

**EMOTIONS AND TEACHER LEADERSHIP: A CASE STUDY OF  
TEACHER LEADERS IN FOUR PRIMARY SCHOOLS**

by

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Submitted in partial fulfilment of the Masters of Education (MEd) degree in the discipline

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**DATE SUBMITTED:** DECEMBER 2014

# ETHICAL CLEARANCE



12 May 2014

Mrs GNB Blose 213573122  
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Dear Mrs Blose

Protocol reference number: HSS/0117/014M  
Project title: Emotions and Teacher Leadership: A case study of the teacher leaders in four primary Schools in KwaZulu-Natal

**Full Approval – Expedited**

This letter serves to notify you that your application in connection with the above has now been granted **Full Approval**

Any alterations to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project; Location of the Study, Research Approach/Methods must be reviewed and approved through an amendment /modification prior to its implementation. Please quote the above reference number for all queries relating to this study. PLEASE NOTE: Research data should be securely stored in the school/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.

Best wishes for the successful completion of your research protocol

Yours faithfully

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Humanities & Social Science Research Ethics Committee

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**This dissertation has been submitted with /without my approval**

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**Dr Inba Naicker**

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**Date**

## DECLARATION

I, Gloria Nonsikelelo Busisiwe Blose, declare that:

- (i) The research reported in this dissertation, except where otherwise indicated, is my original work.
- (ii) This dissertation has not been submitted for any degree or examination at any other university.
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**Signed:** \_\_\_\_\_

**Gloria Nonsikelelo Busisiwe Blose**

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## **DEDICATION**

This piece of work is dedicated to my late parents, Sobantu Samson Dzingwa and MaStephney Philadel Dzingwa who taught me that no matter what problems you encounter on your way to success, if you are determined you will be able to reach your destination. I thank them in their absentia because they contributed to who I am today.

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All members of “THE HARDWORKERS” I hope this is not the end of our journey. May God the Almighty shower you with His Blessings.

## ABSTRACT

Emotions and teacher leadership is a developing field of study in many countries. The purpose of this was to examine the experiences of teachers with regard to emotions and teacher leadership. It sought to determine the importance of teachers being emotionally intelligent, to determine the strategies used by teachers to manage their emotions in relation to others and investigate how the school management teams support teachers in managing their emotions in relation to others. This study draws on Goleman's (1995) theory of emotional intelligence and teacher leadership. A qualitative interpretivist paradigm was used in the study. A case study research design was used. Data was generated using focus group and semi-structured interviews. Four primary schools in the uMzinyathi District of KwaZulu-Natal were purposively selected as the case study schools. Teachers and head of departments (HODs) served as participants. The findings of the research revealed that teacher leaders who are able to control their emotions are likely to cope in stressful situations and be successful. The findings further revealed that teacher leaders with high emotional intelligence have the ability to handle relationships and protect themselves in compromising situations. Furthermore, the findings indicated that teacher leaders who are aware of their emotions are able to support each other in difficult times. One of the things the teacher leaders can do in order to manage their emotions is to remove themselves from the stressful situation for a short period of time so that they have enough time to think and reflect on the situation. The study recommends that the department of education ensures that all teacher leaders attend workshops which train teachers on how to manage their emotions. Teacher leaders should serve as role models with regard to emotions so as to encourage learners to be in control of their emotions. The school management team should encourage activities that promote team spirit among teachers. The HODs should take the lead in ensuring that teachers are in control of their emotions and there is a healthy relationship among teachers at school.

## **ACRONYMS**

ACE	Advanced Certificate in Education
DOE	Department of Education
EQ	Emotional Quotient
HOD	Head of Department
SMT	School Management Team

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## CHAPTER ONE

### BACKGROUND AND ORIENTATION TO THIS STUDY

#### 1.1 INTRODUCTION

The apartheid education system was based on top-down management leadership style (Naicker & Waddy, 2002). After the post-apartheid era; a new education system was introduced as one of the initiatives for democracy in South Africa. The new education system came with legislation that aimed at promoting good relationships between teachers and learners. The government introduced the *South African Schools Act, 84 of 1996* in line with the country's Constitution to protect every learner from all forms of physical or mental violence and gave parents involvement in school affairs. According to Tucker (2002), the emotional intelligence skills are the ones identified as critical to advancement up the corporate ladder. He further argues that in the context of the school, human relations is an essential competency that is required by school administrators (teachers) and as a result emotional intelligence as a critical human relation skill constitutes the pillar of school leadership. The job of the teacher is very intensive and requires the teacher to demonstrate highly refined emotional intelligence skills (Tucker, 2002). According to Day and Carroll (2004) leaders who have the ability to perceive their emotions and understand their impacts on their actions and those of others should have a greater probability of providing effective leadership.

In South Africa, some of the challenges experienced by teachers include managing diversity of learners in the classroom (van Vuuren, van der Westhuizen & van der Walt, 2012 p. 155-162). This is proving to be a challenge because it continuously provokes the teacher's emotions forcing them to be always on their toes as to how they manage their emotions (Bush, 2008). Some of the teachers as a results struggle to keep up with these changes because teachers in South Africa are not trained enough for many of the roles and demands placed on them and the increased challenges that they are faced with (Van der Westhuizen, 1990). *The South African Schools Act, 84 of 1996* further states that no person may administer corporal punishment at school to a learner. It further asserts that any person who contravenes the subsection is guilty of an offence and liable to conviction and a sentence which could be

imposed for assault. Although this Act aimed at creating a mutual relationship between teachers and learners, teachers got frustrated and confused.

The research on leader emotions indicates that positive emotions expressed by leaders can inspire and motivate subordinates (Bass, 1990; Conger & Kanungo, 1994). Some teachers end up reacting unprofessionally and unlawfully to the situations they face in schools and end up being taken to court by parents. According to Goleman (1995) teachers must be able to identify their emotions in order to manage them. Managing your emotions involves entering an emotional state associated with achievements and success. He further states that applying these abilities to learners allow teachers to read and influence positively learner's emotions. Once teachers can do this they have increased their ability to enter and sustain good and relationship.

## **1.2 RATIONALE AND MOTIVATION FOR THE STUDY**

Being a teacher for 20 years, I have observed that some teachers do not show empathy to learners. They fail to manage their emotions and as a result they talk harshly to learners and sometime administer punishment for no reason. I have witnessed teachers slapping learners for failing to do their schoolwork without asking for reasons. Learners who do not do well academically still receive corporal punishment which has been banned in South Africa. Some teachers use abusive language to discipline disrespectful learners. There are various media reports about the teachers over-reacting as results of failing to manage their emotions and end up in trouble. Gumede (2013, p. 3) a teacher beat the learner in his private parts rendering the learner sexually impotent. I also read Ntshingila (2013, p. 3) that drastic steps will be taken against a teacher who beats a learner. This is a sign that shows some teachers are failing to manage their emotions.

Goleman (1998) believes that emotions, properly managed can drive trust, loyalty and commitment. George (2000) suggests that emotional intelligence plays an important role in leadership effectiveness and proposes that the ability to understand and manage moods and emotions in oneself and in others, theoretically contributes to the effectiveness of leaders. Salovey and Mayer (1990) claim that emotionally intelligent teachers respond appropriately to social context, suggesting people vary in their ability to process emotional input and relate emotion to cognition.

Cliffe (2011) explores the relationship between emotional intelligence and educational leadership by drawing on the responses of seven female secondary school headteachers to emotional intelligence domain as defined by Goleman (1998). In Africa, Ayiro (2010) in his study explores the degree of association between school principal's emotional intelligence and their performances as measured by the rating of the principals by their immediate supervisors, the provincial Directors of Education. Lubbe (2012) in his study explores emotional intelligence of secondary school History teachers of the Lejweleputswa District of the Free State province of South Africa. This study was undertaken because even though there are so many studies done on emotions nothing has been done on primary school teachers to explore how they manage their emotions. The findings for this research could be useful to teachers, to be more effective in their interactions and teaching practices. It may help teachers to start their development plan to optimise their role as educators and may help teachers to adapt new behaviours and attitudes.

### **1.3 SIGNIFICANCE OF THE STUDY**

What makes this study significant is that emotional intelligence has become a vital part of how today's leaders meet the significant challenges they face (Childs, 2004). Goleman (1998) argues strongly that emotional intelligence is a requirement for successful leadership. This study may contribute to national and international debates on emotional intelligence and school leadership by providing an understanding into how teachers manage their emotions in leading classrooms, subjects, school and community.

Many academics have written around emotional intelligence and teacher leadership nationally and internationally (Ayiro, 2010; Cliffe, 2011; Lubbe, 2012). However, these studies tend to focus on emotions and teacher leadership in secondary schools and nothing has been done on emotional intelligence in primary schools.

## **1.4 AIMS AND OBJECTIVES OF THE STUDY**

The aim of this study is to explore the emotional intelligence of teacher leaders. It seeks to attain the following objectives:

- To determine the importance of teachers being emotionally intelligent.
- To explore the strategies that teachers use to manage their emotions and the emotions of others.
- To investigate how the school management team support teachers in managing their emotions and that of others.

## **1.5 KEY RESEARCH QUESTIONS**

Collectively this study seeks to address the following key research questions:

- Why is it important for teachers to be emotionally intelligent?
- What strategies do teachers use to manage their emotions and that of others?
- How do the school management team support teachers in managing their emotions and that of others?

## **1.6 DEFINITION OF TERMS**

In order to ensure common understanding of terms, broad definitions of key terms used in this study are provided below:

### **1.6.1 Emotional intelligence**

Mayer and Salovey (1990, p.189) were the first to coin the term emotional intelligence and defined it as the ability to monitor one's own and others feelings, to discriminate among them, and to use this information to guide one's thinking and actions. According to Goleman (1998) emotional intelligence refers to the capacity for recognising our own feelings and those of others, for motivating ourselves, and for managing emotions well in us and in our relationships. He further suggests that there are five critical pillars or competencies of emotional intelligence, those being self-awareness, self-regulation, self-motivation, social

awareness and social skills. Bar-On (1997) defined emotional intelligence as being concerned with effectively understanding oneself and others, relating well to people and adapting to and coping with the immediate surroundings to be more successful in dealing with environmental demands. He further states that emotional intelligence develops over time and that it can be improved through training, programming and therapy. Martinez (1997) refers to emotional intelligence as an array of cognitive skills, capabilities and competencies that influences a person's ability to cope with environmental demands and pressures, but there is no consensus in the literature on the exact nature of emotional intelligence. For the purpose of this study I will use Goleman's theory of emotional intelligence because it has been seen as critically important to effective leadership and superior performance.

### **1.6.2 Leadership**

Leadership is a process in which a leader influences a group, made up of individuals, toward the achievement of the task, in a given situation, by meeting the needs of the task, the group and the individuals (Forde, 1992, p.36). He is supported by Bush (2003) as he refers leadership to the ability to influence the actions of individuals or groups. According to Humphrey (2002) leadership is intrinsically an emotional process, whereby leaders recognise followers' emotional status, attempt to evoke emotions in followers, and then seek to manage followers' emotional state accordingly. Leadership cannot be understood without management. Management is the attainment of organisational goals in an effective and efficient manner through planning, organising, leading and controlling organisational resources (Bush, 2003). In my study when I mention leadership, management is also subsumed.

### **1.6.3 Teacher leadership**

Harris (2003, p. 315) defines teacher leadership as a form of agency that can be widely shared or distributed within or across an organisation, thus directly challenging more conventional forms of leadership practice. Wasley (1991) defines teacher leadership as "the ability to encourage colleagues to change, to do things they wouldn't ordinarily consider without the influence of the leader" and have willingness to "lead beyond the classroom and contribute to the community of learners" (Katzenmeyer & Moller, 2001). The idea of teacher leadership is often associated with that of 'distributed leadership' for example giving some teachers special roles and responsibilities (Gronn, 2000, Spillane, Halverson & Diamond, 2006).

## **1.7 REVIEW OF RELATED LITERATURE**

The literature in this study will be drawn from international and local literature. This is an empirical research to examine how teachers identify and control one's own emotions and feelings and to identify and respond appropriately to others' emotions. The literature is drawn from Moore (2007), Ayiro (2010) Lubbe (2010) Cliffe (2011) and Coco (2011). The details of literature review will be discussed in chapter two. Various books, policies, thesis, newspapers and journals consulted were obtained from the library at the University of KwaZulu-Natal.

## **1.8 RESEARCH DESIGN AND METHODOLOGY**

I am locating my study within the interpretive paradigm. Interpretive paradigm is about understanding human behaviour and foregrounds the meaning that individuals or communities assign to their experiences (Maree, 2011). The approach to my study is a qualitative approach. Maree (2011) defines qualitative research design as inquiry in which researchers collect data in face-to-face meetings with selected people in their settings. This study is a case study. Yin (1984, p.23) defines the case study research method as an empirical inquiry that investigates a contemporary phenomenon within its real-life context, when the boundaries between phenomenon and context are not clearly evident, and in which multiple sources of evidence are used. I will use semi-structured interviews and focus group interviews to generate data. In semi-structured interviews, the interviewer and the participants engage in a formal interview using an interviews guide developed by the researcher (Cohen, Manion & Morrison 2011). In focus group interviews, participants are able to build on each other's ideas and comments to provide an in-depth view not attainable from individual interviews (Maree, 2011).

I sampled four schools purposively. The participants were a group of five primary school teachers in each school and a head of department (HOD) for each school. Patton (1990) states that purposive sampling is a method used when one chooses participants who are information-rich, based on the purpose of the study. Voice recorder was used during the interview process and thereafter transcribed verbatim. The voice recorder was played repeatedly and it helps to keep all what has been said by participants. Content analysis was used to analyse data. Content analysis is a systematic approach to qualitative data analysis that identifies and summarises message content (Neuendorf, 2002).

## **1.9 DELIMITATION OF THE STUDY**

The study is delimited to four primary schools in UMzinyathi District of KwaZulu-Natal. I chose uMzinyathi District because it is convenient and participants are reachable.

## **1.10 CHAPTER OUTLINE**

This study is divided into five chapters.

Chapter one provides a general background and overview of the key aspects of this study. The study is introduced by pointing out a brief overview of emotions and teacher leadership in South Africa. The motivation and rationale for pursuing this study is presented. The aims and objectives and the key research questions that inform this study are listed, followed by the definition of key terms used in this study. A brief outline of the methodology employed in this study brings this chapter to conclusion.

