



**SCHOOL MANAGEMENT TEAMS' IMPACT ON EDUCATORS' JOB
SATISFACTION IN THE FREE STATE PROVINCE**

by

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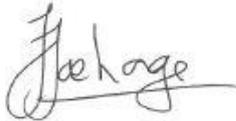
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NOVEMBER 2018

DECLARATION

Student Number:

I declare that **“School Management Teams impact on educator job satisfaction in the Free State Province”** is my own work and that all the sources I have used or quoted have been indicated and acknowledged by means of complete references.



J.J de Lange

28 November 2018

ACKNOWLEDGMENTS

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This is to certify that I proofread and edited Chapters 1,2,3,4,6, & 7 of the PhD dissertation entitled "*School Management Teams' Impact on Educators' Job Satisfaction in the Free State Province*", prepared by Mr JJ De Lange in preparation for his submission to the Central University of Technology (Free State) for examination purposes.

I corrected spelling, typography, grammar, punctuation, use of language, style and format. I reviewed the text to check whether it is consistent, meaningful and flows logically. I checked the structure and length of sentences and paragraphs to improve readability. Where applicable, I suggested changes to sentences or paragraphs to ensure coherence and clarity.

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ABSTRACT

A school's learning environment depends on educators because they are directly involved in knowledge transfer. The School Management Team (SMT) has a duty to create a school atmosphere and a conducive learning environment to positively affect educators' job satisfaction. Educators will generally be satisfied in their work environment if a positive relationship with their SMT exists, and when they are included in decision-making processes. The researcher used the explanatory sequential mixed method approach. Phase one included quantitative data collection through questionnaires. Qualitative data collection, using focus group interviews, followed after the quantitative method of phase one. The study was confined to schools in the Free State Province. The questionnaire sample included 60 secondary schools and 313 respondents, while the qualitative sample for focus group interviews consisted of 34 educators and 34 SMT Members (20 HOD's, 6 Deputy Principals and 8 School Principals). This research study addresses a gap in research regarding the impact of SMTs on educators' job satisfaction in the Free State province. The pragmatic results indicated that participants experienced substantial job dissatisfaction that discouraged them and prohibited quality education in schools under certain circumstances. The research revealed numerous decisive dynamics that SMTs could use to develop strategies to promote educators' satisfaction. It is therefore essential that SMTs identify support tactics in order to improve educators' job satisfaction. The results of the research could be used by the Free State Department of Basic Education to organize an educator management training programme plan for SMTs. The researcher developed a toolkit for in-service SMT training, and is intended primarily for facilitators (such as principals) to enable them to conduct workshops for fellow SMT members. The toolkit offers an overview of some of the main issues related to management and leadership, and how such issues influence educator job satisfaction.

Keywords: *Educator Job Satisfaction, Job performance, Decision-Making, School Management Teams, Free State Province.*

ACRONYMS AND ABBREVIATIONS

ACRONYMS AND ABBREVIATIONS USED IN THE STUDY

CPTD	Continuous Professional Teacher Development
DBE:	Department of Basic Education
IQMS:	Integrated Quality Management
PAM	Personnel Administrative Measures
PDE:	Provincial Department of Education
SACE:	South African Council of Educators
SASA:	South African Schools Act 84 of 1996
SGB	School Governing Body
SBM:	School Based Management
SMTs:	School Management Team
SPSS:	Statistical Package for the Social Sciences

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CHAPTER ONE

OVERVIEW OF THE STUDY

1.1 INTRODUCTION

This study sets out the plan for the research. The following are elaborated on for the purposes of clarity: background of the research, the significance of the research, the research problem that combines with the evolving research questions. The research purpose and objectives are also stipulated. A preliminary literature review briefly analyses current literature on the topic. The research design and methodology are also discussed.

1.2 BACKGROUND TO THE PROBLEM

It is the belief of the researcher that the answer to the substantial problems concerning education in South African schools, lies in the hands of School Management Teams (SMTs). SMTs are in numerous ways the most significant leadership team in any school. SMTs consist of the people who are accountable for all school activities that occur in and around the school premises. The SMT leadership establishes the character of the school, the level of professionalism, the climate for learning, morale, and educator job satisfaction.

Educators' job satisfaction, defined as educator's affective reactions to their work or to their educational role (Skaalvik & Skaalvik, 2011:1030) is an important factor which guarantees that educators give off their best at all times so that learners receive the best possible education. To ensure that educators are capable of performing this role, motivation and support must be provided for by the SMTs at the school.

Additionally, educators will generally be satisfied with their job if they have a good relationship with the SMTs of their school, and are included in the decision-making process at their school. Salaries and compensation will be excluded as an aspect of educator job satisfaction since most educators are paid by the Department of Basic Education (DBE).

According to Steyn and Van Niekerk (2012:28), most problems in schools arise from a communication breakdown. Singh and Rawat (2010:189) outline that enhancing educator's job satisfaction requires proper communication between educators and SMTs. As managers, SMTs are tasked with the responsibility of keeping their educators in check and maintaining a conducive environment suitable for education purposes (Maforah & Schulze, 2012:227). The impact of SMTs on the performance of educators is applied in a way that SMTs think, express and practice what they advocate.

Steyn and Van Niekerk (2012:249) alluded that SMTs that are effective offer mentorship, support, provide information and act as role models for educators, which may positively influence educator's morale and job satisfaction. Educators are central to learning and teaching activities in every school environment. They are in the forefront as far as knowledge transmission is concerned. They directly affect the performance of a school thus, it is necessary that SMTs find suitable ways of supporting them to ensure they are always motivated and satisfied when carrying out their jobs.

1.3 PURPOSE OF THE RESEARCH

The purpose of this study was to explore the impact of School Management Teams (SMTs hereafter) on educator job satisfaction in the Free State Province. The research study assessed the degree of educator job satisfaction in the Free State Province and emphasised action plans that can be used to raise the level of educator job satisfaction in the Free State Province. The next section discusses the significance of the study concerned.

1.4 SIGNIFICANCE OF THE RESEARCH

The significance of the research was to attempt to recommend a positive work environment and sustain educator job satisfaction in the Free State Province. The study added to the enrichment of knowledge in prevailing literature regarding SMTs impact on educator job satisfaction.

The research study was valuable in terms of fostering an understanding and identifying the important factors that influence the educators' working environment. The research facilitated the identification and understanding of the impact of SMTs on educator's job satisfaction.

The outcomes of the research were extended to suggest proposals and techniques to SMTs regarding the most proficient method to improve educator job satisfaction. The results of the research may perhaps provide a systematic structure for the Free State Department of Basic Education to offer strategies to SMTs that can help improve and sustain educators' job satisfaction in schools. This type of information can positively contribute to Education Management.

1.5 STATEMENT OF THE PROBLEM

There are many arguments made that the role of SMTs is an important aspect, if not the most critical, in a school's effectiveness regarding teaching and learning, school climate and achieving educational goals. Considering all research available on educator job satisfaction, a gap still exists regarding the connection between SMTs and educator job satisfaction. The study rationale is therefore to examine the impact of SMTs on educator job satisfaction in the Free State province.

Educator job satisfaction can be instrumental in dictating the general feel or the atmosphere of a school; thus, for learners to excel, educator job satisfaction must be high. When considering educators' demands today, school atmosphere and educator job satisfaction are the most crucial issues that the SMTs must first address.

The SMTs have a duty to create a school atmosphere in which a classroom educator can perform his/her job confidently and safely. The core function of a school system is education; therefore, it is necessary that educator's attitudes are always positive. According to Adegbesaw (2012:13-15), the attitudes and behaviours of the SMTs largely affect the overall educator job satisfaction level in an institution (school). The attitude displayed by the SMT toward an educator is an important aspect that significantly affects job satisfaction. As a matter of fact, everyone has diverse skills and abilities.

In the Free State, SMTs and educators do not have the power to change the requirements placed on schools by the DBE. However, SMTs can reshape the school system to take full advantage of the potential of educators and contribute to educator job satisfaction.

SMTs can influence educator job satisfaction; either positively or negatively. Furthermore, the degree of job satisfaction varies from school to school. This influence and its effects formed the basis of this study.

1.6 RESEARCH QUESTIONS

The main research question for this research is: What is the impact of the SMTs on educator job satisfaction in secondary schools in the Free State province?

The following sub-questions guided the study:

- RQ 1 Which leadership theories and SMT practices are associated with job satisfaction?
- RQ 2 What are the essences of job satisfaction and what factors affect job satisfaction in an academic environment?
- RQ 3 Which management actions and activities of school management teams (SMTs) positively or negatively affect educator job satisfaction?
- RQ 4 Which school and classroom related aspects affect educator job satisfaction?
- RQ 5 What are possible solutions to address educator job satisfaction?
- RQ 6 Which critical aspects should be included in a School Management Training Toolkit to enhance educator job satisfaction?

1.7 RESEARCH AIMS AND OBJECTIVES

The aim of the study is to determine the impact of SMTs on educator job satisfaction in secondary schools in the Free State Province. This aim leads to the following objectives of the study:

- To ascertain the leadership theories and SMT practices associated with job satisfaction (Chapter Two);
- To determine the essences of job satisfaction and the factors affecting job satisfaction in an academic environment (Chapter Three);
- To determine which SMTs management actions and activities positively or negatively affect educator job satisfaction (discussed in Chapter Three);
- To establish school and classroom related aspects affecting educator job satisfaction (Chapter Five);
- To reveal possible solutions to address educator job satisfaction (Chapter Six);
- To include critical aspects in a School Management Training Toolkit to enhance educator job satisfaction (Chapter Seven).

In order to accomplish the above-named aims, the researcher will evaluate a number of the general theories on job satisfaction of educators. Theories that appear prominently in educator job satisfaction literature consist of content or needs-based theories as well as cognitive theories, among others.

Research outcomes from related studies within the field of education will also be included for the purposes of comparison and transparency. It is predicted that the empirical results from this study will help to define and explain the SMTs factors that impact educator job satisfaction in the Free State Province.

1.8 HYPOTHESIS

Based on the interaction between the most reported dependent and independent variables as presented in the literature (Chapters Two and Three), hypotheses were stated with the following variables in mind:

Hypothesis 1: Gender

Null hypothesis

There are no statistically significant differences in the opinions of male and female educators in terms of:

- *SMT support strategy decision making affecting job satisfaction.*
- *SMT support strategy feedback affecting job satisfaction*
- *SMT support strategy discipline affecting job satisfaction*
- *SMT support strategy policy affecting job satisfaction*
- *SMT support strategy teamwork affecting job satisfaction*
- *SMT support strategy operation affecting job satisfaction*
- *SMT support strategy welfare/support affecting job satisfaction.*

Hypothesis 2: Race

Null hypothesis

There are no statistically significant differences in the opinions of educators of different race groups in terms of:

- *SMT support strategy decision making affecting job satisfaction.*
- *SMT support strategy feedback affecting job satisfaction*
- *SMT support strategy discipline affecting job satisfaction*
- *SMT support strategy policy affecting job satisfaction*
- *SMT support strategy teamwork affecting job satisfaction*
- *SMT support strategy operation affecting job satisfaction*
- *SMT support strategy welfare/support affecting job satisfaction*

Hypothesis 3: Age groups

Null hypothesis

There are no statistically significant differences in the opinions of educators of different age groups in terms of:

- *SMT support strategy decision making affecting job satisfaction.*
- *SMT support strategy feedback affecting job satisfaction*
- *SMT support strategy discipline affecting job satisfaction*
- *SMT support strategy policy affecting job satisfaction*
- *SMT support strategy teamwork affecting job satisfaction*
- *SMT support strategy operation affecting job satisfaction*
- *SMT support strategy welfare/support affecting job satisfaction*

1.9 DEFINITION OF TERMS

School Management Teams (SMTs): The size of SMTs in the South African education system is determined by the number of educator posts per educator's establishment. The SMTs comprise all educators with management roles, the Principal, Deputy Principal(s) and Heads of Department (DOE, 2008:42).

Job satisfaction: According to Edwards, Bell, Arthur and Decuir (2008:441-465), job satisfaction is defined as people's feelings and attitudes towards their job. These people possess favourable and positive approaches concerning their work, which implies job satisfaction. When these people develop unfavourable and negative approaches towards their job, the situation is called job dissatisfaction.

Management Strategy entails making people accomplish certain things (Porter & Lawrence, 2011:32). These things may include particular goals or objectives. The individuals in management accomplish their goals by delegating others to carry out tasks that may be necessary, without themselves taking part in performing the tasks.

Leadership is portrayed an act of encouraging others to work hard to accomplish tasks (Carl, 2010:10). Conversely, Northouse (2015:25) found that leadership is the method of implementing plans, motivating people and providing direction.

Biographical factors refer to personal qualities that make people exceptional and often distinguish them from one another, even though there are resemblances amongst them (Markham & Van Zyl, 2008:80-96). These include gender, age, and race.

1.10 REVIEW OF LITERATURE

A literature review is crucial to the discovery of existing or related studies which can serve as a basis for the research study at hand. This study aims to develop current research by focusing on the opinions of educators and SMTs on leadership practices that may help to promote the commitment of educators and ultimately retain educators in the profession. The subsequent section introduces an understanding of school and classroom related aspects that affect job satisfaction of educators.

The SMT plays a significant role as the developer of human potential. This is essential for successful educator motivation (Marishane & Botha, 2015:6). Consistent motivation will cause the educator to continually strive for improvement (Marishane & Botha, 2015:106). The SMTs require appropriate skills, knowledge and abilities in order to offer appropriate services to educators.

The SMTs leadership skills develop by taking the best ideas from educators, in order to accomplish the school's objectives (Van Niekerk, 2012:306-314). It must be noted, however, that leadership and management are intrinsically related, and cannot be understood separately (Bush & Glover, 2014:555). The SMTs personal characteristics determine the development of their management skills. Thus, it may be said that leaders are required to establish good relationships with those under their control (Solomon & Steyn, 2017:1-13), through proper communication and motivation.

There are many leadership theories in leadership literature. Leadership theories in this study include the trait-, behavioural-, situational-, path-goal-, distributed-, participative-

transformational- and transactional leadership theories. Being compelled to work under a certain type of leadership undoubtedly has an impact on educators (Machumu & Kaitila, 2014:53-61).

The researcher worked under the assumption that these theories closely resemble the universal democratic practices in schools in South Africa. South African schools contain continually diversifying populations, creating continually diversifying challenges. As such, leadership behaviour should also be in a process of continual diversification (Meier & Hartell, 2009:180). Certain theoretical frameworks of leadership fit within the context of education better than others and, as such, the most prevalent theories will be reviewed in this study. No single theory of educational leadership is similar to the other (Belias & Koustelios, 2014:24-46).

Although a variety of leadership theories has emerged, only a few of the most relevant are discussed in the study. The theories inform the leadership styles which the SMT can adopt. The populations of our schools and their challenges continue to diversify and so must our leadership styles and behaviours. Peretomode (2012:15) notes that leadership behaviour changes with changing leadership styles.

In an autocratic leadership style, correspondingly called autocracy, the SMT is the central aspect of power and consider their judgements and decisions as the ultimate solution (Senior & Swailes, 2010:236-237). The democratic leadership style on the other hand places an emphasis on visionary leadership, enhancing and changing individual educators, as well as the school outcomes. The democratic leadership style, originated from the Transformational theory (cf.2.3.5) (Zengele, 2011:91).

The role and responsibility of the SMTs could possibly impact job satisfaction amongst educators. Communication is paramount in education according to Van Deventer and Kruger (2016:156-161). Depending on the form of communication, whether educator to learner, learner to learner, educator to educator, educator to parent or educator to SMT, communication is essential in effective schools. Effective communication is required to inform, persuade and remind educators of their responsibilities, and is a prerequisite for management and leadership to function in a school setting.

Educators and SMTs who engage in mutual collaboration and communication are in a better position to discuss learners' needs and, as such, educators will be better able to design plans to improve practices (Van Deventer & Kruger, 2016:156-161). Educators who communicate with SMTs have a higher morale and are capable of taking control of their classrooms and careers (Hugo, 2015:111).

SMTs must build supportive relationships with educators in order to produce a work atmosphere that is enabling, which in turn reduces frustration (Price, 2012:39). Beard, Hoy and Woolfolk Hoy (2009:295) state that the school should have certainty that the SMTs will keep their word and act in the educators' best interest. New and experienced educators need mentorship and training, which gives them a sense of belonging and enables them to discover new ideas (Price, 2012:39-47). Mentoring from leadership entails enhancing support, through which the educator will feel rewarded and motivated.

Motivation is defined by Ghenghesh (2013:456-466) as an aspect that occurs in an individual, which has the capacity to affect the strength and enthusiasm of behaviour with regards to work. Educators are motivated if they attempt to attain personal goals that transpire according to the official objectives and morals of the profession, as well as the school (Ghenghesh, 2013:456-466). It is, therefore, necessary to ascertain what factors or conditions influence the job satisfaction of educators (Strydom, Nortje, Beukes, Esterhuysen & Van der Westhuizen, 2012:267-278). When educators' motivation is influenced by individual values and beliefs, this can be an end to fulfilling an individual goal.

Botha (2013:99) observes that SMTs influence job satisfaction and, as such, retention of educators. SMTs thus need to have prior knowledge of the variables that impact educator satisfaction. SMTs must also be aware of the effect of this satisfaction on educators' relationships in their respective schools, particularly as soon as variations are executed. Educators who are highly satisfied with their jobs may subsequently increase their motivation (Albrecht, Karabenick, 2018:1-10). To the contrary, educators' motivation may decrease if their preferred job contentment factors are not fulfilled. Different theories, such as content theories, determine what keeps people motivated and therefore satisfied in their work. Abbah (2014:1-8) explains that these

theories emphasise people's needs in describing satisfaction at work, behaviour, and systems of reward.

Four leading content theories of motivation were discussed, as they provide valuable insights into job satisfaction in schools. The theories of Maslow's Hierarchy of Needs, Alderfer's ERG (Existence, Relatedness and Growth) Theory, Herzberg's Motivator-Hygiene Theory, and McClelland's Need Theory were outlined. These theories aim to identify the internal needs that inspire educators to act and to prioritize those needs. Whereas the process theories examine educators' behavioural patterns in terms of satisfying needs and requirement (Georgellis & Tabvuma, 2010:176-196), Vroom's Expectancy Theory, Adams' Equity Theory and Locke's Value Theory have become the most prominent theories within this framework (Ivancevich, Konopaske & Matteson, 2008:120).

There are educators who feel positive about their work, and there are other educators who constantly feel negative towards their work. It is therefore important to identify the factors that play a role in the different levels of job satisfaction or job dissatisfaction. Job satisfaction cannot be comprehended without understanding the factors that motivate educators at work (cf. 3.2). Khalil (2013:362) emphasizes that there are numerous factors influencing job contentment amongst educators. These factors ought to be investigated in order to assimilate erudition regarding the effect that these influences have on the work environment of educators.

SMTs ought to be vigilant in observing these significant factors, as they depict important dimensions of job satisfaction in a hierarchical order. Njiru (2014:135-152) classified specific intrinsic factors that create job contentment such as: interesting work (school culture, policies and teamwork) the use of one's ability, and working independently at challenging tasks (educator workload and responsibility). Nijiru (2014:135-152) also identified extrinsic satisfaction elements which the SMT has an influence on such as empowerment, school leadership, decision making, communication, work relationship and learner discipline support.

The role of SMTs in enhancing educator job satisfaction was also clarified. Salaries are excluded for the purposes of this study, as it is an external factor beyond the scope

of this study. Educator job satisfaction thus has profound consequences for educators themselves as well as for school development. Predominantly, it can impact educator turnover, absenteeism, and school effectiveness.

1.11 RESEARCH DESIGN

The intention of a specific research design is to indicate a strategy for generating empirical substantiation that will be applied to respond to the research questions (McMillan & Schumacher, 2010:20). Polit and Beck (2012:765) add that a research design is identified as an over-all method for directing a research question, as well as stipulations for developing the research study's reliability. Saunders, Lewis & Thornhill (2012:159) refer to a research design as the structure, strategy and plan followed to investigate the information that is to be obtained from the research participants to answer specific research questions, to answer a research problem, or to test a hypothesis

A synopsis of the significant matters that need to be taken into consideration, is provided for by the research onion (cf. Figure 4.2) before commencing any research (Saunders *et al.*, 2012:160). The research onion exemplifies the research philosophy, research approach, research strategy, data collection methods as well as the data analysis techniques utilised by the researcher. The research philosophy promotes consideration of how knowledge is developed to answer the research questions mentioned in Section 1.6.

The lens through which researchers look before determining the kind of approaches they will use to answer their research questions is encapsulated in a philosophical framework, also known as a research paradigm (Birks & Mills, 2014:156). The research paradigm entails an outline of the best research methodology for generating knowledge of the particular phenomenon being studied (Evans, 2013:46).

The current study adopted a pragmatist approach given that in the pragmatist paradigm, knowledge and action counter each other, instead of content (Evans, Coon and Ume, 2011:277). Pragmatism's philosophy is an approach or a mix of methods that works best in a real world situation. Relevant and reliable data gathered, that

advance the research, is most welcomed and supported by pragmatists (Saunders *et al.*, 2012:130).

1.11.1 Research Strategy

Saunders *et al.* (2012: 152) describe the research strategy as the way in which the researcher proposes to conduct the research process. The strategy can comprise various methods such as action research, experimental research, phenomenology or explanatory sequential. The researcher used the explanatory sequential mixed method design. Two phases in the explanatory mixed method design for the collection and analysis of data have been applied.

The motivation for applying an explanatory sequential method is to support in expounding and explaining the quantitative results acquired in the first phase of the research (Maree, 2012:298). The qualitative results will support the researcher in clarifying and unravelling the findings of the quantitative study (Creswell, 2014:226). The following section explains the adoption and use of the research choice for the present study.

1.11.2 Research choices

Research choices are divided into quantitative and qualitative methodological approaches, with the present section of the current thesis focusing briefly on the differences between the two approaches. According to Flick (2009:26), a researcher may make use of the two approaches within the same research, which is then acknowledged as the hybrid, or mixed approach.

The researcher used a quantitative research approach in the primary phase of data collection for this particular study. The quantitative method details the steps taken by the researcher during the data-collection process. Quantitative research is about numerical data, with it depending on counting and statistical analysis, which includes such surveys as questionnaires (Blanche, Durrheim & Painter, 2010:47; Dahlberg & McCaig, 2010:22; Jensen & Laurie, 2016:12). A questionnaire was used in this study and the data was accumulated from a sample of the population applicable to the study.

Qualitative research is also called field research, critical research or interpretative research, which expresses data verbally in a non-numerical form (McMillan & Schumacher, 2012:318). Qualitative research is conducted wherever the topic under investigation is underdeveloped or brand-new and wherever qualitative approaches are able to assist in describing concepts, terminology or subjects aimed at investigation (Ritchie & Ormston, 2014:42). A qualitative design provides the researcher with first-hand information (i.e. primary data) regarding the research problem, as it is obtained directly from the source (Hennink, Hutter & Bailey, 2011:10). A focus-group interview was used in this research study and the data was accumulated from a sample of the population applicable to the study.

1.11.3 Population and Sample

A population may be defined as the total number of elements or potential elements that are contained within the research study (Jensen & Laurie, 2016:88). Polit and Beck (2012:742) regards a distinct collection of individuals with related or parallel characteristics as the research population. Since the population is the group from which a sample will be drawn, Gorard (2013:78-79) accentuates that it should always be drawn in advance as the target of one's research. The population of this study consists of post-level 1 educators and SMT members in Free State schools.

Leedy and Ormod (2015:152) describe a sample as a group of participants or a population subdivision from which data are collected. Stratified random sampling was used during the quantitative phase. Stratified random sampling includes a portion of the population in small clusters identified as strata. The strata are developed grounded on the joint characteristics of the participants (Zikmund, Babin, Carr & Griffin, 2013:394).

A random sample of each stratum is taken in a number proportional to the population size of the stratum (Babbie 2013:44). The strata subdivisions were then combined to form a random sample. A table of random numbers or a computer programme should be used to select the sample (cf. 4.6.1.1). SMTs and educators from 60 schools were sampled to respond to the questionnaire.

According to Maree and Pietersen (2014:178), qualitative research uses non-probability samples in which units are purposefully selected to reflect specific features. The researcher used purposive and convenience sampling for the selection of participants, as recommended by Babbie (2013:193). Respondents in the quantitative section were used to purposefully sample a smaller group of participants to take part in the focus-group interviews. The rationale was to gather in-depth qualitative data to compliment quantitative data. SMTs and PL1 educators in the Free State Province were chosen using the convenience and purposive sampling procedure detailed above.

For the focus-group interviews, 34 educators and 34 SMT members were sampled. The researcher is of the opinion that the data collected from the qualitative sample provided the necessary information to answer the relevant research questions.

1.11.4 Data collection methods

Quantitative data collection was carried out in this study by means of questionnaires. The use of this technique in the study not only provided the researcher with the prospect to produce data, but it also enabled the researcher to validate and crosscheck the findings (De Vos, Strydom, Fouche & Delport, 2009:314). The questionnaire is one of the most popular methods used to obtain information. The researcher disseminated the questionnaires to respondents using two different methods.

Where possible, the questionnaires were delivered to and collected from schools, but most of the questionnaires were e-mailed to respondents and completed online. The researcher decided on this method because it is familiar to the majority of the population.

To gather qualitative data, focus group interviews were conducted with purposefully sampled participants. Doody, Slevin and Taggart (2013:266) state that focus group interviews are a technique for collecting qualitative data, in which data is collected through group interaction on a selected topic. A focus-group interview approach was followed. The principal aim of a focus group interview is to gain a participant's opinion

about a known situation from his or her lived world. A focus group interview is where educators and SMT members are chosen and questioned concerning their belief or views about a specific matter.

1.11.5 Data analysis

Data analysis is a process to bring structure, order and significance to the data collected (De Vos *et al.*, 2009:334). Data analysis further refers to the process of organizing raw data to extract useful information (Polit & Beck, 2012:725).

The researcher used descriptive statistics to analyse the information collected from questionnaires. Descriptive statistics involved percentages aimed at answering the research questions. Research questions link to qualitative research. Quantitative research link to hypotheses.

The descriptive method according to De Vos, Strydom, Fouche & Delpont (2012:251) shows how data is spread over a wide and variable range. The questionnaire played a crucial role in guiding the researcher to indicate the degree to which most respondents responded similarly to an assumption query. Cronbach's Alpha was used to test the reliability or internal consistency of the current data set, which reflects the close relationship between a set of items or statements. The Cronbach Alpha, which evaluates the internal consistency reliability of the research tool for this research study, has been used as the Likert scale reliability coefficient (Maree, 2012:72).

In qualitative research, data analysis is aimed at the identification of patterns, features and themes (Dahlberg & McCaig, 2010:22) and by using a wide-angled lens to gather a richness of information regarding the breadth and depth of the phenomena under study. The gathered information is unlocked by means of a coding process.

The first stage of thematic coding is called descriptive coding (or sometimes called open coding), a process of highlighting an important theme or word in every individual interview to identify relevant categories or themes (McMillan & Schumacher, 2010:244). The second stage of the thematic coding is to group words into descriptive codes that share a common meaning to create an interpretive code. Thereafter the

researcher defines an all-embracing (overarching) theme that epitomises the key concepts in the analysis.

1.12 ETHICAL CONSIDERATIONS

For this study, the researcher applied for ethical clearance from Central University of Technology, Free State. Prior to the collection of data from any respondent, the researcher obtained written consent from the Free State Department of Basic Education.

Prior to the distribution of questionnaires, consent was sought from each respondent. Although no written consent was sought, participants were verbally informed that if they did not wish to participate, they would be free to return their incomplete questionnaire or not take part in the focus group interviews.

A basic moral principle is to never compel any member to participate; those who participate should be volunteers (Neuman, 2011:149). Participants should simply be those who are familiar with the subject area and who can thus settle on an educated choice. The rights and privacy of all the participants were respected. The names of schools and respondents are not mentioned in this study. Ethical aspects are discussed in more detail in Chapter Four (cf. 4.7).

1.13 DELIMITATION OF THE STUDY

This study resorts under the Didactical field of Education with a clear link to the field of Educational Management. This focus of the study relates to the impact of SMTs on educator job satisfaction. Other aspects, such as compensation (salaries) may also play a role in educator job satisfaction, but was excluded from this study as there is no link between salaries and the interaction between SMTs and educators.

The study was confined to secondary schools in the Free State Province.

1.14 EXPECTED OUTCOMES

This research:

- Verified which leadership theories and SMT practices are associated with job satisfaction;
- Clarified the essences of job satisfaction;
- Uncovered the leadership style, management actions and activities of school management teams (SMTs) affecting job satisfaction of educators either positively or negatively;
- Established which school and classroom related aspects affect educator job satisfaction;
- Revealed possible solutions to address educator job satisfaction;
- Concluded with critical aspects to be included in a School Management Training Toolkit to enhance educator job satisfaction.

1.15 DIVISION OF CHAPTERS

The chapters for this research are outlined as follows:

Chapter 1: Orientation

The researcher provides a background of the research problem and indicates the aims and objectives of the research. A brief literature overview provides definitions for certain key concepts. The methods of the research are outlined, indicating the research methodology, the design and the data collection and analysis procedures to be used.

Chapter 2: Leadership Theories and Practices

In this chapter, a complete discourse and explanation of the concept of leadership is provided. Theories and styles of leadership that directed the research are discussed. The current state of affairs in the school's management regarding educators' job satisfaction levels is also highlighted.

Chapter 3: Educational Job Satisfaction

Chapter 3 focused on assessing the literature relevant to the concept of job satisfaction and how relevant it is for educators. This was carried out to give a theoretical background to the problem of the research.

Chapter 4: Research Methodology

Chapter 4 provides a detailed account of the research methods implemented in this research.

Chapter 5: Results of the Empirical Investigation

This chapter explains how data was collected and analyzed.

Chapter 6: Findings, Conclusions, and Recommendations

A summary, findings, conclusions, recommendations, and suggestions for future research are provided.

Chapter 7: Developing a Manual for SMTs relating to educator job satisfaction

This chapter is devoted to a manual (toolkit) for SMTs relating to educator job satisfaction.

1.16 CHAPTER SUMMARY

This study was designed to assess the level of educator job satisfaction in the Free State Province. This chapter has emphasised the aims and objectives of this research study and provided a synopsis of the research design and methodology.

In Chapter Two the different theories of leadership and the leadership style of SMTs surrounding job satisfaction are explained. Older as well as contemporary theories and

practises are reviewed. This forms the basis of the research that was conducted and which will be discussed

CHAPTER 2

LEADERSHIP THEORIES AND PRACTICES

2.1 INTRODUCTION

This chapter presents the first part of the literature review, dealing with leadership theories and practices.

The quality of human resource is of cardinal importance to the proper functioning of a school, and it is determined by the time and effort the SMTs invest in motivation, job satisfaction and development of educators (Quan-Baffour & Arko-Achemfuor, 2013:25). These factors occur, primarily, as a result of leadership. The SMT plays a significant role as the developer of human potential. This is essential for successful educator motivation (Marishane & Botha, 2015:6). Consistent motivation will cause the educator to continuously strive for improvement (Marishane & Botha, 2015:106). The converse occurs with inadequate motivation and dedication. The SMTs require appropriate skills, knowledge and abilities in order to offer appropriate services to the educators. With these tools, they should manage the above challenge successfully (Hiebert & Morris, 2012:96-102).

Motivation affects the willingness and dedication of educators to embrace effective teaching (Heystek & Terhoven, 2015:624-639). SMTs should use their leadership skills to motivate educators, in order to increase educators' willingness and dedication to teaching effectively (Louis, Leithwood, Wahlstrom, Anderson, Mascall, Michlin & Thomas, 2010:59-60). This will help to realize the school's goals and objectives (Heystek & Terhoven, 2015:624-639). In this way, SMTs serve as educational leaders, who assist and motivate educators in executing their tasks effectively.

In this chapter, the literature review (Figure 2.1) focuses on leadership, theories on leadership, management and management practices. The difference between leadership and management is explored.

The study thus incorporates different perspectives of leadership and management, in order to answer the research question:

Which leadership theories and SMT practices are associated with job satisfaction?

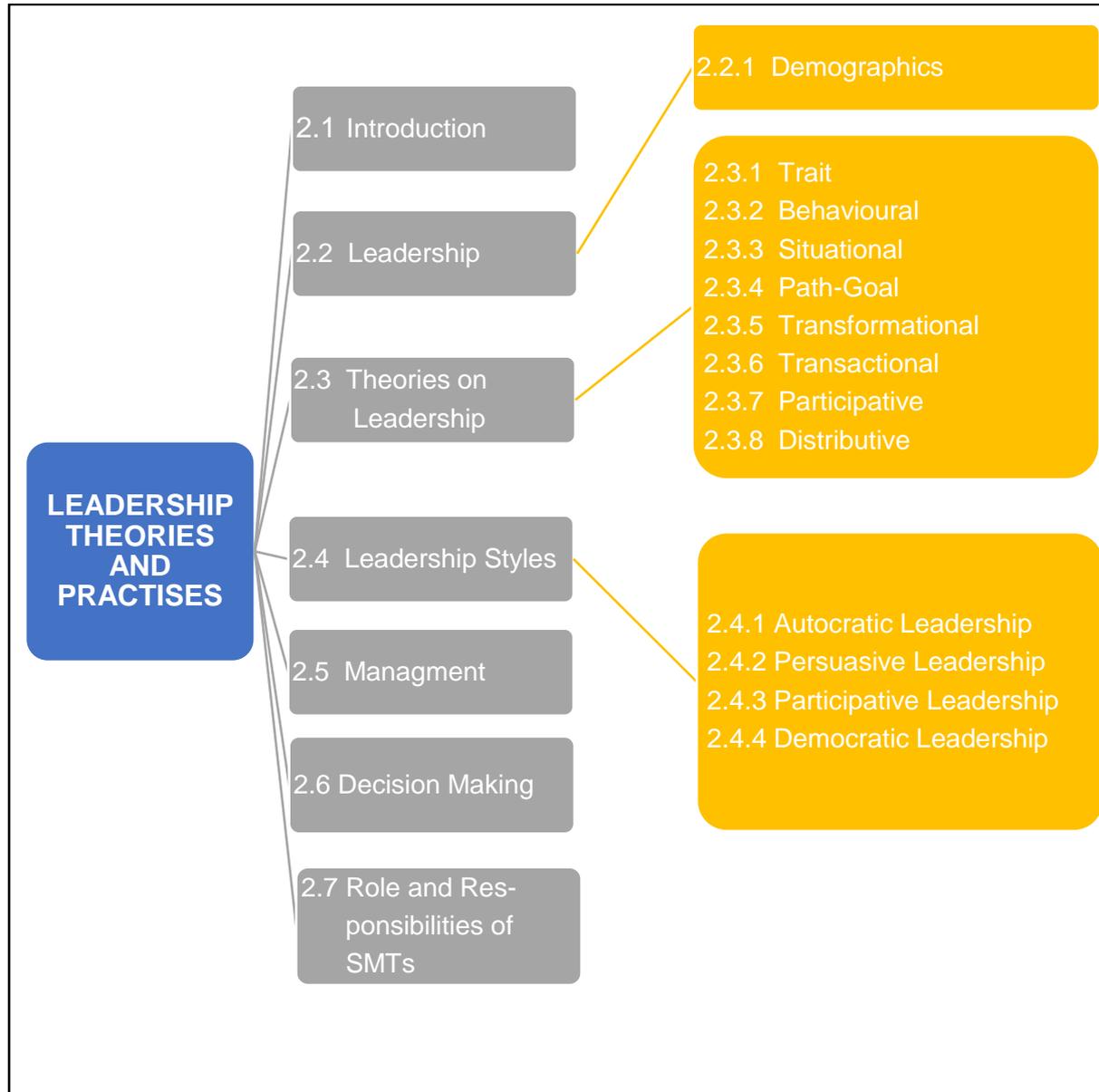


FIGURE 2. 1: CHAPTER TWO LITERATURE REVIEW PLAN

The chapter examines the qualities of effective leadership and the importance of the educator’s task while taking note of the fact that the support and challenges provided by management impact on the educator’s job satisfaction and commitment. Consequently, there is an impact on the educator’s performance within the school. Finally, the chapter concludes with a review of the literature concerning to the topic.

2.2 LEADERSHIP

There are many ways of looking at educational leadership and leadership functions. In this study, educational leadership refers to the leadership of SMTs in the school setting, as well as to leadership that needs to be provided by district offices to schools (Van der Westhuizen, 2012:213). SMTs comprise Heads of Departments (HoDs), Deputy Principal and the Principal (cf. 2.5.4). The duties of SMTs are defined in the South African Schools Act 84 of 1996 (SASA), specifying that the SMTs oversee the daily management of the school while addressing management issues (RSA, 1996). These roles and duties may include assessing educator performance and relaying feedback for improvement.

The leadership examined in this study is interrelated to the highest-ranking of the school hierarchy (Wilson, 2011:393). In this study, leadership is well defined as the activities and behaviours of people endorsed by the DBE to influence their subordinates in the implementation of the policies laid down by the national and provincial governments to provide quality education. However, the researcher, noted that leadership could occur at numerous levels within the school, in an effort to address encounters and apply impact on different educators, as applicable. The researcher also noted that important local and global literature on the internal nature of leadership in educational institutions exists (Van Niekerk, 2012:306-314).

The concept of leadership has different meanings. Naile and Selesho, (2014:175) maintain that leadership is the process of influencing individuals, while Gulcan (2012:625) emphasises that leadership entails foreseeing the expectations, establishing a practical vision and teaming up with others to achieve the goals. Supovitz, Sirinides, and May (2009:36) simply define leadership as leading people. These definitions all imply that leadership requires action.

Thus, it may be said that leaders are required to establish good relationships with those under their control (Solomon & Steyn, 2017:1-13), through proper communication and motivation. Leadership emphasizes directing resources in the direction of human affairs and organizing people by giving them responsibilities,

support, direction, and consistency so that the group can understand its goals (Northouse, 2013:5). As such, leadership may be seen as a science focussing on the knowledge and objectives that describe the leadership process and how leaders can best use their skills to attain organizational goals (Nakpodia, 2009:39-40).

According to the two-factor theory of Herzberg (1966) (cf. 3.3.1.3), leadership approaches affect job satisfaction of educators. The interaction between SMTs and principals has an impact on the work done by educators and this impact can either influence educators positively or negatively. If leaders are able to change the motivational priorities for their subordinates, then such leaders are able to be either task oriented or relationship oriented, based on the situation (cf. 2.3.2).

Educators play a pivotal role in teaching and learning, therefore their job satisfaction should be a priority for their leaders and managers in order to improve education, the teaching and learning process and learner academic achievement. It is vital for educational leaders to understand the positive and negative effects their leadership styles may have on educator job satisfaction, particularly when educator job satisfaction is such an important factor in a school's academic success.

The rationale for addressing the concepts of leadership and job satisfaction within the school structure is to aim to highlight the dynamic relation between leaders and their followers in general, and SMTs and educators in particular. A meta-analysis of the relationship between SMTs and educator job satisfaction in the Free State Province has, to the researcher's knowledge, not been conducted.

Leaders are influenced consciously or unconsciously, based on their individual presumptions of human behaviour, which explains their interpretation of the people who are their subordinates (Cherry, 2010:2-6). SMTs leadership skills develop by taking the best ideas from educators, in order to accomplish the school's objectives (Van Niekerk, 2012:306-314). The following section deals with leadership demographics or factors, which affect leadership practices (age, gender, and race) and the influence of these on educator job satisfaction.

2.2.1 Demographic factors that may influence leadership

The South African education policy has undergone significant changes, which foster the importance of school leadership as an instrument for learning enhancement. Professional and academic knowledge notwithstanding, researchers commonly have maintained that age, gender, and race play critical roles in leadership behaviours (Belal, Bahaudin & Mujtaba, 2010:150). Wing (2013:272) affirms that the SMTs personal characteristics determine the development of their management skills.

According to Sang, Masila and Sang (2012:16-28), the age, administrative experience, teaching experience, academic qualification and gender of SMTs (particularly the Principal's as the leader of the school) primarily determine the processes he or she will employ in managing the school. For example, SMTs with more teaching and administrative experience may motivate educators more to achieve school aims and objectives (Kember, 2016:79-97). Gender, race and age of SMTs are discussed subsequently.

2.2.1.1 Gender

Apart from educator workload and working hours, one of the most important factors is the gender of the SMTs. Diko (2014:825-834) emphasises that despite women being accorded the constitutional right to equality, educational leadership within South Africa favours males and fails to appoint or retain females in educational management positions. The misconception that males are better suited than females for senior roles in SMTs is accepted as genuine and indisputable by Oboegbulem (2013:62-65). A male SMT member is considered a strong leader (Mestry & Schmidt, 2012:535-551). In recent times, most educators consider the gender of the principal before applying for the post (Sang, Masila & Sang, 2012:16-28).

Educators who are in their early thirties prefer to work in a school with male leadership (Lumby, 2015:28-45). They think that having a male leader will give them security and that they will have a person upon whom they can rely when tough decisions have to be made.

Some educators, however, do not prefer male leadership because they consider men ruder and stricter than women (Mestry & Schmidt, 2012:540). Despite the fact that many socio-cultural typecasts still view women as unequal to men concerning work performance, Makura (2010, 42-60) indicates that schools managed by female SMTs perform equally to male-managed schools. Oboegbulem (2013:11-15) reveals that research results indicated that females are effective organisers, have the ability to motivate educators and establish relationships amongst educators thus resulting in higher job satisfaction amongst educators. Female SMTs have proven their ability to compete with their male counterparts in creating a vision for their schools (Notman, 2009:1-9).

The steady increase in females involved in SMTs provides evidence for female work that is equivalent to that of their male counterparts (Mestry & Schmidt, 2012:557). On a positive note, the literature indicates that female SMTs exhibit a more caring leadership approach (Onyango, Simatwa & Ondigi, 2011:1513-1527) than their male counterparts. Female leadership is associated with care and reliability (Mestry & Schmidt, 2012:535-551). They are more open to creative ideas, as well as introducing change to school policies, as compared to male leaders (Smit, 2013:89-96).

Contrarily, in a study of female leadership in schools in Mpumalanga, Mninisi (2015:99-100) discovered that, in tough situations, female SMTs might not be able to take a decision and so conditions might get worse. Balyer (2012:581-591) argues that females are persuaded towards a Transformational Leadership style (cf. 2.3.5) because they avoid the masculine impression that men can produce by exercising hierarchical control (Zama, Hope & Persress, 2008:94).

In public education, there are fewer female high school principals than male (Motshekga, 2013). Information obtained from Free State EMIS indicates that, in 2018, there were 409 female and 656 male principals in the Free State (FSDBE, 2018). Despite the fact that gender is viewed as less relevant to men, research has shown that female leaders are perceived as challenging the norm. (Naidoo & Perumal, 2014:1-17).

Both genders have their advantages and disadvantages. The race of the SMT leadership, more specially principals, will be discussed next.

2.2.1.2 Race

Information obtained from Free State EMIS indicated that, in 2018, there are 831 Black/African, 3 Indian, 33 Coloured and 198 white principals in the Free State (FSDBE, 2018). Grissom and Keiser (2011:557) report that in all probability, educators reside in schools where they are managed by SMTs who are of the same race as themselves. Additionally, these authors found greater job satisfaction levels, as well as additional return, when educators shared the same race within the SMT (Grissom & Keiser, 2011:557). The age of SMTs is also an important factor in schools, and is discussed next.

2.2.1.3 Age

Most schools have an older aged SMT. Age is often synonymous with trustworthiness, experience, and knowing how to deal with different types of situations. These SMTs use traditional methods to mentor educators and ensure a strong relationship with them (Blackmore, 2010:2). Information obtained from Free State EMIS indicated that, in 2018, the age group of principals was:

TABLE 2. 1: AGE GROUP OF PRINCIPALS IN THE FREE STATE PROVINCE (2018)

AGE GROUPS OF PRINCIPALS IN THE FREE STATE - 2018							
25-30	31-35	36-40	41-45	46-50	51-55	56-60	61>
5	10	22	91	281	352	235	69

Source: FSDBE, (2018)

Sawati, Anwar and Majoka (2013:403) claim that there are also some disadvantages to SMTs who are older in age. They are sometimes more set in their ways and may not want to entertain complaints from educators. Their rules and regulations are strict and educators often do not get a chance to explain themselves. Once they have

taken a decision they are reluctant to entertain interruptions or changes. These reasons may make it challenging to work with the older SMT. However; educators who have a traditional mindset may thrive under such conditions

The education system faces a significant number of principal retirements (RSA DBE, 2015a:7). SMTs find it challenging to appoint suitable replacements and manage leadership changes (Wills, 2015:2). Whilst retirement precedes the loss of knowledge and skill, it also offers a chance to recruit and develop a new group of school leaders with the skills, ability, and temperament necessary to encounter the existing and forthcoming requirements of the education system (Pont, Nusche & Moorman 2008:29).

According to Pont, Nusche and Moorman (2008:29), a younger SMT tends to be easy-going and co-operative. Some advantages of working with a younger SMT include: openness to creativity, having room for new ideas in decision-making and a penchant for giving challenges and creating a competitive environment where the performance of the educators is enhanced (Miller, 2013:60-72). Furthermore, a younger SMT might not have rules that are as strict, in turn relating to a reduction of disciplinary issues. Self-motivated and energetic educators tend to prefer this kind of environment; where they know that their ideas will be heard and they will have a chance to grow (Miller, 2013:60-72). The working style and nature of the educator will determine under which type of SMT he or she will feel more satisfied.

It may be said that it is an educator's duty to give his or her best, and thus the educator should select the working environment where he or she feels most comfortable (Kouzes & Posner, 2013). Being forced to work under a certain type of leadership will undoubtedly have a negative impact on educators (Machumu & Kaitila, 2014:53-61). The next section focusses on the different theories of leadership.

2.3 THEORIES ON LEADERSHIP

There are many leadership theories in leadership literature. Leadership theories in this study include the trait -, behavioural -, situational -, path-goal -, distributed -,

participative -, transformational - and transactional leadership theory. The researcher worked under the assumption that these theories closely resemble the universal democratic practices in South African schools.

South African schools contain continually diversifying populations, creating continually diversifying challenges. As such, leadership behaviour should also be in a process of continual diversification (Meier & Hartell, 2009:180). Some theoretical frameworks of leadership fit within the context of education better than others do and, as such, the most prevalent theories will be reviewed in this section. No single theory of educational leadership is similar to another (Belias & Koustelios, 2014:24-46).

Although a variety of leadership theories has emerged, only a few of the most relevant are discussed here. The theories will be briefly discussed in order to stipulate the theoretical background and context, for the understanding of the leadership theory applied in the research.

2.3.1 Trait Leadership Theory

The trait leadership theory (also known as the great man theory) exclusively emphasises the leader's (SMT) qualities and characteristics, and not the circumstances or the followers (educators).

The trait approach is about what traits are displayed and who has those traits. This approach means that an organization (school) with a leader (SMT) with a certain set of characteristics is necessary for effective leadership and that it is the personality of the leader that is central to the management process (Germain, 2012:32-39). Yukl (2010:30) illustrates that in the educational context, various leadership traits or competencies are distinguished – for example, whether a leader is honest, fair, a hard worker and able to empower educators.

The trait theory is centred on assessing physical, mental and social characteristics and/or a combination of characteristics that is shared among great leaders (Yukl, 2010:31). The trait theory is concerned with the abilities in a leader that are genetic

or based on some personal attribute that can be developed over time (Krüger & Scheerens, 2012: 3).

Moreover, Yukl (2010:31) states that the trait theory is not an acceptable method of defining the strong qualities of a leader. Traits alone are not enough for successful school leadership; they are only a precondition. SMTs who acquire those important traits must also make concerted efforts to be successful. Possessing the appropriate traits alone makes it more conceivable that such actions will be taken and will be successful (Krüger & Scheerens, 2012: 3). There is no one best style of leadership. SMTs must attempt to construct enthusiastic, unified work conditions and become more concerned regarding satisfaction of educators.

According to Krüger and Scheerens, (2012:4) the significant variance between the trait approach and behavioural approach is that the trait approach emphasises the leader's characteristics and personality, whereas the latter emphasises how the leader (SMTs) behaves towards his/her followers (educators) (Yukl, 2010:31). Conversely, the trait theory did not entirely gratify the leadership scrutiny, which consequently led to the development of the behavioural leadership theory (Krüger & Scheerens, 2012:4).

2.3.2 Behavioural Leadership Theory

Behavioural leadership theory is grounded in the reasoning that leaders are different from the long-held perception that leaders are born to lead (Derue, Nahrgang, Wellman & Humphrey, 2011:11-13). The theory focuses on the performance of SMTs, with less attention given to intellectual qualities or internal circumstances. Behavioural leadership theories attempt to explain SMTs' actions and behaviours in relation to the prevailing situation, as well as educator needs (Adeyemi, 2010:83-91). One consistent theme within the behavioural paradigm is that behaviours fit into two categories; task-oriented (initiating structure) or people-oriented (consideration), as shown in Figure 2.2.

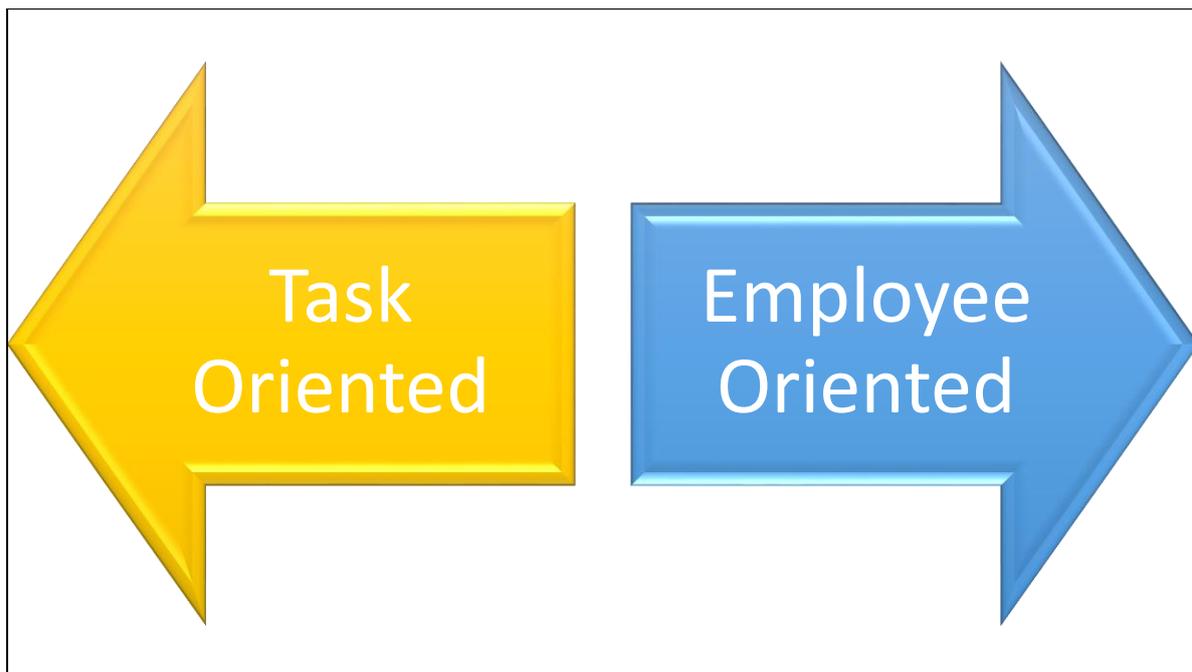


FIGURE 2. 2: BEHAVIOURAL THEORY OF LEADERSHIP

(Source: *Derue et al., 2011:11-13*)

Task-oriented behaviour is paired with low productivity and low job satisfaction, whereas educator-oriented behaviour is associated with high job satisfaction and high productivity (Ashleigh & Mansi, 2012). SMTs concerned with relationship/people focus on the educators in the school and their welfare (Krüger & Scheerens, 2012:4).

SMTs concerned with task/production accentuate a more directive leadership behaviour. Task-oriented SMTs are concerned with their educator motivation; however, it is not their primary concern (Krüger & Scheerens, 2012:6-7). *Derue et al. (2011:11-13)* contend that it is essential to consider the categories concurrently to examine how they influence leadership effectiveness. This theory directs that people can turn out to be successful leaders whether they are people-centred or employer-centred (Adeyemi, 2010:83-91). Therefore, the behaviour the leader demonstrates is what makes him/her successful. The leader's elucidation of the situation also creates a significant involvement in his or her efficiency, as discussed below.

2.3.3 Situational Leadership Theory (SLT) – Hersey and Blanchard

The SLT supposition originates from Paul Hersey and Kenneth Blanchard (Hersey & Blanchard, 1969). Van Niekerk (2012:306-307) explains that this theory centres on the followers' willingness to perform. The leader (SMTs) will adapt his style to fit the development level of the followers (educators). Subsequently, it is important for SMTs to regard the level of readiness, willingness and maturity of their educators when allocating tasks or allowing them to take part in decision-making (Van Niekerk, 2012:306-307). Figure 2.3 provides a situational leadership model, as proposed by Hersey and Blanchard.

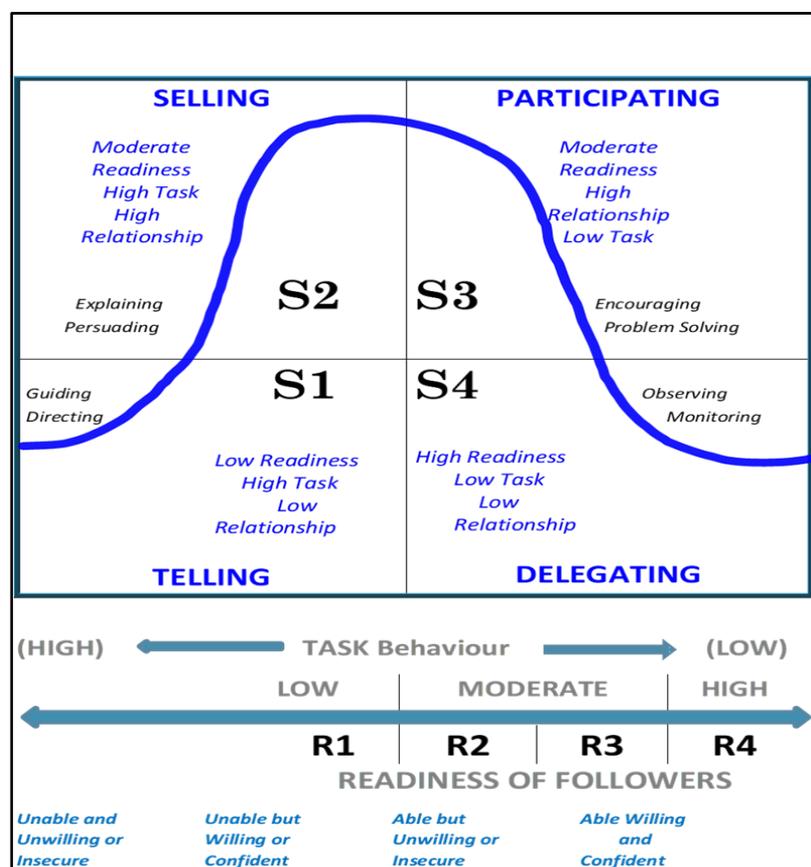


FIGURE 2. 3: HERSEY AND BLANCHARD SITUATIONAL LEADERSHIP MODEL
(Adapted from Robbins, Judge, Odendaal & Roodt, 2013:299)

SMTs are required to give feedback to educators, in order to keep them informed about school policies and activities (Yukl & Mashud, 2010:81-93). DuBrin (2013:274) hypothesizes that SLT shares conjectural aspects with participative administration.

SLT embraces four management approaches at the disposal of SMTs. These are telling, participating, selling and delegating (Ali, 2017:1-31):

- **Telling (S1)** – involves the SMTs defining the roles and responsibilities required to accomplish the work. The SMT tells, shows or directs the educators how to perform the job, as established using specific procedures outlined by the SMT. The SMT defines what, when, where and how to perform the tasks, ensuring educators have a better understanding of the job and requirements (Avolio, Walumbawa & Weber, 2009:421-449).
- **Selling (S2)** – involves the SMTs selling, explaining, clarifying and persuading the educators with structured instructions. The SMT plays a supportive role in performing the above task (Ali, 2017:1-31).
- **Participating (S3)** – involves the co-operation of the SMTs with educators to encourage each other through a collaborative approach. The parties should commit and align themselves towards attaining the goal (Ahlquist & Levi, 2011:1-24).
- **Delegating (S4)** – the SMTs delegate, observe and monitor the performance of the educators. This practice provides a self-fulfilling need to the educators, through enhancing the stages of job satisfaction. This facet becomes of significant importance to the process of researching participative management (Avolio *et al.*, 2009:421-449).

Participative and delegation roles are closely related; however, the difference lies in the level of willingness or maturity of educators to execute the tasks without SMT assistance (Yukl & Mahsud, 2010:82). S4 (delegating) formed the area of interest of the current study, due to its nature and features that tend to equal those of participative management (Thompson & Vecchio, 2009:839). McCleskey (2014:118) explains that delegation happens when the school SMT turns responsibilities over to the educators, who are ready to carry out the identified tasks.

2.3.4 Path Goal Theory

The path-goal leadership theory has been selected for this research given that this leadership theory bestows a sound theoretical basis for this research study. From an educational point of view, the main motive for choosing leadership theory is that it exhibits the required information, resources and support to ensure the satisfactory and operative functioning of educators (House, 1996:324). House further states that the path-goal leadership theory can direct the leadership style which resembles the applicable situational factors (1996:326-327).

Successful SMTs will support educators, attain personal goals by providing the directions they ought to pursue as well as the resources to do so. Figure 2.4 indicates the four leadership styles that SMTs can employ to assist educators in fulfilment of their goals (Dewan & Dewan, 2010:673).



FIGURE 2. 4: PATH-GOAL THEORY LEADERSHIP

(Source: Robbins et al., 2013:325)

SMTs can employ different leadership styles to assist educators in fulfilment of their goals:

- **Supportive leadership** is when the SMT displays support and concern for the educator (Lyons & Schneider, 2009:737-748);
- **Directive leadership** is when the SMT tells educators what they ought to do and how it should be done;
- **Achievement-oriented leadership** when the SMT establishes demanding objectives for educators and accentuates high levels of job performance; and
- **Participative leadership** is when the SMT permits educators to contribute in decisions that influence their job (Huang, Iun, Liu, & Gong, 2010:122-143).

Regarding the path-goal leadership theory, the leadership style that will be most applicable is dependent on characteristics of the circumstances and of the educator, even though in most cases it is essential that SMTs are adaptable and implement whichever is called for (Dewan & Dewan, 2010:673). It was therefore essential to ascertain whether this was the circumstance amid SMTs in the Free State Province. The transformational leadership and transactional leadership theory are discussed next.

2.3.5 Transformational Leadership Theory

Transformational Leadership theory accentuates how leaders can create valuable and positive change in their followers. It relates to the relationships formed between SMTs and educators and regards leadership as the process through which an educator interacts with others to establish a relationship that results in improved motivation and morality in the educators and SMTs (Naidoo & Botha, 2012:2919). Transformational leaders are often associated with charismatic leadership approaches, where leaders with particular qualities are seen as best able to motivate educators (Schermerhorn, Osborn, Uhl-Bien & Hunt, 2012:294). These qualities include confidence, extroversion and stated values. Transformational interventions are defined as interventions that bring about change and enable educators and schools to do things differently (Naidoo & Botha 2012:2992).

As portrayed in Figure 2.5, Transformational Leadership comprises of the “four I’s”. In his explanation regarding the four mechanisms of Transformational Leadership, Northouse (2013:5) classifies the elements as the idealized influence scale that describes leaders as role models for educators.

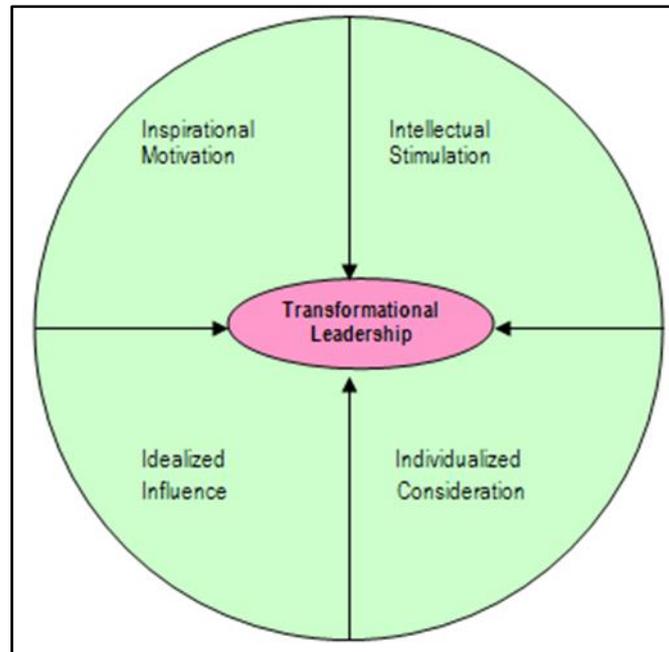


FIGURE 2. 5: CHARACTERISTICS OF TRANSFORMATIONAL LEADERS (FOUR I’S)
 (Source: Northouse, 2013:5)

Transformational SMTs *inspire* and motivate educators by using group and team members to comprehend the need to do the task (Armstrong, 2010:32). Transformational leaders focus on the performance of educators while requiring the educators to fulfil their potential. Transformational Leadership emphasizes change (Al-Hosam, 2012:31-37) and encourages educators to commit to a common vision and objective for the school. Northouse (2013:175) explains that inspirational motivation is one where SMTs set high expectations for educators and lead them to achieve these expectations. Transformational Leadership theory further challenges educators to be innovative problem-solvers. Intellectual stimulation also inspires creativity and innovation by questioning expectations and supporting problem solving.

It further emphasizes the development of educators' leadership position through coaching, mentoring and providing support (Sosik & Jung, 2010). Empirical studies indicate a definite liaison between Transformational Leaders and important work - related attitudes and behaviours, such as job satisfaction and educator responsibility (Hulpia & Devos, 2010:565-575). The third I is an idealized influence that allows the leader to serve as a role model for followers to compete with (Northouse, 2013:177).

Individualized consideration represents SMTs that require a compassionate atmosphere for educators, in which they attend prudently to educator's individual needs (Northouse, 2013:177). Transformational Leadership behaviours are important to schools because they are the initiators of change for the society in which they function. The key constituent of Transformational Leadership is to make and implement changes about beliefs, values, school mission and vision (Leithwood & Jantzi, 2010: 452). Transformational leaders postulate that a few leadership actions can increase the dedication and active participation of the staff, which in turn helps to achieve objectives (Oterkiil & Ertesvag, 2014:6).

Transformational Leadership characteristics as discussed above, can enable educators to remain in their current jobs, thus decreasing educator turnover rates. Leaders should understand the leadership behaviours that increase educator job satisfaction so that they can establish circumstances essential for the accomplishment of educators and their retention in schools. In this way, leaders also provide students with better service through a stable and cohesive group of effective educators (Vivian, 2010:61). Transformational leadership aids SMTs explicitly by allowing them to align their attitudes with those of the school, in order to move their schools forward. SMTs integrate intellectual stimulation to encourage educators to be resourceful and innovative (Gong, Huang & Farh, 2009:770). In this way, educators are stimulated to confront their own beliefs and values, as well as those of the SMTs (Northouse, 2013:177). Educators must be given adequate support to guarantee the successful execution of the above key matters. Antonakis (2011:269-285) states that transformational SMTs are inclined to set and achieve clear goals for the school and reach for high expectations.

To improve both the capacity and the commitment of those they lead, transformational inclined SMTs will exhibit the four I's (Hughes, 2010:139). On the other hand, SMTs can influence their followers using a leadership style that accentuates the transaction between the leader and his subordinates. The next section will interrogate the Transactional Leadership Theory.

2.3.6 Transactional Leadership Theory

Transactional leadership theory gives weight to the role of control and group performance, in addition to the interactions that happen between leaders (SMTs) and followers (educators) (Bush, 2011:203). The theory is based on a leadership style that uses rewards and punishments to motivate followers (Thompson, 2008:188). The SMTs primary responsibility is to establish structures that enable the educators to understand what is expected of them, as well as the consequences (rewards and punishments) that are likely to be experienced when they meet, or fail to meet, the expectations (Marishane & Botha, 2015:7).

The transactional leadership theory has frequently been used to explain the perception of management practice and remains to be a mutual element in numerous models of leadership and structures (Amanchukwu, Stanley & Olulube, 2015:6-16). SMTs do not personalise the prerequisite of educators nor do they concentrate on educator professional development (Kuhnert, 2012:548-557). Transactional SMTs see themselves as accountable for the managing of the school's objectives and curriculum, educator and learner supervision, and actions that will improve classroom instruction (Amanchukwu, Stanley & Olulube, 2015:6-16). They display behaviour associated with the corrective and constructive transaction and meet organizational expectations by promoting performance to achieve goals (Fisk & Friesen, 2012:1-12). Sadeghi and Pihie (2012:186-197) assert that SMTs emphasise leadership-follower interactions, which entail allotment of tasks by means of rewards as consequences (cf. Figure 2.6 on the next page).

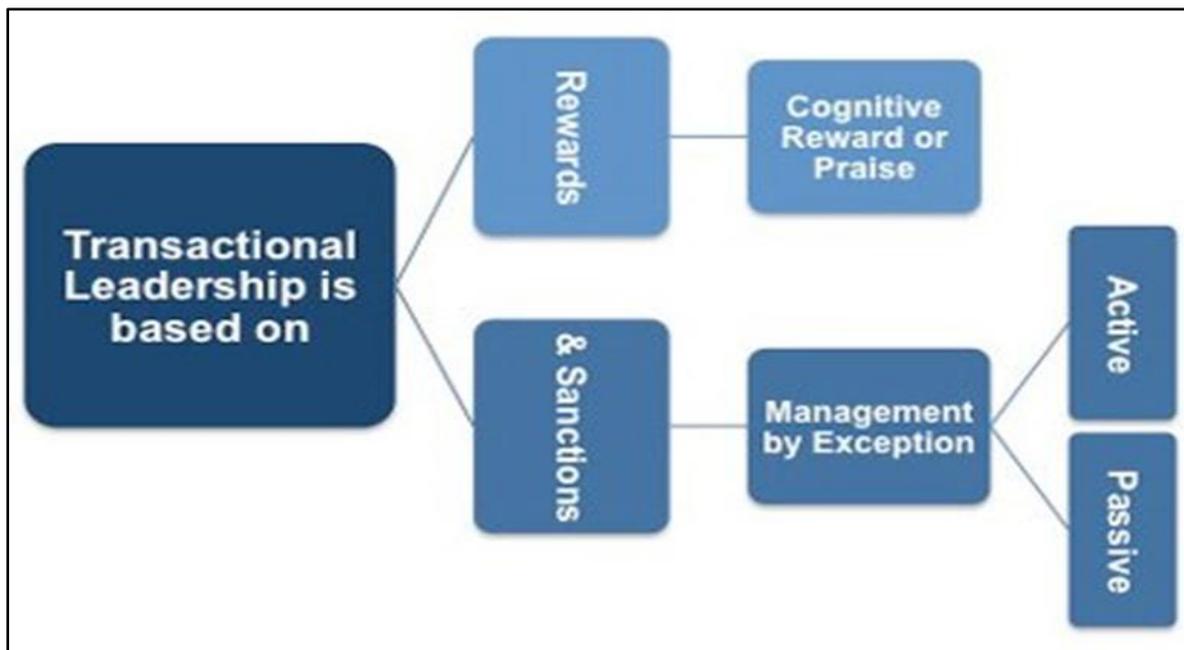


FIGURE 2. 6: TRANSACTIONAL LEADERSHIP
 (Source: Sadeghi & Pihie, 2012:186-197)

Transactional SMTs try to keep a critical eye on educators as educators do not form part of management or leadership group at the school, but are instead given instructions and supervised (Zhu, Sosik, Riggio & Yang, 2012:186). In South African schools the Integrated Quality Management System (IQMS) approach may be viewed as a type of transactional leadership instrument (Singh, 2011:1626-1638). The IQMS is an evaluation system that aims to affect the strengths and weaknesses of educators while establishing programmes for their growth (Sambumbu, 2010:103).

Transactional SMTs monitor tasks as supervisors and instruct educators in the proper manner, where necessary (Van Dierendonck & Nuijten, 2011:249-267). Regardless of numerous criticisms of transactional leadership, the study recognizes the role of the SMTs as including the clarification of educational standards, goals, and tasks. The theory highlights that the achievement of tasks implies conformity with performance standards at the school (Van Dierendonck & Nuijten, 2011:249-267). SMTs predominantly focus on results, with little attention given to the factors that satisfy educators in their work (Avolio, 2011:32).

2.3.7 Participative Leadership Theory

In this theory, SMTs encourage participation and contributions by educators, helping educators to feel significant and committed to the decision-making procedure. SMTs that apply participative leadership in decision-making attempt to engage educators (Bush, 2011:88). In the process, schools improve in terms of commitment and increase co-operation, eventually leading to improved decisions and a prosperous school (Swanepoel, Erasmus & Schenk, 2009:316).

Kerr (2013:217) assumes that participation normally promotes efficiency, increased productivity and support material progress in organizational governance. Participation is usually chosen because of the preconception that it encourages a commitment to the community and school ethical structures (Bruns & Gee, 2009:32). The SMTs should, therefore, incorporate the school culture into the decision-making process through participation (Oostvogels, 2009:21).

Participative management can be regarded as a shared management process started and maintained by the SMTs to ensure the input of all the participants in decision-making methods on matters that appeal to the SMTs (Kerr, 2013:217). The onus is on SMTs' top management to establish an environment that allows for vision and values to be contributed by educators.

2.3.8 Distributed Leadership Theory

The distributed leadership theory is a theoretical and analytical framework for perceiving leadership as occurring amongst educators as an intricate part of the school (Bolden, 2011:264). The model was developed and applied primarily in education research and focuses on how the SMTs employ responsibilities that are 'expanded' or distributed throughout the school (Hallinger & Lee, 2012:669). The success of distributed leadership rests on the willingness of the SMT to hand over control, as well as the degree to which educators welcome the chance to manage (Harris, 2013:18). Grant and Singh (2009:296) caution that inviting educators to perform unusual work may create more work for them. As such, the principal should

remain the central authority informing the conditions needed for distributed leadership to thrive (Harris, 2013:18).

Distributed leadership is premised on the action, rather than the rank embraced in a school (Harris, 2013:17). However, the distributed leadership does not signify that the SMT is detached from its responsibility, as the basic elucidation of distributed leadership may possibly propose, or that their role becomes superfluous as a result (Bush, 2011:88).

