new mandates designed to improve test scores only if they feel supported by their principals.

6.2 Conclusion for this study

The purpose of this study was to examine the relationship between principals' leadership styles as perceived by teachers and as determined by the MLQ survey; and the learner performance on the NSC examinations in iLembe District, Ndwedwe CMC. The iLembe District is the poorest performing district in the province (DoE, 2016). Situational leadership theory provided a framework for this research by examining the teachers' perceptions of their principals' leadership styles and their influence on learner performance.

The study found that principals exhibit some transformational, transactional as well as passive-avoidant leadership styles. The research sub-questions were

answered. Teachers' perceptions of their principals' leadership styles do have an impact on learner performance. The findings showed that even though the leadership style of principals was perceived to be transformational, traits of fragmentation could be traced. More blending has to be present to influence learner performance. The school leadership is unavailable at times which is shown by the evidence of a passive-avoidant leadership style.

Principals need teachers to influence school performance. The results indicated that the absence of proper integration in the leadership style had a negative impact on teachers. The teachers do not perceive their principals to be effective, which results in dissatisfaction and demotivation in going an extra mile. All research objectives were achieved. The teacher demographics made an important contribution in responding to research objectives. The study has illustrated the importance of teachers in influencing learner performance. Improving learner performance is an achievable goal. By supporting and listening to those who impact learners directly, learner performance may improve.

6.3 Implications of this research

By examining linkages between teacher perceptions of their principals' leadership style and learner performance, this study is making some contribution to educational literature. In view of the challenges currently facing schools in terms of improving learner performance in the matriculation examinations, the results from this study will give meaningful application, ultimately depending on improving teaching practice. The study offers an exposition of school leadership dynamics that can be used in the training and professional development of principals.

The principals and teachers alike will benefit from knowing that more needs to be done and to pay more attention to those areas that need attention e.g. intrinsic motivation. The education officials will know what to prepare when planning workshops for principals and the rest of the SMT.

6.4 Limitations of the study

The study has limits on generalisability due to the use of schools from one district. The sample was small. As a result some analyses were prevented from reaching statistical significance. It is presumed that more schools in the sample could have enabled some results to reach significance. Random sampling was adopted to counter this limitation.

It was assumed that teachers self-reported the items on the questionnaire as volunteers with honesty and without bias. Such self-reported questionnaires are subject to bias. Objectivity in responses could be compromised since some teachers may have personal relations with the current principal. The study was conducted at the time when schools were on revision programmes preparing for the end-of-year examinations. The timing of the survey may have biased the teacher responses.

The accuracy of the responses could not in any manner be verified by the researcher. Similarly, the researcher could not verify whether the respondents had observed the leadership behaviours of principals in schools. It was all based on assumptions considering the number of years teachers have spent in the same school. To try and overcome this limitation, the participants in the study had to be at the same school for at least three years.

The MLQ instrument is a perception of the styles of leadership and may not reflect the actual style of the principal.

6.5 Recommendations to solve the research problem

The South African government spends a huge amount of money on education yet, the performance in schools is extremely weak. The South African schools perform weaker than other African countries that are generally much poorer, namely Ghana, Morocco, Botswana and Tunisia (Van der Berg, 2008). For this reason, serious attention needs to be given to education. South Africa is faced with a high rate of unemployment which could be reduced through education. It must be

emphasised that the focus is not on matriculation results because these are more important than other grades. All grades are important; only matriculation results are the most quality assured. It is therefore recommended that attention be focused on all grades.

It is recommended that leaders combine leadership styles in their daily activities. These leadership behaviours can be distinguished as task-oriented and relationship-oriented (Wills, 2013). Principals have to strike a balance between these styles of leadership. This can be achieved by building and sustaining reciprocal family and community partnerships with all stakeholders. To build these community networks, it is recommended that school leaders be visible in their schools, develop trust and create a sense of transparency and shared purpose with the stakeholders.