Chapter two presents the review of literature related to the study and also describes the theoretical framework used in the study. The review commences with the elucidation of Goleman's theory and teacher leadership theory underpinning this study. A review of local and international literature will be presented. This chapter will conclude by providing accounts of the challenges teacher are faced with in managing their emotions and that of others.

Chapter three describes the research design and methodology that was used in carrying out the study. It presents the methodological approach and methods used to collect data. Issues pertaining to sampling, data analysis, ethics, trustworthiness and limitations of the study are also covered.

Chapter four analyses the data and discusses the data in the light of the chosen theoretical framework and relevant literature. The chapter is presented under key themes that emerged from the data.

Chapter five summarises study and draws conclusions pertaining to the research questions, based on data collected. It also makes recommendations based on the findings of the study.

## **1.11 CHAPTER SUMMARY**

This chapter provided the background to the study. The research questions were formulated and the aims of the research were stated. Definition of concepts and literature review is also highlighted. The research design and methodology were also explained. Finally, the organisation of the study was given. The following chapter discusses theoretical frameworks underpinning this study and a review of the related literature will be presented.

## CHAPTER TWO

### THEORETICAL FRAMEWORK AND LITERATURE REVIEW

#### 2.1 INTRODUCTION

The previous chapter outlined the background and orientation to the study. The chapter foregrounded the rationale and motivation for the study, significance of the study, key research questions, methodological issues and the structure of the dissertation. This chapter focuses on the theoretical frameworks underpinning this study and on the literature reviewed with regard to the key research questions formulated in chapter one. To remind the reader the research questions are as follows:

- Why is it important for teachers to be emotionally intelligent?
- What strategies do teachers use to manage their emotions and that of others?
- How do school management teams support teachers in managing their emotions and that of others?

While there are many studies on emotions and leadership in the corporate sector, there has been a dearth of studies on primary school teachers and how they manage their emotions. This study attempts to address this gap. The literature review for this study is presented in two parts namely studies done in the corporate (private) sector and studies done in the education sector.

This chapter begins with an explication of the theoretical framework informing this study. I commence by explaining Goleman's theory of emotional intelligence followed by theories on teacher leadership. I thereafter present the review of related literature under the following themes: emotional intelligence in the education sector; emotional intelligence in the corporate world; strategies used by teachers to manage their emotions; strategies used in the corporate or private sector to manage emotions; support from school management teams to teachers in managing emotions; and support from managers to their employees in managing emotions.

## **2.2 THEORETICAL FRAMEWORK**

Grix (2004) states that a theory is a scheme or system of ideas or statements held as an explanation for certain phenomena. He further explains that theories are abstract notions which assert specific relationships between concepts. The abstract ideas and propositions contained in the theories are either tested in fieldwork by the collection of data or derive from the data (Grix, 2004).

This study is underpinned by two theories namely Goleman's theory of emotional intelligence and teacher leadership. I have chosen to focus on Goleman's theory of emotional intelligence and theories of teacher leadership because I am investigating emotions and teacher leadership on primary school teachers. These theories relate to each other and they are both relevant to this study. They both emphasise the importance of a teacher leader consistency making, the importance of good relations and the importance of teacher leader emotional intelligence. Both theories will help bring a better understanding of emotional intelligence and teacher leadership.

### **2.2.1 GOLEMAN'S THEORY OF EMOTIONAL INTELLIGENCE**

Emotional intelligence was a term popularised by Goleman (1995) in his book "Emotional Intelligence". He was aware of the work which was done by Salovey and Mayer in the 1990s on emotional intelligence. In his work on emotional intelligence he developed a five dimensional model of emotional intelligence which involves knowing your emotions, managing your emotions, motivating yourself, recognising and understanding other people's emotions and managing relationships.

#### **2.2.1.1 Knowing oneself**

This is the ability to recognise and understand personal moods, emotions and drives and their resultant effect on others. Firstly, knowing yourself involves self-awareness which includes self-confidence. Self-awareness depends on one's ability to monitor one's emotional state and to correctly identify and name one's emotions. To be self-confident is to have a strong sense of one's self-worth and capabilities. Secondly, it involves a realistic assessment of one's strengths and limits and a self-deprecating sense of humour. Thirdly, it involves emotional awareness which entails recognising one's emotions and their effects (Goleman, 1995).

### **2.2.1.2 Managing your emotions**

This is the ability to control or redirect disruptive impulses and moods. It involves the ability to suspend judgement and to think before acting. Firstly, self-regulation involves self-control by keeping disruptive emotions and impulses in check. Secondly, it is about trustworthiness which entails maintaining standards of honesty and integrity. Thirdly, it is about conscientiousness and taking responsibility for personal performance. Fourthly, it is about adaptability which entails flexibility in handling change and innovation. It is about being comfortable with novel ideas, approaches and new information (Goleman, 1995).

### **2.2.1.3 Motivating yourself**

This is about having a passion to work for internal reasons that go beyond money and status which are considered external rewards. A person who is intrinsically driven has an inner vision of what is important in life, derives joy in doing something and curiosity in learning new things. Internal motivation firstly involves a drive to improve or meet standards of excellence. Secondly, it includes commitment which entails aligning oneself with the goals of the group. Thirdly it includes initiative that encompasses a readiness to act on opportunities. Fourthly, it involves optimism that is persistence in pursuing goals despite obstacles and setbacks (Goleman, 1995).

### **2.2.1.4 Recognising and understanding other people's emotions**

This is the ability to understand the emotional makeup of other people. It is a skill in treating people according to their emotional reactions. One needs to become aware of others feelings, needs and concerns. There needs to be empathy. Empathy understands other people by sensing their feelings and perspectives and taking an active interest in their concerns. It involves sensing other's development needs and bolstering their abilities. Empathy generally makes teacher leaders aware of and appreciative of the feelings of others. They are able to tune in to what, how and why others feel the way they do. To be empathetic means being able to emotionally read the emotions of others. Empathetic teacher leaders care about others and show interest in and concern for them (Goleman, 1995).

### **2.2.1.5 Managing relationships**

Managing relationships is about building networks, about finding common ground and building rapport. Firstly, it is about communication that involves listening openly to others

and sending convincing messages. Secondly, it involves conflict management that is negotiating and resolving disagreements. Thirdly, it involves leadership that is inspiring and guiding individuals and groups. Fourthly, it involves collaboration and cooperation which is working with others towards shared goals. Fifthly, it involves being a catalyst for change that is initiating or managing change (Goleman, 1995).

Thorndike (1920), Sternberg (1985) and Salovey and Mayer (1990) have recognised that emotional intelligence has a pivotal part to play in life indicating that if you are able to manage your emotions, you are likely to be successful. To be emotionally intelligent develops over time and it can be improved through training, programming and therapy (Bar-On, 1997). Sternberg (2001) criticises the work of Goleman (1995). He notes that much of what was being done under the banner of emotional intelligence appears to be conceptually weak and orientated more towards commercial explanations than towards increasing psychological understanding. However, Sternberg (2001) does note that emotional intelligence can impact upon people's lives and explains that emotional intelligence skills are important aspects of wisdom, which he believes can be measured.

### **2.2.2 TEACHER LEADERSHIP THEORY**

Troen and Boles (1994, p.40) state that teacher leadership is currently in trend in many countries and it has emerged as a new buzzword for how to alleviate schools. They further state that teacher leadership has potential as mechanism of change in schools. This study was also informed by the theory of teacher leadership which is often associated with that of distributed leadership (Gronn, 2000; Spillane, Halverson & Diamond, 2006). Principals of the school cannot lead alone. They need other teachers. They must give some teachers special roles and responsibilities perhaps attached to increases in salary and linked to a career ladder. Pearce and Conger (2003, p. 1) state that shared leadership is broadly distributed among a set of individuals where the influence process involves more than downwards influence on members of the organisation. The principal cannot lead the school alone; he needs the support from his teachers. Distributive leadership involves shared leadership, adaptive leadership, Tao leadership, Ubuntu leadership, invisible leadership, team and e-leadership, strategic leadership, transformational leadership, charismatic leadership, servant leadership and transactional leadership (Gronn, 2000; Spillane, Halverson & Diamond, 2006).

Grant's (2008) model of teacher leadership describes leadership within four semi-distinct zones and roles. First zone teacher leadership exist within the classroom as teachers lead and manage the teaching and learning process. In the second zone, teachers lead beyond the classroom as they develop working relationship with other teachers. In the third zone teachers become more involved in whole school development issues such as vision building and policy development. In the fourth zone teachers can extend themselves beyond the school and lead in community life and cross-school networking.

Recognition of teacher leadership stems in part from a new understanding about organisational development and leadership that suggest active involvement by individuals at all levels and within all domains of an organisation if change is to take hold (Ogawa & Bossert, 1995; Spillane, Halverson, & Diamond, 2001). They further argue that educational improvement at the level of instruction involves leadership by teachers in classroom and with peers. Teacher leadership roles range from assisting with the management of schools to evaluating educational initiatives and facilitating professional learning communities. It is about the continuous improvement of teaching and learning in our nation's schools with the ultimate goal of increased achievement for every learner (Ogawa and Bossert, 1995).

Katzenmeyer and Moller (2001) identify factors that influence a teacher's readiness to assume the role and responsibilities of a teacher leader. These factors include excellent professional teaching skills, a clear and well developed personal philosophy of education, being in a career stage that enables one to give to others, having an interest in adult development, and being in a personal life stage that allows one time and energy to assume a position to leadership. This implies that teacher leadership is best suited for teachers in midcareer and midlife, assuming that such teachers also demonstrate high levels of teaching competence.

Effective leadership is widely accepted as being a key constituent in achieving school improvement (Harris & Muijs, 2003 p.1). While the quality of teaching strongly influences levels of learner motivation and achievement, it has been consistently argued that the quality of leadership matters in determining the quality of teaching in the classroom (Fullan, 2001; Sergiovanni, 2001).

Murphy (2000) notes that the 'great man' theory of leadership prevails in spite of a ground swell towards leadership as empowerment, transformation and community building. Possibly, this is because schools as organisational structures remain largely unchanged equating

leadership with status, authority and position. One of the most consistent findings from recent studies of effective leadership is that authority to lead need not be located in the person of the formally appointed leader but can be dispersed within the school in between and among people (Day, Harris & Hadfield, 2000; Harris 2002). In this sense leadership is separated from person, role and status and is primarily concerned with the relationships and the connections among individuals within a school.

Taking this perspective, leadership is viewed as being fluid and emergent rather than a fixed phenomenon. It implies a different power relationship within the school where the distinctions between followers and leaders tend to blur. It also opens up the possibility for all teachers to become leaders at various times and suggests that leadership is a shared and collective endeavor that can engage the many rather than the few (Harris & Muijs, 2003).

In the United States of America, Canada and Australia the notion of teacher leadership is particularly well developed and grounded in research evidence (Gronn, 2000; Spillane, Halverson & Diamond, 2006). This model of leadership implies a redistribution of power and a re-alignment of authority within the organisation. It means creating the conditions in which people work together and learn together, where they construct and refine meaning leading to a shared purpose or set of goals. Evidence would suggest that where such conditions are in place, leadership is a much stronger internal driver for school improvement and change (Hopkins, 2001). In Britain and to some extent Europe, conventional notions of leadership tend to prevail with an emphasis upon the leadership of those at the apex of the organisation. Leadership tends to be associated with a role or responsibility and is generally viewed as a singular rather than a collective endeavor (Harris & Muijs, 2003).

Traditionally, teachers have been socialised to be private, to be followers, and to steer away from assuming responsibilities outside the classroom (Little, 1988; Moller & Katzenmeyer, 1996; Lieberman & Miller, 1999). One of the most prevailing norms in the teaching profession is egalitarianism, which fosters the view that those teachers who step up to leadership roles are stepping out of line. We need to acknowledge that teachers are leaders and are the most valuable resource in any school system (Astuto, 1993). In their classroom teachers lead learners, guiding instruction, managing the classroom environment, and manage their daily responsibilities of working with other teachers, parents and administration. Teachers can be leaders in their schools and school systems without necessarily having to opt

out of the classroom full-time. Teacher leaders become leaders because they make a difference with other teachers, the school and the community (Mendez-Morse, 1992).

York-Bar and Duke (2004) state that teacher leaders lead within and beyond the classroom; identify with and contribute to a community of teacher learners and leaders; influence others towards improved educational practice; and accept responsibility for achieving the outcomes of their leadership. The idea of teacher leadership is often associated with that of 'distributed leadership' for example allocating some teachers special roles and responsibilities (Gronn, 2000; Spillane, Halverson & Diamond, 2006).

## **2.3 REVIEW OF RELATED LITERATURE ON EMOTIONAL INTELLIGENCE**

The review of related literature is presented under the following thematic form:

- Emotional intelligence in the education sector.
- Emotional intelligence in the corporate world.
- Strategies used by teachers to manage their emotions.
- Strategies used in the corporate or private sector to manage emotions.
- Support from school management teams to teachers in managing emotions.
- Support from managers to their employees in managing emotions.

### **2.3.1 Emotional intelligence in the education sector**

Caruso, Mayer and Salovey (2002) conducted a research study in Canada on emotional intelligence tests and identified four branches of intelligence namely; **perceiving emotions** which is the ability to perceive emotions in oneself and others as well as in objects, art, stories, music, and other stimuli, **facilitating thought** which is the ability to generate, use, and feel emotion as necessary to communicate feelings or employ them in other cognitive processes, **understanding emotions** which the ability to understand emotional information, to understand how emotions combine and progress through relationship transitions, and to appreciate such emotional meanings, and **managing emotions** which is the ability to be open to feelings, and to modulate them in oneself and others so as to promote personal understanding and growth. They further posit that the ability for a teacher to identify

emotions and feelings within themselves also allows them to accurately identify the emotions of peers and groups, to express emotions accurately and to differentiate between honest and phoney emotional expressions. Moore (2007) in a study conducted in America among school administrators, confirm that emotional intelligence provides school leaders with the awareness necessary to meet the needs of a teacher that is engaged in developing a common vision for their school, maintaining a focus on high achievement for all students, and creating school cultures of trust and respect.

