



SELINUS UNIVERSITY
OF SCIENCES AND LITERATURE

**PERCEIVED IMPACT OF EFFECTIVE
MANAGEMENT AND LEADERSHIP ON
TEACHERS' PERFORMANCE AT SELECTED
SCHOOL IN OSHANA REGION:
A CASE STUDY OF FIVE SENIOR SECONDARY
SCHOOLS IN OSHAKATI CIRCUIT**

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CHAPTER ONE

ORIENTATION TO THE STUDY

1.1. Introduction

The efficient and effective management of any school lies in the abilities of the top management to put in the place measures that would ensure constant performance and a comfortable working relationship between management and the teachers. Consequently, motivation has often been an effective tool used by school principals to boost good performance and commitment members staff in any school. In the most general of terms, motivation is the psychological feature that energises and directs goal oriented behavior in individuals. Motivation can also be the reason for an individual's actions or give purpose and direction to behavior (Schultz et al, 2016 in Van Zyl et al 2014: 235). According to Van Zyl et al (2014:7) effective leaders look into the future. They can create a vision, identify goals or provide solution to problems. They can see things that others cannot yet see. They provide a focus which unites various individuals and groups in action.

1.2. An Overview of Management and Leadership

The purpose of this study is to explore the impact of effective management and leadership on teachers' performance at selected schools in Oshana Region, Northern Namibia. Although various educational studies have been conducted in Oshana Region, no study on effective management and leadership on teachers' performance were found at the time that this research was being prepared. Since teachers have different cultural backgrounds, come from different socio – economic groups and have different personalities, it very important to realise that each will have his/her own way of teaching. Therefore, principals need to keep this in mind when employing their management and leadership styles to get the most of their teachers and to enhance the performance of the teachers.

The question has been asked on numerous occasions whether a difference between leadership and management exists.

Gaunt (2006:12) in Van Zyl et al (2014:26-27) states that leadership is about firstly conceiving a vision and strategy and secondly about engaging people to achieve the same vision, while management focuses on executing a defined strategy through the achievement of objectives.

He further points out that leadership sets a new direction within a group, while management directs resources in a group through the use of principles and values that have already been established.

In addition, DuBrim and DalGLISH (2006) in Van Zyl et al (2014: 27) indicate that leading is a major part of a manager's job yet a manager must also plan, organize and control. Broadly speaking, leadership deals with the interpersonal aspects of a manager's job, whereas management deals with the planning, organizing and controlling of the administrative aspects.

According to Van Zyl et al (2014:11) African leaders have a very wide range of challenges confronting them, in whichever sector they are leading. Whether leaders are in political, business or community sectors, they are faced with a range of challenges that include:

- Operating in a socially and environmental responsible way,
- Confronting long – standing poverty and disadvantage
- Limited education and health infrastructure,
- Great disparity in access to technological innovation and sophisticated communication systems,
- Cultural diversity and
- A history of colonization which often means that people are looking back to blame rather than looking forward to achieve.

The type of satisfaction that one can get from being in a formal leadership position obviously varies depending on the situation. There are, however, a number of benefits that can accrue to the affective leader. Each satisfaction brings with it challenges.

Van Zyl et al (2014:11-12) identify the following benefits and advantages of leadership.

- A feeling of power and prestige. Leadership is about the use of power, and power often brings with it prestige. However, there is always the possibility of power being abused and the attitude of being different and better than others can lead to poor decision making.
- A chance to help others grow and develop. A leader works directly with people. This provides an opportunity to help others develop skills and grow individuals.

- High income. Leadership can bring with it a high income. It may also bring a range of other rewards, both intrinsic and extrinsic.
- Respect and status. An effective, fair leader receives respect from group members. He or she also enjoys a higher status than people who are not in leadership positions. Status accompanies being in a leadership position in range of contexts. When an individual's personal qualities match the position, his or her status is even higher.
- A feeling of being in on things. As a leader, one is likely to be central to a whole range of activities and decisions from which those not in a leadership position would be excluded. There is satisfaction in being part of the process of bringing in about change.
- Being able to bring about or achieve a goal. There can be great satisfaction in achieving an objective. Bringing about an envisaged change or solving a problem whose solution has eluded others. There is intrinsic satisfaction in being a leader and knowing that one has been successful whether or not this success is recognized by others.

1.3. Background to the study

The study was conducted at selected schools in Oshana Region, northern Namibia. It is a case study of five senior secondary schools at Oshakati Circuit. The purpose of the study is to explore the effect of effective management and leadership on teachers' performance.

Oshana Region is one of the fourteen regions of Namibia and has the town of Oshakati as its capital. The name Oshana describes most prominent landscape feature in the area, namely, the shallow, seasonally inundated depression which underpin the local agro ecological system. It is one of only 3 regions in Namibia without either a coastline or foreign border. The region shares borders with the Ohangwena Region in the north, Oshikoto Region in the east, Kunene Region in the south, and Omusati Region in the west. Oshana is made up of 10 constituencies, namely, Okaku, Okatana, Okatyali, Ompundja, Ondangwa, Ongwediva, Oshakati East, Oshakati West, UukwiyuUushona and Uuvudhiya.

Omahangu is a principal staple crop grown in Oshana, while the fish which breed in the Oshana provide an important source of dietary protein. The southern portion of Oshana is an extensive savannah plain stretching as far as the Etosha Pan, but the generally high salinity of soil and

water renders it unsuitable for grazing or cultivation. (The 2011 Population and Housing Census).

Since independence 1990, Namibia has made great strides in providing education facilities in the previous deprived areas. According to the 2017, 15th School Day Statistics survey of Oshana Region Directorate of Education there were 138 schools in the Region (127 public schools and 11 private schools). The schools are further divided into five circuits, each supervised by an Inspector of Education, namely Eheke (22 schools), Oluno (28 schools), Ompundja (32 schools), Onamutai (24 schools) and Oshakati Circuit (32 schools). The 2017, 15th School Day Statistics survey further points out that the number of schools per phase is as follows, 67 primary, 1 special, 48 combined, 8 Junior Secondary and 14 Senior Secondary Schools. There were 53454 learners (26279 boys and 27175 girls). The majority of learners were in primary schools with 35079 learners whereas 12393 learners were in Junior Secondary and 5 436 in Senior Secondary. There were 2 277 teachers in the region during the survey stated.

The Oshakati, Ongwediva and Ondangwa urban node is a central point for educational facilities in Northern Namibia as the four University Campuses and a Vocational Training Centre are located in this urban node. The COSDEC Training Centre, Eluwa Special School for disabled and other donor funded projects further completed the region's educational facilities.

Therefore, teacher performance is critical for the successful provision of educational services. Essentially, special emphasis should also be placed on principals in this regard.

Wilmore (2002:4) identifies a variety of roles which the principal should play such as:

- Creating a conducive climate.
- Promoting a good teaching and learning process
- Developing good school and community relationship
- Promoting staff development
- Managing school resources in terms of both the finances and school property.
- Monitoring student progress
- Setting school goals
- Guiding and encouraging staff
- Continuing to have a child - oriented school and being an advocate for children.
- Developing positive relations and harmony

Hayward (2005: 26 – 28) states that the efficiency with which these roles to be fulfilled depends to a large extent on the leadership style of the principal. It is generally believed that the effectiveness of people in an organisation depend on the quality of its leadership since effective leader behaviour enables them to meet other goals. In addition, Mullen (2004:275-285) points out that leaders have a definitive effect on the behaviour and outlook of their subordinates. Therefore, teachers as part of their follower roles depend on their principals as their leaders to encourage and motivate them.

Furthermore, principals should provide training to new and inexperienced teacher to help prepare them adequately as effective leadership enables the entire workforce to participate in the different activities of an organisation and can also influence individual and organisational performance.

Although the government of the Republic of Namibia had introduced a dynamic new approach to teaching called “Learner – Centred Education” since independence 21st March 1990 the performance pictures of Grade 12 learners in Senior Secondary Examinations in Oshana Region are still miles away from being ideal. This implies that in those consecutive years since 1990, the results of Grade 12 learners in Senior Secondary External Examination were low.

One may ask himself or herself whether the teachers are not motivated to perform to the best of their abilities or the school managers are lacking the vision. Motivation plays a pivotal role in education. Bhatia (1997:124) states that no real education can take place without motivation, as it brings especially the teachers and learners to a proper frame of mind for teaching and learning, concentrating their attention and energies on the tasks or knowledge to be dished out or acquired. Motivation is therefore an important factor in education especially the administration of school staff and the teaching and learning process.

1.4. Statement of the problem

As mentioned above, the study was undertaken to determine the effective management and leadership of school managers and the impact they have on the teachers' performance at schools. Thus, data which were important for the investigation were gathered on the independent variable, which was management and leadership and on the dependent variable, which pertained to teacher performance.

Furthermore, the investigation included the two variables, the independent and dependent variables, in order to study how much the management and leadership can affect the performance of teachers in schools of Oshana Region and to understand the strength of the relationship between school managers and teachers.

If the teachers are not motivated, they cannot be able to motivate their learners. Learners achievement at the selected senior secondary schools in Oshana Region were low. This implies that in consecutive years since independence 1990 the results of learners in grade 12 External Examination were below average.

Below follow the Grade 12 results of the selected senior secondary schools in Oshakati Circuit, Oshana Region in four (4) consecutive years.

Details of UNAM/NUST &IUM qualifications by Schools, Oshana Region 2018.

School	A	B	C	D	E
<u>2015</u>					
Total no. of candidates	159	413	110	71	322
No. qualifying	3	28	3	3	46
No. Not qualifying	156	385	107	68	276
% Qualifying	1.9%	6.8%	2.7%	4.2%	14.3%
% Not qualifying	98.1%	93.2%	97.3%	95.8%	85.7
<u>2016</u>					
Total no. of candidates	167	362	142	69	315
No. qualifying	0	44	0	7	36
No. Not qualifying	167	338	142	62	279
% Qualifying	0.0%	12.2%	0.0%	10.1%	11.4%
% Not qualifying	100%	93.4%	100%	100%	88.6%
<u>2017</u>					
Total no. of Candidates	130	397	120	71	367
No. qualifying	6	25	2	15	60
No. Not qualifying	124	372	118	56	307
% Qualifying	4.6%	6.3%	1.7%	21.1%	16.3%
% Not qualifying	95.4%	93.7%	98.3%	78.9%	83.7%
<u>2018</u>					
Total no. of candidates	144	343	106	76	372
No. qualifying	3	44	3	31	72
No. Not qualifying	141	299	103	45	300
% Qualifying	2.1%	12.8%	2.8%	40.8%	19.4%
% Not qualifying	97.9%	87.2%	97.2%	59.2%	80.6%

Table 1.1. Oshana Region Garde 12 performance in four (4) consecutive years.

The Table 1.1 shows the percentages of the candidates who qualified to be enrolled in the tertiary institutions in the country and also those are not qualified.

The Oshana Regional Evaluation School Evaluation (RESE) Report of 2017 indicates that some principals are failing to pay sufficient attention to the following aspects:

- Managing and monitor the teachers' and learners' work
- Poor financial accountability
- Lack of assessment plans
- No target setting
- No learning support programmes
- Poor management of absenteeism of teachers and learners

The poor results of Grade 12 external Examination prevent most learners to be admitted at higher institutions, therefore the effective management measures and leadership styles are needed to improve the teachers' performance in senior secondary schools in Oshana Region. In a school, the principal occupies the highest level of leadership. His or her leadership is one of the factors that affect teachers' quality of work. Nsubuya (2008:12-13) points out that however, teacher performance is not only affected by leadership styles, but many factors that affect the performance of teachers such as qualification levels of teachers, access to the school resources and teaching materials, the experience of principals or departmental heads, the culture of a school and the socio – economic circumstances of learners. He further states that the contribution of leadership cannot maximize the job performance of the staff of a school unless the leadership is distributed and shared with the people who are working with the leader or stakeholders.

To sum up, the main research problem centers around the fact that principals are perhaps not using the most appropriate management and leadership styles in specific situations to enhance the quality of teaching and learning.

In response to these concerns, this study proposes to answer the following questions.

1.5. Main research question

The main research question of the study can be formulated as follows: “Which management and leadership styles are most commonly used by principals of senior secondary schools in the Oshana Region and what are their effects on the performance of teachers?”

1.5.1. Sub-questions

- Which leadership styles do the teachers of senior secondary school in the Oshana Region most commonly observe in their principals?
- How do principals of senior secondary schools in the Oshana Region perceive the performance of their teachers?
- How do teachers perceive the effect of the leadership styles adopted by their school managers on their performance?
- Which leadership styles have a positive effect on teacher performance in senior secondary schools in the Oshana Region.

1.5.2. Aim and objectives

The aim of this study is to investigate the management and leadership styles adopted by school managers and their effect on teacher performance in the Oshana Region.

1.5.2.1 Objectives

The objectives of this study are to:

- Assess the management and leadership styles adopted by school managers.
- Assess the perceived level of performance of senior secondary teachers in the Oshana Region.
- Examine the effect of the leadership styles adopted by school managers on the performance of teachers.

1.6. Research Hypotheses

A hypothesis is a tentative or conditional statement or explanation about a phenomenon or about the relationship between certain variables. A hypothesis can be tested. (Du Plooy – Cilliers et al (2014:82) Hypotheses are tend to be used only in quantitative studies, and then also only in those that are explanatory in nature. Researchers are hardly ever use hypotheses in qualitative studies, because the aim of qualitative research is not to predict causal relationships.

Du Plooy-Cilliers et al (2014:82-83 point out that the researcher needs to keep in mind that his or her hypotheses should always be logically linked to his or her question. Moreover, the researcher's hypotheses need to be falsifiable. This implies that the researcher should be able to find empirical evidence to show that the hypotheses are correct or incorrect.

In this study, the researcher used the hypotheses because both qualitative and quantitative research approaches are employed.

The following predictions were tested.

- The provision of ample chance for teacher's professional growth helps in boasting the performance and effectiveness of the teachers in their careers.
- Appropriate placement of teachers in positions where their individual abilities can be fully utilized increase their teaching performance and effectiveness.

1.7. Significance of the study

The main motivational reasons for the researcher carrying out this research were related to the observations of the researcher while he was working as education officer (Advisory teacher) for Social Sciences in Oshana Region before he joined the International University of Management.

As an advisory teacher, the tasks of the researcher were conducting the regional workshops for Social Sciences teachers and visiting the school to see how the teachers implementing the curriculum in their respective classrooms. During the school visits, the researcher noted that most principals were spending most of their time doing routine administrative tasks in their

offices, rather than encouraging and motivating teachers to work hard and achieve educational goals by adopting the appropriate teaching methods. Moreover, the Oshana Region is trying its best to improve the quality of education by aspiring to its vision, “Aspiring to Excellence in Education for All.” The researcher was interested in undertaking this study to support the current endeavors of the Oshana Region to improve educational quality by various changes to education. Furthermore, the results of the study could be applied to the management of the education system in Namibia at large.

The findings derived from this study can also be useful with regards to improving school principals’ leadership style and their effect on teacher performance. Moreover, it will strive to determine whether the directive, supportive, participative and achievement-oriented styles or a combination of these leadership styles have a greater effect on the performance of teachers. It is hoped that the lessons derived from this study can also provide insight for educational leaders, policy makers and other researchers in Namibia and elsewhere. Furthermore, it can also serve as a springboard for further study in the same and related fields.

1.8. Demarcation of the study

The study only focuses on the management and leadership styles of school managers and their effects on teacher performance at senior secondary schools in the Oshana Region since it would need a considerable amount of time to conduct this study in all the senior secondary schools in Namibia. It also focuses on the effect of the management and leadership styles of school leaders on teacher’s performance.

Participants in the research were the principals and teachers from five (5) senior secondary schools in Oshakati Circuit, one of the circuits in Oshana Region. The main reason why the researcher chosen Oshana Region to be the site was that it is his domicile and he also identified the problem while he was working as an advisory teacher for Social Sciences in that particular region.

1.9. Definition of Key Terms

In this section of the study, key terms such as leadership, management, motivation, principals and teacher performance are defined.

1.9.1. Leadership

Leadership is about the act of leading and the role, style and effectiveness of leaders, regardless of how they came by their positions. (Van Zyl et al 2014:4)

1.9.2. Management

According to Cole Kelly (2011:12) management is a social process consists of planning, control, coordination and motivation. Management is an operational process initially best dissected by analyzing the managerial functions. The five essential managerial functions are; planning, organizing, staffing, directing and leading and control.

1.9.3. Motivation

Motivation is the process of arousing, directing, and maintaining behaviour towards particular goals. This act of arousing is linked to the vigor readiness to produce.

Direction is the vote of behaviour and upkeep is the inclination to behave in a certain manner until the desired objectives are met (Greenberg 1999:75).

1.9.4. Principals

In the educational setting, the principals of senior secondary schools are the chief administrators of these schools. Apart from doing administrative work, they are expected to be innovative and motivating the staff members.

1.9.5. Teacher Performance

Teacher performance is defined as a teacher's demonstrated impact on student learning as established through student achievement.

1.10. Organisation of the study

This study consists of six chapters

Chapter 1

This chapter contains the background of the study, statement of the research problem, research questions, aim of the study and the significance of the study. The research hypotheses, demarcation of the study and the definition of concepts are also spelt out. Finally, the chapter provides the organisation of the study.