Principals commonly struggle to have effective conversations about staff performance issues, tending to tolerate, protect and work around critical issues rather than effectively addressing them. Principals need to combine administration duties together with getting in the classroom. They need to provide opportunities for staff to participate in decision-making about issues that affect them. It is recommended that principals help teachers to shape the school in ways that can accomplish shared goals and address individual concerns as well.

Principals need to be more empowered through workshops on teacher-focused management programmes. Apart from training offered by the employer, it is recommended that principals become life-long learners. Leaders need to stay abreast of best professional practices and help create conditions for professional growth. It is further recommended that principals must have a leadership qualification on top of their professional qualifications. House (2004) argued that leadership is as the result of both nurture and nature.

When comparing transformational leadership and instructional leadership, it was found that both have been recommended as models of leadership for school principals (Bellibas and Liu, 2016; Harris et al., 2017). Results have shown that instructional leadership accounts for higher gains in learner performance (Marks

and Printy, 2003; Shatzer et al., 2014; Le Fevre and Robinson, 2015; Bellibas and Liu, 2016; Harris et al., 2017). It is, therefore, recommended that principals include instructional leadership in their daily activities. Instructional leadership is recommended because of its specificity to the teaching profession. Principals may not be experts in all curricular directives but they need to be a walking resource centre for their subordinates' needs.

Building school capacity to increase learner performance should start with teacher-efficacy. Principals' actions perceived as negative toward teachers may result in a lower quality of instruction and lack of learner engagement (Richard, 2013; Kuan Chen, 2017). Principals therefore need to build confidence in teachers by always being available when needed. This can also be achieved by opening networking lines with other schools especially those performing better than them.

6.6 Recommendations for future studies

Future research is recommended based on the findings of this research. A broader sample from other poorly performing districts may yield different results. The random selection of districts from scattered geographical locations could add to the honesty of the study. This move would provide for more accurate generalisation of the findings.

It is recommended that more research items from the MLQ are employed to obtain a more reliable picture of principals' leadership styles, namely 'makes clear what to receive when performance goals are achieved, 'acts in ways that build my respect and 'considers me as having different needs, abilities and aspirations from others'. It is further recommended that principals' self-rating responses be added during data collection to determine the relationship between the principals' responses and those of teachers. These items were left out in this study since it was going to increase questionnaire completion time for respondents and it seemed like the items were covered already by other items in the same subscales.

It is recommended that future studies should focus on the role of a deputy principal as a curriculum leader. Such studies could make a contribution to education

management since deputy principals form an intermediary between teachers and principals. The nature of the relationship between leadership and educational outcomes makes it necessary to identify those intervening variables that are likely to have a direct impact on learners, namely the principals' appointment procedures and the role played by unions and the School Governing Bodies in schools.

6.7 Summary

This study has illustrated the importance of principals' effective influence on teachers. Principals need teachers in order to influence learners' academic performance. It is therefore a recommendation that the principals' leadership styles be teacher-focused. The recommendations in this chapter are directed at the officials in the Department of Education (DoE), principals and other stakeholders in the education sector such as trade unions and SGBs. The DoE is responsible for the appointment of principals. It is therefore recommended that the DoE revises their appointment requirements e. g. making a leadership qualification a requirement for a principalship appointment. The DoE can also contribute positively by offering compulsory scholarships to train teachers for leadership roles before they are appointed to such roles.

The field of educational leadership is undergoing some reform. There is some historic shift taking place in this field. The constituents of public schools such as parents, policy makers and other stakeholders are holding education leaders accountable for academic success. Future studies should focus more on the revolving role of the principals and that of deputy principals. The role played by deputy principals in schools is often overlooked.