Researchers, however, note that distributing responsibilities to incompetent educators threatens the school's effectiveness. As such, leadership skills are also required to allow competent people do the correct jobs (Marishane & Botha, 2015:6). The researcher acknowledges that tasks are often allocated to educators with little regard for their understanding, level of proficiency or enthusiasm to do them. As a result, unsatisfactory or incomplete work characterises the school. The work often needs to be redone, thus consuming additional time and frustrating the SMTs (Grant *et al.*, 2010:403).

Under the distributed leadership theory, SMTs should direct educators by acting as role models for good practice within the school. In other words, SMTs should lead educators by being available for continuous support and advice (Engel-Silva, 2009:10). In addition, SMTs should deliver an exemplary quality of work, and not waver in revealing information to educators, in order to support unambiguity (Naidu, Joubert, Mestry, Mosoge, & Ngcobo, 2008:26). In this way, SMTs will allow their educators to accomplish the vision of that they have set for the school.

This study identified various theories of leadership. Several of the theoretical frameworks of leadership fit within the context of education or effective school management and the most prevalent theories were reviewed in this section. The theories inform the leadership styles which the SMT can adopt. The populations of our schools and their challenges continue to diversify and so must our leadership styles and behaviours. The next section considers leadership styles.

2.4 LEADERSHIP STYLES

Leadership styles can be posited as the behaviours that SMTs project when they guide or interact with educators within the school (Adeyemi, 2010:84). Tannenbaum and Schmidt (1958) present a scheme of leadership styles and form orientations; orientation toward results and orientation toward relations (Figure 2.7).

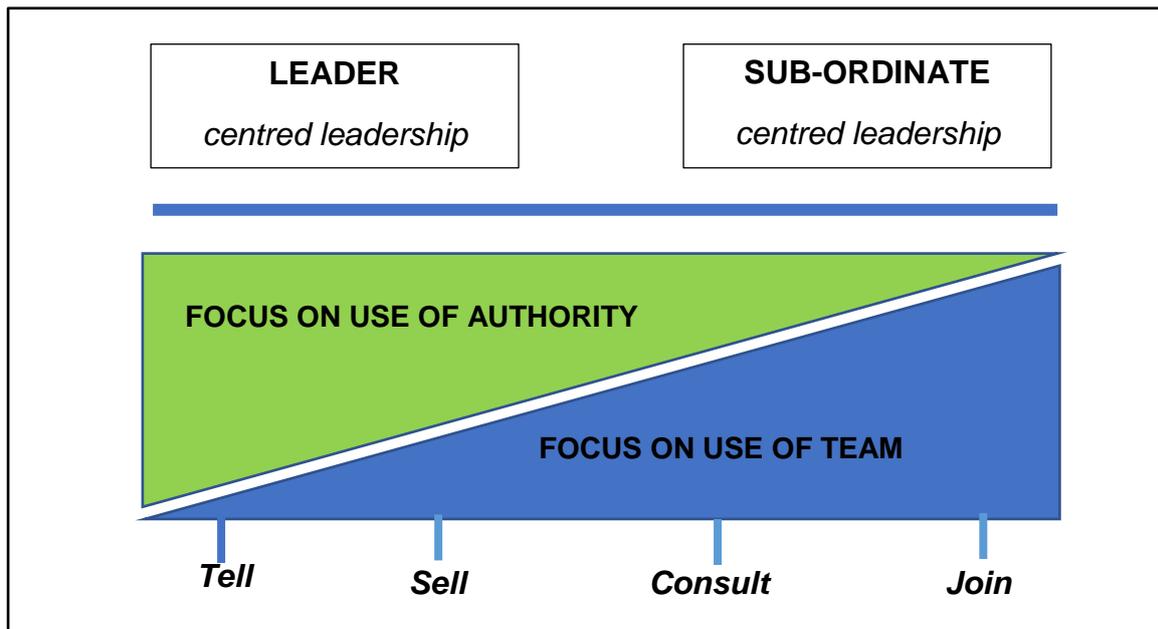


FIGURE 2. 7: TANNENBAUM AND SCHMIDT CONTINUUM OF LEADERSHIP (1958)

(Source: Clarke, 2012:197)

Tannenbaum and Schmidt (1973:178) adapted the conventional labels of leader behaviour into a continuum. It ranges from high leader authority on the left side of the continuum to high follower freedom next to the right side of the scale. Tannenbaum-Schmidt continuum of leadership behaviour is inventive; the continuum directs that there will possibly be a selection of styles involving the democratic and autocratic leadership style (Tannenbaum & Schmidt, 1958:98). SMTs who include educators in decision-making are said to be progressing in the direction of the right side of the continuum. From Figure 2.7, some characteristics of leaders are identified. Clark (2012:197) concurs with these characteristics:

- Autocratic (cf. 2.4.1): Shows what work is to be done (telling style).

- Persuasive (cf. 2.4.2): Makes decisions without asking but believes that the decisions are good enough to motivate followers (selling style).
- Participative (cf. 2.4.3): the leader considers educators' words. Educators believe that they influence decision-making (consulting style).
- Democratic (cf. 2.4.4): Allows educators to make decisions (joining style).

Peretomode (2012:15) notes that leadership behaviour changes with changing leadership styles. The researcher emphasized the following leadership styles for this research study.

2.4.1 Autocratic Leadership Style (Telling Style)

Autocratic leadership style, correspondingly called autocracy, the SMTs are the central aspect of power and consider their judgements and decisions as the ultimate (Senior & Swailes, 2010:236-237).

The autocratic style has its origins in the transactional theory (cf. 2.3.6), which emphasises the relationships that subsist between leaders (SMT) and their followers (educators). The shortcomings of the autocratic leadership style appear to compensate the returns. Accordingly, the autocratic style of leadership is not common among SMTs in most schools. If used in schools, the SMT may unintentionally apply it (Zengele, 2011:90). The literature recognizes the persuasive leadership style as contradictory to the autocratic leadership style.

2.4.2 Persuasive leadership style (Selling Style)

A SMT that used the persuasive leadership style, has the ability to convince others to follow them because they are entertaining or likable. The persuasive SMT never has to put a lot of energy into getting educators to follow (Clark, 2012:197). The persuasive leadership style resembles the autocratic or authoritarian leadership style in that the SMT takes the decisions in the end. However, the two styles differ in their approach, as autocratic SMTs simply tell their educators what to do; a persuasive SMT tries to convince educators that their way forward is the best way (Hose,

2017:1). Groups of educators are often drawn to the persuasive personality and willing to follow for this reason.

2.4.3 Participative leadership style (Consulting Style)

SMTs who utilise this style confer with educators and other SMT members for opinions and grasps their concepts critically when formulating decisions. The participative style is operative when SMT and educators are competent and motivated (Bruns & Gee, 2009:150).

The participative leader can relate to the situational leadership theory (cf. 2.3.3). The participative leadership style however, does not imply an abdication of responsibilities, and the SMT remains responsible for all decisions as well as the consequences. In spite of the above, this style will be ineffective for those educators who like to be given guidelines for their work and do not accomplish their tasks in terms of the prescribed outcomes (Oostvogels, 2009:21).

2.4.4 Democratic Leadership Style (Joining Style)

The democratic leadership style, originates from the Transformational Theory (cf.2.3.5) (Zengele, 2011:91). The democratic leadership style emphasises visionary leadership, enhancing and changing educators' individual outcomes as well as the school outcomes. Educators as well as SMTs are given the opportunity to develop their leadership aptitudes, contribute to leadership and participate in decision-making (Kane & Patapan, 2010:381-389).

Although a democratic SMT will make the final decision, SMT members invites educators to contribute the decision making process. This not only increases job satisfaction by involving educator in what's going on, but it also help to develop people's skills (Kane & Patapan, 2010:381-389).

Educators feel their suggestions, ideas and opinions are taken into consideration (Kane & Patapan, 2010:381-389). Although educators enjoy an undeniable level of independence, it operates efficiently in conditions where educators are passionate,

highly skilled and more satisfied about their work as is the condition where the participative leadership style is utilised (Zengele, 2011:91).

The sections above have thus far examined literature associated with functions of leaders, leadership theories and leadership styles. It is thus useful for leaders to understand the different approaches to leadership because such knowledge imparts the tools to lead effectively.

Leadership and management are linked and equally necessary if schools are to be effective, efficient and lead to school improvement. The SMTs work together in ensuring the school's success. The following section deals with educational management and the influence on educator job satisfaction.

2.5 MANAGEMENT

Compared to leadership, management is executing actions targeted at accomplishing specified goals (Peleg, 2012:5). Van Deventer and Kruger (2016:68) emphasize the difference between management and leadership concepts and believe that management tends to be more proactive, problem - solving and formative, and deals with factors such as mission and vision values, while management relates to organising, planning and organisation of resources.

2.5.1 Management in Education

Bush and Glover (2014:556) notes that an education manager has an obligation to maintain constancy and order, whilst making sure that tasks are executed. The education manager's role aims to establish arrangement on actions, as well as involvement in planning and decision-making. Education management refers to the process of providing school communities with the prospect of working together, in order to accomplish desired goals and objectives, while employing accessible resources efficiently and effectively (Peleg, 2012:5).

Bush and Glover (2014:555) assumes that a leader is a manager, and therefore makes use of the term leadership to signify the two concepts in totality. According to

Squelch and Lemmer (2009:11-14) managers must fulfil five managerial functions to achieve success: Organising, planning, controlling, coordinating and directing. It is necessary for a leader to communicate his or her vision and promote acceptance of this vision amongst other members of the organization. As such, a manager directs the actions intended in order to achieve the vision (Plachy, 2009: 52). As illustrated in the above discussions, leadership and management go hand in hand. Therefore, a leader must be a manager in order to be effective.

2.5.2 School Management in South Africa

Researchers have used models of leadership and management interchangeably in the context of South African schools, even though the literature shows that they are different (Christie, 2010:696). Marishane and Botha (2015:14) indicate that management in education is seen as a lasting campaign growing from experience and knowledge. The evolution of education management began with a change towards site-based management, where SMTs could tailor relevant realities of respective communities (Bush & Glover, 2009:3).

2.5.3 Site-based Management

Botha (2013:103) states that school-based management refers to management where stakeholders are involved, with emphasis on equality, as outlined in the Employment Equity Act of 1996. The DBE established the South African Standards for School Leadership (SASSL) in alliance with other participants. The functions of the SMTs, including the principal, as well as the elemental features of professionalism and proficiency as a pre-requisite in South African schools, are portrayed in the SASSL.

Limited descriptions are specified in the Personnel Administration Measures (PAM) while the South African Standard for School Leadership (SASSL) clarifies what is expected of South African SMTs (RSA DBE, 2016:4). The expectations form the basis for the discussions in the next section.

2.5.4 School Management Teams Structure

The establishment of SMTs, as seen in Figure 2.8 explains the decentralization of school management and authority towards educators, learners, parents, and communities, so that these parties are able to participate in the goings-on in their schools (Thompson, 2008:155).

The assumption is that the transfer of power to those closest to learners has a positive effect on the development of learners and also improves the purpose of schools. (Botha, 2013:99).

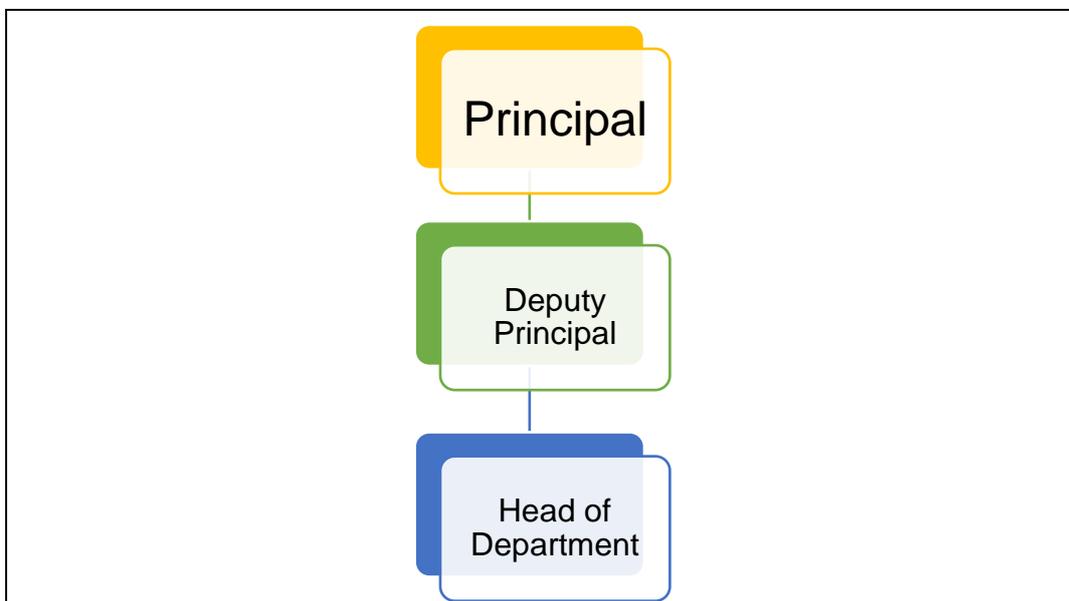


FIGURE 2. 8: COMPOSITION OF THE SCHOOL BASED MANAGEMENT TEAMS

(Source: Van Wyk & Marumoloa, 2012:101)

The organisational structure of a school or in other words an organogram (Figure 2.8) ought to replicate who makes decisions, and at what level of the structure these decisions are made. SMTs comprise of the principal, deputy principal and heads of departments (HoDs) (Botha, 2013:103). The team is represented by a circle to emphasize the perceived unity or togetherness that determines its success. The principal assumes the central position, in order to illustrate the pivotal role; he must play in a team (Tobin, 2014). It is the school principal who is charged with overseeing

the overall implementation of the decisions of the SMT. He is accountable to the SMT, the SGB and the DBE for the execution of the responsibilities given to them.

As the leader, the school principal must build and establish a strong team that can provide the necessary support, motivation and job satisfaction, listening to other views on problems, providing valuable support and contributions to all the efforts that would allow the school to accomplish its aims (Evans-Pierce, 2009:2). SMTs are one of the teams falling into the category suggested by Van Wyk and Marumoloo (2012:101) and describes a management team comprising a cross-section of experienced managerial professionals.

These professionals participate in a planned decision-making process as endorsed by the SGB (Naicker & Mestry, 2011:99). Educators occupy superior positions in schools depending on the familiarity they have with educational matters (Van Wyk and Marumoloo, 2012:101). The size of SMTs in the South African education system is influenced by the number of educator posts per staff establishment (DOE, 2008:42). The responsibilities and duties of the SMTs are portrayed in the Education Law and Policy Handbook (RSA DBE, 2011: 9). The SMTs ought to accept and execute these duties with enthusiasm.

- **Principal**

The principal is responsible for the proper diffusion of power to fellow educators and other SMT members, to allow for reformation and transformation to occur (Grissom & Loeb, 2009:16). The above statement suggest that the school should be lead and managed by principals in accordance with the policies, rules and regulations of the department such as PAM (2016) and SASA (1996). Article 16 of the South African Schools Act 84 of 1996 promises principals full participative powers in school control, as well as professional management of the school (Steyn, 2015:255).

Principals thus take responsibility for professional matters in a school, such as empowering educators to become instructional leaders who share responsibility with others (Botha, 2013:128-12). Listed below are eight co-dependent critical parts that establish the primary roles of the principal in a common South African school. The

principal requires specific knowledge in order to perform the actions as outlined in these key areas (RSA DBE, 2016:8):

- guides learning and teaching at schools;
- shapes direction and growth for the school;
- manages quality of teaching and learning, and secures accountability;
- develops and empowers self and others;
- manages the school as an administration;
- works with and for the society;
- manages human resources (educators) in the school; and
- manages and advocates extramural activities.

The principal may be said to organize and provide an operative, competent, harmless and fostering situation (Crowther, Ferguson & Hann, 2009: 576). The responsibilities entail the principal the having to establish and reinforce the capacity of educators within the school and to equitably deploy assets and resources in order to maximize efficiency in supporting effective teaching and learning (RSA DBE, 2016:19). Additionally, the principal keeps a record of the school's educators, such as profiling their qualifications and competencies to identify the educators' strengths and weaknesses.

Principals ought to ensure that educators receive proper coaching and mentoring (Kearney, Kelsey & Herrington, 2013:318). The legitimate power bestowed upon the principal allows him or her to fulfil their professional obligations (Le Fevre & Robinson, 2015:58-95).

- **Deputy Principal**

The deputy principal rank is recognised as an executing position, which is mostly to initiate order and stability in the school (RSA DoE, 2000a: 2). The administrative and managerial and responsibilities entrusted by the principal, makes up a hefty part of the deputy principal job description (RSA DBE, 2016:19). In many schools the deputy principal also deals with disciplinary issues among learners and educators. Hence

conflict among educators is commonly handled by the deputy principal in many schools (Gumus & Akcaoglu, 2013:290).

The deputy principal is the second in command after the principal and takes the principal's place when he or she is absent, ensuring the smooth running of the school (RSA DBE, 2016:16). The deputy principal also holds a position of trust and is provided with access to confidential matters of the school, which the principal possesses.

- **Heads of Department**

Heads of Departments (HoDs) follow the deputy principal in seniority and provide a link between the principal and subject educators (Mestry & Pillay, 2013:1-3). The HoDs plan timetables and chair committees. HoDs report to the deputy principal (RSA DBE, 2016:12).

The roles and responsibilities of SMTs will be discussed later in this chapter (cf. 2.7). These roles and responsibilities include making decisions. Therefore, it is important to look at decision-making as a part of management.

2.6 DECISION MAKING

The decision-making process involves comparing various resolutions to problems and choosing an option, after considering the consequences, advantages, and disadvantages (Olcum & Titrek, 2015:1936-1946). Swanepoel (2008:39) points out that the decision-making process inspires educators to address educational issues, and that SMTs appreciably underrate the commitment of educators to participate in decision-making. Cheng (2008:31) argues that educator decision-making participation is a primary characteristic of an effective school.

Omobude and Igbudu (2012:14) assert that SMTs should understand the fact that educators are at the forefront in providing insight into the struggles that the school may face. Mualuko, Mukasa and Judy (2009:391) affirm that SMTs making decisions by themselves negatively affect efficiency and productivity because educators are

not actively involved in decision-making. Engaging the educators makes them feel like they are part of the school. As such, the process can help augment educator job satisfaction significantly (Cheng, 2008:33). SMTs that act sensibly consider ethics, values and events in order to make rational decisions. Decision-making competence and problem solving is crucial to a school's future management. Scott and Bruce (1995) state that earlier theories only dealt with the configuration of the decision, while omitting the decision-maker's qualities. Four decision-making styles have been identified by the authors, as shown in Figure 2.9.

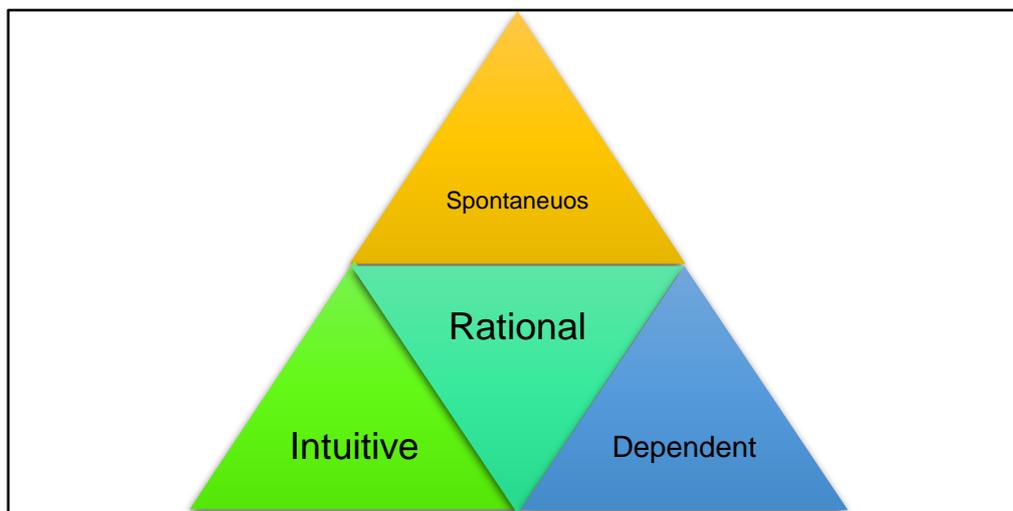


FIGURE 2. 9: SCOTT & BRUCE: DECISION-MAKING STYLE

(Source: Scott and Bruce, 1995:820)

Logical methods are applied by rational decision-makers to gather facts and act on the decision (Olcum & Titrek, 2015:1936-1946). On the other hand, perceptive decision-makers consider ideas and events together, as well as the relativity and interactions between the two (Thunholm, 2008:214).

The second group is the dependent decision-makers, who evade accountability and therefore, need a significant amount of social support (Olcum & Titrek, 2015:1936-1946).

The third group is intuitive style and has a focus on detail and a tendency to rely on feeling (Olcum & Titrek, 2015: 1936-1946). The final group is the spontaneous

decision-makers. Despite the impatient and indecisive nature of the spontaneous decision-making SMT, they may remain with the immediate agreeable selection, instead of spending an unnecessarily long time thinking through the process logically (Olcum & Titrek, 2015:1936-1946).

Naicker and Mestry (2013:10) reported that SMTs in a certain primary school in Soweto did not involve educators in decision-making procedures. The result was a negative impact on the educators, who were inactive and performed the roles given to them by the SMTs unwillingly. The researcher thus assumes that if the SMTs involve educators in basic decision-making processes, educators will gain improved commitment and job satisfaction pertaining to the school as signified by Maslow (cf. 3.3.1.1). Therefore, it is crucial for SMTs to be visible and incorporate educators in decision-making to achieve similar collaborative ownership.

2.7 THE ROLE AND RESPONSIBILITY OF THE SCHOOL MANAGEMENT TEAMS

This section lays out the role and responsibilities of SMTs. SMTs ought to be attentive to these significant roles and responsibilities, as they could possibly affect job satisfaction amongst educators. The SMT leadership can make a difference in the development of a positive educators' identity in the early years of their teaching career.

2.7.1 Emotional Intelligence

Emotional Intelligence in SMTs is a fundamental ingredient for success (Yadav, 2014:50) because it contributes to how one manages the needs of educators in order to motivate them (Ngirande & Timothy, 2014:69-74). Effective leaders are leaders who create opportunities for their educators to participate in leading and thus become empowered (Cai, 2011:151-179). Emotionally intelligent leadership is inclined in the direction of a mutual goal.

Goleman extended Mayer and Salovey's four-branch classification to combine five important fundamentals of emotional intelligence as seen in Figure 2.10: self-

management, self-awareness, social skills, empathy and motivation (Ngirande & Timothy, 2014:69-74).

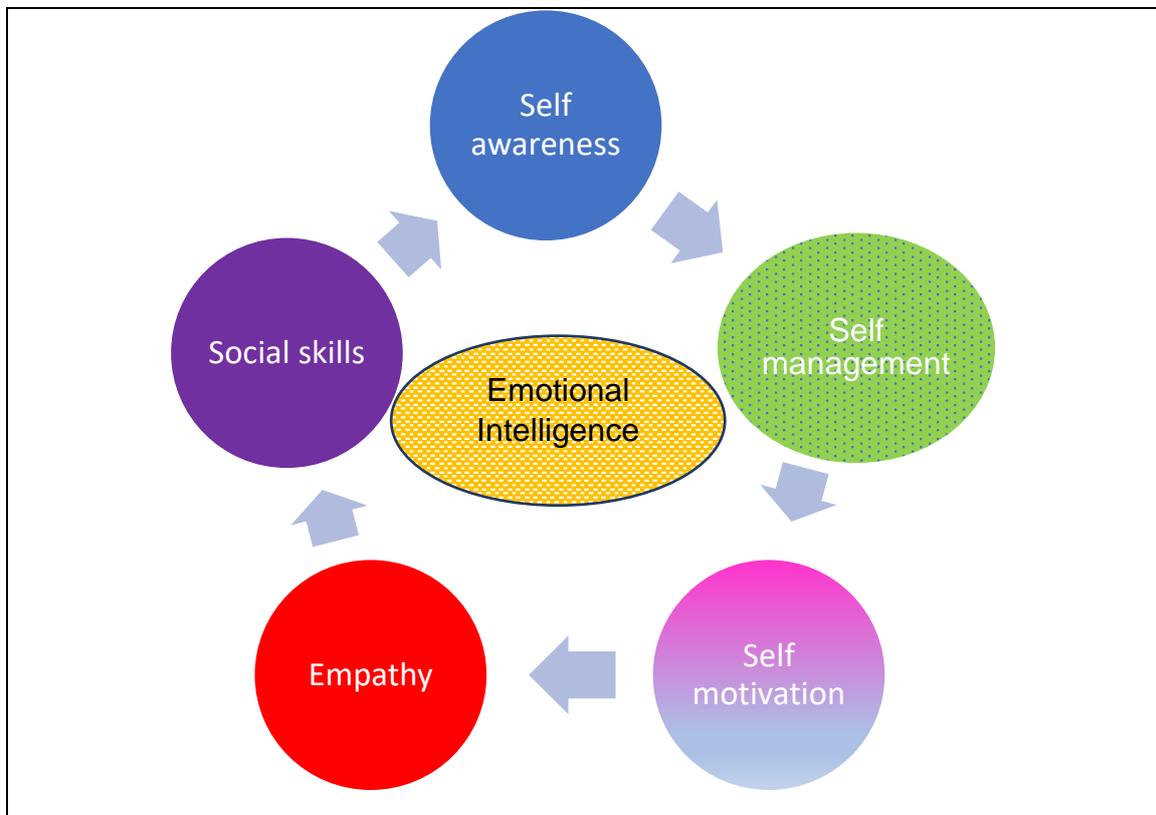


FIGURE 2. 10: EMOTIONAL INTELLIGENCE
(Source: Ngirande & Timothy, 2014:69-74)

The elements of emotional intelligence incorporate the capability to evoke desirable reactions in others by using valuable diplomatic approaches to persuade, send convincing messages, listen openly, inspire and guide educators. Social skills are fundamental to emotional intelligence (Ngirande & Timothy, 2014:69-74). The categories additionally help to nurture effective relationships, work collaboratively toward a collective goal and create group synergy to pursue that collective goal (Brinia, 2008:82).

Self-awareness – A self-aware leader knows who they are, weaknesses and strengths can easily be identified, and is able to observe actions based on the knowledge (Greenockle, 2010:260). Sanctuary from this awareness increases

capability to tolerate uncomfortable circumstances and regulate negative feelings; thus, controls emotions for positive results.

Self-management – The aptitude of a leader to manage and control instincts, behaviours, inner feelings and actions is self-management. Self-management embraces innovation, adaptability and initiative in given circumstances; not being a self-manager leads to reduced credibility and respect (Nelson & Low, 2011:80). Self-management of emotions leads to the establishment of capability and generates the impression of integrity and transparency (Greenockle, 2010:260-267).

Self – motivation - Self-motivated SMTs work constantly in the direction of their goals, and they have enormously high ethics for the quality of their work. Self-motivation can be summarised as applying emotional factors to accomplish goals (Nelson & Low, 2011:80)

Empathy – The emotional intelligence component of empathy is the skill or proficiency to induce desirable responses in educators (Nelson & Low, 2011:80). Empathy is having the ability to build educators' capability and encourage them to increase their existing condition to sophisticated levels and it includes understanding educators and developing educators (Ngirande & Timothy, 2014:69-74).

Social awareness – Social awareness is the capability to encourage positive relationships with compassion to achieve educators' desires (Greenockle, 2010:260-267). The SMT comprehends the interpersonal feature of leadership as well as empathy and sympathy towards educators. Social skills are controlling relations, stimulating educators (Ngirande & Timothy, 2014:69-74).

A study conducted on leadership, employee job satisfaction and emotional intelligence by Ngirande and Timothy (2014:40) found that educators working under the supervision of an emotionally intelligent leader were emotionally stable and more satisfied with their work. The passionate, intelligent SMTs influence educators to be like them.

As such, emotional intelligence can help SMTs and educators through communication, conflict resolution and general improvement of workplace productivity.

2.7.2 Communication

Communication is paramount in education according to Van Deventer and Kruger (2016:156-161). Depending on the form of communication, whether educator to learner, learner to learner, educator to educator, educator to parent or educator to SMT, communication is essential in effective schools. Effective communication is required to inform, persuade and remind educators of their responsibilities, and is a prerequisite for management and leadership to function in a school setting.

It is recommended that SMTs comprehend the significance of successful communication in order to frequently execute procedures to improve their communication skills (Hugo, 2015:111). In a school setup, communication performs an essential role between SMTs and educators (de Vries, Bakker-Pieper & Oostenveld, 2010:367). SMTs are thus responsible for putting in place an appropriate and effective communication process for the efficient managing of the school (Hitt, Miller & Colella, 2009:191).

Educators and SMTs who engage in mutual collaboration and communication are in a better position to discuss learners' needs and, as such, educators will be better able to design plans to improve practices (Van Deventer & Kruger, 2016:156-161). Educators are capable of being in charge of their classrooms and careers with a boosted morale when they communicate with SMTs (Hugo, 2015:111).

SMTs and educator's communication have barriers such as inadequate time, resources and language (Hugo, 2015:38). Interpersonal skills, such as communication, contribute to the success of the SMT. These skills encourage trust, spark motivation and empower educators, as well as learners. Unclear communication leads to lower expectations from educators. These educators would

likely resist changes that have not been clearly communicated, leading to reduced performance.

A study done by Hugo (2015:111) in Mpumalanga, indicated that a collapse of communication in a school system could lead to misunderstanding, confusion and dissatisfaction amongst educators. Therefore, it may be said that SMTs succeed or fail depending on the quality of their communication strategies. As such, they have no choice but to be at the nerve centre of the communication network in their schools.

2.7.3 Support and trust

Trust and support are formed over a certain period by means of a collection of interactions that display competence, personal regard, respect and personal integrity. The level of support that the SMT provides to educators influences educator effectiveness and job satisfaction (Ingersoll & Strong, 2011:218).

Educators must build supportive relationships with the SMT in order to produce a work atmosphere that is enabling, which in turn reduces frustration and increases job satisfaction (Price, 2012:39-85). Beard, Hoy and Woolfolk Hoy (2009:295) state that the school should have certainty that the SMTs will keep their word and act in the educators' best interest. SMTs need specific behavioural characteristics such as integrity, competence, clear expectations, transparency, compassion and flexibility in order to build trust between the educators and themselves (Goddard, Goddard & Tschannen-Moran, 2009:217-247).

Building a culture of trust involves the SMTs allowing educators to perform as required, without infringing on their responsibilities (Handford & Leithwood, 2013:194-212). SMTs should accept that trust is delicate and that creating trust is a gradual process (Goddard *et al.*, 2009:298). According to Morelli, Lieberman, & Zaki (2015:57-68), there are two categories of social support:

- *Emotional and informational support* comprises an interaction of feelings amongst educators.

- *Instrumental and appraisal support* involves SMTs assisting an educator to attain his or her goals.

Educator job satisfaction increases as soon as an educator builds trust with the SMT (Van Maele & Van Houtte, 2012:879-889). As a result, positive support in any means could lead to greater job satisfaction and educators remaining in the profession (Iqbal, 2013:68). Educators require collaboration and support such as mentoring, which leads to commitment, retention of educators and increased job satisfaction (Grossman & Davis, 2012:18).

On the other hand, unreasonable change and lessening trust may bring uneasiness and high educator turnover (Van Maele & Van Houtte, 2012:879-889). Lack of trust obstructs the provision of useful administrative support to educators and can negatively affect job satisfaction. Absence of SMTs support can give rise to job dissatisfaction, whilst constructive SMTs support leads to job satisfaction (Price, 2012:39-85). Iqbal (2013:68) found that educators would likely stay in their workplace if given positive SMT support.

The role of the SMT in supporting educators is necessary but can be challenging at times (Omobude & Igbudu, 2012:14). In the midst of all the responsibilities that they have, the call to support and mentor educators should always be at the forefront of their work (DiPaola, 2012:88) in order to impact positively on job satisfaction.

2.7.4 Mentoring

Mentoring in South Africa has not been validated as part of school leadership orientation programmes or leadership professional development (Moorosi, 2012:487). According to Ingersoll and Strong (2011:210) schools can benefit from leadership that induces and supports mentorship programmes for educators, especially first-year educators. These programmes help beginner educators to improve their attitudes. This creates feelings of value and helps them to build instructional skills (Moorosi, 2012:488). Educators, both new and experienced, require mentoring and training that creates a feeling of belonging and allows them to

discover new ideas (Ronfeldt & McQueen, 2017:394-410). Mentoring from leadership entails enhancing support, through which the educator will feel rewarded.

Studies have confirmed that these programmes elevate retention rates significantly if sustained by the SMT (Moorosi, 2012:488). Mentor programmes meant for new educators can also benefit experienced educators. This is because educators experience continuous challenges that keep them excited and stimulated about the profession (Barrera, Braley & Slate, 2010:61-74). As such, when a more experienced educator engages in mentoring, it keeps them abreast of new developments in the field. Ingersoll and Strong (2011:208) indicate that mentoring is most effective when leaders support and enhance educators in the workplace. They further state that educators who receive such mentoring typically demonstrate greater skill in creating a positive classroom atmosphere, demonstrate solid instructional methods and have a higher sense of job satisfaction.

Effective mentoring, when done appropriately, can support in minimizing the impact that negative job satisfaction has on the school and the educators. In most circumstances, little attention is given to addressing the behaviours of the bully.

2.7.5 Mitigation of bullying

The perception of workplace bullying is relevant to the current study because of its prevalence in South African schools (De Vos, 2013:6-9). The manner in which educators are treated in their workplace affects their self-worth, self-assurance, performance in work and dealings with others (Horton, 2011: 273). Bullying is one of several damaging expressions of behaviour, which any person can experience at work (De Wet, 2010a:112).

De Wet (2010b:1458) states that research findings in South African are comparable to global research findings in terms of the nature and extent of SMT bullying behaviour. De Wet (2010b:1453) affirms that bullying correlates with displeasure with management. Bullying behaviour is portrayed as an exploitation of power and has detrimental consequences for educators (De Wet, 2010b:1451). Research shows

that SMTs bully educators by disregarding their thoughts, needs and feelings (Hauge, 2010:14).

Bullying can occur in numerous ways, for instance threats, physical violence, sarcasm, spreading rumours, tormenting as well as abusive comments (Bartlett & Bartlett's, 2011:72). SMTs may also fail to support the educators, deny them resources and opportunities, verbally abuse them and publicly ridicule them. Additionally, the SMTs may show unethical conduct, personal scrutiny, unethical conduct and damage of personal possessions or educational resources.

In this way, they may unreasonably add to educators' already demanding workload, unnecessary stress levels and biased criticism, setting them up to fail and exposing them to professional and social seclusion (De Wet's, 2010a:105). SMTs may lack compassion, deceive them, intimidate and coerce them, issue unjustified written warnings, offer unfair professional evaluations, force them to quit, reassign them and threaten them with dismissal (De Wet, 2010a:103). Intimidation (bullying) of educators leads to apathy, reduced loyalty, and mediocrity (De Wet & Jacobs, 2013:446-464).

2.8 CHAPTER SUMMARY

A review of the available literature on leadership and management has begun to reinforce the importance of focusing this study on the ways in which school leadership influences educator job satisfaction.

The review of theories in this chapter has assisted the researcher to understand the theoretical underpinning of the study. As a result, the researcher has established a relationship between questions and methodology and discovered a relationship between the theories herein and educator satisfaction. Researchers used these theories to understand job satisfaction, which suggests that the same theories evaluated can help to identify factors contributing to job satisfaction.

The theories also assist researchers to understand why educators become dissatisfied with their work environment. The major themes considered in the present research have been seen to influence educator job satisfaction. The researcher noted the gaps in the literature on leadership style, decision-making style, leadership demographics, mentoring, support, and trust and their influence on educator job satisfaction in the Free State School context.

Chapter Three involves the second literature review to emphasise the characteristics of job satisfaction/dissatisfaction. The chapter examines the explanations of job satisfaction/dissatisfaction as put forward by various authors, as well as emphasis on theories of job satisfaction/dissatisfaction, which are relevant to the research. The findings will be compared to other research in a similar field. Finally, the review explores other SMT factors impacting on job satisfaction/dissatisfaction and the implications of job satisfaction/dissatisfaction.

CHAPTER 3

EDUCATIONAL JOB SATISFACTION

3.1 INTRODUCTION

The literature review in this chapter focuses on the factors that affect job satisfaction among educators. The chapter synthesises the literature in answer to the following research questions:

What are the essences of job satisfaction and what factors affect job satisfaction in an academic environment?

Which management actions and activities of school management teams (SMTs) positively or negatively affect educator job satisfaction?

The success of a school, and education as a whole depends on the vital role played by educators. It is thus imperative that SMTs support educators in order to endorse job satisfaction and motivation (Hanushek, 2009:171). Educational researchers have become crucial in finding a system that will entice new educators to the profession, with the aim of sustaining a workforce that would create an efficient system (Gustafsson & Patel, 2009:11).

According to Teck-Hong and Waheed (2011:77), the benefits of educator job satisfaction include increased productivity, provision of quality service, and commitment to schools. Richmond (2014:1) outlines that satisfying the needs of an educator requires an evaluation of the educator's work environment, as this would help researchers better understand the educator's needs. The study topic objective was based on developing a toolkit which SMTs can apply in order to keep educators satisfied at their workplace. The chapter commences by investigating and defining motivation and job satisfaction. Furthermore it highlights these concepts, particularly for educators. Thereafter, the researcher outlines different theoretical perceptions of motivation and job satisfaction. Based on these theories and prior research the role of determinant job satisfaction factors is discussed.

Finally, the chapter examines the implication of job satisfaction indicators for educational management. Figure 3.1 provides a graphical illustration of the chapter literature review.

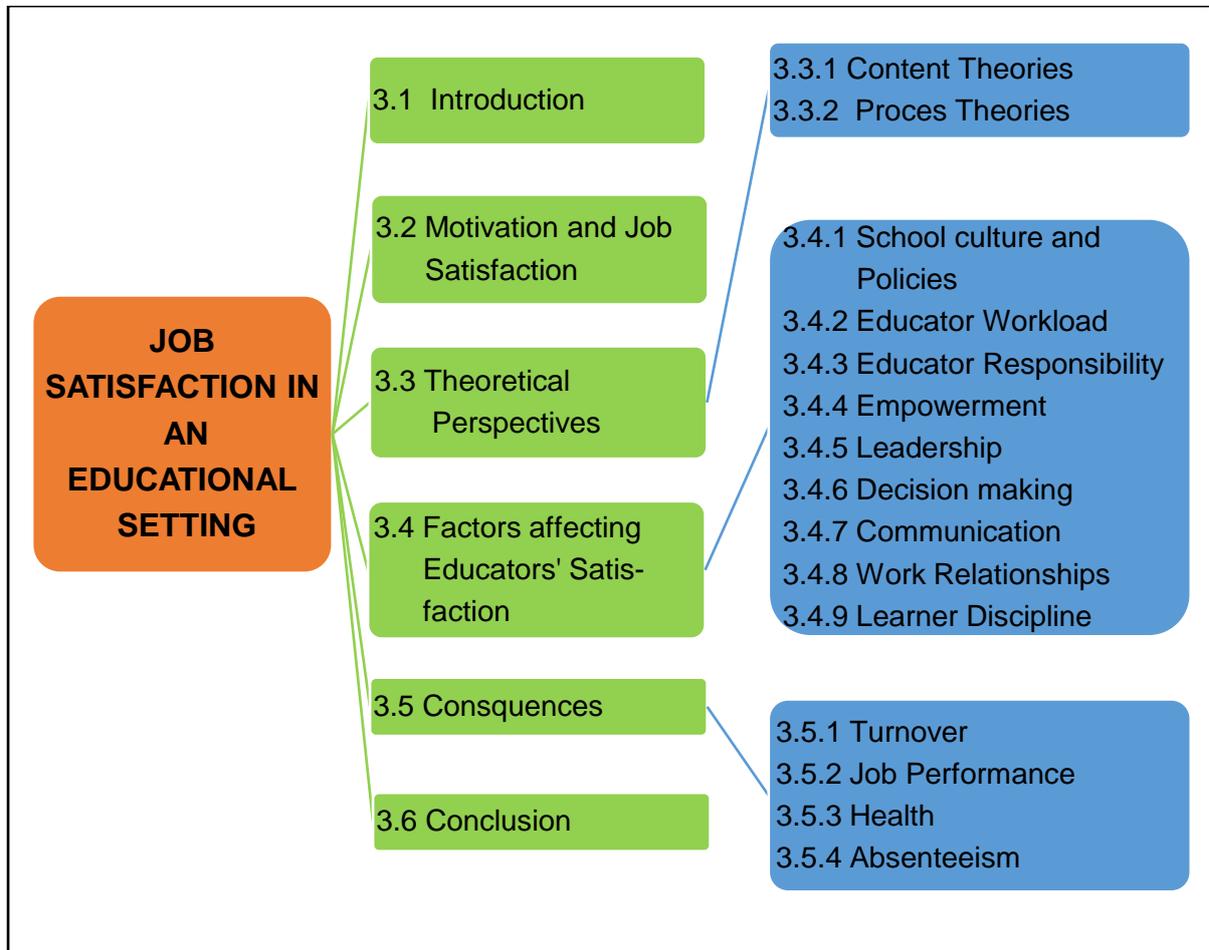


FIGURE 3. 1: CHAPTER THREE LITERATURE REVIEW PLAN

Educator job satisfaction and motivation satisfaction impacts the manner in which educators see the workplace (school), and subsequently the manner in which they carry out their duties in the work environment (Pinder, 2008:11).

3.2 MOTIVATION AND JOB SATISFACTION

Motivation is defined by Ghenghesh (2013:456-466) as an aspect that occurs in an individual, which has the capacity to affect the strength and enthusiasm of behaviour

with regards to work. Educators are well motivated if they attempt to achieve personal goals in accordance with the official objectives and morals of the profession, as well as the school (Ghenghesh, 2013:456-466).

Yoo, Han and Huang (2012:942) state that motivation can be two-fold. Firstly, job satisfaction, challenging work, and prospective growth is referred to as intrinsic motivation (Stirling, 2013:51-72). On the other hand, extrinsic motivation may be defined as the influence of the environment or situation on performance, when an individual is influenced by performance goals (Tohidi & Jabbari, 2012:820-824). Extrinsic motivation alludes to components that can be measured in physical terms, for example, advantages and advancement (Woolflok, 2016:376). These two different aspects of motivation are linked and cannot be seen in isolation. There is thus a connection between job satisfaction and motivation (Mathe, Pavie & O'Keeffe, 2014:2).

It is therefore necessary to ascertain what factors or conditions influence the motivation of educators (Strydom *et al.*, 2012:267-278). When educator's motivation is influenced by individual values and beliefs, this can be an end to fulfilling an individual goal. Job satisfaction influences the level of motivation and, eventually, the output or productivity of an educator. Griffin and Moorhead (2010:56) states that educator satisfaction is all about a person's joy and energy at work and therefore influences the educators' motivation. Satisfaction is not obtained from the activity itself, but rather from the consequences of that activity. In addition, greater satisfaction in one's job is said to be a part of the motivational process, resulting in a greater motivation to continue to expend effort (Spector, 2008:114).

Job satisfaction is a vital theme to contemplate and comprehend, as it is one of the reasons for the success of any school (Saif *et al.*, 2012:1385). Furthermore, it allows insight into what may be implemented to increase job satisfaction in schools. The essence of employees (educators) experiencing job satisfaction is an important element in influencing their output and productivity. Research has shown that a work environment (school) where employees' (educators) lack job satisfaction is often strained, and the general productivity of the employee is generally below average (Martin & Dowson, 2009:327-365).

Job satisfaction is important, especially in the educational sphere, as it influences the learning conditions and environment for the learners. Job satisfaction within education does not refer to a trend of overall disapproval or acceptance of education (Saif *et al.*, 2012:1382). It may refer only to certain educational aspects with which educators may be unhappy, for example, salaries and compensation (which are not included in this study), high workload, learner discipline, management style of SMTs or relationships with SMTs. In these cases, it cannot be said that there is an overall lack of satisfaction at work.

Botha (2013:99) observes that SMTs influence job satisfaction and, as such, retention of educators. SMTs thus need to have some knowledge of the variables that impact educator satisfaction, as well as the impact and effect of this satisfaction on educators' relationships in their respective schools, particularly as soon as variations are executed.

Several theories, as described in the coming sections, explain each construct (that is, motivation and job satisfaction), their association with, each other and their relationship to job performance. Studying the theoretical aspect of the research gives a clear overview of how motivation relates to job satisfaction.

3.3 THEORETICAL PERSPECTIVES ON JOB SATISFACTION AND MOTIVATION

Motivation theories are commonly categorised into two types, which include process and content theories (Boone & Kurtz, 2012:351). Content theories propose modes to investigate educators in order to identify the needs that motivate educator's behaviour. In contrast, process theories aim to comprehend the thought process which takes place in the thoughts of educators, and which influences their behaviour (Hitt, Miller & Colella, 2009:187).

Job satisfaction theories have a strong overlap with motivational theories. This is because they are closely related to job satisfaction having been interpreted as a source of motivation (Ramdhani, 2008:41). Educators who are highly satisfied with

their jobs may subsequently be more motivated. To the contrary, educator’s motivation may decrease if their preferred job contentment factors are not fulfilled.

There are two conceptual frameworks of job satisfaction that seem to be prominent in the literature. Figure 3.2 graphically summarises the various theoretical streams for work motivation, particularly showing the two major approaches. The first is the content theory; the second is the process theory.

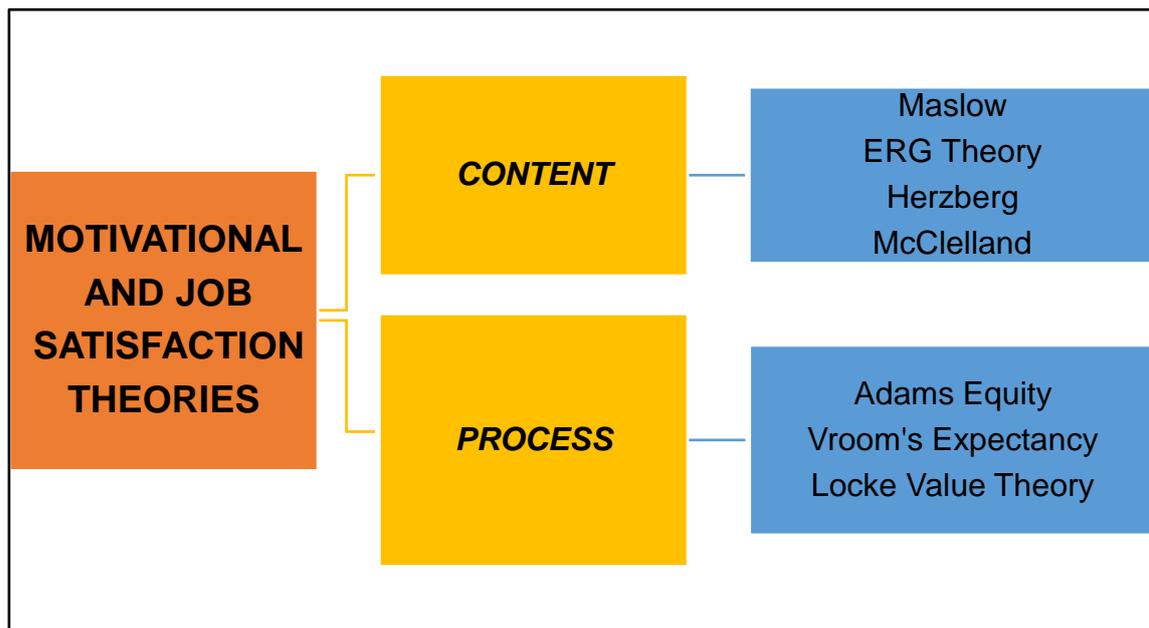


FIGURE 3. 2: MOTIVATIONAL AND JOB SATISFACTION THEORIES

(Source: Ramdhani, 2008:41)

The main theories and theorists from each framework, as illustrated in Figure 3.2, are discussed to provide clarity, relevance and to indicate the symbiotic linkage to job satisfaction and educator performance in schools.

3.3.1 Content Theories

Content theories determine what keeps people motivated in their work. Abbah (2014:1-8) explains that these theories emphasize people’s needs in describing satisfaction at work, behaviour, and systems of reward.

Content theories focus on personal needs and motives (Armstrong, 2010:182). Above all, content theories imply that a person is incomparable and may have unique sources of motivation. Therefore, in an educational environment, it would be valuable for SMTs to understand the sources of motivation for each educator Abbah (2014:1-8). Four leading content theories of motivation are discussed, as they provide valuable insights into job satisfaction in schools. The theories of Maslow's hierarchy of needs, Alderfer's ERG theory, Herzberg's motivator-hygiene theory, and McClelland's need theory will be outlined. These theories aim to identify internal needs that inspire educators to act and to prioritize these needs.

3.3.1.1 Maslow's Hierarchy of Needs

The hierarchy of needs of Maslow (1954) is a theory of motivation in research that details a five - tier model of human needs, usually described as a pyramid. These levels are physiological needs, safety, love/belonging, esteem, and self-actualization, as shown in the Figure 3.3.

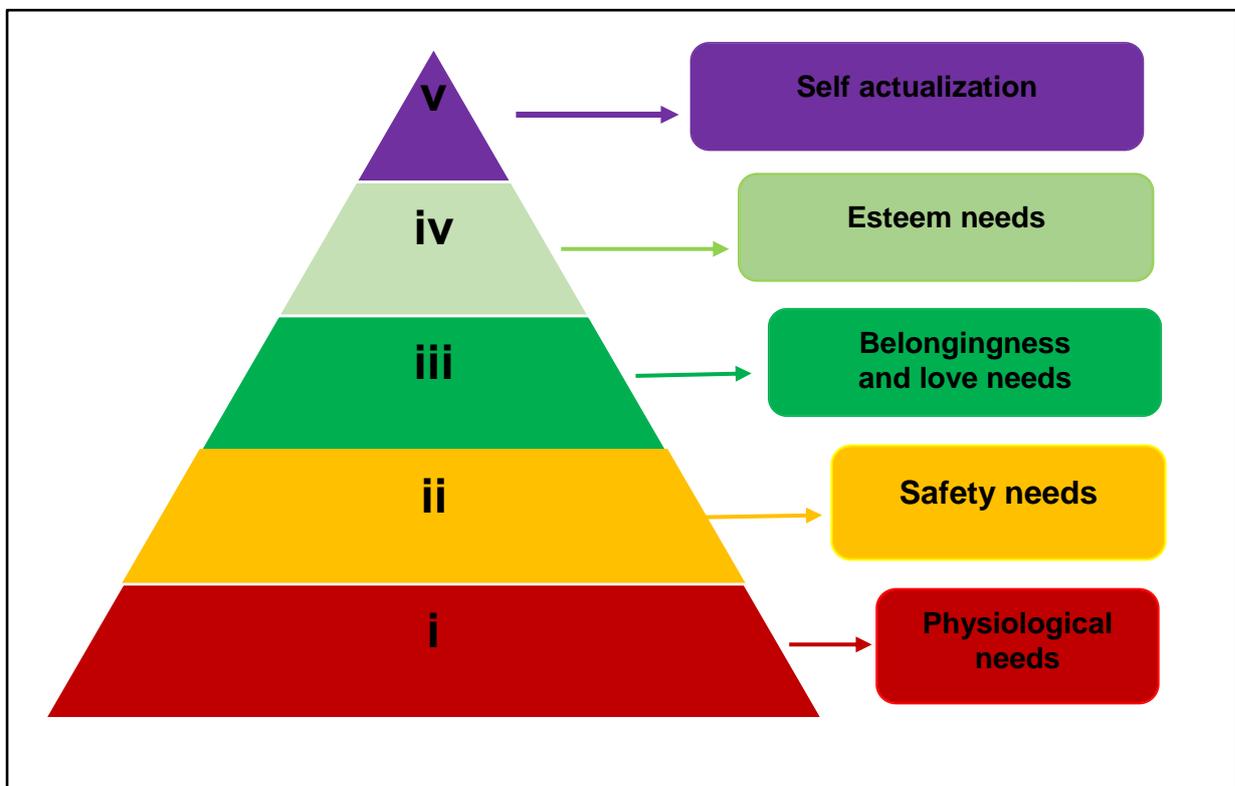


FIGURE 3. 3: MASLOW'S HIERARCHY OF NEEDS

(Source: Woolfolk, 2016:374)

From an educator's point of view, these needs may be further explained as follows (Steyn & Van Niekerk, 2012:136):

- i. *Physiological needs*: The lowest level of necessarily including such things as water, shelter, and food. If these basic needs are not met, then the educators will not be able to progress to other levels (Jones & George, 2016:389).
- ii. *Security and safety need*: This level has to do with financial stability and protection against danger. Work should give educators stability, and educators should enter the education industry because the job is safe and stable.
- iii. *Belonging and love need*: These include effective connections in the workplace and the necessity of being part of a group.
- iv. *Status and self-esteem needs*: This entail being able to respect and appreciate oneself, and also be respected and appreciated by others, such as being recognized for what one has achieved.
- v. *Self-actualization needs*: This refers to the need for educators to be fulfilled and develop within themselves and their field.

If any of these needs are not fulfilled, the educator will recurrently attempt to fulfil that need; that is, the need turns into a motivational factor (Woolfolk, 2016:374). For example, if an educator works intensely for a promotion and does not attain the appreciation he desires, he may be discouraged and put in less effort. However, when he receives the promotion, his need is met, and it will no longer motivate the educator. The subsequent need in the hierarchy will, therefore, become significant to the educator (Robbins *et al.*, 2013: 194).

Despite the wide use and application of Maslow's theory, it has also been widely criticised. Several researchers (King-Hill, 2015:54-57) argue that its application is not straightforward. According to Maslow, the needs of educators are static, but in reality, they are in fact dynamic. The needs of an educator, for example, are subject to change with time. This implies that SMTs should adjust to the ever-changing needs of educators if they intend to keep them motivated (Tanner, 2017:1). A further criticism is that the theory is constructed in ideal conditions where the assumption is that all educators are similar, and the characteristics of particular circumstances are not evaluated.

Maslow's hierarchy is also deceptive because one does not need to be fully satisfied before the next need manifests itself (Robbins *et al.*, 2013:194). Not every educator can progress throughout the five needs in their order of hierarchy. Maslow's theory signifies that satisfying a need is not motivational. However, it may be said that satisfying the needs of an educator permanently is not possible. These inadequacies have been attended to in Alderfer's ERG theory.

3.3.1.2 Alderfer's ERG theory

Alderfer's ERG theory (1969) is based on Maslow's theory of human motivation (Caulton, 2012:2). ERG Theory has a rather improved method to elucidate human motivation as compared to Maslow's hierarchy of needs theory. Nonetheless, it is simpler to assemble needs into ERG's three groups than Maslow's five groups (McShane & Von Glinow, 2010:138). Each of the three levels namely existence, relatedness and growth in Alderfer's ERG theory are illustrated in Figure 3.4 and discussed thereafter.

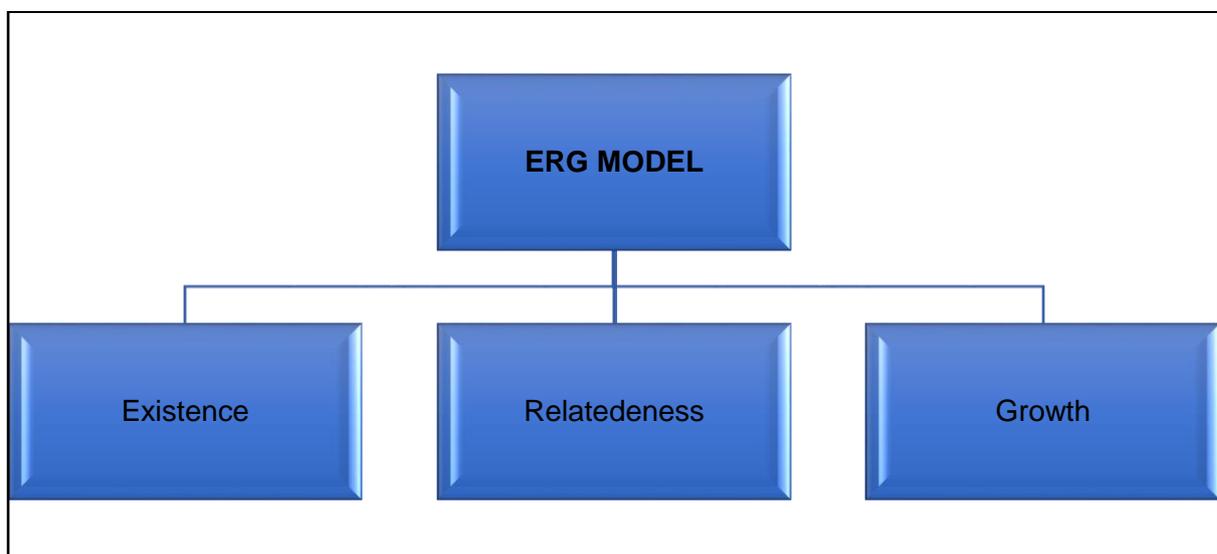


FIGURE 3. 4: ALDERFER'S ERG THEORY
(Adapted from Alderfer, 1969)

Each level of needs in Alderfer's theory is described as follows:

- Existence needs comprise physiological and material needs (Alderfer 1969). Existence needs include the need for food, water, safety, shelter, affection and

physical love (Ball, 2012; Venter & Botha 2014:101-109). The lower needs must to be met, before educators will be able to progress to other levels.

- Relatedness needs are the longing to feel secure, recognised and include establishing part of relationships with meaningful other people such as SMTs and other educators (cf. 3.4.8) (Venter & Botha 2014:101-109).
- Growth needs comprise an intrinsic desire for educators' personal development (cf. 3.4.4) (Venter & Botha 2014:101-109).

A significant change in the hierarchy of needs theory of Maslow and the ERG theory of Alderfer is that the ERG theory of Alderfer contains both a frustration as well as satisfaction development element. For example, if an educator has fulfilled his or her relatedness needs and wants to satisfy higher order needs in growth and it is ineffective, that educator will regress to the relatedness need and the relatedness need will become a central need again (Griffin & Moorhead, 2010:264).

McShane and Von Glinow (2010:138) state that theories such as the hierarchy of needs of Maslow and the theory of the Alderfer ERG do not clarify the dynamics of human motivation. Educators do not all fit into a single hierarchy of needs and there is increasing evidence that the hierarchy of needs is different for each educator and informed by the values of the educator, self-concept and social identity..

According to Malik and Naeem (2013:1031) a more holistic theory of motivation and job satisfaction namely Herzberg Hygiene Theory was introduced. The theory of Alderfer ERG is supported by the two - factor theory of Herzberg, focusing on job satisfaction.

3.3.1.3 Herzberg's Theory: Hygiene and Motivation

Frederick Herzberg provides a different perspective on the motivation of people, in this instance, educators. The two-factor theory elucidated by Herzberg comprises of Hygiene Factors and Motivators (Teck-Hong & Waheed, 2011:76). Hygiene factors are focused on the job itself (Van Deventer & Kruger, 2016:151). Motivators, on the

other hand, track educators in order to achieve better performance (Mathe *et al.*, 2012:21). Figure 3.5 is a graphic illustration of Herzberg's theory.

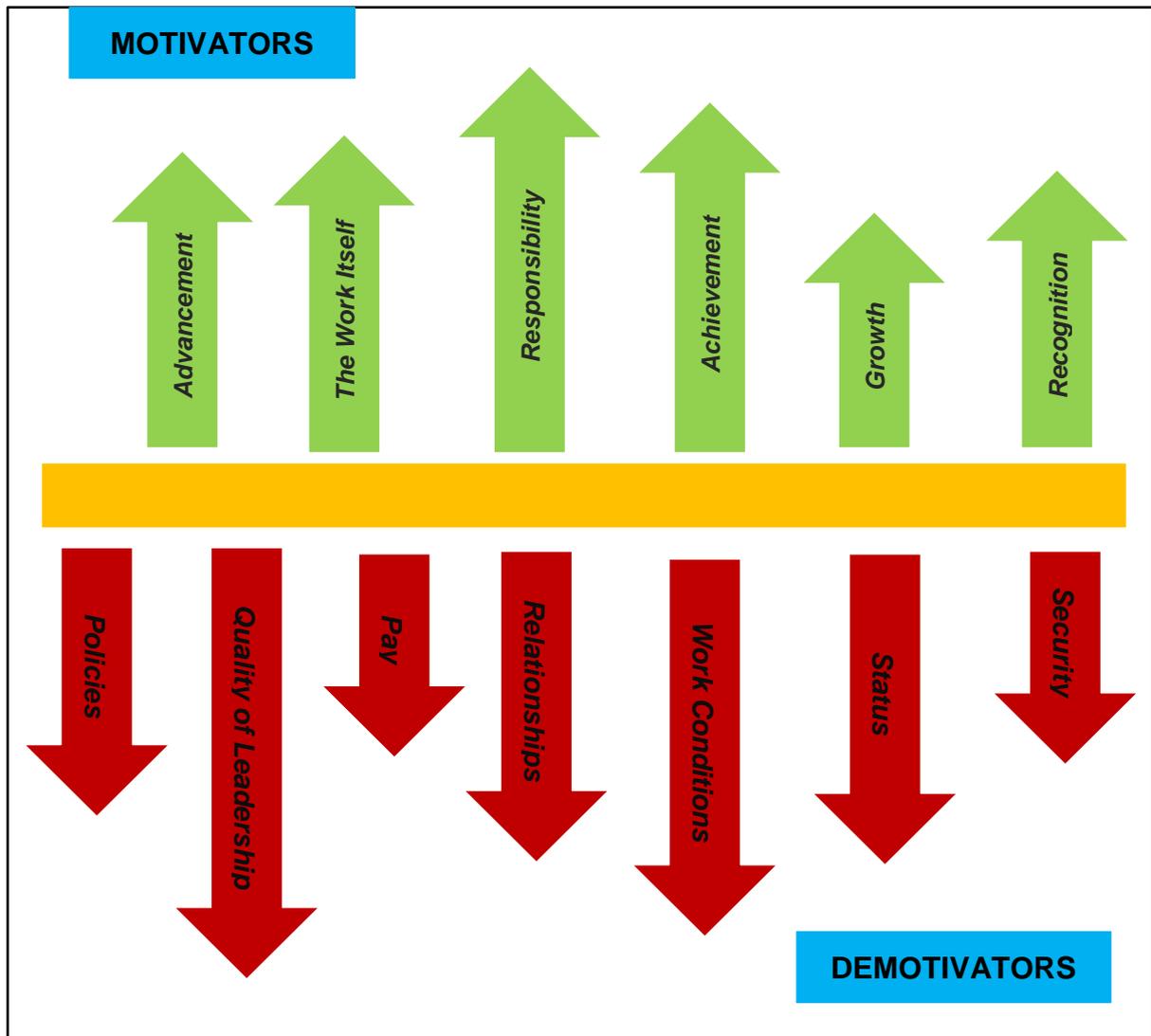


FIGURE 3. 5: HERZBERG'S TWO-FACTOR THEORY
(Source: Steyn & Van Niekerk, 2012:138)

The combined effect of hygiene and motivational factors may contribute to all of the needs of educators, therefore leading to motivation. For example, advancement, the work itself, responsibility, achievement, growth and recognition can be sources of satisfaction or motivators (Dessler, 2013:419).

School policies, the quality of leadership, relationships, working conditions, status and security can be sources of dissatisfaction or demotivators (hygiene factors)

(Evans & Olumide-Aluko, 2010:75). Minimum levels must be met to evade dissatisfaction that any motivators will be ineffective (Teck-Hong & Waheed, 2011:73-94).

The threat of job security can cause so much discontent that educators reach the point where they cannot respond to personal growth, recognition or performance (Van Deventer & Kruger, 2016:151). According to Herzberg, it is necessary to enrich work content and, as such, hygiene factors must generate a certain level of satisfaction to uphold motivation (Steyn & Van Niekerk, 2012:138). SMTs should consequently ensure that the causes of dissatisfaction are removed so that satisfaction increases (Van Deventer & Kruger, 2016:151). The SMTs, however, can apply elements of theory in the work situation in order to motivate educators (Dessler, 2013:419-420).

Herzberg and Maslow's theories have been criticized (Dessler, 2013:419-420). For example, it may be said that educators' needs do not strictly follow a hierarchy. It is also true that SMTs do not have the capacity to instruct educators, as they are not their employer. However, the principal is *ex-officio* and has delegated powers from the Head of Department of the Provincial Department of Education. This implies acting in the place of the employer in line with the Employment of Educators Act and Schools Act. This also implies being able to instruct educators in line with applicable legislation.

The next theory to be discussed is the theory of acquired needs of McClelland, which shows how educators can use motivation as a vehicle to obtain job satisfaction.

3.3.1.4 McClelland's Need Theory

McClelland (1987) sees human motivation as a set of basic needs. According to McClelland, people are motivated more strongly by some needs and less strongly by others (Saif *et al.*, 2012:1387). Hamman-Fisher (2008) recognizes the fact that educators whose needs are met in their profession should experience an increase in proficient awareness, aptitudes and focus capabilities, which will prompt accomplishment, along with satisfaction.

As such, SMTs need to focus on the varying needs of their educators, in order to have the capacity to motivate them. This may be accomplished by understanding the specific needs of each educator and assessing elements that may positively or negatively affect their job satisfaction (Raeisi, Hadadi, Faraji & Salehian, 2012:1).

Essentially, McClelland's hypothesis states that educators who aspire to flourish in their career should gain skills and core competencies as well as professional knowledge, which may spearhead job satisfaction (Moore, 2010:25). McClelland's Need Theory is a motivational model that expounds upon the requirements for power, affiliation and achievement and the manner in which these affect the actions of educators from a managerial perspective (Hamman-Fisher, 2008). According to this model, if the SMT is able to satisfy the above needs, this will result in highly motivated educators. This is seen in Figure 3.6.

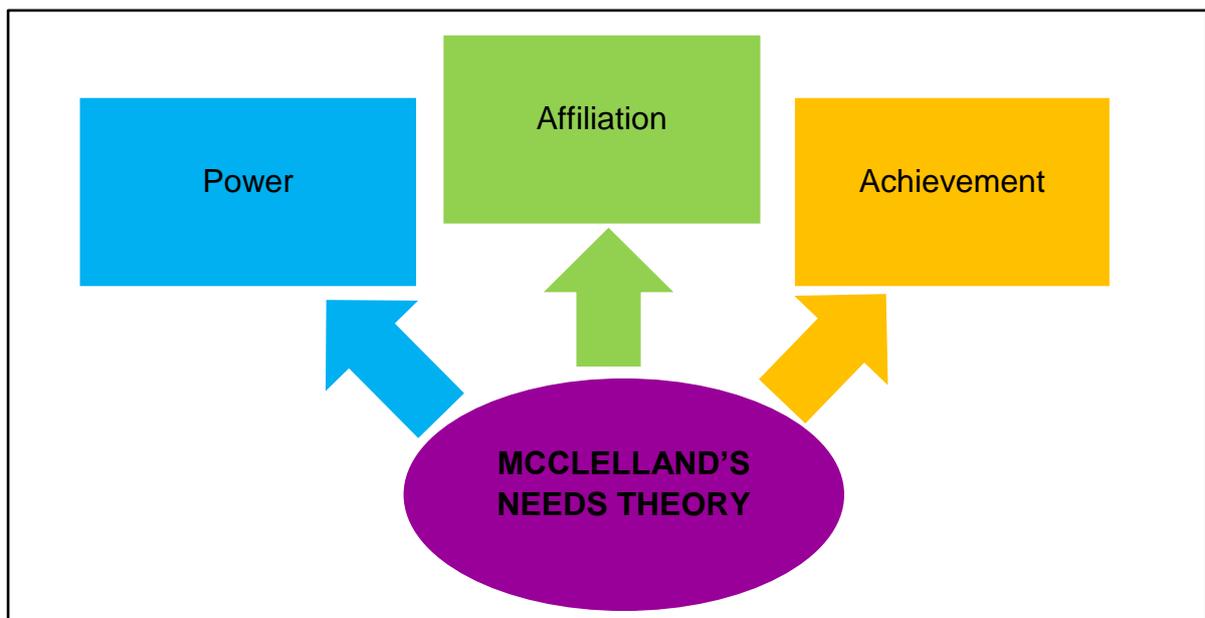


FIGURE 3. 6: MCCLELLAND'S THREE NEEDS THEORY
(Adapted from: Shafiwu and Salakpi, 2013:183)

From an educator point of view, McClelland's needs may be summarised as follows:

- *Need for Power* –This need originates from the desire of an educator to have a positive impact on others, by influencing, motivating and encouraging others.

This behaviour does not contain autocracy nonetheless ought to impact constructively on others (Venter & Levy 2011:15).

- *Need for Affiliation* – Educators expressing the requirement for alliance tend to concentrate on building a relationship at work. These educators, in most cases, tend to fit into the school work culture (Ratzburg, 2011:1).
- *Need for Achievement* – Educators work towards achieving and accomplishing those goals that they find challenging. They then expect feedback from SMTs regarding what they have achieved. Taking responsibility is a characteristic of the need for achievement (Grobler & Warnich, 2014:218).

To a certain degree, every educator desires achievement and job advancement. The achievement could be, for example, a promotion that may bring about a change in his/her status, both in the work environment (school) and in society (Ratzburg, 2011:1). The utmost imperative and relevant to job satisfaction is the affiliation need because as soon as it is attained, educators acquire a non-conscious interest for maintaining, re-establishing and building close individual connections with SMTs (Ratzburg 2011:1). This theory is relevant because the SMTs are also made up of educators, who form a portion of this group. SMTs yearn for a relationship with this group, dependant on trust and certainty (Raeisi, Hadadi, Faraji & Salehian, 2012:1).

3.3.1.5 A comparison between Maslow, ERG Theory, Herzberg and McClelland's theories

The human needs category regarding Maslow's hierarchy can be classified into physiological, safety, social, esteem, and self-actualization needs (Kenrick, Griskevicius, Neuberg, Schaller, 2010:292). While, according to Herzberg's two-factor theory (Sledge, Miles, Coppage, 2008:1668) there are certain influences that cause educators to experience job dissatisfaction (hygiene factors).

There are also influences that truthfully inspire educators. McClelland's needs theory contends that educators occupy assertive and stable reasons to attain power and affiliate with others. These theories elucidate certain features of a work atmosphere that motivates educators (Van Deventer & Kruger, 2016:151).

Maslow, Herzberg and McClelland theories exemplify what educators mostly want and need in order to attain an improved work environment (high productivity and morale). There is a clear connection between the use of these four theories and the motivation of educators to promote job satisfaction. This comparison is clearly illustrated in Figure 3.7.