Chapter 2

This chapter two presents a review of related literature on management and leadership theories and styles as well as discussion of leadership models. Furthermore, it provides a review of the relevant literature on teacher performance and factors affecting it.

Chapter 3

This chapter presents and discusses the chosen research methodology which was used to collect data. Research design including the research approaches, a case study, study population, sampling methods and research instruments are also discussed in this chapter. Furthermore, the chapter notes the validity and reliability of the study. The pilot study, data analysis and presentation and the ethical issues are also dealt with.

Chapter 4

This chapter presents and interpreted the findings. This implies that data which was collected from the respondents were presented and interpreted so that they become manageable and useful.

Chapter 5

This chapter presents the discussions of the main findings in terms of the research questions and research objectives. The main themes emerging from chapter 4 forms the structure of this chapter.

Chapter 6

This final chapter provides the main findings of the study. it also included conclusions and recommendations based on the findings of the study. The potential value of the research study and its limitations are spelt out. The final section on the researcher's personal reflections concludes this chapter.

1.10.1. Conclusion

After providing the background relevant to this study in this chapter, the statement of the problem, aim and objectives of the study were introduced. Furthermore, the significance of the study, the demarcation of the study and the definition of concepts are spelt out. The organisation of the study concludes this chapter.

The next chapter will deal with the review of the consulted literature.

CHAPTER TWO

LITERATURE REVIEW

2.1. Introduction

This chapter attempts to provide an overview of the literature related to the topic of the perceived impact of effective management and leadership on teachers' performance at selected schools in Oshana Region: A case study of five senior secondary schools in Oshakati Circuit. It will therefore focus on the leadership theories as well as the leadership styles concerning the effect of effectiveness management and leadership on teacher's performance as presented by other researchers. There are few studies of the impact of effective management and leadership on teachers' performance in Namibia. Therefore, the literature review in this study comes from various studies undertaken in other countries.

According to Du Plooy-Cilliers et al (2014: 101) literature review involves searching for reading, evaluating and summarizing as much as possible of the available literature that relates both directly and indirectly to the researcher's topic. They further point out that reasons for reviewing the literature available on the researcher's topic include:

- Determining any relationships between topics and variables that are important to the researcher's research purpose and problem.
- Narrowing down and defining the researcher's specific area of study
- Establishing a theoretical framework on which the researcher has to base his or her research.
- Identifying any relevant theories, models case studies and journal articles that may support the researcher's research or the arguments he or she wants to put forward.
- Determining if there are any information gaps which the research under question will possibly fill. In addition McMillan and Schumacher (2014:85) state that there are two reasons for reviewing the literature:
 - The review establishes important links between existing knowledge and the research problem being investigated, which enhances significant.
 - The reviews provided very helpful information about methodology that can be incorporated into a new study.

2.2. Leadership Theories

There are different types of leadership theories. For the purpose of this study leadership theories such as trait theory, behavioural theory, situational theory, path-goal leadership theory, transactional transformational theory will be discussed briefly in order to provide the theoretical background and context for the understanding of the leadership theories applied in the factors, conscious mental process factors and managerial factors. According to Hackman and Johnson (2000) in Rowland (2005:11) terms like integrity, sensitivity, consistency, emotional stability, self-confidence, communication skills and conflict management skills are part and parcel of interpersonal factors, while cognitive factors deal with leadership in which more competent leaders become better at problem-solving, decision-making, critical thinking and creativity. The managerial factors show that the capacity to plan and organize as well as to execute most of the activities regularly requirement of the workers.

2.2.1. Leadership trait theory

Cherry (2010:2-6) states that leadership trait theory holds that people are born with a special quality that makes them better suited to leadership. He further assumes that it is not possible for a person to identify a leader if he / she cannot identify people with the correct trait. However, the trait studies find it difficult to differentiate between the traits that are needed for acquiring and those that necessary for maintaining it. The trait theory of leadership mostly focuses on the personality physical appearance and competence of the leader, while autocratic, democratic and laisses-fair styles can be identified based on the behaviours of leaders. In addition, House (1996:326) points out that it is possible to conclude that in terms ,of the trait leadership theory, leaders are effective with regard to solving the problems of their followers even if this theory postulates that a leader becomes effective because of the qualities with which he / she is gifted by nature which is different from the path-goal theory that believes a leader may not be successful in any type of situation.

2.2.2. Behavioural theories

Derue et al (2011:11-13) explain that behavioral theories postulated that great leaders are made and by inference are not born that way. This implies that leadership capability similar to

behavioural theories, can be learned and are not inherent. They also believe that behavioural theories focus on what the leaders do and not on the quality of their thinking. Thus, this theory states that people can learn to become leaders through teaching and observation.

According to Hayward (2005:25-30) behavioural leadership theory started to develop when the trait theory began to lose support. This implies that researchers started to measure the effectiveness or failure of leadership contributed by leadership styles rather than by measuring leaders in terms of their attributes. The behaviours of a leader shows when he/ she s performing tasks and the leadership styles employed by a leader are some of the ways by which a leader can be studied. According to William (2004:188-189) the behavioural approach suggests that workers are more affected by leaders' behaviours than leaders' personal characteristics. Adeyemi (2010:83-91) reveals that the behavioural leadership theory is different from the situational leadership theory since it can either be job centred or employee centred. The job-centred behavioural theory applies when there is close supervision of employees in an organization, while the employee-centred behavioural theory applies when general supervision is practiced by the leaders.

According to the behavioural leadership theory, leader capabilities are learned and not inherent as postulated by the trait leadership theory. This means that the behavioural leadership theory implies that people can become effective leaders because they are people-centred or employee-centred which is not similar to the path-goal leadership style that is used as a model in this study. The path-goal leadership theory points out a leader should notice the surroundings and emotional intelligence of workers or the dynamics of the situation in order to effectively apply leadership styles such as directive, supportive, participative and achievement-oriented. This implies that an evaluation of the effectiveness of a leader depends on the theory being used. For instance, in terms of the trait leadership theory, the behavioural leader exhibits is what makes him/her effective. On the other hand, in terms of the path-goal leadership theory the leader's understanding of the situation makes a considerable contribution to the effectiveness of leaders (Adeyemi 2010).

2.2.3. Situational leadership theory

Rowland (2008:11) notes that a situational leader is a leader who should act according to the needs of a particular situation. In addition, Hay and Miskel (2001:40) indicate that the situational features of a school influence leadership effectiveness more than the behavior of leaders. Therefore, the methods and styles that are used by a situational leader to lead an organizational leader to lead an organization should depend on the situation or the organization. Therefore, the choice of any style is determined by the situational variables identified by different writers, which include leadership styles and expectations, followers' styles and expectations, superior styles and expectations, the organizational culture and job demands. Other variables are the external environment, the history of the organization and the size of the group to be led, the degree to which the group member is required to participate, the cultural expectation of subordinates and the time needed and permitted for decision-making (Hoy and Miskel 2001:6-7) Van Niekerk (2012:306-307) identifies the following situational factors which impacting on leadership style.

- The characteristics of the leader (view of followers, task and people orientation, personality, value system, experience, trust in subordinates, freedom allowed to followers).
- The characteristics of followers (readiness to take responsibilities, need to take part in the decision-making process, identification with organizational goals, personal needs and goals, motivation excel, knowledge, experience).
- The characteristics of the situation itself (organizational culture, effectiveness of working groups, time pressure, leader-subordinates relationship, structuring of the task, position of power of the leader, feature of the problem that need to be addressed).

2.2.4. Path-goal leadership theory

The path-goal theory is a leadership theory in the field of organizational studies developed in 1971 and revised in 1996 by Robert House. This theory has been chosen for this study since this leadership theory provides a sound theoretical foundation for this study. The main reason why is leadership theory has been chosen is that it provides the necessary information, support and resources to ensure the satisfactory and effective performance of subordinates (House 1996:324).

According to House and Michell (1974) in House (1996:327) the path-goal leadership theory can indicate the leadership style that matches the relevant situational factors.

Figure 2.1. and 2.2. below explain how environmental and subordinate contingency factors can be considered by the school managers in terms of adapting leadership styles (behaviours) to produce task and interpersonal outcomes. The path-goal leadership theory points out that there are two situational factors with which a leader has to contend, namely the subordinate and environmental factors.

The following figure (Figure 2.1) shows the environmental and subordinate contingency factors pertaining to the leaders and subordinates.

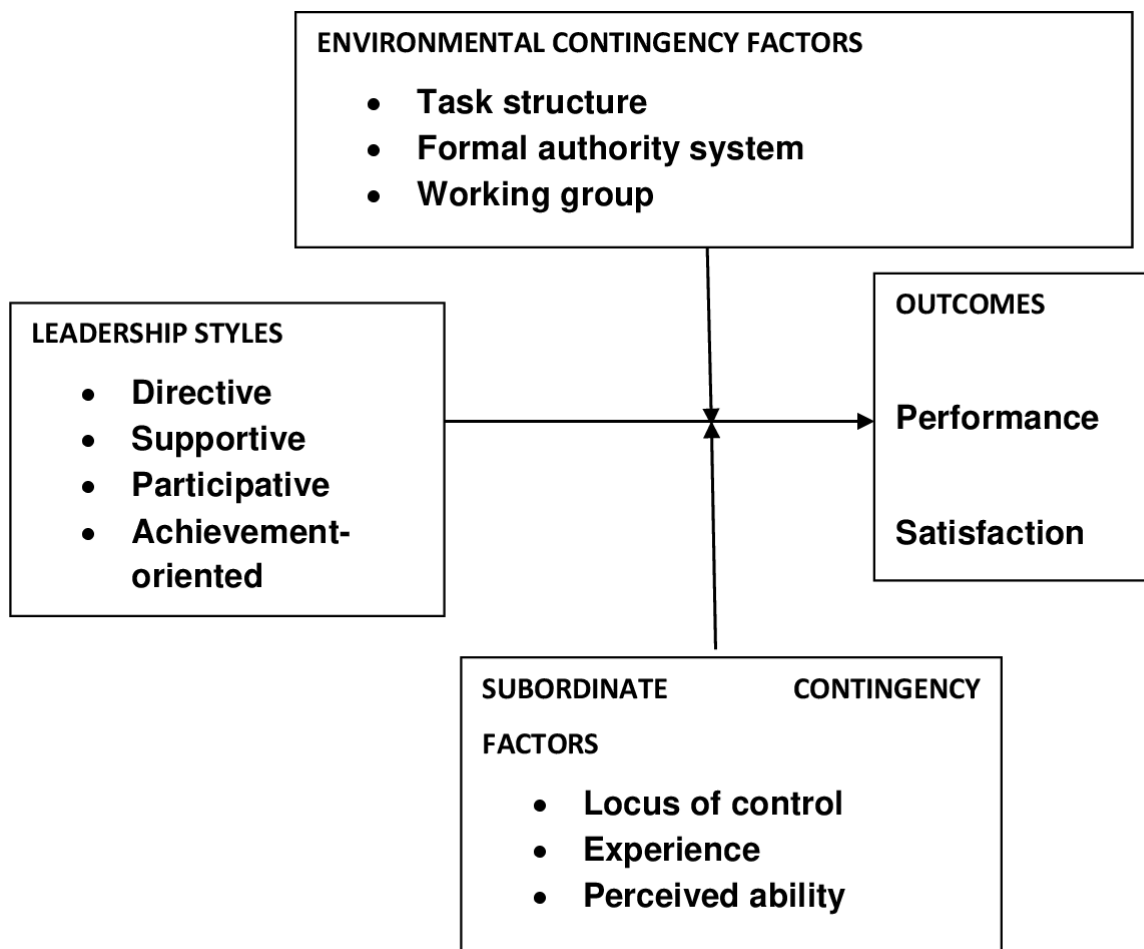


Figure 2. 1:Environmental and subordinate contingency factors (adapted from House, 1996:338)

The following figure (Figure 2.2.) depicts the leadership style stated in the above figure, its impacts of the followers and its outcome.

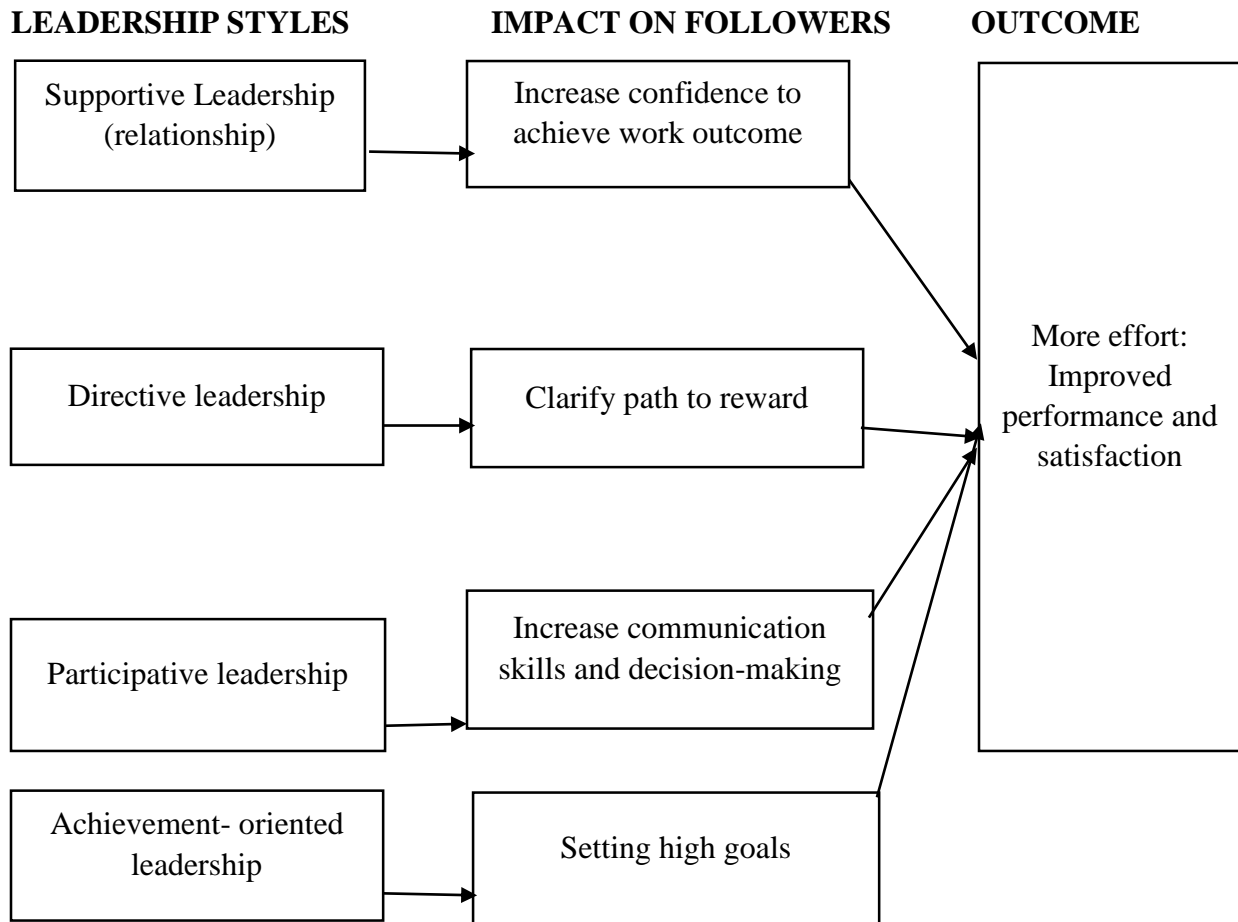


Figure 2.2: Leadership behaviour’s impact on followers (Adapted from House, 1997:423)

The following illustration based on the figures clarifies how a leadership style can be chosen to suit a specific situation. A supportive leadership style is a style that can ne employed by the leaders for their workers who are skillful but lack confidence in performing structured tasks (House 1996:326-327). If a new or uncertain worker has to carry out an unstructured task, a leader must use a directive approach. When a leader wants to consider suggestions of subordinates, it is good for him/ her to employ the participative leadership style (House 1996:326). Lastly, if an unstructured task is to be performed by a skilled follower, a leader must

use an achievement-oriented leadership style intended to show confidence in the follower to motivate him/her to perform well.

The researcher has chosen the path-goal theory to be applied in this study because the theory can help the leader provide the essential information, support and resources over and above what is offered by the official organisation or the employees' environment to effect both employee satisfaction and effective performance. The type of leadership behaviour increases the confidence of the subordinates to achieve work outcomes, clarifies the path to reward and sets high goals to attain high standards of performance. Therefore, in terms of this theory, leaders fulfil their roles by being instrumental in improving the performance and satisfaction of subordinates (House, 1996:338-341).

According to Robbins (2001:318) the situational leadership theory states that there is no best style of leadership suitable for all situations, or a single leadership style which is always the best. Successful and effective leaders adapt their leadership styles to fit the requirements of the situation as is also reflected in the path-goal theory. In addition, Nahavandi, 2006, in Ricketts, 2009:4) states that leaders should make choices appropriate to the kind of leadership style and behaviour they will exhibit in a specific situation. If a leader wants to be effective, the most important element he/she should keep in mind is the leadership style or behaviour appropriate for the situation and to understand the effect of his/her acts. This is applicable to the path-goal theory as well.