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APPENDICES

Appendix 1- Informed consent letter 3C

Informed Consent Letter 3C

UNIVERSITY OF KWAZULU-NATAL
GRADUATE SCHOOL OF BUSINESS AND LEADERSHIP

Dear Respondent,

MBA Research Project

Researcher: Ntshangase-Nakpan Buyi (0834719834)

Supervisor: Prof Ana Martins (031-260 1493)

Research Office: Ms P. Ximba 031-260 3587

I, **Ntshangase-Nakpan Buyi**, an MBA student, at the Graduate School of Business and Leadership, of the University of KwaZulu Natal hereby invite you to participate in a research project entitled Teachers' Perceptions of their principals' leadership styles and the impact on learner performance. The aim of this study is to: Examine the relationship between principals' leadership styles as perceived by teachers as determined by the Multifactor leadership questionnaire (MLQ).

Through your participation I hope to understand how teachers' perceptions of their principals' leadership styles and practices impact on learner performance. The results of the focus group are intended to contribute to improvement in learner performance in matriculation in iLembe District.

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 survey/focus group. Confidentiality and anonymity of records identifying you as a participant will be maintained by the Graduate School of Business and Leadership, UKZN.

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

The survey should take you about 10-15 minutes to complete. I hope you will take the time to complete this survey.

Sincerely

Investigator's signature :

Date :

**UNIVERSITY OF KWAZULU-NATAL
GRADUATE SCHOOL OF BUSINESS AND LEADERSHIP**

MBA Research Project
Researcher: Ntshangase-Nakpan Buyi (0834719834)
Supervisor: Prof Ana Martins (031-260 1493)
Research Office: Ms P Ximba 031-260 3587

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

.....

Appendix 2- MLQ

MLQ Multifactor Leadership Questionnaire Rater Form (5x-Short)

Name of Leader: _____ Date: _____ Organization ID #: _____
 _____ Leader ID #: _____

This questionnaire is to describe the leadership style of the above-mentioned individual as you perceive it. Please answer all items on this answer sheet. **If an item is irrelevant, or if you are unsure or do not know the answer, leave the answer blank.** Please answer this questionnaire anonymously.

IMPORTANT (necessary for processing): Which best describes you?

- The person I am rating is at my organizational level.
- I am at a lower organizational level than the person I am rating.
- I do not wish my organizational level to be known.
- I am at a higher organizational level than the person I am rating.

Twenty-four descriptive statements are listed on the following pages. Judge how frequently each statement fits the person you are describing. Use the following rating scale:

Not at all	Once in a while	Sometimes	Fairly often	Frequently
0	1	2	3	4

THE PERSON I AM RATING. . .

1.	Provides me with assistance in exchange for my efforts	0	1	2	3	4
2.	Re-examines critical assumptions to question whether they are appropriate	0	1	2	3	4
3.	Fails to interfere until problems become serious	0	1	2	3	4
4.	Focuses attention on irregularities, mistakes, exceptions, and deviations from standards ...	0	1	2	3	4
5.	Avoids getting involved when important issues arise	0	1	2	3	4

6. Talks about their most important values and beliefs0 1 2 3 4
7. Is absent when needed0 1 2 3 4
8. Seeks differing perspectives when solving problems0 1 2 3 4
9. Talks optimistically about the future0 1 2 3 4
10. Instills pride in me for being associated with him/her0 1 2 3 4
11. Discusses in specific terms who is responsible for achieving performance targets0 1 2 3 4
12. Waits for things to go wrong before taking action.....0 1 2 3 4
13. Talks enthusiastically about what needs to be accomplished0 1 2 3 4
14. Specifies the importance of having a strong sense of purpose0 1 2 3 4
15. Spends time teaching and coaching.....0 1 2 3 4
16. Goes beyond self-interest for the good of the group0 1 2 3 4
17. Treats me as an individual rather than just as a member of a group.....0 1 2 3 4
18. Concentrates his/her full attention on dealing with mistakes, complaints, and failures0 1 2 3 4
19. Is effective in meeting my job-related needs0 1 2 3 4
20. Uses methods of leadership that are satisfying0 1 2 3 4
21. Gets me to do more than I expected to do0 1 2 3 4
22. Is effective in representing me to higher authority0 1 2 3 4
23. Works with me in a satisfactory way0 1 2 3 4
24. Heightens my desire to succeed.....0 1 2 3 4