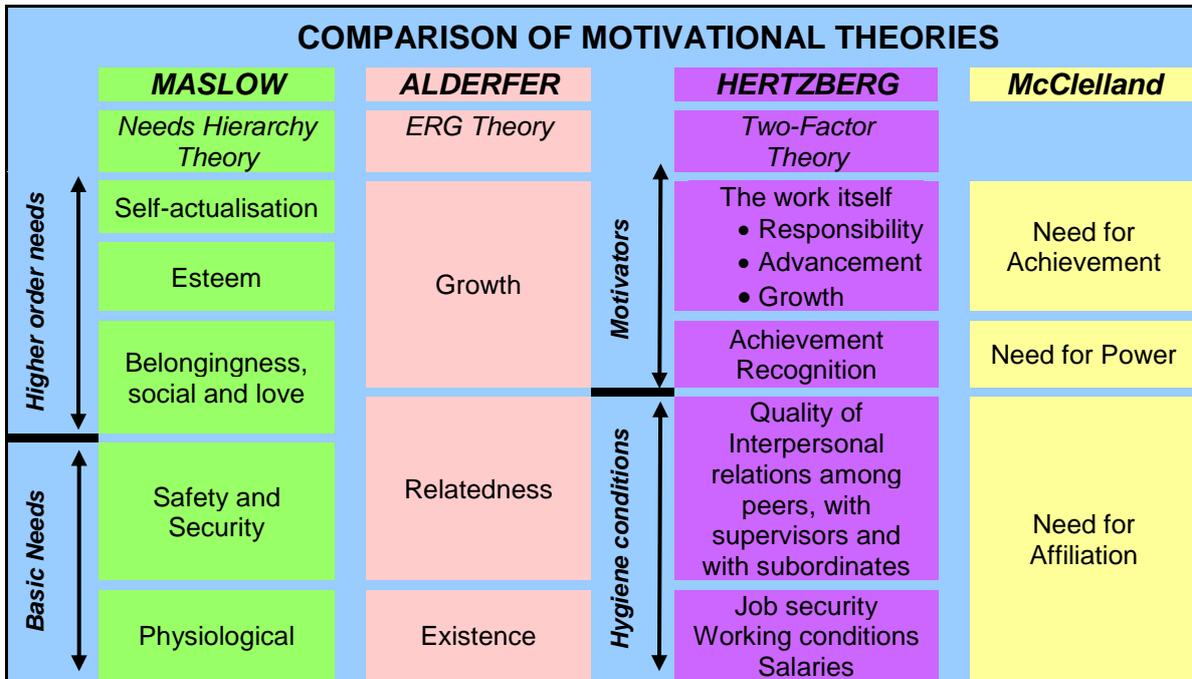


FIGURE 3. 7: A COMPARISON OF MOTIVATIONAL THEORIES
(Source: Adapted from Armstrong, 2010)

Need-based theories describe motivated behavior as the individual efforts of educators to meet their needs. Therefore, SMTs must recognise the needs of educators and make the school environment a means of satisfying these needs.

The hierarchy of Maslow refers to the five categories of basic human needs, including physiological, security, social, appreciation and self - realization. These requirements are hierarchically classified and, as a lower level needs are met, they no longer serve as a motivator. The ERG theory is a change in the hierarchy of Maslow, in which the five needs are broken down into three categories (existence, relatedness and growth). The theory acknowledges that when educators are frustrated in trying to meet higher needs, they can turn back.

The two-factor theory distinguishes between factors that cause educators to be dissatisfied on the job (hygiene factors) and factors that truly motivate employees (motivators). The acquired-needs theory contends that educators possess constant and domineering motives to acquire power, achieve, or affiliate with others. The kind of need that is dominant will steer behaviour. The two - factor theory of Herzberg was ideal for this study because it focused on a practical approach to motivating educators and promoting workplace satisfaction.

As shown above, content theories of motivation represent attempts to identify a general set of needs, which cause people to behave in a certain way. Consequently, the identification of such needs enables SMTs to motivate educators. However, content theories may also be difficult for SMTs to implement, and may not always be relevant in today's school environment (for example, Maslow's theory). Such drawbacks led to the emergence of process theories, which, in essence, describe how the process of motivation works.

3.3.2 Process theories

Process theories examine educators' behavioural patterns in terms of satisfying needs and requirements (Georgellis & Tabvuma, 2010:176-196). Vroom's Expectancy Theory, Adams' Equity Theory and Locke's Value Theory have become the most prominent theories within this framework (Ivancevich, Konopaske & Matteson, 2008:120).

3.3.2.1 Vroom's Expectancy Theory

Vroom's Expectancy Theory is aimed at understanding the relationship between motivation and accomplishments (Lunenburg, 2011:2). A motivated educator may thus be seen as the product of the perceived level of satisfaction; the confidence to accomplish; rewards that the educator would like to attain on accomplishing set goals (Iyer, 2009). The theory is outlined in figure 3.8 showing the significance of performance and effort outcome in educator motivation.

To attain reward, there is a need for effort on the job. The result of this is good performance, which is acceptable to both educators and SMTs and is rewarded accordingly.

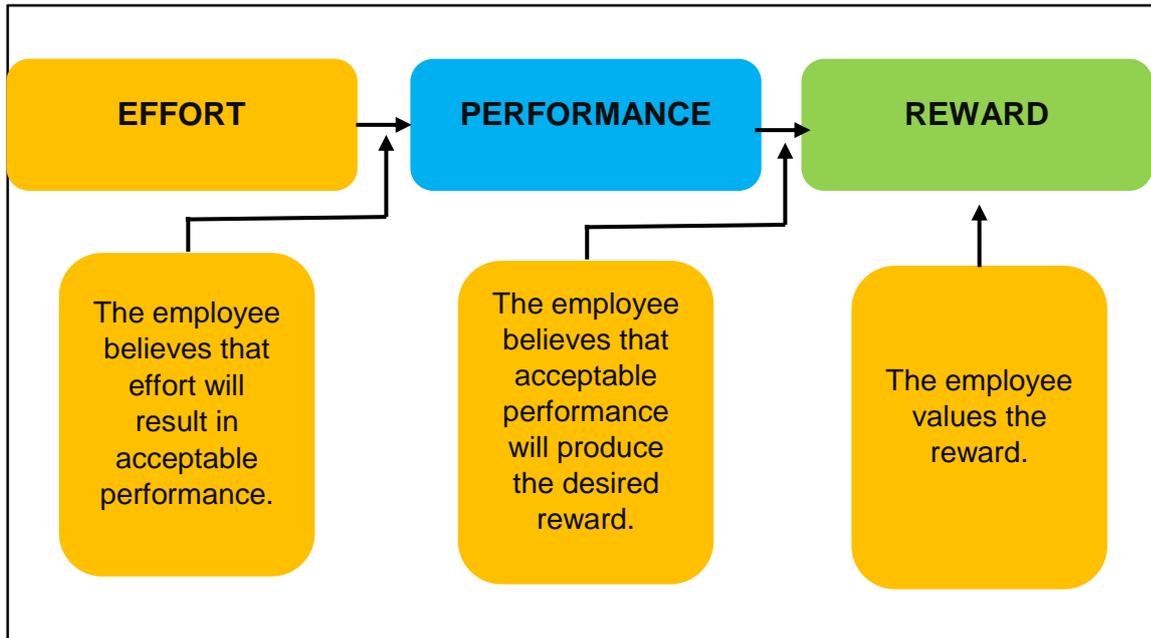


FIGURE 3. 8: VICTOR VROOM'S EXPECTANCY THEORY
(Source: Lunenburg, 2011:2)

An educator is motivated when he/she believes that the effort he/she expends will improve performance, and that the improved performance will lead to rewards and that the rewards will have valence, then he/she gets motivated. (Griffin, 2008:444). This forms the basis of educator motivation since the main aim is to achieve better performance. SMTs can learn from the expectancy theory when recognizing the significance of needs for educators and the role of these needs in contributing to satisfaction at work (Estes & Polnick, 2011:1-7). The theory is different from Maslow, Herzberg, and McClelland's, in that it does not indicate motivating factors (Lunenburg, 2011:2). As an alternative, it states that educators perform according to how they are motivated (Estes & Polnick, 2011:1-7). There is a constructive relationship between Vroom's Expectancy Theory and Adams' Equity Theory, in that educators will associate results meant for themselves with other educators.

3.3.2.2 Adams' Equity Theory

Adam's equity theory centres on the notion of equality. Swanepoel *et al.* (2009:333) state that from an educational point of view, educators do not work in a void. Educators rather, work with other people and are inclined to form contrasts relating

to their perceived efforts and the efforts of others, as well as the rewards others receive for those efforts. The theory suggests that educators may compare themselves with others in an equivalent position in the school, to determine whether or not they are being treated fairly.

This comparison, in turn, affects job satisfaction, because if an educator is not treated equally, then he or she will not be satisfied with their job (Geren, 2011:1-10). This may even alter the educator's perception of himself or herself. Educators become motivated and work judiciously when they feel they are treated fairly. Similarly, they feel demotivated when they perceive that they are unfairly treated. According to Adam's Theory, educators are motivated to maintain fair relationships between inputs, such as time, ability, personal sacrifice, skills, determination, and outcomes, such as consequences, either positive or negative, which may affect interpersonal relationships (Latham, 2012:43). The output may be tangible or intangible and may include job security, recognition, and appreciation.

Adam (1963:422-436) further states that inequity exists anytime someone senses his/her outcomes to inputs proportion and the proportion of outcomes to inputs of others are not equal as shown in Figure 3.9.

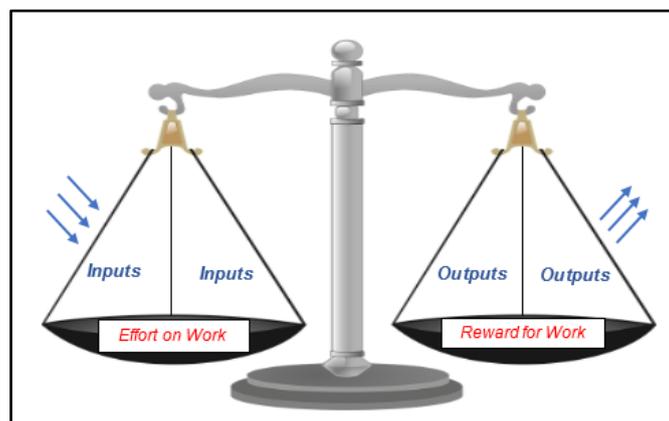


FIGURE 3. 9: ADAM'S EQUITY THEORY

(Source: Adam, 1963:422)

Educators make contrasts amongst their own inputs at work, e.g. their experience, qualifications as well as the outcomes they receive, for example, their working

conditions and status at school. Educators allocate weights to these outputs and inputs corresponding to their importance and relevance to themselves (Jiang, 2009:11). The total sum generates an output / input ratio, which is a crucial area in terms of motivation, especially if the educator output / input ratio is equivalent to that of another educator, implying that equity exists (Khalifa & Truong, 2010:135-150).

A state of inequality spearheads conflict, which the educator attempts to diminish by altering one or more essentials of the ratio, e.g. reduce or increase his attempt. Alleged inequality by the educator is consequently the foundation for motivation. Mukherjee (2009:157) states that there are three types of behavioural consequences of inequality, which are pinpointed by Adam.

- Changing inputs (reduced performance efforts)
- Leaving (educators could resign or request to be transferred to a different school)
- Changing the comparison (comparing oneself with another educator)

This having been said, it must be noted that Adam's Equity Theory oversimplifies the motivational issues by not explicitly considering needs, values, or personalities (Latham, 2012:45).

3.3.2.3 Locke's Value Theory (Discepancy Theory)

Locke's Value Theory advocates that educators' aims help to clarify performance, job satisfaction and motivation (Locke, 1969:309). Locke's theory implies that behaviour is a consequence of deliberate intentions and aims/goals (Griffin & Moorhead, 2010:142). Feedback, task complexity, support and clear goals are strategies in the school environment that are in essence associated to job performance (Delahoo, 2011:30). When educators see that their objectives are achievable, or are established by SMTs, their dedication will increase. This may well stimulate job satisfaction (Badenhorst, George & Louw, 2008:136).

Hansson, Hasanen and Hellgren (2011:38) explain that giving hierarchical help (through SMTs), as well as giving educators a chance to take part in defining

objectives positively, influences work satisfaction. On the off-chance that educators feel that they can develop and link their job satisfaction experiences by following objectives that remain vital to them, they build up a view of accomplishment in the work environment (Latham, 2012:45).

This theory is consequently multidimensional and significantly distinctive to each educator. Griffin and Moorhead (2010:264) argue that Locke's theory has not been extensively investigated and that excessive emphasis is placed on values, which suggests that job satisfaction may arise from several factors.

There are educators who are positive about their work, while there are other educators who feel constantly negative towards their work. It is therefore important to establish the factors that play a part regarding the changeable degrees of job satisfaction or job dissatisfaction. These are discussed in the next section.

3.4 FACTORS THAT IMPACT ON EDUCATOR SATISFACTION

Job satisfaction, as a concept, cannot be comprehended without understanding the factors that motivate educators at work (cf. 3.2). Khalil (2013:362) emphasises that there are numerous factors influencing job contentment amongst educators. These factors should be investigated in order to assimilate erudition regarding the effect that these influences have on the work environment of educators. SMTs ought to be vigilant in observing these significant factors, as they depict important dimensions of job satisfaction in a hierarchical order.

Njiru (2014:135-152) classified specific intrinsic factors that create job contentment such as interesting work (school culture, policies and teamwork) the use of one's ability, and working independently at challenging tasks (educator workload and responsibility). Nijiru (2014:135-152) also identifies extrinsic satisfaction elements which the SMTs have an influence on such; as empowerment, school leadership, decision making, communication, work relationship and learner discipline support. These different factors may influence educator job satisfaction, and these are discussed in the next section. The role of SMTs in enhancing educator job

satisfaction is also clarified. For this study salaries are excluded, as it is an external factor beyond the scope of this study.

3.4.1 School culture, policies and teamwork

A culture within a school can be referred to as the dominant way of life, visions, and values of the members of that school community. School culture plays a significant part in educators general wellbeing (Roffey, 2012:8-17). It facilitates how the educators think and carry out activities. The success of teaching depends not only on the qualifications of the educators but on many other working factors within the school. Educators' working conditions are directly associated with the leadership of the SMT, especially with regard to their power to create a favorable working environment for the educators. The environment within the school influences the educators' job satisfaction, positively or negatively (Berry, Smylie & Fuller, 2008:3).

School policies that are fair, clear and applied to all educators consistently will decrease dissatisfaction. Consequently, fairness and clarity are paramount and can go a long way to improve educator attitude (Swanepoel, 2009:462). SMTs are an important part of creating a culture within a school environment. The culture that develops in a school is mainly reliant on the school's policies. These policies, developed to guide the actions of educators and students, are at the forefront of developing culture. The culture that ought to be developed is one that takes into consideration all the relevant stakeholders (Milner & Koza, 2008:58).

In many instances, however, educators work in isolation. SMTs attempt to accomplish tasks alone and the responsibility for implementing emerging concepts falls on the individual educator (Vivian, 2010:62). However, collaborating in a team is often a more effectual way to accomplish consequential tasks. Consequently, collaboration is essential to the efficient supervision of schools. According to Bolden (2011:264), participating management improves educator's professional status and their ownership of the orchestrating and operation of the school. Luthans (2012:541) further alludes to the fact that shared authority gives educators a vested interest in school performance and, additionally, promotes trust and harmony among educators.

Co-operation is a way of getting educators to contribute to school management and policy-making (Milner & Khoza, 2015:6).

Teamwork depends on how individuals interact with one another, and educators must be given an opportunity to help solve problems relating to their own work environment. If everyone understands that it is important for them to participate actively in management, then it becomes easier for them to appreciate the role of teamwork (Catharine, 2009:45). Each team should clarify its own boundaries – identifying those issues that can be addressed and agreeing to redirect or discontinue conversations that lead the team into the wilderness of no influence (Piercey, 2010:234).

SMTs must lead by example; the attitude of the SMT should be one that encourages the rest of the school to work in teams and achieve goals that have been set (Swart, 2008:47). If the SMTs are seen to work hand-in-hand with educators to find solutions and achieve goals, this would automatically replicate amongst the rest of the staff, particularly when they understand that they can achieve more, in less time, by working together (Piercy, 2010:112). In addition, collaborating as a team has the benefit that the workload can be distributed amongst educators.

3.4.2 Educator workload

The concept of workload is the amount of work expected by the educator, whereas work overload is work that is above normal expectation (Cheng, 2008:33). Educator work overload can be expressed in two ways.

The first is quantitative overload, where an educator is exposed to too many tasks or has too many deadlines, with insufficient time. This may be due to factors such as an increase of learners within a school or having to stand in for other educators when they are absent (Strydom *et al.*, 2012:267-278). Educators encounter extended working hours at school, as well as at home, endeavouring to keep up with the preparation and implementation of stipulated syllabi.

Responsibilities outside their central tasks need to be managed by educators to maintain the smooth operation of the school (Cheng, 2008:33). These responsibilities

include the attendance of several meetings during and after school hours, coaching, and administering cultural and sports teams (Strydom *et al.*, 2012:267-278). Not all assigned duties can be completed during the educator's workday; consequently, educators are compelled to work after normal teaching hours (Bridges & Searle, 2011:413-433).

The second way in which workload can manifest is qualitative, where educators feel they are too inexperienced to perform certain duties within their jobs, for example, not understanding the way certain disciplinary processes function within a school (Cheng, 2008:34). Herzberg's hygiene factors include workload and ought to be addressed to avoid dissatisfaction (cf. 3.3.1.3). Satisfying educators' hygiene factors will enable them to develop motivation and ultimately job satisfaction (Van Deventer & Kruger, 2016:151).

Being an educator involves dealing with a substantial amount of unfavourable effects of the profession. It also requires hard work and dedication towards the school and the profession. Ashby, Hobson, Tracey, Malderez, Tomlinson, Roper, Chambers and Healy (2008:50) have found that educators experience job dissatisfaction regarding workload due to the administrative duties that arise from being an educator, for example, compiling statistics for the DBE.

If educator workload is not attended to, it may have a substantial impact on educator optimism and school culture (Bridges & Searle, 2011:413-433). While the DBE plays a noticeable part in initiating stress and workload beyond their authorised prerequisites, SMTs similarly make decisions that either alleviate the problem or contribute to the problem (Swanepoel, 2008:39). To alleviate an educator's workload, support strategies need to be developed by SMTs, in order for the SMTs to ascertain the factors that contribute to the excessive workload for educators in their schools.

Marishane and Botha (2015:6) are of the opinion that SMTs need to support educators through influencing, organizing, motivating and guiding them to complete their work. In simpler terms, SMTs should examine ways to make educators' lives easier in order to get the work done. The SMTs can accomplish this by providing educators with suitable resources using a sensible method, e.g. following a school

calendar, where disruption of the day-to-day functioning of the school is minimized. Additionally, it could involve improving the communication systems, which can often be a cause of stress and frustration for educators.

Other strategies that the SMTs can employ include appointing more educators (if the budget allows it), guaranteed planning time, providing more support, and establishing realistic deadlines for requests to be completed. These would assist in making educators' workload more manageable and would show that SMTs are 'in touch' with the issues that educators are confronted with on a daily basis.

Therefore, it is essential that SMTs realize that educator work overload may lead to a 'danger zone' where the educator feels overwhelmed and that he or she cannot get the work done.

3.4.3 Educator responsibility

Responsibility refers to the educator's power over his or her individual work. Hackman and Oldham (1974) observe that educators ought to acquire a good aptitude, sound knowledge, capability and commitment to perform the allocated work.

Educators' level of job satisfaction is influenced and impacted by the nature of work performed by educators (Moorhead & Griffin, 2012:98). If educators have ownership of their work, they tend to be more motivated to do their work. The two-factor theory (cf. 3.3.1.3) of responsibility is an intrinsic factor and, when present, it may lead educators to feel satisfied. As soon as educators are given a chance to express school challenges while receiving support from the SMTs, their attitudes can lead to greater educator job satisfaction (Boey, 2010:2).

Van Deventer and Kruger (2016:151) believes that when educators are offered prospects to acquire confidence and skills, they tend to demonstrate competence and assume more responsibilities within the school. Armstrong (2010:4) suggests that SMTs need to encourage independence, arrange opportunities for educators to do numerous duties, introduce more variety in tasks, as well as to support valuable relationships and open feedback channels. The SMTs are able to delegate authority

to educators, to be used in a responsible manner. They are given the authority and autonomy to carry out their professional tasks, which may lead to educator empowerment.

3.4.4 Empowerment

Empowerment involves providing educators with a particular degree of responsibility and decision-making, concerning their individual responsibilities (Carl, 2010:10). Some of the empowerment strategies that SMTs can implement may include induction, professional development and mentoring. According to Mlindazwe (2010:10) induction is the manner in which educators are introduced to the policies of the school, procedures, the school values, as well the teaching aids to be utilised. A valuable induction programme will decrease the adjustment difficulties for newly employed educators by producing confidence and belonging as well as a sense of job security (Kardos & Johnson, 2010:23-44).

The subsequent advantages can consequently follow from a valuable induction programme (Sekhu, 2011:58):

- higher job satisfaction,
- higher performance as a result of faster learning times,
- absenteeism reduction, and
- improved understanding of school policies, vision, and procedures

Educators are expected to continuously undergo professional training and development by revising and enhancing their professional skills. In order to embrace more rigorous expectations of teaching and learning, SMTs would be wise to consider ways in which they can promote and empower leadership abilities within educators, in order to share the workload of educational responsibilities (Panagiotis, 2016:1030-1044). Carl (2010:12) asserts that SMTs influence educators through means of boosting the educators' professional growth. In Alderfer's ERG Theory (cf.3.3.1.2), the third level needs are referred to as growth needs. This growth can be encouraged by means of in-service training, promotion opportunities, and educator professional development, and should be adapted to the needs of the educators (Amzat & Valdez,

2017:9). In order to promote educator professional development, Carl (2010:10-15) listed the following ideas which the SMT can utilize:

- Provide and plan workshops and training around individual educators (for example, how to handle discipline in the classroom).
- Create professional learning communities (for example, exchange ideas with another school's SMT).
- Plan induction programmes for new educators (to provide new educators with a guide to their new school).

The South African Council of Educators Act 31 of 2000, as well as the ELRC Collective Agreement No. 8 of 2003 – Integrated Quality Management System (IQMS) clearly state that SMTs need to promote the professional development of educators. Bogler and Nir (2012:301) established that educator empowerment has a fundamental influence on educator job satisfaction.

Educators who have no power become complacent, develop a 'just do the job' mentality, and feel as though they are not being true to themselves (Steyn & van Niekerk, 2008:149). As such, job satisfaction and empowerment could have a mutually beneficial effect. Educator emancipation is also important for school change, as it is relevant to several other aspects of the school's functioning and effectiveness (Carl, 2010:10).

Mentoring is another opportunity for empowerment, as it provides prospects for beginners, as well as experienced educators, in the teaching profession (Amzat & Valdez, 2017:173). Mentoring new educators is often associated with job satisfaction (Amzat and Valdez, 2017:9). It is valuable for experienced educators as it offers an opportunity to encounter a revitalized sense of value. McKinnon, Carnegie, Gibson and Rowland (2016:1376) is of the opinion that mentoring establishes an encouragement to stay in the teaching profession while gaining knowledge from colleagues in the same profession. SMTs should consider the mentor system in their school, as the mentor can support the educator and therefore reduce frustrations that result from not knowing their way around the new environment (Long, 2009:321).

SMTs could also use succession planning in their schools; a process through which new leaders are identified, who are able to replace current leaders when they retire or leave the system (Kempen, 2010:27). In this way educators who have the skills – or the potential to develop skills necessary to move up the hierarchy in the school, can be identified.

3.4.5 School Leadership

School leadership is another important factor that influences educators' motivation in the school (cf. 2.2). An efficient leader supplies direction for the school and leads educators to attain anticipated goals (Voon, Nqui & Ayob, 2011:24-32). Higher levels of job satisfaction ought to be experienced by educators if SMTs demonstrate strong leadership, supply educators with encouragement and provide co-operation and support in the implementation of educator responsibilities (Fuller, Young & Baker, 2011:173-216; Zengele, 2011:90; Graham, Hudson & Willis, 2014:1-13;).

Marishane and Botha (2015:6) specify that school leadership actions promote trust, inspiration and motivation, and thus help to develop teaching performance. Positive leadership qualities of SMTs that may improve the satisfaction of an educator include: promoting a healthy culture and climate, insisting on innovation, maintaining good ethical standards and involving educators in adjusting school rules (Graham, Hudson & Willis, 2014:1-13). SMTs with excellent leadership skills, such as the ability to offer equal treatment to all educators, create a conducive environment, which fosters educator job satisfaction.

Supervision is also important because SMTs have a sound knowledge of what they expect from the educators. SMTs have the ability to influence educators and, as such, considerate supervision and leadership tend to improve the job satisfaction of educators (Zengele, 2011:90). To comprehend the anticipated goals within the school, decision-making must take place. Swanepoel (2008:39) points out that a school leadership that shares decision - making responsibility will motivate educators to address educational problems.

3.4.6 Decision-making

A key characteristic of an effective school is seen when SMTs recommend that educators participate in the decision-making processes of the school (Cheng, 2008:31). According to Swanepoel (2008:39), decision-making is a process of continuous choices, concerning what needs to be done to solve or prevent problems. Educators are at the forefront of a school and are aware of the difficulties that the school faces (Omobude & Igbudu, 2012:14). Therefore, the SMTs need to make use of participatory decision making, which contributes to educator motivation to achieve the school goals.

The involvement of educators in decision- making is seen as a step towards improving the professionalism of educators, as well as a means for SMTs to empower educators (cf. 2.6). The perception of educators of SMT practices is linked to the degree to which educators participate in decision-making. This varies from one school to another, depending on the issue or problem under consideration. Algoush (2010:17) identified five major advantages of increased decision-making by educators:

- enhance educator morale,
- up-to-date educators,
- educator communication development inside and among the school,
- increase learner incentive and drive; as well as
- improved support that assists to retain and attract excellent educators.

As implied by Maslow's esteem need (cf. 3.3.1.1), if the SMTs allow educators to participate in the decision-making process, educators are likely to experience job satisfaction, because they gain recognition by being known in the decision-making process. It is vital that decisions are communicated to all educators concerned. Therefore, effective communication is necessary for educators to enhance their work, in line with general educational prerequisites, in order to achieve the school goals. Cheng (2008:33) found that the efficacy of the decisions taken should be communicated. This will be explained next.

3.4.7 Communication

The purpose of communication, according to Carl (2010:128-129), is the transfer of information and reminders of tasks to the educator. It can involve oral as well as written communication, including emails (Steyn & Van Niekerk, 2012:26). Communication is essential for school improvement and an influential reagent for sustaining and establishing trust. Communication is also important in seeking participation, as well as giving information to educators (Medwell, 2009:55).

In schools where there are definitive channels of communication, two-way communication is encouraged and educators are informed on a regular basis about everything that happens in the school. A climate is also created where educators can experience job satisfaction (Van Deventer & Kruger, 2016:156-161). Ineffective communication between the educator and SMT has a demoralizing effect on educators. When educators are knowledgeable regarding changes in the school, they feel motivated to work together. The opposite is also true, when educators have little knowledge regarding changes in the school, they will encounter lack of motivation (Van der Westhuizen, 2011:203).

The SMT may be described as the engine that gives the school its power. Therefore, the SMTs communication must be effective in order to achieve the best results (Steyn & Van Niekerk, 2012:26). SMTs must strive for the principles of good leadership in communication, as stated in Chapter Two. The SMTs should maintain relationships and an effective 'driving style', including good communication skills and techniques. The responsibility for communication includes being accessible to educators, maintaining open lines of communication with educators, and providing means for the educators to communicate frequently with the SMTs (Oberholzer, 2010:2-4). Årlestig (2008:2) states that through communication, the SMT leads and unifies educators in the workplace, which is necessary for academic results and school improvement.

As forerunners in the school, the non-verbal communications of SMTs are significant in determining the success of their leadership, by negatively or positively guiding the school (Zengele, 2011:91). Consequently, SMTs need to be constantly aware of their communication behaviours (Carl, 2010:128). Effective communication is an implicit and explicit feature of most aspects of the SMT-educator relationship (Carl, 2010:129). SMTs can use efficient communication to provide educators with recognition and feedback, which can be directly linked to better working relationships at work.

3.4.8 Work relationships

SMTs must realize that educators are at the heart of the school and therefore the relations between educators and SMTs must be strong and positive so that the school can survive (Price, 2012:39-85) and Ward (2010:187) state that when educators try to distance themselves from the SMTs, this seems to aggravate their frustrations and they become less satisfied, compared to those who have not distanced themselves.

In Alderfer's ERG Theory (cf. 3.3.1.2), the second level need referred to as relatedness needs, explains the impact and importance of the relationship between educators and SMTs (Venter & Botha 2014:101-109). The SMTs leadership style (cf. 2.4) has a meaningful impact on educator job satisfaction (Kiboss & Sirma, 2014:493-509). Autocratic and impersonal SMTs that are reluctant to include educators in school decision-making tend to damage the satisfaction of the educators in their work. (Lunenburg & Ornstein, 2012). Herzberg's two-factor theory (cf. 3.3.1.3) stipulates that inadequate quality of supervision may lead to job dissatisfaction. Therefore, SMTs ought to create and maintain functioning relationships with educators (Marishane & Botha, 2015:106).

The attitude of SMTs towards educators is an important aspect that significantly affects job satisfaction (Fuller, Young, & Baker, 2011:4). According to Price (2012:39-85), the attitude that the SMT shows an educator who fails to achieve their objectives may affect subsequent performances. Educators who are insulted may feel

ineffective. This can affect their satisfaction and, eventually, their overall output (Lunenborg & Ornstein, 2012).

Apart from the SMTs attitude, educators who encounter hostility, either from other educators or students, also tend to eventually feel dissatisfied, and they may end up hating their work. It is thus essential that the SMTs are conscious of group dynamics within their school. SMTs therefore need to implement team-building efforts in schools. The researcher is of the belief that the school's mission and goals are better achieved through teamwork. A positive educator depends on the ability of the SMTs to foster positive relationships (Simon, Judge & Halvorsen-Ganepola, 2010:534).

SMTs that secure educator support, co-operation and who provide learner discipline support, should succeed in producing a conducive, harmonious and productive working environment (Venter & Levy, 2011:19).

3.4.9 Learner discipline support

A positive disciplinary system at every school is essential so that educators can do their work adequately (Lopes & Oliveira, 2017:231-253). Discipline impacts strongly on the quality of education as offered and received at schools. It also affects the ability of educators to maintain consistently high education standards.

Without a well-established disciplinary system, there will be chaos in schools and no teaching will take place. This leads to frustrated educators who feel that they are not in charge of their classrooms. They feel threatened and uncertain, which could adversely affect their job satisfaction (Lopes & Oliveira, 2017:231-252). The management of discipline at schools is literally dependent on the management style and systems present at the school.

It is essential that educators feel supported by their SMTs when it comes to discipline. SMT support in maintaining discipline within the classroom, handling disciplinary issues and resolving conflicts with learners are important aspects of educator job satisfaction (Hugo, 2015:154). Learner behaviour is indirectly affected by the SMTs

support, and this consequently influences educator turnover (Lopes & Oliveira, 2017:231-255).

A deficient support network will experience difficulty in maintaining emphatic, positive personal relationships at school (Iwu, Gwija, Benedict & Tengeh, 2013:838-845). The complications faced by educators in handling conflict, and the absence of support with regard to disciplinary actions, are forecasters of educator job dissatisfaction and absenteeism (O'Neill, 2016:117-140).

The literature reviewed the factors that impact educators' job satisfaction. It showed the negative impact that educator work overload, poor SMT-educator communication and lack of support with learner discipline, has on educators' job satisfaction. This could lead to educators becoming demotivated and dissatisfied in their jobs. The following section describes the consequences that result if educators are not satisfied with their jobs.

3.5 CONSEQUENCES OF POOR LEVELS OF JOB SATISFACTION IN AN EDUCATIONAL ENVIRONMENT

The literature review of the factors within the school that impact educator job satisfaction indicated that as soon as these factors have a negative impact on educator job satisfaction, educators become dissatisfied and demotivated. Educator job satisfaction thus has profound consequences for educators themselves as well as for the school development. Predominantly, it can impact teacher turnover, absenteeism, and school effectiveness. The following segment highlights the occurrences when educators do not experience job satisfaction.

3.5.1 High educator turnover

It is highly likely that educators will resign from their current post if their job satisfaction levels are persistently low. In other words, job satisfaction has a large influence on turnover (Devos & Bouckenooghe, 2009:173). Educators in schools with a higher rate of educator turnover tend to have a shorter period of tenancy (Buchanan, 2010:199-211).

Educators tend to entirely leave the teaching profession because of stress associated with work, lack of dedication in schools, feelings of powerlessness, vague expectations, lack of feedback, lack of acknowledgment, lack of supervision and job dissatisfaction (Buchanan, 2010:199-211).

The manner in which SMT supervision is conducted towards educators may be partly to blame for the rate at which educators leave their work and are replaced (Devos & Bouckenooghe, 2009:173-196). In response to this, SMTs should firstly adopt a fair IQMS grading scheme for professional development. Secondly, SMTs should communicate effectively with their teaching staff as pointed out in the previous section. Thirdly, development and training programmes for educators should be conducted. Such programmes will help to improve instructional abilities.

Distributed leadership (cf. 2.3.8) has the potential to increase satisfaction and decrease turnover. Harris and Spillane (2008:31) state that distributed leadership is characterized by more than one leader, and a shared leadership throughout a school. Consequently, distributed leadership positively impacts the performance of a school, as well the process of learning and teaching (Harris & Spillane, 2008:31-32). Leadership that is not distributed will lead to educator job dissatisfaction and may result in an educator leaving the school or profession (Brown & Wyn, 2009:37-63). Herzberg's two-factor theory (cf. 3.3.1.3) stipulates that ineffective management and leadership may lead to job dissatisfaction and turnover intentions. An effective leadership can boost well-performing educators and help poorly performing educators to improve. Larkin (2015:55) mentions that researchers have consistently found a negative correlation between job satisfaction, educator turnover and continuance commitment. Larkin (2015:55) concludes that, dissatisfied educators will not be committed.

3.5.2 Commitment and Job performance

Simons and Buitendach (2013:3) describe commitment as the way in which an educator generally feels about the school where he or she works. Omidifar (2013:263) confirms that educators who are less committed also perform less well in

their jobs. This results in increased absenteeism, high employee turnover rates, as well as increased job discontentment among educators.

Wasserman and Yehoshua (2016:180-192) indicate that an explicit relationship exists between educator job satisfaction and performance at work (school). Saba (2011:4) goes on to say that satisfaction at work, or a lack thereof, moderates the job performance of educators. Griffin and Moorhead (2010:56) singled out interpersonal relationships, promotional opportunities, working conditions, supervision, accomplishment, acknowledgment and responsibility as factors that influence the educator's job performance. Furthermore, Simons and Buitendach (2013:4) established that educators who are unhappy and dissatisfied are unlikely to commit to their profession. According to Muthuvelayutham and Mohanasundaram (2012:341) well-being and health are also among the factors which influence the commitment of educators to their schools.

3.5.3 Health, well-being and burnout

Collie, Shapka and Perry (2012:1189-1204) highlight that there is a connection between job satisfaction and health conditions, which may include sleep disorders, stomach upsets, psychosomatic illnesses, emotional disorders, mental depression and stress. Similarly, Viljoen and Rothman (2009: 1-11) state that educators who cannot manage work-related stresses such as role conflict, poor working conditions and work overload will experience occupational stress.

Moletsane, Prinsloo and Reddy (2015:386-399) state that burnout is regarded as the last stage of long and continued exposure to stress at work or related to work. Burnout or emotional exhaustion is among the more serious forms of stress associated with work and is evidenced by an educator's loss of involvement, feeling, concern, confidence, and enthusiasm, which usually leads to absenteeism from class and long-term health complications. Miller, Murnane and Willett, (2008:181-200) state that burnout in educators tends to result in increased and more recurrent absenteeism from school.

3.5.4 Educator absenteeism

As noted by Obasan (2011:27), absenteeism occurs when educators avoid a hurtful or displeasing situation at school. According to Brown and Arnell (2012:173), job dissatisfaction is a factor influencing educator absenteeism.

The style of leadership adopted by SMTs directly affects educator absenteeism in a school (Lucas, Bii, Sulo, Keter, Yano & Koskey, 2012:444). In low absenteeism schools, the SMT had a more directive leadership style (cf. 2.3.2). Absenteeism rates in schools are higher under authoritarian leadership (cf. 2.4.1). Lucas *et al.* (2012:445) assert that SMTs that adopt a democratic approach to management (cf. 2.4.4) motivate their educators to feel a sense of belonging and, as a result, absenteeism rates decline.

3.6 CHAPTER SUMMARY

This chapter highlighted the importance of job satisfaction in an education environment. Several theories on job satisfaction have been discussed and the literature review focused mainly on factors that impact educators' job satisfaction.

During the literature review, it became clear that Herzberg's two-factor theory, also known as the theory of motivation and maintenance, is the ideal theory for the South African education system because of the real world approach to promoting job satisfaction and motivating educators in their working environment.

Chapter Four presents the study design and methodology that were used for the research.

CHAPTER 4

RESEARCH DESIGN AND METHODOLOGY

4.1 INTRODUCTION

Chapters Two and Three focussed on the literature review pertinent to the study. The researcher assessed the various theories linked to the management of job satisfaction and emphasised the management issues that clearly affect educator job satisfaction.

The goal of a well-substantiated research design is to collect reliable data and ultimately provide results that are credible (McMillan & Schumacher, 2010:102). Moreover, Saunders *et al.* (2012:674) refer to a research methodology as the methods of undertaken research that include the logical norms grounded on the research and the consequences of such methods. Data is the commanding connection linking the given truth and the researcher's inquisitive mind. To obtain significance from the data, researchers utilise what is generally called research methodology (Leedy & Ormrod, 2015:93). Figure 4.1 presents a graphic illustration of the chapter outline.

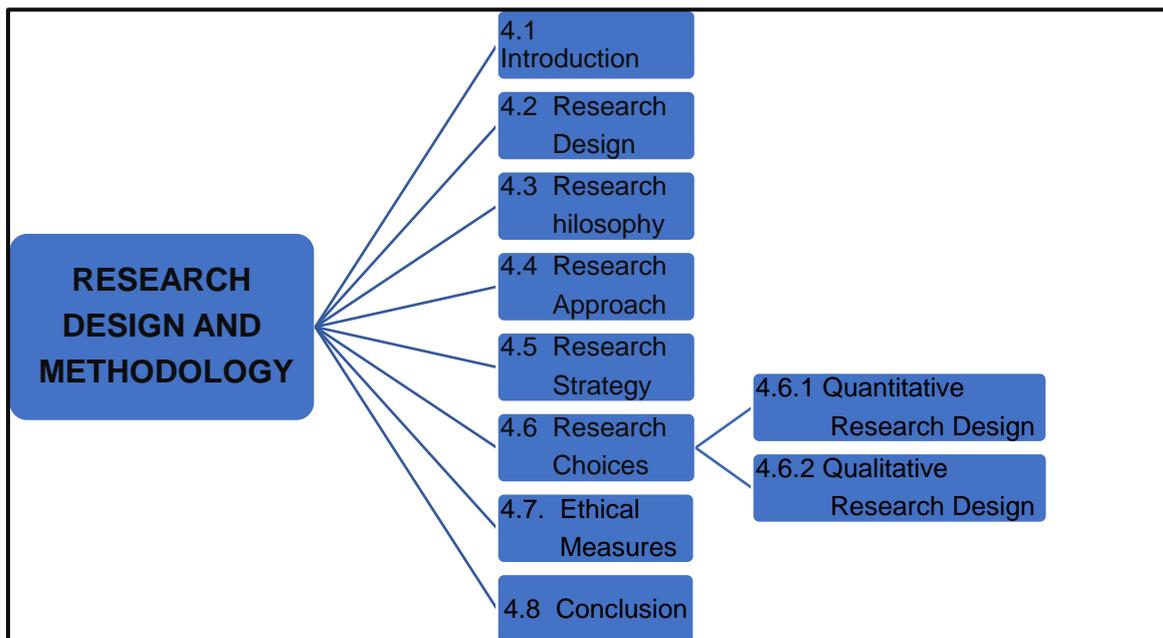


FIGURE 4. 1: CHAPTER FOUR OUTLINE

The rationale of this chapter, therefore, is to explain the methodology and methods that were associated with the various phases of the research, those being the research tools to collect the data, to analyse findings, and to draw conclusions. The ethical issues arising from the process are also discussed.

4.2 RESEARCH DESIGN

The intention of a specific research design is to indicate a strategy for generating empirical substantiation that will be applied to answer the research questions (McMillan & Schumacher, 2010:20). Polit and Beck (2012:765) add that a research design is identified as an over-all method for directing a research question, as well as stipulations for developing the research study's reliability. Saunders *et al.* (2012:159) refer to a research design as the structure, strategy and plan used to investigate the information to be obtained from the research participants to answer specific research questions, to answer a research problem, or to test a hypothesis. The plan illustrates the steps that the researcher has to follow to provide answers to the set research questions (McMillan & Schumacher, 2010:20).

De Vos *et al.* (2012:268) define a research design as a general strategy for focussing on a research question, as well as stipulations for improving the research study's reliability. Research design contains all the decisions the researcher creates in designing and planning the research study (De Vos *et al.*, 2012:109).

A synopsis of the significant matters that need to be taken into consideration, is provided through the research onion (Figure 4.2) before commencing any research (Saunders *et al.*, 2012:160). The research onion exemplifies the research philosophy, research approach, research strategy, data collection methods as well as the data analysis techniques utilised by the researcher. Every layer of the research onion is reviewed in the research study to elucidate why each single component was decided on, and how this supported the answering of research questions provided for in subsection 4.6.2.

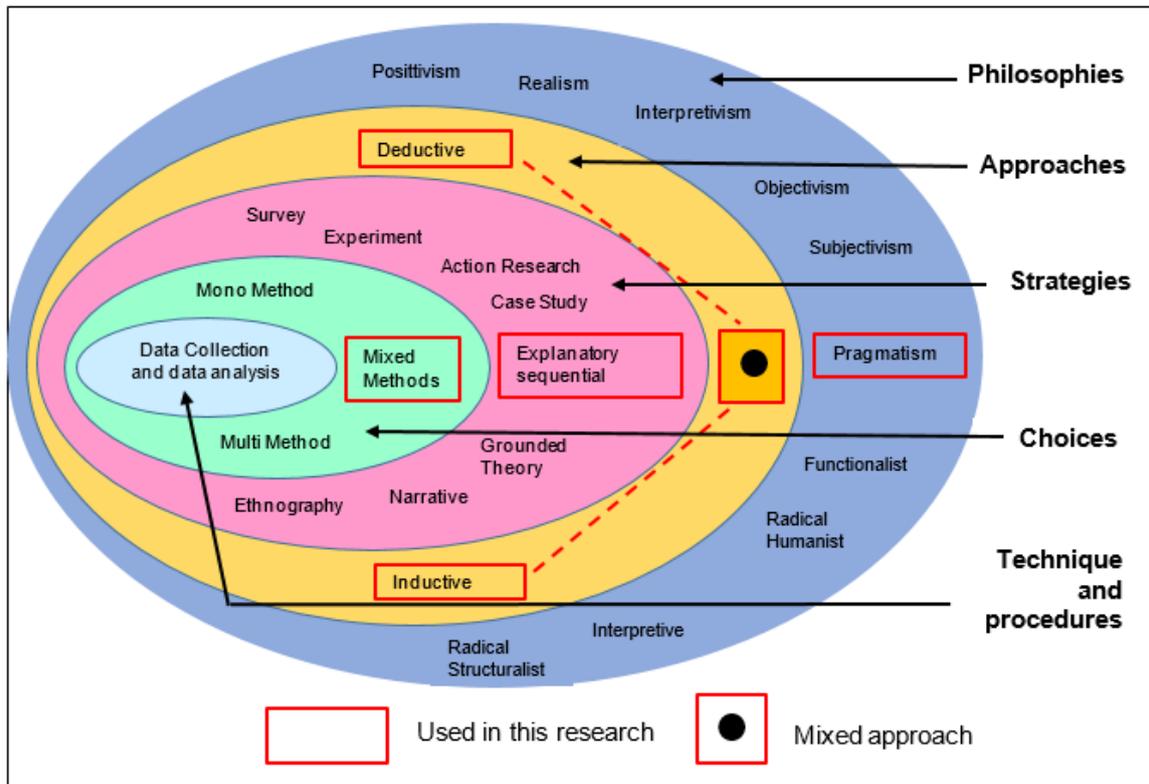


FIGURE 4. 2: THE RESEARCH ONION

(Source: Adapted from Saunders et. al, 2012:160)

Blanche et al. (2010:37) stress that the following four dimensions are required during the formation of a research design. These are: the purpose of the research; the theoretical paradigm informing the research; the context or condition, within which the research is conducted; research methods employed to collect and analyse the data. Figure 4.3 exemplifies the components of decision-making in research.

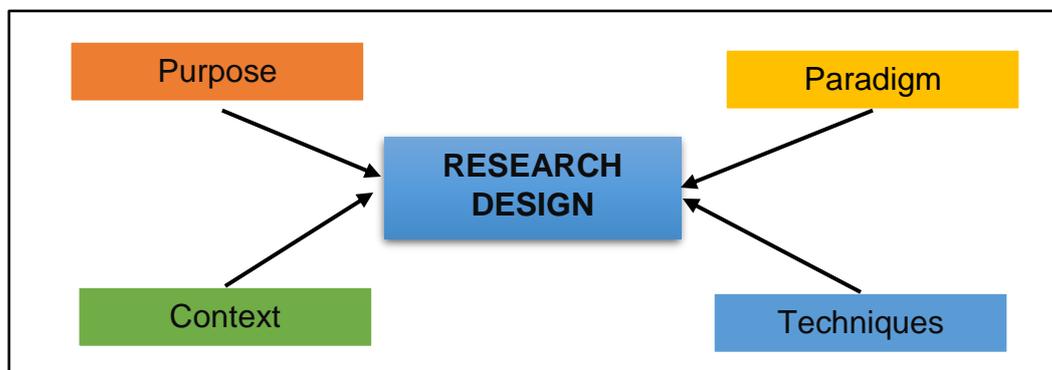


FIGURE 4. 3: THE DIMENSIONS OF DECISION-MAKING IN RESEARCH DESIGN

(Source: Blanch et al., 2010:37)

A good research design could achieve coherence by linking together the four dimensions shown in Figure 4.3. Furthermore, Saunders *et al.* (2012:159) opine that a research design contains specific objectives from research questions. Saunders *et al.* (2012:159) suggest that a research design deals with the following main questions in terms of the conducting of research:

- which approach is to be followed during the research?
- time frame of the research to be performed?
- starting from where, and from whom, will the data be gathered? and
- in what way will the data be analysed and elucidated?

The research design acts as the architectural blueprint of the study, connecting the data collection and the analysis of the research question to the rest of the study (Bickman & Rog, 2009:13). The questions that need to be answered could be validated, objective, precise and cost effective (Kumar, 2012:99), this will lead to it being reliable, helpful and viable (Bickman & Rog, 2009:13).

The research design of the current thesis was influenced and constructed using the research process 'onion' shown in Figure 4.2. The significance of making the right choices was to accomplish coherence throughout the research. The research design of the study is discussed below.

4.3 RESEARCH PHILOSOPHY

The research philosophy is a framework that shows how one should conduct the research. The research onion model originally assisted researchers to determine an appropriate research philosophy. The exterior layer of the research onion of Saunders *et al.* (2012:160) identifies the research philosophy involved. The research philosophy selected depends on the research questions chosen for the study, which act as guidelines for the researchers concerned (Saunders *et al.*, 2012:129). The research philosophy promotes consideration of how knowledge is to be developed to answer the research questions involved, as set out in Section 4.6.2. The adopted philosophy may perhaps be perceived as a multidimensional set of varieties instead of isolated positions (Saunders *et al.*, 2012:130).

The lens researchers use before determining the kind of approaches they will employ to answer their research questions is encapsulated in a philosophical framework, also known as a research paradigm (Birks & Mills, 2014:156). The research paradigm outlines the best research methodology for generating knowledge of the particular phenomenon being studied (Evans, 2013:46).

Paradigms are worldviews or belief systems that guide the decisions that researchers make (Van Zyl, 2015:3). Research paradigms present frameworks which highlight the description of what is being examined (ontology), the responsibility of the researcher in the progression (epistemology) and how to direct the research (methodology).

Therefore, it is essential that the researcher first adopts the research philosophy which in turn leads to the paradigm and in addition, to the methodology. The various views and opinions that are linked to the research philosophy are: positivism, interpretivism, realism, and pragmatism (Saunders *et al.*, 2012:129-137).

The current study adopts pragmatism given that in the pragmatist paradigm, knowledge and action counter each other, instead of content (Evans, Coon and Ume, 2011:277). The philosophy of pragmatism is a method, or a combination of methods, that function effectively in a real-world situation. Saunders *et al.* (2012:130) are of the opinion that pragmatism is relevant, when translated into concrete outcomes. Relevant and reliable data to be gathered that aid the research is most welcome and supported by pragmatists.

The aforementioned emphasises that the creation of knowledge is inter-subjective, i.e. it mutually comprises objective and subjective sources, in which the individuals and the environment in which the data is generated have a mutual responsibility (Evans, Coon & Ume, 2011:277). In the social perspective; this mutual responsibility comprises cooperation, thinking, and communication in order to create new knowledge. This is due to the fact that pragmatists believe that truth originates from experience (Saunders *et al.*, 2012:138).

Transfer of knowledge, in this paradigm is more significant than the cause of knowledge (Van Zyl, 2015:4). The pragmatic approach was considered suitable for

this study in order to attend to the research objectives, predominantly the main research aims of exploring the impact of SMTs on educator job satisfaction and establishing a manual for SMTs that contains guidelines aimed at educator job satisfaction. The subsequent layer of the research onion model refers to the research approach, which will be discussed next.

4.4 RESEARCH APPROACH

The second layer of the 'research onion' model relates to the research approach. When a researcher is clear about the theory at the beginning of the research, he or she must decide how to approach the research. The two approaches to research are the deductive and the inductive (Figure 4.4) approaches (Saunders *et al.*, 2012:143-148). According to Saunders *et al.* (2012:162), quantitative research is used together with the adoption of the deductive approach to test the theory concerned.

A deductive approach is related to the emerging hypothesis grounded on current theory, and subsequently constructing a research strategy to examine or assess the hypothesis (Wilson, 2010:9-16). In research with a deductive approach, the researcher articulates a set of hypotheses at the commencement of the research. In addition, applicable research methods are selected and utilized to test the hypotheses in order to establish whether they are correct.

Inductive reasoning commences with thorough observations of the world, which changes in the direction of more abstract generalisations and ideas in the qualitative research (Adams, Khan & Raeside, 2014:11-12). The inductive approach starts with the collection of data (e.g. through the interviewing of participants) by the researcher, who then makes sense of the data collected by means of analysis. The result of the analysis is the formulation of a theory (Dahlberg & McCaig, 2010:20).

When pursuing an inductive approach, a researcher is inclined to advance empirical generalisations and classify initial associations as he progresses throughout his research. This leads to the development of a philosophy and ultimately, the creation of a theory (Wilson, 2010:9-16).

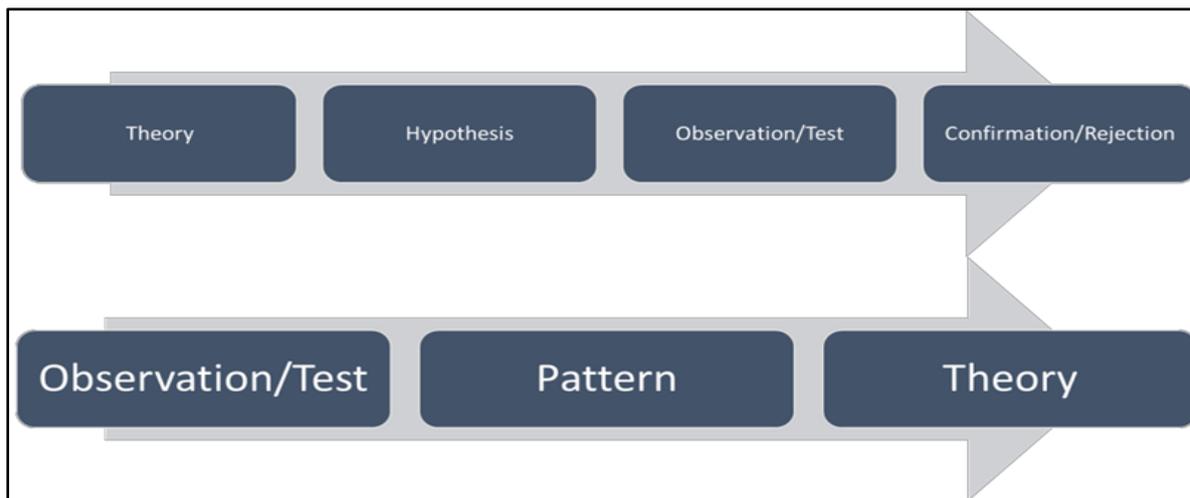


FIGURE 4. 4: DEDUCTIVE AND INDUCTIVE APPROACH
 (Source: Saunders *et al.*, 2012:150)

The inductive and deductive approaches (Figure 4.4) of reasoning have a very different feel to them when conducting research. Nevertheless, a specific study could appear to be entirely deductive (e.g., a trial intended to prove the hypothesized impacts on some outcome). The researcher at a certain point used both the inductive and deductive reasoning methods in the research study. The use of the inductive and deductive approaches uses data to discover an occurrence, to look at themes, and to clarify the patterns found, in order to create, or modify, an existing theory by means of additional data collection (Saunders *et al.*, 2012:150).

4.5 RESEARCH STRATEGY

Saunders *et al.* (2012: 152) describes the research strategy as the way in which the researcher proposes to conduct the research process. The strategy can comprise various methods such as action research, experimental research, phenomenology or explanatory sequential. The researcher employed the explanatory sequential approach. A two-phase explanatory sequential mixed methods design (Figure 4.5) was applied. The motivation for applying an explanatory sequential approach is to assist in expounding and explaining the quantitative results acquired in the first phase of the research (Maree, 2012:298). The qualitative results will support the researcher in clarifying and unravelling the findings of the quantitative study (Creswell, 2014:226). The quantitative data of phase one of the sequential explanatory mixed-

method approach was collected by using questionnaires. This led to developing interview questions for the qualitative phase of the sequential explanatory mixed-method approach.

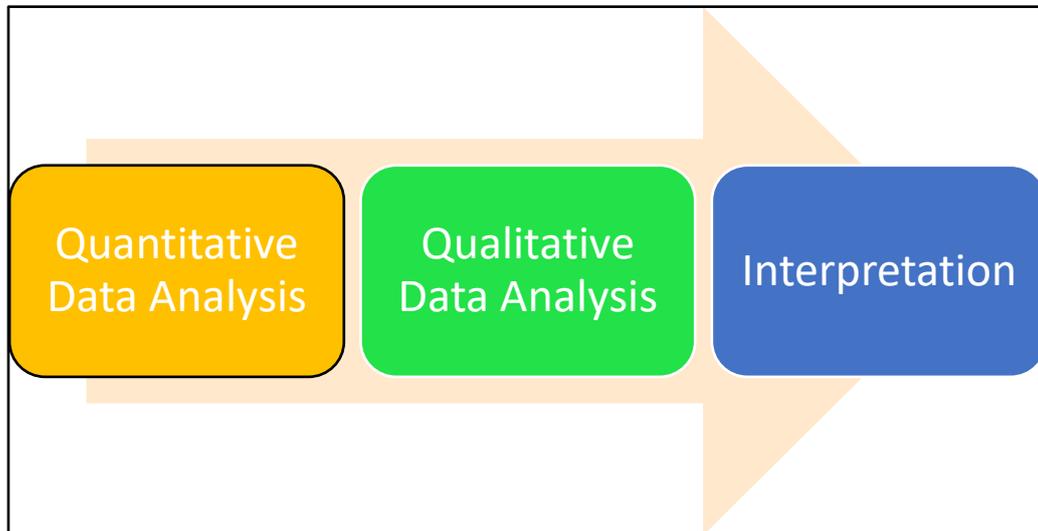


FIGURE 4. 5: THE EXPLANATORY SEQUENTIAL DESIGN

(Source: Creswell & Clark, 2011:57).

Consequently, the rationale of the explanatory sequential mixed method design is to make use of qualitative results to support interpreting the outcomes of a mainly quantitative study (Creswell & Clark, 2011:57). The primary focus was on the quantitative paradigm, with an emphasis on the qualitative paradigm to investigate the impact of SMTs on the job satisfaction of educators in the Free State province. The following section explains the adoption and use of the research choice for the present study.

4.6 RESEARCH CHOICES

Research choices are divided into quantitative and qualitative methodological approaches. The present section of the thesis focuses briefly on the differences between the two approaches. According to Flick (2009:26), a researcher may make use of the two approaches within the same research, which is known as the hybrid, or mixed approach.

The responses supporting the study will not sustain the aim or intention, if the methods are used individually. To adequately understand the mixed research design, the researcher deems it necessary to provide an explanation of the research design. The two research choices are briefly outlined in the following sub-sections.

4.6.1 Quantitative Research Design

A quantitative research approach was used by the researcher in the primary phase of data collection for this particular study.

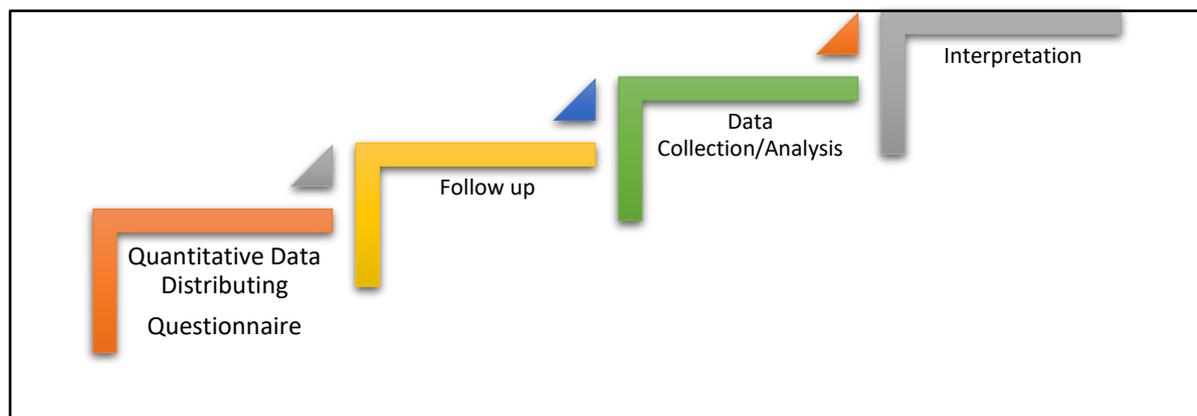


FIGURE 4. 6: QUANTITATIVE RESEARCH DESIGN

(Source: De Vos et al., 2012:443)

Quantitative method details the steps taken by the researcher during the data-collection process. Quantitative research is about numerical data, with it depending on counting and statistical analysis, which includes surveys such as questionnaires (Blanche et.al, 2010:47; Dahlberg & McCaig, 2010:22; Jensen & Laurie, 2016:12). Moreover, quantitative research emphasises quantification within the gathering and evaluation of data from a sample (Maree, 2012:71). It is evident that researchers make use of experiments, surveys and predetermined instruments in investigating their hypotheses (Naanda, 2010:79).

According to Mbundu (2011:40), this is issued once there is a considerable number of respondents in order to make accurate comparisons amongst the populations. This technique allowed the researcher to ask several participants, consisting of educators

and SMT members, similar questions and note the answers provided. A questionnaire was used in this part of the study and the data was accumulated from a sample of the population applicable to the study.

4.6.1.1 Population and sampling

A population is respondents comprising mutual characteristics needed to provide data for the research study and is the entire number of possible units per study that conform to particular conditions (Jensen & Laurie, 2016:88). The target population for this research study was SMT members (HODs, Deputy Principals and Principals), as well as post level one educators (educators and senior educators¹) from rural and urban secondary schools in the Free State province. Rural schools are schools that are situated in remote areas that are infrastructural under-developed (Department of Education, 2014:2). In this study, rural schools have fewer learners compared to schools in more populated communities; the location of rural schools is in sparsely populated areas, pupils often travel long distances to attend schools; rural budgets are small and do not adequately cover the considerable costs of operation.

The research was conducted in the Free State province where the researcher resides. The Free State province was selected as it was easy to gain access to the schools and the researcher worked in the Lejweleputswa district in the Free State province. Sixty schools in the Free State province were identified to take part in this study.

In comparison to schools in rural areas, schools in urban settings have a tendency to benefit from better educational resources, and frequently demonstrate greater self-sufficiency in the distribution of these resources. Some informal areas are also found in townships, even though informal settlements also exist within rural areas.

One can define sampling as the method of choosing a percentage of the population to signify the total population (Polit & Beck, 2012:742). Therefore, a sample is, a

¹ Experienced educator with good knowledge of subject/programme/phase as provided for in the professional qualification.

subdivision of a population containing individuals nominated to participate during the research (De Vos *et al.*, 2012:251). Stratified random sampling was used, in the quantitative phase of the research. The stratified random sampling involves a portion of a population, allotted into minor clusters identified as strata. The strata transpire on the joint characteristics of the participants (Zikmund, Babin, Carr & Griffin, 2013:394).

A random sample from every stratum is taken in a number proportional to the stratum's size, relative to the population (Babbie, 2013:44). Sub-divisions of the strata were then combined to form a random sample. A table of random numbers or a computer programme should be used to select the sample. This approach counteracts bias on the part of the researcher. The random collection of sampling units entails the calculation of sampling error and the quantification of the reliability of precision of the sample (Babbie, 2013:45).

TABLE 4. 1: TABLE OF UNIFORM RANDOM NUMBERS

60 Random Numbers
096 095 065 033 097 028 057 090 047 088 055 064 004 091 077 119 112 044 032 045 036
063 071 105 034 038 060 082 070 018 054 098 024 069 031 104 006 002 013 100 083 050
080 078 116 003 010 111 048 084 066 029 108 114 041 107 118 053 102 012

The first school was identified as 1, the second school as 2 and school number 102 as 102 and so on (horizontal line). The rationale for these numbers is that the researcher believed that data collected from the samples would provide the necessary information for the quantitative section of the research study. The numbers that were created randomly were then used to select the relevant schools to send emails or deliver the questionnaire to.

4.6.1.2 Pilot study

A pilot study is an imperative element of the data collection process. Before the researcher prepared the final format of the questionnaire, the items were tested by steering a pilot study (Basit, 2010:71). A pilot study discloses whether numerous changes are essential if the study is to be effective and efficient. Blessing and Chakrabarti, (2009:114) concur with this by stating that a pilot study is a means of checking whether the questionnaire can be administered and whether accurate data can be provided.

The researcher decided to test the items by e-mailing the questionnaire as an attachment to ten educators and SMT members in the Lejweleputswa and Motheo Education Districts. Respondents were requested to answer the questionnaire and then comment on the items contained in the questionnaire. These pilot study respondents were excluded from the research sample. The motivation behind the pilot study was to eliminate probable imperfections and ambiguities in the phrasing of the questionnaire, for example:

- to verify that the questions asked were appropriate for the respondents;
- to verify the reliability of the study in general;
- to make sure that the information obtained would be consistent;
- to make sure that adequate direction was given regarding how to complete the questionnaire;
- to standardise the procedures to be used; and
- to ensure that all topics were covered so that the data would be valid. A chance to comment on the questionnaire was given to the PL1s and SMTs who participated in the pilot study.

The subsequent alterations were made to the questionnaire:

- the questionnaire was changed from a Likert-Scale questionnaire containing 118 questions to a Likert-Scale questionnaire containing 69 questions;
- a descriptive questionnaire was added;

- the number of sections in the questionnaire was decreased from 6 to 3;
- some questions were removed due to duplication, while other questions were added in order to obtain the necessary relevant information.

4.6.1.3 Quantitative Data Collection

In this study, quantitative data collection was done through questionnaires. The use of this technique in the study not only provided the researcher with the opportunity to produce data, but it also enabled the researcher to validate and cross-check the findings (De Vos *et.al.* 2009:314). The questionnaire is one of the most popular methods used to obtain information.

The researcher used two different methods to distribute the questionnaires to respondents. Where possible, the questionnaires were delivered by hand to and collected from schools, but most of the questionnaires were e-mailed to respondents and completed online. A total of 313 questionnaires (including online questionnaires) were received from respondents. The researcher decided on this method because it is familiar to most of the population.

A relatively new trend in research is using Google Forms as a means of data collection: one can plan events, develop a survey or poll, and gather information in an easy, streamlined way using this tool. The researcher created a form on Google Drive from the existing Word document questionnaire (cf. Appendix D). The respondents then recorded their responses directly on the form (Denscombe, 2010:159). Online questionnaires such as a Google form scan offer distinct advantages, according to Dillman *et al.* (2009:1-18). Some of these advantages include the following:

- a geographically distributed population can be reached;
- there are considerable savings in travel costs;
- it is a faster alternative to a postal, face-to-face or telephonic survey—data or statistics can be supplied faster;
- the effectiveness of the research will be enhanced; and
- it yields a good response rate.

There were three sections in the questionnaire, namely section A, B and C. Section A permitted the researcher to analyse the participants' responses according to the different groups of individuals in terms of: demographics of the respondent (question 1 – 3), qualification of respondents (question 4), years teaching experience (question 5), member of the SMT and training as SMT member (question 6 and 7), demographics (age, race and gender) of school principal (question 8, 9 and 10), school district and location (question 11 and 12) and employment type (question 13).

Section B focused on the SMT characteristics, SMT impact on educators' job satisfaction and includes: demographics of the SMTs, leadership management, leadership style, communication, conflict, development or mentorship, health, workload and general. This section comprised 31 questions. The above aspect was discussed in full in the literature review in Chapters Two and Three.

When the researcher wishes to describe a link amongst various variables, these indicators, also labelled measures of connotation will assist the researcher to quantify the direction and strength of a connection. In this study certain items of the questionnaire were grouped together to describe the:

- Demographics of the SMT (questions 1 – 3) cf. 2.2.1
- Leadership and Management (questions 4 – 6) cf. 2.2; 2.5
- Leadership Style (questions 9 – 11) cf. 2.4
- Communication (questions 12 – 14) cf. 2.7.2, 3.4.7
- Conflict (questions 15 – 17) cf. 2.3; 2.7.1
- Development and mentorship (questions 18 – 21) cf. 2.7.4; 3.4.4
- Health (questions 22 and 23) cf. 3.5.3
- Workload (questions 24 – 26) cf. 3.4.2
- General (questions 27 – 31) cf. 3.4; 3.5

Section C focused on the support strategies by SMTs, which negatively or positively impacts on the job satisfaction of educators. The Likert scale assisted the researcher to place the different respondents in relation to one another. Educators and SMTs were asked to respond to 25 questions by circling the number to indicate their preferred answer to a five-point questionnaire.

They had to choose from a range of numbered responses, i.e.:

- | | |
|-----------------------|--------------|
| 1 - Strongly disagree | 2 - Disagree |
| 3 - Neutral | 4 - Agree |
| 5 - Strongly agree | |

The use of this scale is based on the postulation that every statement on the scale has the same attitudinal value, importance or weight in terms of reflecting an attitude to the subject in question (Mustafa, 2010:208-209). The information assisted the researcher to discover connections between respondents' answers to the various questions included in the quantitative research stage.

4.6.1.4 Reliability of the instrument

De Vos *et al.* (2012:172) explained that the degree to which a test measures what it is empirical to measure, is known as validity. There are three basic methods to test the validity of tests and measures. The tendency towards consistency found in different measurements is referred to as reliability (Dahlberg & McCaig, 2010:85). The researcher must aim to eliminate, neutralize or dispense with all the potential sources of error in order to avoid contaminating the concluding results.

The Cronbach's alpha was used to test the internal consistency levels or reliability of the existing data set and this suggests how directly connected a set of statements or sets are. The Cronbach Alpha which assesses the internal consistency reliability of the research instrument for this research study was applied as the reliability coefficient for Sections B and C of the questionnaire (McMillan & Schumacher, 2010:54-57). A Cronbach Alpha coefficient (cf. 5.6.1) was calculated for each of the concepts to validate their reliability.

The Cronbach's alpha, designed by Lee Cronbach in 1951, presents a measure of the internal consistency of a scale or test, using a number between 0 and 1. The method is a way of measuring reliability, or internal consistency (Tavakol & Dennick, 2011:53). Therefore, to ensure the validity of a study, it is important that internal

consistency be established prior to any examination and be used in support of research purposes.

4.6.1.5 Quantitative Data Collection procedure

The Free State Department of Basic Education granted the researcher permission to administer the questionnaire in schools in five educational districts within the province. The quantitative phase respondents were provided with details of the study via an information-covering page attached to the questionnaire (cf. Appendix D). The process of distribution did not involve any financial costs.

Following the finalizing of the questionnaires, principals placed the questionnaires in the given envelope and the researcher collected the envelopes after 21 working days. Questionnaire-based research is increasingly being conducted using the Internet (Fielding, Lee & Blank, 2010:79-93) and communication via e-mail is the simplest means of delivery.

Therefore, e-mails were also sent to individuals asking them to complete the same questionnaire, but in an online format. The questionnaire that was distributed via email, was captured immediately on Google forms in the Google Drive. The researcher did follow-ups via the telephone and email to remind them of the deadline. It must be noted that there are certain limitations to this questionnaire data-collection method (Creswell & Clark, 2011:176-178). These are:

- respondents might be unwilling to provide information, so it was important that the researcher reassured the respondents that the information would be confidential;
- respondents might not be able to provide relevant information owing to a lack of understanding; and
- semantic difficulties: A variation in results will arise if the same question is posed using different wording. The researcher, therefore, ensured that the questions were properly phrased.

In this study, questionnaire limitations were addressed by informing respondents that all personal data will be kept anonymous. The pilot study (cf. 4.6.1.2) clarified and corrected all questions and semantic difficulties that respondents could not understand.

Some of the drawbacks involved in this approach include barring people who lack access to a computer. The researcher dealt with this drawback by providing these respondents with the questionnaire by means of direct delivery from the researcher, as detailed above.

4.6.1.6 Data Analysis of Quantitative Data

To analyse data means that the researcher must organise, account for and explain the collected data (De Vos *et al.*, 2009:334). Once all the questionnaires had been received from the respondents, the data was analysed with the Statistical Package for the Social Sciences (SPSS). The researcher used descriptive statistics to analyse the information collected from questionnaires.