House (1996:326-327) identifies four types of leadership behavior namely, directive, supportive, participative and achievement-oriented leadership style.

- The first type pertains to the directive leader who lets followers know what is expected of them, schedules work to be done, and gives specific guidance with regard to how to complete the tasks
- The amount of support and encouragement is associated with supportive behavior where the leaders involve others in two-way communication, listens provide support and encouragement facilitates interaction and involves followers in decision-making

- The participative leader is a leader who uses suggestions of his/her followers who are consulted to make decisions.
- The achievement-oriented leadership style is a style of leadership in which a leader expects his/her followers to perform their jobs to achieve the challenging goals already set using their highest level of performance.

Robbins (2001:325) illustrates the expectations based on the path-goal leadership theory according to the various leadership styles.

- Directive leadership leads to greater satisfaction when tasks are ambiguous or stressful rather than when they are highly structured and well laid out.
- Supportive leadership results in high employee performance and satisfaction when employees are performing structured tasks.
- Employees with an internal locus of control will be more satisfied with a participative style.
- Achievement-oriented leadership will increase employees' expectancies that effort will lead to high performance when tasks are ambiguously structured.

Furthermore, Robbins (2001:325) points out that whenever a leader wants to compensate for a lack either in a worker or the work setting, it influences workers' job performance positively.

2.2.5. Transformational Leadership theory

The transformational leader aimed at motivating his/her team members to make them effective and efficient. This leader is highly visible and uses communication to attain his/her goal by focusing on the group. Furthermore, the leader is always looking for ideas that motivate the organisation to achieve the organisation's vision. Transformational leadership style implies that leaders are expected to provide the vision and direction to the organisation and that they have to strengthen, inspire and motivate followers to work towards a common goal (Al- Hosam, 2012:31-37). According to Tsegay and Wogari (2006:15) transformational leadership has the ability to communicate a vision that inspires and motivates subordinates to attain something unusual or that can be used as the basis for the strategy applied to attain the objectives set.

Above all, transformational leadership is commonly conceptualized as having four dimensions, namely:

- An idealised influence provides a vision and a sense of purpose to elicit respect, trust and confidence in followers.
- Inspirational motivation is the ability to motivate employees to commit to the vision set by their leaders.
- Intellectual stimulation is inspiring followers to change their awareness of problems and promoting their ability to solve problems.
- Individualised consideration requires giving individual attention to assist all persons to feel uniquely appreciated (Gunter, 2001:69).

The four dimensions that make up the transformational leadership style are also considered when investigating the effect of leadership styles on the performance of teachers.

2.2.6. Transactional leadership theory

Transactional leadership is an exchange of something between a leader and a worker so that the leader obtains something from the subordinate in exchange for something else. This is an attempt to satisfy the needs of followers by focusing on exchanges and contingent reward behaviour (Sarros & Santora, 2001:388-390). According to Sarros and Santora (2001:388) the transactional leader produces an understandable structure and offers rewards to obtain the support of his/her subordinates. The transactional leader does not mention punishment, since followers already know that punishment will follow any failure. Sarros and Santora further state that in terms of the transactional leadership style, subordinates are fully responsible for the tasks allocated to them and as far as punishment and reward are concerned, they are punished for their failures and are rewarded for their successes.

One of the differences between transformational and transactional leadership is that transactional leadership has more of a “telling style” while transformational leadership involves more of a “selling style” (Bolden et al 2003:7-8)

While attempting to identify which style is appropriate for principals, the researcher concluded that no single style would be appropriate in all school situations. The leadership theories and styles discussed above are categorised in figure 2.3 below as those that are traditional in nature, such as the trait, behavioural and situational approaches and those that are grouped as new approaches to leadership, namely transactional and transformational leadership.

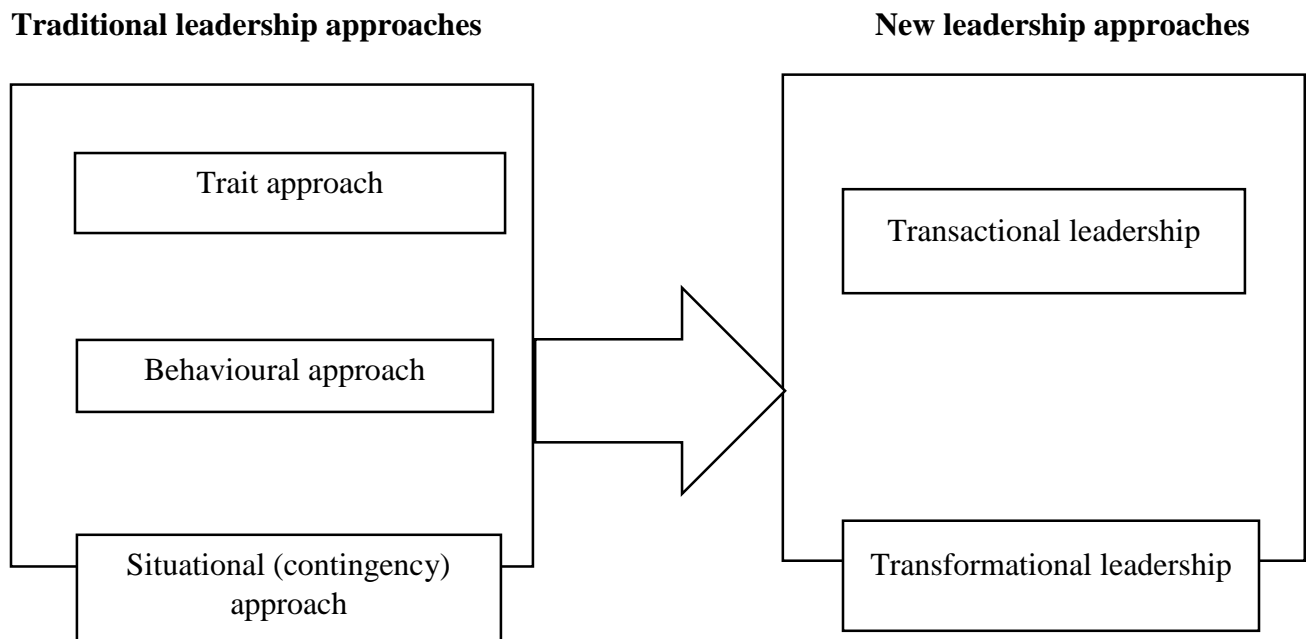


Figure 2.3: The evolution of leadership (Adapted from Hayward, 2005:25).

To conclude, the traditional leadership approaches, namely, the trait, behavioural and situational approaches describe various dimensions of leadership while each has a different impact on leaders and followers, while the new leadership styles were developed to overcome the limitations of the traditional leadership approaches.

The aforementioned information indicated that transformational leadership theory is change-oriented by motivating workers to achieve a goal already set, and transactional leadership is exchange-oriented by receiving something from the subordinate in return for something else. These theories are different from the theory of situational leadership which propounds that there is no style that suits all situations (Hayward, 2005:26-27)

2.3. Principal's leadership style

Adeyemi (2010:84) defines a leadership style is the ability of a leader to get tasks done with the assistance and cooperation of people in a school system. The principal's leadership style has an effect on teachers as well as students.

The three basic leadership styles generally known will be introduced first, followed by an exposition of the path-goal leadership styles.

2.3.1. Autocratic or authoritative leadership style

If a leader exercises an autocratic or authoritative leadership style, he/she shows consistent behavioural patterns involving acting alone and making unilateral decisions. An autocratic leader is a leader who tries to exert powerful authority using reward and coercion to influence his/her followers, focusing his/her attention on the product instead of making human needs the centre of attention (Bogler, 2001:663)

Employees who are not motivated, have no feeling of belonging and they demonstrate no interest in their work (De Cremer, 2006:89). De Cremer further points out that in terms of this autocratic leadership style, all decision-making processes are leader-centred, since leaders do not allow any suggestions or initiatives from subordinates. An autocratic leadership style is successful in providing strong motivation for the leader. This type of style also permits the leader to make decisions quickly as the leader makes decisions for the entire staff and keeps each decision confidential until he/she needs to share the decision.

Some of the advantages of an autocratic leadership style are that activities are usually performed quickly and less time is spent on discussion; stress is reduced due to increased control and there can be a more productive group, while the leader is watching. However, the disadvantage of an autocratic leadership style is that group members do not get a say in decisions and due to this, they cannot develop their skills and knowledge, they might dislike being ordered around, and they become dependent upon their leader (De Cremer, 2006:89)

2.3.2. Laissez-faire or permissive leadership style

Kocker (2009:4-8) explains that a laissez-faire style is adopted when the leader hands over his/her control responsibility to workers and can be considered as a resource person with passive participation. The laissez-faire leadership style gives complete freedom to followers to make decisions regarding any issue in the organisation and to solve any problems they encounter on their own with very little guidance from their leader. However, working on different activities and making various decisions on different issues or topics alone without a leader, leads to low productivity and low job satisfaction.

According to Nsubuga (2008:18) researchers have found that children under delegated leadership, also known as laissez-faire leadership, are less productive than those under autocratic or democratic leadership. This type of leader trusts his/her employees totally and does not focus on the management needs of his/her subordinates. Consequently, complete delegation creates performance problems since the leader does not follow up on subordinates when they are working. Nsubuga further indicates that direction is offered to employees where there is laissez-faire leadership in the organisation. Decision-making processes are left to the subordinates. This type of leadership can be successful where members of a group are highly trained in their own areas of proficiency.

Cocker (2009: 4-8) maintains that advantages of the laissez-faire leadership style are that it leaves the group members free to make their own decisions and perform their activities in the way they like without the direction of the leader. In addition, this leadership style provides group members with an opportunity to be effective if they work jointly in terms of the ownership and accountability it bestows on members, while the disadvantages of a laissez-faire style are that this leadership style could leave group members doing the wrong thing without realizing it and there is less personal growth.

2.3.3. Democratic or Participative leadership style

A democratic leadership style as it describes by Peterman (2000:7-11) is a style that can motivate “humanness,” “teamwork” and “participation” of Democratic or participative leadership is used by leaders to involve employees in the managerial task giving guidance and support. It is also

one of the most convenient styles that allow employees to present their ideas or opinions freely in the organisation for which they are working.

Similarly, Geleman (2007:20) contends that democratic leadership entails a participative leadership style guides employees to participate in their groups and to make decisions. This allows group members to feel engaged in the organisational processes and enables them to feel more motivated and creative.

The advantages of a democratic leadership style are that every group member gets a say and there is a transfer of power from the leader to subordinates which can allow group members to develop their knowledge and skills (Kane & Patapan, 2010:381).

According to Peteman (2000:7-11) the democratic or participative leadership style enables leaders to create a suitable working environment and to facilitate a free flow of ideas in the organisation. Furthermore, the participative leadership style is the best way to have better decision-making and a more effective operation as a result of creative thinking processes of consultation and feedback. This can reduce rates of employee turnover, while the disadvantages of a democratic leadership style are that a great deal of time is spent on discussions and no major decisions are made by the leader alone. Furthermore, every decision can entail such a slow process that it can lead to opportunities being missed or risks being avoided too late.

2.4. Four styles of leadership pertaining to the Path-Goal Leadership Theory

In this study, the researcher opted to use the path-goal theory. As House (1996:326) states , the path-goal leadership was used to design a way by which leaders could motivate and help their employees to achieve goals already set by clarifying the path that the employees should follow.

Particularly, House (1996:326), points out that leaders:

- Clarify the path so subordinates know which way to go.
- Remove roadblocks that are stopping them going there.
- Enlarge the rewards according to the procedure already set.

House (1996:331) explains that this variation in approach will depend on the situation, including the followers' capabilities and motivation, as well as the difficulty of the job and other contextual factors. House (1996:328-341) describes the four leadership styles as follows;

2.4.1. Directive style of leadership

House (1997:410-415) explains that the directive style of leadership entails telling followers what needs to be done by giving them suitable directions. This includes giving the subordinates timetables of specific work to be performed during a specific period of time. In addition, House (1997:410-415) adds that rewards may also be increased as needed and role ambiguity decreased. This type of leadership style may be used when the task is unstructured and complex and the followers are inexperienced (Kemsley, 2011:20).

According to House, the directive leadership style increases the followers' sense of security and control and is, therefore, appropriate to the specific situation. It is also most effective when people are unsure of the tasks they have to perform or when there is a great deal of uncertainty within their working environment. House (1997: 412) states that it occurs primarily "because a directive style clarifies what the subordinates need to do and therefore reduces task ambiguity. furthermore, the relationship between effort and reward is made clear by the directive leadership style and therefore, the anticipation exists that a planned effort will lead to a valued outcome.

2.4.2 Supportive Style of leadership

According to House (1997:469) a supportive leadership style is used when a leader takes the needs of the subordinates into accounts, showing concern for their welfare and creating a friendly working environment. House (1997:449) states that the benefit of this style is to increase the followers' self-esteem and make the job assigned to the followers more attractive. Furthermore House (1997:471) asserts that a supportive leadership style increases the satisfaction and self-confidence of subordinates and also important to reduce any negative aspects present in the situation. However, this implies that supportive leadership would offer very little benefit to those subordinates who are satisfied with their jobs.

2.4.3 The participative style of leadership

It is similar to what has been stated above under the discussion of the democratic leadership style. According to Somech (2005:778) a participative leadership style refers to a leader who discusses work-related aspects with his/her followers and takes their ideas or suggestions into account in order to make a decision and take a particular action. House (1997:409) Points out that this leadership style is best suited to situations when the followers are talented and when their suggestions are needed and when they are able to share their ideas freely. This style would also be effective when the situation is unstructured to control their environment is strong.

However, Somech and Wenderrow (2006:746) indicate that this style will be unsuccessful for those subordinates who like to be given directions in the place where they work and do not perform their tasks in terms of the prescribed outcomes.

2.4.4 Achievement –oriented style of leadership

Achievement-oriented style of leadership is used when the leader sets challenging goals for his/her followers in terms of their tasks and high standards are expected and stipulated. Furthermore, House (1997:469) states that this type of leadership style can be successful when the task is difficult and the environment is vague, and in order to increase the self-confidence that enables the subordinates to attain their goals.

The various path-goal leadership styles (the directive, supportive, participative and achievement-oriented styles) are going to be taken into account in the study to see the effect each style has on the performance of teachers. The roles of the instructional leaders (School principals) are explained below.

2.5 The role of the instructional leader

The principal of a school is known by many titles such as administrator, manager and instructional leader. However, the role of the administrator or the manager, differs from that of an instructional leader in terms of the roles he/she plays. School principals who consider

themselves as administrators and who carry out administrative tasks most of the time are not similar to principals who pride themselves on being instructional leaders and who have engaged in setting objectives to be achieved, identifying and allocating resources for the educational process, developing a curriculum relevant for the level of education checking the lesson plans prepared by teachers (Durfour 2002:12-15) Instructional leaders are also known as learning leaders and are also mostly involved in teaching and learning (Durfour 2002:12-15)

Principals who want to be instructional leaders, need to free themselves from bureaucratic tasks and focus on the improvement of the teaching and learning process. Brewer (2001:5) points out that instructional improvement are an important goal which involves both teachers and students in its achievement. The important effect of leadership style in the instructional and other leadership roles of principals should be evident.

2.6 Managers versus Leaders

The difference between the managers and leaders lies in the fact that managers are mostly appointed to their positions. The ability of the manager to influence others is based on the legitimate power invested in that position. Management is the process of producing a climate in which workers can work and achieve the goal of an organization in an efficient and effective manner (Oplatka, 2004:46). Moreover, a leader focuses on bringing about change, while a manager is more focused on keeping systems going that are in place already. The path-goal leadership theory used in this study also relates to how change used towards better's better performance can be brought about, thus it provides the path to change.

Oplatka (2004:47) further states that in contrast, leaders may either be appointed or come from within a work group. Significantly, leaders have the power to influence others to anticipate before and what should be done before being explicitly instructed. Furthermore, Ramparsad (2004:69) indicates that it is expected that all managers should ideally be leaders. However, she adds that not all leaders have the capacity needed to be successful managers, meaning that all leaders are not necessary good managers. The ability to influence others does not mean that an individual can also plan, organize and control competently, even though all managers should be

leaders. In this study, leadership will be examined the power held by an individual in a group, which provides him/her with an opportunity to exercise interpersonal influence on the group members for mobilizing and directing their efforts towards certain goals.

2.7 Leadership

Institutions in which learning take place, are administered by managers, often known as principals or headmasters. The conditions pertaining to teachers' work environment are influenced by the leadership provided by principals, and it is generally believed that the effectiveness of teachers and the achievement of students are directly influenced by school leadership (Yukl, 2008:718). Tigistu (2012:13) maintains that the following functions have to be used as a benchmark by school leaders to strengthen their effectiveness:

- Develop goals, policies and directions
- Organize the school and design programs to accomplish the goals
- Monitor progress, solve problems and maintain order
- Procure, allocate and manage resources
- Create a climate for personal and professional growth and development

Significantly, leadership is the process by which the behaviour of individuals can be influenced and workers encouraged and rallied to cooperate to attain a common goal (Adeyemi, 2010:84). Moreover, leadership can be understood as the process of leading the group through influencing people's behaviour and is seen as a vigorous and interactive process in which three important parts, namely "leaders," "followers" and "situations" are involved. An effective and proficient leader will motivate his / her followers to strive for an attractive further and will set out to create an environment where the commitment to common goals is of primary importance in terms of persuading people to achieve the goals of the organization and not in of the leader's need for power.