In South Africa, a study done by Lubbe (2012) reveals those emotional intelligence aspects such as interaction style, flexibility, assertiveness and listening skills influence both the classroom interaction of teachers with their learners and their professional relations with colleagues. He maintains that improved emotional maturity can empower teachers to manage their emotions effectively, cope with the demands of stressful profession, handle conflict in the classroom and teach with greater creativity, effectiveness and confidence.

In Kenya, Ayiro (2010) found that teachers with higher levels of emotional intelligence are more effective at regulating and understanding the emotional implications within an environment. Emotional intelligence research has also shown a positive relationship between high levels of emotional intelligence and stress management (Salovey, Stroud, Woolery & Epel, 2002; Graves, Schmidt & Andrykowski, 2005; Slaski & Catwright, 2003). Leaders with lower emotional intelligence levels are less able to manage stress within an environment and studies have demonstrated that detrimental results may occur (Quebbeman & Rozell, 2002).

Cliffe (2008) in a study conducted in England found that it is possible to recognise and measure emotional intelligence to provide guidance for future development and do not believe that it is possible to arrive at a certain unique emotional intelligence score. She also found that female headteachers who are strong in emotional intelligence skills appear to achieve the positions that they strive for (Cliffe, 2008). In leading a successful school, both positive and negative emotions present themselves. However, having skills of emotional intelligence allows these to be dealt with effectively and contribute to successful leadership (Goleman, 1995; Cooper & Sawaf, 1997).

In a study conducted by Morrill (2007) in India he discovered that strategic leaders in the realm of higher education, like other employees in positions of responsibility, should possess positive leadership attributes. According to Goleman (2000) emotional intelligent leaders

display self-awareness which translates to deep understanding of one's emotions, strengths, weaknesses, values, and motives.

Hamachek (2000) writes that intellectual ability is essential for being successful and being a contributing member of society. He further mentions that emotional intelligence is also equally essential because it can help people (teachers) reach their potentials and develop healthy interpersonal relationships. Byron (2001) states that understanding one's own emotional processes can have far-reaching effects for social functioning and quality of life. Young teachers who lack social and emotional competence might end up becoming self-centred and unable to empathise and relate to others.

### **2.3.2 Emotional intelligence in the corporate world**

The modern business environment requires leaders to provide moral leadership and to harness trust in the organisation to ensure organisational success and performance in an increasingly competitive global marketplace (Robbins, 2001). It is often suggested that people equipped with emotional intelligence have a competitive edge in both their personal and professional lives and as a consequence are happier and more successful (Murphy & Janeke, 2009). In other words, emotional intelligence assists an individual in adjusting and adapting to the emotions present in their environment and to effectively solve problems in a productive manner to survive. In fact, emotional intelligence expands on Darwin's manifesto on the primitive laws of survival because it allows those equipped with the trait to not only survive, but to thrive in today's world (Bar-On, 1997; Goleman, 1998). It is important to note, that the ability to recognize and respond to emotions are not limited to personal emotions, but to the emotions of others, as well.

In today's business world, adopting a thinking style which is strictly linear or nonlinear presents limitations for managers. Groves and Vance (2009) demonstrated that decision-makers adopting a balanced use of linear and nonlinear thinking styles provide them with greater overall emotional intelligence. In this manner, individuals make rational, analytical decisions based on logic and empirical data while perceiving emotions in co-workers and harnessing those emotions to instill productive enthusiasm onto co-workers. Controlling personal feelings is a skill that allows an individual to perceive and better address the emotions of those around them. Furthermore, detecting shifts in the emotions of co-workers is an important first step to transforming attitudes from negative to positive (Salami, 2010).

Whatever the leadership style of leaders, emotional intelligence enables a leader to create interpersonal trust and improve communication, thereby increasing “workplace climate and business outcomes” (Rao, 2006, p. 316). Ward and Schwartzmann (2009) report that emotional intelligence is a necessary component to successful consultations by allowing consultants to empathise with clients and build a relationship based on trust and care. Through emotional intelligence, communication is improved and made more productive because “clients are able to see their consultants more as partners in building supportive relationships rather than as superiors dictating instructions” (Ward & Schwartzmann, 2009, p. 371).

There has been a major shift in the leadership skills required of today’s business managers. Rather than planning, controlling and organising, which were the skills of the old model of business leaders, the demands made on new leaders require skills such as helping, empowering and listening, building trust, commitment and dedication (Rosete & Ciarrochi, 2005). Although this type of leadership is more difficult than the old command-and control method, it is more effective in meeting the major challenges of finding and keeping good employees, and making them more productive (Rosete & Ciarrochi, 2005). Several of the new leadership skills call for the strategic management emotions. The ability to analyse both oneself and others is of crucial importance (Bar-On, 1997).

Bass (2002) identifies emotional intelligence as a factor that might predispose leaders to use transformational behaviour. Research by Palmer, Walls, Burgers and Stough (2001), indicate that transformational leadership is considered to be more emotion-based than transactional leadership. This supports the theory that because transformational leadership is more emotion based, it meets the demands and challenges of organisations functioning in complex competitive environments. As a result, studies aimed at the investigative role of emotional intelligence as a forecaster of transformational leadership are fast gaining momentum, due to the favourable results associated with transformational leadership in organisations having to manage a large amount of change and transformation (Bass, 1990; Bass, 2002). Emotional intelligence can thus provide a preliminary indication of leadership potential and present organisations with a means of identifying and selecting organisational leaders (Goleman, 1995). Therefore, emotional intelligence has become more popular as a measure for identifying potentially successful leaders (Goleman, 1995; Cooper and Sawaf, 1997).

Emotional intelligence has gained much popularity as an absolute necessity for effective leadership (Sosik & Megerian, 1999). Goleman (1995), Stein and Book (2000), argue that leaders with greater emotional intelligence will be more effective leaders. Their (Goleman, 1995; Stein and Book, 2000) contention that effective leaders are socially adept is supported by research findings by Bass (2002) and Palmer, *et al.*, (2001). Goleman (1998) believes that leadership skills are reliant partly on the understanding of emotions and the abilities associated with emotional intelligence. George (2000) suggests that emotional intelligence plays an important role in leadership effectiveness in generating employee performance and consequently organisational performance. He proposes that the ability to understand and manage moods and emotions in oneself and in others, theoretically contributes to the effectiveness of leaders in stimulating employee performance. The ability to manage emotions in oneself will in turn affect the ability to lead others (Bar-On, 1997). This coincides with Goleman's (1995) observation that emotional intelligence includes the ability to motivate self and others, as well as the fact that charisma is an essential factor for successful leadership.

George (2000) further suggested that leaders' who are high in emotional intelligence will be able to use positive emotions to envision major improvements in the functioning and performance of an organisation. When emotional intelligence is present, there is increased employee cooperation, increased motivation, increased performance, increased productivity, and increased profits (George, 2000). In fact, research has shown that managers with high emotional intelligence get better results from employees, which results in employee performance beyond expectations (Cooper, 1997). Additionally, Goleman (1998) believes that emotions, properly managed, can drive trust, loyalty and commitment, and drive many of the greatest productivity gains, innovations, and accomplishments of individuals, teams and organisations. Because emotions guide reasoning, emotional intelligence in a leader is seen as a fundamental ingredient for success. True leadership cannot be separated from the basic qualities that produce sound personal character (Groves & Vance, 2009). Emotional intelligence considers factors that are an integral part of one's character and are key factors as to why one person thrives, whilst another of equal or greater intellect may be less successful (Salovey and Mayer, 1990; Goleman, 1995; Bar-On, 1997).

In order to be an effective leader, managers need to display high levels of emotional intelligence (Amos, Ristow, & Ristow 2004). Low levels of emotional intelligence on the job affect productivity (Rosete & Ciarrochi, 2005). Emotions have an impact on everything that

people do. Emotions can lead to increased morale amongst employees, but on the other hand, emotions can also prove to be destructive. Negative emotions, such as fear; anxiety; anger and hostility, use up much of the individual's energy, and lower morale, which in turn leads to absenteeism and apathy (Morrison, 2008). According to Day and Carroll (2004) an individual's emotional intelligence can be seen to dictate interpersonal relationships.

### **2.3.3 Strategies used by teachers to manage their emotions**

A study carried out by Coco (2011) suggested that teacher's uses positive social relationship, positive attitudes and feelings of competence to manage their emotions as well as that of learners. They further reveal that positive social relationship promotes learning and positive feelings toward school and academic exercise. Coco (2011) explains that teachers manage their emotions and that of others through the following strategies; teaching methodology, effective communication, analysis and vision. In a study by Ramana (2013) they found that teachers use the following strategies to manage emotions: self-awareness, proactive coping, supervision support, and teacher-learner societies. According to Ranganathananda (2007) teachers uses their generated energy to manage their own emotion and others. Snyder and Lopez (2007) indicate that teachers use team work as one of the strategies to manage their emotion and that of others. Some teachers use mentorship skills to manage their emotions and that of others (Snyder & Lopez, 2007). Some teachers mirror or model emotionally mature behaviour which has been shown to go a long way in developing emotional competencies in learners where formal EQ training programmes do not exist.

From the above discussion it is evident that teachers need to be emotionally intelligent so that they will be able to manage complex situations through effective planning, organisation, leading and controlling (Coco, 2011). As teachers lead, they are reported to grow in their leadership skills and organisational perspective (Ryan, 1999).

### **2.3.4 Strategies used in the corporate or private sector to manage emotions**

Many of today's jobs involve high levels of interpersonal interactions that can be emotionally taxing for workers. An emotion-laden work environment can produce a negative mind-set and lead to psychological outcomes like depression (Ward & Schwartzmman, 2009). Therefore, emotional intelligence development will allow managers to recognise negative emotions immediately and to respond by interjecting positive moods in order to maintain constructive performance. Furthermore, people with high emotional intelligence can generally balance

multiple tasks without losing sight of priorities. They have the ability to solve new problems in unique and creative ways, and work well in group-oriented tasks (Murphy & Janeke, 2009). Leaders with emotional intelligence can recognize and control their personal emotions and may benefit from lower levels of anger (Grove & Vance, 2009). Mayer and Salovey (1997) suggested that employee emotions can be managed in the following ways: by accurately perceiving employee emotions, using emotions to aid thinking, controlling emotions, and understanding emotions. According to Berman & West (2008) emotional intelligence is an essential tool for conflict management in corporate organisations.

Leaders, having high emotional intelligence influence the attitudes, enthusiasm and performance of their team members (Humphrey, 2008). Social competencies including socialised power, self-esteem and positiveness were identified by Boyatzis (1982) as projective of manager's success within organisation. Similarly, studies done by Leban & Zulauf (2004) and Rosete & Ciarrrochi (2005) confirmed the relationship between emotional intelligence and leadership effectiveness and found the ability of perceiving emotions as a strongest predictor of leadership success.

The managers who are compassionate and respond to employees' demands and needs are comparatively successful in managing employees' emotional behaviours (Humphrey, 2002; Pescosolido, 2002). Thus, the selection of managers with sufficient people skills is not adequate. These skills need to be further developed and enhanced over time for the success of leadership (Berman & West, 2008). This simply implies that the leaders of an establishment who adopt a range of strategies to manage emotions are able to achieve maximum output in an organisation.

### **2.3.5 Support from school management team to teachers in managing emotions**

In a study carried out by Lubbe (2012) it was recommended that more comprehensive Emotional Quotient (EQ) training be offered by those in management in the form of workshops in order to monitor personal growth and address aspects such as self-esteem, stress management and conflict management. In his study he found that conducting workshops resulted in enhanced emotional awareness and provided practical tips for self-improvement. Further, it provided for development of skills for effective classroom management and the building of healthy relationships, not only with learners and colleagues but also with friends, family members and life partners (Lubbe, 2012).

According to Ayiro (2010), current research indicates that emotional intelligence levels can be increased through the application of emotional training programmes. This has implication for school management teams who have a role to play in developing the emotions of teachers they manage. Stein and Book (2000) contend that emotional intelligence is made up of short-term, tactical, dynamic skills that can be brought into play as the situation warrants. They assert that the individual building blocks of emotional intelligence and its overall structure can be improved by means of training, coaching and experience (Stein & Book, 2000, 21.) “Emotional intelligence and emotional skills develop over time, change throughout life, and can be improved through training and remedial programmes as well as therapeutic” (Bar-On, 2004, p. 15). School management teams need to note this and plan emotional development programmes according to the needs of teachers.

### **2.3.6 Managers support to their employees in managing emotions**

According to Gerson (2008) it is important for managers and employees to understand their own emotions and that of others. She further states that employees expect their managers to help them when they have problems. Empathy, intuition and self and social awareness distinguish great leaders and successful companies (Eisenberg, 2002). Gerson (2008) emphasise that managers should be aware of the concerns of their employees and address them appropriately. Tragedy and unfortunate events may occur therefore it may be wise for managers to create a crises management plan for employees (Gerson, 2008). Crisis management plan guide employees in time of emergencies, it shows the employee what stairways to take if there is fire, which floors evacuate first, emergency lines to call, and which security guard are on call when its late (Gerson, 2008).

A study carried by Galligan (2005) recommended that managers should work with their employees in establishing proper working relationships so that when problems arise the appropriate steps can be taken to resolve them. Healthy relationships between the manager and the employee are important because it portrays the manager as a representative of the company and the go-to manager for assistance in all aspects of work (Galligan, 2005). A manager should be a trustworthy individual who is there to support not to judge the employee and it is the manager’s responsibility to develop employees and monitor their performances (Galligan, 2005). According to Mittal and Sindhu (2012) emotionally intelligent managers keep the lines of communication open because they know that communication keeps employees motivated and connected. They further state that effective managers find ways to

be personally visible and approachable, take time to engage employees individually and in groups, listening to their ideas, suggestions and concerns, and responding in ways that make employees feel heard and respected. Managers serve as role models for the employees and for the company (Mittal & Sindhu, 2012).

## **2.4 CHAPTER SUMMARY**

This chapter presented the theoretical framework informing this study. It commenced by explaining Goleman's theory of emotional intelligence followed by theories on teacher leadership. Thereafter the review of related literature was presented. It dealt with the following issues: emotional intelligence in the education sector; emotional intelligence in the corporate world; strategies used by teachers to manage their emotions; strategies used in the corporate or private sector to manage emotions; support from school management teams to teachers in managing emotions and support from managers to their employees in managing emotions.

In the next Chapter I present the research design and methodology that underpins this study.