Within descriptive analysis, reviewing data and obtaining a synopsis towards outcomes are reflected while in deductive analysis, data would be influenced for testing initial data, reliability, testing hypotheses, findings relation and strength of relations amongst variables. Hypotheses were stated with the following variables in mind:

Hypothesis 1: Gender

Null hypothesis

There are no statistically significant differences in the opinions of male and female educators in terms of:

- ***SMT support strategy decision making affecting job satisfaction.***
- ***SMT support strategy feedback affecting job satisfaction***
- ***SMT support strategy discipline affecting job satisfaction***
- ***SMT support strategy policy affecting job satisfaction***

- ***SMT support strategy teamwork*** affecting job satisfaction
- ***SMT support strategy operation*** affecting job satisfaction
- ***SMT support strategy welfare/support*** affecting job satisfaction.

Hypothesis 2: Race

Null hypothesis

There are no statistically significant differences in the opinions of educators of different race groups in terms of:

- ***SMT support strategy decision making*** affecting job satisfaction.
- ***SMT support strategy feedback*** affecting job satisfaction
- ***SMT support strategy discipline*** affecting job satisfaction
- ***SMT support strategy policy*** affecting job satisfaction
- ***SMT support strategy teamwork*** affecting job satisfaction
- ***SMT support strategy operation*** affecting job satisfaction
- ***SMT support strategy welfare/support*** affecting job satisfaction

Hypothesis 3: Age groups

Null hypothesis

There are no statistically significant differences in the opinions of educators of different age groups in terms of:

- ***SMT support strategy decision making*** affecting job satisfaction.
- ***SMT support strategy feedback*** affecting job satisfaction
- ***SMT support strategy discipline*** affecting job satisfaction
- ***SMT support strategy policy*** affecting job satisfaction
- ***SMT support strategy teamwork*** affecting job satisfaction
- ***SMT support strategy operation*** affecting job satisfaction
- ***SMT support strategy welfare/support*** affecting job satisfaction

The descriptive method according to De Vos *et al.* (2012:251) shows how data is spread over a wide and variable range. The questionnaire played a crucial role in

guiding the researcher in indicating the degree to which most respondents responded similarly to an assumption query. According to McMillan and Schumacher (2010:162), the most and least occurring scores are indicated faster by the frequency distribution.

According to O'Neil (2009:1-45), it is assumed that the data gathered for statistical analysis is from a normally distributed population. As inferential statistics are done to verify that some or all of the results are applicable to the entire population, it is paramount that the population's distribution should also be normal. Inferential statistics become relevant when a researcher wants to generalise the findings of the study from a sample to a population (Healy, 2009:17).

Durrheim (2011:208) states that inferential statistics permit the researcher to make an educated guess on how much the random variance will be; it therefore allows the researcher to estimate the amount of change involved in drawing conclusions. The Levene test is an inferential statistical applied to assess the equality of variances for a variable calculated for two or more groups (Garson, 2013:36).

Several customary statistical procedures presume that differences of the populations from which various samples are drawn remain equal. Levene's test assesses this statement. The analysis for normality should furthermore include statistics pertaining to, amongst others, skewness, kurtosis, Kolmogorov-Smirnov (K-S) and Q-Q plots to check for normality of the data distribution (O'Neil, 2009:1-45). Normality can be guaranteed when the distribution of the individual observations from the sample is normal (Garson, 2013:17).

Nonetheless, all the more so if the distribution of the specific observations is not normal, the distribution of the sample means will be normal if the sample size is around 30 or larger. This is due to the central limit theorem, which posits that even when a population is non-normally distributed, the distribution of the sample means will be normal when the sample size is 30 or more (Maree, 2012:211).

The level of statistical significance is often expressed as the so-called p-value. Depending on the statistical test one has chosen (in this case the Independent

Samples Test), a probability calculation (i.e. the p-value) is made by observing one's sample results. To ascertain whether a hypothesis statement is statistically significant, the p-value has to be less than 0.05.

This means that there was a 5% or less chance (5 times in 100 or less) that the difference in the opinions of educators between different IV (gender, age and race groups) is statistically significant. Alternatively, if the chance was greater than 5% (5 times in 100 or more), one would accept the hypothesis (Tavakol & Dennick 2011:53).

The researcher used an independent sample t-test to test the gender hypotheses as there were only two levels of the independent variable (IV) gender namely male and female. However, for the race and age group hypotheses, an ANOVA test was conducted since this IV had more than two levels.

4.6.2 Qualitative Research Design

Qualitative research is also called field research, critical research or interpretative research, which expresses data verbally in a non-numerical form (McMillan & Schumacher, 2012:318). Qualitative research is conducted in research wherever the topic matter under investigation is underdeveloped or brand-new and wherever qualitative approaches are able to assist to describe concepts, terminology or subjects aimed at investigation (Ritchie & Ormston, 2014:42).

Qualitative research is driven by research questions. The main research question for this research is: *What is the impact of the SMTs on educator job satisfaction in secondary schools in the Free State province?*

The following sub-questions guided the study:

- RQ 1 Which leadership theories and SMT practices are associated with job satisfaction?
- RQ 2 What are the essences of job satisfaction and what factors affect job satisfaction in an academic environment?

- RQ 3 Which management actions and activities of school management teams (SMTs) positively or negatively affect educator job satisfaction?
- RQ 4 Which school and classroom related aspects affect educator job satisfaction?
- RQ 5 What are possible solutions to address educator job satisfaction?
- RQ 6 Which critical aspects should be included in a School Management Training Toolkit to enhance educator job satisfaction?

Gay, Mills, and Airasian (2011:7) assert that when using a qualitative research design, the researcher needs to take note of the fact that qualitative research is an interactive, subjective and systematic approach used to illustrate life experiences and give them meaning. It is conducted in the natural setting where the phenomenon under study is taking place. A qualitative design provides the researcher with first-hand information (i.e. primary data) regarding the research problem, as it is obtained directly from the source (Hennink, Hutter & Bailey, 2011:10).

4.6.2.1 Participants' selection

Creswell (2014:203) states that, with qualitative research, the aim is to expand on a thorough exploration of a central phenomenon.

A population is a cluster of components, whether individuals, events or objects that coincide with peculiar conditions (cf. 5.8). The population of this study comprised SMT members (HODs, Deputy Principals and Principals), as well as post level one educators from rural and urban schools in the Free State Province. Schools in urban settings have a tendency to benefit from better educational resources, and frequently display greater self-sufficiency in how they distribute those resources, as compared to those schools from rural areas. Some informal areas are also found in townships, even though informal settlements exist within rural areas.

Leedy and Ormrod (2015:152) describe a sample as the group of participants or a subdivision of the population from whom the data is gathered. According to Maree and Pietersen (2014:178), qualitative research uses non-probability samples in which units are purposefully selected to reflect specific features. The researcher used

purposive and convenience sampling for the selection of participants, as recommended by Babbie (2013:193).

Data from the quantitative section was used to purposefully sample a smaller group of participants to participate in the qualitative focus group interviews. The rationale was to gather in-depth qualitative data to compliment quantitative data. SMTs and PL1 educators in the Free State province were chosen using the convenience and purposive sampling procedure detailed above. The researcher ensured that the sample included participants of both genders, of differing race and age groups, years of service, and post levels. This was done to illuminate different aspects of the research problem and thus deliver rich data that complemented the quantitative data (McMillan & Schumacher, 2010:327). Permission to interview these participants was granted by the Free State Department of Basic Education (cf. Appendix C).

4.6.2.2 Qualitative Data Collection

An interview is for the most part, a direct method of obtaining data (Brink, 2009:151), as this allows the researcher to obtain feedback from a direct encounter.

To gather qualitative data, focus group interviews were conducted with purposefully sampled participants. Focus group interviews according to Doody, Slevin and Taggart (2013:266) are a qualitative data collection technique, in which data is collected amongst group interaction on a selected subject. Focus group interviews are where a group of people (such as educators and SMTs) are chosen and questioned concerning their belief or views about a specific matter. It is also an interactive environment where the participants are allowed to deliberate with each other (Datko, 2015:146). The principal aim of a focus group interview is to gain an opinion on a known situation from a lived world experience.

The population for the focus group interviews was discussed in Section 4.6.2.1. Twelve schools in the Free State province were chosen using the convenience and purposive sampling procedure detailed above. All five districts in the Free State were included in the focus groups. The composition are as follows (cf. 5.8):

- 3 schools from Lejweleputswa District;
- 2 schools from Fezile Dabi District;
- 3 schools from Motheo District;
- 2 schools from Thabo Mofutsanyane District; and
- 2 schools from the Xhariep District.

Educators and SMTs from the same school were grouped together in the same focus groups. 34 Educators and 34 SMT members, including 8 Principals, 6 Deputy Principals and 20 HODs, formed part of the twelve focus groups.

The questions asked during the focus group interviews (cf. Appendix F) were based on the results obtained from the questionnaire (cf. Appendix D). The questions were formulated to determine similarities amongst educators in terms of the factors that had a bearing on their job satisfaction.

The researcher provided educators and SMT members with a consent form before the meeting, and only the educators and SMT members who gave consent participated in the meetings (cf. Appendix E). The researcher guaranteed that all meetings would occur after ordinary school hours so that they had no impact on the day-to-day activities at the schools. All interviews were tape-recorded with participants' permission. The description and coding of focus group interviews are discussed in Chapter Five (cf. 5.8).

4.6.2.3 Analysis of Qualitative data

In qualitative research, data analysis is aimed at the identification of patterns, features and themes (Hennink, Hutter and Bailey, 2011:10) and by using a wide-angled lens to gather a richness of information regarding the breadth and depth of the phenomena under study. The gathered information is unlocked by means of a coding process.

The first stage of thematic coding is called descriptive coding (or sometimes called open coding), a process of highlighting an important theme or word in every individual interview to identify relevant categories or themes (Rivas, 2012:370). Grouping

together words under descriptive codes that share a mutual connotation to generate an informative code is the second stage of thematic coding. Thereafter the researcher defines an all-embracing (overarching) theme that epitomises the key concepts in the analysis. Analysis of the qualitative data tends to be a non-linear and ongoing procedure, which implies that data collection, processing, analysis, and reporting are entangled. According to McMillian and Schumacher (2010:367), the generic process in qualitative data analysis includes data preparation, coding of data, establishing categories/ themes and developing patterns.

TABLE 4. 2: DESCRIPTION OF THE UNIVERSAL STEPS USED IN QUALITATIVE DATA ANALYSIS

Steps	Description
Data preparation	Organizing and transcribing information.
Coding	Coding is well-defined as indicating the sections of data with descriptive words, symbols, or exceptional identifying names
Establishing themes	Groups are objects encompassed of grouped codes.
Developing patterns	A pattern is a relationship among categories.

(Source: Nieuwenhuys, 2014:99).

In this study, qualitative data was themed and reported on as such. The data from the focus-group interviews were explicated by means of thematic and content data analysis methods. The analysis was based on categories, sub-categories and themes that occurred from the interviews. The researcher was able contrast and compare the views of the participants by means of content and thematic analysis methods, as well as with research findings from the literature review.

The researcher attempted to bring structure, meaning and order, to the responses of the collected data. The researcher investigated the information for patterns, symmetries, words, phrases and topics to signify the patterns and topics. The information was continuously apportioned into practicable categories or topics. The emergent categories or patterns were colour coded. Categories were emphasised and preferred when the data was collected. (McMillan & Schumacher, 2010:244).

Similar colour-coded themes were then grouped together from all the responses of all the participants

During the focus-groups, participants were asked to briefly express the aspect of the SMTs that gave them the most satisfaction or displeased them the most. The focus-group comprised different genders and, in some schools, different races. Participants also had varied years of teaching experience within the education system and had taught numerous grades at their respective schools.

Some of the participants were part of the SMT. Though; these variables did not seem to be predominantly significant as far as the singularity of job satisfaction was concerned.

4.6.2.4 Measures to ensure trustworthiness

In qualitative research, terminology encompassing both reliability and validity includes credibility, transferability, and trustworthiness (Booyse, Le Roux, Seroto & Wolhuter, 2010:83). Although the terms reliability and validity are used by some researchers for both qualitative and quantitative research, in this research report, the term trustworthiness is used instead. One of the terms closely related to trustworthiness is consistency. This refers to efforts to assure reliability and validity in qualitative research (Roberts, Priest & Traynor, 2008:43; Bashir *et al.*, 2008:35-36). This is achieved by demonstrating competence and integrity, adhering to detail and being accurate, which results in research with sound authenticity and trustworthiness (Booyse, Le Roux, Seroto & Wolhuter, 2010:83).

Although the tests and measures used to establish the validity and reliability of quantitative research cannot be applied to qualitative research, there are ongoing debates about whether terms such as validity, reliability and generalisability are appropriate to evaluate qualitative research (Neuman, 2014:147). One of the terms closely linked to trustworthiness is rigour, referring to tendencies to assure reliability and validity in qualitative research (Roberts *et al.*, 2008:43). To increase the trustworthiness and authenticity of the qualitative research process, a description of what was done, how and why it was done is needed (Sinkovics, Penz & Ghauri,

2008:689-713). In qualitative research four measures are applied namely credibility, transferability, reliability and conformability.

According to Gunawan (2015:10), credibility refers to the faithfulness to the narrative of the phenomenon in question. Uniformity amongst the participants' views and the researcher's depiction of them are addressed.

To secure credibility the researcher can use several approaches to safeguard the credibility of the study, namely triangulation, member check and expert check (O'Leary & Hunt, 2016:133).

In this study, triangulation was implemented by using a questionnaire, as well as interviews, to obtain data. Credibility refers to accountability for the all-inclusive research procedure; in addition it contains actions in formulation of the field of research.

According to Nieuwenhuys (2014:113), dependability refers to the stability of findings over time and is the qualitative alternative to reliability. To deal with the dependability subject more rigorously, the manner within the research ought to be described in detail, to allow a prospective researcher to replicate the study. To guarantee dependability in this study, qualitative data was analysed by themes and reported on in-depth. The processes of research are clearly specified in the study to enable the reader to follow.

Confirmability is the qualitative researcher's equivalent of objectivity. Researchers need to reveal that the data and their interpretations drawn from the data are realistically and plausibly collected (Sinkovics *et al.*, 2008:699). Confirmability denotes the degree to which others can confirm the characteristics of data, as suggested by the researcher. A thorough methodological explanation empowers the reader to establish whether the data and concepts emerging from it may be accepted. An important aspect in this process is the audit trail, which permits any viewer to trace the progression of the research through the decisions made and processes described.

Transferability is the degree to which the reader streamlines the outcomes of a research study to suit their own setting. This is attained through presenting contextual information on the participants, procedures of data collection, the researcher and the association of the researcher and participant to allow the readers to conclude whether the conclusions drawn could also be appropriate to their situations (Hanson, Balmer & Giardino, 2011:380). An account of the participants, their background, and findings would be presented in order to ensure that a reader could determine if their settings are comparable (transferability). The importance of ethical measures and contributions is discussed in the next section.

4.7 ETHICAL MEASURES

The researcher considered the following ethical issues as described by Hennink *et al.* (2011:66-68) and Duncombe & Jessop (2012:109-112) during the selection and recruitment of respondents and participants in the research:

4.7.1 Informed consent

Prior to the distribution of questionnaires, consent was sought from each respondent. Although no written consent was sought, each participant was informed that if they did not wish to participate, they would be free to return their incomplete questionnaire or not take part in the focus group interviews. A basic moral principle is not to compel any member into participating; those who participate should be volunteers (Neuman, 2011:149). Participants should simply be those who are familiar with the subject area and who can thus settle on an educated choice. The rights and privacy of all the participants were respected.

Full disclosure and explanation were given to participants in the form of a questionnaire cover letter (cf. Appendix D) as well as an interview consent form (cf. Appendix E). The consent forms included: the rationale of the study, the participants' role, the anticipated time required for participation, assurance of confidentiality and anonymity, abandonment without any consequence, the contact details of the researcher, and the institute that provided ethical approval.

The initial step in acquiring informed consent was to apply for ethical clearance from the Faculty Research and Innovation Committee (FRIC) of the Faculty of Humanities at the Central University of Technology, Free State (cf. Appendix A). The Ethical Clearance number to conduct research is *D FRIC 16/11/16*. This was required in order to carry out research through the direction of the study promotor designated by the Central University of Technology, Free State.

Permission to conduct research was obtained from the Head of Department, Department of Basic Education of the Free State (cf. Appendix C).

4.7.2 Voluntary participation

Participants in this study were given an option to participate or not. Participants were also given the guarantee of the chance to withdraw, if they so wished.

4.7.3 Anonymity and confidentiality

To ensure confidentiality, respondents were reassured verbally and in writing (in the questionnaire) that the information would be treated with the utmost confidence. Although the research report will be published, it will contain figures, percentages and deductions based on the evaluation and clarification of the statistics provided without identifying any respondent personally.

4.7.4 Permission to tape-record focus group interviews

In the qualitative phase of the research, focus group interviews were conducted. The focus group interviews were tape-recorded. Consent for the recording of the interviews was obtained from the participants beforehand.

4.7.5 Maintaining objectivity and interpersonal subjectivity

Objectivity entails the quality of data collected in a study that can be interpreted reasonably (McMillan & Schumacher, 2010:8). According to Neuman (2011:168), a

researcher is supposed to be rational, trustful and impartial, in order for the research to be rated as trustworthy.

The researcher remained trustful and impartial with the aim of ensuring trustworthiness of the study results. The next section discusses reflexivity.

4.7.6 Reflexivity

Reflexivity refers to researchers examining their dedication, objectiveness, and ability to remain non-partisan during the investigation (McMillan & Schumacher, 2010:332-333). Reflexivity was achieved by means of a structured questionnaire, focus group interview transcriptions, interview notes and a digital tape recorder.

4.8 CHAPTER SUMMARY

This chapter emphasised the methodology for the study. The study was mixed-method by design as both quantitative data and qualitative data were collected. In quantitative research the researcher sought to gather statistical data that could be analysed by using statistically based methods.

In qualitative research the researcher intended to gather data from participants in their own words. This would enable the participants to provide explanations and descriptions of their experiences.

The chapter further explained the population and the sample for this study. The population was indicated and the sampling procedure outlined. Data analysis and coding of qualitative data were elaborated on. The chapter concluded by explaining the trustworthiness of the research. The application of these to this study was discussed. With this explanation, the researcher aims to ensure that the reader understands the methods followed during the research process. The findings of the study follow in the subsequent chapter.

CHAPTER 5

DATA PRESENTATION AND ANALYSES

5.1 INTRODUCTION

The research design was discussed in Chapter Four. This included the dependent and independent variables, the main research question and accompanying subsidiary questions, the overall aim and objectives. The chapter also bears evidence of the related hypotheses, the data-collection instruments, the methods of data analysis, and the ethical considerations of the study. The study aimed to explore the extent to which SMTs influence educator job satisfaction in schools in the Free State Province.

The literature review attempted to define job satisfaction and determine the factors affecting job satisfaction in an academic environment, and to look into ways through which SMTs can promote job satisfaction amongst educators. Ultimately, the study sought to come up with solutions and support strategies through which SMTs may impact positively on the educator's job satisfaction, as discussed in the empirical investigation that formed part of the theoretical overview, as reported in Chapters Two and Three. Specific reference was made to SMT characteristics and leadership styles when the opinions of educators on job satisfaction were sought. Subsequently, the study examined whether statistically significant variances existed between the opinions of educators towards job satisfaction, as influenced by various SMT characteristics. The next section describes the analysis of the quantitative and qualitative data.

5.2 RESEARCH QUESTIONS AND HYPOTHESES

The main research question for this research is:

What is the impact of the SMTs on educator job satisfaction in secondary schools in the Free State province?

The following sub-questions guided the study:

- RQ 1 Which leadership theories and SMT practices are associated with job satisfaction?
- RQ 2 What are the essences of job satisfaction and what factors affect job satisfaction in an academic environment?
- RQ 3 Which management actions and activities of school management teams (SMTs) positively or negatively affect educator job satisfaction?
- RQ 4 Which school and classroom related aspects affect educator job satisfaction?
- RQ 5 What are possible solutions to address educator job satisfaction?
- RQ 6 Which critical aspects should be included in a School Management Training Toolkit to enhance educator job satisfaction?

Based on the interaction between the most reported dependent and independent variables, as presented in the literature (Chapters Two and Three), hypotheses were stated with the following variables in mind:

Hypothesis 1: Gender

Null hypothesis

There are no statistically significant differences in the opinions of male and female educators in terms of:

- ***SMT support strategy decision making*** affecting job satisfaction.
- ***SMT support strategy feedback*** affecting job satisfaction
- ***SMT support strategy discipline*** affecting job satisfaction
- ***SMT support strategy policy*** affecting job satisfaction
- ***SMT support strategy teamwork*** affecting job satisfaction
- ***SMT support strategy operation*** affecting job satisfaction
- ***SMT support strategy welfare/support*** affecting job satisfaction.

Hypothesis 2: Race

Null hypothesis

There are no statistically significant differences in the opinions of educators of different race groups in terms of:

- ***SMT support strategy decision making*** affecting job satisfaction.
- ***SMT support strategy feedback*** affecting job satisfaction
- ***SMT support strategy discipline*** affecting job satisfaction
- ***SMT support strategy policy*** affecting job satisfaction
- ***SMT support strategy teamwork*** affecting job satisfaction
- ***SMT support strategy operation*** affecting job satisfaction
- ***SMT support strategy welfare/support*** affecting job satisfaction

Hypothesis 3: Age groups

Null hypothesis

There are no statistically significant differences in the opinions of educators of different age groups in terms of:

- ***SMT support strategy decision making*** affecting job satisfaction.
- ***SMT support strategy feedback*** affecting job satisfaction
- ***SMT support strategy discipline*** affecting job satisfaction
- ***SMT support strategy policy*** affecting job satisfaction
- ***SMT support strategy teamwork*** affecting job satisfaction
- ***SMT support strategy operation*** affecting job satisfaction
- ***SMT support strategy welfare/support*** affecting job satisfaction

This chapter presents the results and a discussion of the results in order to answer the above-mentioned questions and test the hypotheses. The results are based on the data that were collected by means of a quantitative questionnaire. The data

representation is presented in three sections. Firstly, the biographical data of the participants are provided.

Secondly, the results of the quantitative data are presented in tables and figures, and are discussed accordingly. Thereafter, the findings from the qualitative phase are presented.

5.3 VARIABLES

A variable is a characteristic attribute of a belief that takes on unlike values. Such variables have values, symbols or numbers allocated to them, and may either be independent or dependent (Maree, 2012:147). In research, variables are classified as either independent or dependent.

5.3.1 Independent variables (IV)

The independent variable (or variables) is the variable that is manipulated by the researcher. This factor is often the research question/hypothesis behind the outcome of the research. When the researcher wishes to describe a relationship between two or more variables, these statistics, also called measures of association, will assist the researcher to quantify the strength and direction of a relationship (Maree, 2012:149). The researcher examined the correlation between independent variables (respondents gender, race and age) and the dependent variable (job satisfaction) by applying correlation analysis. It is thought to influence other variables in a particular study, and predictions can be formulated based on it/them (M). The subsequent independent variables were identified in this research study:

- Gender of respondents
- Race of respondents
- Age of respondents

5.3.2 Dependent variables (DV)

Dependent variable(s) in a study depends on the reputed effect which varies concomitantly with changes or variation in the independent variable(s) (Maree,

2012:150). Dependent variables are not manipulated by the researcher, and as a result, predictions can also be made about them. In this study, the dependent variables were the various SMT characteristics that influence educators' job satisfaction ratings.

5.4 QUANTITATIVE ANALYSIS OF DATA

In quantitative research, reporting is an objective presentation of results. The researcher attempted to describe the sample using statistical analysis through descriptive statistics presented by means of graphs.

5.4.1 Biographical data of respondents

The biographical data of the respondents is summarised in Tables 5.1 to 5.13 below. In the figures that follow, graphical representations of each independent variable (gender, race and age of respondents), together with the other biographical data pertaining to the respondents, are offered.

5.4.1.1 Gender of respondents

The genders of the sample are presented in Table 5.1. The population was mainly composed of female educators. As illustrated, from a total of 313 educators, females comprised 60.4% (N=189), and males made up the rest (N=124; 39.6%).

TABLE 5. 1: GENDER OF RESPONDENTS (N=313)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	124	39.6	39.6	39.6
	Female	189	60.4	60.4	100.0
	Total	313	100.0	100.0	

5.4.1.2 Race groups of respondents

Table 5.2 and Figure 5.1 indicate that the largest group (N=215; 68.7%) of the respondents originated from a white population, while 31.3% (N=98) were from other race groups. Answers may be influenced by the respondents' experiences with the survey topic.

TABLE 5. 2: RESPONDENTS' RACE GROUP (N=313)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Black	76	24.3	24.3	24.3
	Coloured	16	5.1	5.1	29.4
	Indian	5	1.6	1.6	31.0
	White	215	68.7	68.7	99.7
	Other	1	.3	.3	100.0
	Total	313	100.0	100.0	

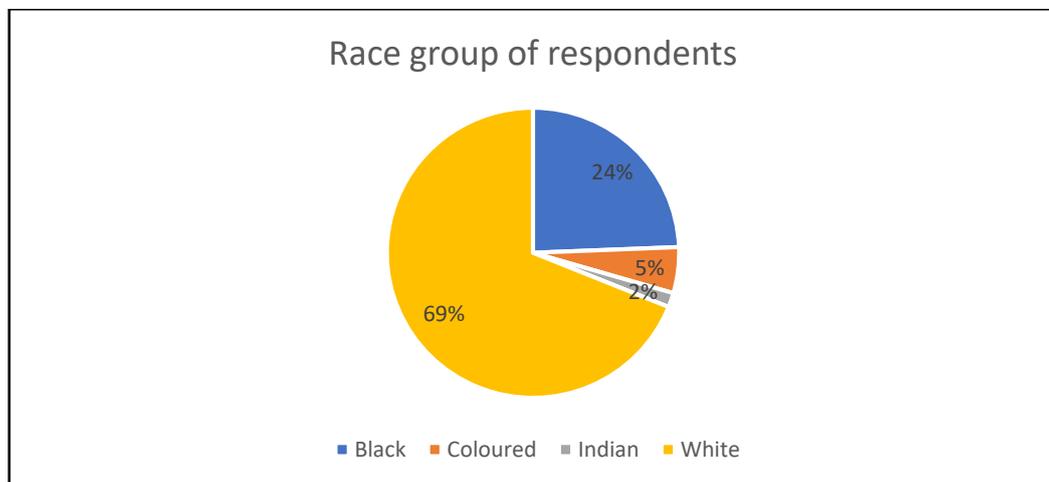


FIGURE 5. 1: RACE COMPOSITION OF SAMPLE (N=313)

5.4.1.3 Respondents' Age Groups

The age groups of the respondents, as displayed in Table 5.3 and Figure 5.2, showed that the majority of educators were in the age group 26 – 35 years (N=129, 41.2%).

The age groups 37 – 45 years and 46 – 55 years were equally represented (N=72, 23%).

TABLE 5. 3: RESPONDENTS' AGE GROUPS (N=313)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	20 - 25	20	6.4	6.4	6.4
	26 - 35	129	41.2	41.2	47.6
	37 - 45	72	23.0	23.0	70.6
	46 - 55	72	23.0	23.0	93.6
	56+	19	6.1	6.1	99.7
	Missing values (9)	1	.3	.3	100.0
	Total	313	100.0	100.0	

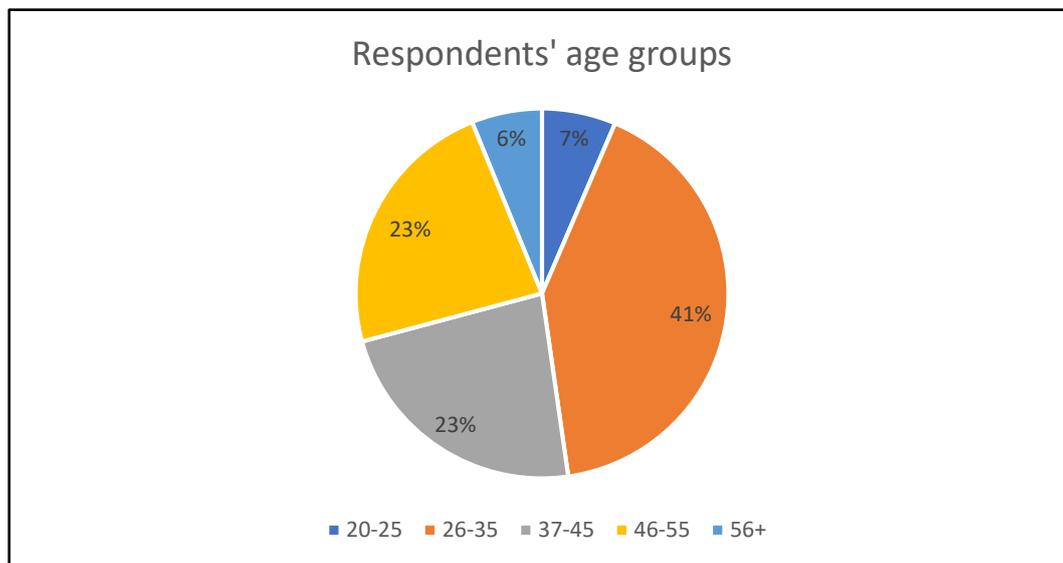


FIGURE 5. 2: AGE COMPOSITION OF SAMPLE (N=313)

5.4.1.4 Qualifications of Respondents

The level of education distribution of the sample is shown in Table 5.4. It is evident that the sample mainly consisted of respondents holding a bachelor's degree. As

illustrated in Table 5.4 and Figure 5.3, from a total of 313 educators, bachelor's degree qualifications comprised 60.7% (N=190) and honour's degrees made up the rest (N=73; 23.3%).

TABLE 5. 4: RESPONDENTS' HIGHEST QUALIFICATION (N=313)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	<i>Diploma</i>	20	6.4	6.4	6.4
	<i>Bachelor's Degree</i>	190	60.7	60.7	67.1
	<i>Honour's Degree</i>	73	23.3	23.3	90.4
	<i>Master's Degree</i>	19	6.1	6.1	96.5
	<i>Student Educator</i>	11	3.5	3.5	100.0
	Total	313	100.0	100.0	

Figure 5.3 indicates that the different academic qualifications of the respondents; this reveals, for example, that respondents with Master's degrees and respondents with B.Ed. degrees would still experience job dissatisfaction or satisfaction in equal measure.

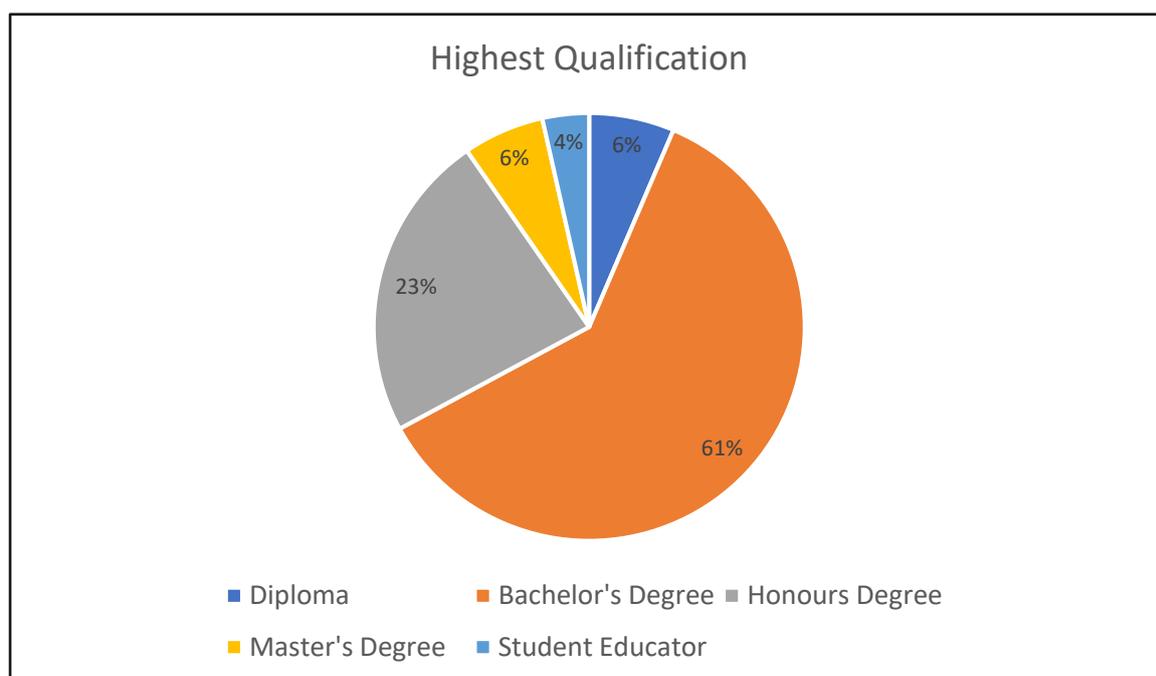


FIGURE 5. 3: HIGHEST QUALIFICATION COMPOSITION OF SAMPLE (N=313)

5.4.1.5 Respondents' teaching experience

The job tenure of the sample is shown in Table 5.5 and Figure 5.4. The highest percentage of the sample was obviously from respondents with more than 15 years of teaching experience. As illustrated in Table 5.5, from a total of 313 educators, respondents with more than 15 years' teaching experience made up 37.1% of the sample (N=116). Participants with 5 – 10 years, teaching experience comprised the second highest percentage (N=93; 29.7%).

TABLE 5. 5: RESPONDENTS' TEACHING EXPERIENCE (N=313)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	<i>Less than 5 years</i>	45	14.4	14.4	14.4
	<i>Between 5 - 10 years</i>	93	29.7	29.7	44.1
	<i>Between 11 - 15 years</i>	59	18.8	18.8	62.9
	<i>More than 15 years</i>	116	37.1	37.1	100.0
	Total	313	100.0	100.0	

The results above indicate that the respondents had considerable experience in the educational environment. Respondents with more than 15 years teaching experience comprised 37.1% (N=116). This is also displayed in Figure 5.4 below.

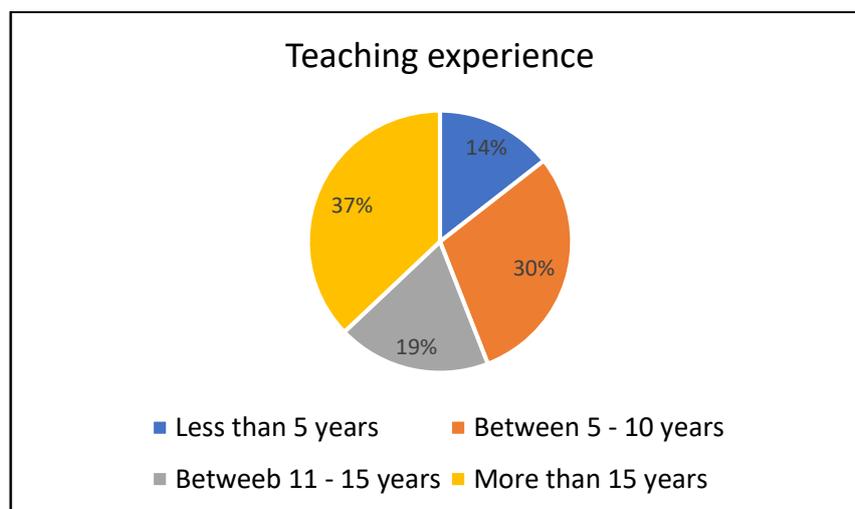


FIGURE 5. 4: TEACHING EXPERIENCE COMPOSITION OF SAMPLE (N=313)

5.4.1.6 Member of the School Management Team

The biographical data of whether the respondents were members of the SMT. There were a total of 77 respondents that were part of the SMT. Since SMT members are always in the minority - based on the staff compliment of schools - it never occurs that there are more SMT members than PL1 educators. Table 5.6 and Figure 5.5, indicated that the majority of educators were not members of the SMT (N=236, 75.4%). Participants represented in the SMT were in the minority (N=77, 24.6%).

TABLE 5. 6: MEMBER OF THE SCHOOL MANAGEMENT TEAM (SMT) (N=313)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	77	24.6	24.6	24.6
	No	236	75.4	75.4	100.0
	Total	313	100.0	100.0	

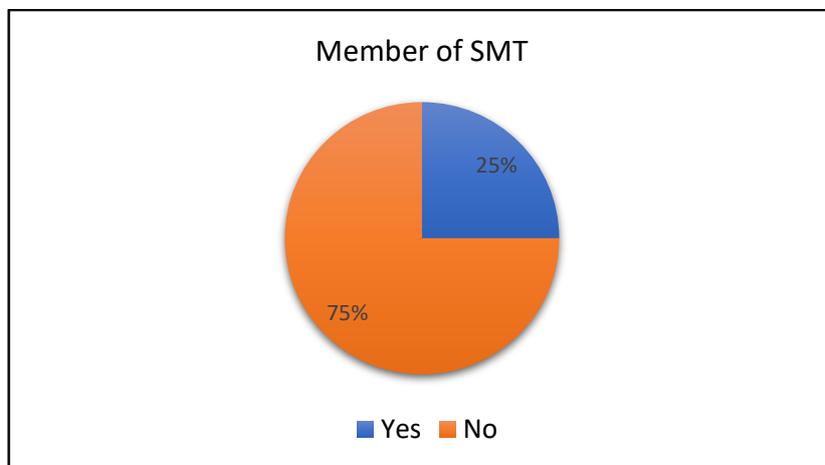


FIGURE 5. 5: SMT COMPOSITION OF SAMPLE (N=313)

5.4.1.7 SMT Member Training

The biographical data of whether SMT members received training, as displayed in Table 5.7 and Figure 5.6, showed respondents represented in SMTs, who had received training, were in the minority (N=17, 5.4%).

TABLE 5. 7: SMT TRAINING (N=313)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	17	5.4	5.4	5.4
	No	60	19.2	19.2	24.6
	Not applicable to me	236	75.4	75.4	100.0
	Total	313	100.0	100.0	

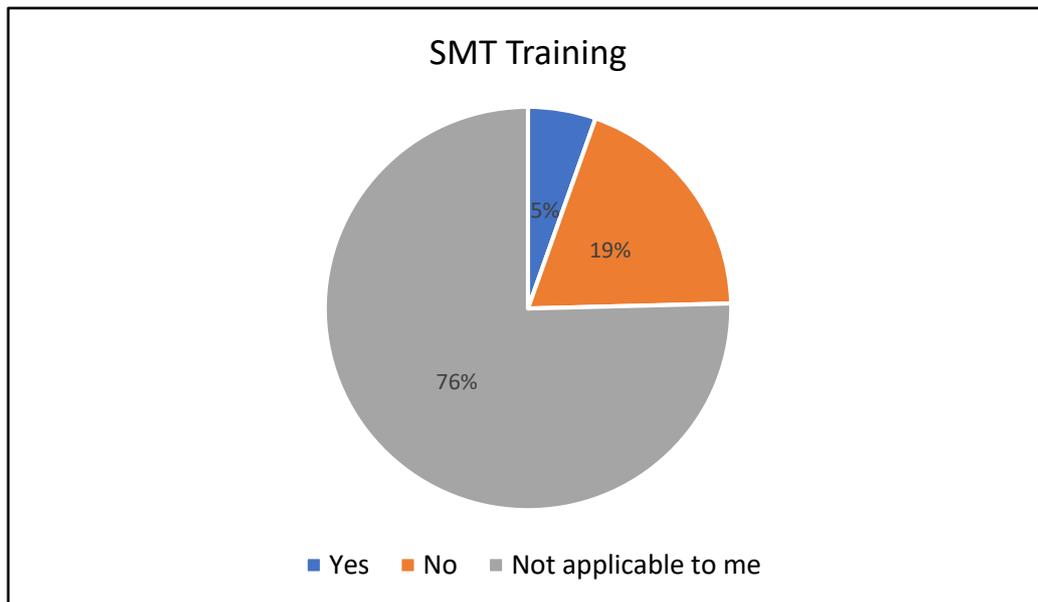


FIGURE 5. 6: SMT TRAINING (N=313)

Tables 5.8 – 5.10 pertain to the specific data (gender, race, age) of the school principal that the respondents reported. Only information regarding the principal as head of the SMT was collected, as he is the head of the school.

5.4.1.8 School principal's gender

It is clear from Table 5.8 that the respondents indicated that their principals are male. As illustrated in Table 5.8, there were 313 respondents, who clarified that male school principals comprised 78.3% of the population, while female school principals comprised 21.7% (N=68). This is also displayed in Figure 5.7.

TABLE 5. 8: SCHOOL PRINCIPAL’S GENDER (N=313)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	245	78.3	78.3	78.3
	Female	68	21.7	21.7	100.0
	Total	313	100.0	100.0	

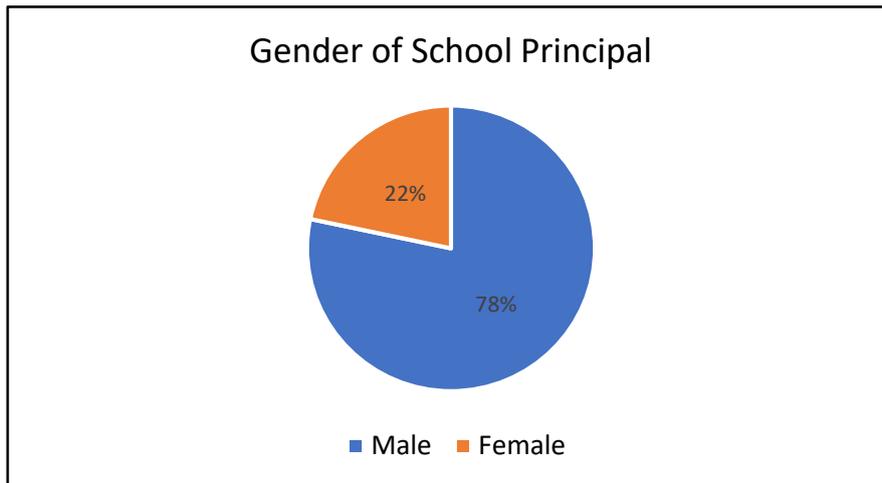


FIGURE 5. 7: GENDER OF THE SCHOOL PRINCIPAL’S COMPOSITION OF SAMPLE (N=313)

5.4.1.9 School principal’s race

The principal race distribution of the sample is presented in Table 5.9. As illustrated in this table, 219 respondents indicated that the school where they are currently teaching, is headed by a white school principal 70% (N=219), while schools headed by black school principals were 24,6% (N=77). The percentage of Indian school principals was the lowest (N=2; 6%). This is also displayed in figure 5.8.

TABLE 5. 9: SCHOOL PRINCIPAL’S RACE GROUP (N=313)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Black	77	24.6	24.6	24.6
	Coloured	15	4.8	4.8	29.4
	Indian	2	.6	.6	30.0
	White	219	70.0	70.0	100.0
	Total	313	100.0	100.0	

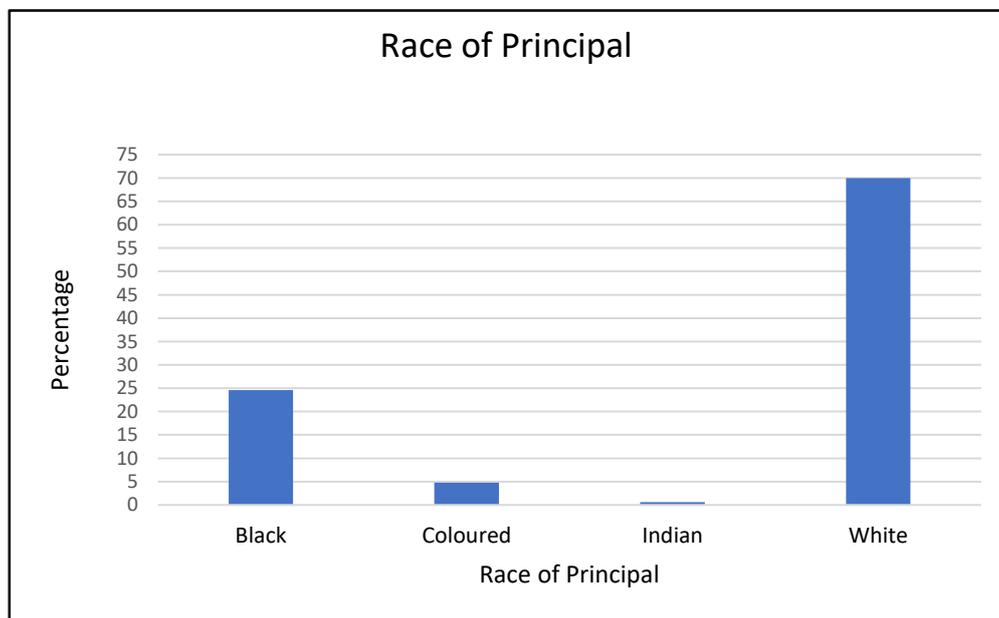


FIGURE 5. 8: RACE GROUP OF THE SCHOOL PRINCIPAL’S COMPOSITION OF SAMPLE (N=313)

5.4.1.10 Age group of principals

Table 5.10 designates that the biggest group (N=200; 63.9%) of the respondents said that the age of their school principal was between 46 and 55, while 20.4% (N=64) said their school principal fell in the age group 56 and older (see Figure 5.9).

TABLE 5. 10: PRINCIPAL’S AGE GROUP (N=313)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	<i>Between 26 and 35</i>	1	.3	.3	.3
	<i>Between 37 and 45</i>	48	15.3	15.3	15.7
	<i>Between 46 and 55</i>	200	63.9	63.9	79.6
	<i>Older than 56</i>	64	20.4	20.4	100.0
	Total	313	100.0	100.0	

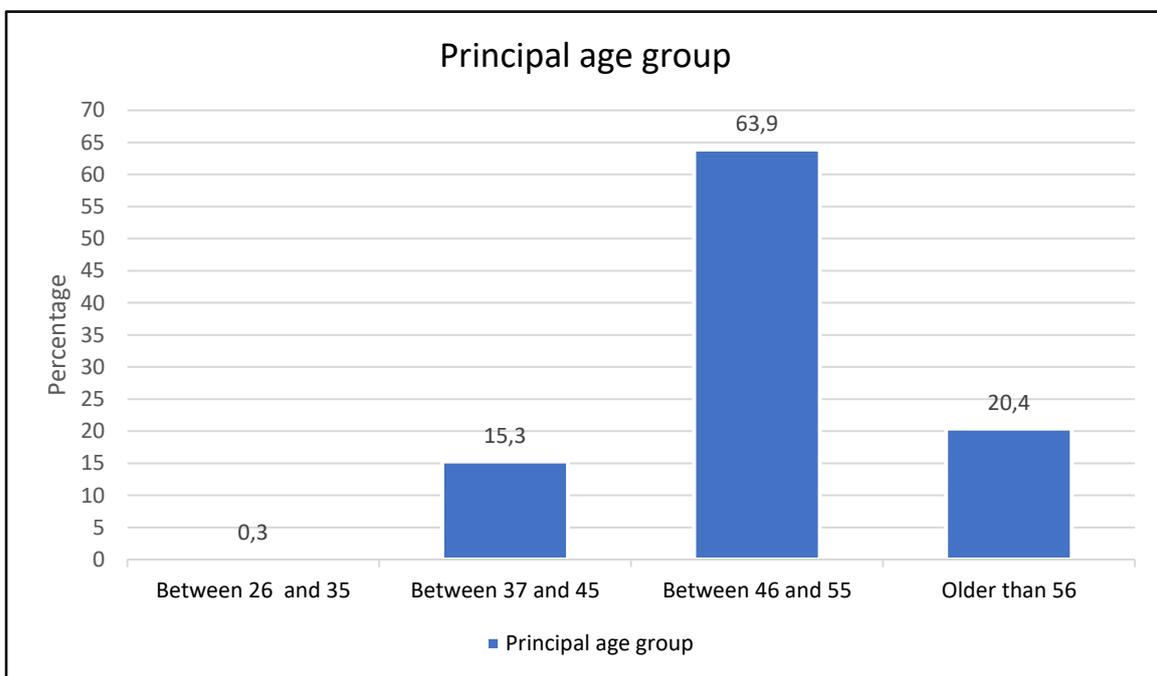


FIGURE 5. 9: AGE GROUP OF THE SCHOOL PRINCIPAL’S COMPOSITION OF SAMPLE (N=313)

5.4.1.11 Respondents’ School Districts

Table 5.11 and Figure 5.10 show that the biggest group (N=137; 43.8%) of the respondents originated from the Lejweleputswa school district, while 21.1% (N=66) were from the Motheo School District. Respondents from the Xhariep district were in the minority with 6.4% (N=20) of the respondents.

TABLE 5. 11: RESPONDENTS' SCHOOL DISTRICT (N=313)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Fezile Dabe	50	16.0	16.0	16.0
	Xhariep	20	6.4	6.4	22.4
	Lejweleputswa	137	43.8	43.8	66.1
	Motheo	66	21.1	21.1	87.2
	Thabo Mofutsanyane	40	12.8	12.8	100.0
	Total	313	100.0	100.0	

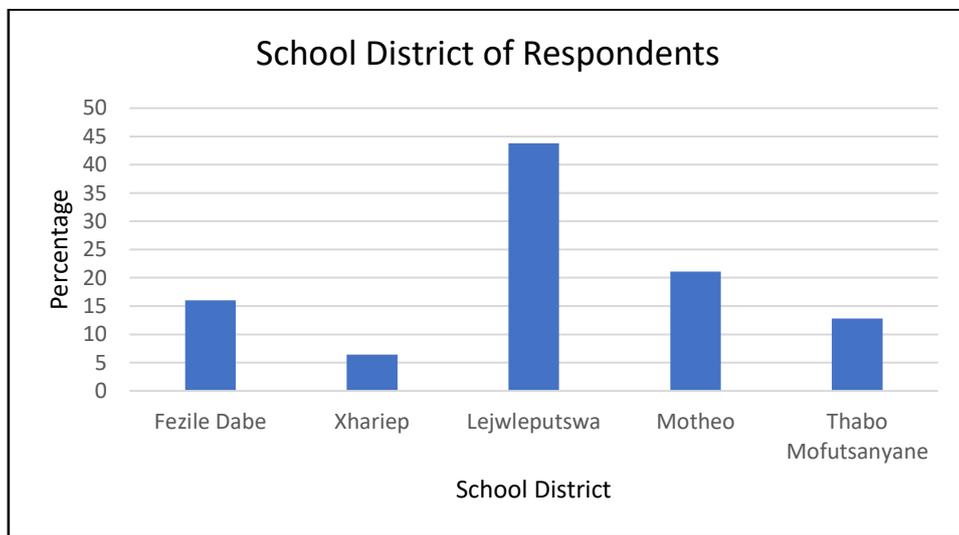


FIGURE 5. 10: THE SCHOOL DISTRICT WHERE RESPONDENTS ARE TEACHING (N=313)

5.4.1.12 Respondents' school location

The bulk of the respondents in the Free State who completed the questionnaire (N=233, 74.4%) were located in an urban area. 24.9% (N=78) of the respondents were from a rural area. Rural schools are schools which are situated in remote areas that are infrastructurally under-developed (Table 5.12 and Figure 5.11).

TABLE 5. 12: RESPONDENTS' SCHOOL LOCATION (N=313)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Urban	233	74.4	74.4	74.4
	Rural	78	24.9	24.9	99.4
	Missing values (9)	2	.6	.6	100.0
	Total	313	100.0	100.0	

Mahmood, Nudrat, Asdaque, Nzawaz, & Haider, (2011:206) states that the school location leads to no noteworthy distinction between rural and urban school educators' job satisfaction. In this study, rural schools (cf. 4.6.1.1) have fewer learners compared to schools in more populated communities; the location of rural schools is in sparsely populated areas, pupils often travel long distances to attend schools; rural budgets are small and do not adequately cover the considerable costs of operation.

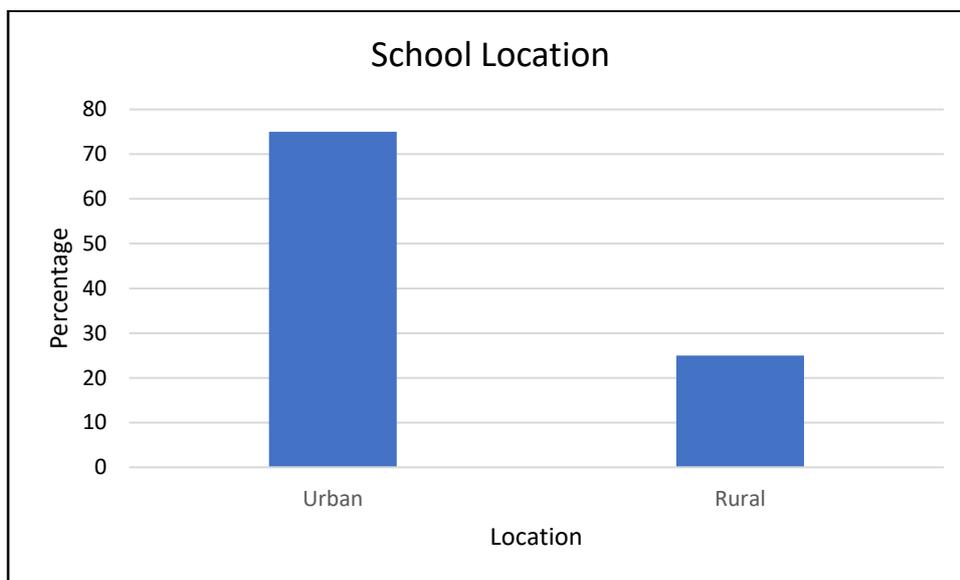


FIGURE 5. 11: SCHOOL LOCATION WHERE EDUCATORS ARE TEACHING COMPOSITION OF SAMPLE (N=313)

The sample's employment status is shown in table 5.13. The majority of educators were employed permanently by the Basic Education Department (DBE) (N=258, 82.4 percent) while the percentage of respondents employed by School Governing Body (SGB) is 12.5% (N=39). The graphical display is represented in Figure 5.12.

TABLE 5. 13: RESPONDENTS EMPLOYMENT STATUS (N=313)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SGB	39	12.5	12.5	12.5
	DBE Permanent	258	82.4	82.4	94.9
	DBE Temporary	15	4.8	4.8	99.7
	Missing values (9)	1	.3	.3	100.0
	Total	313	100.0	100.0	

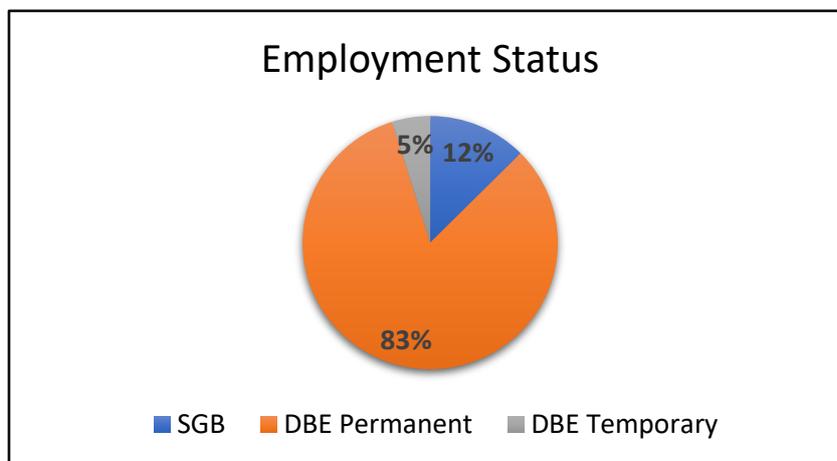


FIGURE 5. 12: STATUS OF EMPLOYMENT OF EDUCATOR'S COMPOSITION OF SAMPLE (N=313)

5.5 RESULTS OF THE QUANTITATIVE PHASE: DESCRIPTIVE STATISTICS

A descriptive analysis of the educators' responses to the nine SMT characteristics that might impact positively or negatively on their job satisfaction follows in this section.

(Specifically, **research questions 1 - 3** relate to the theoretical component of the study and the results are summarised in Chapter Six).

5.5.1 Research question 4

RQ 4 *Which school and classroom related aspects affect job satisfaction of educators?*

The specific SMT characteristics that were identified during the study include (cf. 4.6.1.3):

- Demographics (cf. 5.5.1.1)
- Leadership and management (cf. 5.5.1.2)
- Leadership style (cf. 5.5.1.3)
- Communication (cf. 5.5.1.4)
- Conflict Controlling (cf. 5.5.1.5)
- Development/Mentorship Provision (cf. 5.5.1.6)
- Health (Impact on educator) (cf. 5.5.1.7)
- Workload (Impact on educator) (cf. 5.5.1.8)
- General (cf. 5.5.1.9)

5.5.1.1 SMT Demographics

The following section provides an analysis of respondents' preference with regards to the participants' SMT. The SMTs gender, age and race principally determine the processes they will employ in managing the school and could have an impact on the job satisfaction of educators.

- **Gender of SMT**

From Table 5.14, it is evident that respondents preferred to work for a male SMT (N=195, 62.3%). The graphical display is portrayed in Figure 5.13 below. There were also respondents who did not indicate their preference (N=4, 1.3%). It could be said that a male SMT member is considered a strong leader and could give them security and that they will have a person upon whom they can rely when tough decisions have to be made.

TABLE 5. 14: SMT DEMOGRAPHIC VARIABLE 1: I PREFER TO WORK FOR A MALE OR FEMALE SMT (FREQUENCY ANALYSIS)

SMT Demographics: I prefer to work for					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male SMT	195	62.3	62.3	62.3
	Female SMT	114	36.4	36.4	98.7
	Missing Values (9)	4	1.3	1.3	100.0
	Total	313	100.0	100.0	

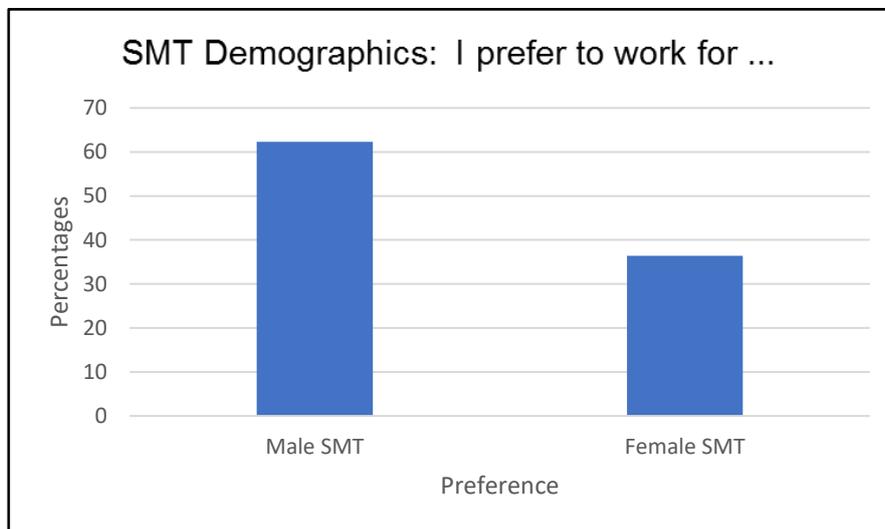


FIGURE 5. 13: SMT DEMOGRAPHIC VARIABLE 1: I PREFER TO WORK FOR A MALE OR FEMALE SMT (N=313)

- **Age of SMT**

Table 5.15 and Figure 5.14 show that respondents had a slightly higher preference to work for an older SMT (N=164, 52.4%). Older SMT members have more experience, and tend to have greater authority. Age is often synonymous with trustworthiness, experience, and knowing how to deal with different types of situations. These SMTs use traditional methods to mentor educators and ensure a strong relationship with them.

TABLE 5. 15: SMT DEMOGRAPHIC VARIABLE 2: I PREFER TO WORK FOR A YOUNGER OR OLDER SMT (FREQUENCY ANALYSIS)

SMT Demographics: I prefer to work for a					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Younger SMT	148	47.3	47.3	47.3
	Older SMT	164	52.4	52.4	99.7
	Missing Values (9)	1	.3	.3	100.0
	Total	313	100.0	100.0	

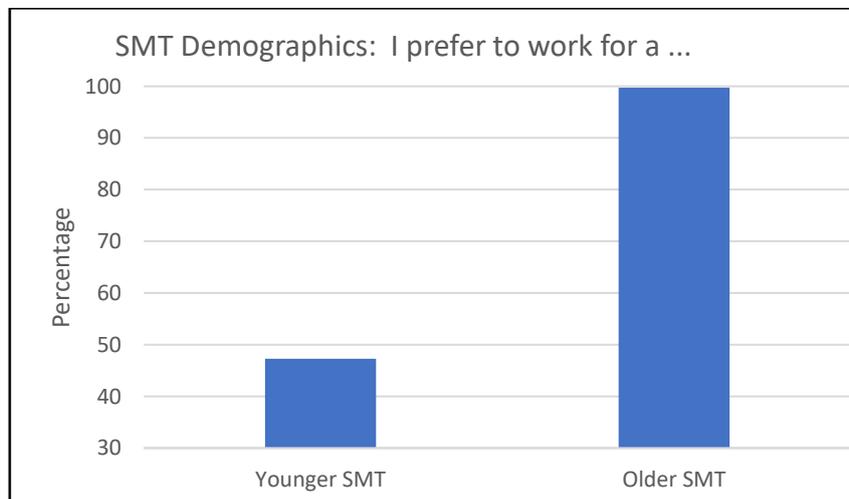


FIGURE 5. 14: SMT DEMOGRAPHIC VARIABLE 2: I PREFER TO WORK FOR A YOUNGER OR OLDER SMT (N=313)

- **Race of SMT**

The SMT race preference of the sample is presented in Table 5.16 and it is clear that the respondents preferred to work for the same race SMT (N=201, 64.2%). The graphical display is portrayed in Figure 5.15.

TABLE 5. 16: SMT DEMOGRAPHIC VARIABLE 2: I PREFER TO WORK FOR THE SAME RACE SMT (FREQUENCY ANALYSIS)

SMT Demographics: I prefer to work the same race SMT					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	201	64.2	64.2	64.2
	No	106	33.9	33.9	98.1
	Missing Values (9)	6	1.9	1.9	100.0
	Total	313	100.0	100.0	

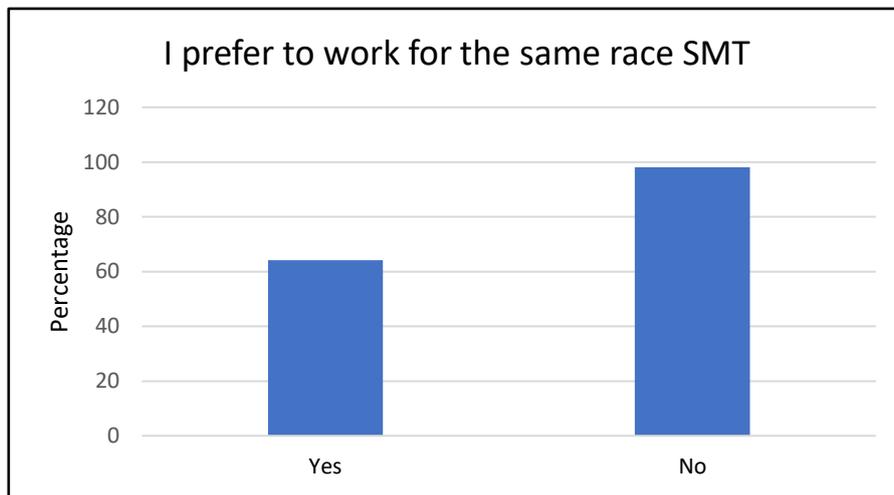


FIGURE 5. 15: SMT DEMOGRAPHIC VARIABLE 3: I PREFER TO WORK FOR THE SAME RACE SMT (N=313).

5.5.1.2 Leadership and Management

The impact of leadership and management on the sample is presented in Table 5.17. The SMTs had a 52.4% positive impact on the educators, while 36.1% had a negative impact on educators, whilst 11.5% were neutral. The graphical display is shown in Figure 5.16. The results revealed that educational leadership has a positive and strong correlation with the job satisfaction of educators, who were found to have a positive attitude towards leaders who had constructive leadership behaviour. By creating a school climate that promotes the quality and the frequency of interactions

between SMTs and educators, SMTs create an environment in which educators are willing to contribute positively and enthusiastically to the success of the teaching and learning activities.

TABLE 5. 17: SMT CHARACTERISTIC: IMPACT OF LEADERSHIP AND MANAGEMENT (FREQUENCY ANALYSIS)

SMT Impact of Leadership and Management					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Positive Impact	164	52.4	52.4	52.4
	Negative Impact	113	36.1	36.1	88.5
	Neutral	36	11.5	11.5	100.0
	Total	313	100.0	100.0	

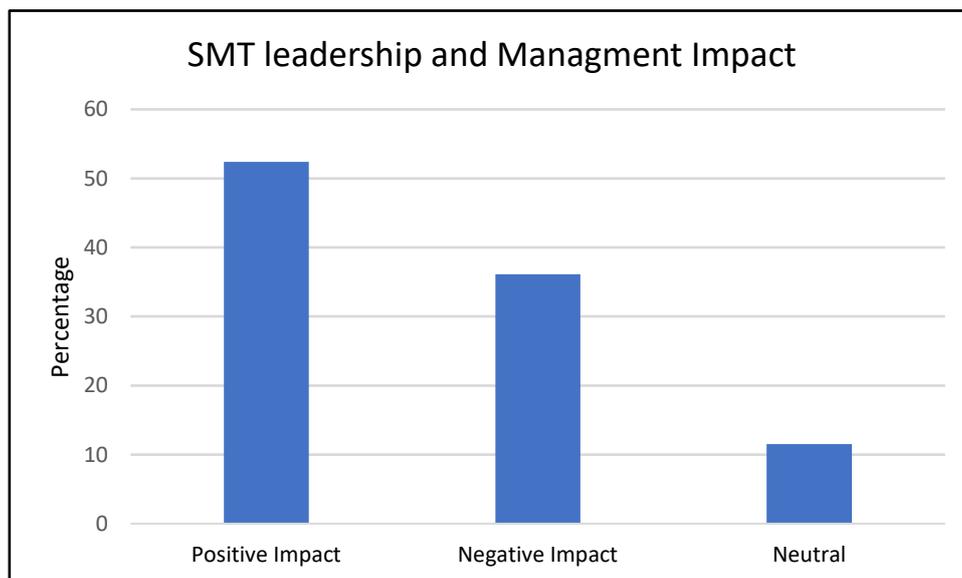


FIGURE 5. 16: SMT CHARACTERISTIC LEADERSHIP AND MANAGEMENT IMPACT (N=313)

5.5.1.3 Impact of SMT Leadership Style

The impact of the SMT leadership style of the sample are indicated in Table 5.18. The information indicated that the SMTs displayed a 41.9% positive impact on the

respondents, while the majority (58.1%) of the respondents felt that the SMTs had a negative impact. The graphical display is illustrated in Figure 5.17.

TABLE 5. 18: SMT CHARACTERISTIC: IMPACT OF LEADERSHIP STYLE (FREQUENCY ANALYSIS)

SMT Leadership and Style Impact					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Positive Impact	131	41.9	41.9	41.9
	Negative Impact	182	58.1	58.1	100.0
	Total	313	100.0	100.0	

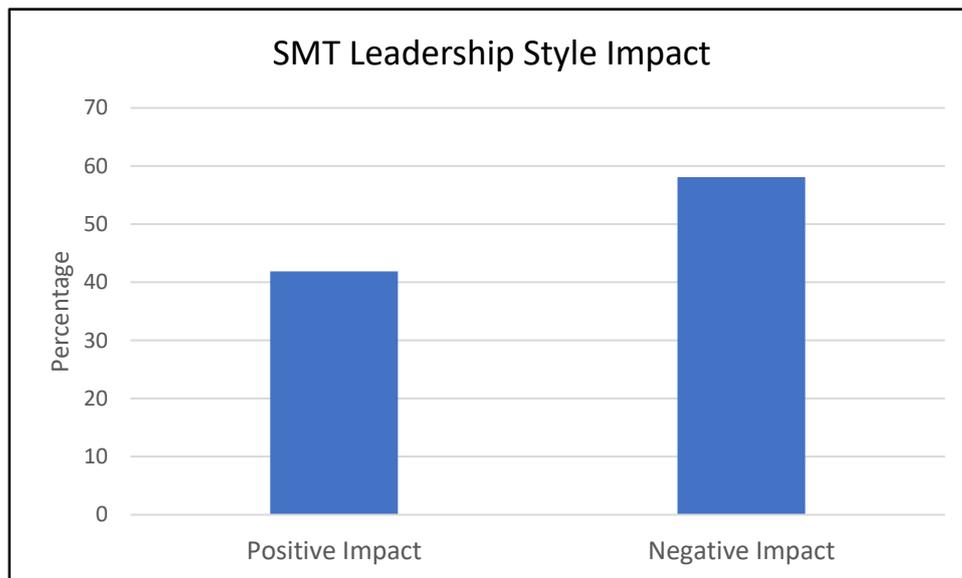


FIGURE 5. 17: SMT CHARACTERISTIC LEADERSHIP STYLE IMPACT (N=313)

5.5.1.4 The impact of the SMTs Communication

The impact of the SMTs communication skills is presented in Table 5.19 The information indicated that the SMTs had a 68,7% positive impact on the educators, while 31,1% of the respondents said that the SMTs had a negative impact. The graphical display is showed in figure 5.18.

TABLE 5. 19: SMT CHARACTERISTIC: SMT COMMUNICATION IMPACT (FREQUENCY ANALYSIS)

SMT Communication Impact					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Positive Impact	215	68.7	68.7	68.7
	Negative Impact	98	31.3	31.3	100.0
	Total	313	100.0	100.0	

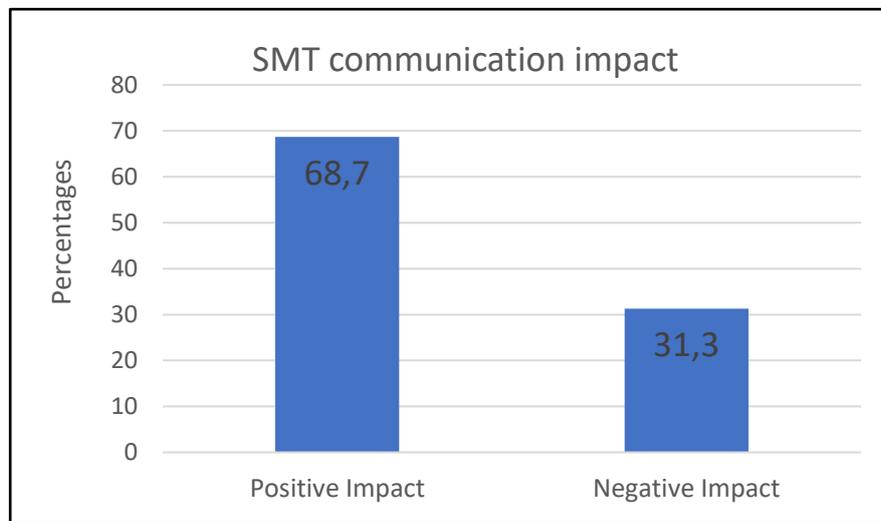


FIGURE 5. 18: SMT CHARACTERISTIC COMMUNICATION IMPACT (N=313)

5.5.1.5 SMT conflict controlling

The SMT conflict controlling is presented in Table 5.20 and Figure 5.19. The information indicated that 51.1% of the respondents felt that the SMTs could deal with conflict, while 48.9% of the respondents felt that the SMTs could not deal with any conflict at school.