Nakpodia (2009:39-40) describes the term "leadership" as the "process of social influence" during which one person selects, aids and supports others for the achievement of a common goals. It is about creating an environment for employees that contributes to the organization or

makes something worthwhile happen. In fact, leadership is the most important aspect impacting on the success of an organization. The reaching of outcomes through effective leadership is stressed in the path-goal theory that the leader needs to clarify the path to success to followers.

There are four major factors that should be considered regarding leadership, namely the leader, the follower, communication, and the situation (Meddings, 2008:14). These aspects are briefly discussed below.

2.7.1 Leader

(Lord & Meher, 2002:25-122) point out that it is compulsory for a leader to have a truthful understanding of who he/she knows and can do. The following characteristics of leaders are important with regards to the provision of leadership as the characteristic of leaders will impact on their leadership styles: the views of followers, tasks versus people orientation, knowledge, experience, trust in followers and the expectations of followers (Van Niekerk, 2012:306-314). Leaders have different styles of leadership with regards to their inclination to influence followers. In this study the principal's leadership style is the focus of interest, and specifically the House model of leadership which is the framework according to which it will be investigated, to determine its impact on teacher performance.

2.7.2 Followers

The success of a leader is determined *inter alia* by his/her followers and not only by the leader him/herself or by someone else. If the followers lack confidence in or do not trust their leader, they will not be inspired or be able to perform maximally. Importantly, a leader has to convince his/her followers and not him/herself.

Van Niekerk (2012:314) states that a leader has to know the people with whom he/she is working. One of the main tasks that is expected to be performed by a leader is to have a good understanding of his/her followers' characteristics and qualification levels. According to the path-goal leadership model the locus of control, experience and perceived ability of followers needs to be taken into account by the leader (see Figure 2.1).

2.7.3 Communication

A leader leads his/her employees by using communication. Much of the communication is nonverbal, consequently, a leader should pay special attention to the communication process because what and how a leader communicates can build or harm the relationship the leader has with his/her followers (Coombs, 2007:169)

2.7.4 Situation

A leadership style applied in one circumstance will not always be used in another circumstance. This implies that leaders are confronted by different situations. Therefore, the leader has to employ his/her judgment to select the best plan and apply the leadership styles suitable for each situation (Hayward, 2005:25-30). In the path-goal leadership theory the environmental contriving factors and the subordinate contingency factors can be seen as situational factors impacting on leadership style (see Figure 2.1).

The above section implies that a principal influences and inspires teachers to perform tasks assigned to them and to achieve goals already set selecting the best course of action, the style of leadership and two-way communication within the situation confronting the leader and followers.

2.8 A conceptualization of teacher performance

Teachers who work effectively in schools provide services which can greatly contribute to the quality of education. This implies that teachers are the most useful source for any school. Bolin (2007:48) points out that a teacher is someone with good teaching ethics, a definite teaching talent, who knows the subject matter and selects the best teaching methods and therefore is someone who is successful in the teaching and learning process. Moreover, Ladd (2011:238) adds that work experience develops valuable talents which make experienced teachers different from others.

Codding and Smyth (2008: 326) state that the vital factor that enables learners to benefit from the educational system and to be confident in what they are doing is the quality of work done by teachers or in other words their job performance which includes ; fulfilling obligations, reaching achievement and providing encouragement to learners. In addition, Hanushek and Rivikin (2006:1062) indicate that teachers are acting pillars of the school community who support the students, not only to grow and increase their skills and knowledge but also to be the leaders of the next generation development of country.

2.8.1 Factors that affect teacher job performance

The performance of the individual is very crucial in the work environment. Hayward (2005:25) maintains that the effective management of human performance is crucial for attaining the objectives of organization. This performance will not be developed naturally regardless of the worker's inborn natural aspirations to execute the assigned tasks. Therefore, it is compulsory to facilitate and cultivate the desire of workers to perform their work well.

Hayward (2005:25-30) defines the term "Performance" as the product of both ability and motivation (See Figure 2.3 below). He further agrees with the notion that performance is ultimately an individual phenomenon with environmental factors influencing performance primarily through their effect on the individual determinants of performance.

Ricketts (2009:4-7) indicates that human characteristics that impacting on performance can be grouped into four categories, namely, personality, values, abilities and skills.

Personality: Refers to a constant set of psychological characteristics that may change gradually over time.

Values: Life-long preferences that are inherited earlier in life and are considered worthwhile, desirable and right or wrong. Can play a key role to make decisions and solve problems.

Abilities and skills: Ricketts (2009:4) points out that a leader that has certain talents such as abilities or skills, can perform different tasks or jobs. Abilities and skills are not synonymous concepts as abilities are natural and skills are acquired. This implies that a leader can have a natural and stable ability to do something, while his/her skills can be acquired or change through training and experience. Moreover, this shows that a leader can be recruited with specific abilities, but later he/she exhibits the desired skills through training.

The above characteristics are determinants of performance as they have a definite impact on job performance.

Figure 2.3 adapted from Cummings and Schwab (in Hayward 2005:14), depicts some individual performance determinants.

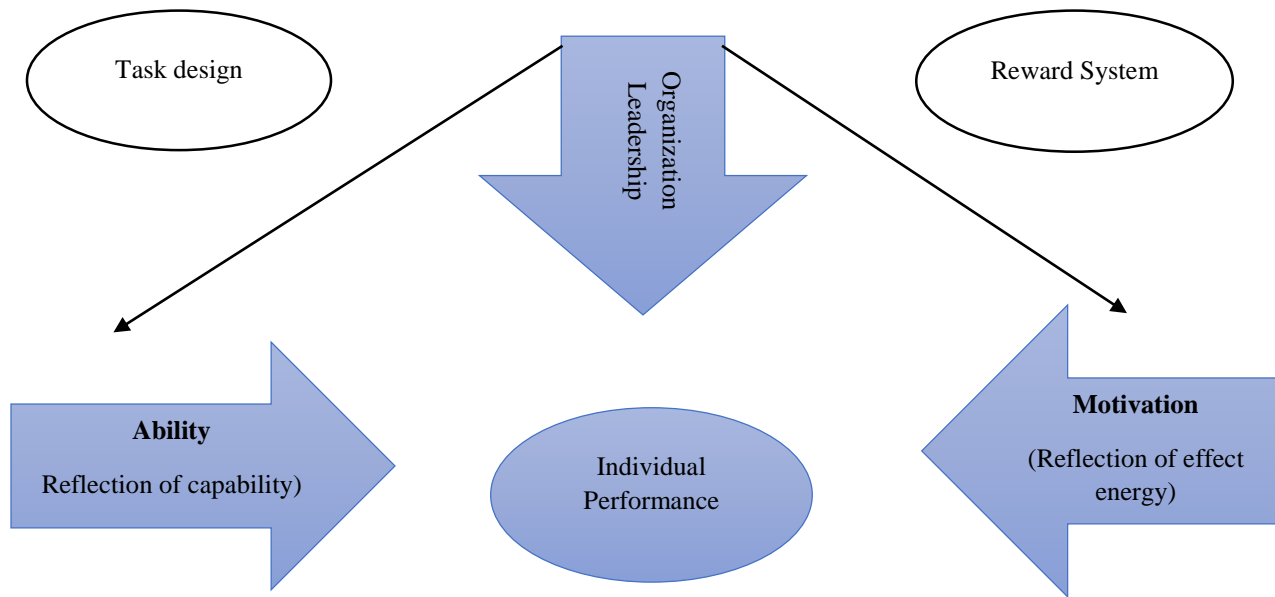


Figure 2.4 : Individual performance determinants (Hayward, 2005:14)

Figure 2.4 shows that ability is a reflection of capability, which includes stable characteristics that forced people to behave in specific ways. Motivation can be reflected in the effort or energy that is active and its features determine how capacities will be used in some activities (Cummings & Schwab, 1973, in Hayward, 2005:14). It can be stated that it is not possible to obtain successful performance without ability and motivation. This implies that the minimum is essential before a worker commences performing any task despite how motivated he/she maybe.

Similarly, a person with more ability not achieve successful job performance if he/she is not eager to put in some effort.

Mullen (2004:278) adds that workplace climate, leadership and socialization are also some of the factors that influence the performance of an individual within an organization.

2.8.2 Leadership and Teacher Performance

In order to evaluate the impact of leadership satisfactorily, the difference between leadership at the top management level of organizations and leadership at other levels should be considered since this evaluation at all levels helps to determine the importance of leadership in relation to job performance.

The primary aim of schooling is to teach students. The performance of teachers related to this task is determined by many factors such as their level of dedication, professional growth, the environment of the school, the existing school culture, innovation ability of teachers and the level of principals' experience (Nsubuga, 2008:6-17).

Teacher job performance can be described either in terms of activities that are performed by teachers themselves during a specific period of time in the school system to reach goals already set by the organization, or as the ability of teachers to make a considerable contribution to the teaching and learning process (Akinyemi 1993, in Adeyemi, 2010:83-93) both the performance and participation of teachers should be examined in the day-to-day activities at a school. Moreover, it is possible to say that teachers behave differently in different situations, thus principals should know their staff well to be able to influence their behavior positively. (Adeyemi, 2010:83-91)

Usdan, McCloud and Podmostko (2000:25-30) point out that the responsibilities of principals entail promoting the effective performance of teachers are performance of teachers. Such types of tasks promoting the effective performance of teachers are performed not only by the principal by the teachers of the departments and teams in the school. The principal must therefore also work through these leaders to influence work performance.

The team leader's role is to provide ongoing support and motivation to his/her team to improve its performance with the aim of attaining high-quality standards for all teachers and students in the school. In line with this argument, Adeyemi (2010:83-91) asserts that various aspects of job performance, such as effective teaching and lesson preparation, the effective use of work schemes, effective supervision, monitoring of students' work and disciplinary ability are aspects on which teachers should focus in order to deliver effective academic performance in schools. In this regard, the performance of teachers can be measured through an annual report of their activities. There are also other means by which job performance of teachers can be assessed with reference to issues such as leadership, supervision, monitoring of students' work, motivation, class control and the disciplinary ability of the teachers.

Assuring excellence in teaching is of the tasks of the tasks of school principals. Which are imperative elements of effective leadership, are to supervise the instructional process and evaluate teachers' skills and the ability to teach, which significant aspects are pertaining to controlling the quality of education. When a teacher is only marginally effective, and the principal does not confront the teacher about the problem, then the principal is also underperforming. According to Price (2000:185), the main reasons for evaluating or measuring performance are to promote the development of each person; to identify a variety of activities that a person is able to perform; to identify development needs of the individual; to improve performance; to determine the placement, transfer, or promotion of a teacher.

Yukl (2008:719), leadership has been identified as one of the specific types of job performance measurements. Job performance refers to the behavior that is anticipated to add to the success of an organization. Akram, Raza, Khaleaq and Atika (2011:32-33) argue that teacher performance is indicated as an output of the ability and motivation of teachers. According to Akram et al. (2011:33), the performance of teachers can be affected by internal and external factors. It is, however, difficult to attach any hierarchy of significance to these factors, as every teacher has his/her own qualities that make him/her different from others. The external factors will include the particular community and school system in which the teacher is employed, the school itself, the grade policies of the school and the expectations of students and their parents. They further indicate that the internal factors include an individual teacher's beliefs about how children learn

most effectively, the teaching methodology he/she selects, his/her own preferred ways of thinking, acting and seeing the world, learners and learning, plus the availability of resources both human and physical. Hayward (2005:25-30) affirms that despite the motivation of employees to perform, it is necessary to focus on problem that might affect the workers' performance. These problems or factors can be the results of underdevelopment competencies, inappropriate goals or lack of feedback about performance.

Kim and Brymer (2011:1020) affirm that an increase in job satisfaction can lead to improved job performance. Many diverse intrinsic and extrinsic motivational factors can inform teacher job performance. These factors can be classified into the following five main categories: the classroom atmosphere and discipline, leadership, organizational practices, planning and monitoring and evaluation. Money, non-monetary benefits, the school environment, the support of supervisors, learners and their parents and administrative staff are some more of the factors that can affect the performance of teachers. Other factors that influence teacher performance are management styles of school principals, the way the teachers communicate with each other, the involvement of the teachers in decision-making, and talents of the teachers which are important to perform different activities. More factors include the importance that is given to the job to be performed, the rights that employees have, respect, achievement, feedback and job responsibility, the way the teachers are promoted and the types of activities to be performed (Kim & Brymer, 2011:1023-1026).

Mulukeen, Chapman & Dejaeghere (2007:1826) state that one has to understand the factors associated with the development the factors associated with the development of quality teachers as a factor affecting work performance how these factors can affect and be affected by each other and how they can be charged, whenever there is an alteration in the circumstances, should be more central to the discussion. They further add that when we say that remuneration is one of the factors, it should be noted that evidence suggests that increased salaries alone would be unlikely to improve the quality of the teaching force significantly.

2.8.3 Performance indicators used to measure teacher performance in this study

The performance indicators chosen by the researcher to measure teacher's performance relate to a teacher's performance regarding classroom atmosphere and discipline, organization, planning, monitoring and evaluation, and leadership. These have been selected by the researcher as the constructs for the compilation of the questionnaire on teacher performance as they relate to the general management tasks to be performed by all teachers in classrooms in order to perform optimally.

2.8.3.1 Classroom atmosphere and discipline

Teaching and working conditions of teachers have a direct effect on teachers' ability to educate students appropriately. Therefore, it is possible to say that the future of a country is also affected by the working conditions at schools. The teacher needs to feel comfortable in his/her workplace, which is the school and more specifically, the classroom. It is very important to note that interpersonal relationships between the teacher and the principal and also between the teacher and the students play an important role in the teaching and learning process. Various principals know that there are variations and differences in the levels of control implemented by different teachers. While a disciplined environment is preferred by some teachers, others have a preference to create an enjoyable classroom atmosphere where students feel safe to take risks and be creative (Ladebo, 2005:355). In spite of these differences, a teacher's ability to maintain a good classroom atmosphere and discipline are important markers in the evaluation of their success.

Teachers' working conditions include aspects such as the workload, compensation, school support for teachers' professional development, school decision-making, school safety, students' readiness to learn and public respect for teachers (Ladebo, 2005:355). These issues are relevant to be taken into account by teachers in order to assist teachers in creating a conducive classroom atmosphere.

According to Moye, Henkin & Egley (2005:266-270) the school climate to the relationship that exists between teachers and students and also a teacher's relationships with other teachers, senior

staff and the school principal. Every school has its own culture which has an effect on the extent to which teachers and students succeeded in the teaching and learning process. Hanushek and Rivkin (2007:70) believe that if teachers have a supportive working environment favorable to the teaching and learning process there will be better student achievement. Similarly, empowering teachers can also be considered one of the strategies which are important to improve student's achievement, even if the relationship between the empowerment and performance of teachers is not straight forward. One of the aspects that teachers needs to be empowered on specifically is that of creating and maintaining a good classroom atmosphere and discipline. Rivkin, Hanushek and Kain (2005:447) believe that students and parents often refer to differences in teacher's quality and act to ensure placement in classes with specific teachers. The researcher argues that quality teachers maintaining excellent job performance will be those who maintain good discipline and a work friendly atmosphere in their classrooms.

2.8.3.2 Organization

Classrooms organization has the positive impact on teaching and learning. This implies that the classroom should be organized around the way teachers and students teach and learn respectively. If the rules and routine of the classroom are clear and agreed upon, freedom of the teachers to teach and for the learners to learn can be increased by organization (Mekelle University, 2011:21-29). According to Fry, Ketteridge and Marshal (2008:8-10) point out that good classroom organization provides teachers with more time to study the learners' learning difficulties and to plan suitable learning objectives. Classroom organization also focuses on the physical environment.

Importantly, teachers place furniture, learning centers and materials strategically in order to optimize learners' learning and to reduce distractions (Mekelle University, 2011: 7-10).

According to Crombie Pyke, Silverthorn and Piccinin (2003:51) furniture arrangement, the location of materials, displays, fixed elements and decorating the classroom with students' work are all part of the organisation. The arrangement of furniture is important to promote interaction and help teachers to have comfortable areas for working. Students need should be considered in arranging the classroom, for example, having space for wheelchairs and having walkways so that

students can have access to materials with minimal disturbances to others. Classroom organisation should allow teachers to move freely around the classroom to monitor students progress. (Crombie, et al 2003:71). Above all, good classroom organisation promotes better work delivery by both teachers and learners.

2.8.3.3. Planning

Planning is very essential for both the veteran and the novice teachers to make decisions on the basis of the learners, the content and the context of teaching and learning.

Meo (2008:21-30) points out that planning continue after the teachers meets and interacts with his students. An affective teacher does much more than share his/her knowledge with his /her students. Successful teaching starts from a plan to create a good and respectful relationship between teachers and students. It is very important for the new teacher to plan and prepare for managing various activities. One of the important aspects with regard to planning is that it makes a teacher's teaching experience an existing and challenging journey and reduces the chance of any costly, detours. Educational planning has specific characteristics such as the primacy of planning, the pervasiveness of planning, the mission - oriented nature of planning and the future – oriented nature of planning (Wiggins & McTighe 2000:57).