## **CHAPTER THREE**

### **RESEARCH DESIGN AND METHODOLOGY**

#### **3.1 INTRODUCTION**

The previous chapter dealt with the literature review of the study. Relevant literature around the key research questions as well as the theoretical framework was reviewed. This chapter outlines and explains the methodological processes and research methods relating to the study. I remind the reader that the aim of the study is to explore emotional intelligence of teacher leaders in primary schools. The research questions are as follows:

- Why is it important for teachers to be emotionally intelligent?
- What strategies do teachers use to manage their emotions and that of others?
- How do school management teams support teachers in managing their emotions and that of others?

In this chapter I commence by discussing the research paradigm and the research methodology that informs this study. Thereafter I present the research methods and explain the sampling strategy employed in this study. I go on to explain the process of data analysis I adopted and the ethical issues I observed in conducting this study. I bring this chapter to a conclusion by explaining issues of trustworthiness and limitations of the study.

#### **3.2 RESEARCH PARADIGM**

A paradigm is a framework which is guided by a set of beliefs, assumptions and feelings about the world and how it should be understood and studied (Guba, 1990; Denzin & Lincoln, 2001). Patton (1990) describes a paradigm as a world view, a general perspective, and a way of breaking down the complexity of the real world. Mackenzie and Knipe (2001) refer to a paradigm as a loose collection of logically related assumptions, concepts or propositions that orient thinking and research. In the social science there are many paradigms

that are used to frame research. The major paradigms are interpretivist, positivist, post positivist, constructivist and critical.

This study is located within the interpretive paradigm. The interpretive paradigm is about understanding human behaviour and foregrounds the meaning that individuals or communities assign to their experiences (Maree, 2011). Ontologically the interpretive paradigm is based on the knowledge that there are multiple truths (Lincoln & Guba, 1994). Grix (2004, p. 59) defines ontology as the study of the “claims and assumptions that are made about the nature of social reality, claims about what exists, what it looks like, what units make it up and how these units interact with each other”. Epistemologically the interpretive paradigm, the assumption is that knowledge is socially constructed (Maree, 2011). This paradigm was deemed appropriate because I sought to understand, explain and demystify social reality about emotions and teacher leadership by viewing it through the eyes of different participants in this study (Cohen, Manion & Morrison, 2011).

### **3.3 APPROACH OF THE STUDY**

The approach to my study was a qualitative approach. Qualitative researchers study things in their natural settings. They attempt to make sense of, or to interpret phenomenon in terms of the meanings people bring to them (Denzin & Lincoln, 2005). Maree (2011) defines qualitative research design as inquiry in which the researcher collects data face-to-face contact with selected people in their natural settings. According to Creswell (1994), qualitative research is descriptive, holistic, explorative and contextual in its design and aims to produce rich description of investigated phenomena. It aims is to obtain rich descriptive data and to understand social life and the meaning that people attach to everyday life (De Vos, Strydom, Foucher & Delpont, 2002). I chose to use the qualitative approach because it allowed teachers to speak their mind and voice their problems. I was interested in getting rich descriptive data about emotions and teacher leadership.

### **3.4 METHODOLOGY**

The methodology employed in this study was a case study. Yin (1984) defines a case study research as an empirical inquiry that investigates a contemporary phenomenon within real-life context. He adds that in case studies multiple sources of evidence are used. MacDonald and Walker (1997, p. 181) define case study as “the examination of an instance in action”. Becker (1968, p. 233) asserts that the purpose of a case study is “to arrive at a comprehensive understanding of the groups under study” and “to develop general theoretical statements about regularities in social structure and process”. Lincoln and Guba (1981, p. 371) maintain that “the purpose of a case study is to reveal the properties of the class to which the instance being studied belongs”. A case study is a unique way of observing any natural phenomenon (Yin, 1984). This study adopted a case study methodology of teachers at four primary schools. It was a case of emotions and teacher leadership. I used a case study because I wanted to generate the data in its natural settings, which is the school.

Yin (1984) claims that in a case study, the examination of the data is most often conducted within context of its use; that is within the situation in which the activity takes place. The strength of a case study is that their insights may be directly interpreted and put into use for staff or individual’s self-development (Cohen, Manion & Morrison, 2011). The limitation is that case studies provide very little basis for scientific generalisation since they use a small number of subjects, some conducted with only one subject (Yin, 1984). According to Collins and Noblin (1978) a case study is the best plan for answering the research questions; its strength overweighs its limitation.

### **3.5 METHODS OF DATA GENERATION**

I used semi-structured interviews and focus group interviews to generate data. In semi-structured interviews the interviewer and the participants engage in a formal interview using an interview guide developed by the researcher (Cohen, Manion, & Morrison, 2011). Further, semi-structured interviews have the ability to gather descriptive data from a few participants who have the knowledge of the phenomenon (Cohen Manion & Morrison, 2007). According to De Vos (2000) semi-structured interviews provide space for the researcher to explain the questions to the participants and explain what is required of them. Anderson and Arsenault (1998) maintain that semi-structured interviews add greater depth of understanding to issues

that relate to the case at hand. I used semi-structured interviews because it allowed the use of probes and follow-up questions to clarify issues raised by the participants (Cohen, *et al*, 2007). In the interviews I wanted the participants to elucidate their responses as much as they could and in a way I could understand.

Focus group interviews are group interviews where participants are able to build on each other's ideas and comments. Focus groups provide an in-depth view not attainable from individual interviews (Maree, 2011). According to De Vos, Strydom, Foucher and Delpont (2005) focus group interviews are useful when the researcher wants to get multiple view points on a particular topic. I used focus group interviews to gather information from teachers in order to verify information that I got from the HODs. Prior, to the interviews, I informed the participants that the interview was about half an hour. The interviews were held in the staffroom. I also outlined the full purpose of the research and how the interview data was going to be used. I assured the participants that all information was confidential, and no names will be used to transcribe notes. I further gave participants the full transcript of their individual interviews to read and verify.

### **3.6 SAMPLING**

Purposive sampling was used in this study. I purposively selected four primary schools based on convenience in terms of travelling distance from where I live. I selected five teachers and Head of Departments (HOD) in each school. Patton (1990) states that purposive sampling is a method used when one chooses participants who are information-rich, based on the purpose of the study. Ball (1990) claims that purposive sampling is used to access knowledgeable people who have in-depth knowledge in particular issues, maybe by virtue of their professional role, access to networks, expertise or experience. I have chosen the HOD because they are in the School Management Team and they could furnish information relevant to the research problem and research questions. The number of participants in this study was determined by the nature of the study. According to Cohen, Marion and Morrison (2000, p. 102) "a sample size is determined by the style of the research and in qualitative research it is more likely that sample size is small". I chose to conduct the study in a primary school because much of the research that has been done on emotions and teacher leadership was conducted in secondary schools.

### **3.7 PILOTING INTERVIEWS QUESTIONS**

Possible interviews questions for the focus group interviews were piloted with teachers and the semi-structured interviews were piloted with a head of department at my school. This exercise enables the researcher to make some changes and modifications to the interview schedule which I might have not been aware of if I did not conduct this pilot study. The rationale behind the pilot study is to find out any problems so that they can be rectified before the actual study was carried out (Fraenkel & Wallen, 1990). Further, piloting in this study was done to get some sort of experience for the interview process, decide which questions were key questions, determine questions that needed rethinking, make decisions as to questions that needed to be omitted, remove ambiguities and misunderstood questions (Cohen at al., 2007).

### **3.8 RESEARCH SITES AND PARTICIPANTS**

Pseudonyms are used in order to maintain the anonymity of the schools. The pseudonyms were: Amahle Primary School, Aphile Primary School, Lusanda Primary School and Thabani Primary School.

#### **3.8.1 Amahle Primary School**

This a primary school in Kranskop. It is located approximately 2 kilometres from Kranskop town. The school was established in 1984. This school is classified as a section 21 which means that the school controls its own finances. The road to the school is gravel with potholes and it not easy to access the school when it is raining. The school is electrified, fenced and has running water. There are enough toilets for learners and teachers. Buildings are old but well-maintained and they offer extra-mural activities.

All the participants from this school were females. First participant was 32 years and she has a Diploma in Education (Senior Phase) and Advanced Certificate in Education (ACE). She has taught for 10 years and she was at that time teaching Mathematics. Second participant was 29 years and has a Bachelor of Education (Honours). She has taught for 6 years and at that time she was teaching English. Third participant was 48 years and has a Primary Teachers Diploma, Further Diploma in Education and Bachelor of Education (Honours). She has taught for 24 years and at that time she was teaching Social Sciences. Fourth participant

was 52 years and has a Primary Teachers Certificate, Primary Teachers Diploma and Adult Basic Education and Training. She has taught for 32 years and at that time she was teaching Life Skills and IsiZulu. Fifth participant was 35 years and has Bachelor of Education (Honours) and Advanced Certificate in Education. She has taught for 15 years and at that time she was teaching IsiZulu and Life Skills. The HOD was 36 years and has Primary Teachers Diploma, Advanced Certificate in Education, Adult Basic Education and Training and Bachelor of Education (Honours). She has taught for 15 years and at that time she was teaching Natural Sciences and Technology.

### **3.8.2 Aphile Primary School**

This is a primary school in Kranskop. It is located approximately 30 kilometres from Kranskop town. It was established in 1990. This school is classified as section 21. The road to the school is gravel with potholes and it not easy to access the school when it is raining. The school is electrified, fenced and has no running water. There are enough toilets for learners and teachers. Buildings are well-maintained and they offer extra-mural activities.

All the participants from this school were females. First participant was 44 years and she has a Primary Teachers Diploma. She has taught for 18 years and she was at that time teaching English. Second participant was 42 years and has a Primary Teachers Diploma and Advanced Certificate in Education. She has taught for 17 years and at that time she was teaching Mathematics. Third participant was 33 years and has a Primary Teachers Diploma, and Bachelor of Education (Honours). She has taught for 8 years and at that time she was teaching Natural Sciences and Technology. Fourth participant was 40 years and has a Primary Teachers Diploma and Adult Basic Education and Training. She has taught for 18 years and at that time she was teaching IsiZulu. Fifth participant was 38 years and has Bachelor of Education (Honours). She has taught for 12 years and at that time she was teaching Social Sciences. The HOD was 49 years and has a Primary Teachers Diploma, Advanced Certificate in Education, Adult Basic Education and Training and Bachelor of Education (Honours). She has taught for 26 years and at that time she was teaching Life Skills.

### **3.8.3 Lusanda Primary School**

This is a primary school in Kranskop. It is located approximately 50 kilometres from Kranskop town. It was established in 1964. This school is classified as a section 21. The road to the school is gravel with potholes and it not easy to access the school when it is raining.

The school is electrified, fenced and has no running water. There are enough toilets for learners and teachers. Buildings are well-maintained and they offer extra-mural activities.

There were two male participants and three female participants. First male participant was 47 years and he has a Primary Teachers Diploma and Advanced Certificate in Education (ACE). He has taught for 20 years and he was at that time teaching Mathematics. Second male participant was 38 years and has a Primary teachers Diploma and Bachelor of Education (Honours). He has taught for 16 years and at that time he was teaching Social Sciences. Third female participant was 29 years and has a Bachelor of Education (Honours). She has taught for 3 years and at that time she was teaching English. Fourth female participant was 31 years and has a Primary Teachers Diploma and Adult Basic Education and Training. She has taught for 5 years and at that time she was teaching Natural Sciences and Technology. Fifth female participant was 35 years and has Bachelor of Education (Honours) and Advanced Certificate in Education. She has taught for 17 years and at that time she was teaching IsiZulu. The HOD was a female 36 years and has Primary Teachers Diploma, Advanced Certificate in Education, Adult Basic Education and Training and Bachelor of Education (Honours). She has taught for 15 years and at that time she was teaching Life Skills.

#### **3.8.4 Thabani Primary school**

This is a primary school in Kranskop. It is located approximately 80 kilometres south of Greytown and was established in 1966. This school is classified as a section 21. The road to the school is gravel with potholes and it not easy to access the school when it is raining. The school is electrified, fenced and has no running water. There are enough toilets for learners and teachers. Buildings are well-maintained and they offer extra-mural activities.

All the participants were females. First participant was 36 years and she has a Bachelor of Education (Honours). She has taught for 12 years and she was at that time teaching Natural Sciences and Technology. Second participant was 32 years and has a Bachelor of Education (Honours). She has taught for 8 years and at that time she was teaching English. Third participant was 40 years and has a Primary Teachers Diploma and Further Diploma in Education. She has taught for 18 years and at that time she was teaching Social Sciences. Fourth participant was 27 years and has a Bachelor of Sciences and Post Graduate Certificate in Education. She has taught for 2 years and at that time she was teaching Mathematics. Fifth participant was 35 years and has Bachelor of Education (Honours) and Advanced Certificate in Education. She has taught for 15 years and at that time she was teaching IsiZulu and Life

Skills. The HOD was 36 years and has Primary Teachers Diploma, Advanced Certificate in Education, Adult Basic Education and Training and Bachelor of Education (Honours). She has taught for 15 years and at that time she was teaching English and Life Skills.

### **3.9 DATA ANALYSIS**

According to Cohen, Manion and Morrison (2011) qualitative data analysis involves organising, accounting for and explaining the data. In short it is about making sense of data by noting patterns, themes categories and regularities. Cohen *et al.*, (2011) assert that content analysis involves coding, categorising, comparing and concluding, and drawing theoretical conclusions from the text. In this study I used thematic content analysis to analyse the data. Content analysis is a systematic approach to qualitative data analysis that identifies and summarises the content (Maree, 2011). Content analysis is a process in which the many words of a text are coded and classified into categories (Cohen, Manion & Morrison 2007). According to Ezzy (2002) content analysts know in advance what they are looking in a text as well as what the categories for analysis will be. I used content analysis because it was user friendly in analysing data and I was able to link categories in order to ensure the richness of data presentation.

I audio-recorded both the semi-structured and focus group interviews. I played the audio recordings several times in order to become familiar with the data and was attentive to the words and phrases of the participants that related to emotions and teacher leadership (De Vos, Strydom, Foucher & Delport, 2011). The recorded data was transcribed verbatim and analysed using themes derived from the literature that guided the study. I searched for similarities and differences that emerged from the transcripts.