TABLE 5. 20: SMT CHARACTERISTIC: CONFLICT CONTROLLING (FREQUENCY ANALYSIS)

SMT Conflict Controlling					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	<i>Positive Impact</i>	160	51.1	51.1	51.1
	<i>Negative Impact</i>	153	48.9	48.9	100.0
	Total	313	100.0	100.0	

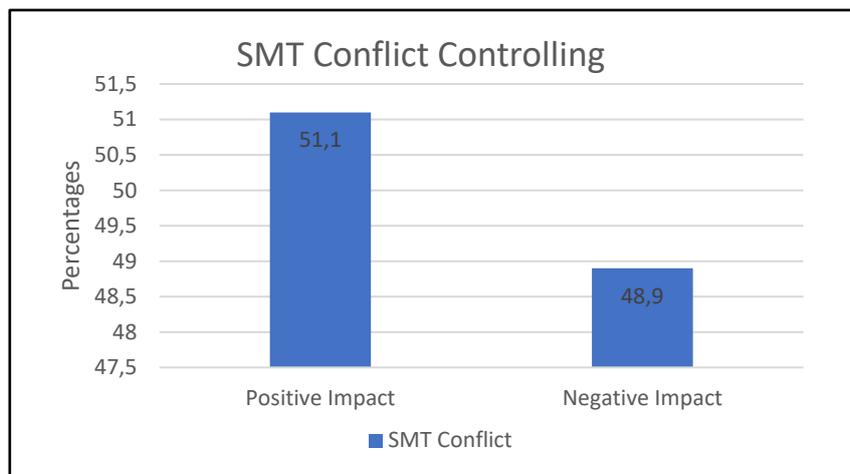


FIGURE 5. 19: SMT CHARACTERISTIC CONFLICT CONTROLLING (N=313)

5.5.1.6 Development and Mentorship from SMTs

Development and mentorship provided by SMTs and the impact they had on respondents is presented in Table 5.21. A sample of 59.7% respondents felt that the SMTs did not have the necessary skills for development and mentorship. There were no functioning mentorship programs at any of the schools, while 34.2% of the respondents felt that the SMTs had the appropriate programs in place for development and mentorship. This is graphically represented in Figure 5.20.

TABLE 5. 21: SMT CHARACTERISTIC: DEVELOPMENT/MENTORSHIP (FREQUENCY ANALYSIS)

SMT Development/Mentorship					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Positive Impact	107	34.2	34.2	34.2
	Negative Impact	187	59.7	59.7	93.9
	Neutral	19	6.1	6.1	100.0
	Total	313	100.0	100.0	

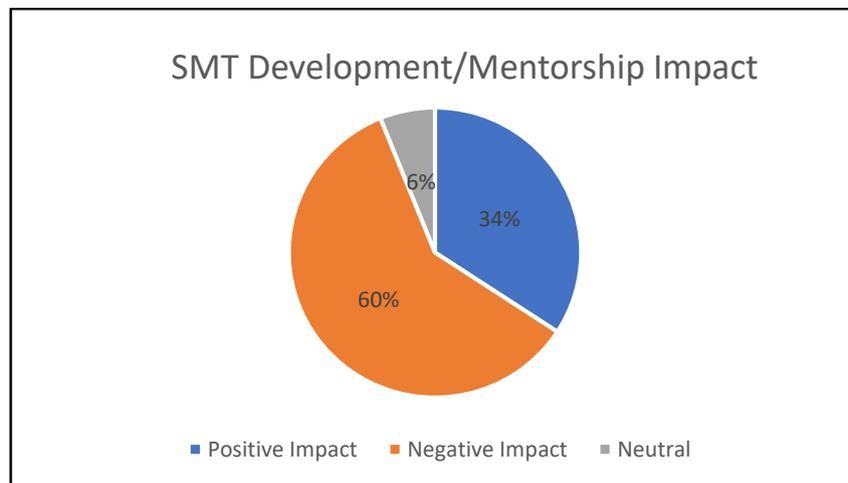


FIGURE 5. 20: SMT CHARACTERISTIC DEVELOPMENT/MENTORSHIP IMPACT (N=313)

5.5.1.7 SMT impact on health

The impact on health as reported by the participants is presented in Table 5.22 and Figure 5.21. The information indicated SMTs had a 33.5% positive impact on the respondents' health, while the majority (60.1%) of the respondents felt that the SMTs had a negative impact on their health. There were also respondents (N=20, 6.4%), who felt that the SMT had no impact (positive or negative) on their health.

TABLE 5. 22: SMT CHARACTERISTIC: HEALTH (FREQUENCY ANALYSIS)

SMT Health					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Positive Impact	105	33.5	33.5	33.5
	Negative Impact	188	60.1	60.1	93.6
	Neutral	20	6.4	6.4	100.0
	Total	313	100.0	100.0	

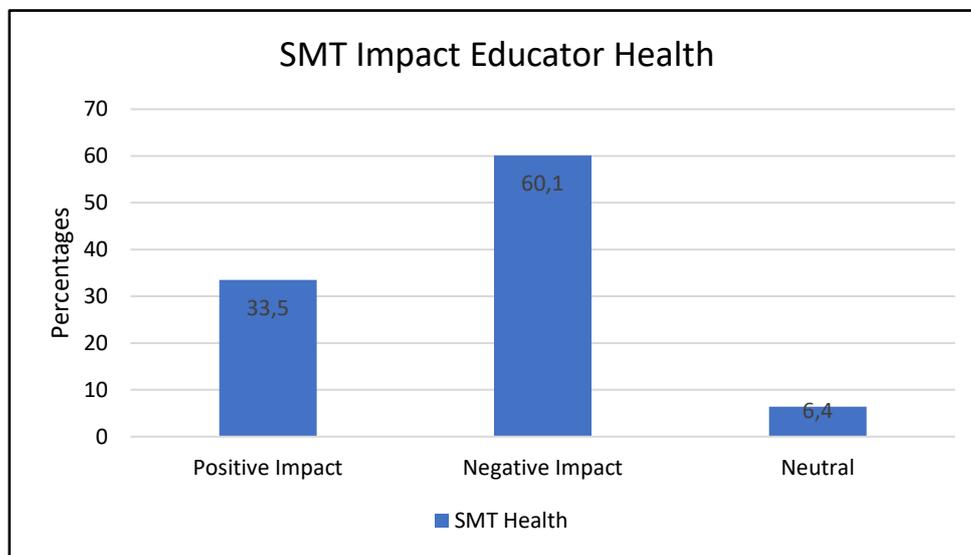


FIGURE 5. 21: SMT CHARACTERISTIC: IMPACT ON EDUCATOR HEALTH (N=313)

5.5.1.8 SMT impact on educator workload

The SMT impact on educator workload is presented in Table 5.23 and Figure 5.22. SMTs had a 36.1% positive impact on the educator’s workload, while the majority 44.7% of the respondents felt that the SMTs had a negative impact on educator’s workload. 19.2% of the respondents were neutral.

TABLE 5. 23: SMT CHARACTERISTIC: IMPACT ON EDUCATOR WORKLOAD (FREQUENCY ANALYSIS)

SMT Impact on Educator Workload					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Positive Impact	113	36.1	36.1	36.1
	Negative Impact	140	44.7	44.7	80.8
	Neutral	60	19.2	19.2	100.0
	Total	313	100.0	100.0	

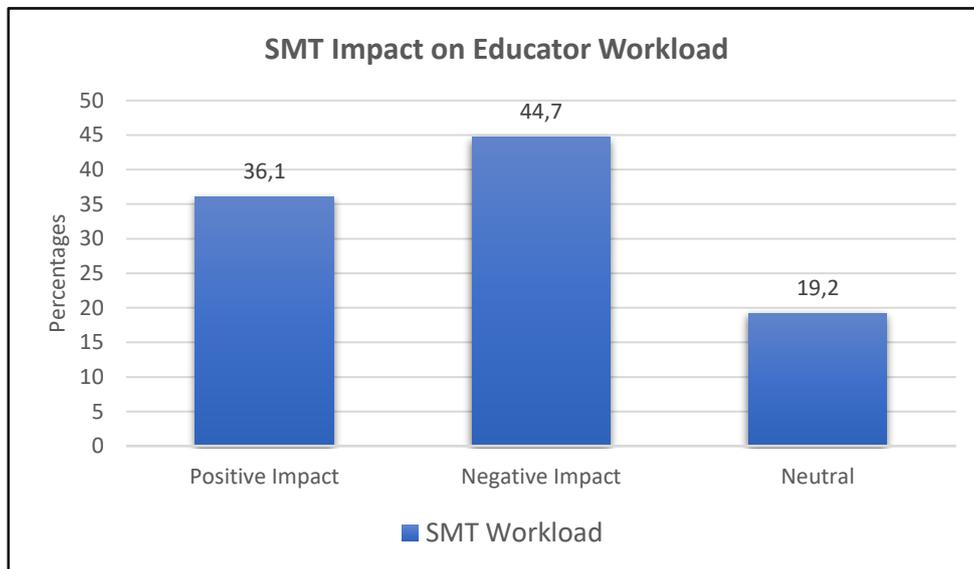


FIGURE 5. 22: SMT CHARACTERISTIC IMPACT ON EDUCATOR WORKLOAD (N=313)

5.5.1.9 SMT General Impact on educator job satisfaction

The general impact of SMTs, as reported by the respondents, is presented in Table 5.24. The majority of the respondents (58.5%) felt that, in general, the SMTs had a negative impact on educators. The SMTs had a 28.1% positive impact in general on educators. 13.4% of the respondents were neutral. The graphical display is shown in Figure 5.23.

TABLE 5. 24: SMT CHARACTERISTIC: SMT GENERAL IMPACT ON EDUCATOR (FREQUENCY ANALYSIS)

SMT General Impact on Educator					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Positive Impact	88	28.1	28.1	28.1
	Negative Impact	183	58.5	58.5	86.6
	Neutral	42	13.4	13.4	100.0
	Total	313	100.0	100.0	

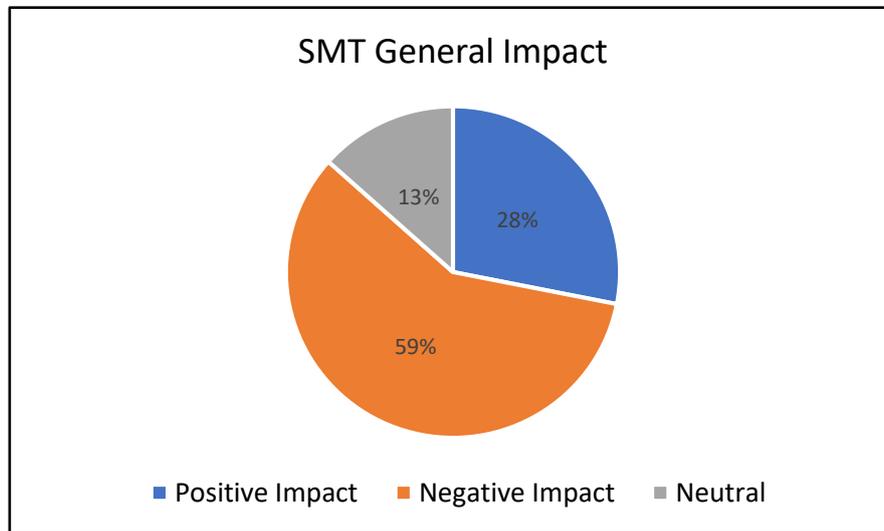


FIGURE 5. 23: SMT CHARACTERISTIC GENERAL (N=313)

5.5.2 Hypotheses Testing

This part of the study includes the hypotheses test results of relevant factors posited, as stated in Chapter 4.6.1.6. The Hypotheses test the relationship between educator job satisfaction and SMT support strategies, regarding gender, race and age. One-way analysis of variance (ANOVA) and sample t-test (cf. 5.7) were applied to these hypotheses.

The specific SMT support strategies that were identified during the study include:

- Decision-making
- Feedback
- Discipline
- Policies
- Teamwork
- Operations
- Welfare/support

Descriptive statistics and inferential analysis of each of the seven SMT support strategies follow in the section below. Table 5.25 displays the mean satisfaction ratings of the seven SMT support strategies, standard deviations, and minimum and maximum values. The responses were tested on a five-point Likert type scale interpretive technique from the following ratings:

- 1 = strongly disagree
- 2 = disagree
- 3 = neutral
- 4 = agree
- 5 = strongly agree

For the purpose of analysis, the responses were re-categorised as follows:

- 1 and 2 = disagree
- 3 = neutral
- 4 and 5 = agree

The mean rating interpretations were done in order to assign meaning to the responses of the educators in terms of how the SMT support strategies contribute mostly to educator job satisfaction and dissatisfaction. A high mean rating depicted a satisfactory result, as the statements were structured in a positive sense. In contrast, a lower mean rating illustrated dissatisfaction amongst educators.

TABLE 5. 25: SMT SUPPORT STRATEGIES (FREQUENCY ANALYSIS)

Descriptive Statistics: SMT Support Strategies								
		SMT_ Decision_ Making	SMT_ Feedback	SMT_ Discipline	SMT_ Policies	SMT_ Teamwork	SMT_ Operations	SMT_ Welfare
N	Valid	313	313	313	313	312	311	311
	Missing	0	0	0	0	1	2	2
Mean		3.1837	2.821	3.4569	3.6422	3.1827	3.4180	2.7406
Std. Deviation		.91232	1.63690	1.50817	1.48704	1.66589	1.04022	1.16547
Minimum		1.00	1.00	1.00	1.00	1.00	1.00	1.00
Maximum		9.00	9.00	9.00	9.00	9.00	9.00	9.00

As evident from table 5.25, the SMT support strategy Policies elicited the highest satisfaction amongst educators (mean rating = 3.46) and SMT Welfare the highest dissatisfaction. The graphic display of the mean ratings is depicted in figure 5.24 below. Inferential statistical analysis was applied to the SMT support strategies and subsequently discussed in Section 5.6.

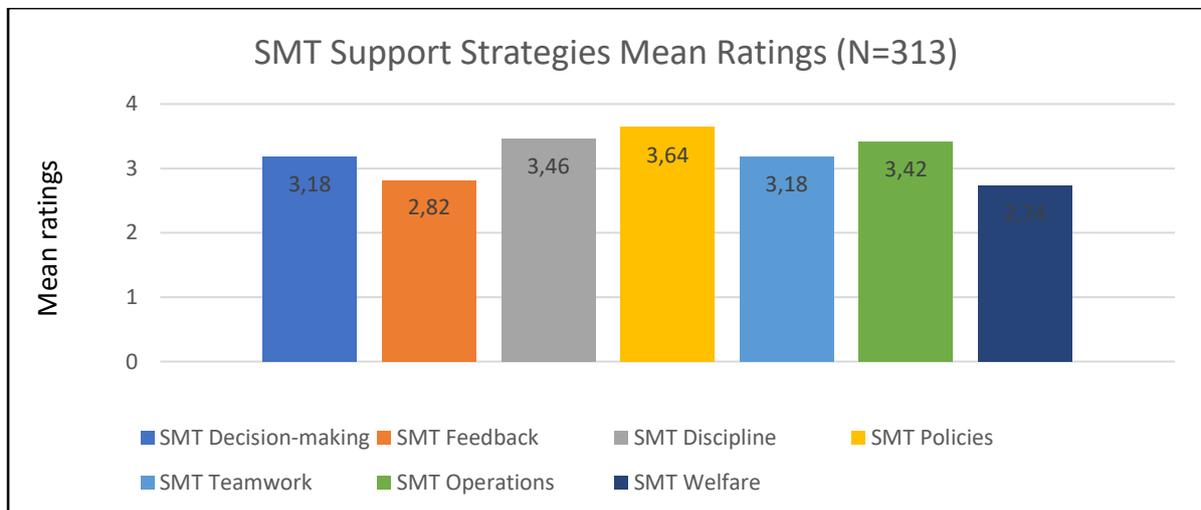


FIGURE 5. 24: SMT SUPPORT STRATEGIES MEAN RATINGS (N=313)

The following section turns the focus to the inferential statistics of this study.

5.6 RESULTS FROM THE QUANTITATIVE PHASE: INFERENCE STATISTICS

5.6.1 Validity and Reliability of the measuring instrument

Reports of validity and reliability estimates are necessary to determine the adequacy of the psychometric properties of the scales in a questionnaire. The information gathered for this study was done by using a Likert type scale questionnaire. Since it was attempted to enumerate constructs which are not directly measurable, multiple-item scales and summated ratings were utilized to quantify the construct(s) of interest. Cronbach's alpha, which measures the internal consistency reliability of the research instrument for this study, was used as the reliability coefficient for the questionnaire (Section B and C). A Cronbach Alpha coefficient was calculated on each of the constructs to confirm their reliability in the local context.

A Cronbach's Alpha reliability coefficient usually ranges between 0 and 1. The closer Cronbach's alpha coefficient is to 1.0, the greater the internal consistency of the items in the scale.

Based on the formula $\alpha = \frac{rk}{1 + (k - 1)r}$, where k is the number of items considered and r is the mean of the inter-item correlations, the size of alpha is determined by both the number of items in the scale and the means of the inter-item correlations. George and Mallery (2003:231) provide the following rules of thumb: $\alpha > .9$ – Excellent, $\alpha > .8$ – Good, $\alpha > .7$ – Acceptable, $\alpha > .6$ – Questionable, $\alpha > .5$ – Poor, and $\alpha < .5$ – Unacceptable.

As shown by Table 5.26, the Cronbach alpha for the questionnaire was 0.888, which indicates a high level (89%) of internal consistency for the questionnaire (Section B and C).

TABLE 5. 26: CRONBACH ALPHA ANALYSIS TABLE

Reliability Statistics		
<i>Cronbach's Alpha</i>	Cronbach's Alpha Based on Standardized Items	Number of Items
	0.888	54

5.6.2 Assumptions for statistical analysis

Garson (2013) asserts that all statistical procedures have underlying assumptions. An expected component of quantitative studies is to establish that the data of the study meet these assumptions of the procedure. Similarly, O'Neil (2009) outlines the importance of meeting the conditions of a particular statistical procedure before data analysis is done.

Parametric tests are significant tests which assume (1) a certain distribution of the data (usually a normal distribution), (2) the interval level of measurement, and (3) the homogeneity of variances when two or more samples are compared. Most common significance tests are parametric (Garson, 2013).

However, it has long been established that moderate violations of parametric assumptions have little or no effect on substantive conclusions in most instances (Garson, 2013). In this study, the said tests were all conducted before analysing the data to ensure that these conditions were met.

5.6.2.3 Normality

According to Maree (2012:198), it is assumed that the data gathered for statistical analysis is from a normally distributed population. As inferential statistics is done to verify that some or all of the results are applicable to the entire population, it is paramount that the population's distribution should also be normal. The analysis for normality should furthermore include statistics pertaining to, amongst others, skewness, kurtosis, Kolmogorov-Smirnov (K-S), and Q-Q plots to check for normality of the data distribution (Maree, 2012:189).

One instance which guarantees normality is when the distribution of the individual observations from the sample is normal (Maree, 2012:9). However, even if the distribution of the individual observations is not normal, the distribution of the sample means will be normal if the sample size is around 30 or larger. This is due to the ‘central limit theorem’ which posits that even when a population is non-normally distributed, the distribution of the sample means will be normal when the sample size is 30 or more (O’Neill, 2009). Since the sample size of this study was larger than 30 (N=92), the principle of normality of distribution was adopted.

Table 5.27 below depicts the statistical calculations for the Kolmogorov-Smirnov (K-S) tests. The normal Q-Q plots and relevant boxplots are also included to substantiate the test of normality done for the Dependent Variables (cf. Figure 5.25 to Figure 5.31).

TABLE 5. 27: TEST OF NORMALITY (NORMAL DISTRIBUTION)

Tests of Normality						
	Kolmogorov-Smirnov^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
<i>SMT Decision Making</i>	.160	309	.000	.885	309	.000
<i>SMT Feedback</i>	.210	309	.000	.848	309	.000
<i>SMT Discipline</i>	.207	309	.000	.874	309	.000
<i>SMT Policies</i>	.245	309	.000	.830	309	.000
<i>SMT Teamwork</i>	.169	309	.000	.842	309	.000
<i>SMT Operations</i>	.161	309	.000	.932	309	.000
<i>SMT Welfare</i>	.165	309	.000	.897	309	.000
a. Lilliefors Significance Correction						

When considering Shapiro-Wilk as a means of assessing normality, Table 5.27 indicates that the variables appears not to be normally distributed since the significant value is less than 0.05. However, if the normality is considered graphically using the histogram with normal distribution curve (Figures 5.25 to 5.31), it shows that the dependent variables all appear to be normally distributed.

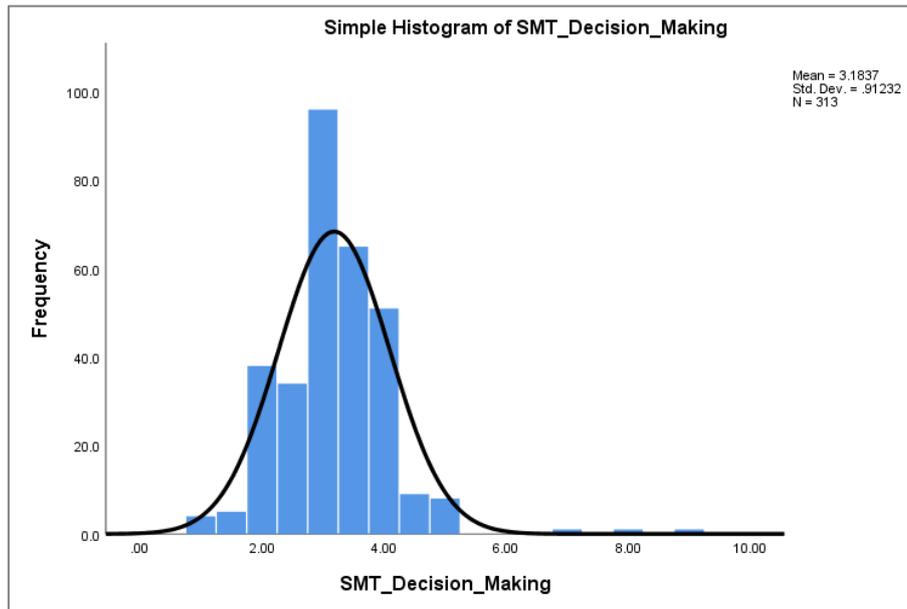


FIGURE 5. 25: TEST OF NORMALITY FOR DV SMT DECISION-MAKING (N=313)

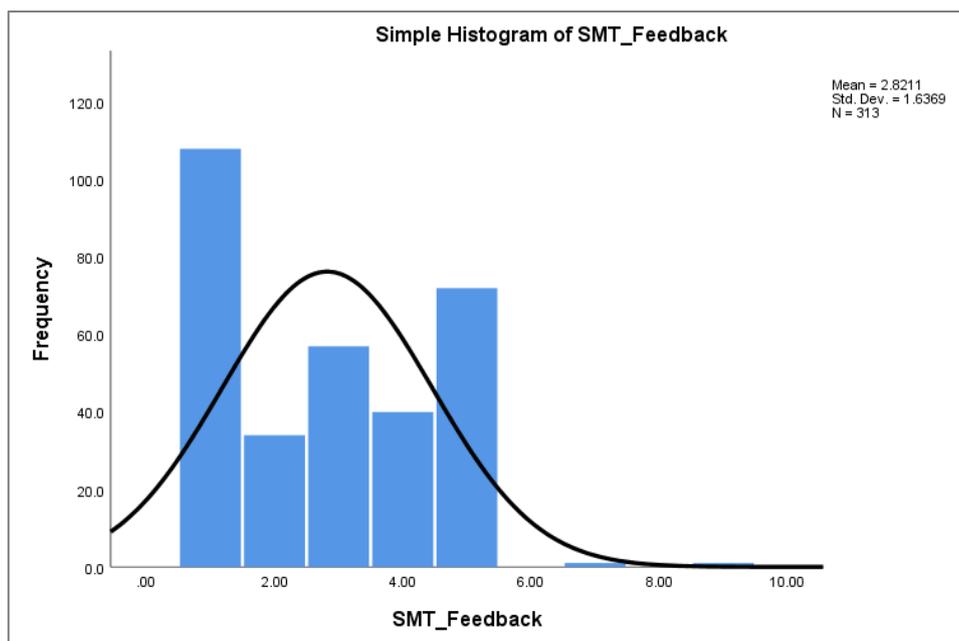


FIGURE 5. 26: TEST OF NORMALITY FOR DV SMT FEEDBACK (N=313)

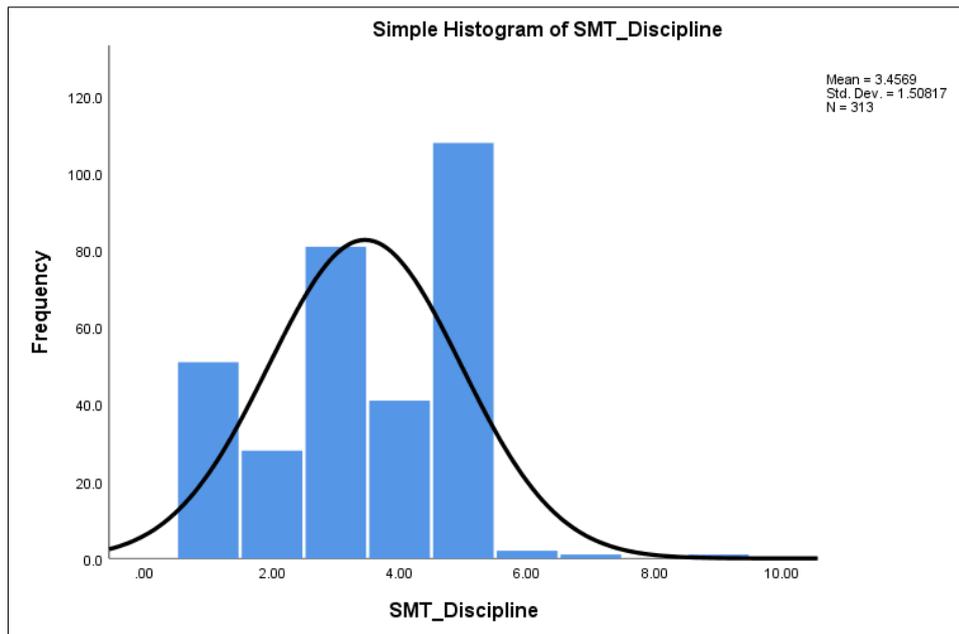


FIGURE 5. 27: TEST OF NORMALITY FOR DV SMT DISCIPLINE (N=313)

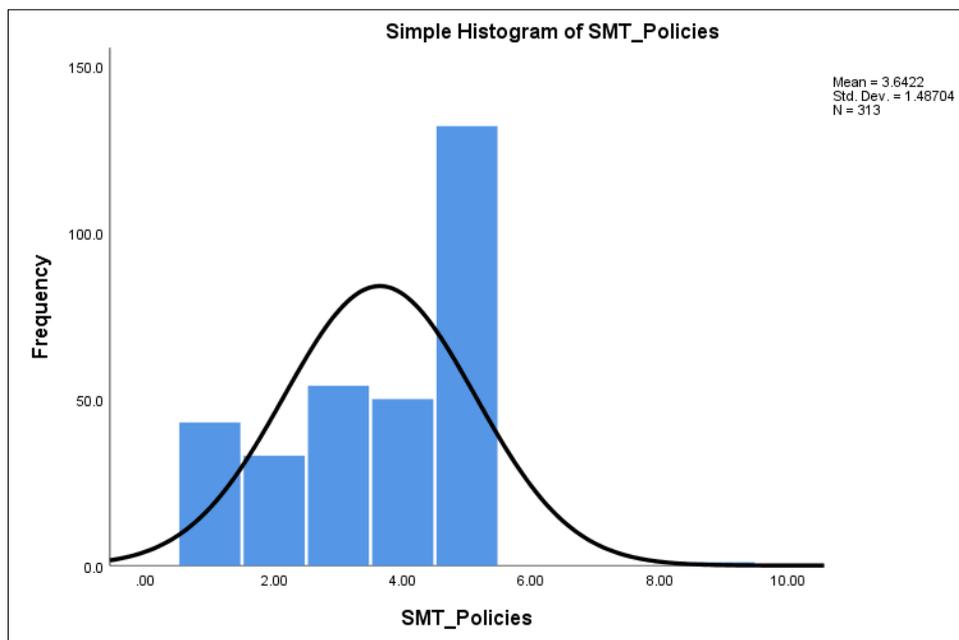


FIGURE 5. 28: TEST OF NORMALITY FOR DV SMT POLICIES (N=313)

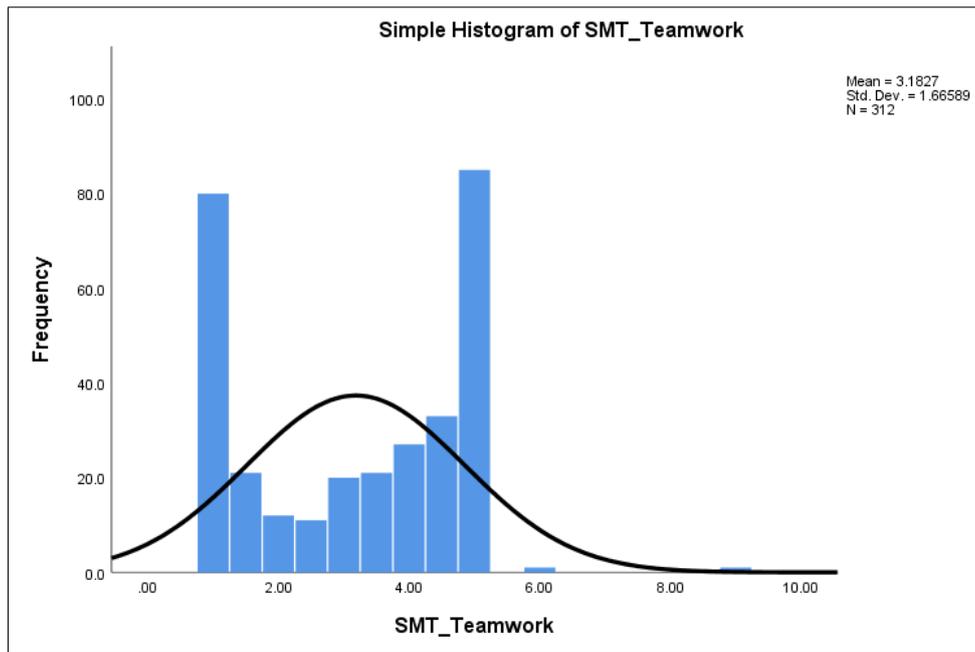


FIGURE 5. 29: TEST OF NORMALITY FOR DV SMT TEAMWORK (N=313)

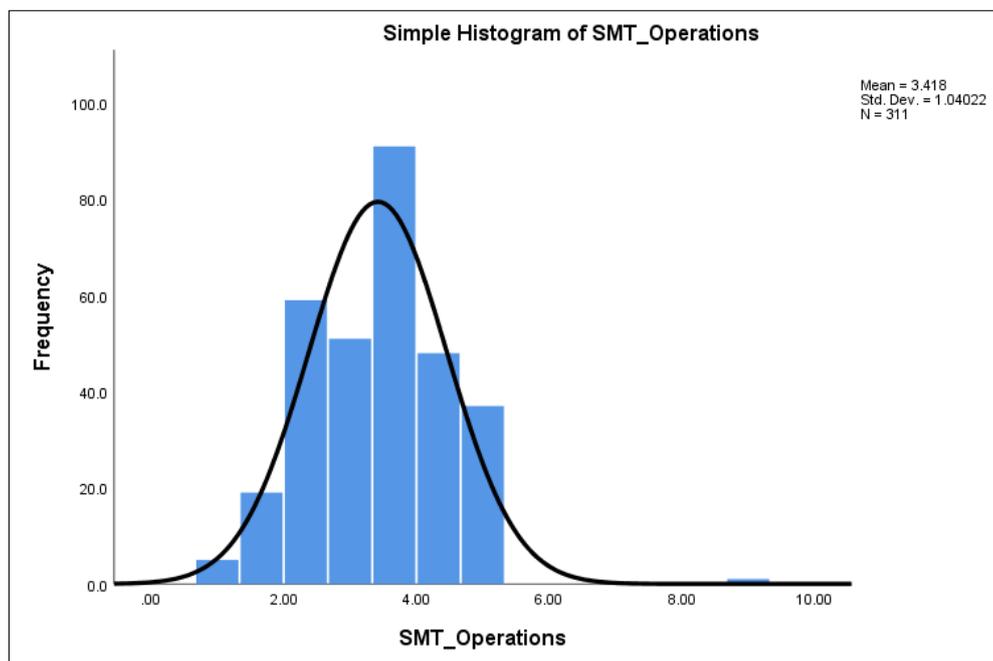


FIGURE 5. 30: TEST OF NORMALITY FOR DV SMT OPERATION (N=313)

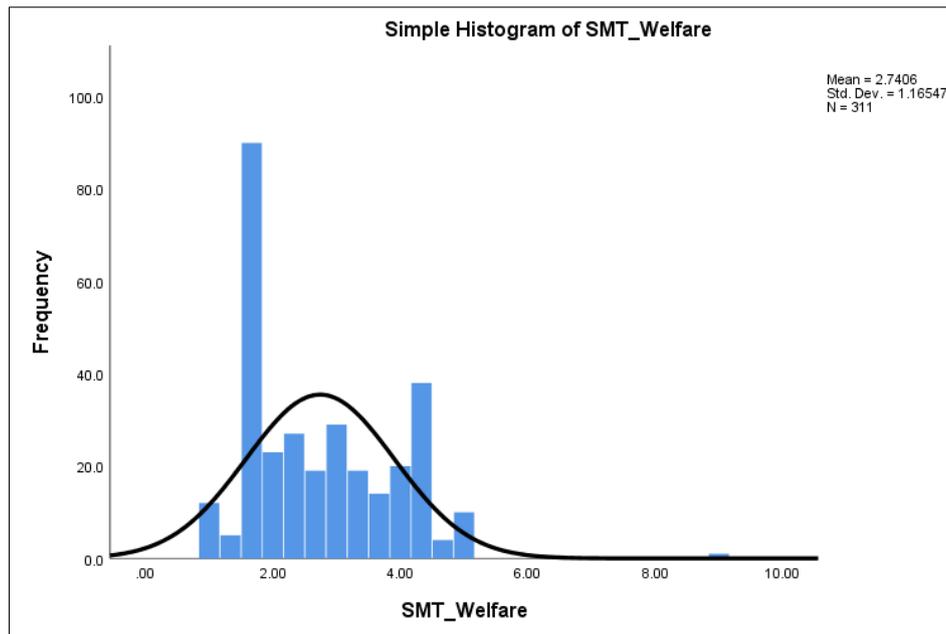


FIGURE 5. 31: TEST OF NORMALITY FOR DV SMT WELFARE/SUPPORT (N=313)

5.6.2.4 Homoscedasticity

In statistics, Levene's test is an inferential statistic used to assess the equality of variances for a variable calculated for two or more groups. Some common statistical procedures assume that variances of the populations from which different samples are drawn are equal. Levene's test assesses this assumption. It tests the null hypothesis that the population variances are equal (called homogeneity of variance or homoscedasticity). If the resulting p-value of Levene's test is less than some significance level (typically 0.05), the obtained differences in sample variances are unlikely to have occurred based on random sampling from a population with equal variances. Thus, the null hypothesis of equal variances is rejected and it is concluded that there is a difference between the variances in the population.

Homogeneity of variances (homoscedasticity) thus assumes that the dependent variables exhibit equal levels of variance across the range of predictor variables. Conversely, heteroscedasticity refers to a scenario where the variability of a variable is unequal across the range of values of a second variable that predicts it (Taylor, 2013). Table 5.28 indicates the descriptive statistics and tests conducted for homoscedasticity.

TABLE 5. 28: TEST OF HOMOGENEITY OF VARIANCES

Test of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
SMT Decision Making	<i>Based on Mean</i>	1.377	1	311	.242
SMT Feedback	<i>Based on Mean</i>	.587	1	311	.444
SMT Discipline	<i>Based on Mean</i>	3.692	1	311	.054
SMT Policies	<i>Based on Mean</i>	12.977	1	311	.000
SMT Teamwork	<i>Based on Mean</i>	3.857	1	310	.050
SMT Operation	<i>Based on Mean</i>	.954	1	309	.330
SMT Welfare Support	<i>Based on Mean</i>	.186	1	309	.667

A Levene’s test was conducted for each dependent variable. SMT Decision-making, Feedback, Operations and Welfare were found to be not statistically significant (equal variances are assumed), since the p-value was in each case > (greater than) 0.05. SMT Discipline, Policies and Teamwork were found to be statistically significant (equivalent variances not assumed), since the p-value in each case was < (smaller than) 0.05. Based on the above homogeneity of variances for each of the variables, a parametric test (independent samples test) was conducted.

5.7 RESULTS FOR THE INDEPENDENT SAMPLE t-TESTS AND ANOVA TESTS

The level of statistical significance is often expressed as the so-called p-value. Depending on the statistical test one has chosen (in this case the Independent Samples Test), a probability calculation (i.e. the p-value) is made by observing one’s sample results. To ascertain whether a hypothesis statement is statistically significant, the p-value has to be less than 0.05. This means that there was a 5% or less chance (5 times in 100 or less) that the difference in the opinions of educators between different IVs (gender, age and race groups) is statistically significant. Alternatively, if the chance was greater than 5% (5 times in 100 or more), one would accept the hypothesis.

An independent samples t- test was conducted to test the gender hypotheses, as there were only two levels of the independent variable (IV) gender, namely male and female. However, for the race and age group hypotheses, an ANOVA test was conducted since these IVs have more than two levels. These are discussed in the sections that follow.

5.7.1 Findings with regard to Gender Hypothesis

There are no statistically significant differences in the opinions of male and female educators in terms of:

Null hypothesis

- **SMT support strategy decision making** affecting job satisfaction.
- **SMT support strategy feedback** affecting job satisfaction
- **SMT support strategy discipline** affecting job satisfaction
- **SMT support strategy policy** affecting job satisfaction
- **SMT support strategy teamwork** affecting job satisfaction
- **SMT support strategy operation** affecting job satisfaction
- **SMT support strategy welfare/support** affecting job satisfaction
- **SMT gender and decision making**

An independent groups t-test was used to test the difference in educators' opinions based on gender in terms of the SMT support strategy, Decision-making.

The Levene's test (Table 5.30) indicated equal variance assumed [$F = 1.377$, $p > 0.05$ (0.242)]. The results in Table 5.29 revealed no statistical significance difference between Male ($M=3.190$, $SD=0.993$) and Female ($M=3.178$, $SD= 0.858$), as predicted by $t(311) = .091$, $p > 0.05$ (0.927). Therefore, the null hypothesis cannot be rejected. Males and females approximately displayed equal satisfaction towards SMT characteristic, Decision-making, based on the mean differences.

TABLE 5. 29: GROUP STATISTICS FOR GENDER ON THE SMT SUPPORT STRATEGY DECISION-MAKING

Group Statistics					
	Respondent's Gender	N	Mean	Std. Deviation	Std. Error Mean
<i>SMT Decision Making</i>	Male	124	3.1895	.99305	.08918
	Female	189	3.1799	.85795	.06241

TABLE 5. 30: INDEPENDENT SAMPLES T-TEST FOR GENDER ON THE SMT SUPPORT STRATEGY DECISION-MAKING

Independent Samples Test for Gender on SMT Support Strategy Decision-making										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
<i>SMT Decision Making</i>	<i>Equal variances assumed</i>	1.377	.242	.091	311	.927	.00962	.10560	-.19816	.21741
	<i>Equal variances not assumed</i>			.088	235.947	.930	.00962	.10885	-.20481	.22406

- SMT gender and feedback**

An independent group t-test was used to test the difference in educators' opinions based on gender in terms of the SMT support strategy, Feedback.

The Levene's test (Table 5.32) indicated equal variance assumed [$F = 1.377, p > 0.05 (0.444)$]. The results in Table 5.3.1 revealed a statistically significant difference between Male ($M=2.532, SD=1.650$) and Female ($M=3.011, SD= 1.604$), as predicted by $t (311) = -2.551, p < 0.05 (0.011), d = -0.294$. Therefore, the null hypothesis is rejected. Females displayed more satisfaction towards SMT characteristic, Feedback, than males, based on the mean differences.

TABLE 5. 31: GROUP STATISTICS FOR GENDER ON THE SMT SUPPORT STRATEGY FEEDBACK

Group Statistics					
	Respondent's Gender	N	Mean	Std. Deviation	Std. Error Mean
SMT Feedback	Male	124	2.5323	1.65001	.14818
	Female	189	3.0106	1.60448	.11671

TABLE 5. 32: INDEPENDENT SAMPLES T-TEST FOR GENDER ON THE SMT SUPPORT STRATEGY FEEDBACK

Independent Samples Test for Gender on SMT Support Strategy Feedback										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
SMT Feedback	Equal variances assumed	.587	.444	-2.551	311	.011	-.47832	.18752	-.84730	-.10935
	Equal variances not assumed			-2.536	257.989	.012	-.47832	.18862	-.84975	-.10690

For practical significance, the standardised measure of effect size (Cohen's d (d)) is also reported. The Cohen's d value is an estimate of the difference between two means expressed in standard deviation units which explains the magnitude of the effect size. The effect size measures the strength of the effect. The effect size between male and female educators is considered to be small (29,4%).

- **Gender and Discipline support**

An independent group t-test was used to test the difference in educators' opinions based on gender in terms of the SMT support strategy, Discipline. The Levene's test indicated (Table 5.34) equal variances not assumed [F = 3.692, p < 0.05 (0.054)]. The results in Table 5.33 revealed no statistical significance difference between Male (M=3.315, SD=1.462) and Female (M=3.550, SD= 1.535), as predicted by t (311) =

-1.354, $p > 0.05$ (0.172). Therefore, the null hypothesis cannot be rejected. Based on the mean differences, females displayed more satisfaction towards SMT characteristic, Discipline.

TABLE 5. 33: GROUP STATISTICS FOR GENDER ON THE SMT SUPPORT STRATEGY DISCIPLINE

Group Statistics					
	Respondent's Gender	N	Mean	Std. Deviation	Std. Error Mean
SMT Discipline	Male	124	3.3145	1.46152	.13125
	Female	189	3.5503	1.53466	.11163

TABLE 5. 34: INDEPENDENT SAMPLES T-TEST FOR GENDER ON THE SMT SUPPORT STRATEGY DISCIPLINE

Independent Samples Test for Gender on SMT Support Strategy Discipline										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
SMT Discipline	Equal variances assumed	3.692	.054	-1.354	311	.177	-.23575	.17406	-.57823	.10674
	Equal variances not assumed			-1.368	272.145	.172	-.23575	.17230	-.57496	.10346

- **Gender and Policies**

An independent group t-test was used to test the difference in educators' opinions based on gender in terms of the SMT support strategy, Policies.

The Levene's test (Table 5.36) indicated equal variances not assumed [$F = 12.977$, $p < 0.05$ (0.000)]. The results in Table 5.35 revealed a statistically significant difference between Male ($M=3.403$, $SD=1.662$) and Female ($M=3.780$, $SD= 1.342$),

as predicted by $t(224) = -2.219, p < 0.05 (0.027), d = -0.250$. Therefore, the null hypothesis is rejected. Based on the mean differences, females displayed more satisfaction towards the SMT characteristic, Policies.

TABLE 5. 35: GROUP STATISTICS FOR GENDER ON THE SMT SUPPORT STRATEGY POLICIES

Group Statistics					
	Respondent's Gender	N	Mean	Std. Deviation	Std. Error Mean
SMT Policies	Male	124	3.4032	1.66220	.14927
	Female	189	3.7989	1.34156	.09758

TABLE 5. 36: INDEPENDENT SAMPLES T-TEST FOR GENDER ON THE SMT SUPPORT STRATEGY POLICIES

Independent Samples Test for Gender on SMT Support Strategy Policies										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
SMT Policies	Equal variances assumed	12.977	.000	-2.319	311	.021	-.39572	.17066	-.73151	-.05992
	Equal variances not assumed			-2.219	223.851	.027	-.39572	.17834	-.74715	-.04428

For practical significance, the standardised measure of effect size (Cohen's d (d)) is also reported. The effect size between male and female educators is considered to be small (25.0%).

- **Gender and teamwork**

An independent group t-test was used to test the difference in educators' opinions based on gender in terms of the SMT support strategy, namely teamwork.

The Levene's test (Table 5.38) indicated equal variances not assumed [$F = 3.857, p = 0.05$]. The results in Table 5.37 revealed a statistically significant difference between Male ($M=2.829, SD=1.746$) and Female ($M=3.413, SD= 1.574$), as predicted by $t(310) = -2.997, p < 0.05 (0.003), d = -0.351$. It is important to note that the statistically significant differences found are of small or have no practical effect, which actually implies the differences though statistically different, are negligible and of no significant effect. Therefore, the null hypothesis is rejected. Based on the mean differences, females displayed more satisfaction towards the SMT characteristic, teamwork.

TABLE 5. 37: GROUP STATISTICS FOR GENDER ON THE SMT SUPPORT STRATEGY TEAMWORK

Group Statistics					
	Respondent's Gender	N	Mean	Std. Deviation	Std. Error Mean
SMT Teamwork	Male	123	2.8293	1.74599	.15743
	Female	189	3.4127	1.57407	.11450

TABLE 5. 38: INDEPENDENT SAMPLES T-TEST FOR GENDER ON THE SMT SUPPORT STRATEGY TEAMWORK

Independent Samples Test for Gender on SMT Support Strategy Teamwork										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
SMT Teamwork	Equal variances assumed	3.857	.050	-3.064	310	.002	-.58343	.19044	-.95815	-.20871
	Equal variances not assumed			-2.997	241.372	.003	-.58343	.19466	-.96689	-.19997

- **Gender and support strategy operations**

An independent group t-test was used to test the difference in educators' opinions based on gender in terms of the SMT support strategy, Operations. The Levene's test (Table 5.40) indicated equal variances assumed [$F = .954, p > 0.5 (0.330)$]. The results in Table 5.39 revealed a statistically significant difference between Male ($M=3.694, SD=1.075$) and Female ($M=3.240, SD= .979$), as predicted by $t (309) = 3.842, p < 0.05 (0.000), d = 0.442$. Therefore, the null hypothesis is rejected. Based on the mean differences, males displayed more satisfaction towards the SMT characteristic, Operations.

TABLE 5. 39: GROUP STATISTICS FOR GENDER ON THE SMT SUPPORT STRATEGY OPERATIONS

Group Statistics					
	Respondent's Gender	N	Mean	Std. Deviation	Std. Error Mean
SMT Operations	Male	122	3.6940	1.07530	.09735
	Female	189	3.2399	.97914	.07122

TABLE 5. 40: INDEPENDENT SAMPLES T-TEST FOR GENDER ON THE SMT SUPPORT STRATEGY OPERATIONS

Independent Samples Test for Gender on SMT Support Strategy Operations										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
SMT Operations	Equal variances assumed	.954	.330	3.842	309	.000	.45413	.11821	.22153	.68673
	Equal variances not assumed			3.765	240.789	.000	.45413	.12062	.21652	.69174

- **Gender and support strategy welfare/support**

An independent group t-test was used to test the difference in educators' opinions based on gender in terms of the SMT support strategy, welfare/support.

The Levene's test (Table 5.42) indicated equal variances assumed [$F = .186, p > 0.5 (.667)$]. The results in Table 5.41 revealed a statistically significant difference between Male ($M=2.515, SD=1.175$) and Female ($M=2.888, SD= 1.138$), as predicted by $t(309) = -2.793, p < 0.05 (0.006), d = -0.322$. Therefore, the null hypothesis is rejected. Based on the mean differences, females displayed more satisfaction towards the SMT characteristic, welfare/support.

TABLE 5. 41: GROUP STATISTICS FOR GENDER ON THE SMT SUPPORT STRATEGY WELFARE

Group Statistics					
	Respondent's Gender	N	Mean	Std. Deviation	Std. Error Mean
SMT Welfare	Male	123	2.5149	1.17522	.10597
	Female	188	2.8883	1.13809	.08300

TABLE 5. 42: INDEPENDENT SAMPLES T-TEST FOR GENDER ON THE SMT SUPPORT STRATEGY WELFARE

Independent Samples Test for Gender on SMT Support Strategy Welfare										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
SMT Welfare	Equal variances assumed	.186	.667	-2.793	309	.006	-.37339	.13370	-.63647	-.11031
	Equal variances not assumed			-2.774	255.006	.006	-.37339	.13460	-.63847	-.10831

As can be seen from the above tables, educators' opinions differ significantly among the gender groups with respect to all the dependent variables on the 5% level; except for SMT Decision-making and Discipline. The hypotheses on the other SMT support

strategies can therefore be rejected. In general, females also displayed a higher satisfaction towards the SMT characteristics than males. The effect size between male and female educators are considered to be moderate (32.2%).

5.7.2 Findings with regard to Race Hypothesis

Null hypothesis

There are no statistically significant differences in the opinions of educators of different race groups in terms of:

- *SMT support strategy decision making affecting job satisfaction.*
- *SMT support strategy feedback affecting job satisfaction*
- *SMT support strategy discipline affecting job satisfaction*
- *SMT support strategy policy affecting job satisfaction*
- *SMT support strategy teamwork affecting job satisfaction*
- *SMT support strategy operation affecting job satisfaction*
- *SMT support strategy welfare/support affecting job satisfaction*

- **SMT race and decision making**

A one-way ANOVA (Table 5.44) indicated no statistically significant differences in SMT support strategy, Decision-making, across the four levels of the IV race groups [$F(3, 308) = 1.811, p > .05(.126)$]. From the results in Table 5.43, the null hypothesis cannot be rejected. The highest level of satisfaction was reported in the Indian race group ($M=3.900, SD=.742$), followed by the White race group ($M=3.237, SD=.844$), and highest dissatisfaction for the race group, Coloured ($M=2.969, SD=.846$).

TABLE 5. 43: GROUP STATISTICS FOR RACE ON THE SMT SUPPORT STRATEGY DECISION-MAKING

Descriptive Statistics for Race and SMT Support Strategy Decision-making			
SMT Decision Making			
<i>Respondent's Race Group</i>	Mean	N	Std. Deviation
<i>Black</i>	3.0395	76	1.08555
<i>Coloured</i>	2.9688	16	.84595
<i>Indian</i>	3.9000	5	.74162
<i>White</i>	3.2372	215	.84390
<i>Total</i>	3.1837	313	.91232

TABLE 5. 44: ANOVA TEST FOR RACE ON THE SMT SUPPORT STRATEGY DECISION-MAKING

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
SMT Decision Making * Respondent's Race Group	Between Groups	(Combined)	5.969	4	1.492	1.811	.126
	Within Groups		253.718	308	.824		
	Total		259.687	312			

- **SMT race and feedback**

A one-way ANOVA (Table 5.46) indicated statistically significant differences in the SMT support strategy, Feedback, across the four levels of the IV race groups [$F(3, 308) = 4.044, p < .05(.003), \eta^2 = .050$]. From the results in Table 5.45, the null hypothesis is rejected. The highest level of satisfaction was reported in the Indian race group ($M=4.200, SD=1.789$), followed by the White race group ($M=2.991, SD=1.588$), and highest dissatisfaction for the race group, Black ($M=2.237, SD=1.656$).

TABLE 5. 45: GROUP STATISTICS FOR RACE ON THE SMT SUPPORT STRATEGY FEEDBACK

Descriptive Statistics for Race and SMT Support Strategy Feedback			
SMT Feedback			
Respondent's Race Group	Mean	N	Std. Deviation
Black	2.2368	76	1.65625
Coloured	2.8750	16	1.54380
Indian	4.2000	5	1.78885
White	2.9907	215	1.58848
Total	2.8211	313	1.63690

TABLE 5. 46: ANOVA TEST FOR RACE ON THE SMT SUPPORT STRATEGY FEEDBACK

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
SMT Feedback * Respondent's Race Group	Between Groups	(Combined)	41.713	4	10.428	4.044	.003
	Within Groups		794.268	308	2.579		
	Total		835.981	312			

For practical significance, the standardised measure of effect size (η^2) is also reported. The η^2 value is an estimate of the difference between the means expressed in standard deviation units which explains the magnitude of the effect size.

TABLE 5. 47: MEASURES OF ASSOCIATION TEST FOR RACE ON THE SMT SUPPORT STRATEGY FEEDBACK

Measures of Association		
	Eta	Eta Squared
SMT Feedback * Respondent's Race Group	.223	.050

The effect size measures the strength of the effect. Table 5.47 shows that the effect size between different race groups is considered to be moderate (50.0%).

- **SMT race and discipline**

A one-way ANOVA (Table 5.49) indicated statistically significant differences in SMT support strategy, Discipline, across the four levels of the IV race groups [$F(3, 308) = 4.730, p < .05(.001), \eta^2 = .058$]. From the results in Table 5.48, the null hypothesis is rejected. The highest level of satisfaction was reported in the Indian race group ($M=4.600, SD=.894$), followed by the White race group ($M=3.601, SD=1.452$), and highest dissatisfaction for the Coloured race group ($M=2.313, SD=1.352$).

TABLE 5. 48: GROUP STATISTICS FOR RACE ON THE SMT SUPPORT STRATEGY DISCIPLINE

Descriptive Statistics for Race and SMT Support Strategy Discipline			
SMT Discipline			
Respondent's Race Group	Mean	N	Std. Deviation
Black	3.1711	76	1.57808
Coloured	2.3125	16	1.35247
Indian	4.6000	5	.89443
White	3.6093	215	1.45201
Total	3.4569	313	1.50817

TABLE 5. 49: ANOVA TEST FOR RACE ON THE SMT SUPPORT STRATEGY DISCIPLINE

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
SMT Discipline * Respondent's Race Group	Between Groups	(Combined)	41.073	4	10.268	4.730	.001
	Within Groups		668.595	308	2.171		
	Total		709.668	312			

TABLE 5. 50: MEASURES OF ASSOCIATION TEST FOR RACE ON THE SMT SUPPORT STRATEGY DISCIPLINE

Measures of Association		
	Eta	Eta Squared
SMT Discipline * Respondent's Race Group	.241	.058

For practical significance, the standardised measure of effect size (η^2) is also reported. The effect size measures the strength of the effect. Table 5.50 shows that the effect size between different race group educators is considered to be moderate (58.0%).

- **SMT race and school policies**

A one-way ANOVA (Table 5.52) indicated statistically significant differences in SMT support strategy, Policies, across the four levels of the IV race groups [$F(3, 308) = 5.831, p < .05 (.000), \eta^2 = .070$]. From the results in Table 5.51, the null hypothesis is rejected. The highest level of satisfaction was reported in the White race group ($M=3.900, SD=1.345$), followed by the Black ($M=3.066, SD=1.644$), and Coloured race group ($M=3.063, SD=1.570$). The highest dissatisfaction was found for the Indian race group ($M=3.000, SD=1.871$).

TABLE 5. 51: GROUP STATISTICS FOR RACE ON THE SMT SUPPORT STRATEGY POLICIES

Descriptive Statistics for Race and SMT Support Strategy Policies			
SMT Policies			
Respondent's Race Group	Mean	N	Std. Deviation
Black	3.0658	76	1.64386
Coloured	3.0625	16	1.56924
Indian	3.0000	5	1.87083
White	3.8977	215	1.34607
Total	3.6422	313	1.48704

TABLE 5. 52: ANOVA TEST FOR RACE ON THE SMT SUPPORT STRATEGY POLICIES

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
SMT Policies * Respondent's Race Group	Between Groups	(Combined)	48.566	4	12.141	5.831	.000
	Within Groups		641.357	308	2.082		
	Total		689.923	312			

For practical significance, the standardised measure of effect size (η^2) is also reported (Table 5.53). The effect size between different race group educators is considered to be moderate to high (70.0%). Practically, that is the strength of the association, in this case the different race groups is moderate to high, when measured with SMT Support Strategy Policies.

TABLE 5. 53: MEASURES OF ASSOCIATION TEST FOR RACE ON THE SMT SUPPORT STRATEGY POLICIES

Measures of Association		
	Eta	Eta Squared
<i>SMT Policies * Respondent's Race Group</i>	.265	.070

- **SMT race and teamwork**

A one-way ANOVA (Table 5.55) indicated statistically significant differences in SMT support strategy, Teamwork, across the four levels of the IV race groups [$F(3, 307) = 6.463, p < .05 (.000), \eta^2 = .078$]. From the results in Table 5.54, the null hypothesis is rejected. The highest level of satisfaction was reported in the Indian race group ($M=3.600, SD=1.673$), followed by the White race group ($M=3.460, SD=1.537$). The highest dissatisfaction was reported for the Black race group ($M=2.415, SD=1.874$).

TABLE 5. 54: GROUP STATISTICS FOR RACE ON THE SMT SUPPORT STRATEGY TEAMWORK

Descriptive Statistics for Race and SMT Support Strategy Teamwork			
SMT Teamwork			
Respondent's Race Group	Mean	N	Std. Deviation
<i>Black</i>	2.4145	76	1.78398
<i>Coloured</i>	2.8750	16	1.68819
<i>Indian</i>	3.6000	5	1.67332
<i>White</i>	3.4603	214	1.53735
Total	3.1827	312	1.66589

TABLE 5. 55: ANOVA TEST FOR RACE ON THE SMT SUPPORT STRATEGY TEAMWORK

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
SMT Teamwork * Respondent's Race Group	Between Groups	(Combined)	67.030	4	16.758	6.463	.000
	Within Groups		796.056	307	2.593		
	Total		863.087	311			

TABLE 5. 56: MEASURES OF ASSOCIATION TEST FOR RACE ON THE SMT SUPPORT STRATEGY TEAMWORK

Measures of Association		
	Eta	Eta Squared
SMT Teamwork * Respondent's Race Group	.279	.078

For practical significance, the standardised measure of effect size (Eta²) is also reported in Table 5.56. The effect sizes between different race group educators are considered to be moderate to high (78.0%). Practically, that is the strength of the association, in this case the different race groups is moderate to high, when measured with SMT teamwork.

- **SMT race and operations**

A one-way ANOVA (Table 5.58) indicated non-statistically significant differences in SMT support strategy, Operations, across the four levels of the IV race groups [F(306) =1.333, p > .05 (.258)]. From the results in Table 5.57, the null hypothesis cannot be rejected. The highest level of satisfaction was reported for the Coloured race group (M=3.875, SD=.797), followed by the Indian race group (M=3.533, SD=1.193). The highest dissatisfaction was reported for the White race group (M=3.349, SD=.964).

TABLE 5. 57: GROUP STATISTICS FOR RACE ON THE SMT SUPPORT STRATEGY OPERATIONS

Descriptive Statistics for Race and SMT Support Strategy Operations			
SMT Operations			
Respondent's Race Group	Mean	N	Std. Deviation
Black	3.4978	75	1.25487
Coloured	3.8750	16	.79699
Indian	3.5333	5	1.19257
White	3.3489	214	.96402
Total	3.4180	311	1.04022

TABLE 5. 58: ANOVA TEST FOR RACE ON THE SMT SUPPORT STRATEGY OPERATIONS

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
SMT Operations * Respondent's Race Group	Between Groups	(Combined)	5.745	4	1.436	1.333	.258
	Within Groups		329.692	306	1.077		
	Total		335.437	310			

- **SMT race and welfare/support**

A one-way ANOVA (Table 5.60) indicated statistically significant differences in SMT support strategy, Welfare, across the four levels of the IV race groups [F (306) =5.612, $p < .05$ (.000), $\eta^2 = .068$]. From the results in Table 5.59, the null hypothesis cannot be rejected. The highest level of satisfaction was reported for the Indian race group (M=3.067, SD=.894), followed by the White race group (M=2.922, SD=1.116). The highest dissatisfaction was reported for the Black race group (M=2.250, SD=1.214).

TABLE 5. 59: GROUP STATISTICS FOR RACE ON THE SMT SUPPORT STRATEGY WELFARE

Descriptive Statistics for Race and SMT Support Strategy Welfare			
SMT Welfare			
Respondent's Race Group	Mean	N	Std. Deviation
Black	2.2500	76	1.21366
Coloured	2.4444	15	.94840
Indian	3.0667	5	.89443
White	2.9221	214	1.11758
Total	2.7406	311	1.16547

TABLE 5. 60: ANOVA TEST FOR RACE ON THE SMT SUPPORT STRATEGY WELFARE

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
SMT Welfare * Respondent's Race Group	Between Groups	(Combined)	28.777	4	7.194	5.612	.000
	Within Groups		392.300	306	1.282		
	Total		421.077	310			

TABLE 5. 61: MEASURES OF ASSOCIATION TEST FOR RACE ON THE SMT SUPPORT STRATEGY WELFARE

Measures of Association		
	Eta	Eta Squared
SMT Welfare * Respondent's Race Group	.261	.068

For practical significance, the standardised measure of effect size (η^2) is also reported in Table 5.61. The effect size between different race group educators is considered to be moderate (68.0%).

Respondents' opinions differ significantly among the race groups with respect to all the dependent variables on the 5% level; except for SMT Decision-making and Operations. The hypotheses on the other SMT support strategies can therefore be

rejected. On average, it seems that the Black race group displayed the most dissatisfaction towards the SMT Support Strategies.

5.7.3 Findings with regard to Age Hypothesis

There is no statistically significant differences in the opinions of educators of different age groups in terms of:

Null hypothesis

- *SMT support strategy decision making affecting job satisfaction.*
- *SMT support strategy feedback affecting job satisfaction*
- *SMT support strategy discipline affecting job satisfaction*
- *SMT support strategy policy affecting job satisfaction*
- *SMT support strategy teamwork affecting job satisfaction*
- *SMT support strategy operation affecting job satisfaction*
- *SMT support strategy welfare/support affecting job satisfaction*

- **SMT Age Group and decision making**

A one-way ANOVA (Table 5.63) indicated no statistically significant differences in SMT support strategy Decision-making across the five levels of the IV age groups [$F(307) = 1.384, p > .05 (.230)$]. From the results in Table 5.62, the null hypothesis cannot be rejected. The highest level of satisfaction was reported for the age group 56+ ($M = 3.526, SD = .993$), and the highest dissatisfaction was reported for the age group 26-35 ($M = 3.100, SD = .965$).

TABLE 5. 62: GROUP STATISTICS FOR AGE ON THE SMT SUPPORT STRATEGY DECISION-MAKING

Descriptive Statistics for Age and SMT Support Strategy Decision-making			
SMT Decision-making			
Respondent's Age	Mean	N	Std. Deviation
20 - 25	3.1250	20	.77587
26 - 35	3.1008	129	.96497
37 - 45	3.1528	72	.62031
46 - 55	3.3056	72	1.05000
56+	3.5263	19	.99266
Total	3.1837	313	.91232

TABLE 5. 63: ANOVA TEST FOR AGE ON THE SMT SUPPORT STRATEGY DECISION-MAKING

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
SMT Decision Making * Respondent's Age	Between Groups	(Combined)	5.725	5	1.145	1.384	.230
	Within Groups		253.961	307	.827		
	Total		259.687	312			

- **SMT age group and feedback**

A one-way ANOVA (Table 5.65) indicated statistically significant differences in SMT support strategy, Feedback, across the five levels of the IV age groups [F (307) =2.372, $p < .05$ (.039), $\eta^2 = .037$]. From the results in Table 5.64, the null hypothesis is rejected. The highest level of satisfaction was reported for the age group 20-25 (M=3.550, SD=1.583), and the highest dissatisfaction was reported for the age group 37-45 (M=2.486, SD=1.644).

TABLE 5. 64: GROUP STATISTICS FOR AGE ON THE SMT SUPPORT STRATEGY FEEDBACK

Descriptive Statistics for Age and SMT Support Strategy Feedback			
SMT_Feedback			
Respondent's Age	Mean	N	Std. Deviation
20 - 25	3.5500	20	1.53811
26 - 35	2.6977	129	1.59396
37 - 45	2.4861	72	1.64439
46 - 55	3.0000	72	1.64445
56+	3.4737	19	1.67890
Total	2.8211	313	1.63690

TABLE 5. 65: ANOVA TEST FOR AGE ON THE SMT SUPPORT STRATEGY FEEDBACK

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
SMT Feedback * Respondent's Age	Between Groups	(Combined)	31.099	5	6.220	2.372	.039
	Within Groups		804.882	307	2.622		
	Total		835.981	312			

TABLE 5. 66: MEASURES OF ASSOCIATION TEST FOR AGE ON THE SMT SUPPORT STRATEGY FEEDBACK

Measures of Association		
	Eta	Eta Squared
SMT Feedback * Respondent's Age	.193	.037

For practical significance, the standardised measure of effect size (η^2) is also reported in Table 5.66. The effect size between different age group educators is considered to be low (37.0%).

- **SMT age group and discipline**

A one-way ANOVA (Table 5.68) indicated statistically significant differences in SMT support strategy, Discipline, across the five levels of the IV age groups [F (307) =3.127, $p < .05$ (.009), $\eta^2 = .048$]. From the results in Table 5.67, the null hypothesis is rejected. The highest level of satisfaction was reported in the age group 20-25 (M=4.350, SD=1.182), and the highest dissatisfaction was reported for the age group 46 - 55 (M=3.264, SD=1.618).

TABLE 5. 67: GROUP STATISTICS FOR AGE ON THE SMT SUPPORT STRATEGY DISCIPLINE

Descriptive Statistics for Age and SMT Support Strategy Discipline			
SMT Discipline			
Respondent's Age	Mean	N	Std. Deviation
20 - 25	4.3500	20	1.18210
26 - 35	3.3101	129	1.50934
37 - 45	3.4861	72	1.42407
46 - 55	3.2639	72	1.61849
56+	4.2105	19	1.22832
Total	3.4569	313	1.50817

TABLE 5. 68: ANOVA TEST FOR AGE ON THE SMT SUPPORT STRATEGY DISCIPLINE

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
SMT Discipline * Respondent's Age	Between Groups	(Combined)	34.391	5	6.878	3.127	.009
	Within Groups		675.277	307	2.200		
	Total		709.668	312			

TABLE 5. 69: MEASURES OF ASSOCIATION TEST FOR AGE ON THE SMT SUPPORT STRATEGY DISCIPLINE

Measures of Association		
	Eta	Eta Squared
<i>SMT Discipline * Respondent's Age</i>	.220	.048

For practical significance, the standardised measure of effect size (η^2) is also reported in Table 5.69. The effect sizes between different age group educators are considered to be moderate (48.0%).

- **SMT age group and school policies**

A one-way ANOVA (Table 5.71) indicated statistically significant differences in SMT support strategy, Policies, across the five levels of the IV age groups [$F(307) = 3.844$, $p < .05$ (.002), $\eta^2 = .059$]. From the results in Table 5.70, the null hypothesis is rejected. The highest level of satisfaction was reported in the age group 20-25 ($M = 4.700$, $SD = .733$), and the highest dissatisfaction was reported for the age group 46 - 55 ($M = 3.431$, $SD = 1.537$).

TABLE 5. 70: GROUP STATISTICS FOR AGE ON THE SMT SUPPORT STRATEGY POLICIES

Descriptive Statistics for Age and SMT Support Strategy Policies			
SMT Policies			
Respondent's Age	Mean	N	Std. Deviation
20 - 25	4.7000	20	.73270
26 - 35	3.5891	129	1.46102
37 - 45	3.4444	72	1.53723
46 - 55	3.4306	72	1.53665
56+	4.3684	19	1.30002
Total	3.6422	313	1.48704

TABLE 5. 71: ANOVA TEST FOR AGE ON THE SMT SUPPORT STRATEGY POLICIES

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
SMT Policies * Respondent's Age	Between Groups	(Combined)	40.647	5	8.129	3.844	.002
	Within Groups		649.276	307	2.115		
	Total		689.923	312			

The standardised measure of effect size (η^2) is also reported in Table 5.72. The effect size measures the strength of the effect. The effect size between different age group educators is considered to be moderate (59.0%).

TABLE 5. 72: MEASURES OF ASSOCIATION TEST FOR AGE ON THE SMT SUPPORT STRATEGY POLICIES

Measures of Association		
	Eta	Eta Squared
<i>SMT Policies * Respondent's Age</i>	.243	.059

- **SMT age group and teamwork**

A one-way ANOVA (Table 5.74) indicated statistically significant differences in SMT support strategy, Policies, across the five levels of the IV age groups [$F(306) = 4.762$, $p < .05$ (.000), $\eta^2 = .072$]. From the results in Table 5.73, the null hypothesis is rejected. The highest level of satisfaction was reported in the age group 56+ ($M = 4.316$, $SD = 1.181$), and the highest dissatisfaction was reported for the age group 37 - 45 ($M = 2.771$, $SD = 1.682$).

TABLE 5. 73: GROUP STATISTICS FOR AGE ON THE SMT SUPPORT STRATEGY TEAMWORK

Descriptive Statistics for Age and SMT Support Strategy Teamwork			
SMT Teamwork			
Respondent's Age	Mean	N	Std. Deviation
20 - 25	4.2250	20	1.05724
26 - 35	3.1719	128	1.61250
37 - 45	2.7708	72	1.68242
46 - 55	3.0069	72	1.77322
56+	4.3158	19	1.18099
Total	3.1827	312	1.66589

TABLE 5. 74: ANOVA TEST FOR AGE ON THE SMT SUPPORT STRATEGY TEAMWORK

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
SMT Teamwork * Respondent's Age	Between Groups	(Combined)	62.310	5	12.462	4.762	.000
	Within Groups		800.777	306	2.617		
	Total		863.087	311			

TABLE 5. 75: MEASURES OF ASSOCIATION TEST FOR AGE ON THE SMT SUPPORT STRATEGY TEAMWORK

Measures of Association		
	Eta	Eta Squared
SMT Teamwork * Respondent's Age	.269	.072

The standardised measure of effect size (Eta²) is also reported in table 5.75. The effect size among different age group educators is considered to be moderate to high (72.0%).