According to the researcher, a good teacher is also a good planner. The characteristics of good planning briefly provided below.

The primary of planning: Planning is the first step in teaching for a teacher. It takes precedence over all other tasks and is one of the activities of a teacher that should be carried out before the teacher goes to the classroom.

Planning is pervasive: Planning is done everywhere, at primary, secondary and university levels. Wherever a teacher wants to do something, he/she should prepare plans before starting to do the task.

Planning is mission – oriented: Planning is goal oriented. It is prepared in order to achieve goals or objectives already set.

Planning is future – oriented: It is the process of deciding beforehand what is to be done, when it is to be done, how it is to be done and who can do it.

Furthermore, Chandler (2000:10) adds that there are certain steps to be followed by teachers to plan what they teach. These are:

- Considering the overall objectives for the subject.
- Checking whether the subject's objectives fit into the overall educational aims and graduate profile.
- Understanding what the aims means in terms of what the teacher expects students to achieve in the subject and the level at which the objectives achieved.
- Identifying which learning, teaching and assessment activities will help students to achieve the subject aims.

According to the researcher, planning is fundamental to effective teaching, and therefore needs to feature in any performance management system for teachers.

2.8.3.4. Monitoring and evaluation

Puamau (2006:31) indicates that after a plan has been developed, it is important for teachers to have a monitoring system in place to measure the achievement and to see if it has been implemented and whether outcomes have been achieved.

Monitoring and evaluation are how data from projects or programmes are gathered systematically for diverse reasons, such as to share experience, to enhance future assignments, to be accountable for the inputs and outputs and to consider the decision which are important to future initiative (UNDP, 2009:99).

Monitoring is a periodically recurring duty already included in the plan prepared by teachers. It is believed that documented experience and procedures are always effects of monitoring which can be used as a foundation to guide decision – making and education procedures. (Crawford &

Bryce, 2003:363). In addition, UNDP (2009:99) states that monitoring is used by people to check their progress against plans and it entail an analysis of information to compare the progress against plans already set. According to Crawford and Bryce (2003:363) the data obtained during monitoring are used to evaluate what is desired as evaluation is used to assess a course already offered as analytically and objectively as possible. In addition, during an evaluation, the data are scanned that can assist a teacher to develop a course of the subject matter to be taught in future.

Monitoring is essential for evaluation. Information from previous activities and processes can be utilized in evaluation in order to understand the ways in which the course to be taught is developed and can be inspire change. (UNDP, 2009). As effective monitoring and evaluation is a key effective teaching, this is cardinal aspect in teacher job performance.

2.8.3.5. Teacher leadership

Teacher leaders assume roles such as resource provider, instructional specialist, curriculum specialist, classroom supporter, learning facilitator, mentor, school leader, data coach, the catalysts for change and finally as learners themselves (Harrison and Killion, 2007:14). Each role is briefly explained or defined in the following way.

- Resource Provider: Teacher leaders share instructional resources with their colleagues (Harrison & Killion, 2007:24).
- Instructional specialist: Teacher leaders support their workmates to implement effective teaching strategies (Harrison & Killion, 2007:24).
- Curriculum specialist: teacher leaders have to understand subject content and identify how various components of curriculum link together.
- Classroom supporter: teacher leaders support their colleagues in classroom work to implement new approaches.
- Teachers leaders make professional learning opportunities easy for staff members.
- Another role of a teacher leader is to serve as a mentor to novice teachers. This implies that teachers' leaders advise new teachers.
- Teacher leaders represent the school at community or district level.

- Teacher leaders also assume the role of leading conversations that engage their colleagues in analyzing and using information to strengthen instruction.
- Teacher leaders are ready to bring change to their schools. They are visionaries who are always looking for a better way of doing things.
- Harrison and Killion (2007:74) point out that the role which is the most important that teacher leaders fulfill is that teachers are learners.

They always try to improve themselves to help all students achieve the required goals.

Some important teacher performance indicators were discussed namely how teachers must perform to create a desirable classroom atmosphere, organize, plan, monitor and lead in their classrooms. The researcher chose to use them a performance construction in the self – constructed questionnaire to measure teacher performance.

Below follows the relationship between teachers and principals in the process of teaching and learning.

2.9. Teacher – Principal Relationships

The relationship that exists among principals and teachers varies from school to school. The relationship between principals and teachers can differ considerably even among a principal and the various teachers of the same school. This relationship can affect the success of students and the operation of the school as a whole (Edgerson & Kritsonis 2006:2). This impacts on teacher performance.

DePaul (2000:11) maintains that the principal has an important role to play in the school environment as he/she to lead a group of professional certified teachers and coordinate a group of trained people. In this position, the principal establishes significant relationships with the staff. According to Edgerson and Kritsonis (2006:2) principals can improve the perceptions teachers have regarding their roles by having a good relationship with them. When there is significant interaction between principals and teachers, this helps teachers to feel better about themselves and makes them more effective in the classroom. In addition, good relationships between a principal and a teacher also enable teachers to consider principals as supporters and facilitators to

render the teachers effective in the classroom and to feel accountable for the teaching and learning process.

Teachers, students and the school community consider their principals as their role – models. Therefore, it is reasonable to expect that teachers who have a good relationship with their principals will try hard to emulate the behaviour of their principals (Davis & Wilson, 2000: 349). Davis and Wilson (2000: 349 – 350) also add that the principals should also strive to have strong relationships with their teachers by creating conducive working conditions and establishing a successful teaching and learning culture.

Good relationships between the teachers and their principals are particularly important for novice teachers or for teachers who do not have teaching experience. Importantly, the turnover rate of teachers can be influenced powerfully when principals provide expert's assistance to a teacher who has started teaching recently or to newly employed teachers during the early years of their occupation (Ingersoll, 2001:499).

If the relationship the teachers have their principals is open, collaboration and helpful, it will increase the willingness of teachers to be involved in decision – making. Teachers will be interested, encouraged and stimulated to perform the activities assigned to them when teachers and principals have a strong affiliation (Mengistu 2012:56). Teachers who are not satisfied with their job and the relationship they have with their leaders are affected negatively, while the students are also adversely affected by such as unfavorable factors. In addition, Edgeron and Kristsonis (2006:2-5) reveal that teaching staff who regard their leaders as stimulating and supporting take responsibility and accountability for student achievement. DePaul (2000:12) states that principals and teachers frequently work as a team, whenever they want to deal with major discipline problem, parental issues and also in achieving annual progress. The researcher is of the opinion that good relationships between the principals and teachers impacts positively on work performance and furthermore, that the choice of leadership style will contribute towards good relations.

Wahlstrom and Louis (2008:488) point out that a further significant component of relationship is trust, which assists principals and teachers with building greater success in the school environment. They further add that trust is imperative whenever schools' leaders want teachers to follow and support their efforts. The relationship the teachers have with the parents and the community will be discussed briefly below as this also impacts on the performance of teachers.

2.10. Teachers relationship with parents

The relationship that exists between teachers and parents is very important for teachers and parents as well as learners as the beneficiaries of education (Keye, 2001:156). It is most beneficial when the parents have strong relationships the teachers have with parents help to make them successful at their jobs, while the parents have an advantage with respect to the quality of education of their children (DePaul, 2000:7). Knopf and Swick (2007:294) indicate that such a positive partnership between teachers and parents can exist when the teachers are respected by the community that lives in the vicinity of the school where the teachers work. This is one of the factors that improve the satisfaction of the teachers, however the communication gap between teachers and parents might increase if teachers do not respect parents and do not allow them to participate on issues regarding schools. Furthermore, the gap between teachers and parents may cause job dissatisfaction among teachers, thereby impacting negatively on teacher performance (Keyes, 2001:158).

2.10.1. Involvement of the Community in education

The school managers should apply leadership to increase the participation of society in the process of education. It is very interesting to note that the achievement of the goal of improving teaching and learning partly depends on the involvement of the community (Atsebeha, 2015:24). He further believes that the attainment of a school's objectives would not be possible without the contribution of the community. Therefore, attention should be given to community participation to promote the educational development of schools in general and senior secondary schools in particular. The community is expected to contribute to the improvement and upgrading of school facilities. All schools are expected to establish links with the local community. The involvement of parents is important as this can help to increase the attendance of students, generate extra

money for the school, serve as a means for creating accountability for the management of the school and they can support the teachers to create good citizens for the country. Agbo (2007:6) points out that it can be challenging for principals to build good relationships with the community, particularly as the community may have no ideas of what is going on in the school or what is needed in terms of teaching. The involvement of the community in a direct and indirect way in education can enhance the works of teachers.

2.11. Conclusion

This chapter discussed the different types of leadership theories and styles. Various leadership theories, styles and additional factors pertaining to leadership that have an influence on followers' performance were discussed to indicate that it is possible to use appropriate types of leadership styles to enhance the performance of teachers with reference to the environment or situation of the school where the teaching and learning process takes place. In addition, the chapter tried to present the relationships teachers have with principals, the parents and the community and the problems teachers encounter if they do not have a strong relationship with these entities as this will also impact on their performance. Furthermore, this chapter also discussed the important indicators of teachers' performance.

The next chapter presents the research approaches research methods, data collection and data analysis.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1. Introduction

This chapter presents the research design outlined by the researcher, and focused on the approaches and methods used to collect data in order to provide answers to the research questions. The questionnaires and interviews were discussed as the methods of collecting data in this study. The researcher considered the ethical issues as well as reliability and validity. Data analysis was also done. The chapter concluded with the limitations, that are the challenges which the researcher encountered in collecting data.

3.2. Research design

According to Creswell (2014) a research design is a blueprint or detailed plan for how a research study is to be conducted. A research design shows which individuals will be studied as well as when, where and in which context. The design is either qualitative, quantitative or a combination of the two designs, referred to as triangulation. A design can be defined as a procedure or guideline for doing something under certain conditions (Lankshear & Knobel) in Maree et al (2013:81). Maree et al (2013:81) state that a design is a plan of how one intends to accomplish a particular task, and in research this plan provides a structure that informs the researcher as to which theories, methods and instruments the study will be based on. It involves planning and executing a research project, starting with the identification of the problem and progressing through to analysis of data. It is therefore a plan or structure for selecting participants, research sites and data collection procedures to answer the research questions. The aim of the research design is to provide credible results.

This study was carried out at five (5) selected schools in Oshana Region, Northern Namibia. These are sixty (60) senior secondary schools in Oshakati Circuit. The participants were five (5) principals and fifty (50) teachers from the selected senior secondary schools in Oshakati Circuit. In this study, the researcher employed the mixed method design. This implies that he combined the qualitative approach and the quantitative approach in collecting data from the participants. In

this study the qualitative approach was employed as five (5) principals were interviewed, while quantitative approach was used as sixty (60) teachers completed the questionnaire.

Maree et al (2013:88) indicate that a mixed methods design is a flexible research design that combines qualitative and quantitative research approaches in a single study or a multiphase study. These approaches complement each other when used together. The mixed method is used when the focus is on both the breadth and depth of a particular problem.

Qualitative approach

Qualitative research deals with the underlying qualities of subjective experiences and the meaning associated with phenomena. By using qualitative data collection methods, the researcher obtains a richness and depth of data gathered from complex and multi-faced phenomena in a specific social context (Maree et al 2013:173). Neuman (2011:424) in Maree et al (2011:424) points out that a researcher attempts to capture all the details of social setting in an extremely detailed description and convey an intimate feeling for the setting and the inner lives of the people in it.

In this study the researcher employed the qualitative approach and this gave him the golden opportunity to interact with the principals in their educational settings.

Quantitative approach

The quantitative approach was used in this study. This implies that the researcher was guided by the established set of procedures and steps. As a result, the researcher had chosen the quantitative method as part of a pre-established design before data collection McMillan and Schumacher (2001:16) state that in quantitative studies there is an established set of procedures and steps that guide the researcher. In this study the questionnaires were used to collect data from the teachers at selected senior secondary schools. The researcher opted a quantitative method which seeks to establish relationships and explain causes of change in measured social facts. On the other hand, a quantitative research was opted to enable the researcher to detach from the study to avoid bias.

Sarantakos (2003:44) points out that because quantitative research works on the principles of natural sciences, i.e. objectivity and neutrality, research objectives are seen as scientific objects and are treated as such. Respondents are therefore treated as objects and as information or producers of data.

In the following paragraphs the researcher gives a brief overview of the research method that relates to his research, namely, a case study.

Case study

Sarantakos (2003:91) defines a case study as an empirical inquiry that investigates a contemporary phenomenon within its real-life context when the boundaries between phenomenon and context are not clearly evident; and in which multiple sources of evidence are used. Case study research involves studying individual cases, often in their natural environment and for a long period of time.

Case study is understood to be a decision regarding what is to be studied, not a methodological decision, although it also guides how an inquiry is to be conducted from any theoretical approaches (Stake,2005 in Maree et al 2013:83). Simons (2009:21) in Maree et al (2013:83) reports that a case study is an in-depth exploration from multiple perspectives of the complexity and uniqueness of a particular project, policy, institution, programme or system in real life context. It is research-based, inclusive of different methods and is evidence-led. Therefore, the purpose of a case study is to understand the case in-depth in its natural setting, acknowledging its complexity and context.

In this

study, the case study approach has been chosen as it provides a unique example of real people and events in real situation, which might enable the reader to understand ideas more clearly than simply by presenting them with abstract theories and principles (Cohen et al 2000:181). A case study strives to portray what it is like to be in a particular situation to catch the close-up reality and thick description of participants' lived experiences of a situation and their thoughts about

and feelings for a situation (Cohen et al 2000). In order to reinforce these ideas in this study, the researcher allowed the respondents to complete the questionnaires to the best of their abilities rather than to be largely interpreted, evaluated or judged by him. On the other hand, the researcher was trying to avoid bias by not influencing the interviewees during the interview session.

3.3 Data Collection

According to Creswell (2011:171) the basic idea of collecting data in any research study is to gather information to address the questions being asked in the study. In mixed methods research, the data collection procedures consist of several key components: sampling, gaining permissions, collecting data, recording the data and administering the data collection. In mixed methods research, the data collection needs to proceed along two strands: qualitative and quantitative.

In this study, the combination of qualitative and quantitative approaches was used to address the research questions. Each strand has been fully executed with persuasive and rigorous approaches.

The study proposes to answer the following questions:

Main question

- Which management and leadership styles are most commonly used by principals of senior secondary schools in the Oshana Region and what are their effect on the performance of teachers?

Sub-questions

- Which leadership styles do the teachers of senior secondary schools in the Oshana Region commonly observe on their Principals?
- How do Principals of senior secondary schools in the Oshana Region perceive the performance of their teachers?

- How do teachers perceive the effect of the leadership styles adopted by their school managers on their performance?
- Which leadership styles have the positive effect on teachers' performance in senior secondary schools in the Oshana Region?

3.3.1 Study Population

Wiid and Diggines (2013:186) define a population as the total group of people or entities from whom information is required. In addition, Maree et al (2013:69) state that a population generally consists of all the people that researchers are interested in studying. However, it is usually not possible for researchers to include all members of the population of interest in their research. Therefore, a sample which is a subset of the population is selected instead.

The study population of this research could have been all the principals and teachers in Oshana Region, Northern Namibia. Due to the vastness of the region and the higher number of principals and teachers, the researcher sampled only five (5) principals and sixty (60) teachers from senior secondary schools at Oshakati Circuit one of the five (5) circuits in Oshana Region to be the participants of the study.

3.3.2. Sample size and techniques

Maree et al (2013:69) define sample as a subset of the population. This sample group is normally much smaller than the total number of people in the population, but is usually intended to be representative of the original population group. Two main types of sampling strategies are frequently used in research. These are probability sampling and non- probability sampling.

According to Sarantakos (2003:139) sampling is a process of choosing the units of the target population which are to be included in the study. In addition, Maxwell (2005) defines sampling as decisions about where to conduct the research and whom to involve an essential part of the research process. He further adds that sampling usually involves people and settlements, events and processes.

In this study, the researcher employed both the probability and non-probability methods to select the participants. In selecting sixty (60) teachers the researcher used the simple random sampling which is a probability sampling method. The method is used because the findings of the study need to be generalized to the larger population.

Du Plooy-Cilliers et al (2014:138) points out that a simple random sample is the most basic type of sampling method. It can be used when each element of the population has same and equal chance of being selected to be a part of the sample. The sample is drawn following a precise procedure so as to reduce the influence of bias. In selecting the teachers, the researcher used the simple random sampling.

In selecting five (5) principals the researcher used the purposive sampling which is a non-probability sampling method. The researcher has chosen the principals with purpose because they are the part and parcel of management and leadership therefore, they are well informed about the topic under discussion.

With purposive sampling, the researcher purposefully chooses the elements that he/ she wish to include in his/ her sample, based on a set list of characteristics. The researcher looked at his/ her population and his/ her research question, and determine what characteristics from the population are important from the research.

3.3.3. Research instruments

In this section the researcher describes how and why he adopted for the questionnaires and interviews as appropriate tools to collect data.