DEMOGRAPHICS

Please tick one item

Gender	Male	Female			
Age	20 – 30	31 - 40	41 - 50	51 - 60	61+
Years as a teacher(Teaching Experience)	0 – 3	4 - 9	10 - 14	15+ Years	
Years at current school	0 – 3	4 - 6	7 – 9	10+ Years	
Highest level of Education	Degree/Diploma	Honours	Masters	PhD	Other
Employment Status	Temporary	Permanent			

ADAPTED: B. M Bass & Avolio, B. J., (2004).

Appendix 3 – Ethical Clearance Certificate



20 September 2017

Mrs Buyisiwe Anastasia Ntshangase-Nakpan (9262419)
Graduate School of Business & Leadership
Westville Campus

Dear MRs Ntshangase-Nakpan,

Protocol reference number: **HSS/1344/017M**

Project title: Teachers' perceptions of their principals' leadership styles and the impact on learners' academic performance in South Africa, Ilembe District

Approval Notification – Expedited Application

In response to your application received on 14 August 2017, the Humanities & Social Sciences Research Ethics Committee has considered the abovementioned application and the protocol has 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.

Yours faithfully



.....
Dr Shenuka Singh (Chair)

/ms

Cc Supervisor: Professor Ana Martins
Cc Academic Leader Research: Dr Muhammad Hoque
Cc School Administrator: Ms Zarina Bullyraj

Appendix 4: Permission letter from the Department of Education



education

Department:
Education
PROVINCE OF KWAZULU-NATAL

Enquiries: Phindile Duma

Tel: 033 392 1041

Ref.:2/4/8/1249

Mrs BA Ntshangase-Nakpan
189 Summersands
41 Sol Harris Crescent
Durban
4001

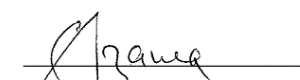
Dear Mrs Ntshangase-Nakpan

PERMISSION TO CONDUCT RESEARCH IN THE KZN DoE INSTITUTIONS

Your application to conduct research entitled: **“TEACHERS’ PERCEPTIONS OF THEIR PRINCIPALS’ LEADERSHIP STYLE AND THE IMPACT LEARNER PERFORMANCE”**, in the KwaZulu-Natal Department of Education Institutions has been approved. The conditions of the approval are as follows:

1. The researcher will make all the arrangements concerning the research and interviews.
2. The researcher must ensure that Educator and learning programmes are not interrupted.
3. Interviews are not conducted during the time of writing examinations in schools.
4. Learners, Educators, Schools and Institutions are not identifiable in any way from the results of the research.
5. A copy of this letter is submitted to District Managers, Principals and Heads of Institutions where the Intended research and interviews are to be conducted.
6. The period of investigation is limited to the period from 01 June 2017 to 07 November 2019.
7. Your research and interviews will be limited to the schools you have proposed and approved by the Head of Department. Please note that Principals, Educators, Departmental Officials and Learners are under no obligation to participate or assist you in your investigation.
8. Should you wish to extend the period of your survey at the school(s), please contact Miss Connie Kehologile at the contact numbers below
9. Upon completion of the research, a brief summary of the findings, recommendations or a full report/dissertation/thesis must be submitted to the research office of the Department. Please address it to The Office of the HOD, Private Bag X9137, Pietermaritzburg, 3200.
10. Please note that your research and interviews will be limited to schools and institutions in KwaZulu-Natal Department of Education.