### **3.10 ETHICAL ISSUES**

Cohen, *et al.*, (2007, p. 58) define ethics as “sensitivity to the rights of others”. Research ethics requirements flow from three principles (Rule & John, 2011). The first principle is the principle of autonomy whereby the researcher ensures personal autonomy, respect and protects individual’s rights. The second principle is the principle of non-maleficence whereby

the research causes no harm to the participants. The third principle is the principle of beneficence whereby the research contributes to the public good.

I wrote a letter to school principals requesting permission for access to conduct this study in their schools (see appendix A p. 73). The letter explained the nature and purpose of the research study. It contained details of my identity, tertiary institution at which I am registered as a Masters of Education student as well as the contact details of my supervisor. In addition, ethical considerations were discussed with the participants before the study was undertaken. Further, I applied to the University of KwaZulu-Natal for ethical clearance to conduct the study. I signed and undertook to comply with the university's "Code of Conduct for Research". I informed the school principals and the participants of the details of the methods of data production that I employed in the study. I discussed the nature and scope of the study with them. Pertinent issues surrounding the semi-structured interviews were discussed.

Signed informed consent letters serve as a "moral obligation contract" between the researcher and the participants (Stake, 2005, p. 447). Participants should freely volunteer to be in the study and sign an informed consent form (Mitchel & Jolly, 1992). I sought permission to tape record the interview from the participants. I informed participants that participation was voluntary, and they were free to withdraw from the research any time. The participants were guaranteed confidentiality and anonymity. The participants were informed that their identities were protected through the use of pseudonyms. Participants were given full assurance that the data from the study would be used strictly for academic purposes and recorded transcripts will eventually be destroyed. I took adequate steps to prevent psychological harm, stress or embarrassment to the participants during the data generation phase (Leedy & Omrod, 2005).

### **3.11 TRUSTWORTHINESS IN STUDY**

Trustworthiness is the extent to which the researcher's tools measure what it is supposed to measure (Holloway & Wheelers, 1996, p.162). In qualitative studies validity and reliability of the study are not considered because qualitative studies are about unique interpretations of specific events (Lincoln & Guba, 1985). Creswell (1998) states that verification methods are aimed at proving trustworthy representations and authentic information. Lincoln and Guba (1985) proposed four criteria that should be considered by qualitative researcher in pursuit of a trustworthy study namely; credibility, transferability, dependability and confirmability.

### **3.11.1 Credibility**

According to Guba and Lincoln (1985) credibility refers to the ability of the researcher to produce findings that are convincing and believable. To make my study credible I went back to the sites with the transcripts to confirm with the participants that what I have recorded is accurate. This is called member checking. Member checking is defined as a quality control process by which a researcher seeks to improve the accuracy, credibility and validity of what has been recorded during a research interview (Guba & Lincoln, 1985; Coffey & Atkinson, 1996; Barbour, 2001; Byrne, 2001; Doyle, 2007). Member checks may involve sharing all of the findings with the participants, and allowing them to critically analyse the findings and comment on them (Creswell, 2007). I used a combination of different methodological techniques in order to confirm the trustworthiness of my data. I adopted semi-structured open-ended individual and focus groups interviews to ensure that the data I generated was a true reflection of what was really happening in primary schools in terms of emotions and teacher leadership.

### **3.11.2 Transferability**

Transferability can be assured when the researcher reports the findings of the study in a manner that can be accessible to other researchers, practitioners and policy makers so that others will be able to use them (Marshall & Rossman, 2011). It is important that sufficient description of the phenomenon under investigation is provided to allow readers to have a proper understanding of it, thereby enabling them to compare the instances of the phenomenon described in the research report with those that they have seen emerge in their situations (Lincoln & Guba 1985). The information gathered in this study was made available through a paper trial. In this study detailed and comprehensive descriptions of the research methodology were given.

### **3.11.3 Dependability**

According to Lincoln and Guba (1985) dependability is the assessment of the quality of the integrated processes of data collection, data analysis and theory generation. Dependability is similar to reliability, that is; consistency of observing the same finding under similar circumstances (Guba & Lincoln, 1981).

### **3.11.4 Confirmability**

Confirmability means the data can be confirmed by someone other than the researcher (Conrad & Serlin, 2011). Confirmability is a measure of how well the inquiry findings are supported by data collected (Lincoln & Guba, 1985). Every effort was made to have planning and debriefing sessions with my supervisor who, with his vast experience in conducting research, assisted in validating my findings.

### **3.12 LIMITATIONS OF THE STUDY**

The limitation of the study was that it was a small scale case study involving only four primary schools in uMzinyathi District of KwaZulu-Natal and does not represent the whole population of the schools in South Africa. Case studies provide very little basis for scientific generalisation since they use a small number of subjects. Some are conducted with only one subject and one cannot generalise from a single case (Yin, 1984).

### **3.13 CHAPTER SUMMARY**

In this chapter, the research design and methodology were described. A brief explanation of the paradigm in which the research is located as well the methodological approach was discussed. The methods used to generate data and the choices of the participants were presented. I also described the data analysis procedure, ethical issues and trustworthiness issues. This chapter was brought to a conclusion by outlining the limitations of the study. The next chapter deals with data presentation, findings and discussion of the findings.

## **CHAPTER FOUR**

### **DATA PRESENTATION, FINDINGS AND DISCUSSION**

#### **4.1 INTRODUCTION**

The previous chapter presented the research design and methodology used to generate data for the study. In this chapter, focus will be placed on the presentation, findings and discussion of the data in terms of my research questions, namely:

- Why is it important for teachers to be emotionally intelligent?
- What strategies do teachers use to manage their emotions in relation to others?
- How do school management teams support teachers in managing their emotions in relations to others?

This chapter presents the findings and discussions of the data generated from the focus group interviews with the teachers and semi-structured interviews with the Heads of Department from four rural primary schools namely; Amahle Primary School, Aphile Primary School, Lusanda Primary School and Thabani Primary School. In order to triangulate the data obtained from the focus group interviews I present the voices of the teachers first because they are the main participants of my study. To verify what the teachers are saying, I present the voices of the HODs. The data is presented in terms of themes and sub-themes that emerged from an inductive analysis of the interviews. In presenting the data, I wanted to ensure that the voices of the participants were not lost. Therefore, verbatim quotations are used in the data presentation. A discussion of the data in terms of the literature reviewed and theoretical framework outlined in chapter two, as well as other scholarly work is then presented.

## **4.2. IMPORTANCE OF TEACHERS BEING EMOTIONALLY INTELLIGENT**

In terms of this theme, four sub-themes emerged, namely; job security, harmonious relations with learners, being emotionally intelligent for smooth running of the school and serve as good role models.

### **4.2.1 Job security**

The participants stated that it is important for teachers to control their emotions. According to the teachers managing emotions, is important because teachers who fail to control their emotions may be charged and they may end-up losing their jobs. Furthermore, teachers understand that learners also have rights so by controlling their emotions they are securing their jobs. These were some of the comments that came from teachers:

*If teachers fail to control their emotions they will lose their jobs and sometimes they can end up in jail. (Mrs Mthembu).*

This was also confirmed by Mrs Mngadi:

*Hurting learners is not allowed, once you do something wrong to a learner, you will be charged and end up losing your job. Above all, your relationship with the community at large will be ruined.*

Though Mrs Mbambo did not say the exact words that were said by Mrs Mthembu and Mrs Mngadi but she corroborates their views by saying:

*Teachers should remember that these days' learners have rights; if the teacher hurts the learner the doctors from hospital can advise the parent to open a case against that teacher at the police station.*

The HODs in corroboration with the viewpoints of the teachers indicated that it is important for teachers to be in control of their emotions all the time because teachers who fail to control their emotions can get into trouble and end up losing their jobs. Some learners become school dropouts because of teachers who shout and talk badly to learners.

Mrs Sokhela HOD from Lusanda Primary School indicated that:

*Some learners become dropouts from school because they are scared of a particular teacher who is abusive and the whole school becomes affected because the enrolment declines.*

The participants understood that it is important for teachers to control their emotions in order to secure their jobs. It is indeed important that teachers should learn to manage their emotions because if they fail, they will get into trouble and lose their jobs. This is evident from the report by Msomi (2014) where he proclaims that the parent wants the teacher to be jailed for hurting their child. This teacher has acted against the *South African Schools Act, 84 of 1996* and the country's Constitution which state that learners should be protected from all forms of physical or mental violence (Republic of South Africa, 1996).

Goleman (1995) believes that controlling one's emotion enables one to think before acting. Being aware of your emotions involves developing and managing your emotions successfully and securing your job (Gottman & Declaire, 1998). Teacher leaders who are emotionally intelligent do not hurt learners but they know how to come up with suitable solutions which will be fair to both teachers and learners. Bar-On (1997) in his third model states that emotional intelligence involves the ability to manage and control emotions. Salovey and Mayer (2002) have recognised that emotional intelligence has an essential part to play in life indicating that if you are able to control your emotions you are likely to cope in stressful situations and be successful. A teacher leader is someone who has high levels of emotional intelligence (Salovey & Mayer, 2002).

Lubbe (2012) also mentions that emotional intelligence can empower teachers to manage their emotions and perform teacher leadership duties successfully. Teachers with higher level of emotional intelligence are more effective at regulating and understanding the emotional implications within an environment (Ayiro, 2010). This argument is also supported by Quebbeman and Rozell (2000) who state that leaders with lower emotional intelligence levels are less able to manage stress within an environment and that has detrimental results. Leaders with emotional intelligence can recognize and control their personal emotions and may benefit from lower levels of anger (Groves & Vance, 2009).

#### 4.2.2 Harmonious relations with learners

The participants stated that teachers who are able to manage their emotions have harmonious relationships with learners. Some responses that were shared by the participants were highlighting the behaviour in which the teachers were expected to demonstrate in front of the learners to show that teachers are in control of their emotions. These were some of the comments that came from teachers:

Mrs Mthembu said that:

*Like ... how are you going to teach your learners to control their emotions if you cannot control your emotions as a teacher?*

Mrs Sibiya mentioned that:

*As a teacher you need to understand that learners come from different backgrounds so teachers should be broadminded and that their job as teachers is to develop these learners.*

Mrs Mbambo confirmed that:

*Teachers who fail to control their emotions often have bad relationships with other teachers and learners because there is no one who wants to be associated with a teacher who is a monster.*

The HODs corroborated what the teachers were saying in that teacher who control their emotions have harmonious relations with learners. They emphasised that teachers should always put the learner first in all what they do because learners do not benefit from teachers who are overreacting. Some of the learners became dropouts because of the teachers who failed to control their emotions. These are some of the comments they made:

*If the teachers are failing to control their emotions they will end up hurting the learners emotionally, physically, and spiritually.* (Mrs Dumakude HOD from Thabani Primary School).

In echoing the same sentiments the HOD from Lusanda Primary School mentioned that there are some cases where learners became dropouts because of the teachers who failed to control their emotions. She further mentioned that failing to control emotions does not benefit the leaner but the future of the learner is destroyed. This is what she had to share:

*It is very important for teachers to be in control their emotions because you will find out that in some cases learners who had become dropouts blame teachers for their failure to finish school. (Mrs Sokhela).*

Mrs Nene set a very sensitive issue about the benefit of the learners;

*Even if the learner hit you in front of other learners, you don't hit back, remember your position as a teacher and control your emotions.*

From the above responses it seems that the participants understood that it is important for teachers to control their emotions so that they enjoy harmonious relations with learners. Teachers understand that it their duty to teach learners to manage their emotions (Gottman & Declaire, 1998). The HODs emphasised that teachers should not hit back to learners but they must apply alternatives ways which are not harmful to learners. Sithole (2013) reported that to hit a learner does not change the way that a learner was brought up at home, teachers should not shout at learners but they must guide and give counselling to learners.

Goleman (1995) reveals that the first skill in managing emotions in others involves control that wielding positive attitudes to the learners. Lieber (1998) confirms that teacher leaders can assist learners to understand that it is natural to be angry in life but you can resolve your anger in different ways without hurting another person. According to Goleman (1995) and Hamacheck (2000) understanding your own emotions helps one to have self-confidence and control over the inner life. Knowing your emotions involves self-control and making right decisions (Goleman, 1998). Crawford (2007) argues that while emotion can be beneficial, it is important to control certain emotions such as anger to avoid negative impact towards learners.

#### **4.2.2 Being emotionally intelligent for smooth running of the school**

The participants stated that teachers who fail to control their emotions will disturb the smooth running of the school. Teachers that are able to control their emotions do not harm learners but they have positive attitudes towards them. These were some of the comments that came from teachers:

Miss Zuma stated that:

*As a teacher you must know the reason why you are at school ... teachers should have positive attitudes towards learners.*

This view was shared by Mrs Ngcobo when she said:

*Negative emotions will harm the progress of learners and the smooth running of the school.*

Mrs Mkhize indicated that:

*Teachers need to control their emotions all the time in order for the school to run smoothly.*

The views of the HODs corroborated with what the teachers were saying about teachers being in control their emotions for the smooth running of the school. The HODs emphasised that teachers need to listen and respect each other and be self-motivated for the school to run smoothly. These are some of the comments they made:

Mr Zulu from Aphile Primary School mentioned that:

*Teachers must learn to listen, respect and tolerate each other as teachers for the school to run smoothly.*

Mrs Sokhela from Lusanda Primary School shared the same sentiments:

*For the school to run smoothly teachers need to be disciplined and be self-motivated first before they are motivated by anyone else so that they work efficiently and effectively at school.*

The data seems to suggest that the teachers know that they should manage their emotions all the time for the smooth running of the school. Teachers understand that having negative attitudes towards learners will result in learners having negative attitudes towards the school.

Asher and Rose (1997) indicated that working with others and developing meaningful individual relationships is linked with smooth running of the schools. Having skills of emotional intelligence allow teacher leaders to run the school smoothly and successfully (Goleman, 1995, 1998; Cooper and Sawaf, 1997 and Goleman, Boyatzis, McKee (2002). The literature reveals that teacher leadership is an essential element of effective teaching and learning in schools (Berry, Daughtrey & Wieder, 2010). Emotion is an aspect of leadership and that can help teacher leaders to make reasonable decisions (Wood, 2004, 2007; Crawford, 2007 & Cliffe, 2011). If the teacher leaders cannot manage their emotions their emotion can

affect the emotion of other teacher leaders and those teacher leaders can affect the emotional well-being of the learners thereby affecting the smooth running of the school (Wood, 2007).