Questionnaire

In this study, the closed questionnaire were used to collect data from the sixty (60) teachers at five (5) selected senior secondary schools. Sarantakos (2003:223) states that the use of

questionnaires is very common in the social sciences. In most cases questionnaires are employed as the only method of data collection. In other cases, they are used in addition to other methods. In other cases, they are administered to the respondents by mail or personally by the researcher.

In this study, the researcher opted to use the questionnaire as the method to collect data due to the following reasons:

- The questionnaires produce quick results
- The use of questionnaires promises a wider coverage, since the researcher can approach respondents more easily than other methods.
- Last but not least, the researcher wanted to minimize the bias in the study.

McMillan and Schumcher (2001:257) state that a questionnaire is relatively economical, has the same questions for all subjects and can ensure anonymity. This implies that questionnaires can use statements or questions, but in all cases the subject is responding to something written for specific purpose.

Sarantakos (2003:224) confirms that questionnaires are less expensive than other methods. They produce quick results, questionnaires can be completed at the respondent's convenience. They offer less opportunities for bias or errors caused by the presence or attitudes of the interviewer. In this study, the closed-ended questionnaires were used (see appendix E).

Interviews

The interviews were also used as the second method to collect data in this study. This means that five (5) principals of the sampled senior secondary schools were involved in the interview. The interview was about how the principals perceive the performance of their teachers and which leadership styles have the positive effect on teacher performance. The semi-structured interview questions were designed for the principals (see appendix D).

The greater advantage of the semi-structured interview is its flexibility. Stones (1998:152) points out that the great advantage of the semi-structured interview is its flexibility, in this type of

interview the ordering of questions is less important and the interviewer is free to probe any interesting areas that arises.

Mckernan (1996:128) also confirms that the interview has advantage as it allows the interviewer to probe areas of interest as they arise during the interview. The interviewer can also observe the setting in which the interview is conducted which may have enormous bearing upon the responses.

3.3.4. Research Procedure

In this section the researcher provided a detailed description on how the study was carried out.

After sampling the participants of the study, the researcher complied the research tools, namely the questionnaire and the interview schedule. In order to ensure validity and reliability in the study, the pilot study was conducted as one (1) combined school in Ompundja Circuit one of the circuits in Oshana Region. Five teachers completed the questionnaire, while one principal and one head of department were interviewed. After the pilot testing the researcher did the data analysis. The pilot study gave the golden opportunities to modify the research tools in advance. This implies that the researcher made the necessary changes in both the questionnaires and interview questions, (Du Plooy-Celliers 2014).

According to Jeijlingen Hundley, 2000 in Du Plooy – Cillers et al (2014:257) the researcher can modify his/her measurement based on the feedback and information he/she gained from his/her pilot study. A pilot study can also help the researcher ensure that there will be a common understanding of the terms used in his /her measurement instruments.

After modifying the research tools, the researcher went to the real sites to collect data from the principals and teachers. All the closed-ended questionnaires were administered by the researcher himself. All the sixty (60) teachers had completed the questionnaires designed for them. This implies that all the sixty questionnaires which were distributed were completed.

In this study, the interview consisted of open-ended questions and the participants expressed themselves clearly. More probing questions were asked to allow the interviewees to express their feelings and to give the participants more time to think. During the interview the researcher was taking notes based on the participants responses. This implies that the researcher asked the questions and entered the answers on a response sheet.

3.3.5. Reliability and Validity

According to McMillan and Schumacher (2001:244) reliability refers to the consistency of measurement, the extent to which the results are similar over different forms of the same instrument or occasions of data collection. Another way to conceptualize reliability is to determine the extent to which measures are free from errors.

To ensure the reliability of the questionnaires and interviews of this study, both the questionnaires and the interview schedule were pilot tested. This implies that the questionnaires for the learners and the interviews for the principals were pilot tested at one combined school at Ompundja Circuit, one of the five (5) circuits in Oshana Region. Five teachers and one principal and one head of department were involved in the pilot study. This implies that five (5) teachers completed the questionnaire, while one principal and one head of department were interviewed.

The participants in the pilot testing for both the questionnaires and interviews were selected purposefully and conveniently in order to meet the needs of the study and for accessibility. The researcher chose them because he hoped that they would provide him with necessary information. Another reason was that the researcher had easy access to them.

As a result of the pilot interview and completing of questionnaires, the researcher learned that he needed to reduce and rephrase some of the questions. He also learned that he needed to probe to get in-depth information during the interview.

McMillan and Schumacher (2001:267) state that it is highly recommended that researchers conduct a pilot test of their questionnaires before using them in the study. De Nos et al

(2002:337) confirm that the pilot study allows as the researchers to focus on specific areas that may have been unclear previously, or test certain questions. By testing the nature of questions in the interview schedule or in questionnaires in the pilot study, the researcher is able to make modifications with a view to qualifying interviewing during the main investigation. They further added that a pilot study also contributes to the establishments of relationship with the respondents or with the community.

Mcmillan and Schumacher (2001:239) define validity as a judgment of the appropriateness of a measure for specific inferences or decisions that results from the score are generated. This implies that validity is dependent on the purpose, population and situational factors in which measurements take place. The findings of the research are directly related to the measure selected.

To ensure the validity in this study, first the researcher clearly defined the inferences and decisions that were made from the results. The researcher also minimized the amount of bias by not influencing the participants in his own image and not seeking answers that support his perceived notion. This means that the teachers were allowed to complete the questionnaires to the best of their abilities. The principals who were interviewed were also allowed to express their views freely. Cohen et al (2001:21) state that the most particular way of achieving greater validity is to minimize the amount of bias as much as possible. The sources of bias are the characteristics of the interviewer, the characteristics of the respondents and substantive content of the questions.

3.3.6. Data analysis and presentation

Bogdan and Biklen (1982:154) indicate that data analysis involves working with data, organizing it, breaking it down, synthesizing it, searching for patterns, discovering what is important and what is to be learned and deciding what one will tell others. Seliger and Shohamy (1989:201) describe data analysis as a sifting organizing, summarizing and synthesizing the data to arrive at the results and conclusion of the research.

In this study, data collected were in form of completed questionnaires and notes taken during the interviews. The researcher then identified the themes that formed the final basis of data analysis (see chapter 4). This implies that the researcher analyzed the data using the comparative method. The data were presented on the frequency tables indicating the findings of the study. Eventually, data were interpreted and discussed supported by the information from the literature review.

3.3.7. Ethical consideration

Ethics has been defined as acknowledging and respecting the rights of others. The definition related to the current research, suggests that ethics is directly related to access and acceptable, as well as anonymity and confidentiality (Cohen et al 2013:84). Moreover, most of the time, ethics is linked to moral and deals with matters regarding right and wrong that exist among groups, society and communities. It is important to take note of the following ethical issues, informed consent, access and acceptance. This means that when research is conducted through an institution, such as university or school, approval to conduct the research should be obtained before any data is collected (McMillan & Schumacher, 1997:195).

3.3.7.1. Gaining access to the site

Before the commencement of the study, permission was requested from the Regional Director of Education of Oshana Region to conduct the research in schools under her jurisdictions (see Appendix A). Permission was also requested from the principals of the sampled school to carry out the research in their respective schools (see Appendix C). The copies of the cover letter were also attached to the questionnaire in order to provide the information to the respondents about the researcher and his studies (see Appendix D &E).

3.3.7.2. Anonymity and confidentiality

Since it is very important that anyone involved in research should be a willing participant, the researcher notified the research participants ahead of time that he wanted an appointment with them, where he also explained the purpose of his study and its importance. The researcher also

explained to the participants that their identity would not be revealed in the study and that it would remain anonymity.

McMillan and Schumacher (1997:195) state that information about subjects must be regarded as confidential unless otherwise agreed through informed consent. This implies that only the researcher has an access to names and data.

3.3.7.3. Informed consent

Diener and Crandall (in Cohen et al 2000:51) indicate that informed consent can be defined as the procedures in which individuals choose whether to participate in any investigation after informed of the facts that would be like to influence their decisions. In order to enforce the ethical requirements in this study, the researcher gave the participants sufficient information about the study in a simple way so that they understand what should be involved, thereby enabling them to exercise their rights to make informed decision whether or not to participate in the study. The researcher also gave the participants an opportunity to ask questions about the study to help them decide if they wanted to take part. The researcher also informed the participants that he needed to carry out the research with the purpose of justifying and fulfilling the requirements of his studies.

3.4. Limitations of the study

The study was carried out at five (5) senior secondary schools in Oshakati Circuit, Oshana region, Northern Namibia. Although the principals of the sampled senior secondary schools accepted the researcher's request, it was not easy to meet them due to their full schedules. Many appointments with the principals were postponed. Some principals of the sampled senior secondary schools were hesitating in participating in the interviews.

Some teachers were not satisfied for being selected randomly, therefore they delayed the completion of the questionnaires. The researcher went to schools three times to persuade the

teachers to complete the questionnaire. However, the participants provided relevant information which led to the completion of the study.

3.5. Conclusion

This chapter has described the research design outlined by the researcher, and focused on the methods used to collect data in order to answer the research questions. The questionnaires and interviews were discussed as the methods of data collection for this study. The research considered the ethical issues as well as reliability and validity. Data analysis was also dealt with.

The next chapter presents and interprets the research findings.

CHAPTER FOUR

PRESENTATION AND INTERPRETATION OF THE FINDINGS

4.1. Introduction

Chapter four reports the results of the research and describes the statistical analyses of the resulting data. The purpose of presenting the results and discussion was to examine and clarify the leadership styles of principals as perceived by the principals and evaluated by the teachers and the effect of these leadership styles on teacher's performance.

The chapter is structured to firstly reintroduced the research questions of the study, and secondly, to report on the quantitative as well as the qualitative analysis of results that provide answers to these questions. The analysis of the data includes exploratory and more advanced techniques.

4.1.1. Recapitulation of the research questions of the study

In this study, the main research question was: "Which management and leadership styles are commonly used by principals of senior secondary schools in the Oshana Region and what are their effect on the performance of teachers?"

From this, the following sub – questions were formulated.

- Which leadership styles do the teachers of senior secondary schools in the Oshana Region commonly observe in their principals?
- How do principals of senior secondary schools in the Oshana Region perceive the performance of their teachers?
- How do teachers perceive the effect of the leadership styles adopted by their school managers on their performance?
- Which leadership styles have the positive effect on the teacher performance in senior secondary schools in the Oshana Region?

The chapter presents the results and discussions that answer the aforementioned questions. The results and discussions are based on the data collected using both quantitative measures (questionnaire) and qualitative methods (interview and open – ended questions).

4.1.2. Recapitulation of the analysis strategy set out for this study.

4.1.2.1. An analysis strategy designed to answer the research questions.

(a) Contextualizing the study

Frequency tables on all the biographical characteristics of the sampled respondents will be provided. This serves to contextualize the study. As will be stated in the relevant results section, the tables describe the properties and circumstances of the sampled respondents.

The additional value of these tables is that they inform more advanced analyses with respect to understand biographical data variables. Unbalance biographical variables are indicated when the magnitude of frequencies for categories of a specific biographical variables vary considerably.

(b) Answering the research question concerning the perceived leadership styles used by principals in senior secondary schools.

More general and specific analysis in this regard include:

- Composite one – way frequency tables on the subjects of the path – goal questionnaire questions. These analyses were run to obtain a general impression of how teachers and principals perceived the various characteristics (five elements) of the four leadership styles to manifest in the behaviour of their principals. In other words, these tables report the details of the observed frequencies of the occurrence of the four leadership styles, namely, the supportive, participative and achievements – oriented leadership approaches. They provide details how respondents perceived the styles to present in their principals and how the principals themselves experienced their use of the four leadership styles.

- One – way frequency tables of the four leadership styles according to the categories of “low”, “moderate” and “high”. The tables address the research question on the leadership styles respondents perceived in their principals, and how the principals themselves perceived their leadership styles.

(c) Answering the research question of teacher performance in senior secondary schools in the Oshana Region.

The analysis strategy for the performance data of the study follows a similar pattern to the leadership style data analysis, namely,

- Composition one – way tables of the subject of questionnaire questions that evaluate the five dimensions of the performance (planning, organisation, control, classroom atmosphere and leadership – see paragraph 2.). Similar to the composite path – goal tables, the performance tables report the frequency distributions of the rating responses to the subjects of questions that probe each of the five performance dimensions. The tables then give the overview of the perceptions of teachers.

Moreover, these tables also verify the data integrity, if responses with rating value outside the range of 1 to 5 are observed, the responses are queried and either corrected or removed from the data set.

Regarding the calculation of performance, if internal consistency reliability is established for performance constructs measures of participants’ perceptions of teachers’ performance on the various performance aspects can be calculated. The calculated scores for the participants for all the performance constructs can then be presented for different groups of participants.

(d) Answering the research question with regard to the teacher perceptions of the impact of leadership styles on performance and the question pertaining to which leadership styles affect teacher performance positively.

The decision to plan an analysis that would answer both research questions is based on the fact that an initial analysis (reported in paragraph 4.3 to follow) indicated that the perceptions of the principals and teachers on teacher performance did not differ statistically significantly. It was therefore argued that the entire dataset (teachers and principals combined) could be used to

evaluate the impact of leadership styles on teacher performance – the first of the above – listed research questions. In addition, it was argued that the entire dataset (teachers and principals) could be used to determine which of the four leadership styles positively impact teacher performance – answering the second research question listed.

The motivation behind the analysis techniques described in this paragraph was to investigate the impact of leadership styles (participative, supportive, directive and achievement – orientated leadership styles) as independent variables and biological effects (age, experience, qualifications, gender and leadership – preference as additional independent variables – on general teaching performance – perceptions as a dependent variable.

This concludes the analysis strategy used and executed on the data and indicated how the planned analysis were aimed at answering the research questions. The next paragraph now presents, interprets and draws deductions from the analyses that were dully conducted on the response data. In the next paragraph in this chapter, paragraph 4.2 the biological data obtained from the principals and teachers are reported. This service to contextualize the study. The SAS (Statistical Analysis System) software package was used to analyse the data.

4.2. Analysis of the biological data: Contextualising the study

One – way frequency tables are presented depicting the biological characteristics that respondents provided in section A of the questionnaire (gender, age, qualifications, current school experience and leadership experience) as well as section D1 (preferred leadership style referred to as “style” in the output.

Tables 4.1 to 4.2 below, report on the frequency distributions of respondents biographical attributed which were probed in question/to of the questionnaire. The frequency distribution reported below include the responses of both principals (N1=5) and teachers (N2=60). (five principals and Sixty teachers completed the questionnaires.

4.2.1. The frequency distributions of questions A1-A2 and D1

Tables 4.1 to 4.2 that follow present the frequency distributions of the participants properties of gender, age, qualifications, preference – for – leadership – styles, prior and current teaching experience. The deductions derived from those tables (presented after the tables) sketch the background of this research: the context in terms of which further findings should be interpreted.

Tables 4.1: One way frequency table for the biological properties of gender, age and preferred leadership style. (Both principals and teachers = staff).

Gender	Frequency	Percent	Cumulative frequency	Cumulative percent
Male	25	38	25	38
Female	40	62	40	38
AGE				
Under 25	3	4.6	3	4.6
25 – 29	2	3	2	3
30 – 39	27	41.5	27	41.5
40 – 49	21	32.3	21	32.3
50 – 59	12	18.4	12	18.4
Preferred leadership style				
Directive	5	7.7	5	7.7
Supportive	30	46	30	46
Participative	22	34	22	34
Achievement oriented	8	12	8	12

Deductions

The frequency distribution of gender in Table 4.1 indicated that almost 62% senior secondary schools' teachers and principals (henceforth), referred to as staff were females. The number of females exceeded the number of males in most senior secondary schools in the Oshana Region

with the ratio of females to males being about 6: 4. These figures, therefore, reflect the gender composition of senior secondary schools in the Oshana Region.

It is essential to note that this study addressed the fair inclusion and equitable treatment of individuals and ensured that males and females benefited equally from the research, which was important to improve the generalizability of the research findings. The findings of the study were consistent with the findings of Kelleher, Severin, Samson and Sedere (2011:4) who state that the presence of women teachers has been a major contributor factor to the achievement of education related to the Millennium Development Goals (MDGs) and Education for All (EFA) regarding educating women and girls.

Regarding age in the same table 74% of the staff fell into the 30 to 49 years age category. The findings of the study concur with Mengstu (2012:76) who states that the staff members were mature but relatively young workforce that was energetic enough to perform different activities in the schools and they could understand each other since they did not have a large age difference.

Garrett and Sesanga (2005:49) show that age significantly influence academics teaching satisfaction, with the younger academics more likely to derive satisfaction from the extrinsic aspects of their work, and their older counterparts derived satisfaction from the intrinsic aspects of teaching methodology. This finding was confirmed by Bolin (2007:59), who determined significant correlations between age and job satisfaction, older teachers derived greater satisfaction from self-fulfillment, salary, and collegial relationships.

Table 4.1 indicates that the supportive leadership style with 30 out of 65 responses (representing 46%) and the participative leadership style at 34% of the responses, were regarded the leadership styles of preference. This also in agreement with the data gathered through interviews with the principals. The interviews indicated that the supportive and participative leadership styles were used more frequently than directive and achievements – oriented leadership style.