- **SMT age group and operations**

A one-way ANOVA (Table 5.77) indicated no statistically significant differences in SMT support strategy, Operations, across the five levels of the IV age groups [$F(305) = .988, p > .05(.425)$]. From the results in Table 5.76, the null hypothesis cannot be rejected. The highest level of satisfaction was reported in the age group 37-45 ($M=3.519, SD=1.002$), and the highest dissatisfaction was reported for the age group 20-25 ($M=3.033, SD=.823$).

TABLE 5. 76: GROUP STATISTICS FOR AGE ON THE SMT SUPPORT STRATEGY OPERATIONS

Descriptive Statistics for Age and SMT Support Strategy Operations			
SMT Operations			
Respondent's Age	Mean	N	Std. Deviation
20 – 25	3.0333	20	.82292
26 – 35	3.4740	128	1.10721
37 – 45	3.5185	72	1.00217
46 – 55	3.3850	71	1.01207
56+	3.1754	19	1.01451
Total	3.4180	311	1.04022

TABLE 5. 77: ANOVA TEST FOR AGE ON THE SMT SUPPORT STRATEGY OPERATIONS

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
SMT Operations * Respondent's Age	Between Groups	(Combined)	5.345	5	1.069	.988	.425
	Within Groups		330.092	305	1.082		
	Total		335.437	310			

- **SMT age group and welfare/support**

A one-way ANOVA (Table 5.79) indicated statistically significant differences in SMT support strategy, Welfare, across the five levels of the IV age groups [$F(305) = 3.500$,

$p < .05$ (.004), $\eta^2 = .054$]. From the results in Table 5.78, the null hypothesis is rejected. The highest level of satisfaction was reported in the age group 56+ ($M=3.614$, $SD=.995$), and the highest dissatisfaction was reported for the age groups 37- 45 ($M=2.624$, $SD=1.191$) and 46-55 ($M=2.629$, $SD=1.137$).

TABLE 5. 78: GROUP STATISTICS FOR AGE ON THE SMT SUPPORT STRATEGY WELFARE

Descriptive Statistics for Age and SMT Support Strategy Welfare/Support			
SMT Welfare/Support			
Respondent's Age	Mean	N	Std. Deviation
20 - 25	3.2500	20	1.00801
26 - 35	2.6537	129	1.15651
37 - 45	2.6244	71	1.19114
46 - 55	2.6291	71	1.13746
56+	3.6140	19	.99544
Total	2.7406	311	1.16547

TABLE 5. 79: ANOVA TEST FOR AGE ON THE SMT SUPPORT STRATEGY WELFARE/SUPPORT

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
SMT Welfare * Respondent's Age	Between Groups	(Combined)	22.850	5	4.570	3.500	.004
	Within Groups		398.227	305	1.306		
	Total		421.077	310			

For practical significance, the standardised measure of effect size (η^2) is also reported in Table 5.80. The effect sizes between different age group educators are considered to be moderate (54.0%).

TABLE 5. 80: MEASURES OF ASSOCIATION TEST FOR AGE ON THE SMT SUPPORT STRATEGY WELFARE

Measures of Association		
	Eta	Eta Squared
<i>SMT Welfare * Respondent's Age</i>	.233	.054

As can be seen from the analysis above, educators' opinions differ significantly among the age groups with respect to all the dependent variables on the 5% level; except for SMT Decision-making and Operations. The hypotheses on the other SMT support strategies can therefore be rejected. On average, it seems that the 20-25 and 56+ age groups displayed the most satisfaction towards the SMT Support Strategies, whilst the age groups 37-45 and 46-55 displayed the most dissatisfaction. A detailed summary of the quantitative data findings is discussed in Chapter Six. The next section analyses the qualitative data that was collected via focus-group interviews.

5.8 QUALITATIVE DATA ANALYSIS

The following section portrays the thematic analyses of the transcribed qualitative data collected by the researcher by means of focus group interviews. The interviews allowed sufficient time for the participants to elaborate, thereby making it possible to collect in-depth data about the impact of SMTs on educator job satisfaction; each focus group interview was concluded in less than 60 minutes. The participants' discussions during the focus group interviews were recorded on a reliable cell phone recorder and later transcribed into textual data.

Data were collected at 12 schools (therefore, 12 focus groups) from the following districts:

- 3 schools from Lejweleputswa District
- 2 schools from Fezile Dabe District
- 3 schools from Motheo District

- 2 schools from Thabo Mofutsanyane District
- 2 schools from the Xhariep District

In total 34 educators and 34 SMT Members (20 HODs, 6 Deputy Principals and 8 School Principals) participated in the focus group interviews. Educators and SMT members from each school were in the same focus group interview. The sample was selected because of their convenient accessibility to the researcher. The researcher is based in the Lejweleputswa District, the Motheo District is the nearest to the researcher, while the Xhariep District is the furthest from the researcher.

To ensure the protection of identities, the different schools and participating educators were branded according to codes. For example, a male educator in school A was coded as AE1, and the male principal of school A was coded as AP1. Table 5.81 depicts the composition of the groups and participants.

TABLE 5. 81: CODES OF SCHOOLS AND PARTICIPANTS OF THE RESEARCH STUDY

School and District	Type	PARTICIPANTS						
		#1	#2	#3	#4	#5	#6	#7
A LEJWELEPUTSWA	Urban	Educator Male	Educator Female	Educator Male	HOD Female	HOD Male	Deputy Female	Principal Male
		AE1	AE2	AE3	AH1	AH2	AD	AP
B FEZILE DABE	Rural	Educator Female	Educator Male		HOD Female			Principal Female
		BE1	BE2		BH1			BP
C LEJWELEPUTSWA	Urban	Educator Male	Educator Male	Educator Female	HOD Male	HOD Female	Deputy Male	Principal Male
		CE1	CE2	CE3	CE4	CE5	CD	CP
D LEJWELEPUTSWA	Rural	Educator Male	Educator Female	Educator Female	HOD Female	HOD Male		Principal Female
		DE1	DE2	DE3	DH1	DH2		DP
E MOTHEO	Urban	Educator Female	Educator Male	Educator Male	HOD Male	HOD Female	Deputy Female	Principal Male
		EE1	EE2	EE3	EH1	EH2	ED	EP
F MOTHEO	Rural	Educator Male	Educator Female	Educator Male	HOD Female		Deputy Male	Principal Male
		FE1	FE2	FE3	FH1		FD	FP
G MOTHEO	Urban	Educator Male	Educator Female	Educator Male	HOD Male	HOD Female	Deputy Male	
		GE1	GE2	GE3	GH1	GH2	GD	
H FEZILE DABE	Urban	Educator Male	Educator Female	Educator Female	HOD Male			
		HE1	HE2	HE3	HH1			
I THABO MOFUTSANYANE	Urban	Educator Male	Educator Male	Senior Educator Female	HOD Male	HOD Female	Deputy Male	Principal Male
		IE1	IE2	ISE	IH1	IH2	ID	IP

(Table 5.81 continues on next page)

School and District	Type	PARTICIPANTS						
		#1	#2	#3	#4	#5	#6	#7
J <i>THABO MOFUTSANYANE</i>	Urban	Educator Female	Educator Female	Educator Female	HOD Female	HOD Male		Principal Male
		JE1	JE2	JE3	JH1	JH2		JP
K <i>XHARIEP</i>	Rural	Educator Male	Educator Female		HOD Male	HOD Female		
		KE1	KE2		KH1	KH2		
L <i>XHARIEP</i>	Urban	Educator Female	Educator Female	Educator Male	HOD Female			
		LE1	LE2	LE3	LH1			

The process of thematic coding (cf. 4.6.2.3) occurred as follows:

Qualitative analysis is an interim discovery process that aims to develop coded subjects and categories (McMillan & Schumacher, 2010:351). The researcher attempted to bring order, structure and meaning to the responses of the collected data. The researcher researched regularities, patterns, subjects and words and phrases to represent the topics and patterns through the data. The data were divided continuously into manageable subjects or categories. The emergent patterns or categories were colour coded. Emic categories were emphasised and preferred when the data were collected (McMillan & Schumacher, 2010:244). Similar colour-coded themes were then grouped together from all the responses of all the participants.

During the focus-group interviews, participants were asked to briefly express the aspect of the SMTs characteristics that gave them the most satisfaction, or displeased them the most. The focus-groups comprised different genders and, in some schools, different races. Participants also had varied years of teaching experience within the education system and had taught numerous grades at their respective schools. Some of the participants were part of the SMT. However, these variables did not seem to be predominantly significant as far as the singularity of job satisfaction was concerned. This permitted for data that were representative of participants and inclusive of the wide variety of demographics encompassed throughout the study group population. The results are summarised below, schooled into different themes. A summary of the different themes and sub-themes is discussed in Chapter Six.

Once the themes were established, the different colour-coded words/sentences were pooled together into sub-themes underneath the two main themes, as tabled in Table 5.82 on the next page.

TABLE 5. 82: THEMES AND SUB-THEMES OF QUALITATIVE DATA

	THEMES	SUB-THEMES	
Theme 1	<i>Leadership and Management</i>	1.1	Leadership Style
		1.2	Communication
		1.3	SMT Conflict Handling
		1.4	Emotional Intelligence SMT
	THEMES	2.1	SUB-THEMES
Theme 2	<i>SMT Activities</i>	2.2	Decision Making
		2.3	Learner Discipline
		2.4	Teamwork
		2.5	Trust in SMT
		2.6	Workplace Bully
Theme 3	<i>Job satisfaction aspects affecting educators</i>	3.1	Workload
		3.2	Mentorship/Professional Development
		3.3	Turnover

5.8.1 THEME 1: LEADERSHIP AND MANAGEMENT

Leadership and management in schools emerged as a critical point for educators in the quantitative results. 58.5% of participants in the quantitative research felt negative towards the SMT in general. According to the quantitative data, school management was a factor of dissatisfaction for educators (cf. Table 5.24) and was specifically mentioned in the questionnaire. It was also mentioned frequently in the focus-group interviews.

5.8.1.1 Sub Theme 1: Leadership Style

The **leadership styles** of the SMTs varied from autocratic, to democratic, to participative, or an amalgamation of all these, subjected to the situation with which a

leader was faced, as cited by some participants.

According to some of the participants that were interviewed, the autocratic leadership style seemed to be the most prevalent in their schools, in which the SMTs made decisions on their own, creating a hostile school environment and instilling fear, even leading to insubordination at times, as stated by participants. However, there were a few participants that alluded to the fact that their SMT used a democratic leadership style. Only two schools' participants stated that their SMT used a participative leadership style. The following section is a selection of responses from these schools.

5.8.1.1.1 Democratic leadership style

Participants BE1, DE1, EE1 and JE3 said their SMTs were using more of the democratic leadership style. This was based on the characteristics SMTs showed during the management of educators in their schools.

Participant EE3 stated: *“the SMTs more specifically the principal practices an open-door policy. This make me feel good and free to discuss my problems and concerns.”* In the same school participant EH2 mentioned the following: *“I disagree with an autocratic leadership, I am keen on including one and all, from educators to the senior SMT members in steering the school.”*

Participant JP said that the best suitable principal of a school is *“a democratic leader who identifies, the requirements and challenges of the school.”* The participant further said that *“the needs of the educators need to be voiced and heard, one and all should be allowed to take part in leading the school.”*

Comparable opinions were voiced by several participants in the focus-group interview participant BE2 mentioned: *“In my school a democratic type of leadership is being practised where every educator is made to express his/her opinion about the management of the school”*. In the same school participant BE5 said: *“I like to involve all the educators from my department, leading and making decision a democratic way rather than commanding opinions on those you manage and lead.”*

5.8.1.1.2 Participative Leadership style

The general feeling of participant HH1 was that it is always good if all the stakeholders (educators and SMT members) to some degree are included in the managing of the school, instead of the principal managing the school and taking decisions by himself. Participants IE1, IE2 and ISE in the focus-group interviews said they have a say in certain management decisions at school, even though they are not on the SMT. However, the participants said that there are also inadequacies included in the participative leadership style.

From the same school participant ID maintained that *“In certain circumstances post-level 1 educators don’t always approve with some of the issues the SMT want to introduce in the school.”*, whereas participant IP stated that the SMT believe that participative management suggests the contribution of all the stakeholders (post level one educators through to the principal) and correspond that it is essential that there should be consultation with everyone. In a similar manner, participant ISE maintained that *“Since I have been working here at this school, the educators along with the SMT have to approve the matter the SMT bring to the staff.”* She further said that *“there has to be a majority number before the decision can be approved and then it can be implemented at our school.”*

5.8.1.1.3 Autocratic leadership style

Participant FE2 mentioned that due to the autocratic leadership style of the SMT, she feels a pervading sense of negativity, stemming from the hostile working environment and segregated staff.

The SMT in question had a closed-door policy and she felt that SMT members were unapproachable. This, she felt, was not a conducive environment for either learners or educators. In the same school, FP mentioned the following: *“I tell the educators what to do, rather than consult with them, when I introduced new policies regarding extra murals, I knew that if I had consulted them, they would have been against it.”*

Similarly, participant CE1 and CE3 mentioned that there is a one-way rule that exists in the school. The participant stated that there is a general fear for the Principal and the Deputy Principal. Educators do not enjoy debating matters because no-one would want to 'go against the grain' to change the prevailing situation.

Participant AE1 revealed the following about his school's SMT: *"The SMTs and more specifically the principal takes decision alone without the consent of educators' participation, he acts like a dictator, therefore I will classify him as an autocrat."*

Participant CH2 was of the view that *"Autocratic leadership operates in a school which is completely in disorder. In such instance an autocrat can stroll in and command, to set the structures in place to better the school's performance, and that is what happened a few years ago in our school"*.

In the same school, participant CP mentioned that: *"I decided to act dictatorially, to get things in place, to make it a better school."*

Participants FH1, GH1 and GH2 indicated that their principal was autocratic by nature, and participant GH2 mentioned the following: *"Sometimes our principal do not regard us to be fellow SMT members. He shouts at us in presence of other educators."*

Participants KE1 and LE2 indicated that their SMTs followed more of an Autocratic leadership style. Their conclusions were based on their SMTs way of managing educators in schools. Participant KE1 mentioned *"our SMTs does not involve us in the running of the school apart from sports and educator subject meetings"*, while participant LE2 mentioned *"our principal tries to be democratic but she fails. In short, they are more of the autocratic type."*

Effective communication skills are an important feature of leadership. This constitutes the next sub-factor.

5.8.1.2 Sub-theme 2: Communication

The results from the focus group interviews show that, in general, educators in the Free State are often satisfied with SMT communication practices. Educators rated

their SMTs highest on their communication of mission and goals, and the lowest on feedback and communication. Perhaps this is because SMTs are aware of the importance of communicating the school's mission and goals for educator satisfaction and school improvement.

Participants from School DE3 and EE2 in the focus-group presumed that proficient formal communication inside the school has a positive effect upon their job satisfaction, and Participant DH1 stated: *“sound communication within the school [and] proper and clear communication between the educators and SMT impacts educator job satisfaction positively.”*

SMT members from school B, F and H emphasized that their responsibility in communication is vital for the existence of their schools. SMT members articulated that communication bears the way in which information, policies and changes are corresponded.

Consequently, appropriate communication channels ought to be created so that information surges effectively in the school. Participant FH1 stated: *“there should be open communication within the school, the line function within the school should be clear and direct, if not, educators will not have the courage to come and discuss their problems with the SMT, they will rather keep quiet and therefore become negative.”* Participant BP reported that she maintained good communication, both verbally and non-verbally: *“It is not only through the spoken language, correspondingly comprises of the non-verbal communication”*

Participant JE1 specified that SMTs ought to be good listeners, as well as good communicators, *“as it complements each other”*. The participant's ideas about communication involved *“not withholding pertinent information.”* She believed it was important to have all of the information available in any given situation: *“I want information. I don't want to have to ask for it because if I feel like I have to ask for it, you're trying to come up with stories, and that makes me negative.”*

Participants from School AE2, CE3, GE1, KE1 and LE1 complained about their SMTs (particularly the principal) unsatisfactory feedback. Furthermore, educators asserted that their SMT (principal) generally does not make eye-contact and nods throughout a

conversation. CE33 said that *“the principal listens to me but he doesn’t respond to my questions genuinely. He will ask a question and doesn’t wait until response. I can therefore say, the principal-educator communication is relatively inadequate”*. Participant KE1 stated that *“our deputy-principal has exceptional facial expressions throughout a discussion. The deputy-principal regularly tries to focus on different matters and evades making eye contact.”* Participant LE1 stated that *“communication between SMT members and educators have to change. A number of SMT members have established a tone that is very commanding and demanding. There is a negative atmosphere and this does little to foster healthy work relationships.”*

Participant ISE felt that her job satisfaction was being affected due to a lack of strong communication between her and the SMT. This originated from a lack of firmness and clarity from the SMT about her role and responsibility in the school. She said that *“one way to provoke educators’ satisfaction is to give them space where they can speak, discuss and contribute in the decisions related to their work.”*

SMTs can use communication to clarify the significance of educators’ contribution in their schools. Conflict handling from SMTs was recognized during the focus-group interviews as a feature that impacts educator job satisfaction.

5.8.1.3 Sub-Theme 3: SMT Conflict Handling

Some of the very demeaning experiences recalled by the participants were SMTs, specifically the principal, who employed tactics that were unprofessional. These included shouting and scolding which made the educator feel as though they were being treated as a child. Principals who resort to this type of behaviour do so in order to subdue their victims and thus believe that they have the upper hand.

Participant CE3 recounted very clearly and tacitly her principal’s unruly behaviour when she said: *“He shout and scream and he is very unprofessional in encroaching on our free time and personal space. We were restricted in many respects whereas he can indulge at any time as he feels fit.”*

The view from participant CE3 was also shared by other educators. Participant GE1 viewed the principal’s unprofessional behaviour as follows: *“...and then he started*

shouting saying that he doesn't want this happening at his school and being very unprofessional, shouting, screaming he refused to accept my reasoning and that is when I also got angry as well."

Participant AH2 expounded the following: *"The disagreement occurred at an SMT meeting in terms of the principal not following prescribed procedure in terms of the document provided by the department. When I pointed this out to him, he attacked me personally."*

In School K, for example, the principal adopted a bulldozer type of behaviour among his staff members and this resulted in many conflicts between the principal and many educators. This was evident from participant KE2, who was of the following opinion: *"I believe the conflict arose, because by this time the principal had run roughshod over a number of educators who just accepted his behaviour. He, therefore, believed that he could go on behaving in any manner he desired with no serious consequences to his action and I believed that the situation had to be corrected."*

Participants FE1 and LH1 revealed that conflicts between educators and SMTs sometimes resulted in positive changes, when the educators became more united and their relationship strengthened. This was evident in the conflicts between educators, SMT and their principals from School F where the conflicts resulted in the staff becoming more committed and strengthening their relationships with one another: *"This conflict made my relationship even stronger with other educators and we became a stronger team of level one educators."* (Participant FE1)

The SMTs professionalism in dealing successfully with any stressful situations was noted by participants BE1, DE2, and JE1. Participant DE1 commented that *"when I become angry at my colleagues, she listens quietly to my point of view and gives me the chance to express my feelings. Then she tries to solve the problems reasonably and calmly."* Participant BH1 maintained that the principal is generally good in handling conflicts in the school, since she typically comes up with the best imaginable resolutions to the conflicts, while participant EE2 said that the principal normally requested the conflicting parties to deliberate the situation and that he did not take sides throughout discussions.

Participants HE3 and IE2 revealed that there was less conflict to be managed because the educators and the SMT were operating in a friendly and supportive manner. Participant HE3 said that her principal is a good listener for the reason that, if she is incorrect, he does not insist on disagreeing.

It is evident, therefore, that conflict between educators and SMTs can sometimes lead to a reaction that brings about coercion among educators. This study has revealed that when SMT members cannot deal with conflict in their school, especially between educators, conflict arises between the SMT and educators, work performance is affected, and ultimately leads to job dissatisfaction.

5.8.1.4 Sub – Theme 4: Emotionally Intelligent SMT

The link between SMT emotional intelligence and the satisfaction of educators is the main focus of this section. During the interviews participants acknowledged a positive association of the emotional intelligence demonstrated by the SMT with educator job satisfaction.

The question asked to the focus groups displayed the subsequent aptitudes of emotional intelligence: Emotional Self-Awareness, Empathy and Optimism. Participant ED and GD showed that interpersonal feelings and intrapersonal emotion may have an impact on controlling negative feelings, as well as improving performance. According to participant GD, *“It may be said that better performance causes an increase in job satisfaction”*.

It seems that educators who work under an SMT with high emotional intelligence have more job satisfaction. This was reinforced by participant JE1, who stated, *“I noticed that, my principal regulates his emotions by not responding immediately in a situation [...] I think that he thinks before he reacts and it gives him time to calm down.”* Participant KE2 stated of the principal, *“She does not address issues immediately, especially when she is upset”*. Participant AE2 had a similar experience, stating, *“He occasionally just disappears and goes out of school. I think he takes that time to calm himself down.”*

The latter shows that SMTs who are emotionally intelligent are able to control themselves, and are more likely to act constructively and positively when they deal with obstructions.

Participants BH1, DH2, ED and HH1 stated that SMTs who can manage their emotions normally generate a positive working environment. A few of the comments they made were the following: Participant BH1, *“A principal with the SMT which manage their emotions also establish a good positive working atmosphere and working environment in the school.”* Participant EE2, *“A principal with the SMT who can manage their emotions ought to generate a more conducive environment for one and all to work at ease.”* From the same school, participant ED specified that she used self-awareness and self-management to set the tone for her school: *“Educators know that I'm constant and when educators notice that you are, you never get too low, you never get too high.”*

Participant FP stood out, as he deems that understanding emotions does not have a place when dealing with confrontations. He stated that *“I must take out my emotions throughout confrontation. It is the circumstances that needs to be dealt with, not the emotional state.”*

Participants also mentioned that SMTs who can manage their emotions make thorough decisions for the reason that such a SMT does not make decisions centred on the emotions that they are feeling at that specific moment in time. Participant IE2 said that a *“SMT who manage their emotions will likewise influence their decision making, therefore a SMT who manage emotions make decisions professionally and not emotionally.”*

During the interviews participant CE2 and LE3 said that they don't even know what the mission or vision or mission statement of the school is. Participant CE5 said that her principal prefers working alone, and does not manage with others: *“...he does this to avoid confrontation to resolve conflicts with other team members, he is definitely not an emotional intelligent leader.”*

Educators indicated that a SMT who manage their emotions have a better working relation with their educators and therefore impact them positively. Participant DE1 stated the following: “*My school principal manages her emotions and therefore we have a good working relationship with us as educators, and consequently we work well as a team.*”

Participants led the discussion of the focus group towards emotions as an aspect of emotional intelligence. Issues of self-awareness were not addressed. The researcher can conclude that based on the discussion in the focus groups, emotionally intelligent SMTs promote teamwork and develop trust amongst their educators.

5.8.2 THEME 2: SMT ACTIVITIES

5.8.2.1 Sub-Theme 1: Teamwork

Educators are more directly devoted in their work within a school when they have an opinion. Furthermore, their work has significance and meaning, and plays a role in the tenacity with which goals are achieved. The interviews with participants established that the perception of teamwork is not a new occurrence in schools. Most of the participants observe teamwork as sharing the workload of managing schools amongst themselves, working together to achieve set goals, which also leads to participants experiencing more job satisfaction. Most participants had constructive remarks about teamwork.

Participants contend that team building helped if everyone was involved in participating. They further elaborated that the informal excursions had a positive effect on educator job satisfaction. Participant CE1 said that “*team building activities bring us together, we normally play bowls, and in each team, we have a SMT member, on that day we learn something from one another.*” Educators CE2 and CE3 articulated that combining team-building events away from the school assisted educators and SMT with interacting with others on a more personal basis and becoming closer to one another.

SMT members revealed the significance of team work, as well as team building in their school. Nearly all of the SMT members revealed they were committed to team building. The SMT established that instigating diverse teambuilding activities during the year progressively increased educator job satisfaction and morale, as well as produced educators who were happier in their teaching environment. Regarding SMT members' perception of teamwork, SMT members (HOD's and deputy-principals) distinguish teamwork as working as one team to accomplish a mutual objective. Nonetheless, participants specified that teamwork is sometimes time consuming.

Participant IH1 said, *“Educators and SMT Members at my school work as a team. The principal divides the work amongst the SMTs, and we as SMT members together plan school activities, thus teamwork.”* One educator perceived teamwork as time consuming. Participant BE1 argues the following: *“Decisions are not done quickly enough for the reason that of the method of talking and consultation.”*

Participants AH2, HH1, KH2, and LH1 revealed that, to guarantee effective relations in their schools, teamwork had to take place. There were numerous proficient educators in the school who had different sets of expertise. Consequently, these schools had various committees, allocated with several responsibilities. Participant HH1 believed that assigning different responsibilities to various educators made the educators part of the school, and made them feel important, thus leading to a positive attitude inside the school working environment, thereby promoting job satisfaction. Participant DH5 made it clear that the SMT was not there to manage the whole school as they cannot do everything alone: *“SMTs are appointed to oversee that the school is running perfectly, therefore there are different school committees, thus, when they work in teams, they get cohesive to each other in each and every committee [...] through this they interact more and therefore have good relations.”*

Similarly, participant FH1 expounded that *“if there are no collaboration, there cannot be job satisfaction.”* Participant JE2 corresponded through this by stating that *“working as a team will make educators prosper in everything they accomplish.”* Participant EH1 also comment on teamwork as a factor that motivated him to remain at the school: *“At this school, there is a lot of unity.... The staff like living as a family and they want the success to be owned by everybody.... It has been created a sense*

of belonging among the educators..... Most educators, even the SMT, including the principal in this school, expressed comfort in working together, sharing tasks and assisting each other both socially and professionally..... I really enjoy working with them.” Participant GH2 stated the following: “*...consideration with one another, having that drive to succeed, communicating with each other, as well as making a difference, that is my definition of teamwork.”*

This section revealed that teamwork involves the implementation of certain abilities, by means of making decisions.

5.8.2.2 Sub-Theme 2: Decision Making

Educators voiced the understanding that they were omitted from the decision-making process, especially with regard to promotions. The data from the interviews exposed that the educators were displeased with their partial decision-making participation. Participants from Schools AE3, CE1, FE1 and GE3 acknowledged an unwillingness to enthusiastically contribute to school actions and activities, and embraced unproductive teaching techniques. Educators were also opposed to change, and to contributing more than was expected of them.

Participant AE3 said the following: “*Staff meetings rarely take place at our school; I need to emphasise that the SMT makes the majority of decisions and rarely involve the staff unless it’s really urgent. The SMT is supposed to encourage educators by giving direction and motivation. The SMT should form part of the educator team and NOT be a team on their own.”*

Participant CE1 said the following: “*The management team who holds meetings and discusses certain issues do not share the outcome with the ordinary educator. The management team sometimes forgets to pass it on to educators.”* While participant GE2 said the following: “*...throughout staff meetings our SMT do not acknowledge our proposals, or discuss the matters on the agenda, other than their own topics. The SMT autocratically adopt whatever they desire.”*

Participants BE2, DE2, EH1, HE1, IE1 and JE3 said that they can participate in decision making and make a contribution to the school. Participant DE2, feels inspired by her part in decision-making: *“I’m part of decisions-making in our school, I do not have a particular job to do, but I’m part of the negotiations and involved in the decisions that have to be made for the school.”*

Participant IH1 said the following: *“We as SMT make decisions in addition decisions are without difficulty accepted because educators feel that they are part of the decision-making, whist we take a decision the decision is taken together as a team and as a result as soon as you have to implement that decision everybody agree to it...”*

However, participant LH1 said: *“I sometimes feel frustrated with the decisions being made at my school, half the time I am outvoted in the SMT meeting and unfortunately have to accept the decisions that were made”*. Participants KH1 and KH2 admits that occasionally there are cases when the principal actually has to make decisions by himself.

Taking the above in mind, it might be said that the SMTs use of more inclusive forms of decision making and communication might reduce the barriers for educators in becoming motivated and productive, by creating more viable means of support. During the focus-group interviews, educator contribution in school decisions continually appeared as an area that is absent in numerous schools. The large majority of the participants claimed that if educators are allowed participation in the decision-making process, it will cause an increase in their job satisfaction.

Educators are of the opinion that their opinion was not being heard on countless occasions, therefore, their levels of job satisfaction were being negatively impacted. Supplying educators with occasions for their input in decision making is a quality that educators anticipate from their SMT. The absence of autonomy subdued the educators’ ability to undertake full accountability in solving school-related problems, in turn creating dissatisfaction among the educators, which was reflected in the educator’s demotivation

5.8.2.3 Sub-Theme 3: Learner Discipline

All schools experience types of disciplinary problems that are driving educators out of the profession. According to the Participants, the SMT, in particular the principal as school leader, portrayed a main part in the discipline in a school.

During the interviews participants AE3, CE3, FE2, GE3, KE1 and LE1 felt dissatisfied when they did not get the required discipline support from the SMT when learners remained disruptive in class. The non-compliance of the SMT to assist in discipline problems is to the detriment of effective teaching and learning. Participant CE2 expounded the following: *“Whenever I do not obtain assistance from the SMT regarding discipline, I become negative, and this have an effect on my teaching.”*

Participant KE1 said the following: *“When I refer learners who misbehave, my deputy-principal said: I have to manage them in the classroom and not waste his time dealing with them. The discipline issue should be an SMT job, not the educator. I should be focusing on teaching the other students in my class.”*

The direct participation of various stakeholders (SMT, Educators and Learners) in the discipline matters of the school is one measure that has proved to be effective. Participant HE2 stated that *“in her capacity, the deputy principal, responsible for discipline, is providing assistance to our educators, and she always ensure that she follows the appropriate procedure. Our school also appointed a disciplinary committee, consisting of the Grade Heads, the Deputy-Principal, as well as the RCL Chairperson, and I must say discipline in our school has really improved since the new deputy principal has been appointed.”*

An open-door policy is being practiced by SMTs according to educators BH1, DH2, EE3, and JE3, which permitted them to step in to their office at any time and talk to the deputy-principal in charge of discipline. Participants EE1 and EE3 revealed ‘bursting in’ to see their deputy-principal regarding classroom management or talking about a particular child’s behaviour. Added substantiation was articulated by participant EE2: *“One can always ask the deputy-principal in charge of discipline to assist, she is always there to listen, and we have not once sense that you were a bother to her”.*

An open-door policy is essential to be an effective school, participants BP, EP, IP and JP articulated. Participant EP stated the following: “...*maintaining an open-door policy for educators as well as the rest of the SMT, it’s essential, informal meetings is also essential, I always make time to listen and give advice regarding discipline issues and suggest ways for educators to control and maintain discipline in their classrooms to the best of my ability.*” Participant IP shared that informal discussions regarding behavioural expectations were a priority to him, “*I want to know what is transpiring in my school; and which educator need assistance in classroom management.*”

Participants DE2, EH1 and IE1 stated that the SMT were ready, available and supplied strategies to educators in dealing with problematic learners. Educators systematically portrayed how their SMT provide them with classroom management support. Participant EE3 said the following: “...*on numerous occasions I have requested support from the SMT, and several times the SMT could provide me with methods to deal with difficult learners, it has made my life a little bit easier and feel more contend at school.*” Participant DE3 referred to “*eminent support if we need any kind of additional backing, particularly speaking to the disruptive learners in class.*”

SMTs being there to provide support in classroom management manifested in six of the 12 schools. The opinions of the educators and SMTs exemplified that the schools had systematic procedures for assisting educators.

5.8.2.4 Sub-Theme 4: Trust in SMT

During the focus-group interviews there was a correlation between educators’ job satisfaction and trust in the SMTs. A SMT member who is seen as thoughtful, characterised by good faith, behaviour and kindness, will engender trust in educators. Respondents constantly referred to trust. Trust was seen as a quality of professional ethics in their relationship to both those in formal and informal leadership positions. Trust was equated to acceptance, and confidently sharing of ideas among staff members and the SMT during coffee break and lunch breaks, and it was an essential attribute of their relationship.

The implication is that trust is a variable that can impact an educator’s job satisfaction. Educators need to trust SMTs, but educators’ job satisfaction could be high even when

they do not have complete trust in SMTs. For instance, if an educator relates their job satisfaction to their salary, then trusting the SMT will not impact the educator's job satisfaction. The amount of money that an educator makes depends on years of experience and education level, which does not involve the relationship between the educator and SMT. Educators' job satisfaction may, however, increase when their trust in their SMT increases.

According to participants FE2 and LE3 SMTs ought to be responsible in their actions; they should reveal a trustworthy ethic of care, they should also act with integrity of the highest degree, in all their relations.

Trust in the SMT is vital for any school. During the focus group interviews it became apparent that participants AE1, CE2, GE1, and KE1 did not trust their SMT.

Participant CE3 said the following: *"I really have no form of trust with them. I just feel that we are total opposites. I am not comfortable with them in any way, shape, or form, and I am not able to communicate with them effectively."* Participant AE2 stated the following: *"I really can't talk to my principal anymore. In the beginning I could, but not now, not after all that's happened. I'm just uncomfortable talking to him about anything, in short I do not trust the SMT, especially the principal."* Participant KE1 stated, the unwillingness or inability of the principal to remove educators who are widely considered incompetent is likely to undermine his or her confidence with other educators and the rest of the SMT members..

Participant GE2 stated the following: *"I didn't know if I could trust the fact that it wasn't going to go farther than those four walls," so I held back a portion of the information I had wanted to tell him."* The participant further alluded that his sense of trust was diminished, because *"the principal doesn't follow through. He doesn't do what he says he will do. He can't be trusted. He doesn't really foster that good working environment between educators."*

However, there were a few positive comments from participants regarding their trust in the SMTs. Participant EE3 said the following: *"When I started teaching at this school short of any teaching experience, the SMT gave me incredible trust that I could do the*

job well.” Participant BH1 said the following: *“I can tell my principal anything, I’ve told her things she doesn’t necessarily want to hear, and things she does, but, yes, I can tell her anything. I just say what I have to say.”* Participant IH2 was also very comfortable in speaking openly and honestly to her principal. She stated the following: *“Yes, I can talk to him now. We had a rough start, but we have a good relationship after all these years, and I can talk to him about anything.”*

Participants DE1 and DE3 alluded to the fact that when SMTs act in ways that are reliable and authentic, educators who follow them are more likely to see them as trustworthy, and, therefore, honest. Participant HE2 stated the following: *“SMTs involved with creating a culture of trust need to participate in honest and open communication, and they need to demonstrate and inspire trustworthy behaviour between educators.”* If the SMT possesses characteristics linked to trust, the result is higher job satisfaction for the educators. Higher job satisfaction may lead to lower educator turnover within the school.

5.8.2.5 Sub-Theme 5: Workplace Bully

Most educators indicated that bullying persisted in their schools. The degree of bullying in the participating schools, as uncovered in the focus-group interviews with educators, remained suggestive of the fact that the SMT resorts to bullying by means of a repeated and enduring act which involves an imbalance of power between the educator and the SMT member and includes an element of subjectivity on the part of the educator in terms of how they view the behaviour and the effect of the behaviour. During interviews, it was clarified that the occurrence of bullying had much to do with the SMT, questioning educators’ decisions, procedures, and judgment. Attempts are made to belittle and undermine educators’ work.

During the interviews, the information concerning bullying from the perspective of educators was abundant. However, there was little information gathered on bullying from the perspective of the SMT. Some SMT members felt that no SMT-to-educator bullying took place at their school. Others said that it was at a low, and that if it did transpire, it was not widespread.

An insight emerging from interviews was that SMT-on-educator bullying behaviour was common in the school context. Educators reported that they were targeted by the SMT in that the SMT members showed favouritism, gave certain educators extra work and made irrational demands of certain educators.

Participants AE3 and KE2 expressed that they were made to feel insignificant and voiceless during their interactions with the SMT. Participant KE3 labelled the SMT, especially the principal, as authoritative and controlling.

In the interviews it was revealed that educator bullying is ignored, or deemed as unimportant by the SMT, particularly the Principal. Participant LE2 stated the following: *“When I desired to become an educator it was because I had a desire for teaching and learning. I had a fairly optimistic involvement in school and I just felt a calling to educate learners. But University did not groom me for the politics in schools. It did not prepare us for dealing with difficult School Management.”*

Participants FE1, FE3 and FH1 made it clear that they would not let their relationship with the SMT get in the way of their job satisfaction. Participant FH1 said that in her school *“I do not let the rest of the SMT impact my relationship nor professionalism with learners or parents and would not allow these relationships to be affected negatively.”* She said that she does what is best for her learners and not for the SMT, as members rarely last a year.”

An example of the negative effects of bullying manifested in the case of participant GE2, who was retiring, and who had also been bullied as a result of criticising the SMT for mismanaging the school. In the interview he stated the following: *“I don’t care anymore about performing my best since the SMT don’t care about my contribution.”*

Participant EH2 implied that it was usually *“the incompetent educators who encouraged bullying due to their neglect of responsibility.”* Furthermore, she stated that educators who were opinionated about issues that affected everybody were most often the victims of bullying as a means *“to silence other educators.”*

Participant JH2, in charge of his school's budget, "*indicated a lack of values as a fundamental cause of bullying.*" He was disliked by the other SMT, because he strictly followed procedures with respect to the disposal of funds.

Participant AP did not think that there was any bullying of educators going on. According to the participant he was "*just doing his duties*", as required by the DBE. Participant AE1 and AE3 substantiated that they experienced bullying. In addition to the above, concerns resulting from SMTs mistreatment were mentioned, and the majority of educators linked job satisfaction and their sense of efficacy to their relationships with their respective SMTs.

Participants KE1 and KE2 stated that bullying was initiated by the deputy-principal and principal. The participants acknowledged that HODs spread information to the Senior SMT to counter act the educators, thus aiding bullying. The HODs were influential and operated "*as co-conspirators*" in the bullying of educators.

Participants BH1, DH2, HH1 and IH2 maintain there was no bullying: "*...bullying was constrained to learners not educators*" according to participant ID.

Findings indicated that SMTs, especially the principal, exploit their managerial positions and frequently use educators as pawns to target other educators. However, certain educators remained bystanders and did not want to become involved, due to the fear that they may well also be bullied.

5.8.3 THEME 3: JOB SATISFACTION ASPECTS AFFECTING EDUCATORS

5.8.3.1 Sub-Theme 1: Workload

Educators interviewed thought that time spent on curriculum development and administration negatively influenced the quality of their lesson preparation and classroom teaching. Extra-curricular activities also had a negative impact on their available time. This statement is in strong agreement with the quantitative data 'Workload of Educators', which indicated that 44.7% of educators felt demotivated regarding the workload experience at their respective schools (cf. Table 5.23).

Participant BE2 stated the following: *“Assistance is only provided to me by my subject head that is an HOD; he takes into cognisance my extra mural activities that I am studying further so if I happen to be late with marking of scripts – he understands. When it is exam time, we have the liberty to provide our marking at a ‘reasonable time.’ The rest of the SMT provide no support. If there are educators not doing an extracurricular at school – there are no repercussions, therefore a small part of the staff will be overburdened and the majority will be doing the minimum.”*

This was reinforced by another interview participant, HE2, who stated the following: *“Many educators are not provided with tasks to do. Certain educators are chosen to perform tasks which results in minimum growth for certain individuals and this results in resistance from those educators.”*

Excessive workload and work demands were mentioned by participants AE3 and EE1. Some factors were mentioned such as extra administrative tasks and attending regular meetings. Participant ISE believed that this repeated pressure to get things done made it difficult for educators and SMT members to carry out each chore appropriately and took time away from helping learners.

Participants CH2, DDH2, IH1, JH1, and LH1 articulated a strong commitment to their school; they maintained that the school delivered high quality education. Nevertheless, even these SMT members and educators experienced the pressure of their workload, which caused them distress and affected the quality of their teaching. Participant CD said the following: *“Our school are commitment to extra-curricular activities and educators are obliged to participate in the providing of an extensive extra -curricular programme for learners, this also include extra classes for Grade 12 learners without compensation. Though educators tolerated the school’s marketing of extra-curricular opportunities, thus the time a busy educator required could occasionally appear to be at the determent of, and improvement of classroom activities.”* From the same school, participant CE2 said the following: *“From time to time there are so many other things taking place at school, you just don’t feel like you have the time or energy to teach. You become swamped at work and one just feel like, ‘If they would just let me teach, I could get my job done.”*

Participants LE1, LE2 and LH1 stated they could only put the required hours into their work because they did not have young families. Participant LE2, with young children, stated that *“my teaching was suffering because I do not have enough time, due to domestic demands, to prepare lessons and complete necessary administration tasks as well as extra murals, I am a subject head and in charge of the school netball.”* The general opinion was that teaching required a ten-hour working day, with some weekend work as well.

Similarly, participants AE3, EE1, GH2 and KH1 mentioned excessive workload and work demands as contributors to job dissatisfaction. Participant GH1 said the following: *“I really want to do my work, but some days are hard, and some days I feel frustrated”*, the participant alleged that his time was not well spent, for example, in non-productive staff meetings. He also stated that *“I have a key role in co-ordinating athletics, rugby, RCL as well as school finance. Though I receive some recognition for the time spent, the pressure is sometimes enormous.”*

Participant EE2 mentioned that *“it is de-motivating to see that there is an uneven distribution of workload spread amongst educators and SMTs. Some SMT members teach for about 10 hours per week, whilst Post-Level 1 educators teach for about 26 hours per week”*. According to participant FE2, *“this is very unfair labour practice. Colleagues suffer whilst others enjoy being on the bandwagon.”*

The majority of participants felt overloaded in terms of all that is expected of them in their duties. Better support from the SMT, and a fairer distribution of workload, would go a long way towards increasing educator satisfaction.

5.8.3.2 Sub-Theme 2: Professional development and mentoring

Educator perceptions regarding the SMTs role towards educator professional development and mentoring were found to be, in general, the same throughout the different schools. The perception is that, although the SMT supports professional development, direct involvement is minimal. According to participants, professional development comes primarily from the Department of Basic Education via the subject advisors, rather than independent development organised by the SMT.

Participant EE1 remarked that, *“most of the time, the workshops that we get are coming to us via the subject advisors and not from the SMT, in fact, are organized by the district then communicated to us via the subject advisor.”* Participant EH2 said that the SMT encourages educator to attend workshops, but does not organize internal educator development. Participant GE3 concurred with this view and said that *“I would say that there is nothing the SMT is doing to develop us. But the only thing that he does, he always motivates us to attend the workshops that are organized by the department. The principal encourages HoDs and senior educators to mentor new educators but don’t think this is enough.”*

In the focus-group interviews, educators consistently agreed that IQMS was not operative in developing educators. Educators gave numerous reasons to support their claims. The most recurring and prominent reasons, among others, that educators cited, were that they had not been given feedback on dealing with their shortcomings as educators. Participants CE1, CE3, CH1, and CH2 confirmed that IQMS is developmental in nature, and further said that, if it is properly applied, it could be developmental. They also indicated that it could help them to improve their class management, as well as the management of the institution as a whole, for better results. In contrast, participant CD gave a different response to the question, indicating that, as an SDT chairperson, he had not yet undergone IQMS training. He further mentioned that the main reason for him not having received training was that their principal had played a major role in discouraging them from doing so.

At Schools H, I and L, all of the participants agreed that the IQMS would be developmental in nature only if it were to be well presented and if educators were to understand it. Participant IH1 stated the following: *“Theoretically, it looks good, the main problem is the way it has been brought to us, and it has [a] lot of loopholes, as if the Department was not aware that it was to be implemented. The mere fact that even the SMT were not in a state where they could effectively train educators made matters worse. Every corner you ask an educator about the impact of [the] IQMS, the only response you would get would be ‘I don’t understand IQMS’, and that the SMT are incompetent and that has contributed towards the ineffectiveness of IQMS.”*

Participant HE1 alleged that some schools permitted high ratings awarded to educators at certain schools, whilst at other schools SMTs were hesitant to give high

ratings. Participant LE2 stated the following: “*Evaluation is a joke and at my school it depends on who you are.*”

Participants AE3 and ISE said during the focus-group interviews that SMTs applied the rating instrument as a means to penalize educators. Participant FE1 alluded to the fact that certain supervisors showed favouritism towards certain educators. In contrast, participant BH1 said that “*the IQMS are fundamental to the success of the management system of the school, and if the IQMS system is not applied accordingly, educators are probable to experience a loss of professional commitment and accountability.*”

Although educators seem to appreciate their SMTs support and encouragement, it would appear that they believe the SMTs could do better by taking a more ‘hands-on’ approach to professional development. Participant JH1 elaborated and said that “*there is a variance between the perception of the SMT and the perceptions of empowerment of educators, the SMT realised that their educators are more empowered as what the educators themselves believed.*”

In terms of mentoring, a remarkable occurrence linking to educator empowerment that ascended from the interviews with educators was that, rather than actively mentoring educators, SMTs delegated responsibilities and power primarily to favoured educators. Educators specifically felt that these favoured educators had a tendency to ‘backbite’ other educators in the company of the SMT. Participant FE3 named these educators “*the inner circle.*”

Leadership mentoring is an important function for motivating educators and has an undisputable impact on educators’ job satisfaction. Participant DP explained as follows: “*The SMT serves the educator as a mentor, making use of my own illustrations of difficulties that I confronted and how I established approaches concerning the problems. The example set to educators might impact them, if the SMT is positive it might impact educators to become more positive.*” Another response from participant DH2 was that “*the way the SMT supervise and guides educators, is an important factor for educator job satisfaction.*” Participant KE2 remarked, “*If the SMT build educators professionally as well as personally, it would support satisfaction within their work.*”

On the other hand, Participant AD stated that educators should be mentored by another educator, but one who is more skilled than themselves. Mentorship may also take the form of informal chat meetings with a SMT member. Furthermore, new educator meetings ought to be arranged more regularly. Newly appointed educators at school, as well as new educators in the profession, ought to meet with an allocated senior educator on a weekly basis. Unfortunately, according to participant AH1, *“mentoring is not a priority for the SMT. New educators are assigned to mentors but mentoring rarely takes place. This makes new educators, as well as experienced educators, dissatisfied.”*

During the focus group interviews, it was indicated that having a good mentor is somebody who will encourage and support one to reach professional and personal excellence. A decent mentor grasps their protégés responsibility and pushes them further than what they think is imaginable in order to be effective. However, in this qualitative study the researcher found inadequacies within the mentoring relationship.

5.8.3.3 Sub-Theme 3: Impact on Turnover

The general agreement in the literature is that the decision of educators to leave or stay in a school is prejudiced by the way the school is run (cf. 3.5.1). It seems possible that the features of the SMT could also affect the turnover of the educator. As school leaders, the SMT is one of the most important factors in the administration of a school. However, no quantifiable studies have directly clarified the impact of SMT on the turnover of educators.

Participant CH1 mentioned a counterproductive tactic of the principal, which had a negative effect on the educator's attitude, leading to a desire to leave the profession: *“Once again, I was dismissed with a comment that if they are not professional enough to see me, their opinions are not valid. This condescending and dismissive attitude made me fume. It was a good school with good educators, doing a wonderful job, but the principal was counterproductive to the school and declined my commitment to the extent that I want to leave.”*

Participant AE2 felt that the quality of supervision by the SMT may contribute towards educator turnover. In his opinion, *“the turnover level depends on the management*

structure; if the school management structure is not inclusive and distributive, educators will be dissatisfied with their work, causing them to leave.”

However, participant EP stated the following: *“The important qualities of the SMT for turnover decisions can be difficult to measure and unrelated to observable characteristics. One possible explanation is that educators sort schools based on what they can observe about a SMT sex, race, age, experience.”*

Participants BE2, EE3 and HE2 felt strongly that they would be happier working for a SMT with many years of experience. Participant HE3 stated the following: *“If all educators are generally matched by these SMT qualities to their schools, it would make sense for observable SMT characteristics to have little impact on turnover.”*

Participant KE2 elaborated on this by stating the following: *“The SMT characteristics do not determine the turnover, what does lead to staff turnover would be a demanding work load, exhaustion and no growth or exposure to development [...] During this year alone 7 educators resigned from our school due to a demanding work load such as extra murals.”*

According to participant FD, *“Quality of supervision can contribute to the turnover of the educator. In her opinion, the level of turnover depends on the management structure; if the management structure of the school is not inclusive and distributive, educators will be dissatisfied with their working environment, which will cause them to leave.”* LE1 said that *“...he does not care which learning areas need educators or who came first or last in the school when doing re-deployment lists. He just checks who is a threat, or his enemy. We always lose good educators that way.”*

Participant GE1 stated that the principal's closed-door policy made him very unapproachable. Participant CE3 in the focus group stated that the principal's *“never apologizing when wrong but quick to point out others mistakes”* made it difficult to want to work with the principal. Participant FE2 in the focus group cited the principal's incapacity to form relationships with educators or lack of desire" as a reason of educator turnover.

Participant CE3 described how a negative or toxic work environment (no clear common goal, no trust, no communication, unprofessional behaviours, and no collaboration), contributed to educators' desire to leave their current school. Participants indicated that no-one wanted to live and work in a school with a negative work culture.

Participant FE3 explained how a negative culture affected his decision to leave his job: *“Professionally I am not growing anymore and I need to go to a school that has a different set-up as the one here. If the SMT I work with communicate with me and work with me that contributes to my satisfaction level. If SMT don't work with me, or has an attitude of arrogance/huge egos/unwillingness, then I do not respond well and will shut them out, which is not professionally good for me.”*

Participant CE2 said: *“Leadership directly affects working conditions and job satisfaction. Although leadership may not be in an educators' control, it is my opinion that it impacts on educators' intention to stay in/leave their current school.”*

On the one hand, participants EE3, IE1, JE 2 and JE3 felt they could come to their SMT with any issues and felt that the SMT was on their side: *“You're never going to work for someone that you do not agree with or that you do not respect or doesn't respect you. I think once an SMT gets to a position where they seem like they don't care about you and what you do, I think that's when you begin to search for something else.”* On the other hand, participant ISE chose teaching as a second career and explained how she had made twice as much money before becoming an educator, but that the relationship between her and the principal kept her doing what she loves.

The majority of participants in the focus-group interviews stated that the lack of leadership, or being micro managed, was the main reason that influenced their job satisfaction and this might have an influence on an educators' decision to leave. Participants indicated that micromanagement only created a negative relationship and work environment and led to their feeling dissatisfied, untrustworthy, and unhappy. Participants in the study revealed that they did not respond well to micro management, controlling, and demeaning attitudes.

5.9 CHAPTER SUMMARY

The chapter presented the findings that emerged from both the quantitative and qualitative investigations. It empirically showed the cumulative impact that SMTs characteristics and support strategies had on the job satisfaction of educators. The chapter also discussed the effects that job dissatisfaction had on educators and how these effects obstructed service delivery at their schools.

The bulk of the participants in the focus-group interviews were not satisfied with most of the leadership support practices from the SMTs. Findings of this study state that the democratic leadership style had a positive impact on educators' job satisfaction.

Educators believed that, in general, an open climate, grounded on open communication reigned at their schools. Educators communicated freely to the SMT their areas of concern. However, they stated that, on occasion, their SMT exercised autocratic control.

Educators regarded their relationships with each other, as well as with SMT members, to be more pleasant and fruitful than perhaps with the school principals. It was found that when the SMTs emotional intelligence increased, educator job satisfaction also increased.

SMTs should be accommodating towards educators' workload, especially with extra murals, and should adopt a friendly manner to produce a conducive atmosphere in the school and create a sense of harmony in the minds of educators.

These findings show that the ways SMTs make decisions have important effects on educator job satisfaction. When at the point of deciding, SMTs, who act sensibly, take into account the morals and values, and make rational and logical decisions. The respondents pointed out that strategies need to be developed to promote job satisfaction.

The next chapter provides the discussion and conclusions of the study. Recommendations to increase the level of job satisfaction are also presented.

CHAPTER 6

DISCUSSION OF FINDINGS, RECOMMENDATIONS AND CONCLUSIONS

6.1 INTRODUCTION

This chapter deals with the discussion of findings, recommendations and conclusions of the study. The chapter commences with a discussion of the findings from the literature review on the SMTs impact on educator job satisfaction. This is followed by a discussion of findings from the empirical research done.

At this stage of the study, it is important to indicate how the research questions were addressed:

Research question 1:

Which leadership theories and SMT practices are associated with job satisfaction?

This research question was addressed by a thorough literature study conducted in Chapter Two, as well as the findings as portrayed in paragraph 6.2.1.

Research questions 2 and 3:

What are the essences of job satisfaction and what factors affect job satisfaction in an academic environment?

Which management actions and activities of school management teams (SMTs) positively or negatively affect educator job satisfaction?

These research questions were addressed by an in-depth literature study conducted in Chapters Two and Three, as well as the findings portrayed in paragraph 6.2.2.

Research question 4: Which school and classroom related aspects affect job satisfaction of educators?

This research question was addressed with the analysis of questionnaire and focus-group interview data in Chapter Five, as well as the findings and discussions of the empirical investigation as discussed in paragraphs 6.3 and 6.4.

Research question 5:

What are possible solutions to address educator job satisfaction?

This research question is addressed with the recommendations put forward in paragraphs 6.3, 6.4 and in the Toolkit as presented in Chapter Seven.

Research question 6:

Which critical aspects should be included in a School Management Training Toolkit to enhance educator job satisfaction?

This research question is addressed in the proposed toolkit in Chapter Seven. This is considered to be the addition to the body of knowledge made by this research study.

The findings of this study are discussed in sequence. Findings from the literature review are discussed first.

6.2 DISCUSSION OF FINDINGS

6.2.1 The findings from the literature review are discussed in the answering of research questions 1 and 2 as indicated. Leadership theories and practices associated with job satisfaction

- Educational leadership, in the context of this study, relates to leadership of school management teams (SMTs) in the school setting. Leadership is a process that influences others to think or act in a different way with regards to a specific task or situation. The process of leadership influences people to act or think differently than if they were acting independently, without leadership. Where leadership is applied, others may be influenced because they see that the leaders are in a position which gives them the right to mandate a certain course of action, or that they have acquired the necessary personal qualities of leaders (cf. 2.2).

- SMTs personal characteristics determine the development of their management skills. The SMTs (particularly the Principal's) age, administrative experience, teaching experience, academic qualification, and gender principally determine the processes he or she will employ in managing the school. SMTs with larger teaching and administrative experience may motivate educators to achieve school aims and objectives (cf. 2.2.1).
- Female SMTs exhibit a more caring leadership approach, are more open to creative ideas, as well as introducing change to school policies, as compared to the male leaders. Educators who are in their early thirties prefer to work in a school with male leadership. Educators should select the leadership gender with whom they are most comfortable working. In public education, there are fewer female school principals than male principals, in 2018, there were 409 female principals and 656 male principals in the Free State (cf. 2.2.1.1).
- Educators in all likelihood will reside in schools in which they are managed by SMTs who are of the same race as themselves, it will give educators greater job satisfaction (cf. 2.2.1.2).
- There are more principals in the age group between the ages of 51 and 55 in the Free State Province. Older aged SMTs, often take direct actions and never give a second chance. Older aged SMTs rules and regulations are strict and educators often do not get a chance to explain themselves. Once they have taken a decision they tend not to entertain disruptions or changes. It might be challenging to work with older SMTs. Younger SMT tends to be easy-going and co-operative. Some advantages of working with a younger SMT include: openness to creativity, having room for new ideas in decision-making a penchant for giving challenges and creating a competitive environment where the performance of the educators is enhanced (cf. 2.2.1.3).

- The efficiency of educator performance, and thus of a school, rests with the SMT leadership. The SMT leadership style is an imperative motivational factor that has an unquestionable impact on educators' job satisfaction (cf. 2.3).
- The trait theory focuses on the abilities of a leader that are genetic or based on some personal attribute. SMTs who acquire those important traits must also make concerted efforts to be effective. There is no one best style of leadership. SMTs must attempt to construct enthusiastic, unified work conditions and become more concerned regarding satisfaction of educators (cf. 2.3.1).
- Behavioural theories elucidate SMTs' actions and behaviours in relation to the prevailing situation, as well as educator needs. The behaviour of SMTs is stimulated by a methodical contrast of autocratic and democratic leadership approaches. The behaviour that the leader demonstrates makes him/her successful, and implies that people can turn out to be successful leaders whether they are people-centred or employer-centred (cf. 2.3.2).
- SMTs need to have regard for the level of responsibility of their educators when allocating tasks or allowing them to take part in decision-making. Different schools might apply different participatory leadership. Participation promotes efficiency, increased productivity and support. Participation is usually chosen because of the preconception that it encourages a commitment to the community and school ethical structures (cf. 2.3.3).
- The path-goal leadership are styles that attempt to eliminate hindrances in the paths of educators to allow them to perform their tasks effectively. In addition, path-goal leadership styles assist educators' and SMTs efficacy in carrying out tasks supportively, enhancing the level of satisfaction experienced, uplifting the promotion of a positive environment in the school, supporting educators to achieve set goals and directing educators with regard to how they ought to perform the tasks allocated to them (cf. 2.3.4).

- Transformational leadership challenges educators to be innovative problem-solvers. It emphasises the development of an educator's leadership position through coaching, mentoring and providing support. The presence of these factors enables educators to remain in their current jobs, thus decreasing educator turnover rates and increasing job satisfaction (cf. 2.3.5).
- Transactional SMTs try to keep a critical eye on educators, however educators do not form part of management or leadership but are rather given instructions and supervised. The Integrated Quality System (IQMS) approach may be viewed as a type of transactional leadership instrument. The IQMS is an evaluation system that aims to affect the strengths and weaknesses of educators while establishing programmes for their growth. Transactional SMTs monitor tasks as supervisors and instruct educators where necessary and in the proper manner. Transactional SMTs predominantly focus on results, with little attention given to the factors that satisfy educators in their work (cf. 2.3.6).
- Participatory management is considered to be a joint management process maintained by SMTs to ensure that all participants contribute to decision - making methods in matters that appeal to SMT. The responsibility is on SMTs' top management to establish an environment that allows for vision and values to be contributed by educators (cf. 2.3.7).
- The distributive leadership theory expresses that sharing of leadership responsibilities is a significant component of distributed leadership. Distributing responsibilities to incompetent educators threatens the school's effectiveness. The success of distributed leadership rests on the willingness of the SMT to hand over control, as well as the degree to which educators welcome the chance to manage (cf. 2.3.8).

6.2.2 The essences of job satisfaction and the effect of the leadership style, management actions and activities of school management teams (SMTs) on job satisfaction of educators.

- The style of leadership that applies most is subject to the specific situation, but in most cases it is essential that the SMT is adaptable and implements whichever leadership style is called for by the specific situation (cf. 2.4).
- Individual SMTs that do not allow educators to freely discuss problem areas occurring in their school, will regularly use threats, force and fear to influence such educators (cf. 2.4.1).
- The democratic leadership style originates from the transformational theory (cf. 2.3.5) and has a positive impact on educators' job satisfaction. Although a democratic SMT will make the final decision, SMT members invites educators to contribute to the decision making process. This not only increases job satisfaction by involving educators in what's going on, but also help to develop educators' skills (cf. 2.4.4).
- Leadership inclines to be more proactive, problem solving, formative, and deals with factors such as mission and vision, values, while management relates to organising, planning and organisation of resources (cf. 2.5). The manager guides the actions needed to achieve the vision. Leadership provides the drive and direction for obtaining achievement. Therefore, leadership and management go hand in hand (cf. 2.5.1).
- In order for the school to accomplish its aims the school principal must build and establish a strong SMT. This team must be able to act as problem solvers, and they must provide the necessary support and job satisfaction to educators (cf. 2.5.4).
- Autocratic decision-making by SMTs negatively affects efficiency and productivity since educators are not vigorously involved in decision-making. Educators will gain enhanced job satisfaction and commitment towards the

school when the SMTs involve them in basic decision-making processes Educators have a lot to offer when included in decision-making. They will feel that their opinions are valued, thus leading to a positive effect on job satisfaction (cf. 2.6).

- Emotional intelligence incorporates the capability to arouse desirable reactions in others by using valuable diplomatic approaches to persuade, inspire and guide educators. Educators working under the supervision of an emotionally intelligent leader are emotionally stable and display greater job satisfaction. Passionate, intelligent SMTs influence educators to be like them (cf. 2.7.1).
- Proper communication by SMTs is crucial for educators to know what is expected of them. Educators and SMTs who engage in mutual collaboration and communication are in a better position to discuss learners' needs and, as such, educators will be better able to design plans to improve teaching and learning practices. Unclear communication translates to lower expectations from educators, who would likely resist ideas and/or changes that have not been clearly communicated to them. Breakdown of communication in a school system could lead to misunderstanding, confusion and dissatisfaction among educators (cf. 2.7.2).
- Constructive SMT support leads to job satisfaction, while the absence of such support and trust can give rise to job dissatisfaction. SMTs should accept that trust is subtle and that creating trust is a gradual process. Educator job satisfaction, motivation, self-confidence and self-esteem are enhanced through support received from the SMT. Absence of SMT support can give rise to job dissatisfaction, whilst an SMTs constructive support leads to job satisfaction Educators would likely stay in their workplace if given positive SMT support (cf. 2.7.3).
- Induction programmes are necessary for educators. Such induction should not only involve finding their classroom and other facilities, but should be a prolonged induction, which includes teaching and learning practices. Educators who receive

mentoring from SMTs typically demonstrate greater skill in creating a positive classroom atmosphere, demonstrate solid instructional methods and have a greater sense of job satisfaction (cf. 2.7.4).

- Workplace bullying (SMT on educator bullying) is likely to occur in schools where organisational chaos reigns. Bullying behaviour is portrayed as an exploitation of power by SMTs. Workplace bullies strive to tarnish the professional image of their victims. Bullying correlates with displeasure towards school management, and SMT-to-educator bullying creates apathy, reduced loyalty, and mediocrity (cf. 2.7.5).
- Educator's motivation is influenced by individual values and beliefs, and can be an end to fulfilling an individual goal. There is a substantial link between educator motivation (extrinsic and intrinsic) and job satisfaction. Job satisfaction within education does not refer to a trend of overall disapproval or acceptance of education; therefore SMTs need to have some knowledge of the variables that impact educator satisfaction (cf. 3.1).
- Motivation theories that were reviewed comprised the content or needs-based theories (cf. 3.3.1) and the process theories (cf. 3.3.2). The content theories imply that basic needs must be fulfilled before certain tasks are fulfilled. Process theories (cf. 3.3.2) declare that educators' thought processes guide their behaviour, and as such, job satisfaction theories indicate that satisfied educators are productive and contribute to the realisation of school goals. An understanding of both the motivation and job satisfaction theories contributed significantly to recommendations (cf. 6.3; 6.4) on how to guide, modify and sustain good practice in the workplace.
- The motivation of educators who are highly satisfied with their jobs is likely to increase, while the opposite is true when educators do not experience job satisfaction (cf. 3.4).

- Educators' working conditions, school climate and SMT leadership can be sources of job dissatisfaction. Improved working conditions can reduce dissatisfaction, but will not fully motivate the educator. SMTs must lead by example; the attitude of the SMT should be one that encourages the rest of the school to work in teams and achieve goals that have been set. A collaborative working environment between SMTs and educators provide the basis for positive outcomes and a tendency for staff to be satisfied (cf. 3.4.1).
- Educator workload generates a demanding work environment, which may cause educators to encounter job dissatisfaction. Ashby *et al.* (2008:50) state that educators experience job dissatisfaction regarding administrative workload. If educator workload is not noted by SMTs, it may have a substantial impact on educator optimism and, subsequently school culture. SMTs should allocate teaching responsibilities according to the competences of educators and monitor educators with the aim of improving their performance (cf. 3.4.2).
- Mentoring is another opportunity for empowerment, which provides prospects for beginner educators, as well as experienced educators, in the teaching profession. Mentoring new educators are often associated with job satisfaction. It is likewise valuable for experienced educators as it offers them an opportunity to encounter a revitalized sense of value. Mentoring establishes an encouragement to stay in the teaching profession while gaining knowledge from colleagues in the same profession (cf. 3.4.4).
- SMTs should use succession planning in their schools; a process in which new leaders are identified, who are able to replace current leaders when they retire or leave the system. This can be an important way to identify educators who have the skills – or the potential to develop the skills – necessary to move up the hierarchy in the school, and could lead to higher job satisfaction (cf. 3.4.4).
- Succession leadership planning is necessary in schools to ensure that new leaders can replace current leaders in the SMT when they retire in future. Such new leaders should be identified from the educator cohort at the school (cf. 3.4.4).

- Inadequate quality of SMT supervision may lead to educator job dissatisfaction. The attitude of SMTs towards educators who fail to achieve their objectives may affect subsequent performances. SMTs therefore need to implement team-building efforts in schools. A positive educator depends on the competence of the SMT to promote positive relationships (cf. 3.4.8).
- Poor learner discipline in classrooms negatively affects teaching and learning, which leads to frustration on the part of educators. Support from SMTs is vital as experienced educators have an invaluable effect on educators and motivate them to implement more effective classroom management tools (cf. 3.4.9).
- Educators experiencing job dissatisfaction tend to leave the profession due to work associated stress, lack of dedication towards work, feelings of powerlessness, vague expectations, lack of feedback and acknowledgment by SMTs, lack of proper supervision by SMTs. Leadership that is not distributed will lead to educator job dissatisfaction and may result in high educator turnover (cf. 3.5.1).
- Burnout or emotional exhaustion is among the more serious forms of stress associated with work dissatisfaction. Such burnout is evidenced by educators' lack of involvement, self-confidence and enthusiasm, as well as feelings of anxiety. By distinguishing factors triggering emotional distress among educators, SMTs have a huge impact on the positive or negative perceptions of educators towards the profession (cf. 3.5.3).

In addition to the discussion of literature findings, this chapter also elaborates on discussions of quantitative and qualitative empirical findings. Recommendations are included in these sections. The discussion of the results and recommendations in the following sections emanate from the empirical data presented in Chapter Five. It must be mentioned that although recommendations are an integral part of this chapter, a comprehensive School Management Training Toolkit is provided in Chapter Seven.

6.3 DISCUSSION OF FINDINGS AND RECOMMENDATIONS FROM EMPIRICAL QUANTITATIVE RESEARCH

The discussion and recommendations of the quantitative empirical findings are presented in the following sequence:

- SMT Training (cf. 6.3.1)
- Leadership Demographics (cf. 6.3.2)
- Leadership and Management (cf. 6.3.3)
- Communication (cf. 6.3.4)
- Development/Mentorship Provision (cf. 6.3.5)
- Health (cf. 6.3.6)
- Workload (cf. 6.3.7)
- Inferential Statistics (cf. 6.3.8)

6.3.1 Finding 1 - SMT Training

Respondents in the quantitative phase acknowledged that the leadership of the SMT was a decisive element in assessing educator job satisfaction experienced in their school environment. As set out in the presentation of findings (cf. Table 5.7), SMTs, according to their qualifications (cf. Table 5.4), were trained as educators and not as school leaders or managers.

- **Recommendation 1 - SMT Training:**

Continuous in-service training should be provided to SMTs concerning school management and leadership. The SMTs aptitude to work with people should be an essential pre-requisite for SMTs.

It is recommended that SMTs should make time to upgrade or attend refresher courses or seminars in order to be well provided with skills and knowledge to handle the managerial aspects of school. These development activities and skills training, workshops should not be of a short term, once-off or length where prospects for SMTs interaction are constrained

The DBE as well as various teacher unions are responsible to outline and implement training programmes. The researcher therefore recommends that the DBE ought to observe, regulate and appraise whether the training programme is actuality applied in schools. Parallel with the literature review, Sambumbu, (2010:103) states that the IQMS can also be used by the DBE to monitor and regulate SMT training (cf. 2.3.6).

6.3.2 Finding 2 - Leadership demographics

The ages of SMT members were not considered to be a critical factor, although educators have a slightly higher preference to work for an older SMT (cf. Table 5.15). However, educators prefer to work for a male SMT (cf. Table 5.14) and for a SMT of the same race as themselves (cf. Table 5.16). In accordance with Grissom and Keiser (2011:557) who report that educators in all probability reside in schools in which they are managed by SMTs who are of the same race as themselves (cf. 2.2.1.2).

- **Recommendation 2 – Leadership demographics**

The researcher recommends that the gender, age and race aspect should be emphasised in the employment of SMTs. SMTs should introduce initiatives such as shadowing principals and SMTs from different schools to allow women and younger SMT members in particular to experience leadership in school contexts unlike their own. This may strengthen their leadership capabilities.

6.3.3 Finding 3 - Leadership and Management

The impact of management and leadership on educators has shown that the SMT has a positive impact on educators, when it provides direction and support to educators (cf. Table 5.17).

The SMT leadership style is also an interesting variable when examining factors that add to job satisfaction or dissatisfaction of educators. Respondents specified that they are not satisfied with the leadership styles of SMTs (cf. Table 5.18), which in turn negatively influence their organisational commitment. The factor that displayed the most significant relationship to general satisfaction is the democratic leadership style. This will be discussed in more detail in Section 6.4.1.

The respondents in the various schools indicated that SMTs cannot manage conflict (cf. Table 5.20). The respondents were, in general, dissatisfied with the leadership practices of their respective SMTs (cf. Table 5.24).

- **Recommendation 3 – Leadership and Management**

The researcher recommends that the SMT, as effective leaders must take responsibility and guide educators. SMTs should adapt according to the situation and should not force educators to perform duties, such as coaching sport. Forcing educators to perform duties could only influence them negatively. This corroborates the view of Dewan and Dewan (2010:673) who state that it is essential for SMTs to be adaptable and to be able to implement the leadership style relevant to the specific situation (cf.2.3.4).

Consideration should be given to DBE to reassess current initial and in-service training programmes for SMTs to incorporate leadership practices focused on building supporting relationships, setting guidelines, building positive school cultures, encouraging teamwork, involvement and team building. SMTs that are less effective can learn from more effective SMTs in a safe setting for example through paired school visits. Paired schools are schools that are clustered in the same town or district with the same demographic features such as language of instruction as well as the size of the school. This concept, if initiated, could prove helpful. In addition, SMTs that are already doing well could meet periodically to learn from each other in order to improve their effectiveness.

6.3.4 Finding 4 – Communication

Job satisfaction of educators is linked to direct, clear and continuous SMT communication. It emerged that in general, educators are content with the communication practices of their SMTs (cf. Table 5.19). The finding can be linked to the literature, De Vries et, al (2010:367) which state that effective communication between the SMT and educators will establish a co-operative work environment and endorse educator job satisfaction (cf. 2.7.2).

It can therefore be concluded that communication is of paramount importance to the running of the school and that effective communication affects educator performance positively. SMT communication in relation to general educator job satisfaction will be discussed in more detail in Section 6.4.2.