ILembe District


Dr. EV Nzama
Head of Department: Education
Date: 06 June 2017

...Championing Quality Education - Creating and Securing a Brighter Future

KWAZULU-NATAL DEPARTMENT OF EDUCATION

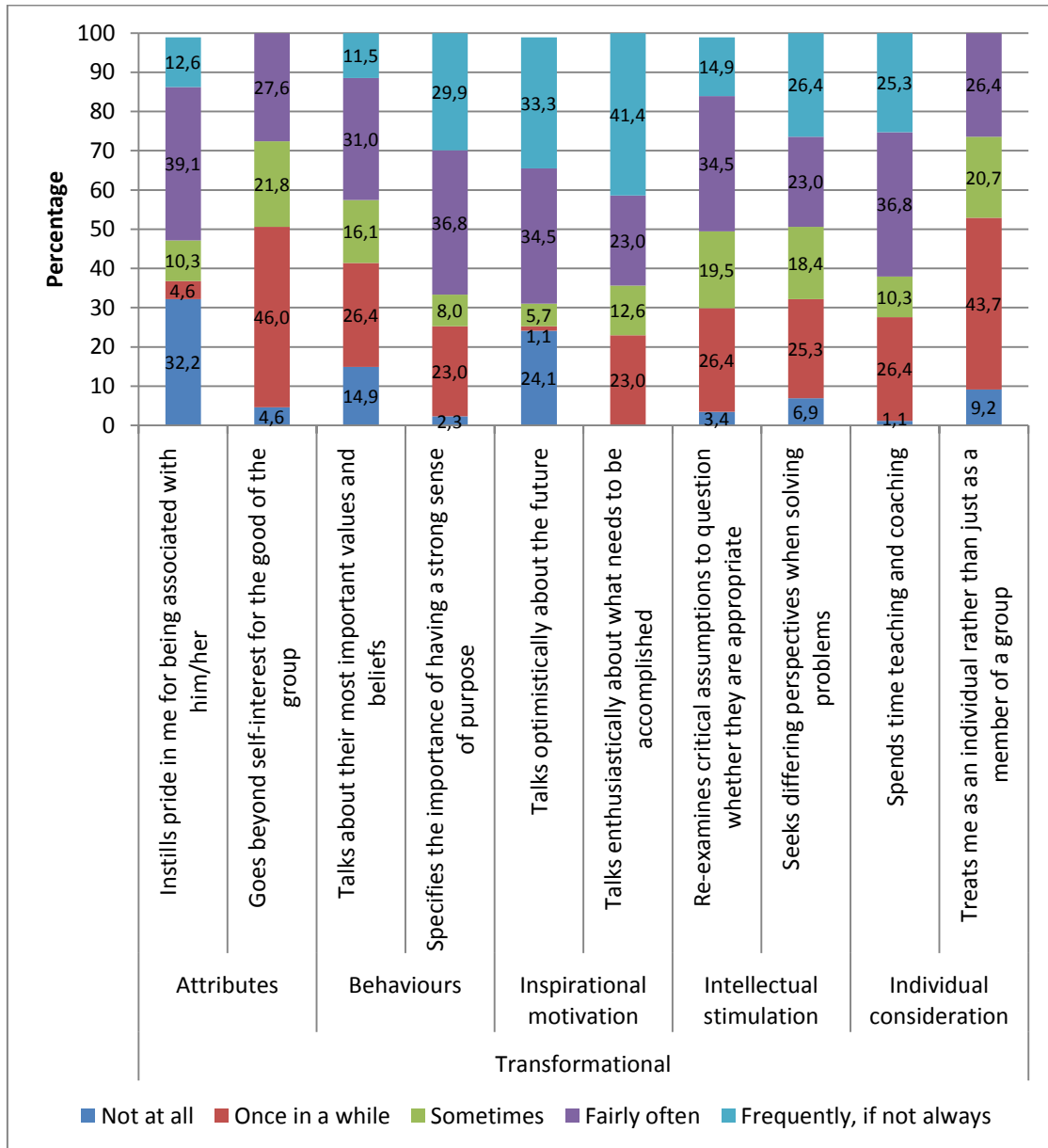
Postal Address: Private Bag X9137 • Pietermaritzburg • 3200 • Republic of South Africa