The responses of both the principals and the teachers (staff) included the following.

The supportive leadership styles

- Built the confidence of staff
- Encouraged better working conditions
- Encouraged the promotion of a positive environment in the school.
- Increased the level of satisfaction experienced
- Increased the commitment of workers.
-

The participative leadership styles

- Allowed the community to participate in decision-making procedures.
- Supported principals and teachers to solve their problems together.
- Enabled teachers and principals to participate in discussions on different issues enabling them to learn from each other.
- Helped teachers and principals to be effective by carrying tasks out cooperatively.

The achievement – oriented leadership style

- Increased the efforts of staff to achieve their goals
- Enabled the planning, implementation and evaluation of results.
- Helped the staff to achieve goals already set.

The directive leadership style

- Helped the staff to find out what they did not know.
- Guided the staff with regard to how they should perform the tasks assigned to them.

All the aforementioned reasons by the respondents were related to the leadership styles described in the study (See chapter 2, paragraphs 2.4.1, 2.4.2, 2.4.3 and 2.4.4).

This indicates that the respondents had clarity on what each leadership implied the findings of the study concur with Goleman (2000:85).

Table 4.1. reports that 46% of the staff responded that the leadership style the principals employed was extremely supportive of their teaching tasks.

The findings were supplemented with qualitative results from the interviews. Responses regarding this issue indicated that the leadership style used by the principals assisted teachers to perform their tasks without getting into trouble. The respondents were requested to motivate their responses briefly. The majority of the respondents indicated as follows with regard to the principal's leadership styles.

A principal that uses a directive leadership style

- Makes the educational principles clear to the staff
- Encourage the staff to work according to the planned goals.
- Encourage the staff in continuous professional development.

A principal that uses a supportive leadership style

- Increases the staff's interest in performing different jobs
- Builds good relationships among themselves.
- Create good working conditions for the staff.

A principal that uses a participative leadership style

- Helps the teachers to share their ideas and experiences with other to participate in the decision – making.
- Inspires staff to participate in different activities.

A principal that uses achievement-oriented leadership style

- Is the initiator
- Is the motivator

- Is transparent

Moreover, the frequency distribution of item in Table 4.1 indicates that 46% of the staff agreed that the leadership style employed by the principals had a considerable impact on their job performance as it helped them to develop and build confidence. Staff development supported the teachers and principals to gain confidence in the teaching jobs they were doing. Graven (2004: 180-210) also stressed confidence by declares that confidence is one of the most important personal attributes for succeeding in the work place since it creates trust because there is a natural tendency to trust people more, they appear confident.

4.2.2 Frequency distributions of the biological variables. A3-A5.

Table 4.2 below presents the frequency distributions of the biological characteristics of section “A” of the questionnaire which includes qualifications, prior experience and the current experience of the staff.

Table 4.2. One-way frequency table for biological properties of qualifications, prior experience and experience in current position.

Qualifications (q A3)				
Qualifications	Frequency	Percent	Cumulative frequency	Cumulative percent
Certificate	3	4.6	3	4.6
Diploma in Education	9	13.8	9	13.8
Diploma in another field	0	0	0	0
B Degree in Education	42	64.6	42	64.6
B Degree in another field	0	0	0	0
Postgraduate degree	10	15.3	10	15.3
Other qualifications	1	1.5	1	1.5
Prior Experience (q A4)				

<1 year	3	4.6	3	4.6
1-2 years	5	7.7	5	7.7
3-5 years	11	16.9	11	16.9
6-10 years	20	30.8	20	30.8
11-15 years	13	20	13	20
16-20 years	7	10.8	7	10.8
>20 years	9	13.8	9	13.8
Current Experience (q A5)				
<1 year	5	7.7	5	7.7
1-2 years	2	3.1	2	3.1
3-5 years	10	15.3	10	15.3
6-10 years	25	38.4	25	38.4
11-15 years	13	20	13	20
16-20 years	3	4.6	3	4.6
>20 years	7	10.8	7	10.8

Table 4.2 (q A3) indicates that the majority (64.6%) of the staff had a B Degree in education. This is in consistent with the Namibian Secondary Education Training after independence 21st march 1990 that the requirements for senior secondary teachers should be the B Degree in education. Table 4.2 shows tat 30.8% of the staff (teachers and principals) had between six and ten-years prior experience and 38.4% of the staff had between six and ten years of experience in their current position (at their current schools). This implies that these teachers and principals were rich in experience that enabled them to inform novice teachers about the school they were working for and this helped them to know each other very well. In addition, they could also act as mentors or provide sufficient information about the school work. The findings of the study concur with Ladd (2013:2014) who declares that experienced teachers on average are more effective in increasing learners' achievement than the teachers who are less experienced.

4.3. FREQUENCY DISTRIBUTIONS: PATH – GOAL LEADERSHIP QUESTIONNAIRE AND TEACHER PERFORMANCE

Directive leadership style questionnaire questions.

Table 4.3: All the staff: Response distribution of the six attributes of the style								
	Frequency of responses to each of the seven occurrence rating level (1-7)							
Attributes of the directive style	Never	Hardly ever	Seldom	Occasionally	Often	Usually	Always	Total
1. I let my teachers know what I expected from them	0	0	5	3	6	11	40	65
5. I inform my teachers about what needs to be done	0	0	4	7	15	11	28	65
4. I let my teachers know that I expect them to perform at their highest level	0	0	2	3	3	12	45	65
8. I ask my teachers to follow standards rules and regulations	0	0	5	8	11	18	23	65
12. I explain the level of performance that is expected of my teachers.	0	0	4	5	4	17	35	65
18. I give vague explanations of what is expected of the teachers on the job	41	8	12	3	1	0	0	65
TOTAL	41	8	32	29	40	69	171	390

Deductions

The percentage of total negative responses supported for the directive style is 21% (41,8,32 of 390 responses) compared to the 72% positive responses (40,69,171, of 390). This strongly suggests that the principals apply the directive leadership style.

Supportive leadership style questionnaire – questions

Attributes of the supportive style	Frequency of responses to each of the seven occurrence rating level (1-7)							Total
	Never	Hardly ever	Seldom	Occasionally	Often	Usually	Always	
1. I maintain a friendly working relationship with my teachers	0	0	5	10	25	15	10	65
10. I do little things to make it pleasant to be a member of the group.	0	0	15	20	10	10	10	65
11. I say things that hurt my teachers' personal feelings	20	15	15	10	5	0	0	65
15. I help my teachers overcome problems that stop them from carrying out their tasks.	0	0	5	10	5	15	30	65
20. I behave in a manner that is thoughtful of my teachers' personal needs.	0	0	0	5	10	10	40	65
TOTAL	20	15	40	55	55	50	85	325

Deductions

The percentage of total negative responses reported to the supportive style is 23% (20,15,40 of 325 responses) compared to the 58.4% positive responses (55,50,85 of 325 responses). This implies that supportive leadership style does present in principals.

Participative leadership style questionnaire – questions

Table 4.5: All the staff: Response distribution of the five attributes of the style								
	Frequency of responses to each of the seven occurrence rate level (1-7)							
Participative style attributes	Never	Hardly ever	Seldom	Occasionally	Often	Usually	Always	Total
3. I consult my teachers when facing a problem	0	0	10	10	15	15	15	65
5. I listen receptively to my teachers' ideas and suggestions	0	3	2	10	10	10	30	65
7. I act without consulting my teachers	40	10	10	0	5	0	0	65
14. I ask for suggestions from my teachers concerning how to carry out assignments.	10	15	8	10	12	10	0	65
17. I ask suggestions about which assignments should be set.	5	10	10	5	20	5	10	65
TOTAL	55	38	40	35	62	40	55	325

Deductions

The percentage of total negative responses reported for the participative style is 41% (55,38,40 of 325 responses) compared to the 48.3% positive responses. (62,40,55 of 325 responses) this strongly implies that participative leadership style is perceived to be present among senior secondary teachers.

Achievement-orientated style questionnaire – questions

Table 4.6: All the staff: Response distribution of the four attributes of the style								
	Frequency of responses to each of the seven occurrence rating level (1-7)							
	Never	Hardly ever	Seldom	Occasionally	Often	Usually	Always	Total
9. I set goals for my teachers' performance that are quite challenging.	0	0	0	5	10	15	35	65
13. I encourage continual improvement in my teachers' performance	0	0	0	4	26	10	25	65
16. I show that I have doubts about my teachers' ability to meet most objects.	15	10	20	15	2	0	0	65
19. I consistently set challenging goals for my teachers' personal needs	0	0	0	0	16	14	35	65
TOTAL	15	10	20	27	54	39	95	260

Deductions

The percentage of total negative responses reported for the achievement orientated style is 17.3% (15,10,20 of the 260 responses) compared to the 72.3 positive responses (54,39,95 of 260 responses) this strongly suggests that the achievement-orientated leadership style is perceived to be present in senior secondary school principals.

4.3.1. Teacher Performance

Tables 4.7. and 4.8 report the response patterns per teacher performance question for the principals and teacher response groups respectively. General impressions of how the two groups perceived teacher's performance are discussed in the chapter 5 which reports on the discussions of the findings.

4.3.2. Teacher performance: Response patterns of the evaluation of teacher performance by principals

Table 4.7: Response patterns of all principal participants to the performance questions that describes the teacher-performance construct.

Variables	Rating level					
	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Total
1. Conduct is professional	0	0	1	2	2	5
2. Assessments is done according to the assessment policy	0	1	1	3	0	5
3. Regularly mark workbook	0	2	1	2	0	5
4. Have positive influence	0	0	1	3	1	5
5. Teachers prepare well for lessons	0	0	1	2	2	5
6. Manage class in a disciplined way			1	2	2	5
7. Seating according to the purpose lesson	0	1	1	3	0	5
8. Workbooks signed by teachers and	0	1	1	2	1	5

parents						
9. Know the vision and mission of the school	0	2	1	2	0	5
10. Assessment done according to a schedule	0	1	1	2	1	5
11. Classroom is clean and decorated	0	1	1	3	0	5
12. Teachers check that learners master the work	0	0	1	2	2	5
13. Enrich curriculum through visits.	0	1	1	3	0	5
14. Have high realistic expectations of learners	0	0	1	3	1	5
TOTAL		10	14	34	12	70

4.3.3. Teachers Performance: Response patterns of the evaluation of teacher performance by teachers themselves.

Table 4.8: Response patterns of all teacher-participants to the performance questions that describe the teacher-performance construct.

Variables	Rating level					
	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Total
1. Conduct is professional	0	0	0	20	40	60
2. Assessment done according to the assessment policy	0	0	0	25	35	60
3. Regularly mark workbooks	0	0	0	14	46	60
4. Have positive influence on learners	0	0	0	30	30	60
5. Have well structured schemes of work	0	0	0	26	34	60
6. Teachers prepare well for lessons	0	0	0	10	50	60

7. Seating according to prepared lessons	0	0	0	30	30	60
8. Workbooks signed by teachers and parents.	0	0	2	28	30	60
9. Manage classes in a disposed way	0	0	1	29	30	60
10. Know the vision and mission of the school	0	0	4	26	30	60
11. Assessment is done according to a schedule.	0	0	6	24	30	60
12. Classroom is clean and decorated	0	2	2	26	30	60
13. Teachers check out learners master their work	0	0	3	27	30	60
14. Have high realistic expectations of learners.	0	0	10	20	30	60
15. Motivate learners to learn	0	0	0	10	50	60
16. Teachers love working with learners	0	0	0	5	55	60
17. Enrich curriculum by visits	0	0	6	24	30	60
18. Use assessment data to improve teaching	0	0	7	23	30	60
19. Test immediately after a units' work	0	5	15	10	30	60
20. Promote a healthy classroom culture	0	0	6	24	30	60
21. Teach at learner's competence level	0	0	0	35	25	60
22. Promote learner's participation via group work	0	0	10	15	35	60
23. Communicate in an appropriate way.	0	0	0	40	20	60
24. Teach learners how to learn	0	0	5	25	30	60

25. Use time effectively	0	0	0	20	40	60
TOTAL		7	77	566	850	1500

Deductions derived from tables 4.7 to 4.8

The last row in each of Tables 4.7 to 4.8 the row of column totals, indicates that the total strongly agree and agree responses (the positive responses) from the majority of responses for each of the two tables (calculated as 65.4% and 94.4% respectively). This implies that teacher performance is perceived in a positive light (at a satisfactory level) by all the staff combined.

4.4. Conclusion

This chapter reported on the findings of the mixed approach analysis that was conducted. Chapter four started off by stating the research questions of the study. This was done to draw the attention of the readers of the focus of the interest of the study and motivate why specific analyses techniques were used in the planning of an analysis strategy for the study to answer to the research questions in the most appropriate and reliable.

The frequency distributions of the biographic properties of participants were presented. These served to contextualize the study, findings could then be interpreted against the background of this research context. The frequency of path-goal leadership style and the teacher performance were also presented. The findings of the study obtained in chapter 4 will be discussed in detail in chapter 5.

The next chapter will discuss the findings of this study in the light of the research questions.

CHAPTER FIVE

DISCUSSION OF THE FINDINGS

5.1. Introduction

This chapter discusses the results of this study in light of the research questions and the literature reviewed in chapter 2. Relevant themes that merged from the findings will form the basis of the discussion, supported by the literature.

5.2. How do the qualitative interview data correspond with the quantitative data.

Throughout this chapter, the researcher referred to the findings derived from the qualitative data (that is the interview and open – ended questionnaire of the principals). This enabled the researcher to triangulate the findings of the quantitative research using qualitative findings (as stated in chapter 4).

In order to derive meaningful trends, the researcher classified the large volume of raw interview data regarding the leadership styles of principals and open-ended questions into homogenous groups.

The final findings from the qualitative data indicated that the principals who interviewed were of the opinion that:

- The supportive and the participative leadership styles were frequently preferred by staff at senior secondary schools in Oshana Region.
- The supportive and participative leadership styles benefitted teachers to a larger extent than do the other leadership styles (directive and achievement oriented). This agrees with the quantitative findings.
- The experience presence of leadership styles had an impact on perceptions of teacher's performance.

- The findings of the study concur with the views of House (1997) who asserts that a supportive leadership style increases the satisfaction and self -confidence of subordinates and also important to reduce any negative aspects present in the situation.
- With regard to the participative leadership style, the findings of the study agree with Somech (2005:778) who states that a participative leadership style refers to a leader who discusses work – related aspects with his/her followers and takes their ideas or suggestions into consideration in order to make a decision and to take a particular action.
- The interviewees stated that most of teachers and principals had a positive perception of all the leadership styles used by the principals in different schools (although there were some teachers who had problems with practical implementation). The findings of the study indicated that the teachers who experience problems with practical implementation are those who started teaching without pedagogical training, particularly those who had come from another field of study and who had not studied education.
- The leadership style employed by the principals enabled teachers to maintain good relations with colleagues and principals and created a good working climate in schools.
- The leadership style staff perceived principals to employ enabled teachers to improve their job performance by creating close relationships among the staff, solving and problems faced by the staff by discussing them and motivating the staff by using different methods to achieve the objectives of the schools already set.
- These study findings concur with Mullen (2004) who confirms that workplace, climate, leadership and socialization are also some of the factors that influence the performance of an individual within an organisation. In addition, Adeyemi (2010) comments that both the performance and participation of teachers should be examined in the day – to – day at a school. Moreover, it is possible to say that behave differently in different situations, thus principals should know their staff well to be able to influence their behaviour positively.

5.3. Perceived impact of effective management and leadership on teacher's performance.

In discussing the findings in this section, it is better to start with the testing of the research hypotheses: (See Chapter 1. Paragraph 1.6)

- The provision of ample chances for teacher's professional growth helps in boosting the performance and effectiveness of the teachers in their careers. This is the part of supportive leadership style which is applied by most principals in the Oshana Region. Therefore, the prediction is proved correct.
- Appropriate placement of teachers in positions where their individual abilities can be fully utilized increase their teaching performance and effectiveness. This is the application of the participative leadership style which is supported by both principals and teachers in the Oshana Region. This implies that the aforementioned hypothesis is proved correct.

This is very important to note that all two research hypotheses are supported the findings of the study.

In the light of the main research question and the sub-questions, the study provided the following answers.

- To the main research question, the findings of the study revealed that the management and leadership styles which are most commonly used by the principals of senior secondary schools in the Oshana Region are supportive and participative leadership styles and they have the positive effect on the performance of their teachers.

To the sub-questions the, findings of the study provided the following answers:

- The teachers of the senior secondary schools in Oshana Region most commonly observed the supportive and participative leadership styles in their principals.
- The findings of the study indicated that the teacher performance is perceived in a positive light (at a satisfactory level) by their principals. By the application of supportive and participative leadership styles by the principals, these help the teachers to perform to their abilities.

- The teachers perceive the following effects of the leadership styles adopted by their school principals on their performance.
- They are supported to solve the problems together with principals.
- They are allowed to participate in decision making
- Increase the level of satisfaction experienced.
- Increase the commitment of staff members.

The findings of the study revealed that the leadership styles which have a positive effect on teacher performance in senior secondary schools in the Oshana Region are the supportive and participative leadership styles.