#### **4.2.3 Serve as good role models**

The majority of the participants mentioned that teachers who are in control of their emotions serve as good role models to their learners. Teachers understand that they play different roles to learners and that managing emotions is essential because learners look up to them. These were some comments that came from teachers:

Mrs Mkhize mentioned that:

*Teachers are role models to their learners at school so it is very important that they manage their emotions because sometimes learners like to imitate the people they look up to.*

Mrs Zuma mentioned that:

*As a teacher, you are the role model to your learners so you must be very careful in what you do because learners like to imitate, especially their teachers, they look up to them*

This was confirmed by Mrs Sibiya:

*Learners are copy cats, they believe in everything that is done or said by their teachers so they will end-up behaving like them.*

Mrs Gumede had this to say:

*Teachers must practice what they teach, lead by an example ... if teachers know how to control their emotions, learners will do the same. Teachers must know what is it that they want to achieve.*

The HODs shared the same sentiments as the teachers that teachers serve as role models to the learners. One HOD indicated that it is important for teachers to set a good example in front of the learners because learners look up to them as their role models. Another HOD highlighted that if teachers are self-motivated learners also will be motivated. These are some of the comments they made:

*If the teacher is self-motivated the learners will also be motivated because learners look up to their teachers. (Mrs Sokhela HOD from Lusanda Primary School).*

*Teachers should lead by example; they must set a good behaviour in front of the learners, if they come late to school learners will also come late. If they absent themselves from school regularly learners will also do the same. (Mrs Kheswa HOD from Aphile Primary School).*

From the above responses it seems to suggest that the participants understood that teachers should always manage their emotions in front of the learners because teachers serve as role models to their learners. It is important that teachers manage their emotions in a positive way in order to set a good example to the learners. Teachers know that they need to be aware of their emotions so that they will be able to manage them effectively. Teachers are aware that they need to be self-motivated because in most cases learners look up to them as their role models. It is unfortunate that some teachers are demonstrating bad behaviour in front of the learners.

George (2000) Goleman, Boyatzis and McKee (2002) ascertain that teacher leaders who understand their own emotions are aware of the impact of their feelings on their learners. Teacher leaders know that they can affect their learners self-confidence, respect and drive for creativity (George, 2000; Goleman, Boyatzis and McKee, 2002). Teachers are leaders and are the most valuable resource in any school system (Astuto, 1993). Teacher leaders encourage learners by making them more aware of the importance of managing emotions and that of others including going beyond their own self-interest for the sake of the school and being role models (Yukl, 2006, p. 262). According to Mendez-Morse (1992) teacher leaders become leaders because they make a difference to learners.

Mittal and Sindhu (2012) indicated that teacher leaders are aware of the role they play to learners and they make sure that they behave in a way that will benefit the learners. Barth (2011) states that teacher leaders should behave and manage their emotions in front of the learners in order to develop learners. When teachers lead by example learners will be motivated and change their bad behaviour and above all the school will achieve good results (Barth, 2011). Teacher leaders use mentorship skills to help learners internalise the moral virtues of honesty, trust, fairness, respect and responsibility by modelling and continually reinforcing what is right and good (Lumpkin, 2008). Lumpkin (2008) states that teacher leaders who manage their emotions serve as role models for telling the truth, respecting

others, accepting and fulfilling responsibilities, playing fair, earning and returning trust and living a moral life. In a study conducted Ramana (2013) posits that teacher leaders use; self-awareness, proactive coping, supervision support, ideals, optimistic, external challenges, conduct, and teacher-student society and development as a strategy to manage emotions. According to Ranganathananda (2007) teacher leaders uses their generated energy to manage their own emotions and the emotions of the learners. According to Snyder and Lopez (2007) teacher leaders use better learning-related outcomes and teachers team work as one of the strategies to manage their emotions and the emotions of the learners. If teacher leaders want excellence and enthusiasm from the learners, they should model excellence and enthusiasm in everything they do (Gaines & Wilson, 2005).

#### **4.4 STRATEGIES TEACHERS USE TO MANAGE THEIR EMOTIONS IN RELATION TO OTHERS**

In terms of this theme, three sub themes emerged, namely; supporting each other in difficult times, time-out and team spirit.

##### **4.4.1 Supporting each other in difficult times**

All the participants shared the same sentiments stating that teachers treat each other with respect and they love one another irrespective of their differences. Teachers support each other during difficult times. This is what they had to share:

Mrs Gumede said that:

*We support each other especially in difficult times, like if there is teacher with domestic problems we give support to that particular teacher morally and emotionally in order to maintain good relations.*

Miss Langa shared that:

*We also have social clubs that take place over the weekends which are stokvels and burial clubs. We divide the money that we save in our stokvels in January in order to pay for the school fund for our children and buy them school uniform.*

Miss Yeni mentioned that:

*We avoid things that will cause conflict among us as teachers, like trying not to gossip or talk badly behind other teachers because it promotes bad relations at work.*

Mrs Mkhize said that:

*We support each other like when the teacher is absent from school, the learners are not left unattended but we as staff will delegate each other on how we will occupy that particular class.*

All HODs said that they encourage teachers to engage in activities that promotes togetherness at school. These are some of the comments they shared:

Mrs Sokhela at Lusanda Primary School said that:

*I also encourage the teachers that we do activities that will promote togetherness in the school, like having tea and lunch together in the staffroom.*

Mrs Kheswa at Aphile Primary School said that:

*I encourage teachers to love and support each other especially in difficult times.*

Mr Dumakude at Thabani Primary School said that:

*I encourage the teachers to speak out if they are not happy with something at school so that it will be resolved and I also give support where necessary.*

The participants interviewed are in agreement with one another. The teachers and HODs support each other during difficult times which show that there is mutual a relationship between teachers and the HODs at school.

Goleman (1995) and Milojkovic (1999) believed that supporting each other in difficult times is the ability of recognising emotions in others and show concern when others respond emotionally. Teacher leaders can develop empathy by putting themselves in one another's shoes to take on and understand different situations (Goleman, 1995). According to Bar-On (1997) teacher leaders show concern for others. This is also supported by Mittal and Sindhu (2012) who suggest that teacher leaders who are aware of their emotions are able to support each other in difficult times.

Cliffe (2011) suggested that being too empathetic can result in a failure to deal effectively, with an individual or situation because rationality is trumped by emotion. According to Nelson and Low (1999) empathy is much more meaningful than sympathy, and it is a process of letting a person know that you have understood his or her feelings.

#### **4.4.2 Time-out**

All the participants shared the same sentiments by stating that they take time out so that they will calm down. Mrs Mngadi said that when she is angry she doesn't act immediately but she takes a deep breath and counts from 1 up to 10 until she calms down. These were some of the comments they made:

*If someone does something wrong I don't act immediately, but I wait until I calm down then I talk to person when I'm cool.* (Mrs Mngadi).

Mrs Ntuli said that:

*When therein a teacher who does something that hurts me, I don't argue with that teacher but I just keep quiet and wait for the right time to resolve the issue politely.*

Mrs Mngadi shared that:

*I take a deep breath and count from 1 up to 10 until I calm down then I go and speak to that teacher and try to resolve the matter peacefully.*

Mrs Nxele indicated that:

*I keep quiet and say nothing because I don't want other teachers to think that I am talkative. I wait for the right time to talk.*

Some of the HODs corroborated what the teachers mentioned. They said that they observed that in some instances teachers do take time-out to manage their emotions.

The data seems to suggest that the teachers and HODs are able to manage their emotions by taking time-out. It is a good idea to remove yourself as a teacher from the stressful situation and come back when you have cooled down. Emotionally intelligent teacher leaders control and keep disruptive emotions and impulses in check (Goleman, 1995). Managing emotions effectively involves cooling down, agreeing to the ground rules, talking it out, brainstorming solutions and coming to an agreement (Lieber, 1998).

Connelly (2007) says one of things the teacher leader can do in order to calm down their emotions is to take time out so that they have enough time to think and reflect on the situation in order to make sound decisions.

#### **4.4.3 Team spirit**

All the participants shared the same sentiments by stating that they have activities like stokvels and secret-pals which bind them together as teachers. They understand each other and know the weakness and strength of each other very well. They built strong and trusting relationship among each other. This is what they had to say:

Mrs Shangase mentioned that:

*We promote team spirit among teachers, like when one of the teachers loses a family member we make contributions and give moral support to that teacher.*

Miss Langa shared that:

*We do activities that bind us together and promote team spirit. Activities like stokvels where we develop each other on how to save money and we also have secret pals where we buy gifts for each other at the end of the year.*

The HODs said that they encourage teachers to activities that will promote team spirit like they have netball and soccer teams at school. Another HOD said that they have stokvels where they save money as a group and they also buy gifts for each other. These are some of the comments they made:

Mrs Kheswa at Aphile Primary School said that:

*Teachers don't rush to go home after school; they play netball and soccer to promote the team spirit. We also buy each other gifts when one of the teachers is having a birthday.*

Mrs Sokhela at Lusanda Primary School said that:

*In the morning before we start work, we have a prayer meeting for teachers only to encourage team spirit.*

Mr Zulu at Amahle Primary School said that:

*I encourage teachers to do social activities together to promote team spirit, like playing stokvels together and buying gifts for each other.*

From the above responses it seems to suggest that the participants interviewed are in agreement with one another. The teachers and HODs show that there is mutual relationship between teachers. The teachers support each other morally and spiritually as teachers and also the HODs encourage team spirit among teachers at school.

Goleman (1995) state that the fifth skill to manage emotions involves teamwork and cooperation which is working with others towards shared goals. According to Goleman (1995) social skills are essential for teachers in managing emotions and that of others.

Connelly (2007) asserts that emotional intelligence allows teacher leaders to recognize and understand the emotions of their team members by sharing a common goal. Teacher leaders inspire team members by creating meaning and holding a vision that can work towards achieving (Connelly, 2007). According to Mittal and Sindhu (2012) teacher leaders are excellent communicators and understand the importance of keeping teachers motivated and connected.

### **4.3 SCHOOL MANAGEMENT TEAM'S (SMT) SUPPORT OF TEACHERS IN MANAGING THEIR EMOTIONS**

In terms of this theme three sub themes emerged, namely; protecting teachers, healthy relationships and development of teachers.

#### **4.3.1 Protecting teachers**

Teachers revealed that there were mixed feelings about the HODs providing support to teachers in order to manage their emotions. Some of the teachers said that they do get support from their HODs on how to their manage emotions. Other teachers said they do not get support from the HOD and that if they encounter problems, they find the way out on their own. For those who said they get support from the HODs this is what they share

Mrs Mkhize mentioned that:

*One day a parent came to school to hit me. I cried and I was so frustrated but my HOD was able to calm down the parent.*

Mrs Zuma shared that:

*Even if the HOD could see that the teacher is wrong ... they do not shout at the teacher but they speak to us politely.*

Mrs Yeni said that:

*I remember one day there was misunderstanding between me and another teacher, I cried because he was shouting at me, I was so angry at him but my HOD comforted me and after calming down we talked about this issue.*

Mrs Ngcobo said that:

*There was a misunderstanding between me and a learner in my class. The parent came to school shouting and swearing at me. Thanks to the HOD because he was able to calm down the parent and at end the parent find out that the learner made up the story.*

In contrast there were teachers who said that they did not get protection from their HODs. They disclosed that they work under stressful conditions in their schools and their HODs do not care about how they feel. One of the teachers mentioned that his HOD got excited when she found out that there are teachers who have problems. Instead of giving support to these teachers she does the opposite. These are some of the comments they made:

Miss Ntuli declared that:

*No, what do they do ... nothing, they don't care. When parents come to school to attack us, we find the way out of the situation on our own way; it is so stressful ...to be in this school.*

Mrs Sithole said that:

*I had a learner who used to beat other learners in class when I try to discipline the learner the parent came to fight with me. My HOD shouted at me and blamed me in front of the parent. I was so frustrated.*

Mr Zulu mentioned that:

*If there is misunderstanding between the teachers, our HOD got excited and she will tell everyone at school.*

Surprisingly all the HODs responded that they give support to their teachers in order to manage their emotions. They mentioned that they intervened positively when parent come to school to attack teachers and that they encourage teachers to iron out their differences if it happens that they don't agree with something. These are some of the comments they shared:

Mrs Sokhela of Lusanda Primary School mentioned that:

*When the parent comes to school to attack the teacher, I try by all means to calm down the parent; I just speak politely and try to make the parent understand that the teacher cannot say bad things to hurt the learner intentionally.*

Mrs Kheswa of Aphile primary School shared that:

*Happiness is very important at work. Like when I address teachers I always put a smile on my face all the time. Sometimes I start by making a joke and if I see that we don't connect then I will speak privately with that teacher to resolve the problem.*

Mrs Dumakude of Thabani Primary School mentioned that:

*If I see that teachers are not in good terms, I encourage them to resolve the issue and also make them become aware of the bad effects of failing to manage their emotions at school.*

Mr Zulu from Amahle Primary School echoed that:

*I give advice to teachers that they should show appreciation and love each other and because they spend most of their time at school as they need each other.*

Two out of the four participants were not in agreement with one another in terms of the HODs supporting teachers and encouraging teachers to manage their emotions when they have problems or when they are being attacked. The HODs portrayed themselves as supportive and protective managers, but some of teachers disclosed that the HODs did not support or protect them when they encountered problems. It is important that the HODs help teachers in managing their emotions at school. The HODs at school represent the employer

and in so doing, teachers will feel that their lives are safe and taken care of by the employer. Bennel and Akyempong (2007) points out that safety or security is one of the low level factors that need to be met in order to fulfil the higher level needs. If teachers feel safe under the wing of the HOD, their self-actualisation, which is the high level need will be met. It is unfortunate that the HODs do not always give support and protect to the teachers.

Goleman (1995) argues that teacher leaders with high emotional intelligence have the ability to handle relationships and protect teachers in dangerous situations. Emotionally intelligent teacher understands others by being aware of their needs, feelings and provide protection according to the individual needs (Goleman, 1998). Emotions are the basic part of everyday managerial life and do have an effect on the decisions of managers (Delgado-Garcia, Fuente-Sabate & Quevedo-Puente, 2009). Teacher leaders find ways to protect their colleagues from the unsafe environment in the school (Barth, 2011). The study conducted by Barth (2011) states that the HODs should find ways to defend and protect their teachers when they are attacked at school by the community.