- **Recommendation 4 – Communication**

SMTs should be encouraged and challenged to implement direct and effective communication systems that will lead to open and free communication with educators in order to increase educator job satisfaction. SMTs should therefore provide educators with criticism that is positive, genuine and relinquished personally, in such a way that it shows educators where they need development. Criticism should also show that educator accomplishments are appreciated.

The researcher recommends that SMTs cultivate an open two-way communication, which includes verbal and non-verbal communication. This can be linked to the literature review. Zengele (2011:91) states that non-verbal communication by SMT is a significant factor determining the success of their leadership. There is a need to expand on interaction between SMTs and educators. The SMT needs a chance to cultivate their interpersonal (feelings and meanings) communication skills, in order to establish meaningful, clear, two-way communication with educators. Enhancement of interpersonal communication may raise SMT awareness regarding the best communication practices to communicate with educators.

6.3.5 Finding 5 – Development/Mentorship Provision

Educators who are not empowered usually make the wrong decision. Even if educators make a crucial decision, they still remain with the guilt of not trusting themselves. Educators' professional development was recognized as having a decisive impact on educator job satisfaction. Dissatisfaction was reported in perceptions of professional development and mentoring. These were acknowledged as an influential feature regarding educator job satisfaction (cf. Table 5.21).

These findings can be link to Herzberg's two-factor theory, professional growth and development are motivators (cf. 3.3.1.3) that can lead educators to feel motivated and satisfied. The absence of these motivators can result in demotivation of educators. This is perhaps relevant when determining the causes of educators' job dissatisfaction.

- **Recommendation 5 – Development/Mentorship Provision**

Schools need to recognise the mentoring role as an important one that must be taken seriously. Being a mentor in a school is perceived as a status symbol and beneficial for the career development of educators as well as their personal development.

Mentors must be given sufficient time to carry out their role effectively in conjunction with their other work responsibilities. Where possible mentors should be offered external training to ensure they are adequately prepared. The researcher endorses a co-operative method of mentoring. This form of mentoring occurs where the mentees and mentors are regarded as partners, instead of the mentor holding a more authoritative rank. SMTs need to introduce two sets of mentors, the first mentor is called a social mentor and the second mentor is called a skills mentor. The social mentor should only mentor the educator through the first few weeks of the year or term. The skills mentor should mentor them for the rest of the year. The mentors are both for newly appointed educators as well as newly appointed SMT members.

It is essential that DBE officials thoroughly manage and corroborate structures to evaluate and monitor in-service training. Moorosi (2012:488) confirmed that these programmes help beginner educators improve their attitudes. This in turn creates feelings of value and helps them to build instructional skills. Educators should use IQMS as a developing instrument instead of a remuneration instrument.

6.3.6 Finding 6 – Health

SMTs have a negative effect on educators' health and stress levels (cf. Table 5.22). This could cause educators to be absent frequently, display job dissatisfaction and could lead to lower productivity, all of which will affect the quality of education provided to learners.

- **Recommendation 6 – Health**

The time that educators spend at school and on extra-curricular activities should be regulated, whilst recreational activities, sport and exercise should be encouraged. School wellness programmes and policies can save schools money and benefit educators' health. The wellness package intends to encourage positive transformation in different fields such as emotional, health, social, physical, intellectual, and spiritual.

The wellness program should create surroundings that promote positive lifestyles, increase health awareness and enhance the quality of life for educators. The SMT can assist educators in managing stress by introducing stress management programmes. This could involve teaching SMTs and educators how to cope with their stress.

6.3.7 Finding 7 – Workload

The workload that educators are dealing with creates a demanding work atmosphere which has a negative impact on their health and in turn causes educators to experience job dissatisfaction. Educators feel burdened with tasks outside of their classroom activities. Educators feel frustrated and exhausted, which has a negative impact on their attitude towards their daily tasks (cf. Table 5.23).

The quantitative data corresponds with the literature review regarding workload of educators. Responsibilities outside their main tasks need to be managed by SMTs to maintain the smooth operation of the school. These responsibilities include the attendance of several meetings in and after school hours, coaching, and administering cultural and sports teams (cf. 3.4.3). In terms of Herzberg's theory, factors causing work overload are termed hygiene factors. Satisfying educators' hygiene factors will enable them to develop motivation and ultimately job satisfaction (cf. 3.3.1.3). Educator workload and the impact of the SMT in relation to general educator job satisfaction will be discussed in more detail in Section 6.4.10.

- **Recommendation 7 – Workload**

There are many ways in which SMTs can ensure that the workload of educators is equally divided, for example teaching time, equal distribution of extra-murals. Another

option for the SMT can be by centralising detentions. Using a SMT member to host detentions can make a dramatic difference to the time that educators spend in school. SMTs can save ten educators one hour each week and therefore, the school's workforce could gain ten hours.

The next subsection presents the findings and recommendations regarding the inferential statistics of the study.

6.3.8 Inferential Statistics

Intended for the findings of the inferential statistics the hypothesis testing by means of an independent sample t-test was used to test the gender hypotheses while a one-way ANOVA was used to analyse the race and age group hypotheses (cf. 4.6.1.6).

Table 6.1 indicates whether the hypotheses were accepted or rejected.

TABLE 6. 1: HYPOTHESES FINDINGS SUMMARY

HYPOTHESES FINDINGS SUMMARY	
GENDER	
1	<i>There are no statistically significant differences in the opinions of male and female educators in terms of: SMT support strategy decision making affecting job satisfaction</i>
2	<i>There are statistically significant differences in the opinions of male and female educators in terms of: SMT support strategy feedback affecting job satisfaction</i>
3	<i>There are no statistically significant differences in the opinions of male and female educators in terms of: SMT support strategy discipline affecting job satisfaction</i>
4	<i>There are statistically significant differences in the opinions of male and female educators in terms of: SMT support strategy policies affecting job satisfaction</i>
5	<i>There are statistically significant differences in the opinions of male and female educators in terms of: SMT support strategy teamwork affecting job satisfaction</i>
6	<i>There are statistically significant differences in the opinions of male and female educators in terms of: SMT support strategy operations affecting job satisfaction</i>
7	<i>There are statistically significant differences in the opinions of male and female educators in terms of: SMT support strategy welfare/support affecting job satisfaction</i>
RACE	
1	<i>There are no statistically significant differences in the opinions of educators of different race groups in terms of: SMT support strategy decision making affecting job satisfaction.</i>
2	<i>There are statistically significant differences in the opinions of educators of different race groups in terms of: SMT support strategy feedback affecting job satisfaction.</i>
3	<i>There are statistically significant differences in the opinions of educators of different race groups in terms of: SMT support strategy discipline affecting job satisfaction.</i>
4	<i>There are statistically significant differences in the opinions of educators of different race groups in terms of: SMT support strategy policies affecting job satisfaction.</i>
5	<i>There are statistically significant differences in the opinions of educators of different race groups in terms of: SMT support strategy teamwork affecting job satisfaction.</i>
6	<i>There are no statistically significant differences in the opinions of educators of different race groups in terms of: SMT support strategy operations affecting job satisfaction.</i>
7	<i>There are statistically significant differences in the opinions of educators of different race groups in terms of: SMT support strategy welfare/support affecting job satisfaction.</i>
AGE GROUPS	
1	<i>There are no statistically significant differences in the opinions of educators of different age groups in terms of: SMT support strategy decision making affecting job satisfaction.</i>
2	<i>There are statistically significant differences in the opinions of educators of different age groups in terms of: SMT support strategy feedback affecting job satisfaction.</i>
3	<i>There are statistically significant differences in the opinions of educators of different age groups in terms of: SMT support strategy discipline affecting job satisfaction.</i>
4	<i>There are statistically significant differences in the opinions of educators of different age groups in terms of: SMT support strategy policies affecting job satisfaction.</i>
5	<i>There are statistically significant differences in the opinions of educators of different age groups in terms of: SMT support strategy teamwork affecting job satisfaction.</i>
6	<i>There are no statistically significant differences in the opinions of educators of different age groups in terms of: SMT support strategy operations affecting job satisfaction.</i>
7	<i>There are statistically significant differences in the opinions of educators of different age groups in terms of: SMT support strategy welfare/support affecting job satisfaction.</i>

The Hypotheses test the relationship between educator job satisfaction and SMT support strategies, which affected the job satisfaction of *male and female educators, different race groups and different age groups* in terms of:

- Decision-making (cf. 6.3.8.1)
- Feedback (cf. 6.3.8.2)
- Discipline (cf. 6.3.8.3)
- Policies (cf. 6.3.8.4)
- Teamwork (cf. 6.3.8.5)
- Operations (cf. 6.3.8.6)
- Welfare/Support (cf. 6.3.8.7)

6.3.8.1 Finding 8 - SMT Support Strategy Decision Making

The results of the study show that there are no statistically significant differences between the opinions of both male and female educators (cf. Table 5.29), different race groups (cf. Table 5.43) and different age groups (cf. Table 5.62) in terms of: SMT support strategy decision making affecting job educators' satisfaction. Therefore, the null hypothesis cannot be rejected.

The implication on male and female educators revealed that male and female educators displayed approximate equal satisfaction towards SMT characteristic decision-making based on the mean differences (cf. Table 5.29).

Regarding the impact of SMT decision making satisfaction on racial groups, the highest level of satisfaction was reported in the Indian race group, followed by the white race group and the highest dissatisfaction for the coloured racial group (cf. Table 5.43).

The impact of SMT decision making on the different educator age groups revealed that the highest dissatisfaction was reported for the age group 26-35 and the age group 56+ showed the highest satisfaction, (cf. Table 5.62). The reason for the latter might be due to the fact that they have more experience and therefore they are requested to be participate in the decision making.

The overall findings of this study revealed no significant differences between the SMT support strategy: decision-making and educators' job satisfaction. These findings indicated that educators, male or female, different races as well as different age groups perceived that the SMT decision making does not have an influence on their job satisfaction.

- **Recommendation 8 – SMT Support Strategy Decision Making**

SMTs must as far as possible include educators in all decision-making processes particularly the decision area of curriculum planning. Educators prefer to focus on educator-related concerns about teaching and curriculum and it is within this preference that educators' may be inspired to participating in a decision making process. Increasing educators' participation in decision making especially educators in the age group 26-35 could be an effective management strategy that could satisfy educators' self-actualisation and esteem needs, and retain educators in the profession. Once these needs are met commitment to the school will result, as well as greater job satisfaction.

6.3.8.2 Finding 9 – SMT Support Strategy Feedback

The findings indicate that there are a statistically significant difference between the opinions of male and female educators (cf. Table 5.31), different race groups (cf. Table 5.45) and different age groups (cf. Table 5.64) in terms of SMT support strategy feedback affecting educators' job satisfaction. The null hypothesis is therefore rejected. The result in the quantitative phase regarding the impact of the SMT feedback on male and female educators revealed that male educators are more dissatisfied than female educators (cf. Table 5.31).

Regarding the impact of SMT feedback satisfaction on racial groups, the highest level of satisfaction was reported in the Indian race group, followed by the white race group and the highest dissatisfaction for the African/black racial group (cf. Table 5.45). The impact of SMT feedback on the different educator age groups revealed that the age group 20 - 25 indicated the highest satisfaction (cf. Table 5.64). The latter might be true, due to the fact that most of them are still new in education, and will receive constant feedback from their supervisors.

Grobler and Warnich, (2014:218) indicated that educators work towards achieving and accomplishing goals that they find challenging. They expect feedback from SMTs on what they have achieved (cf. 3.3.1.4).

This showed the researcher that the respondents would flourish as soon as they received feedback that they feel they deserve in their working environment. The impact of SMT feedback can have a positive effect on an educator's job satisfaction level, mostly since SMTs appreciate the value of the work.

- **Recommendation 9 – SMT Support Strategy Feedback**

Educators become frustrated when they do not know how, when, why and what needs to be done, or how the goals of the school are to be achieved. Therefore, it is recommended that continuous feedback from the SMT be given to educators. Feedback must be provided to educators immediately. The SMT member can send a brief email or memo to the educator or merely deliver messages during a classroom visit accompanied by a request to organize a meeting and discuss the feedback further.

It is recommended that educators receive constant acknowledgement, praise and recognition for their outstanding efforts. This can be conducted in the form of continuous rewards (even with a thank you note and a chocolate) that will increase educator morale and thereby enhance work performance.

Providing feedback regularly and effectively helps to develop a high level of confidence in individuals in the workplace. In line with the literature, Long (2009:321) asserted that SMTs should consider the mentor system in their school, as the mentor can support the educator by giving constant feedback and therefore reduce frustrations (cf. 3.3.4).

6.3.8.3 Finding 10 – SMT Support Strategy Discipline

There are no statistically significant differences in the opinions of male and female educators (cf. Table 5.33) in terms of: SMT support strategy discipline affecting job satisfaction. Therefore, the null hypothesis cannot be rejected. The opinions of different race groups (cf. Table 5.48) and age groups are statistically, significantly

different (cf. Table 5.67) in terms of: SMT support strategy discipline affecting job satisfaction. Thus, the null hypothesis was rejected.

The impact of the SMT discipline support on male and female educators in the quantitative analysis revealed that male educators are more dissatisfied than female educators regarding SMT discipline support (cf. Table 5.33). The reason might be that the SMT might think that male educators do not need discipline support and that they can handle discipline on their own.

Regarding the impact of SMT discipline support on racial groups, the highest level of satisfaction was reported in the Indian race group, followed by the white race group and the highest dissatisfaction for the coloured racial group (cf. Table 5.48). The impact of SMT and discipline support on the different educator age groups revealed that the age group 46 - 55 showed the highest dissatisfaction (cf. Table 5.67).

There was a significant difference in the overall results of this study between the SMT support strategies: discipline and educators job satisfaction. These findings indicated that the different race and age groups perceived that, SMT support strategy discipline had an impact on their job satisfaction.

- **Recommendation 10 – SMT Support Strategy Discipline**

A more positive approach for stronger relationships with learners, better preparation for classes and the enhancement of values, rather than creating more rules, is recommended. The teaching of values cannot be separated from education, and education cannot be separated from values. SMTs can incorporate a school value system. Values relevant to discipline are the value of morality, with indicators like right or wrong, honesty, integrity, conscience choices and good behaviour. In order to achieve a balanced well-disciplined school society, there should be a greater emphasis on learners' responsibilities and obligations and less on an individual's rights.

Successful discipline practices flourish with teamwork and consistency. Educators and SMTs should emphasize the same behaviour for all learners and comply with mutual

discipline practices. Consistent consequences for misbehaviour by learners should be clearly identified and made known to learners.

6.3.8.4 Finding 11 – Support Strategy Policies

There are statistically significant differences in the opinions of male and female educators (cf. Table 5.35), different race groups (cf. Table 5.51) and different age groups (cf. Table 5.70) in terms of: SMT support strategy policies affecting job satisfaction. The null hypothesis was therefore rejected. As is evident from the quantitative results, the SMT support strategy policies produced the highest satisfaction amongst educators (mean rating = 3.46). The impact of the SMT policies on male and female educators revealed that male educators are more dissatisfied than female educators regarding SMT support (cf. Table 5.35).

Regarding the impact of SMT and policies on racial groups, the highest level of satisfaction was reported in the white race group, followed by the black race group and the highest dissatisfaction was reported by the Indian race group (cf. Table 5.51). The impact of SMT and policies on the different educator age groups showed that the age group 20 - 25 displayed the highest satisfaction (cf. Table 5.70).

The overall findings of this study revealed significant differences between the SMT support strategy: policies and educators' job satisfaction. These findings indicated that educators, male or female, from different race and age groups perceived that, SMT support strategy policies had an impact on their job satisfaction. Policy guiding educators in their respective schools and how these policies are implemented produced low job satisfaction among educators.

Policies that have been developed and implemented will continue to frustrate educators if they do not regularly check whether they serve their purpose. This is in line with the findings of Swanepoel, (2009:462) who stated that school policies that are fair, clear and applied to all educators consistently will decrease dissatisfaction (cf. 3.4.1).

- **Recommendation 11 – SMT Support Strategy Policies**

The researcher recommends that educators should be involved in school policy development such as the school discipline policy (code of conduct), especially in those schools in the Free State where this feature is absent. The benefits of these initiatives are twofold. By bringing educators into the development of policy, improve the likelihood that the policy will be well-designed, well-received and well-implemented in the classroom. By offering educators new challenges and new opportunities, they create new opportunities for professional growth for educators, helping them to receive recognition for their contributions and keep their profession energized. A visionary leader has a responsibility to formulate a clear vision to guide the school's future.

The implementation of school policy ought to allow for educators to advance themselves by means of participative management, job enrichment, recognition and making the teaching profession more stimulating, as stated in Maslow's theory of need (cf. 3.3.1.1). School policy makers and SMTs should aim to use Maslow's theory of need to motivate educators. This can be achieved by actively valuing their contributions when decisions are made about school policies. If educators feel that their voices are not heard, they will cease to contribute.

6.3.8.5 Finding 12 - SMT Support Strategy Teamwork

There are statistically significant differences in the opinions of male and female educators (cf. Table 5.37), different race groups (cf. Table 5.54) and different age groups (cf. Table 5.73) in terms of: SMT support strategy teamwork affecting job satisfaction. The null hypothesis is therefore rejected.

Teamwork appeared to have an influence on educator job satisfaction. This is in agreement with Catharine (2009:45) who opined that when educators are fully engaged doing worthwhile activities they are even happier to do more serious tasks as part of a team (cf. 3.4.1). This is because teamwork improves harmony and collaboration among educators. Educators can improve their teamwork skills by avoiding conflict and effectively communicating with each other.

In the quantitative analysis it appeared that the impact of the SMT and teamwork on male and female educators revealed that male educators are more satisfied than female educators regarding SMT and teamwork (cf. Table 5.37). The impact of the SMT and teamwork on racial groups revealed that the highest level of satisfaction was reported in the Indian race group, followed by the white race group and the highest dissatisfaction for the black race group (cf. Table 5.54). The findings on the impact of SMT and teamwork on the different educator age groups revealed that the age group 56+ showed the highest satisfaction (cf. Table 5.73). The reason for the latter might be that, educators, due to their age, will rather work in a team, as opposed to doing everything on their own.

The overall findings of this study revealed significant differences between the SMT support strategy: teamwork and educators job satisfaction. These findings indicated that educators, male or female, different race and age groups perceived that, SMT support strategy teamwork had an impact on their job satisfaction.

- **Recommendation 12 – SMT Support Strategy Teamwork**

SMTs ought to foster teamwork and collaboration to enhance the democratic character of the school. SMTs must organise their educators in teams or groups for effective participation of all educators in school activities such as school fundraisers and events such as the yearly prize giving. SMTs need to incorporate collective leadership where educators are allowed to make decisions while accomplishing the mutual goals of the school. To build an effective environment SMTs should be open to new ideas and discuss ideas and suggestions constantly. The SMTs should ask and also receive constant feedback. SMTs should assist educators to succeed in their task and should share the accolades for achievements.

Team building is perhaps the best way to form collaborative, high performing teams that could increase educators' communication, morale and job satisfaction. Fun activities in the beginning and in the middle of the year will boost the morale of your team. It is recommended that these team-building activities should be outside the school working environment, as a change in scenery invigorates the brain.

6.3.8.6 Finding 13 – SMT Support Strategy Operations

There are no statistically significant differences in the opinions of different race groups (cf. Table 5.57) and different age groups (cf. Table 5.76) in terms of: SMT support strategy operations affecting job satisfaction. Therefore, the null hypothesis cannot be rejected.

There are statistically significant differences in the opinions of male and female educators (cf. Table 5.39) in terms of: SMT support strategy operations affecting job satisfaction. Therefore, the null hypothesis is rejected. The impact of the SMT operations on male and female educators revealed that male educators are more satisfied than female educators regarding SMT operations (cf. Table 5.39).

Concerning the impact of SMT operations on racial groups, the highest level of satisfaction was reported in the coloured race group, followed by the Indian race group and the highest dissatisfaction for the white race group (cf. Table 5.57). The impact of SMT operations on the different educator age groups revealed that the age group 37-45 showed the highest satisfaction (cf. Table 5.76).

The overall findings of this study revealed significant differences between the SMT support strategy: operations and educators job satisfaction. These findings indicated that educators, male or female, perceived that, SMT support strategy operations had an impact on their job satisfaction. For the different race and age groups the SMT strategy operations had no effect on their job satisfaction.

- **Recommendation 13 – SMT Support Strategy Operations**

SMTs can make remarkable contributions to schools' accomplishing the educational goals and improving educator job satisfaction, if they are sufficiently prepared for their leadership role. This can be accomplished by ensuring that ambitious and enthusiastic SMTs are exposed to the South African Council for Educators (SACE) Continuing Professional Teacher Development (CPTD) programmes, grounded on needs analysis.

Involving SMTs in structured CPTD programmes (comprised of professional responsibilities such as workshops, attending meetings, attending professional development conferences and seminars) will empower SMTs to make independent decisions, adjust teaching programmes, endorse collaboration among educators, and engage in educator monitoring, evaluation and professional development. CPTD programmes permit SMTs to strategically school plans and goals.

6.3.8.7 Finding 14 – SMT Support Strategy Welfare/Support

There are statistically significant differences in the opinions of male and female educators (cf. Table 5.41), different race groups (cf. Table 5.59) and different age groups (cf. Table 5.78) in terms of: SMT support strategy welfare/support affecting job satisfaction. The null hypothesis is therefore rejected.

Effective SMT support structures for educators were characterized by the majority of respondents in the quantitative analysis as having a significant influence on educators' job satisfaction. Dissatisfaction was reported with regard to SMT support and welfare, with a mean rating of 2.74 (cf. Table 5.25).

Based on the mean difference, (cf. Table. 5.41) females displayed more satisfaction towards SMT support and welfare than males. The black race group showed a higher dissatisfaction with SMTs regarding support and welfare (cf. Table 5.59), and the age group 37-45 also showed a higher dissatisfaction with SMTs regarding welfare and support (cf. Table 5.79). The overall findings of this study revealed significant differences between the SMT support strategy: welfare/support and educators job satisfaction. These findings indicated that educators, male or female, different race and age groups perceived that, SMT support strategy welfare/support had an effect on educators' job satisfaction. The findings can be linked to the literature, Hanusek, (2009:171) stated that it is imperative that SMTs support educators in order to endorse job satisfaction and motivation (cf. 3.1).

- **Recommendation 14 – SMT Support Strategy Welfare/Support**

A caring and supportive SMT can make all the difference to an educator. Educators need to know that their SMT has the educator's best interests at heart. It is therefore recommended that SMTs provide ongoing, collaborative support to educators, such as personal support, management of classrooms or extracurricular activities. SMTs can provide personal support for example, by showing an interest in their hobbies, families and other interests. This will let indicate to the educators that SMTs care about them as individuals and not just as educators.

6.4 DISCUSSION OF FINDINGS AND RECOMMENDATIONS FROM EMPIRICAL QUALITATIVE RESEARCH

After completion of the thematic coding three main themes emerged as affecting educators, namely leadership and management, SMT activities and job satisfaction aspects. Within these three main themes, twelve sub-themes were identified. The findings and recommendations with regard to these twelve sub-themes are discussed below. Certain themes in the qualitative results complement and enrich the quantitative results. For ease of reference, the twelve sub-themes are indicated prior to the discussion:

- Leadership Style (cf. 6.4.1)
- Communication (cf. 6.4.2)
- Conflict handling (cf. 6.4.3)
- Emotional Intelligence (cf. 6.4.4)
- Decision making (cf. 6.4.5)
- Learner Discipline (cf. 6.4.6)
- Teamwork (cf. 6.4.7)
- Trust (6.4.8)
- Workplace bully (6.4.9)
- Workload (6.4.10)
- Mentorship and professional development (6.4.11)
- Educator Turnover (6.4.12)

6.4.1 Finding 1 - Leadership Style

In the qualitative analysis, the majority of participants in the focus group interviews were not satisfied with most of the SMT management support practices. Findings of this study indicate that the democratic leadership style (cf. 5.8.1.1.1) has a positive impact on educators' job satisfaction. This is in line with the literature review (cf. 2.4.4) that states that SMTs who opt for a democratic leadership style provide freedom for educators to work independently. Democratic SMTs offer guidance and control by making sure that educators have an opportunity to contribute to decision-making.

Most participants said that their SMT's practise an autocratic leadership style (cf. 5.8.1.1.3). This means that educators are not part of the decision-making process of the school, which could be linked to the theory of transactional leadership. This is in resonance with Zhu *et al.* (2012:186) who state that educators do not form part of management or leadership but are instead given instructions and supervised by the Transactional Leader (cf. 2.3.6). The analysis has proven a negative connection between SMTs' autocratic leadership style and educators' job satisfaction.

Educators are displeased with the SMTs' autocratic leadership style, because an autocratic SMT, especially the principal, does not allow opportunities for educators to work without restrictions, whereas the democratic SMT shares new concepts and ideas with educators.

The relationship between perceived SMT leadership styles and educators' self-reported overall job satisfaction, does exist; however, it varies in its degree of importance with reference to the different aspects of the different styles. Different situations that arise may require the SMT to adapt his or her leadership style in order to meet the demands of the requirements. In order to add another layer of job satisfaction to educators, it is therefore, imperative to consider the leadership style of the SMT leading the school.

In general, however, the quantitative and qualitative findings both include the democratic and autocratic leadership styles as styles that impact performance even though, as indicated in the qualitative responses, SMTs themselves might over-estimate their actual use of the autocratic leadership style. This means that for this

study, perceived leadership style of the SMT does have a negative effect on reported job satisfaction levels for educators. If an educator is in favour of the leadership style the SMT chooses to use, his or her overall job satisfaction will be higher. This finding shows that SMTs need to adopt a leadership style that supports educators.

- **Recommendation 1 – Leadership Style**

The autocratic style of leadership should be used with great caution. If the SMT depends only on an autocratic leadership style, the long - term effect will be harmful to the performance of the school. Educators do not welcome commanding authority, as it inhibits their initiative and reduces morale. Educators may eventually fail to perform their duties or even consider applying for transfers to other schools.

Therefore, a democratic leadership style ought to be encouraged. SMTs must avoid hierarchical decision-making structures, which excludes input from educators. SMTs need to adopt up-to-date approaches in school leadership, such as a visionary leadership approach in order to allow joint participation with educators in decision-making and in the implementation of such decisions. Enabling educators to assume leadership roles enhances the self - esteem and job satisfaction of educators, which in turn leads to higher levels of achievement.

6.4.2 Finding 2 – Communication

During the qualitative phase (cf. 5.8.1.2) the findings indicated that educator participants are moderately satisfied with the communication practices of SMTs. During the focus group interviews, educators rated the communication of their SMTs highest with regard to clarity provided on mission and goals, and the lowest with regard to feedback (cf. 5.8.1.2). This result is in contrast with findings in the quantitative phase which revealed that SMT communication was perceived by 68,7% respondents as positive, while 31,1 % of the respondents indicated that SMT communication has a negative effect on job satisfaction (cf. Table 5.19).

Some participants (educators) stated that their principals ignored them and that the communication approach of their principal was patronising. The majority of participants

in the focus group felt that the principal displayed insufficient listening skills, and educators indicated that their school principal did not make eye contact during conversations. Job satisfaction is affected due to a lack of clear communication between SMTs and educators. Communication between all stakeholders in a school is vital for the proper transfer of information, ideas on teaching and learning, and policies affecting educators.

Both the quantitative and qualitative research provide specific insight into the definition of effective leader communication within the school framework. The qualitative findings seem to suggest that the influence/ use of communication is less prominent than that indicated in the quantitative findings. Thus: the qualitative results complement and enrich the quantitative results. The finding concluded that the manner in which SMTs communicate with educators has a substantial effect on educator performance and job satisfaction in schools.

- **Recommendation 2 – Communication**

The researcher recommends that SMTs adopt the best communication practices to achieve direct and effective communication, which will help to increase educators' job satisfaction. As mentioned in the quantitative findings, a two-way communication (cf. 6.3.4) and face-to-face communication should take place by having weekly departmental subject meetings to give and receive feedback, even if it just for five minutes during the school interval. Speaking to each other face - to - face is the best way to communicate. SMTs must create an effective communication system at their schools to keep their educators informed and involved. It allows for deeper discussion. There are times when emails or written notes are useful but face - to - face conversations are still required to make a meaningful difference. Face-to-face communication is ultimately to provide and receive feedback, improve the educational process as a team, and enhance educators' job satisfaction.

In general, from the quantitative and qualitative findings, the researcher recommends that by communicating with educators, SMTs enable educators to share their opinions and create an atmosphere where educators can participate in decision making in their

work environment. This will create a sense of recognition, which will promote job satisfaction amongst educators.

SMTs can attend different South African Council of Educators CPTD workshops on effective communication with educators, since SMT members do not implement effective communication strategies with educators. At these workshops, SMT members are seen as educators and therefore can experience the effectiveness of each targeted communication practice.

6.4.3 Finding 3 – SMT Conflict Handling

The perception of educators regarding SMTs and the manner in which SMTs ought to resolve conflict (cf. 5.8.1.3) emerged from the focus-group interviews. The educator participants are, of the opinion that SMTs do not act appropriately in dealing with conflict between educators and the SMT. If SMTs are unable to resolve a conflict, the option that they seem to resort to is shouting and screaming. It is evident; therefore, that conflict between educators and SMTs can sometimes lead to a breakdown in the relationship.

Certain SMTs tend to adopt a unilateral decision, using an autocratic leadership style when their suggestions do not find favour with educators. When there is a strained relationship between the SMT and educators in the workplace, work performance is affected, and ultimately job satisfaction.

- **Recommendation 3 – SMT Conflict Handling**

Communication is vital in conflict management. The sooner a conflict situation is resolved; the less damage will be done between the parties concerned. The researcher recommends that the SMT and educators practice open-communication with each other. SMTs need to see things from the educators' perspective and take the time to listen carefully to what the educators have to say. This includes openness, information exchange and the examination of differences in order to reach a solution

acceptable to the SMT and to the educators involved. This strategy involves solving problems, which can lead to a constructive solution.

SMTs need to take cognisance of the fact that any conflict with subordinates affects not only the educators, but also their colleagues, family, friends and the learners alike. In management, there is a need for formal professional development on an on-going basis. The researcher recommends that SMTs attend conflict management courses and skills development. Conflict management should be the most important aspect in SMT development programmes. SMTs are confronted daily with recurring conflict, communication and perception barriers, the complex expectations of SMTs, interpersonal disagreements and human-factor shortfalls.

6.4.4 Finding 4 – Emotional Intelligence SMT

During the interviews, participants acknowledged a positive association amongst the emotional intelligence demonstrated by the SMT and educator job satisfaction (cf. 5.8.1.4). The researcher can conclude that a majority of the participants said that they are working for emotionally intelligent SMTs. The ability of an SMT to understand emotion and the interaction of emotions is paramount in leading a healthy school. There is no doubt therefore that it is important for SMTs to control their emotions in order to create a conducive working environment where everyone is comfortable to work, make sound decisions, create and promote good relations, and in order to gain trust and respect.

- **Recommendation 4 – Emotional Intelligence SMT**

It is imperative for SMTs to build and maintain good working relationships with educators. SMTs ought to show support, respect and care for educators and should demonstrate empathy towards educators. Simon, Judge and Halvorsen-Ganepola (2010:534) state that a positive educator depends on the ability of the SMT to foster positive relationships (cf. 3.4.8).

The researcher recommends that an emotional intelligence test² should be included as part of the selection and promotion process for principals and SMTs. If the personality evaluations indicate specific development areas, principals and SMTs should be guided, e.g. how to manage emotions in positive ways to alleviate stress, communicate effectively, empathize with others, overcome challenges and diffuse conflict. SMTs and principals should conduct an annual self-evaluation regarding emotional intelligence. This will assist them to maintain an awareness of how to lead educators in their respective departments.

Formal induction and mentoring programmes of newly appointed SMTs on emotional intelligence should be organised by the DBE to equip SMTs with strategies to manage their own emotions and that of others. Training courses should include sessions where SMTs receive training on emotional intelligence skills such as effective communication, how to influence and inspire educators, teamwork and conflict management.

6.4.5 Finding 5 – Decision Making

Educator participants voiced their displeasure at being excluded from the decision-making process. Different decision areas emerged in the participating schools and the educators in these schools actually differentiated among these areas. The emerging areas included subject allocation, discipline management, school activities, fundraisers, professional development, and day-to-day procedures.

In contrast with the quantitative results, findings indicated that educators, male or female, different races as well as different age groups perceived that decision-making by the SMT does not have an influence on their job satisfaction (cf. 6.3.8.1).

Most participants claimed that if educators are allowed participation in the decision-making process regarding workload distribution, especially extra-murals and subjects to be taught, it will increase their job satisfaction. Educators, who are involved in

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Emotional and Social Competence Inventory (ESCI) – Co-designed by Daniel Goleman, Richard Boyatzis and Hay Group to assess the emotional and social competencies that distinguish outstanding leaders

participatory decision-making in schools, will display an improved commitment and job satisfaction relating to the school as suggested by Maslow (cf. 3.3.1.1).

There were significant differences between the quantitative and qualitative results. SMTs who avoid or postpone making decisions, or decide without thinking things through, decrease educators' job satisfaction levels. If they act intuitively and take the advice of others during the decision-making process, SMTs can also increase the educators' job satisfaction levels. These findings point to the need for a further study that would examine the construct of educator satisfaction and seek to explore some of the possible intervening variables. Thus: the qualitative results compliment and enrich the quantitative results.

- **Recommendation 5 – Decision Making**

From the findings from the quantitative and qualitative results, the researcher recommends that the empowerment of educators in decision-making, means allowing educators the opportunity and space to participate in decision-making at a level beyond the classroom (cf. 6.3.8.1). It also implies empowering educators with a wide range of experience, expertise, personal characteristics and abilities.

SMTs must encourage this involvement; provide leadership opportunities, form committees, and offer joint decision-making opportunities so educators can develop the confidence to participate in decision-making in areas where they might not normally be able to contribute.

6.4.6 Finding 6 – Learner Discipline

Participants felt that the SMT, in particular the principal as school leader, played a major role in discipline at the school. Findings from the interviews revealed that some participants are dissatisfied when they do not receive the required discipline support from the SMT when learners are disruptive in class. The failure of the SMT to assist in discipline matters is detrimental to effective teaching and learning.

Nonetheless, the majority of participants alluded to the fact that their SMTs assist the educator regarding discipline problems (cf. 5.8.2.3). Participants acknowledged that the development of a code of conduct and assistance from SMTs with learner behaviour would be ways in which SMTs can improve educator job satisfaction (cf. 3.4.9). The results from the quantitative phase findings, indicated that the different race and age groups perceived that the discipline support they received from their SMT had a negative impact on their job satisfaction (cf. 6.3.8.3).

The effective management of learner behaviour is an important factor that has an impact on educators' job satisfaction. This is in line with literature where O'Neill (2016:117-140) states that the absence of support with regard to disciplinary actions, is a forecaster of educator job dissatisfaction. By involving educators in the decision-making process regarding learner behaviour, SMTs may encourage them to share strategies used in their classrooms in maintaining discipline. During the quantitative and qualitative findings, it became apparent that managing learner behaviour affects the school climate and, therefore, educator job satisfaction. Thus: the qualitative results complement and enrich the quantitative results.

- **Recommendation 6 – Learner Discipline**

This study revealed that effective learner discipline cannot be maintained by the SMT only. The recommendations can be linked to the quantitative results, where the researcher recommends that teamwork, as well as, a value-based education be instituted in schools (cf. 6.3.8.3).

A school disciplinary team (SDT) should be set up to share this management task. The SDT should be led by the deputy-principal in charge of discipline, grade heads and 2 post level one educators. SMTs should identify strategies on how to manage poor learner behaviour, and assist educators in disciplining learners.

Discipline must be based on remedial, constructive, rights-based educational practices, as opposed to disciplinary measures that are destructive, negative and punitive. This approach may require learners to engage in apologising or to be

responsible in the classroom by engaging in activities that make them think and act differently in the future.

6.4.7 Finding 7 – Teamwork

Teamwork, as well as team building, allow participants to work more effectively and to experience support from SMTs. Teamwork generally provides a feeling of belonging for all its participants as members of team collaboratively reach decisions. This also enhanced educator' abilities to teach and design improved school related activities, such as fundraisers, which contributed to gaining new ideas and experiences (cf. 5.8.2.1).

Teamwork in schools has a positive impact on educators and SMTs, as identified by Njiru (2014:135-152) who states that teamwork creates job contentment (cf. 3.4). Teamwork increases efficiency in the quality of academic outputs of schools. More work can be undertaken with the available resources, as it increases the motivation and job satisfaction of educators.

The factor, capacity building of educators through collaboration and teamwork, noted that educators prefer to work together in a group and interact with other people in their work environment. This was evident in both quantitative and qualitative data. In interviews, participants cited leadership from SMT and teamwork (collaboration) with colleagues as two characteristics that influence their job satisfaction.

- **Recommendation 7 – Teamwork**

From the interviews, it is recommended that SMTs encourage educators to work together as a team and support them in creating a desirable atmosphere where an effective workforce can share their knowledge, which will promote productivity and educator development.

It is recommended that SMTs promote collegial and collaborative work relationships amongst educators. Teamwork must be fun and exciting, not a tedious obligation. SMTs can improve teamwork with educators by involving educators and SMT

members in fun activities on a regular basis as mentioned in the quantitative data (cf. 6.3.8.5), where SMTs can use teambuilding to foster teamwork. SMTs can commence a staff meeting or workshop with a brief icebreaker.

Collaborations help to support growth and development of educators, while improving their teaching practices. Educators will feel encouraged to work together and to share understanding of curriculum changes, discipline problems, implementation of school policies and assessment procedures. Catharine (2009:45) states that if everyone understands that it is important for him or her to participate actively in management, then it becomes easier for them to appreciate the role of teamwork (cf. 3.4.1).

The district offices of the Free State Education Department should also offer programmes for newly appointed SMT members in order to empower them to develop management skills that encourage and promote teamwork between themselves and educators. These induction programmes be conducted in all schools to reveal skills and knowledge to SMTs to empower them and improve teamwork in schools.

6.4.8 Finding 8 – Trust in SMT

The finding is that trust is an intervening variable that can slightly impact an educator's job satisfaction. In general, there seem to be a lack of trust in school settings between educators and their SMTs.

Educators want their SMTs to manage the school effectively, behave in a fair manner towards all educators, respect educators and be competent in their academic and leadership roles (cf. 5.8.2.4). The trust and fiduciary relationship between SMTs and educators enhances job security and educator autonomy. Educators, like all other professionals, need to be treated as professionals by the SMT so that they have the professionally oriented freedom to do their jobs.

In co-ordinance with the literature, Handford and Leithwood (2013:194-212) state that building a culture of trust involves the SMTs allowing educators to perform as required, without infringing on their responsibilities. Educators' job satisfaction may increase when their support from and trust in the SMT increases.

- **Recommendation 8 – Trust in SMT**

Trust is the foundation on which productive teams are built. It is recommended that SMTs provide the correct motivation or reasons for decisions they make, in order to be trusted by educators. SMTs that make decisions based on what is right for the school, its educators and learners will be trusted more than SMTs who are perceived to be in a leadership role for their own benefit. It is recommended that SMTs indicate that they are decisive, honest and open with the decisions they make. SMTs need to stipulate the rationale for any amendments made to decisions taken.

SMTs should take an interest in educators outside professional interactions. Working together is about building healthy relationships. This is in line with the literature, where Marishane and Botha (2015:106) state that SMTs ought to create and maintain functioning relationships with educators.

6.4.9 Finding 9 – Workplace Bully

An insight during interviews was that SMT-on-educator bullying behaviour was common in the school context. Educators reported that they are targeted by the SMT in that the SMT displays favouritism, gives certain educators extra work and makes irrational demands of certain educators. Linking the findings identified in the literature (cf. 2.7.5), bullying is one of several damaging expressions of behaviour, which any person can experience at work (De Wet, 2010a:112).

It is thus clear that bullying tactics in the workplace occur and that schools are not exempt from this. Intimidation in the workplace is a phenomenon characterized by its power disparity, its persistent, repetitive and long-term nature that is harmful to health, violates human rights and depends on the subjective perception of the victim.

The main perpetrators of workplace bullying were shown to be the principals and deputy-principals (cf. 5.8.2.5). This kind of behaviour has a direct influence on job satisfaction of educators. SMTs mistreatment behaviours were identified and the majority of educators linked job satisfaction and their sense of efficacy to their relationships with their respective SMTs.

- **Recommendation 9 – Workplace Bully**

The research findings should be communicated to the DBE in order to update the department about the nature of workplace bullying at schools. An anti-bullying environment at schools can be best created through the existence of harmonious staff relations.

SMT engagement is paramount to the intervention. SMTs need to develop a culture of dignity, fairness, and respect which infuses the school. It is also recommended that SMTs attend workshops regarding peer support, anti-bullying policy as well as anti-bullying training. Anti-bullying should include strategies for dealing with bullying and building confidence.

6.4.10 Finding 10 – Workload

Most educator participants became dissatisfied when they experienced an unnecessary workload (cf. 5.8.3.1). This can also be linked to the findings in the quantitative phase. It was found that the workload that educators have to deal with creates a stressful work environment, which makes educators feel dissatisfied with their work. Participants commented on the fact that responsibilities linked to the administrative or organisational parts of school life, such as extracurricular activities, fundraising and out of classroom educational activities, intensified the burden on educators.

The findings of the qualitative phase of the study served to explain and augment the findings of the quantitative phase. Educators experience excessive workloads and that needs to be managed in order to create a pleasurable work environment. Participants feel frustrated and exhausted and this has a negative impact on their attitude towards their daily tasks (cf. 6.3.7). This can be linked to the literature, where Ashby *et al.* (2008:50) state that educators experience job dissatisfaction regarding workload (cf. 3.4.2).

The participants distinguished management of learner behaviour as a matter that negatively influences educators' workload. SMTs and educators described having to devote extra time to consulting with parents regarding learners' disciplinary incidents.

In general, however, the quantitative and qualitative findings both indicated that workload influenced educator job satisfaction. The workload has a significant influence on the performance of secondary school educators. This means that the workload can determine work behaviour or educator performance in Free State schools. Thus: the qualitative results complement and enrich the quantitative results.

- **Recommendation 10 – Workload**

It is recommended that educators set aside time for shared curriculum planning with peers from other schools. Collaborative planning activities can include sharing of assessment activities. Educators can work together to develop specialist subject plans within a clear planning framework for use by educators across different schools, resulting in a reduction in workload.

The modelling of good practice concerning reasonable workload practices by the SMT implies that the SMT needs to consider the number of learners per class. The SMT should investigate the subject choices of the school and reconsider subjects where there are only a few learners opting for a subject.

6.4.11 Finding 11 – Mentorship and Professional Development

The following educator mentoring components are valuable (cf. 5.8.3.2) (i) observation of expert educators, (ii) support from SMTs and colleagues, and (iii) professional development. Bogler and Nir (2012:301) point out that educator empowerment has a fundamental influence on educator job satisfaction (cf. 3.4.4).

The participants' experience in this study indicates that evaluating educators once a year is insufficient to provide educators with the necessary support and development throughout the year. The participants agreed that IQMS did not develop educators effectively.

Educator perceptions regarding the SMTs role towards educator professional development and mentoring were found to be, in general, the same throughout the different schools. The perception is that, although the SMT supports professional

development, direct involvement is minimal. SMTs could not shoulder all the school's activities and tasks.

As educators are the link between SMT and the learners of a school, SMTs need to promote full educator empowerment, not a contrived version thereof: all educators look for job variety and greater responsibility, especially in decision-making with regard to school curricular matters. SMTs need to value the importance and needs of all educators. The minimal involvement of SMTs deny educators opportunities to develop, and to take a leadership role in the school. The quantitative and qualitative findings both indicated that educators want to be provided with opportunities to develop themselves professionally and that these opportunities will promote job satisfaction amongst them. This can be linked to the literature where Carl (2010:10) states that empowerment involves providing educators with a particular degree of responsibility and decision-making, concerning their individual responsibilities. This finding proves that the researcher achieved the aim in identifying factors which influence job satisfaction in an educational setting.

- **Recommendation 11 – Mentorship and Professional Development**

It is recommended that the DBE should support, develop and mentor educators to improve their performance in accordance with their identified weaknesses. Educators should also be recommended to attend in-service training and workshops to improve their understanding, abilities and service delivery.

The researcher is of the belief that SMTs do not need to wait for the DBE to arrange professional development workshops for their educators. Outside-service providers can assist SMTs in professional development such as managing learner discipline, if the school budget allows it.

6.4.12 Finding 12 – Educator Turnover

The results regarding educator turnover revealed that the majority of participants in the focus-group interviews stated that the lack of leadership, or being micro managed, might influence educators to leave (cf. 5.8.3.3).

The results are supported by literature which states that the manner in which SMT supervision is conducted towards educators may partly be to blame for the rate at which educators leave their work and are replaced (Devos & Bouckenooghe, 2009:173-196). From the data obtained in the study, the majority of the educators were planning to leave the profession. The major reasons cited for leaving were dissatisfaction with SMT leadership style and motivation strategies adopted in their schools.

Commitment, job satisfaction and performance will increase if educators feel positive about teaching as a profession, while absenteeism and educator turnover will decrease.

- **Recommendation 12 – Educator Turnover**

SMTs ought to be well equipped with leadership and management skills in order to create conditions that are conducive for educator motivation. Educators new to the school, as well as student teachers at the school should have access to an experienced and effective educator mentor. SMTs should aim to ensure that new educators have reduced teaching loads or teaching assignments that increase the odds for educator success (e.g., decreased number of preparations, smaller class sizes, therefore fewer struggling learners).

Developing solutions for educators with the intention to leave may include empowering such educators - this may include providing career prospects (based on merit and teaching experience to avoid educators' stagnation within a certain post-level), allowing autonomy in work responsibilities such as appointing educators as subject heads or organiser of an event or activity. Empowering educators effectively allow them to be part of the decision-making process in the school. Schools will be more

successful if educators are involved in planning for the needs of their learners, as well as their needs as professionals. This could be accomplished through distributed leadership. This can be linked to literature where Bolden (2011:264) states that the distributed leadership theory is a theoretical and analytical framework for perceiving leadership as occurring amongst educators as an intricate part of the school.

6.5 ADDITION TO THE BODY OF KNOWLEDGE

The researcher developed a toolkit for in-service SMT training to address some of the recommendations. The toolkit is aimed to contribute to the current body of knowledge in enhancing educator job satisfaction. This toolkit is intended primarily for facilitators (such as principals) to enable them to conduct workshops for fellow SMT members. The toolkit offers an overview of some of the main issues related to management and leadership, and how they influence educator job satisfaction. By using this toolkit, SMTs will gain an understanding of how to change their behaviour to enhance educator job satisfaction and retain educators in the education system

The toolkit is divided into four modules. In addition to the toolkit, facilitators will receive a CD with pre-constructed PowerPoint presentations. These presentations can be used to facilitate the workshop(s) or training session(s). The complete toolkit and CD is presented in Chapter Seven.

6.6 LIMITATIONS OF THE STUDY

Limitations refer to the potential weakness(es) of the research. This study was inhibited by the following:

- The research was conducted in and limited to the Free State Province. Subsequently, the quantitative outcomes of this research cannot necessarily be generalised to all SMTs and educators in other provinces.
- Even though the participants and respondents were guaranteed confidentiality and anonymity, several participants and respondents hesitated to reveal specified information, fearing that they may be revealing sensitive information.
- Some of the principals were not available during the distribution and collection of the questionnaires.

- Many of the schools had not finished the questionnaires by the collection date. The researcher had to return to collect the questionnaires at a later stage.
- On the day of collection, a principal stated that their time was too precious to complete the questionnaires and the school withdrew from the study.
- The factors influencing educator job satisfaction differs from person to person, time to time and even situation to situation. However, insight into these factors affecting educator work performance will provide SMTs with information on ways to improve performance and work attitudes of educators.

6.7 THE CONTRIBUTION OF THE STUDY

This research study addresses a gap in research regarding the impact of SMTs on educators' job satisfaction. The pragmatic results indicated that participants experienced substantial job dissatisfaction that discouraged them and prohibited quality education in schools under certain circumstances.

This is an extremely important issue, bearing in mind that one of the main objectives of the Department of Basic Education is to provide quality education at all levels of the education system. To achieve this goal, competent and satisfied educators are required. The primary goal should therefore be to minimize the dissatisfaction of educators and maximize satisfaction for the benefit of learners and educators.

The wide-ranging findings from this study provided policymakers and practitioners with particular and up to date information on areas to improve educator satisfaction. In comparison with Herzberg's two-factor theory, the motivator or intrinsic factors contributed more to dissatisfaction than to educators' satisfaction. In contrast, two hygiene factors (the impact of SMTs on discipline and policy) have been found to contribute significantly to the satisfaction of the educators in this study.

It may be appropriate to conclude, that the measuring of job satisfaction and dissatisfaction is partially supported the Herzberg Two-Factor theory. In particular, these areas are the inefficient management style of the SMTs, the lack of freedom for educators to make decisions and develop personally, the poor relationship between

educators and SMTs, the unsatisfactory workload and the intention to leave. In the light of the above statement, this study calls for SMTs to support their educators in enhancing job satisfaction.

6.8 FUTURE RESEARCH

Due to the continuous changes in the education system and increasing fears among educational managers about the low retention rate of educators, job satisfaction requires serious attention. As a result of this study, the following recommendations for further research may be made:

- Initiatives to restore and improve educators' status in the community.
- The poor academic results of South African learners need to be addressed and if research finds that learners' academic performance increases in classrooms of job-satisfied educators, it is important to create standards that match the job satisfaction of educators.

6.9 CHAPTER SUMMARY

The aim of the study was to investigate the impact of SMTs on educators' job satisfaction in the Free State Province. Overall, the literature on job satisfaction among educators in South Africa indicates that there is considerable job dissatisfaction among educators.

In view of the population of this research, it turns out that educators are somewhat satisfied with their jobs. The research showed numerous decisive dynamics that SMTs could use to develop strategies to promote educators' satisfaction at their schools.

It is therefore essential that SMTs identify support tactics that will help improve educators' job satisfaction. This study calls on SMTs to support their educators in order to enable them to fulfil their mission to cultivate learners as future leaders in South Africa.

CHAPTER 7

A TOOLKIT FOR SMTs TO SUPPORT THE PROMOTION OF JOB SATISFACTION AMONGST EDUCATORS IN SECONDARY SCHOOLS ACROSS THE FREE STATE PROVINCE.

7.1 INTRODUCTION

This chapter is devoted to SMTs to support the promotion of job satisfaction amongst educators. The toolkit was developed by the researcher. The toolkit consist of a guideline for facilitators and a CD for SMTs and Facilitators that contains the PowerPoint presentation that accompany the toolkit.. The toolkit put forward in this chapter addresses the following research question:

Which critical aspects should be included in a School Management Training Toolkit to enhance educator job satisfaction?

7.2 THE TOOLKIT

The toolkit provides guidelines to be followed by facilitators. Addressing educator job satisfaction in the workplace is no longer a task to be avoided. The researcher identified that within the school setting, the SMT takes on a key leadership role that may affect educators' job satisfaction and work commitment.

Therefore, SMTs can embrace educator job satisfaction as the mark of a productive workplace environment. The toolkit may be appropriate in enhancing educator job satisfaction in the surveyed schools. SMT programmes or workshops encourage the development of useful skills for enhancing educator job satisfaction which SMTs can apply across the lifespan. When implemented comprehensively, such programme promote a positive school climate and ultimately enhance educator job satisfaction. There are a variety of approaches and skills that can be developed by SMTs.

The most effective programme is a comprehensive one that strives to train and support all members of the SMT. The SMT toolkit is not an instant solution – it is a long-term

commitment requiring patience, training, and support at all levels of the SMT, and on-going evaluation to tailor the program to the needs of the school.

These guidelines are provided as an accompanying document to the CD. The guidelines comprise slides as well as additional explanatory information to be used by the facilitator. The toolkit comprises of a CD that will be used during the presentation.

SCHOOL MANAGEMENT TEAMS

TRAINING



A toolkit for facilitators to conduct workshops for SMTs to support the promotion of job satisfaction amongst educators in Secondary Schools across the Free State Province

Content

Introduction to this Training Toolkit

How to use this Toolkit

Glossary of abbreviations, acronyms and terms

Programme

Module 1 – School Leadership and Management

(PowerPoint Slide 2)

Session 1.1	Ice – Breaker: School Management vs School Leadership	(PowerPoint Slides 3-5)
Session 1.2	School Leadership and Management in the 21 st Century	(PowerPoint Slide 6)
Session 1.3	Educational Leadership Styles	(PowerPoint Slides 7-12)
Session 1.4	Leadership Attributes	(PowerPoint Slide 13)
Session 1.5	Emotional Intelligence	(PowerPoint Slides 14-18)

Module 2 - Mentoring

(PowerPoint Slide 19)

Session 2.1	Mentor first year educator	(PowerPoint Slide 20-21)
Session 2.2	Implement a mentor program	(PowerPoint Slide 22)
Session 2.3	Introduce two sets of mentors	(PowerPoint Slides 23-24)

Module 3 - Communication and Conflict

(PowerPoint Slide 25)

Session 3.1	Effective communication	(PowerPoint Slides 26-28)
Session 3.2	How to manage conflict	(PowerPoint Slide 29)

Module 4 - SMT support strategies to enhance educator job satisfaction

(PowerPoint Slide 30)

Session 4.1	Various support strategies to enhance educator job satisfaction	(PowerPoint Slides 31-33)
Session 4.2	Discipline support strategy	(PowerPoint Slide 34)
Session 4.3	Teamwork	(PowerPoint Slides 35-37)

Reflection of the day

(PowerPoint Slide 38)

Closing AHA Moments

Annexes/Background Information for facilitator

INTRODUCTION TO THE TOOLKIT

This toolkit is intended primarily for facilitators (such as school principals) in secondary schools in the Free State to enable them to conduct a one-day workshop for their fellow SMT members.

The quality of human resource is of cardinal importance to the proper functioning of a school, and it is determined by the time and effort SMTs invest in motivation, job satisfaction and development of educators.

The toolkit aims to introduce key concepts, management skills and approaches that SMTs will need in enhancing educator job satisfaction. The toolkit contains practical suggestions and can serve as a guideline to school management teams.

This toolkit is designed around five different modules. Module One deals with leadership and management such as educational leadership styles, various leadership attributes as well as emotional intelligence of SMTs. Module Two focusses on effect mentoring and how SMTs can implement a mentorship program. Module three focusses on effective communication and how SMTs can manage conflict in schools. The various support strategies needed to enhance educator job satisfaction will be the focus in Module four.

NOTES FOR FACILITATORS

GOOD PRACTICE HINTS

- The principal and the deputy principal should facilitate the workshop on the basis of this training manual. It is imperative that they rotate in leading activities and directing discussions.
- Before administering the workshop, it is recommended that the principal and deputy principal convene and review each activity in detail. Facilitators must be prepared with accurate answers.
- This training manual contains 5 sessions with small-group work. It is advisable that facilitators move around between small groups during small group work sessions. This will ensure that groups are focussed on the task at hand, and that they are not side tracked by other discussions. During these sessions facilitators should move around, to make sure that participants are on track and provide assistance where needed.
- To assist facilitators with time management, a programme with proposed time allocation, is included. To facilitate smooth running of the workshop, it is recommended that a time-keeper is assigned. The time indicated for each session can be adapted as needed.
- Handouts (Appendix A – F) for each session with important material or activities for group-work have been prepared. The facilitator should give the participants a brief description of what the handouts are. These handouts are included as appendices.

HOW TO USE THIS TOOLKIT

The toolkit consists of a booklet and a series of PowerPoint presentations (MS PowerPoint 2016). The booklet leads the discussion for each of the PowerPoint slides.

 <p>ACTIVITY</p>	<p>ACTIVITY</p>
	<p>DISCUSSION OF POWERPOINT PRESENTATION</p>
	<p>NEW IDEAS</p>
	<p>POWERPOINT PRESENTATION SLIDE</p>
	<p>SOMETHING TO THINK ABOUT</p>
	<p>SUPPORT TO EDUCATORS</p>
	<p>GUIDELINES FOR SMT</p>

GLOSSARY OF ABBREVIATIONS, ACRONYMS AND TERMS

CPTD	Continuing Professional Teacher Development
EI	Emotional Intelligence
IQMS	Integrated Quality Management System
SACE	South African Council of Educators
SMT	School Management Teams

No one benefits from an empty jar; fill yourself first before pouring out to others.

PROGRAMME

School Management Team Workshop	
Time	Programme
07:30 – 08:00	Registration of the workshop Coffee and Tea
08:00 – 08:15 (15 minutes)	Opening and Welcome
	Module 1 – School Leadership and Management
08:15 – 08:30 (15 minutes)	Session 1.1: Ice-Breaker (School Leadership and Management)
08:30 – 08:40 (10 minutes)	Session 1.2: School Leadership in the 21 st Century
08:40 – 09:10 (30 minutes)	Session 1.3: Educational Leadership Style
09:10 – 09:20 (10 minutes)	Session 1.4: Leadership Attributes
09:20 – 10:00 (40 minutes)	Session 1.5: Emotional Intelligence
10:00 – 10:15 (15minute)	Coffee break
	Module 2 - Mentoring
10:15 -10:30 (15 minutes)	Session 2.1: Mentor to first year educators
10:30 – 10:45 (15 minutes)	Session 2.2: Implementing a mentorship program
10:45 – 11:00 (15 minutes)	Session 2.3: Introduce two sets of mentors
	Module 3 – Communication and Conflict
11:00 – 11:40 (40 minutes)	Session 3.1 – Various SMT Strategies
11:40 – 12:00 (20 minutes)	Session 3.2 – How to manage conflict
12:00 – 13:00 (60 minutes)	Lunch
	Module 4 – SMT Support strategies to enhance educator job satisfaction
13:00 – 13:40 (30 minute)	Session 4.1 – Various support strategies to enhance educator job satisfaction
13:40 – 14:10 (30 minutes)	Session 4.2 – Discipline support strategies
14:10 – 14:30 (20 minutes)	Session 4.3 – Teamwork
14:30 – 14:45 (15 minute)	Reflection of the day

MODULE 1 – SCHOOL LEADERSHIP AND MANAGEMENT

Session 1.1	Ice – Breaker
Topic	<i>School Management vs School Leadership</i>
Time	<i>15 Minutes</i>
 ACTIVITY	<i>Group Activity</i>
	<i>PowerPoint Slides 2-5</i>



INSTRUCTIONS TO FACILITATOR

Divide the SMT into two groups. Each group must receive a copy of the school manager vs school leader table (Appendix A) and post it notes in different colours. Use two flip chart sheets and label the two sheets manager and leader. Each group is tasked with identifying which of the statements on the manager vs leader table describes management behaviour and leadership behaviour, writing one statement on each post it and placing it on the manager flip chart sheet or on the leader flip chart sheet on the wall.

The aim of this activity is to show the difference between school managers and school leaders and how every leader can be a manager but not every manager can be a leader.

ACTIVITY 1: SCHOOL MANAGERS VS SCHOOL LEADERS

Wordlist for school managers vs school leaders

- | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> Provide feedback on performance Give orders and instructions Co-ordinate resources Sharing a vision Plan and prioritise Task Create a 'culture' Scheduling work Motivating educators Explain goals, plan and roles Inspiring educators Use analytical data Ensuring predictability Provide focus Co-ordinate effort Delegating tasks | <ul style="list-style-type: none"> Appeal to educators' emotions Appeal to rational thinking Being a role model Encourage teamwork Inspect task completion Foster an encouraging team feeling Guarantee valuable induction Assess progress Follow systems and procedures Look 'over the horizon' Monitor budgets, tasks etc. Monitor feelings and morale Monitoring educator progress Support development prospects Unleashing ability Apply systematic data for prediction |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Proposed answers are provided as Appendix B.

Session 1.2	Discussion
Topic	<i>School leadership in the 21st Century</i>
Time	<i>10 Minutes</i>
	<i>PowerPoint Slide 6</i>



DISCUSSION OF POWERPOINT PRESENTATION

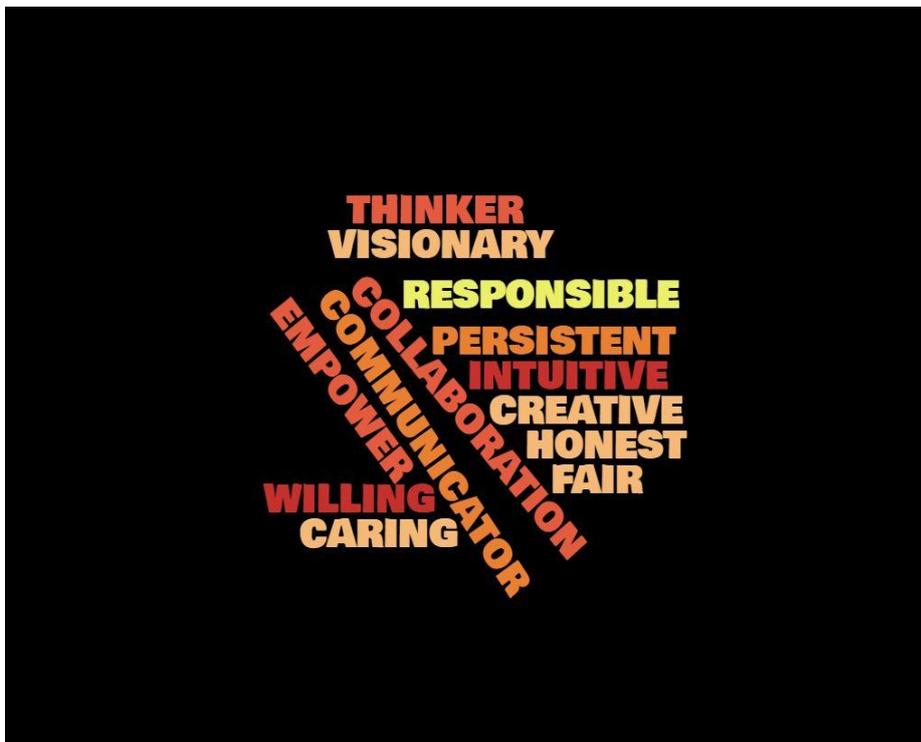
There are many definitions of leadership and management, and as many views of the importance of one as compared to the other. Building effective management and leadership skills is a journey that starts with managing oneself and then progresses to managing and leading educators, either individually or in a team. Being part of the

SMT is challenging in this day and age, therefore SMTs need a rock-hard arsenal of administrative tools which can give any SMT the edge. SMT members are in charge of guiding the school into the future, and solving problems with the necessary management skills. SMTs are expected to keep up to date with developments in education.

What makes SMT members 21st century leaders? Diagram 1 lists some of the characteristics of a 21st century leader. How many of these attributes can you claim for yourself?

(Use Appendix C for definitions of words in the word cloud as seen in Diagram 1.)

Diagram 1 – School leadership characteristics for the 21st Century



Session 1.3	Activity and discussion
Topic	<i>Educational Leadership Styles</i>
Time	<i>30 Minutes</i>
 ACTIVITY	<i>Individual Activity</i>
	<i>PowerPoint Slides 7-12</i>

Different **educational leadership styles** makes every SMT member distinctive.



INSTRUCTIONS TO FACILITATOR

This activity is an individual activity. Allow the SMT members to score him/herself concerning the various statements of leadership styles. Different leadership styles, can be suitable and effective in diverse circumstances. Most SMT members develop an inclination for a particular style. This survey is intended to support SMT members to reflect regarding their preferred leadership style.

ACTIVITY 2: LEADERSHIP STYLE QUESTIONNAIRE

Participants need to read each statement in the table (Appendix D) and score themselves according to the grid provided.

Precisely alike	5 Points
To a great extent	3 Points
Somehow alike	1 Point
No resemblance at all	0 Point

No	DESCRIPTION	0	1	3	5
A	I think that a school works best if everyone (SMT / Educators) takes decisions.				
B	Sometimes it takes a while to convince educators that my idea is the strongest one, but I'm usually able to get them to see my point				
C	I can take a leading role when needed, but do not think of myself as a leader, even though I am on the SMT.				
D	I am glad to act as the SMT Spokesperson				
E	I am able to adapt to different situations every day.				
F	I am determined to drive school fundraisers and marketing and achieve results				
G	I easily persuade educators in making decisions				
H	I love working on specific school sub-committees				
I	The key aspect of any decision I make is to get the educators to see its benefit. I spend a lot of time "selling" the decision to the educators				
J	I examine conditions from several viewpoints				
K	Every angle should be considered in decision-making				
L	Organising my work is a key aspect				
M	SMT members ought to abide by prescribed decisions, and follow suitable processes				
N	I set myself high standards and expect others to do the same for themselves				
O	I like enacting activities				
P	I encourage educators to dream "big dreams" about the school				

After completion of the grid, participants should add together the totals for the subsequent combinations of descriptions:

DESCRIPTION	TOTAL	PREFERED LEADERSHIP STYLE
D, F, L, N		Authoritative
A, H, K, M		Democratic
B, G, I, P		Persuasive
C, E, J, O		Situational

The highest total represent the preferred leadership style of the participant. Discussion can follow.



DISCUSSION OF POWERPOINT PRESENTATION

Although successful school management and leadership are recognised as an important component in the establishment of successful schools, what it resembles, is not always evident. Leadership is applied in various styles by SMT members in different circumstances. The following are examples of several leadership styles that are practised by SMT members.

	Authoritative	Democratic
Characteristics	<ul style="list-style-type: none"> • Impatient • Action-oriented • Strong personal vision of what is needed. • Sometimes 'consult' other SMT members, The SMT first takes the decision and then sells the idea to the educators. 	<ul style="list-style-type: none"> • Includes all SMT members and educators in decisions. • The democratic style is based on a belief that SMTs cannot be efficient without input of the educators and other SMT members.
Strengths	<ul style="list-style-type: none"> • Educators know precisely what is going on, they do not have to second guess. • Decisions can be taken quickly, which is particularly important in a crisis. • Educators can focus on operational responsibilities without worrying about tactical difficulties. 	<ul style="list-style-type: none"> • Gives power to educators. • Energises and motivates educators to achieve their tasks. • Builds individual responsibility amongst educators.
Weaknesses	<ul style="list-style-type: none"> • Not all educators will be committed. • Shallow decisions can be made. • No room for educator development. 	<ul style="list-style-type: none"> • Slow down the decision making process. • Educators get frustrated with SMTs if there is no direction.

	Persuasive	Situational
Characteristics	<ul style="list-style-type: none"> • A persuasive SMT bears one major resemblance to the autocratic or authoritarian leadership style. • To persuade educators that the SMT ideas are good and that the work they do brings passion to them and produces far better results. • A persuasive SMT never has to put a lot of energy into getting educators to follow. 	<ul style="list-style-type: none"> • SMT adjust according to the situation. • SMT will change their leadership style so that it is suitable for the educators as well the specific task at hand.
Strengths	<ul style="list-style-type: none"> • The ability to make quick decisions • Creative and professional freedom • A passionate team of educators 	<ul style="list-style-type: none"> • SMTs allow teams to alter over time. • SMTs are adaptable to circumstances.
Weaknesses	<ul style="list-style-type: none"> • Persuasive management is not a style for every situation. Whether the SMT plan was flawed or the educators did not support the SMT, the blame falls to the SMT if the end result is not satisfactory. 	<ul style="list-style-type: none"> • Educators do not know what to anticipate, and may oppose deviations in leadership style.

Session 1.4	Discussion
Topic	<i>Leadership Attributes</i>
Time	<i>10 Minutes</i>
	<i>PowerPoint Slide 13</i>



DISCUSSION OF POWERPOINT PRESENTATION

School Management Teams portray a fundamental role in influencing the attitude, climate and character of their schools.

The following are attributes that can challenge SMTs in schools and change the hearts and minds of educators in schools.

- **Vision** - The greatest leaders in schools are visionaries with a clear sense of morality. Successful SMTs are capable of formulating and shaping the future instead of being shaped by action.
- **Judgment** – Effective SMTs demonstrate judgement, are wise and make the right calls.
- **Courage** - Successful SMTs show great willingness and patience in seeing matters through to finalisation. SMTs are willing to take risks and remain persistent in difficult situations.
- **Resilience** - Effective SMTs remain resilient, optimistic, positive energetic, efficient and always remain calm in a crisis.
- **Persuasion** - The best school leaders are great persuaders, trustworthy communicators and great motivators.
- **Curiosity** – Successful SMTs think out of the box and are curious. Furthermore, they are great opportunists and are exceptional.

Session 1.5	Activity and discussion
Topic	<i>Emotional Intelligence</i>
Time	<i>40 Minutes</i>
	<i>Individual Activity</i>
	<i>PowerPoint Slides 14 - 18</i>



DISCUSSION OF POWERPOINT PRESENTATION

Within the changing reality of the 21st century learning is no longer restricted to the curriculum and strategic planning. SMTs are being distinguished from the rest by their ability to use their emotional intelligence, engage with educators and turn out to be vibrant managers or leaders. Emotional intelligence is the skill SMTs need to manage and understand emotions. SMTs have a powerful responsibility to develop a school atmosphere in which every educator can achieve at high levels.

Goleman extended the four-branch classification of Mayer and Salovey to combine five important foundations of emotional intelligence as shown in Figure 1: self-management, self-awareness, social skills, empathy and motivation (Ngirande & Timothy 2014:69-74).