Physical Address: 247 Burger Street • Anton Lembede Building • Pietermaritzburg • 3201

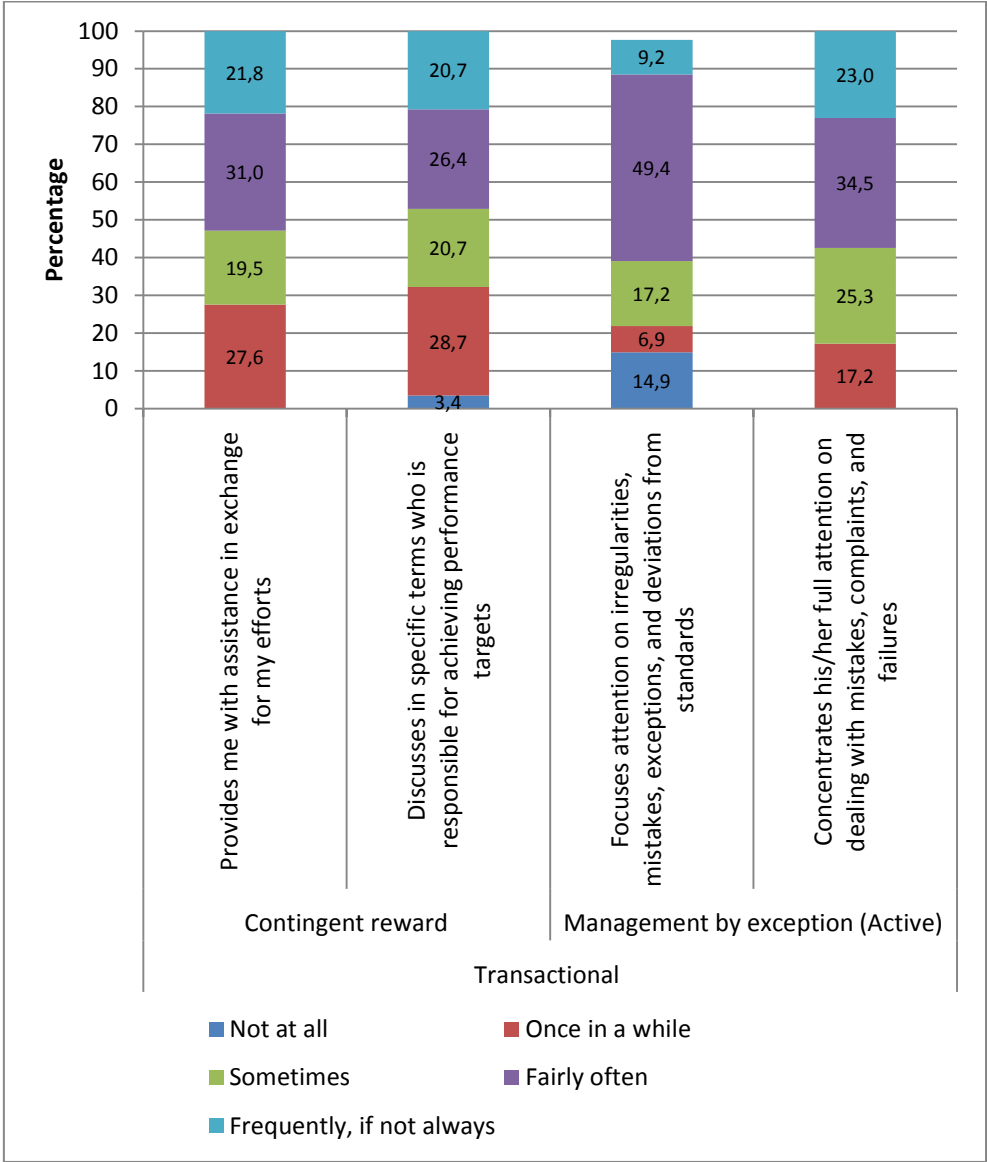
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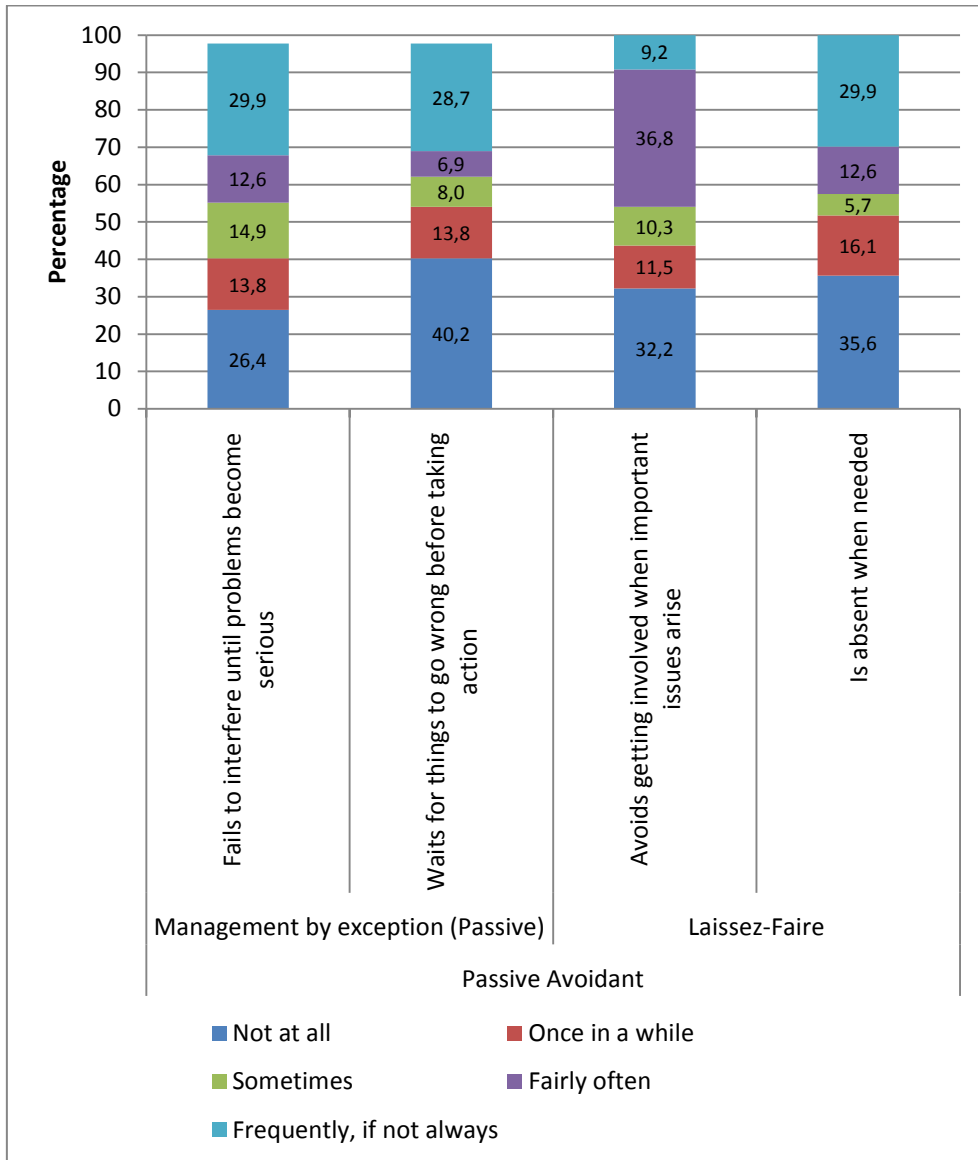
Appendix 5 – Transformational leadership style (Results)



Appendix 6- Transactional leadership style (Results)



Appendix 7- Passive avoidant leadership style (Results)



Appendix 8- Outcomes of leadership styles (Results)