#### **4.3.2 Healthy relationships**

Four out the five participants stated that teachers had healthy relationships with other teachers. They highlighted that teachers are not the same so they need to be very careful on how they relate to a teacher as an individual. These were some of the comments that came from teachers:

Miss Shangase said:

*I have a healthy relationship with my HOD and I tell her if there is something that makes me feel bad or unhappy.*

Mrs Nene shared that;

*Teachers are not the same; there are those that cannot control their emotions. If it happens that I have said something that hurt other teachers, learners or parents, I apologise.*

Mrs Mkhize said that:

*I find the way to express myself when I communicate with teachers. I try not to argue if we don't agree with something and if it happens that a teacher gives me hard time, I calm down and so that there will be a healthy relationship among us.*

In response to the questions on how the HODs support teacher's emotions in handling relationships, the majority of the HODs stated that they encouraged teachers to treat each other with respect so that they will have healthy relationships at school. Even if they differ in opinions they must learn to tolerate each other. These are the comment that they shared:

Mrs Sokhela from Lusanda Primary School shared that:

*I encourage teachers to respect one another no matter the differences they have to promote healthy relationships. They have learnt to talk politely with each other, especially when they disagree with something.*

Mr Zulu from Amahle Primary School indicated that:

*As an HOD I must know and understand my teachers, know how to handle them differently so that there will be no misunderstanding between us. I also encourage teachers to love and respect each other.*

Mrs Dumakude from Thabani Primary School mentioned that:

*If there is no peace at school, it's hard to do work so it is important that teachers put their differences aside and work with each other harmoniously.*

All the participants were in agreement that there were healthy relationships between the teachers and the HODs. Teachers revealed that they were able to tell their HODs if they have problems and the HODs provided the positive responses about the relationship they have with the teachers. Goleman (1998) believed that emotions, properly managed can drive trust, loyalty and commitment. In a study conducted by Lubbe (2012) he stated that the improved emotional awareness assists these teacher leaders in talking sensitive issues with greater confidence, maintain effective leadership and build healthy relationships with other teachers. According to Lubbe (2012) teacher leaders use listening skills to manage their emotions and of others and give a remarkable commitment to their work and they have interest in maintaining healthy relationships. It is unfortunate that in some schools there is no healthy

relationship as it is reported by Shangase (2014) that teachers want their principal to leave the school because he uses vulgar language when he address teachers and also embarrasses them in the morning assembly.

#### **4.3.3 Development of teachers**

The participants revealed that the teachers had mixed feelings in terms of whether the HODs develop the teachers in managing their emotions. Four out five participants mentioned that the HODs develop them on how to manage their emotions and others mentioned that the HODs do not develop them. Those who said the HODs develop them in managing their emotions mentioned that they attend workshops and read different books about emotions.

Miss Hlela pointed out that:

*A workshop was conducted by our HOD on how to manage emotions in relation to others in order to develop teachers.*

Mrs Nkosi said that:

*We are always encouraged by our HOD to read books about anger management and conflict management so that we know more about how to manage our emotions.*

Mrs Sibiyi mentioned that:

*Our HOD emphasises that we must always show respect and learn to tolerate each other as teachers, irrespective of age and gender.*

Mrs Mkhize shared that:

*I remember there was a time when I was not happy to be in school because of the stress and I used to cry daily. My HOD comforted and motivated me to stay positive.*

In contrast, the teachers who said that the HODs do not develop them in managing their emotions revealed that they are not given chance to attend workshops that are related to their emotional development. These are the comment that they shared:

Mrs Zuma revealed that:

*We are not developed on how to manage our emotions in my school; we have never attended workshops for anger management and conflict management.*

Mrs Gumede shared that:

*If you have an emotional stress, you have to find your way out without the support of the HOD, we are not developed on how to our manage emotions.*

In contrast to the views of teachers almost all the HODs mentioned that they develop their teachers on how to manage emotions.

Mrs Sokhela of Lusanda Primary School mentioned that:

*Yes I do develop the teachers ... I conduct workshops on how to manage emotions and I also encourage them to read books on anger management, stress management, time management and conflict management so that they will get more knowledge about emotions and know how to deal with different attitudes of the different people.*

Mrs Kheswa from Aphile Primary School said that:

*If I see that there is a conflict between teachers I call them to my office and advice them in a positive and constructive manner that will make them calm down. We also organise the motivational speakers so that teachers will be self-motivated and develop positive attitudes.*

Mr Zulu of Amahle Primary School indicated that:

*I try to win the hearts of my teachers and treat them equally. If there is a teacher who does not want to cooperate I call the teacher to the office and develop that teacher emotionally.*

From the above responses it seems to suggest that the participants interviewed were not in agreement with one another. Some of the teachers said that they were developed and some of the teachers said they were not developed on how to manage their emotions. The HODs portrayed themselves as good managers and they said that they develop and support teachers on how to manage their emotions.

Lubbe (2012) suggested that teacher leaders should be offered ongoing training in order to monitor personal growth and address aspects such as self-esteem, stress management and conflict management in greater depth. This is also supported by Ayiro (2010) who indicated that emotional intelligence levels can be increased through application of emotional training programmes (Goleman, 2002; Mayer, Fletcher & Parker (2004).

Stein and Book (2000) assert that emotional intelligence is made up of short-term, tactical, dynamic skills that can be brought into play as the situation warrants but they declare that the individual building blocks of emotional intelligence and its overall structure can be improved by means of training, coaching and experience. According to Bar-On (2004) emotional intelligence and emotional skills develop over time, change throughout life and can be improved through training and corrective programmes as well as healing techniques. Goleman (1998) agreed with the notion that emotional intelligence can be both inherited and acquired.

#### **4.5 CHAPTER SUMMARY**

This chapter focused on the presentation, discussion and analysis of the findings from the data that was generated through focus group interviews with teachers and semi-structured interviews with the HODs. The findings were presented under themes and sub-themes that emerged from the data. In discussing the findings the theoretical tools and relevant literature was also used in discussing the findings. In the next chapter, the summary of the study, conclusions and recommendations will be discussed.

## CHAPTER FIVE

### SUMMARY OF THE STUDY, CONCLUSIONS AND RECOMMENDATIONS

#### 5.1 INTRODUCTION

The previous chapter dealt with the presentation of data, findings and discussion. In this chapter, I commence by discussing the summary of the study, thereafter conclusions stemming from findings related to my key research questions and I suggest some recommendations of the study.

#### 5.2 SUMMARY OF THE STUDY

**Chapter one** provided the background and orientation to the study. I explained reasons and justification as to why this research topic is an area of interest to me. Being a teacher for 20 years, I have observed that some teachers do not show empathy to learners. They fail to manage their emotions and this proves to be a challenge as it continuously provokes the teacher's emotions forcing them to be always on their toes as how they manage their emotions (Bush, 2008). Furthermore, being a teacher myself, I hold solid personal views on how teachers should control their emotions in relations to others.

In addition to this, I provided a rationale and motivation as to why this study is needed in the South African context. Emotions and teacher leadership is a developing field of study in South Africa and my study focuses on emotions and teacher leadership in primary schools. I also reported the significance of the study which came from engaging with literature which reflects that there is a relationship between emotional intelligence and effective leadership and as a result it is a concept that teacher leaders should asses for themselves and have incorporated into evaluation processes (Mills & Rouse, 2009). According to Mills and Rouse (2009) teacher leaders who understand their own emotions are able to lead and relate with learners successfully. I discovered that available literature tends to focus more on emotions and teacher leadership in secondary schools and nothing has been done on emotional intelligence in primary schools. This study attempts to fill the existing gap on emotions and teacher leadership in primary schools. I provided the aims and objectives for the study. In addition to this, I generated three key research questions to guide my study, namely:

- Why is it important for teachers to be emotionally intelligent?
- What strategies do teachers use to manage their emotions in relation to others?
- How do school management teams support teachers in managing their emotions in relation to others?

Lastly, considering the contested nature of terms used in the study I provided definitions of key terms used in the study namely emotional intelligence, leadership and teacher leadership so as to ensure a uniform understanding of them when reading the study.

**Chapter two** provided a review of relevant international and national literature. Some of the key debates from the literature included literature on the importance of emotional intelligence, strategies teachers use to manage emotions and the ways the school management team support teachers in managing their emotions. The theories which I refer to continuously throughout the study are Goleman's (1995) theory of emotional intelligence and teacher leadership theory. The theory of emotional intelligence involves knowing your emotions, managing your emotions, motivating yourself, recognising and understanding other people's emotions and managing relationships. Grant's (2008) model of teacher leadership consists of four zones where teachers should be active participants in order to be deemed effective teacher leaders. Many academics have written around emotional intelligence and teacher leadership nationally and internationally (Ayiro, 2010; Cliffe, 2011; Lubbe, 2012). Furthermore, I explained how the two theories relate to my study.

**Chapter three** provided a description of the research design and methodology employed in the study. I explained that for this study, I used the qualitative interpretivist paradigm. I explained the methods of data generation which included focus group interviews and semi-structured interviews. Focus group interviews were conducted with the teachers and semi-structured interviews were conducted with the HODs. I gave information on how piloting the research instruments assisted me to refine my interview questions. I explained that this study adopted a case study methodology of four primary schools. It is a case of emotions and teacher leadership. I furthermore explained how I selected schools and participants using purposive sampling. I explained that data generated will be analysed using content analysis. The concluding issues explicated were ethical issues. I explained that in order to gain access, I sought permission from various institutions to gain access to the case study schools and the participants. Permission letters and consent forms were given to all participants.

Trustworthiness and credibility of the study was ensured by engaging in the process of member checking. Lastly, I presented the limitations of the study.

**In Chapter four,** I presented the findings from the research. In order to systematically present the findings, the data analysed was separated into themes and sub-themes. The first theme emanating from the data was the importance for teachers to control their emotions and that of the others. It was found that teachers who are able to control their emotions are likely to cope in stressful situations and be successful. Being aware of your emotions involves developing and managing your emotions successfully and securing your job. The findings further revealed that teachers are aware that they need to be in control of their emotions because in most cases learners look up to them as their role models. Furthermore the findings indicated that having skills of emotional intelligence allow teacher leaders to run the school smoothly and successfully.

The second theme emanated from data was the strategies that teachers use to manage their emotions in relation to others. The findings indicated that teacher leaders who are aware of their emotions are able to support each other in difficult times. Another finding suggested that one of the things that the teacher leader can do in order to calm down their emotions is to remove themselves from the stressful situation for a short time to have enough time to think and reflect on the situation. Furthermore, the findings indicated that emotionally intelligent teacher leaders are empathetic and sensitive towards the feelings of others and they have the ability to inspire and guide individuals and groups. Teacher leaders who can control their emotions inspire team members by creating meaning and holding a vision that can work towards achieving a common goal.

The third theme emanated from data was the school management team supporting teachers to manage their emotions in relation to others. The findings revealed that teacher leaders with high emotionally intelligence have the ability to handle relationships and protect themselves in dangerous situations. The other finding revealed that improved emotional awareness assists teacher leaders in maintaining healthy relationships with other teachers. The findings further suggested that teacher leaders should be offered ongoing training in order to monitor personal growth and address aspects such as self-esteem, stress management and conflict management in greater depth.

### **5.3 CONCLUSIONS**

The aim of the study was to examine emotions and teacher leadership. Based on this aim and key research questions, some clear conclusions are arrived at regarding emotions and teacher leadership after engaging with literature surrounding emotions and interacting with teachers and heads of department at the case study schools.

With regard to why is it important for teachers to be emotionally intelligent, it became abundantly clear that it is very important for teacher leaders to control their emotions because it enables them to cope under stressful situations and become successful teachers. Teacher leaders who have skills of controlling their emotions contribute to the smooth running of the school. Furthermore, emotional intelligence assists teacher leaders in adjusting and adapting to the emotions present in their environment and to effectively solve problems in a productive manner to survive.

With regard to strategies that teachers use to manage their emotions in relation to others, it can be concluded that teacher leaders who are aware of their emotions know how to control them, will love and respect each other and show empathy in difficult times. Teacher leaders who are able to control their emotions suspend judgement and think carefully before they take action. When they are upset they take time-out.

With regard to how the school management teams support teachers in managing their emotions in relation to others, it can be concluded that it is very important for the HODs to give emotional support to the teachers so that they work efficiently. Teacher leaders who can control their emotions understand others by being aware of their needs, feelings and provide protection according to the teacher's needs. Emotional intelligence and emotional skills can be learned, it develops over time, can change throughout life and can be improved through training.

## **5.4 RECOMMENDATIONS**

The following recommendations are informed by my findings presented above:

### **5.4.1 Recommendation One**

Department of Education should make sure that all teacher leaders attend workshops which train teachers on how to control their emotions. These workshops should train teacher leaders on anger management, stress management and conflict management so that they will get more knowledge about emotions and know how to deal with different attitudes of different people. Lubbe (2012) suggested that teacher leaders should be offered ongoing training in order to gain personal growth and address aspects such as self-esteem, stress management and conflict management in greater depth. Ayiro (2010) indicated that emotional intelligence levels can be increased through application of emotional training programmes.

### **5.4.2 Recommendation Two**

The school management team should ensure that teachers are applying the emotional skills when they interact with others. HODs should give emotional support to teacher leaders and always keep teachers motivated and connected in controlling their emotions in relations to others. Barth (2011) recommended that the HODs should find ways to protect and develop their teachers under stressful situations.

### **5.4.3 Recommendation Three**

Teacher leaders should acquaint themselves and find out more about learners background in order to understand the learners they are teaching. Teacher leaders should model control in emotions so to encourage learners to be in control of their emotion. This is also confirmed by Barth (2011) who states that teacher leaders should behave and manage their emotions in front of the learners in order to develop learners.

### **5.4.4 Recommendation Four**

The school management team should encourage activities that will promote team spirit among teachers. There should be healthy relationships among teacher leaders in order for the school to function successfully. The HODs should take the lead in ensuring that teachers are in control of their emotions and that there is a healthy relationship among teachers at school. Teacher leaders should take time-out when they are angry so that they will calm down.

## **5.5 CHAPTER SUMMARY**

This chapter has provided a summary of the study and has presented the conclusions. Furthermore, based on the findings and conclusions, relevant recommendations are made which I believe would assist teachers in managing their emotions.