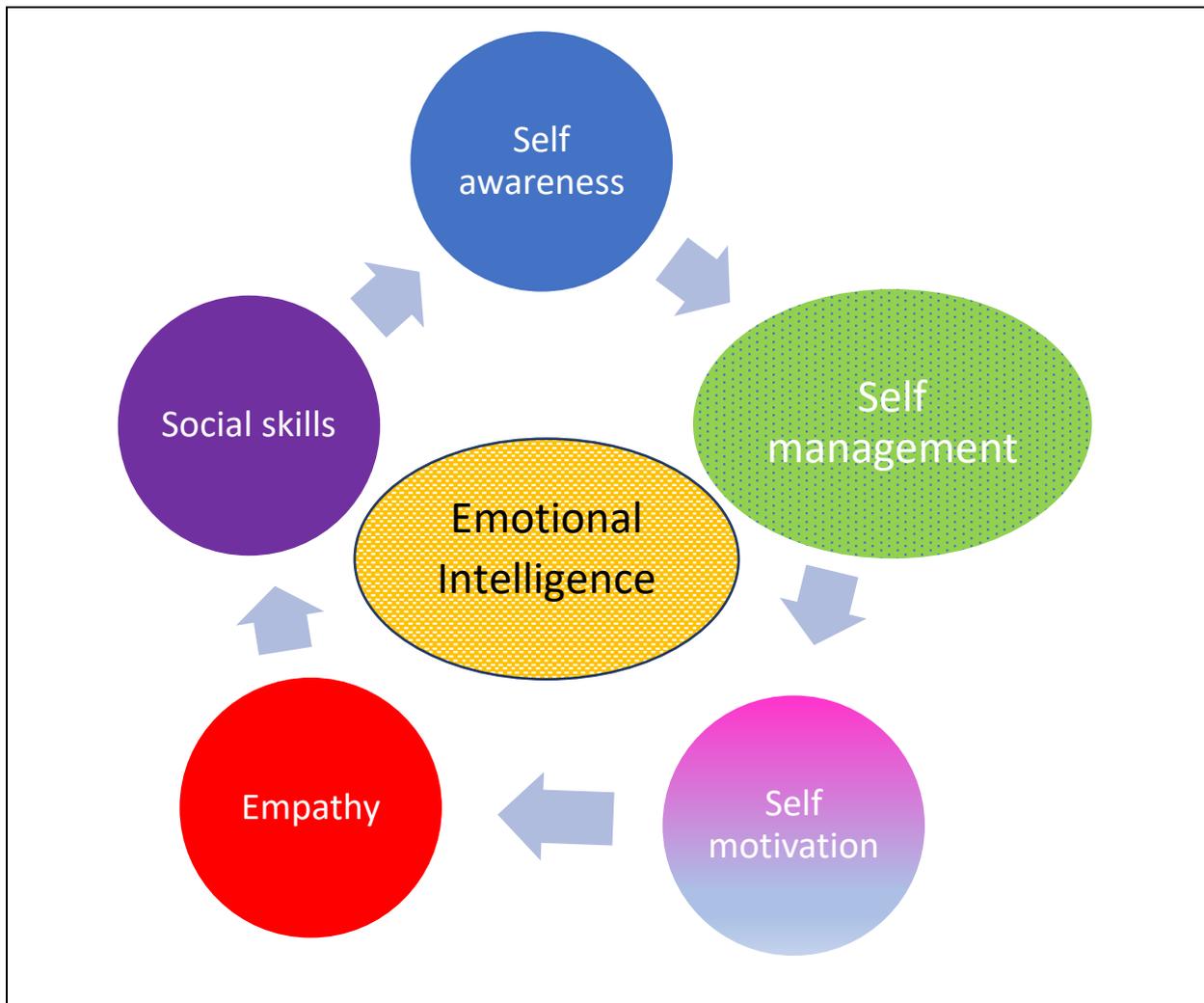


Figure 1: Emotional Intelligence

(Source: Ngirande & Timothy, 2014:69-74)

- **Self-awareness** – A self-aware leader knows who he or she is, is aware of their weaknesses and strengths, and able to observe actions based on the knowledge (Greenockle, 2010). Sanctuary from this awareness increases capability to tolerate uncomfortable circumstances and regulate negative feelings; thus, control emotions for positive results.
- **Self-management** – The aptitude of a leader to manage and control instincts, behaviours, inner feelings and actions is self-management. Self-management embraces innovation, adaptability and initiative in given circumstances; Failure to be a self-manager leads to reduced credibility and respect (Nelson & Low, 2011:80). When there is self-management of emotions, capability is established

and this generates the impression of integrity and transparency (Greenockle, 2010:260-267).

- **Self – motivation:** Self-motivated SMTs work constantly in the direction of their goals, and they have enormously high ethics for the quality of their work. Self-motivation can be defined as applying emotional factors to accomplish goals (Nelson & Low, 2011:80).
- **Empathy** – The emotional intelligence component of empathy is the skill or proficiency at inducing desirable responses in educators (Nelson & Low, 2011:80). Empathy is having the ability to build educators capability, encourage them to increase their existing condition to sophisticated levels and understanding educators and developing educators (Ngirande & Timothy, 2014:69-74).
- **Social awareness** – Social awareness is the capability to encourage positive relationships with compassion to educators’ desires (Greenockle, 2010:260-267). The SMT comprehends the interpersonal feature of leadership as well as empathy and sympathy towards educators. Social skills are controlling relations, stimulating educators (Ngirande & Timothy, 2014:69-74).



ACTIVITY

INSTRUCTIONS TO FACILITATOR

This activity is an individual activity. Allow the participant to score him/herself regarding ³emotional intelligence. This activity should be limited to 15 minutes.

Activity 3 – Emotional Intelligence Questionnaire

Each participant must read the statements in the Danielle Goleman – Emotional Intelligence Test (Appendix E), and score themselves according to the grid provided on a scale from 5 – 1. Explain the scoring as indicated below.

³ Daniel Goleman, (EI) Emotional intelligence questionnaire

5 Points	4 Points	3 Points	2 Points	1 Point
<i>Precisely Alike</i>	<i>To a great extent</i>	<i>Somehow alike</i>	<i>Mostly Applicable</i>	<i>Not applicable</i>

		5	4	3	2	1
1	When I lose my temper, I immediately realize					
2	I can quickly 'reframe' bad situations					
3	I can always be motivated to do difficult tasks					
4	I can always see things from the other person's point of view					
5	I am a great listener					
6	I know if I am happy					
7	I do not wear my 'heart on my sleeve'					
8	I usually prioritize and carry out important activities at work					
9	I am good at empathizing with someone else's problem					
10	I never interrupt the conversations of other people					
11	I usually realize when I am stressed					
12	Others can rarely tell the mood I am in					
13	I always comply with deadlines					
14	I can tell if somebody is not satisfied with me					
15	I am good at mixing and adapting with different people					
16	I am aware when I am' emotional					
17	I seldom 'fly off the handle' with other people					
18	I do not waste time					
19	I can tell if a team of people do not get along with each other					
20	The most interesting thing for me in life is people					
21	Difficult people do not bother me					
22	I know what happens to me					
23	I can usually understand why people have difficulty with me.					
24	I enjoy meeting new people and knowing what makes them 'tick'					
25	I can alter my mind or mood consciously					
26	I think you should do the tough things first.					
27	Other persons are not 'difficult ' but 'different'					
28	When I leave work, I do not let stressful situations or people affect me					
29	Delayed gratification is a virtue which I possess					
30	In general, I rarely worry about work or life					

Participants should record their scores for the questionnaire statements in the following grid. The grid organizes statements in lists of emotional competence.

- SA – Self Awareness
- ME – Managing Emotions
- MO – Motivate Oneself
- E – Empathy
- SS – Social Skills

SA		ME		MO		E		SS	
1		2		3		4		5	
6		7		8		9		10	
11		12		13		14		15	
16		17		18		19		20	
21		22		23		24		25	
26		27		28		29		30	

Participants to calculate a total for each of the 5 emotional competencies.

Total = (SA)		Total = (ME)		Total = (MO)		Total = (E)		Total = (SS)	
--------------------	--	--------------------	--	--------------------	--	-------------------	--	--------------------	--

Participants need to interpret their totals for each area of competency using the following guide.

20 - 30	This area is a strength for you.
11 - 19	Giving attention to where you feel you are weakest will pay dividends.
1 - 10	Make this area a development priority .

Continue with discussion.



DISCUSSION OF POWERPOINT PRESENTATION

A direct link exists between the emotional intelligence of SMTs and their role to establish an encouraging educator culture. Once educators become aware of an emotional connection and understanding from their SMT, they are able to function at their best. As soon as educators feel beneficial, they perform at their best.

ESSENTIAL INGREDIENTS TO CULTIVATE AND MAINTAIN EMOTIONAL INTELLIGENCE FOR SMTs

Develop self-awareness - Self-awareness is at the heart of emotional intelligence. SMTs with a high degree of self-awareness have a solid consideration for their own emotions, their weaknesses, strengths and what drives them.

- **Empathy** - The ability to see something from someone else's perspective and be able to see things through someone else's value system and belief system, will enable SMTs to show genuine empathy. Showing educators that you care matters.
- **Acquire social skills** - This is about building genuine relationships with educators and being able to read cues and signs between the lines of communication. In other words, a lot of what is said, is not actually said. This skill is also about being able to work collaboratively, handle conflict and tough conversations.
- **Enhance communication skills** - Misinterpretations and lack of communication are usually the basis of problems between most people. When the entire staff knows the direction and how everyone's contribution matters, it is much easier than trying to get others onto the same page when things go wrong. The SMTs ability to influence educators in the desired direction and confront issues as they arise is key, especially when it comes from a place of authenticity

MODULE 2 – MENTORING

Session 2.1	Discussion
Topic	<i>Mentor to first year educator</i>
Time	<i>15 Minutes</i>
 ACTIVITY	<i>Individual Activity</i>
	<i>PowerPoint Slides 19-21</i>



DISCUSSION OF POWERPOINT PRESENTATION

A mentor can be defined as a professional role model for a first year educator to imitate and someone an educator can learn from. Generally, the educator is being mentored by an SMT member on a one-on-one basis during the school academic year. The mentor assists the new educator to acquire skills to meet the challenges of teaching.

Teaching during the first years after qualifying can be overwhelming and challenging especially if new educators are to fend for themselves. New educators are frequently allocated problematic assignments or subjects which are beyond their range of knowledge.

Novice educators require more than just a welcome from SMTs. SMTs need to encourage novice educators and provide the necessary support. SMTs should introduce a mentor program for novice educators. The aim of the mentor program should be to improve and develop the skills of educators in order for them to remain in the teaching profession and ultimately become better educators.



ACTIVITY

INSTRUCTIONS TO FACILITATOR

This is an individual activity.

ACTIVITY 4

Allow the participant to score him/herself regarding his/her first week. This activity should be limited to 5 minutes.

1. What were some of the highlights of your first days on the job?
2. Were there any low points?
3. Was there anything that you were not informed of?
4. How did you experience your first year of teaching?



New educators and SMT members SHOULD be mentored in most situations... Either formally or informally in a structured approach with the blessing of the school leadership.

Session 2.2	Discussion
Topic	<i>Implementing a mentor program</i>
Time	<i>15 Minutes</i>
	<i>Provide guidelines for SMT members</i>
	<i>PowerPoint Slide 22</i>



DISCUSSION OF POWERPOINT PRESENTATION

A. BE AWARE OF A CONFLICT OF INTEREST

It is important for SMT members to consider the relationships between mentors and mentees in schools. There can often be an uncomfortable power dynamic in schools. The people who mentor struggling educators are the SMTs. These are the same people who are responsible for the performance management of educators.

If the SMTs would like to see educators improve they have to ensure that the educators feel safe and they have to be available to communicate with them. SMTs should not mentor educators who directly report to them as line managers, and where possible educators should choose their own mentors, except in the case of a new educator.

B. CONTEXT IS IMPORTANT

New ideas or teaching approaches developed by a mentor with their mentee should be contextualised in order for it to be beneficial. A mentor should ensure that they have discussed how new strategies can be applied in their mentee's classroom.

C. MENTORING SOMEONE IS UNLIKE COACHING THEM

Coaching conversations are designed to stimulate learning and growth thereby encouraging educators to reflect on their practice and become more efficient.

These coaching relationships can be replicated throughout a team to build rapport and encourage people to learn from each other. While mentors may use a coaching style, the dynamic is different because they are typically experts in their domain whereas the mentee is a 'novice'. The mentor must model best practice and give instructions and constructive criticism.

D. THE ROLE OF MENTOR MUST BE RESPECTED

Schools need to recognise the mentoring role as an important one that must be taken seriously. It is very important that being a mentor in a school is seen to be something of status symbol and good for one’s career and personal development.

Mentors need to be given enough time to carry out their role effectively alongside the rest of their responsibilities at work, and should where possible be offered external training to ensure they are properly prepared.

Session 2.3	Discussion
Topic	<i>Introduce two sets of mentors</i>
Time	<i>15 Minutes</i>
	<i>Introducing new ideas</i>
	<i>PowerPoint Slides 23-24</i>



DISCUSSION OF POWERPOINT PRESENTATION

SMTs need to introduce two sets of mentors, the first mentor is called a social mentor and the second mentor is called a skills mentor. The social mentor should only mentor the educator through the first few weeks of the year or term. The skills mentor should mentor the educator for the rest of the year. The mentors are appointed for new educators as well as for new SMT members.

	SOCIAL MENTOR	SKILLS MENTOR
DUTIES	<ul style="list-style-type: none"> ✓ Become acquainted with new colleagues ✓ Begin by doing something ✓ Learn how to get around the school for example where is the copy room. ✓ Do not leave them sitting with NOTHING to do 	<ul style="list-style-type: none"> ✓ From the beginning, social mentoring should be preparing the way for skills mentoring ✓ If social and skills mentors are different people, they should communicate ✓ Skills mentoring focuses on ensuring that the educator develops the skills necessary to be successful.
WHO	<ul style="list-style-type: none"> ✓ Friendly and comfortable ✓ Reasonably available ✓ Has some experience, and is familiar with the work environment (i.e. able to answer questions) ✓ Understands the purpose of mentoring 	<ul style="list-style-type: none"> ✓ Ideally a more experienced educator in the same department, or ✓ A more experienced educator in another department.
ONGOING DUTIES	<ul style="list-style-type: none"> ✓ After the first week, the social mentor's formal role rapidly diminishes. ✓ Ongoing relationship between social mentor and new educator depends on intangibles. ✓ Social mentor should continue to take special interest in that educator. 	<ul style="list-style-type: none"> ✓ GUIDE new employee into competence with work skills and processes ✓ Teach, tutor, coach, demonstrate, consult and facilitate interaction with the work. How to set exam papers and recording marks on a computer.

MODULE 3 – COMMUNICATION AND CONFLICT

Session 3.1	Discussion
Topic	<i>Effective Communication</i>
Time	<i>35 Minutes</i>
	<i>Communication Guidelines to SMT members</i>
	<i>PowerPoint Slides 25-28</i>



DISCUSSION OF POWERPOINT PRESENTATION

Effective communication management is a significant element in a school. Successful communication strengthens the skills, knowledge and temperaments of the SMTs. This has a direct and indirect impact on the job satisfaction of educators.

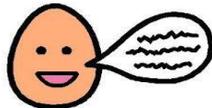
SMTs ought to review the communication, ideas and approaches which will be applied in their schools. SMTs need to take time to reflect on what they need to, as well as how SMTs will communicate the information.

Educators and SMTs need to communicate effectually to carry out the task at work. However, forming essential communication bonds amongst educators and SMTs is at times easier said than done. Two-way communication as well as approachable lines of communication are fundamental.



SEVEN communication guidelines for SMTs are provided. These **SEVEN** guidelines will reinforce the SMT relationship with educators through the art of profound communication.

RESPECT



SMTs need to show educators that they **respect** their time and that their opinions are significant and relevant. Various communication media methods are used by SMTs to communicate with educators for example e-mail, WhatsApp messages. Technology allows you to send a message to everyone immediately, and it is great. Nonetheless, **face-to-face communication** and conversation remain the best form of communication. SMTs after consulting face-to face with educators ought to send a **follow-up e-mail**. This confirms that everybody knows what was said and what decisions were taken.

WhatsApp messaging is useful, appropriate and constructively engaging, there are other times when what is relayed can be damaging. When WhatsApp communication is used to find fault in ways that distort the facts or undermine the person or people being spoken about in the messages, it can lead to a destructive and inflammatory destabilising of systems. From time to time principals are aware that some of the WhatsApp messages being shared are contrary to the well-being of the school and the spirit of unity and accord expected from its people.

Educators want **honest feedback** and value criticism that is constructive, heartfelt and delivered personally. SMTs need to recognise the educators' efforts, and always acknowledge educators for their hard work and effort. SMTs can do this by sending an email, WhatsApp message or delivering a brief handwritten note.



SMT communication with educators should be constructive. It is essential that SMTs should communicate objectively and listen actively to educators. Active listening communicates a **caring** attitude towards educators.



SMTs should not **shout** at educators. Getting frustrated and engaging in conflict in front of colleagues is one of the most counterproductive things SMTs can ever do. SMT members who lose their temper indicate that they lack control and will not be respected.

Session 3.2	Discussion
Topic	<i>How to manage conflict</i>
Time	<i>10 Minutes</i>
	<i>Conflict Guidelines to SMT members</i>
	<i>PowerPoint Slide 29</i>



DISCUSSION OF POWERPOINT PRESENTATION

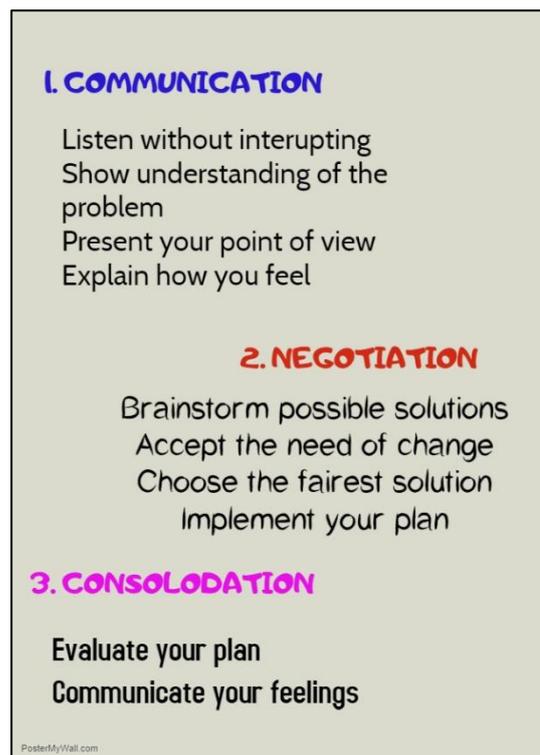
A significant portion of SMTs' time is devoted to dealing with conflict. SMT conflict arises due to individual behaviours, which may be a result of the SMT member leadership style and skills. One of the main roles and responsibility of the SMTs is to resolve conflict. In the process, SMTs are building a collaborative and constructive team of educators.



CONFLICT GUIDELINES

The following three stages should be introduced to productively address educator conflict.

Diagram 2 – How to resolve conflict



MODULE 4 – SMT SUPPORT STRATEGIES FOR EDUCATORS

Session 4.1	Discussion
Topic	<i>Various support strategies to enhance educator job satisfaction</i>
Time	<i>30 Minutes</i>
	<i>Strategies to provide support to educators</i>
	<i>PowerPoint Slides 30-33</i>



DISCUSSION OF POWERPOINT PRESENTATION

A supportive and accommodating SMT can make a difference for an educator. SMTs should always have the best interests of educators in mind. The SMTs' primary duty is to provide collaborative and constant educator support. A relationship of trust should be built between SMTs and educators. It is important that SMTs slowly foster these relationships whilst getting to know the individual educator's weaknesses and strengths.



The following strategies are supportive to enhance educator job satisfaction.



Back educators

Educators are people, and at some point in their lives they will encounter challenges both professionally and personally. When an educator experiences a difficult situation the SMT should fully support them.



Be fair and consistent

The decision making of SMT members should be consistent and fair. SMT members must display consistency when dealing with educators. All educators should be treated equally.



Meaningful professional development

Several SMT members disregard the value of their educators IQMS evaluations. SMTs have to select professional development opportunities that benefit educators. All educators are required to participate in professional development, especially with the [SACE CPTD Management System](#).

(Click on this link if you are unsure!)



Educator recognition

Morale and appreciation go hand in hand in a school. Recognizing and appreciating the educator's hard work is an important motivator for educators. A modest thank you can play a big part in the morale and job satisfaction of educators.



Decision Making

SMTs must involve educators in all decision-making processes, especially in the decision-making area of class management. Educators prefer to focus on educator-related concerns about teaching and curriculum, and educators can be inspired to participate in decision-making.

Increasing the participation of educators in decision-making, could be an effective management strategy that could satisfy educators' needs for self-realisation and self - actualisation.



Educator Health

The time that educators spend at school and on extra-curricular activities should be regulated, whilst recreational activities, sport and exercise should be encouraged. School wellness programs and policies can save money and benefit educators' health. The wellness package intends to encourage positive transformation in different fields such as emotional, health, social, physical, intellectual, and spiritual. The wellness program should create surroundings that promote a positive lifestyle, increases health awareness and enhances the quality of life for educators.



Educator Workload

There are many ways in which SMTs can ensure that educators' workload are equally divided, for example teaching time, equal distribution of extra-murals. Another option for SMTs can be by centralising detentions. Using an SMT member to host detentions can make a dramatic difference to the time that educators spend in school. SMTs can save ten educators one hour each week and therefore, the school's workforce could gain ten hours.

Educators can set aside time for shared curriculum planning with peers from other schools. Collaborative planning activities can include sharing of assessment activities. Educators can work together to develop specialist subject plans within a clear planning framework for use by educators across different schools, resulting in a reduction in workload.

Session 4.2	Discussion
Topic	<i>Discipline support strategies</i>
Time	<i>20 Minutes</i>
	<i>New ideas for discipline support</i>
	<i>PowerPoint Slide 34</i>



DISCUSSION OF POWERPOINT PRESENTATION

SMT members devote a substantial amount of their time assisting with learner behaviour and school discipline. Successful discipline practices flourish with teamwork and consistency. Educators and SMTs ought to emphasise the same behaviour for all learners in order for them to obey mutual discipline practices. Consistent consequences for misbehaviour by learners should be clearly identified for learners.

Education based on values is a value-based approach to teaching. It creates a strong learning environment that improves academic performance and develops the social and relationship skills of learners throughout their life. Values relevant to discipline are the value of morality, with indicators like right or wrong, honesty, integrity, conscience choices and good behaviour.

The teaching of values cannot be separated from education. SMTs can incorporate a school value system. Learners, educators and parents need to buy into this idea.



SMTs can use the acronym LADS to evaluate whether or not SMTs support educators when they work with the most difficult learners.



Listen to educators. Educators feel safe if they share information with SMT regarding discipline problems in their class.



Assess how the SMTs can support educators with discipline problems instead of placing all the responsibility on the educator. SMTs should do research about the learner discipline timeline. SMTs must read learner's cumulative file, SMTs should phone the learner's previous school, communicate with the learner's educators, phone the learner's parents and evaluate the special education file.



Discover learner behaviours, triggers and functions. Educators are not experts to react to extreme behaviours. SMTs need to assist educators in difficult situations.



SMTs should strategize an appropriate reaction to learner behaviour collaboratively with educators and RCL. The discipline strategy must be practical and timely. SMTs should not wait until the learner behaviour has reached an uncontrollable level. SMTs should identify strategies on how to manage poor learner behaviour, and assist educators in disciplining learners. Discipline must be based on constructive, remedial, rights-based educational practices, such as not punishment or specific disciplinary actions that are considered punitive, destructive and negative.

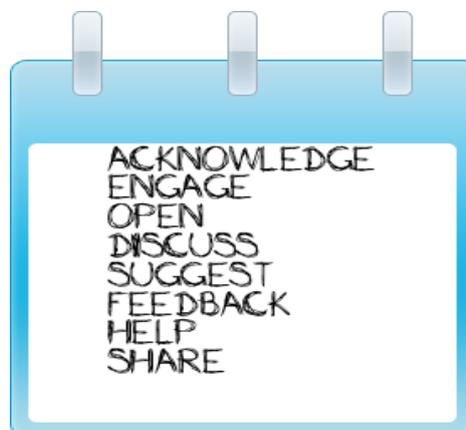
Session 4.3	Discussion
Topic	<i>Teamwork</i>
Time	<i>20 Minutes</i>
	
	<i>PowerPoint Slide 35-37</i>



DISCUSSION OF POWERPOINT PRESENTATION

Other educators are the greatest resource that educators have. Unfortunately, teamwork and collaboration are not often found in schools. Educators have a very difficult and stressful job and an educator's tendency to isolate himself or herself is part of what contributes to their level of challenge and stress. Educators will feel encouraged to work together with the SMT and to share understanding of curriculum changes, discipline problems, implementation of school policies, assessment procedures. SMTs should encourage a working team environment in schools.

Diagram 3: A working team environment



SMTs should **ACKNOWLEDGE** educators' strengths and weaknesses, and should **ENGAGE** educators in decision making. Failure to allow educators the autonomy to make decisions regarding their work can destroy teamwork. When the SMT makes decisions on behalf of the educators, educators feel that their views are not valued. SMTs need to incorporate collective leadership where educators are allowed to make decisions while accomplishing the mutual goals of the school. To build an effective environment SMTs should be **OPEN** to new ideas and constantly **DISCUSS** ideas and **SUGGESTIONS**. The SMT should give and receive constant **FEEDBACK**. SMTs should **HELP** educators succeed in their task and **SHARE** the limelight when receiving credit for achieving goals.

Teamwork must be fun and exciting, not a tedious obligation. SMTs can improve teamwork with educators by involving educators and SMT members in fun activities on a regular basis. SMTs can begin a staff meeting or workshop with a brief ice-breaker. Team building is perhaps the best way to form collaborative, high-performance teams that can improve communication, morality and job satisfaction of educators. Fun activities in the beginning and in the middle of the year will boost the morale of your team. It is recommended that these team-building activities take place outside the working environment of schools as a change in scenery invigorates the brain.

Session	REFLECTION OF THE DAY
Time	15 Minutes
	PowerPoint Slide 38



DISCUSSION OF POWERPOINT PRESENTATION

"Aha" moments during the training are times when you might have said "Aha" in discovering the lessons learned. This is an excellent time to summarize the purpose

of the training and to highlight important points.

Every group should share what they learned. Participants have the opportunity to reflect on situations they might have dealt with differently. Remembering the day in this way helps participants to strengthen the lessons learned and provides important feedback that a facilitator can use in future training courses.

APPENDIX A – SCHOOL MANAGER vs SCHOOLLEADERS

ACTIVITY 1 – SCHOOL MANAGERS vs SCHOOL LEADERS

Wordlist for school managers vs school leaders

- | | |
|---------------------------------|--------------------------------------|
| Provide feedback on performance | Appeal to educators’ emotions |
| Give orders and instructions | Appeal to rational thinking |
| Co-ordinate resources | Being a role model |
| Sharing a vision | Encourage teamwork |
| Plan and prioritise Task | Inspect task completion |
| Create a ‘culture’ | Foster an encouraging team feeling |
| Scheduling work | Guarantee valuable induction |
| Motivating educators | Assess progress |
| Explain goals, plan and roles | Follow systems and procedures |
| Inspiring educators | Look ‘over the horizon’ |
| Use analytical data | Monitor budgets, tasks etc |
| Ensuring predictability | Monitor feelings and morale |
| Provide focus | Monitoring educator progress |
| Co-ordinate effort | Support development prospects |
| Delegating tasks | Unleashing ability |
| | Apply systematic data for prediction |

APPENDIX B – Proposed answers to Session 1.1 Ice-Breaker

SCHOOL MANAGERS	SCHOOL LEADERS
Co-ordinate effort	Provide feedback on performance
Delegating tasks	Sharing a vision
Give orders and instructions	Create a ‘culture’
Co-ordinate resources	Motivating educators
Plan and prioritise Task	Explain goals, plan and roles
Scheduling work	Inspiring educators
Use analytical data	Provide focus
Ensuring predictability	Appeal to educators’ emotions
Appeal to rational thinking	Being a role model
Inspect task completion	Encourage teamwork
Follow systems and procedures	Foster an encouraging team feeling
Monitor budgets, tasks etc	Guarantee valuable induction
Monitoring educator progress	Assess progress
Apply systematic data for prediction	Look ‘over the horizon’
	Monitor feelings and morale
	Support development prospects
	Unleashing ability

APPENDIX C –Definitions of words in word cloud of Session 1.2 Diagram 1.

<i>Visionary</i>	<i>Planning or thinking about the future</i>
<i>Communicator</i>	<i>An SMT member who is able to communicate information, with educators and the rest of the SMT and learners.</i>
<i>Persistent</i>	<i>Adamant in a view or encounter in spite of disagreement.</i>
<i>Creative</i>	<i>Engaging the use of the creativity or unique ideas</i>
<i>Responsible</i>	<i>Responsibility to do something</i>
<i>Collaboration</i>	<i>Engaging people working collectively</i>
<i>Empower</i>	<i>Build up educators, make them confident in their work</i>
<i>Willing</i>	<i>Ready to do something</i>
<i>Caring</i>	<i>Exhibit compassion</i>
<i>Honest</i>	<i>Sincere and truthful</i>
<i>Fair</i>	<i>Treating educators equally</i>
<i>Thinker</i>	<i>Someone who thinks seriously and intensely</i>
<i>Intuitive</i>	<i>Distinguish between right and wrong</i>

APPENDIX D –Educational leadership styles: Activity 2 Session 1.3

No	DESCRIPTION	0	1	3	5
A	I think that a school works best if everyone (SMT / Educators) takes decisions.				
B	Sometimes it takes a while to convince educators that my idea is the strongest one, but I'm usually able to get them to see my point				
C	I can take a leading role when needed, but do not think of myself as a leader, even though I am on the SMT.				
D	I am glad to act as the SMT Spokesperson				
E	I am able to adapt to different situations every day.				
F	I am determined to drive school fundraisers and marketing and achieve results				
G	I easily persuade educators in making decisions				
H	I love working on specific school sub-committees				
I	The key aspect of any decision I make is to get the educators to see its benefit. I spend a lot of time "selling" the decision to the educators				
J	I examine conditions from several viewpoints				
K	Every angle should be considered in decision-making				
L	Organising my work is a key aspect				
M	SMT members ought to abide by prescribed decisions, and follow suitable processes				
N	I set myself high standards and expect others to do the same for themselves				
O	I like enacting activities				
P	I encourage educators to dream "big dreams" about the school				

APPENDIX E – EMOTIONAL INTELLIGENCE Activity 3 Session 1.5

Danielle Goleman – Emotional Intelligence Test

		5	4	3	2	1
1	When I lose my temper, I immediately realize					
2	I can quickly 'reframe' bad situations					
3	I can always be motivated to do difficult tasks					
4	I can always see things from the other person's point of view					
5	I am a great listener					
6	I know if I am happy					
7	I do not wear my 'heart on my sleeve'					
8	I usually prioritize and carry out important activities at work					
9	I am good at empathizing with someone else's problem					
10	I never interrupt the conversations of other people					
11	I usually realize when I am stressed					
12	Others can rarely tell the mood in which I am					
13	I always comply with deadlines					
14	I can tell if somebody is not satisfied with me					
15	I am good at mixing with and adapting to different people					
16	I know when I am emotional					
17	I seldom "fly off the handle" with other people					
18	I do not waste time					
19	I can tell if a group of people do not get along with one another					
20	The most interesting thing for me in life is people					
21	Difficult people do not bother me					
22	I know what happens to me					
23	I can usually understand why people have difficulty with me.					
24	I enjoy meeting new people and knowing what makes them 'tick'					
25	I can alter my mind or mood consciously					
26	I think you should do the tough things first.					
27	Other persons are not "difficult" but "different"					
28	When I leave work, I don't let stressful situations or people affect me					
29	Delayed gratification is a virtue which I hold					
30	In general, I rarely worry about work or life					

After completing the questionnaire, record your score for the questionnaire statement in the following grid. This grid organises the statements into emotional competencies.

SA		ME		MO		E		SS	
1		2		3		4		5	
6		7		8		9		10	
11		12		13		14		15	
16		17		18		19		20	
21		22		23		24		25	
26		27		28		29		30	

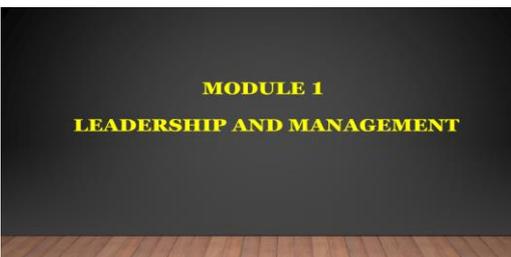
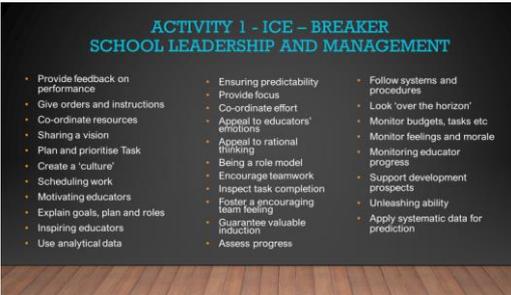
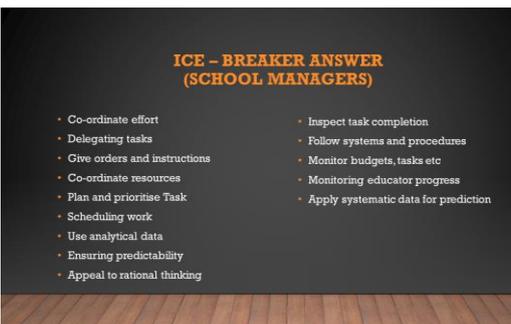
Transfer your totals from the above grid to the grid below.

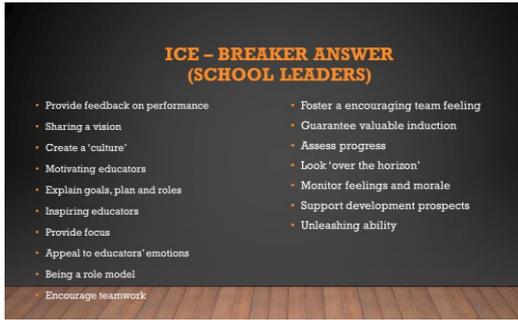
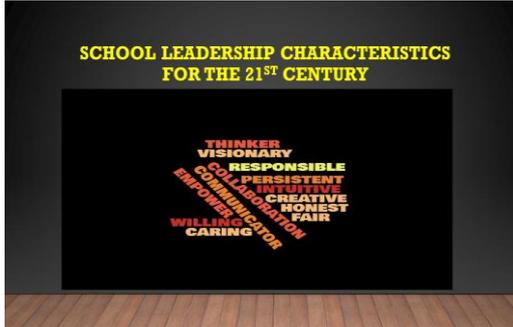
Total = (SA)		Total = (ME)		Total = (MO)		Total = (E)		Total = (SS)	
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Interpret your totals for each area of competency using the following guide.

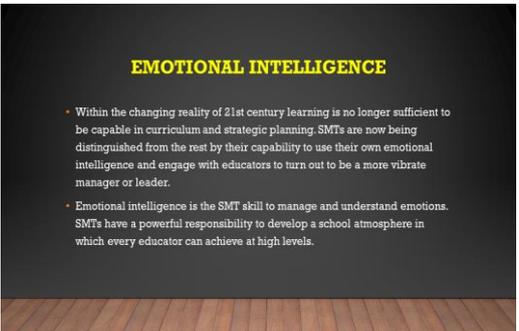
20 - 30	This area is a strength for you.
11 - 19	Giving attention to where you feel you are weakest will pay dividends.
1 - 10	Make this area a development priority .

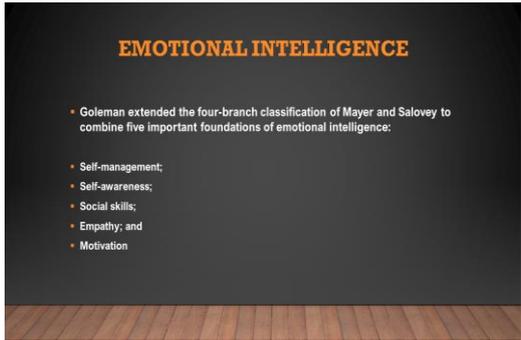
APPENDIX F – Additional notes to assist with PowerPoint presentation

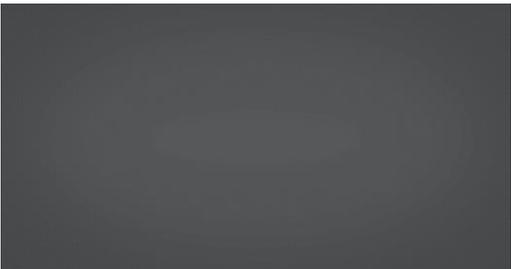
<p>Slide 1</p>		<p>Welcome all attending SMT members to the workshop. Provide a brief introduction on why the workshop is beneficial. Explain the procedures/programme of the day as well as how the toolkit should be used. Divide the SMT into two groups.</p>
<p>Slide 2</p>		
<p>Slide 3</p>		<p>Divide the SMT into two groups. Each group must receive a copy of the manager vs leader table and different colours of post it notes. Use two flip chart sheets and title the two sheets manager and leader. Each group is tasked with identifying which of the statements on the manager vs leader table describes management behaviour and leadership behaviour, writing one statement on each post it and placing it on the Manager flip chart sheet or on the Leader flip chart sheet on the wall.</p>
<p>Slide 4</p>		<p>The aim of this activity is to show the difference between school managers and school leaders and how every leader can be a manager but not every manager can be a leader. Allow for a 5 minute discussion on the characteristics of School Managers and School Leaders</p>

<p>Slide 5</p>		
<p>Slide 6</p>		<p>These are some of the attributes that any successful 21st century SMT member should have. Allow time to discuss each of these attributes. As an SMT member you are in charge of solving problems and guiding.</p> <p>Visionary - Planning or thinking about the time ahead.</p> <p>Communicator - An SMT member who is able to communicate information, with educators and the rest of the SMT and learners.</p> <p>Persistent - Adamant in a view or encounter in spite of disagreement.</p> <p>Creative - Engaging the use of the creativity or unique ideas.</p> <p>Responsible - Responsibility to do something.</p> <p>Collaboration - Engaging people working collectively.</p> <p>Empower - Build up educators, make them confident in their work.</p> <p>Willing - Ready to do something</p> <p>Caring - Exhibit compassion</p> <p>Honest - Sincere and truthful</p> <p>Fair - Treating educators equally</p> <p>Thinker - Someone who thinks seriously and intensely.</p> <p>Intuitive - Distinguish <i>between right and wrong</i>.</p>

<p>Slide 7</p>		<p>Allow the participant to score him/herself regarding the different statements of leadership styles. There are different leadership styles, each of which can be appropriate and effective in different situations. This questionnaire is designed to help SMT members to think about their preferences.</p>
<p>Slide 8</p>		<p>Participants need to add up the totals for the following combinations of questions:</p> <p>Autocratic – D, F, L, N Democratic – A, H, K, M Persuasive – B, G, I, P Situational – C, E, J, O</p>
<p>Slide 9</p>		<p>Explain the characteristics of the Authoritative Style as well as the strengths and weaknesses.</p>
<p>Slide 10</p>		<p>Explain the characteristics of the Democratic Style as well as the strengths and weaknesses</p>
<p>Slide 11</p>		<p>Explain the characteristics of the Persuasive Style as well as the strengths and weaknesses.</p>

<p>Slide 12</p>	 <p>SITUATIONAL STYLE</p> <table border="1"> <thead> <tr> <th>CHARACTERISTIC</th> <th>STRENGTHS</th> <th>WEAKNESS</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> SMT adjust according to the situation SMT will change their leadership style so that it is suitable for the educators as well the specific task in hand. </td> <td> <ul style="list-style-type: none"> SMTs allows teams to alter over the time. SMTs are adaptable to circumstances </td> <td> <ul style="list-style-type: none"> Educators do not know what to anticipate, and may oppose deviations in leadership style. </td> </tr> </tbody> </table>	CHARACTERISTIC	STRENGTHS	WEAKNESS	<ul style="list-style-type: none"> SMT adjust according to the situation SMT will change their leadership style so that it is suitable for the educators as well the specific task in hand. 	<ul style="list-style-type: none"> SMTs allows teams to alter over the time. SMTs are adaptable to circumstances 	<ul style="list-style-type: none"> Educators do not know what to anticipate, and may oppose deviations in leadership style. 	<p>Explain the characteristics of the Situational Style as well as the strengths and weaknesses.</p>
CHARACTERISTIC	STRENGTHS	WEAKNESS						
<ul style="list-style-type: none"> SMT adjust according to the situation SMT will change their leadership style so that it is suitable for the educators as well the specific task in hand. 	<ul style="list-style-type: none"> SMTs allows teams to alter over the time. SMTs are adaptable to circumstances 	<ul style="list-style-type: none"> Educators do not know what to anticipate, and may oppose deviations in leadership style. 						
<p>Slide 13</p>	 <p>LEADERSHIP ATTRIBUTES</p> <ul style="list-style-type: none"> ✓ Vision ✓ Judgement ✓ Courage ✓ Persuasion ✓ Curiosity 	<p>Vision - The greatest leaders in schools are visionaries with a clear sense of morality. Successful SMTs are capable of formulating and shaping the future instead of being shaped by action.</p> <p>Judgment - Highly successful SMTs demonstrate great judgment.</p> <p>Courage - Successful SMTs show great willingness and patience in seeing things through.</p> <p>Resilience - Successful SMTs are resilient and optimistic, positive and energetic - efficient and always remain calm in a crisis.</p> <p>Persuasion - The best school leaders are great persuaders, trustworthy communicators and great motivators.</p> <p>Curiosity - Successful SMTs think out of the box and are curious. Furthermore, they are great opportunists, exceptional networkers and great opportunists.</p>						
<p>Slide 14</p>	 <p>EMOTIONAL INTELLIGENCE</p> <ul style="list-style-type: none"> Within the changing reality of 21st century learning is no longer sufficient to be capable in curriculum and strategic planning. SMTs are now being distinguished from the rest by their capability to use their own emotional intelligence and engage with educators to turn out to be a more vibrant manager or leader. Emotional intelligence is the SMT skill to manage and understand emotions. SMTs have a powerful responsibility to develop a school atmosphere in which every educator can achieve at high levels. 	<p>Explain what Emotional Intelligence is and why SMT members need to display EI. EI is the SMT skill needed to manage and understand emotions. SMTs have a powerful responsibility to develop a school atmosphere in which every educator can achieve at high levels.</p>						

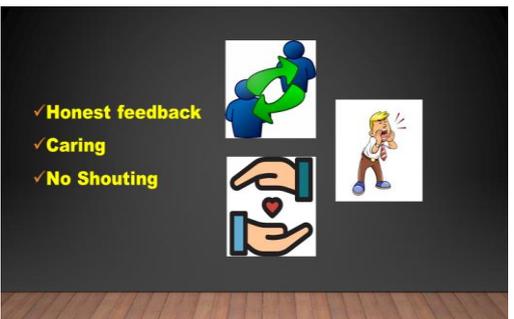
<p>Slide 15</p>		<p>Self-awareness – A self-aware leader knows who they are, weaknesses and strengths can easily be identified, and able to observe actions based on the knowledge.</p> <p>Self-management – The aptitude of a leader to manage and control instincts, behaviours and inner feelings and actions is self-management. Self-management embraces innovation, adaptability and initiative in given circumstances.</p> <p>Self-motivation: Self-motivated SMTs work constantly in the direction of their goals, and they have high ethics for the quality of their work.</p> <p>Empathy – The emotional intelligence component of empathy is the skill or proficiency at inducing desirable responses in educators.</p> <p>Social awareness – Social awareness is the capability to encourage positive relationships with compassion for educators desires.</p>
<p>Slide 16</p>		<p>Show the video on Emotional intelligence and allow the group members discuss it afterwards.</p>

<p>Slide 17</p>		<p>This activity is an individual activity. Allow the participant to score him/herself regarding ⁴emotional intelligence. This activity should be limited to 15 minutes.</p> <p><i>For each area of competence, SMT members must interpret their totals.</i></p>
<p>Slide 18</p>		<p>Explain the essential ingredients to cultivate and maintain EI.</p>
<p>Slide 19</p>		
<p>Slide 20</p>		<p>Show the video on mentoring educators and allow the group members discuss it afterwards</p>
<p>Slide 21</p>		<p>Teaching in the early years can be overwhelming and challenging especially if new educators unsupported. New educators are frequently allocated challenging assignments or subjects beyond their range of knowledge.</p> <p>ACTIVITY 4</p>

⁴ Daniel Goleman, (EI) Emotional intelligence questionnaire

		<p>Allow the participant to score him/herself regarding his/her first week. This activity should be limited to 5 minutes.</p>
<p>Slide 22</p>	 <p>MENTORSHIP PROGRAM</p> <ul style="list-style-type: none"> • BE WARY OF A CONFLICT OF INTEREST • CONTEXT IS IMPORTANT • MENTORING SOMEONE IS UNALIKE TO COACHING THEM • ROLE OF MENTOR SHOULD BE RESPECTED 	<p>BE AWARE OF A CONFLICT OF INTEREST - It is important for SMT members to consider the relationships between mentors and mentees in schools. Ensure that SMTs are not allowed to mentor people who report to them directly as line managers.</p> <p>CONTEXT IS IMPORTANT Any new ideas or teaching approaches on which a mentor works with their mentee needs to be contextualised in order to make them beneficial. A mentor should make sure they have discussed how new strategies can be applied in their mentee's classroom.</p> <p>MENTORING SOMEONE IS UNLIKE COACHING THEM - Coaching conversations are designed to stimulate learning and growth thereby encouraging educators to reflect on their practice and become more efficient.</p> <p>THE ROLE OF MENTOR MUST BE RESPECTED - Schools need to recognise the mentoring role as an important one that must be taken seriously. It is very important that being a mentor in a school is seen to be something of a status symbol and good for one's career and personal development.</p>

<p>Slide 23</p>		<p>Explain the duties and who should be a social mentor in schools The social mentor should only mentor the educator through the first few weeks of the year or term.</p>
<p>Slide 24</p>		<p>Explain the duties and who should be a skills mentor in schools. The skills mentor should mentor the educator for the rest of the year. The mentors are both for newly appointed educators as well as newly appointed SMT members</p>
<p>Slide 25</p>		
<p>Slide 26</p>		<p>Effective communication management is a significant element in a school. Successful communication strengthens the skills, knowledge and temperaments in order to have a direct or indirect impact on the job satisfaction of educators. SMTs ought to review the communication, ideas and approaches, which will be applied in their schools. SMTs need to take time to think about what they need to, as well as how SMTs will communicate the information.</p>

<p>Slide 27</p>		<p>SMTs need to show educators that they respect their time and that their opinions are significant and relevant</p> <p>Various communication media methods are used by SMTs to communicate with educators for example e-mail, WhatsApp messages Technology allows you to send a message to everyone immediately, and it is great nonetheless, face-to-face communication and conversation remain the best form of communication</p> <p>SMTs after consulting face-to face with educators ought to send a follow-up e-mail. This certifies that everybody knows what was said and what decisions were taken</p> <p>WhatsApp messaging is useful, appropriate and constructively engaging, there are other times when what is relayed can be damaging.</p>
<p>Slide 28</p>		<p>Educators want honest feedback and value criticism that is constructive, heartfelt and delivered personally. SMTs need to recognise the educators efforts, and always acknowledge educators hard work and effort.</p> <p>The SMTs communication with educators should be constructive. It is essential that SMTs should communicate objectively and listen actively to educators. Active listening communicates a caring attitude towards educators.</p>

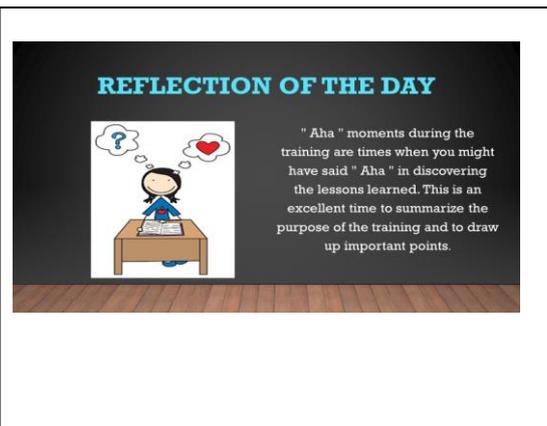
		<p>SMTs should not shout at educators. Getting frustrated engaging in conflict with educators in front of colleagues is one of the most counterproductive things SMTs can do. SMT members who lose their tempers indicate that they lack and will not be respected.</p>
<p>Slide 29</p>		<p>A significant portion of the SMTs time is devoted to dealing with conflict. Conflict with SMTs is due to individual behaviours, which may be result of the SMT member leadership style and skills. One of the main roles and responsibilities of the SMT is to resolve conflict.</p>
<p>Slide 30</p>		
<p>Slide 31</p>		<p>Show the video of SMT support strategies, follow with a brief discussion afterwards.</p> <p>A supportive and accommodating SMT can make a difference to an educator. SMTs should have educators' interest and welfare in mind. The SMTs primary duty is to provide collaborative and constant educator support.</p> <p>A relationship of trust should be built between SMTs and educators. It is important that SMTs slowly foster these relationships whilst getting to know the individual educator's weaknesses and strengths</p>

<p>Slide 32</p>		<p>When an educator personally experiences a difficult situation, the SMT should fully support them.</p> <p>The decision making of SMT members should be consistent and fair. SMT members must display a pattern of consistency when dealing with educators. All educators should be treated equally.</p> <p>Several SMT members disregard the benefits of their educators' IQMS evaluations. SMTs have to select professional development opportunities that benefit educators. All educators are required to participate in professional development, especially with the SACE CPTD Management System.</p> <p>Morale and appreciation go hand in hand in a school. Recognizing and appreciating the educator's hard work is an important motivator for educators. A modest thank you can play a big part in the morale and job satisfaction of educators.</p>
<p>Slide 33</p>		<p>SMTs must involve educators in all decision-making processes, especially in the decision-making area of class management, as much as possible. Increasing the participation of educators in decision-making, could be an effective management strategy that could satisfy educators' needs for self-realisation and self-actualisation.</p> <p>The time that educators spend at school and on extra-curricular activities should be regulated, whilst</p>

		<p>recreational activities, sport and exercise should be encouraged. School wellness programs and policies can save schools money and benefit educators' health.</p> <p>The wellness package intends to encourage positive transformation in different fields such as emotional, health, social, physical, intellectual, and spiritual. The wellness program should create surroundings that promote positive lifestyles, increase health awareness and enhance the quality of life for educators</p> <p>There are many ways in which SMTs can ensure that educators workload are divided equally , for example teaching time, and equal distribution of extra-murals. Another option for SMTs can be centralising detentions. Using an SMT member to facilitate detentions can make a huge difference to the time that educators spend in school. SMTs can save ten educators one hour each week and therefore, the school's workforce could gain ten hours.</p> <p>Educators can set aside time for shared curriculum planning with peers from other schools. Collaborative planning activities can include sharing of assessment activities. Educators can work together to develop specialist subject plans within a clear planning framework for use by educators across different schools, resulting in a reduction in workload.</p>
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<p>Slide 34</p>		<p>SMT members devote a substantial portion of their time to assist with learner behaviour and school discipline. Successful discipline practices flourish with teamwork and consistency.</p> <p>Educators and SMTs should emphasise the same behaviour for all learners and comply with mutual discipline practices. Consistent consequences for misbehaviour by learners should be clearly identified for learners.</p> <p>Education based on values is a values-based approach to teaching. It creates a strong learning environment that improves academic performance and develops the social and relationship skills of learners throughout their life. Values relevant to discipline are the value of morality, with indicators like right or wrong, honesty, integrity, conscious choices and good behaviour.</p>
<p>Slide 35</p>		<p>Show the video on teamwork, and allow for discussion afterwards.</p> <p>Educators have a very difficult and stressful job and an educator's tendency to isolate himself or herself is part of what contributes to their level of stress.</p> <p>Educators will feel encouraged to work together with the SMT and to share understanding of curriculum changes, discipline problems, implementation of school policies, assessment procedures. SMTs should encourage a working team environment in schools.</p>

<p>Slide 36</p>		<p>SMTs should ACKNOWLEDGE educators' strengths and weaknesses, and should ENGAGE educators in decision making. Failure to allow educators to make decisions in regard to their work destroys teamwork. When the SMT makes decisions on behalf of the educator, the educator feel that their views are not valued. SMTs should incorporate collective leadership where educators are allowed to make decisions while accomplishing the mutual goals of the school.</p> <p>To build an effective environment SMTs should be OPEN to new ideas and DISCUSS ideas and SUGGESTIONS The SMT should give and receive constant FEEDBACK. SMTs should HELP educators succeed in their task and SHARE the limelight when receiving credit for achieving goals.</p>
<p>Slide 37</p>		<p>Teamwork must be fun and exciting, not a tedious obligation. SMTs can improve teamwork with educators by involving educators and SMT members in fun activities on a regular basis. SMTs can begin a staff meeting or workshop with a brief ice-breaker.</p> <p>Team building is perhaps the best way to form collaborative, high-performance teams that can improve communication, morality and job satisfaction of educators. Fun activities in the beginning and in the middle of the year will boost the morale of your team.</p>

Slide 38	 <p>REFLECTION OF THE DAY</p> <p>"Aha" moments during the training are times when you might have said "Aha" in discovering the lessons learned. This is an excellent time to summarize the purpose of the training and to draw up important points.</p>	<p>Every group should share what they learned. Participants have the opportunity to reflect on situations which they might have dealt with differently. Remembering the day in this way helps participants to strengthen the lessons learned and provides important feedback that a facilitator can use in future training courses.</p>
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7.3 CONCLUSION

The advice and views featured in this booklet will hopefully have convinced SMTs that a pro-active approach is likely to avoid later problems, the toolkit revealed that several determining factors could be utilised by SMT to develop strategies in order to promote the satisfaction of educators in their school.

These include: implementing a mentorship programme, effective communication, delegating leadership responsibilities, providing developmental opportunities, workload distribution, supporting educators in managing workload, participating in decision-making, recognition educators, involvement in the school environment, interaction of educators, supporting educators, and being a role model and a mentor.

The advice and views contained in this toolkit can only arm SMTs with insights and suggestions. It remains for all SMTs to take the ideas and strategies forward.

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APPENDIX A – ETHICAL CLEARANCE



RESEARCH ETHICS APPROVAL

Date: 21 September 2017

1.1.1 This is to confirm that ethical clearance has been provided by the Faculty Research and Innovation Committee in view of the CUT Research Ethics and Integrity Framework, 2016 with reference number **[D FRIC 16/11/16]**.

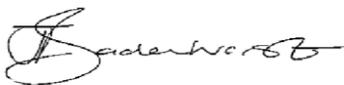
Applicant's Name	DE LANGE, JJ (20392443)
Supervisor Name for Student Project (where applicable)	Dr. L. Schlebusch
Level of Qualification for Student Project (where applicable)	D.Ed
Title of research project	School Management Teams' impact on job satisfaction of educators in the Free State province

The following special conditions were set:

Ethical measures as outlined in the proposal and which have been endorsed by the Faculty Research and Innovation Committee have to be adhered to.

We wish you success with your research project.

Regards



Prof JW Badenhorst

(Ethics committee representative: Research with humans)

APPENDIX B – PERMISSION LETTER FROM SUPERVISOR



CENTRAL UNIVERSITY OF TECHNOLOGY, FREE STATE
SENTRALE UNIVERSITEIT VIR TEGNOLOGIE, VRYSTAAT
YUNIVESITHI E BOHARENG YA THEKENOLOJI, FORESTATATA

FACULTY OF HUMANITIES
Department of Mathematics, Science and Technology
Education

23 January 2018

To whom it may concern

This is to testify that Mr J de Lange (student number 20392443) is currently a D. Ed student registered at Central University of Technology (Welkom Campus).

Kind regards



Dr CL Schlebusch
Promotor
CUT: WELKOM CAMPUS

APPENDIX C – PERMISSION FROM DBE TO CONDUCT RESEARCH

Enquiries: KK Motshumi
Ref: Notification of research: JJ De Lange
Tel. 051 404 9221 / 079 503 4943
Email: K. Motshumi@fseducation.gov.za



District Directors
Xhariep District:
Motho District:
Lejweleputswa District:
Fezile Dabi District:
Thabo Mofutsanyana District:

Dear Messrs Mothebe, Moloi, Chuta and Mesdammes Zonke and Mabaso

NOTIFICATION TO CONDUCT RESEARCH PROJECT IN YOUR DISTRICT BY JJ DE LANGE

1. The above mentioned candidate was granted permission to conduct research in your district as follows:

Research Topic: School management team's influence on job satisfaction of educators in the Free State.

List of schools involved:

Lejweleputswa District: Goudveld-Hoërskool, Harmonie Primary, Hennenman SS, Hentie Cilliers Hoërskool, Hoërskool Sandveld, Koppie Alleen Primary School, LA Wesi Secondary School, Leseding Technical School, Mophate SS, Naudeville Primary School, Oziel Selele, Riebeeckstad High School, St Andrew's School Welkom, St Dominic's College Welkom, Taiwe, Welkom High School, Welkom Prep, Welkom SS, Welkom Volksskool, Welkom-Gimnasium, Wessel Maree

Motho District: 13 schools: Brandwag Primary school, C en N Sekondere Meisieskool, Eunice High School, Grey College, HS Sentraal, HTS Louis Botha, Jim Fouche High School, Jim Fouche Primary School, Ntemoseng Secondary School, Sand du Plessis Secondary School, St Andrew's School, Staatpresident Swart, Thapelong Secondary School

Fezile Dabi District: 12 schools: AHS Kroonstad, AHS Sasolburg, Fakkell Special School, Hoërskool Sasolburg, HS Parys, HS/ Heilbron, HTS Sasol, JSM Setiloane Secondary School, Kroonstad High School, Mfundo Thuto Ss, Sasolburg High School, Schokenville Primary

Thabo Mofutsanyana District: 8 schools: Boithemo, BVHS, Dinare Secondary school, Reitz High School, Sentinel PS, Truida Kestell, Wilgerivier, Witteberg S/S

Xhariep District: 8 schools: Hendrik Potgieter Agricultural School, Hoërskool Koffiefontein, Hoërskool Zastron, Landbou Jacobsdal, Olien, Panorama C/S, Phambili Primary, Thabo Vuyo

Target Population: 1 Principal, 1 Deputy Principal, 5 Head of Departments and 15 Teachers per school from the above schools.

Period: From date of signature of the letter to 30 September 2018. Please note the department does not allow any research to be conducted during the fourth / academic quarter of the year nor during normal school hours.

RESEARCH APPLICATION DE LANGE JJ NOTIFICATION EDITED 21 FEB 2018. ALL 5 DISTRICTS

Strategic Planning, Research & Policy Directorate

Private Bag X20565, Bloemfontein, 9300 - Old CNA Building, Room 318, 3rd Floor, Charlotte Mexeke Street, Bloemfontein

Tel: (051) 404 9283 / 9221 Fax: (086) 6678 678

APPENDIX C – PERMISSION FROM DBE TO CONDUCT RESEARCH

2. **Research benefits:** The outcomes of research will be extended to give proposals and techniques to SMTs on the most proficient method to progress or enhance the level of job satisfaction among educators in their schools. The outcomes of research could fill in as a rigorous structure for the Free State Department of Basic Education and to develop a toolkit to be used by SMTs to uplift educator's job satisfaction in their perspective schools.
3. Logistical procedures were met, in particular ethical considerations for conducting research in the Free State Department of Education.
4. Strategic Planning, Policy and Research Directorate will make the necessary arrangements for the researchers to present the findings and recommendations to the relevant officials in the district.

Yours sincerely


DR JEM SEKOLANYANE
CHIEF FINANCIAL OFFICER

DATE: 23/02/2018

APPENDIX D – QUESTIONNAIRE

Dear participant,

My name is Joël Johannes de Lange. I am currently conducting research (in fulfilment of the requirements for a PHILOSOPHIAE DOCTOR (EDUCATIONIS) regarding the above-mentioned topic and am asking for your assistance. Please consider participating in the study. Your responses to the attached survey are vital in assisting me to determine the status of the impact of educator job satisfaction in a number of selected schools in the Free State.

PURPOSE OF THE STUDY

The significance of this research is to explore how the School Management Team (hereafter abbreviated to SMT) impacts on educators' job satisfaction in the Free State Province and to develop a toolkit to be used by SMTs to uplift educators' job satisfaction in their respective schools.

CONFIDENTIALITY

All information will be regarded as CONFIDENTIAL, and no personal details of any respondent will be mentioned in the findings, nor will any results be related to any particular school. The contents of the survey will not be discussed with your principal, nor will it be part of the teacher evaluation process. Although the research report will be published, it will contain figures, percentages and deductions based on the analysis and interpretation of the data provided, without identifying any respondent personally.

RISKS

This study is conducted under the supervision of Dr C.L. Schlebusch, CUT Welkom Campus. Any questions concerning this study may be addressed to the researcher or supervisor. There are, therefore, no risks associated with this study. Your participation will be much appreciated and I am most grateful for your time and consideration.

Sincere regards



Joel de Lange
Researcher - 082 775 9788



Dr. CL Schlebusch
Supervisor – 082 202 2551

Email: delangejoel@gmail.com.

lschlebu@cut.ac.za

Rate each item as it pertains to you
personally.
Tick the appropriate box with a X.

1. Gender of educator

1 - Male 2 - Female

2. Race Group

1 - Black 2 - Coloured 3 - Indian

4 - White 5 - Other

3. Age Group

20 - 25 26 - 35

37 - 45 46 - 55

56+

4. Highest Qualification

1 - Diploma 2 - Bachelor's Degree

3 - Honours Degree 4 - Master's Degree

5 - PHD 6 - Student Teacher

5. Teaching Experience

1 - Less than 5 years 2 - Between 5 - 10 years

3 - Between 11 and 15 years 4 - more than 15 years

6. Are you a member of the SMT?

1 - Yes 2 - No

7. Did you receive training as a SMT member?

1 - Yes 2 - No 3 - Not applicable to me

8. Gender of your school principal

1 - Male 2 - Female

9. Race group of your school principal

1 - Black 2 - Coloured

3 - Indian 4 - White 5 - Other

10. Age group of your school principal

1 - between 26 and 35

2 - between 37 and 45

3 - between 46 and 55 4 - older than 56

11. The School District where you are teaching

1 - Fezile Dabe 2 - Xhariep

3 - Lejweleputswa 4 - Motheo

5 - Thabo Mofutsanyane

12. The School Location

1 - Urban 2 - Rural

13. Employed

1 - SGB 2 - DBE Permanent

3 - DBE Temporary

Section B

Listed below are a wide variety of questions in different categories. This survey is designed to help us gain a better understanding of the kinds of things that create difficulties for educators in their school activities. Please indicate your opinions about each of the statements below by crossing the appropriate number. Your answers will be kept strictly confidential and will not be identified as yours.

Please indicate your opinion about each of the statements below *in reference to your current teaching situation*. Rate each item as it pertains to you *personally*.

SMT	
<p>1. I prefer to work for a</p> <p><input type="checkbox"/> 1 - Male SMT</p> <p><input type="checkbox"/> 2 - Female SMT</p> <p>2. I prefer to work for a</p> <p><input type="checkbox"/> 1 - younger SMT</p> <p><input type="checkbox"/> 2 – older SMT</p>	<p>3. I prefer to work for the same race SMT</p> <p><input type="checkbox"/> 1 - Yes</p> <p><input type="checkbox"/> 2 - No</p>
LEADERSHIP AND MANAGEMENT	

The SMT of my school.....

<p>4. are leaders and not managers.</p> <p><input type="radio"/> 1 - Yes</p> <p><input type="radio"/> 2 - No</p>	<p>5. show favouritisms with educators.</p> <p><input type="radio"/> 1 - Yes</p> <p><input type="radio"/> 2 - No</p> <p><input type="radio"/> 3 – Sometimes</p>
<p>6. operates with a structured framework of policies for appointments of educators.</p> <p><input type="checkbox"/> 1 - Yes</p> <p><input type="checkbox"/> 2 - No</p> <p><input type="checkbox"/> 3 - Sometimes</p>	<p>7. is frequently absent from school.</p> <p><input type="checkbox"/> 1 - Yes</p> <p><input type="checkbox"/> 2 - No</p>

8. is accessible when needed.

- 1 - Yes
- 2 - No
- 3 - Sometimes

LEADERSHIP STYLE

The SMT of my school.....

9. Display the following leadership behaviour:

- 1 – People Orientated
- 2 – Task Orientated

10. Display the following leadership style:

- 1 - Democratic
- 2 - Autocratic

11. Portray the following

- 1 – participating leadership
- 2 – selling leadership
- 3 – telling leadership
- 4 – delegating leadership

COMMUNICATION

The SMT of my school.....

12. Use their free time to communicate with me.

- 1 – Yes
- 2 – No

13. Use direct face to face communication and not just emails.

- 1 - Yes
- 2 - No

14. Keeps me informed about new changes in education and the school using different methods of communication.

- 1 – Yes
- 2 – No

CONFLICT

The SMT of my school.....

15. Stay calm under pressure.

- 1 – Yes
- 2 – No

16. Deal with conflict in a professional manner.

- 1 - Yes
- 2 - No

17. Become defensive when criticized.

- 1 – Yes
- 2 – No

DEVELOPMENT/MENTORSHIP

18. My school have an active working induction program for new educators.

- 1 – Yes
- 2 – No

19. I have reached my plateau at my school with no prospects of promotion.

- 1 - Yes
- 2 - No

20. The SMT of my school provide educators with a mentoring program.

- 1 – Yes
- 2 – No

21. I am often “burned out” too early in the year.

- 1 – Yes
- 2 – No
- 3 - Sometimes

HEALTH

22. Educator well-being and health are factors influencing job satisfaction.

- 1 – Yes
- 2 – No
- 3 - Sometimes

23. The stress and disappointments involved in teaching at my school aren't really worth it.

- 1 - Yes
- 2 - No

WORKLOAD

24. I am happy with greater responsibility at my school.

- 1 – Yes
- 2 – No
- 3 - Sometimes

25. The extra-curricular activities at my school are fairly distributed.

- 1 - Yes
- 2 - No

26. My workload at my school demotivates me.

- 1 – Yes
- 2 – No
- 3 - Sometimes

GENERAL

27. Intimidation and bullying by the SMT is absent at my school.

- 1 – Yes
- 2 – No
- 3 - Sometimes

28. Absenteeism in my school among educators is due to low job satisfaction.

- 1 – Yes
- 2 – No
- 3 – Sometimes

29. My relationship with the SMT has an influence on my job satisfaction.

- 1 – Yes
- 2 – No
- 3 - Sometimes

30. My position at my school allows for an adequate work-life balance.

- 1 – Yes
- 2 – No
- 3 – Sometimes

31. Job Satisfaction has a large influence on educator turnover in my school.

- 1 – Yes
- 2 – No

SECTION C

Rate each item as it pertains to you *personally*. Use the scale below to rate the statements.

	1	2	3	4	5
	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
	DECISION MAKING: The SMT of my school				
32	make decisions on their own.				1 2 3 4 5
33	avoid making decisions.				1 2 3 4 5
34	encourage educators to participate in decision making.				1 2 3 4 5
35	make decisions based on the largest consensus among staff.				1 2 3 4 5
	FEEDBACK: The SMT of my school.....				
36	continuously give feedback regarding educator progress.				1 2 3 4 5
37	are committed to give special recommendations, praise and promotion for good work.				1 2 3 4 5
	DISCIPLINE: The SMT of my school				
38	enforce school rules for learners, and back educators when needed.				1 2 3 4 5
39	provide educators assistance with disciplinary problems.				1 2 3 4 5
	POLICIES: The SMT of my school				
40	ensure that educators work towards the school goals.				1 2 3 4 5
41	have appropriate policies and procedure in place to enable the school to run smoothly.				1 2 3 4 5
	TEAMWORK: The SMT of my school				
42	believe in teamwork and collaboration.				1 2 3 4 5
43	believe team work best when educators are involved in the process.				1 2 3 4 5
44	consult with educators when facing problems				1 2 3 4 5
45	let educators know what is expected from them.				1 2 3 4 5
	OPERATION/WORLINGS OF SMT: The SMT of my school				
46	set themselves high standards and expect others to do the same.				1 2 3 4 5
47	spend most of the time solving disputes.				1 2 3 4 5
48	wait until things have gone wrong in the school before they take action.				1 2 3 4 5
	WELFARE/SUPPORT: The SMT of my school				
49	are unconcerned with educator welfare.				1 2 3 4 5
50	encourage educators to express their feelings and concerns.				1 2 3 4 5

51	give me a sense of belonging at my work.	1	2	3	4	5
52	are sensitive towards educators' needs.	1	2	3	4	5
53	think the most important thing is the well-being of its educators.	1	2	3	4	5
54	can be fully trusted.	1	2	3	4	5

APPENDIX E – PARTICIPANT CONSENT FORM (FOCUS GROUP INTERVIEW)

Consent to Participate in a Research Study
JJ DE LANGE (DEd – Central University of Technology)
Title: School Management Teams’ impact on job satisfaction of
educators in the Free State province.

I, the undersigned,

1.	have read and understood the information about the project, as provided in the Information Sheet dated, 10 February 2018	<input type="checkbox"/>
2.	have been given the opportunity to ask questions about the project and my participation.	<input type="checkbox"/>
3.	voluntarily agree to participate in the project.	<input type="checkbox"/>
4.	understand I can withdraw at any time without giving reasons and that I will not be penalised for withdrawing nor will I be questioned on why I have withdrawn.	<input type="checkbox"/>
5.	declare that the procedures regarding confidentiality have been clearly explained (e.g. use of names, pseudonyms, anonymisation of data, etc.) to me.	<input type="checkbox"/>
6.	declare that, if applicable, separate terms of consent for interviews, audio, video or other forms of data collection have been explained and provided to me.	<input type="checkbox"/>
7.	declare that the use of the data in research, publications, sharing and archiving has been explained to me.	<input type="checkbox"/>
8.	understand that other researchers will have access to this data only if they agree to preserve the confidentiality of the data and if they agree to the terms I have specified in this form.	<input type="checkbox"/>
9.	Select only one of the following: <ul style="list-style-type: none"> • I would like my name used and understand what I have said or written as part of this study will be used in reports, publications and other research outputs so that anything I have contributed to this project can be recognised. • I do not want my name used in this project. 	<input type="checkbox"/>
		<input type="checkbox"/>
10.	along with the Researcher, agree to sign and date this informed consent form.	<input type="checkbox"/>

Participant:

Name of Participant

Signature

Date

APPENDIX F – FOCUS GROUP INTERVIEW QUESTIONS

INTERVIEW QUESTIONS FOR DETERMINING PERCEIVED IMPACT OF THE SCHOOL MANAGEMENT TEAM ON EDUCATOR JOB SATISFACTION IN THE FREE STATE PROVINCE.

Dear participants,

The significance of this research is to explore how the School Management Team (hereafter abbreviated to SMT) impacts on educators' job satisfaction in the Free State Province and to develop a toolkit to be used by SMT to uplift educators' job satisfaction in their perspective schools.

PL 1 answers is based on the whole SMT (HOD, Deputy and Principal)

PL 2 answers is based on the Deputy and Principal

PL 3 and PL 4 is based on the whole SMT

- 1. How would you describe the level of Job Satisfaction that educators experience in your school?*
- 2. Identify the Leadership and Management of the School Management Team*
- 3. Can you identify the four most common factors that the SMT influence the Job Satisfaction of educators?*
- 4. Educators will become dissatisfied in their work environment if they do not receive ample opportunity for professional development. Do you support this statement?*
- 5. How does your SMT support you at a **personal level** to cope with the demands of your job?*
- 6. What does the SMT do at a **school level** to support your capacity (workload) to do your job and to feel motivated about your work? And what advice would you give to strengthen the role the SMT plays in helping **you to cope** with the demands of your job?*
- 7. How does the SMT deal with conflict management with the school?*
- 8. How does the SMT support educators with discipline problems in the school*
- 9. Explain the SMT decision - making and communication style in your school.*
- 10. Does the behaviour of your SMTs lead to high turnover of staff and absenteeism?*