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## APPENDIX A

**P. O. Box 231  
Durban  
4031  
23 October 2013**

**The Principal  
Lusanda Primary School  
P. O. Box 181  
Kranskop  
3268**

**Dear Sir**

### **REQUEST FOR PERMISSION TO CONDUCT RESEARCH**

I, Mrs Gloria Nonsikelelo Blose (student no. 213573122), currently an Educator, request permission to conduct research at the above school. As part of my professional development, I am presently enrolled for a Master in Education Degree at the University of KwaZulu-Natal. In order to successfully complete my studies I am required to conduct research. The title of my study is: **Emotions and teacher leadership: A case study of teacher leaders in four primary schools in KwaZulu-Natal at uMzinyathi District.**

My study will focus on emotions. Emotions and teacher leadership has not been explored in sufficient depth in South Africa and it needs to be built upon. I have chosen your school because I believe that your teachers can assist me in deepening my understanding for emotions and teacher leadership. The purpose of this study is to investigate how teachers manage their emotions in relation to others. It seeks to determine the importance for teachers to be emotionally intelligent.

The study will use semi-structured interviews and focus group interviews. Semi-structured interviews will be conducted with the HOD. Focus group interviews shall be held with five

teachers. Participants will be interviewed for approximately 30 minutes and each interview will be voice recorded.

**PLEASE TAKE NOTE THAT:**

There will be no financial benefits that participants may accrue as a result of their participation in this research project. Participant's identity will be not be divulged under any circumstance/s during and after the reporting process. The responses will be treated with strict confidentiality as I will use fictitious names to represent participant's names. Participation is voluntary; therefore, participants are free to withdraw at any time without incurring any negative or undesirable consequences/penalty. The interviews shall be voice recorded to assist me in concentrating on the actual interview. All data and documents will be shredded once the study has been completed and submitted. The school will be contacted in time about the interviews.

For further information on this research project, please feel free to contact my supervisor

**Supervisor's details:**

Dr. Inba Naicker

Faculty of Education

School of Education and Development

University of KwaZulu-Natal

Cell: 082 377 5253 Edgewood Tel. No. 031 260 3461

Email [naickeri1@ukzn.ac.za](mailto:naickeri1@ukzn.ac.za)

**Contact details for HSSREC Research Office**

Ms P Ximba

Tel. 031 260 3587

Email: [ximba@ukzn.ac.za](mailto:ximba@ukzn.ac.za)

In addition, should you have any queries please feel free to contact me using the following contact details: Mrs Gloria N Blose; Cell: 076 987 6187; Email: [blosentsiki@gmail.com](mailto:blosentsiki@gmail.com)

Your anticipated positive response in this regard is highly appreciated.

Thanking you in advance.

Yours sincerely

-----

Mrs GN Blose (Mrs)

## APPENDIX B

**P. O. Box 231**

**Durban**

**4031**

**23 October 2013**

**The Head of Department**

**Aphile Primary School**

**P. O. Box 182**

**Kranskop**

**3268**

**Dear Sir**

### **REQUEST FOR PERMISSION TO CONDUCT RESEARCH**

I, Mrs Gloria Nonsikelelo Blose (student no. 213573122), currently an Educator, request permission to conduct research at the above school. As part of my professional development, I am presently enrolled for a Master in Education Degree at the University of KwaZulu-Natal. In order to successfully complete my studies I am required to conduct research. The title of my study is: **Emotions and teacher leadership: A case study of teacher leaders in four primary schools in KwaZulu-Natal at uMzinyathi District.**

My study will focus on emotions. Emotions and teacher leadership has not been explored in sufficient depth in South Africa and it needs to be built upon. I have chosen your child because I believe that she/he can assist me in deepening my understanding for emotions and teacher leadership. The purpose of this study is to investigate how teachers manage their emotions in relation to others. It seeks to determine the importance for teachers to be emotionally intelligent.

The study will use semi-structured interviews and focus group interviews. Semi-structured interviews will be conducted with the HOD. Focus group interviews shall be held with five teachers. Participants will be interviewed for approximately 30 minutes and each interview will be voice recorded.

**PLEASE TAKE NOTE THAT:**

There will be no financial benefits that participants may accrue as a result of their participation in this research project. Participant's identity will be not be divulged under any circumstance/s during and after the reporting process. The responses will be treated with strict confidentiality as I will use fictitious names to represent participant's names. Participation is voluntary; therefore, participants are free to withdraw at any time without incurring any negative or undesirable consequences/penalty. The interviews shall be voice recorded to assist me in concentrating on the actual interview. All data and documents will be shredded once the study has been completed and submitted. The school will be contacted in time about the interviews.

For further information on this research project, please feel free to contact my supervisor

**Supervisor's details:**

Dr. Inba Naicker

Faculty of Education

School of Education and Development

University of KwaZulu-Natal

Cell: 082 377 5253 Edgewood Tel. No. 031 260 3461

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**Contact details for HSSREC Research Office**

Ms P Ximba

Tel. 031 260 3587

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In addition, should you have any queries please feel free to contact me using the following contact details: Mrs Gloria N Blose; Cell: 076 987 6187; Email: [blosentsiki@gmail.com](mailto:blosentsiki@gmail.com)

Your anticipated positive response in this regard is highly appreciated.

Thanking you in advance.

Yours sincerely

-----

Mrs GN Blose (Mrs)

## APPENDIX C

**P. O. Box 231**

**Durban**

**4031**

**23 October 2013**

**The Teacher**

**Thabani Primary School**

**P. O. Box 281**

**Kranskop**

**3268**

**Dear Sir/ Madam**

### **REQUEST FOR PERMISSION TO CONDUCT RESEARCH INTERVIEWS**

I, Mrs Gloria Nonsikelelo Blose (student no. 213573122), currently an Educator, request permission to conduct research at the above school. As part of my professional development, I am presently enrolled for a Master in Education Degree at the University of KwaZulu-Natal. In order to successfully complete my studies I am required to conduct research. The title of my study is: **Emotions and teacher leadership: A case study of teacher leaders in four primary schools in KwaZulu-Natal at uMzinyathi District.**

My study will focus on emotions. Emotions and teacher leadership has not been explored in sufficient depth in South Africa and it needs to be built upon. I have chosen your school because I believe that you can assist me in deepening my understanding for emotions and teacher leadership. The purpose of this study is to investigate how teachers manage their emotions in relation to others. It seeks to determine the importance for teachers to be emotionally intelligent.

The study will use semi-structured interviews and focus group interviews. Semi-structured interviews will be conducted with the HOD. Focus group interviews shall be held with five teachers. Participants will be interviewed for approximately 30 minutes and each interview will be voice recorded.

**PLEASE TAKE NOTE THAT:**

There will be no financial benefits that participants may accrue as a result of their participation in this research project. Participant's identity will be not be divulged under any circumstance/s during and after the reporting process. The responses will be treated with strict confidentiality as I will use fictitious names to represent participant's names. Participation is voluntary; therefore, participants are free to withdraw at any time without incurring any negative or undesirable consequences/penalty. The interviews shall be voice recorded to assist me in concentrating on the actual interview. All data and documents will be shredded once the study has been completed and submitted. The school will be contacted in time about the interviews.

For further information on this research project, please feel free to contact my supervisor

**Supervisor's details:**

Dr. Inba Naicker

Faculty of Education

School of Education and Development

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Cell: 082 377 5253 Edgewood Tel. No. 031 260 3461

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**Contact details for HSSREC Research Office**

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In addition, should you have any queries please feel free to contact me using the following contact details: Mrs Gloria N Blose; Cell: 076 987 6187; Email: [blosentsiki@gmail.com](mailto:blosentsiki@gmail.com)

Your anticipated positive response in this regard is highly appreciated.

Thanking you in advance.

Yours sincerely

-----

Mrs GN Blose (Mrs)

## APPENDIX D

### Informed Permission Consent Form

#### Researcher's contact details:

Name: Gloria Ntsiki Blose  
Address: E997 Umlazi  
P.O. Umlazi  
Durban  
4031  
Contact Number: 076 987 6187  
Student Number: 213 573 122  
University of KwaZulu-Natal  
Edgewood Campus

#### Supervisor's contact details:

Dr. Inba Naicker  
Faculty of Education  
School of Education and Development  
University of KwaZulu-Natal  
Cell no. 082 377 5253 Edgewood Tel. No. 031-260 3461

I(Please print your full name clearly-----hereby confirm that I have been informed about the nature, purpose and procedures for the study:  
**Emotions and teacher leadership: A case study of four primary schools in KwaZulu-Natal at uMzinyathi District.**

I have also received, read and understood the written information about the study. I understand everything that has been explained to me and I consent voluntarily to take part in the study.

I understand that I am at liberty to withdraw from the research project at any time should I desire.

Signature of Principal: -----

Date -----

Signature of Researcher -----

Date -----

## APPENDIX E

### Focus group Interview Schedule with Teachers

#### Section 1: Biographic Details

- 1.1 Age
- 1.2 Gender
- 1.3 Educational Qualifications
- 1.4 Positions held
- 1.5 Work experience in education

#### Section 2: Importance of teachers being emotionally intelligent.

- 2.1 There are various reports about the teachers over-reacting as results of failing to manage their emotions and end up in trouble. Do you think teachers are in control of their emotions? Explain.
- 2.2 Why is it important for teachers to be in control of their emotions?
- 2.3 Why do you think that it is important for teachers to be self-motivated and how can they be self-motivated? Explain.

#### Section 4: The strategies teachers use to manage emotions and that of the others.

- 4.1 How do you ensure that teachers have good relations with other teachers? Give examples.
- 4.2 How do you handle teachers who cannot control their emotions? Give examples.
- 4.3 Can you give me three ways of how teachers can show good relations with other teachers?

#### Section 3: School management teams in supporting for teachers to manage their emotions.

- 3.1 What would you like to see the school management team doing in order to support emotions of teachers and in their relations to others?
- 3.2 Does school management team support you in managing your own emotions? How? Give examples.

3.3 How do you ensure that you manage your emotions in relations to others (colleagues, learners and parents)? Give examples.

### **Section 5: Termination**

Before we conclude is there anything you would like to add on emotional intelligence of teachers?

**Thank you very much for the time that you have spent talking to me and the information that you have shared with me.**

## **APPENDIX F**

### **Semi-structured Interviews Schedule with HOD**

#### **Section 1: Biographic Details**

**1.1 Age**

**1.2 Gender**

**1.3 Educational Qualifications**

**1.4 Positions held**

**1.5 Work experience in education**

#### **Section 2: Importance of teachers being emotionally intelligent.**

2.1 There are various reports about the teachers over-reacting as results of failing to manage their emotions and end up in trouble. Do you think teachers are in control of their emotions? Explain.

2.4 Why it important for teachers to be in control of their emotions?

2.5 Why do you think that it is important for teachers to be self-motivated and how can they be self-motivated? Explain.

#### **Section 4: The strategies teachers use to manage emotions and that of the others.**

4.1 How do you ensure that teachers have good relations with other teachers? Give examples.

4.2 How do you handle teachers who cannot control their emotions? Give examples.

4.3 Do you think that teachers are in control of their emotions all the time? Explain.

#### **Section 3: School management teams in supporting for teachers to manage their emotions.**

3.1 What do you think teachers can do to handle their emotions in relation to others? Give examples?

3.2 Do you support your teachers in managing their emotions in relation to others? How? Give examples.

3.3 How do you ensure that you manage your emotions in relations to others (colleagues, learners and parents? Give examples.

## **Section 5: General**

Before we conclude is there anything you would like to add on emotional intelligence of teachers?

**Thank you very much for the time that you have spent talking to me and the information that you have shared wit**

## Turnitin Originality Report

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## paper text:

CHAPTER ONE BACKGROUND AND ORIENTATION TO THIS STUDY 1.1  
 INTRODUCTION The apartheid education system

was based on top-down management leadership style (Naicker & Waddy, 2002). After the post-apartheid era; a new education system was introduced as one of the initiatives for democracy in South Africa. The new education system came with legislation that aimed at promoting good relationship between teachers and learners. The government introduced the South African Schools Act, 84 of 1996 in line with the country's Constitution to protect every learner from all forms of physical or mental violence and gave parents involvement in school affairs (Constitution of the Republic of South Africa, 108 of 1996). According to Tucker (2002) the emotional intelligence skills are the ones identified as critical to advancement up the corporate ladder. He further argues that in the context of the school, human relations is an essential competency that is required by school administrators (teachers) and as a result emotional intelligence as a critical human relation skill constitutes the pillar of school leadership. The job of the teacher is very intensive and requires the teacher to demonstrate highly refined emotional intelligence skills (Tucker, 2002). According to Day and Carroll (2004) leaders who have the ability to perceive their emotions and understand their impacts on their actions and those of others should have a greater probability of providing effective leadership. In South Africa some of the challenges experienced by teachers include managing diversity of learners in the classroom (van Vuuren, van der Westhuizen & van der Walt, 2012 p. 155- 162). This is proving to be a challenge as it continuously provokes the teacher's emotions forcing them to be always on their toes as how they manage their emotions (Bush, 2008). Some of the teachers as a results struggle to keep up with these changes because teachers in

South Africa are not trained to do for much of the roles and responsibilities

APPENDIX: H

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Circle Park  
KLOOF  
3610

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0823757722  
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E-mail:  
[wvebanksec@telkomsa.net](mailto:wvebanksec@telkomsa.net)  
[sathsgovender4@gmail.com](mailto:sathsgovender4@gmail.com)

**Dr Saths Govender**

---

02 DECEMBER 2014

**LANGUAGE CLEARANCE CERTIFICATE**

TO WHOM IT MAY CONCERN

This serves to inform that I have read the final version of the dissertation titled:

**EMOTIONS AND TEACHER LEADERSHIP: A CASE STUDY OF TEACHER  
LEADERS IN FOUR PRIMARY SCHOOLS, by G.N.B. Blose, student no. 213573122.**

To the best of my knowledge, all the proposed amendments have been effected and the work is free of spelling and grammatical errors. I am of the view that the quality of language used meets generally accepted academic standards.

Yours faithfully



**DR S. GOVENDER**  
B Paed. (Arts), B.A. (Hons), B Ed.  
Cambridge Certificate for English Medium Teachers  
MPA, D Admin.