The findings of the study revealed that the perceptions of participants regarding teachers' performance were statistically significantly influence by the participants' preference of leadership styles for principals, the experienced presence of the participative leadership style in principals, qualifications, the joint effect of qualifications and experienced presence of the participative leadership in principals, and the joint effect of the experience participative leadership of principals.

All in all, experienced participative leadership presence in the principals, along with a staff preference for either the supportive or participative or achievement-oriented leadership style and an appropriate qualification positively impacted perceptions of teacher's performance.

5.4. Conclusion

This chapter concludes by testing the research hypothesis and providing the answers to the research questions. It was also concluded that experienced participative leadership style presence in principals, along with a staff presence for either supportive or participative or achievement-oriented leadership style and an appropriate qualification, positively impacted perceptions of teacher's performance.

In the following chapter, conclusions, recommendations and limitations of the study will be dealt with.

CHAPTER SIX

SUMMARY: CONCLUSIONS AND RECOMMENDATIONS

6.1. Introduction

This chapter provides an overview of the main findings discussed in chapter 5. The findings of the study and the conclusions are put forward. Recommendations are made, and finally, a reflection on the research process and a discussion of the limitations of the study are dealt with.

6.2. Summary of the main findings

Chapter six provides a synthesis of the findings, conclusions and recommendations based on the quantitative and qualitative analysis.

An overview of the research questions, the specific objectives of the study and the chapters where they were addressed are provided next.

The main research question was: “Which leadership styles are most commonly used by the principals of senior secondary schools in the Oshana Region and what are their effect on the performance of their teachers?” (See chapter 1 paragraph 1.5, chapter 4 paragraph 4.1.1 and chapter 5 paragraph 5.3).

The sub-questions derived from the main general questions are (See chapter 1 paragraph 1.5.1, chapter 4 paragraph 4.1.1 and chapter 5 paragraph 5.3).

- Which leadership styles do the teachers of senior secondary schools in the Oshana Region commonly observed in their principals? (See chapter 1 paragraph 1.5.1, chapter 4 paragraph 4.1.1 and chapter 5 paragraph 5.3).
- How do principals of senior secondary schools in the Oshana Region perceive the performance of their teachers? (See chapter 1 paragraph 1.5.1, chapter 4 paragraph 4.1.1 and chapter 5 paragraph 5.3).

- How do teachers perceive the effect of the leadership styles adopted by their school principals on their performance? (See chapter 1 paragraph 1.5.1, chapter 4 paragraph 4.1.1 and chapter 5 paragraph 5.3).
- Which styles have a positive effect on the teacher performance in senior secondary schools in the Oshana Region? (See chapter 1 paragraph 1.5.1, chapter 4 paragraph 4.1.1 and chapter 5 paragraph 5.3).

The aims of this study are (see chapter 1, paragraph 1.5.2).

- Assess the management and leadership styles adopted by school managers.
- Assess the perceived level of performance of senior secondary school teachers in the Oshana Region
- Examine the effect of the leadership styles adopted by school managers on the performance of teachers.

The sub-questions regarding the types of leadership styles used by principals, teachers' performance and how staff experience leadership styles to the impact of performance were reviewed in the literature study presented in chapter two particularly (in chapter 2 paragraphs 2.3.1, 2.3.2 and 2.3.3. Chapter 2 indicates that independent research found that leadership styles of principals impact teacher performance). Chapter 2 elucidate the path-goal leadership model as the theoretical framework of the study and also acts as an instrument in evaluating how leadership styles affect perceptions of teachers' performance. In this regard, the chapter 2 review therefore served as background knowledge assist in interpreting the quantitative path-goal analysis results of chapter 5: the relationship between leadership styles and teacher's performance.

By answering the sub-questions mentioned, the main problem of the research was addressed, namely, "Which leadership styles are most commonly used by senior secondary school principals in the Oshana Region and what is their effect on the performance of teachers? From the aforementioned, it can be derived that the main question of the study was presented and discussed in terms of how different leadership styles contributed to the enhancement of teachers' performance.

6.3. Findings of the study and conclusions

The study used the path-goal leadership style as theoretical model. The path-goal leadership styles are styles that strive to remove obstacles in the paths of employees to enable them to perform their tasks successfully. This means that leaders can function well if they use the path-goal leadership styles that suit the situation in which they find themselves. In this study, the path-goal theory was used to design the way in which leaders can motivate and help their employees to achieve a goal already set by clarifying the path that the employees should follow. Essentially, leadership refers to the ability of leaders to inspire confidence and engender support among the members of the group to achieve goals.

Moreover, it is also the process or ability to influence the behaviour of others and to motivate and mobilize them to work together and achieve a common goal. In addition, leadership can be understood as the process of guiding people's behaviour and is seen as a vigorous and interactive process. As mentioned in various chapters of this study, the literature indicates that educational leadership styles have an impact on teachers' performance. The path-goal leadership styles are the directive, supportive, participative and achievement-oriented styles, while aspects of teachers' performance measured in this study include planning, organizing, monitoring and evaluation, classroom atmosphere and discipline and leadership.

The findings of this study consist of the integration of the qualitative interview results and the quantitative path-goal questionnaire results: the context of the study derived from the biographical properties of the participants, the perception of the respondents on the leadership styles employed by their principal's staff perceptions of the performance of teachers and the effect of the leadership styles on teachers' performance.

The conclusion from above is that the four styles namely, the directive, supportive, participative and achievement – oriented styles are perceived by all staff to manifest in the conduct of their principals. Importantly, is that this study supports the idea propounded in the literature study that directive leadership gives specific guidance to staff to accomplish desired expectations, the supportive leader demonstrates respect for his/her subordinates needs and preferences, the participative leaders solicits subordinates for suggestions and participation, and the achievement-oriented leader expects subordinates to perform their tasks at the highest level. This is

concretized in fact that the sets of questionnaire statements that evaluated each leadership style queried the or presence of mentioned properties of each style in the conduct of principals, and that favorable responses were reported to these properties.

The positive perceptions of both teachers and principals to the relevant sets of path-goal questionnaire questions imply that there is agreement between the two groups on which leadership styles present in the actions of the principals. The path-goal theory states that if staff experience that their leader applies a particular leadership style when the leader intends to use that particular style, teachers will perceive that the leadership style of the principals supports the achievement of teachers' level-promotions. In addition, path-goal leadership styles assist teachers and principal's efficiency in carrying out tasks cooperatively, increasing the level of satisfaction experienced, encouraging the promotion of a positive environment in the school, assisting staff to achieve set goals and guiding the staff with regard how they should perform the tasks assigned to them. (See chapter 2 paragraph 2.2.4).

In addition, the path-goal theory states that a positive perception shows that teachers view principals as supporters and facilitators with regard to efficiency in their classrooms. These findings therefore answer the sub-question of which leadership styles are observed or experienced under principals of the senior secondary schools in the Oshana Region: all four path-goal leadership styles were experienced to be present.

The general perception of both the principals and the teachers was that the supportive style was the style most often used by the principals and the participative least often although all the styles were perceived to present to a reasonable extent. The findings of the study revealed that although the participative style was reported as the least observed leadership style by principals, the results indicated that the participative style was regarded as the style of preference next to the supportive style by the staff.

Based on the aforestated findings, it can be argued that the apparent discrepancy between the preferred and observed/experienced leadership styles can be attributed to the fact that the

majority of the respondents in this study were young and therefore needed support and encouragement to improve their job performance.

The literature indicates that the supportive style increases the followers' confidence and makes the job assigned to the followers more interesting and pushes them to perform the activities in a better way.

Furthermore, the literature also states that supportive leadership decreases the burden of the principal, since employees can learn to work alone without the help or support of principals or other experienced teachers at the stage when they are confident about their abilities (See chapter 2 paragraph 2.4.2).

The fact that the supportive leadership style was identified as the most experienced/observed leadership style among principals in the Oshana Region does not imply that the other leadership styles were not observed in the principals' interactions, with their staff. This finding concurs with the literature that all four path-goal leadership styles are experienced in work place and have a role to play in teacher performance: the leadership style cannot alone improve the performance of all teachers: if principals employ different leadership styles in accordance with the interest, experience, maturity of employees and the situation prevailing in the organisation, teachers and work performance can benefit (see chapter 2, paragraph 2.4.3 and chapter 5 paragraph 5.3).

The aforementioned findings not only indicate the positive impact of a strong participative presence but also the positive impact of a strong participative presence combined with presence for either the achievement orientated or supportive or participative leadership styles. This implies that these combinations impacted positively on teacher performance. The impact of preference for the directive leadership style, in conjunction with a low presence of the participative style was experienced by participants as negative with regard to teachers' performance. This means that the expressed preference for the path-goal leadership styles, participative, supportive and achievement orientated, along with a participative presence has the power to influence the job performance of teachers in the context of this study.

6.4. Recommendations

Equipped with the knowledge that (i) the supportive leadership style was most often experienced to be present among the principal in the Oshana Region (ii) and that a high presence of the participative leadership style along with the appropriate qualifications and presence for specific leadership styles impact positively on the perceptions of teacher performance, certain recommendations can be made to assess these principals with regard managing their staff in order to improve teacher performance.

- It is advisable for the Oshana Regional Directorate of Education to understand that leaders who can apply the path-goal leadership styles by paying particular attention to the specific situation can improve the performance of teachers, therefore the path-goal leadership training for principals is needed.
- The Oshana Regional Directorate of Education should provide opportunities for principals of senior secondary schools to attend educational leadership courses that promote the path-goal leadership styles as in-service training through the relevant educational bodies such as the Ministry of Education and the universities in the Oshana Region. This training will equip principals to distinguish between these four leadership styles and sensitise them to the needs of teachers.
- The Oshana Regional Directorate of Education of Education should provide opportunities for principals of senior secondary schools to study and improve their qualifications in the field of educational planning and management or educational leadership since appropriate qualifications also proved to have a positive effect on teacher performance.
- It is recommended that the Oshana Regional Directorate of Education should design a programme that supports the principals of senior secondary school in the region to meet on a regular basis and share ideas and experiences on how principals can improve the performance of the teachers using different path-goal leadership styles.

- Furthermore, it is recommended that whenever the Oshana Regional Directorate of Education wants to recruit new principals, the human resource should recruit principals who have a first degree in educational planning and management or educational leadership.
- It is also recommended that the Oshana Regional Directorate of Education should place the principals in a position where their leadership style is assessed objectively by the staff, which enables such principals to adjust and improve with regard to leadership. This improved leadership will impact teacher performance.

6.5. Reflection on the research process

This section discusses the lesson learnt during the research process throughout the Ph.D course.

This study has built the researcher's research knowledge, skills and attitudes by:

- Creating an understanding of the logical steps in research, such as establishing the questions, hypotheses to be answered/explained.
- Developing the researcher's knowledge in the formulation of relevant and appropriate questions which would focus the study and also how to conduct interviews effectively, probing, sensitivity ethical consideration and confidentiality.
- Exposing to the importance of triangulation and evidence seeking during the research process. This has enhanced the validity and reliability of the findings.
- Developing the researcher's writing skills in general, including data analysis and presentation and discussion in a logical and reader friendly way. Also, very important were coherence, flow of ideas, focus discipline informative and critical writing, to mention just a few.

- Having referred to the knowledge, skills and attitudes acquired, it would be worth mentioning that the research process was challenging and demanded a lot of sacrifice and time consuming. However, most importantly, it was rewarding both personally and professionally.

6.6. Limitations of the study

This study was limited to senior secondary schools in the Oshana Region, northern Namibia. Due to the fact that the study did not include a sample of teachers and principals across the country, the findings of this study can only be generalized to senior secondary schools within the region. However, the results cannot be generalized to all the schools in the Oshana Regional Directorate of Education because the junior primary schools (grade 0-3), senior primary schools (grade 4-7) and secondary schools (grades 8-9) were not included in the sample.

Another limitation of this study was that the study only assessed the views of teachers and principals on issues influencing their job performance, while the views and reflections of the inspectors of education or parent-teachers associations on issues influencing teachers job performance using questionnaire was not done.

6.7. Conclusion

The purpose of this study was to perceive the leadership styles that influence the job performance of the Oshana Region's senior secondary schools' teachers.

The main research question that guided this study was:

“Which leadership styles are most commonly used by the senior secondary schools' principals in the Oshana Region and what is their effect on the performance of teachers?”

In summary, the findings state that:

- Participants preferred the participative and supportive leadership styles more in their principals than they did the achievement-orientated or directive leadership styles.
- A positive perception of overall teacher performance was reported, and
- There was a significant relationship between leadership style and teacher performance.

- All in all an experienced participative leadership presence in principals, along with a staff preference for the supportive or participative or achievement-orientated leadership style, and an appropriate qualification positively impact teacher performance.

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APPENDICES

APPENDIX A



ONGWEDIVA CAMPUS

P.O. Box 2775, Oshakati

Enquiries: Mr. I. Nakashole

Cell: 081 2284979

16 May 2019

TO: The Regional Director
The Directorate of Education
Oshana Region
Private Bag 5518
Oshakati

Dear Sir/Madam

SUBJECT: REQUEST TO CARRY OUT A RESEARCH AT SENIOR SECONDARY SCHOOLS IN OSHANA REGION

I am a lecturer at the International University of Management, Ongwediva Campus. As part of my professional development, I am pursuing a Doctor of Philosophy in Education with Selinus University, Italy, by distance learning. The title of my thesis is: **“Perceived impact of effective management and leadership on teachers’ performance in Oshana Region: A case study of five senior secondary schools in Oshakati Circuit”**.

Currently, I am intending to collect data to complete my study. This letter therefore serves as a humble request for permission to carry out a research at the following senior secondary schools: Evululuko Senior Secondary School, Iipumbu Senior Secondary School, Oshakati Senior Secondary School, Mwadhina Gwanembenge Senior Secondary School and Okatana Senior Secondary School.

Let me assure you that the results of the research will only be used to justify my study and no information will be disclosed to the third party. This implies that no individual will be identified in the report.

Your prompt response to this request will be deeply appreciated.

Thanking you in advance.

Yours Sincerely,

.....
MR IMMANUEL NAKASHOLE



REPUBLIC OF NAMIBIA
OSHANA REGIONAL COUNCIL

DIRECTORATE OF EDUCATION, ARTS AND CULTURE

ASPIRING TO EXCELLENCE IN EDUCATION FOR ALL

Tel: 065 - 229800/25
 Fax: 065 - 229834
 Enquiries: *Hileni M. Amukana*
 Ref. 13/2/9/1

Private Bag 5518
 Oshakati

Mr. Immanuel Nakashole
 Cell: 0812284979

SUBJECT: REQUEST TO CARRY OUT A RESEARCH AT SENIOR SECONDARY SCHOOLS IN OSHANA REGION

Your letter dated 16 May 2019 on the above caption bears reference.

Kindly be informed that permission is hereby granted to conduct research study at Evululuko SSS, Iipumbu SSS, Oshakati SSS, Mwadhina gwaNembenge SSS and Okatana SSS in Oshakati Circuit, Oshana Region.

This permission is subject to the following strict conditions: **(i)** There should be minimal or no interruption on normal working schedule **(ii)** Ethical issues of confidentiality and anonymity should be and respected and retained throughout this activity i.e. Voluntary participation, and consent from participants and **(iii)** the permission is valid for the entire academic year 2019.

Both Parties should understand that this permission could be revoked without explanation at any time.

Furthermore, we humbly request you to share your research findings with the Directorate of Education, Arts and Culture, Oshana Region. You may contact Mr. G.S. Ndafenongo, the Deputy Director: Programs and Quality Assurance (PQA) for the provision of summary of your research findings.

We wish you the best in conducting your study.

Yours sincerely,

Hileni M. Amukana
HILENI M. AMUKANA
REGIONAL DIRECTOR

22/05/2019
 22 MAY 2019
 Private Bag 5518
 OSHAKATI
 REPUBLIC OF NAMIBIA

Cc: *Inspector of Education, Oshakati Circuit*

All Official Correspondence must be addressed to the Regional Director

APPENDIX C



IUM

GLOBAL HUB FOR MANAGEMENT SCIENCE
AND INFORMATION TECHNOLOGY

ONGWEDIVA CAMPUS

P.O. Box 2775, Oshakati

Enquiries: Mr. I. Nakashole
Cell: 081 2284979

To: The Principal
Evululuko SSS
Oshakati Circuit
Oshana Region

Dear Sir / Madam

SUBJECT: REQUEST FOR PERMISSION TO CONDUCT A RESEARCH AT YOUR INSTITUTIONS

I am a lecturer at the International University of Management (IUM), Ongwediva Campus. As part of my professional development, I am pursuing a Doctor of Philosophy in Education with Selinus University in Italy. The title of my thesis is: **“Perceived impact of effective management and leadership on teachers’ performance at selected schools in Oshana Region: A case study of five Senior Secondary schools in Oshakati Circuit”**.

Currently, I am intending to collect data to complete my studies. This letter therefore serves as a humble request for permission to carry out a research at your institution. The research will involve the principal and the senior secondary school teachers to complete the questionnaire

Let me assure you that the results of this research will only be used to justify the study and no information will be disclosed to the third party. This implies that no individual will be identified in the report.

Your prompt response will be deeply appreciated.

Thanking you in advance.

Yours Faithfully

.....
Mr. Immanuel Nakashole

APPENDIX D

Questionnaires for Principals

Dear Respondents

I am a lecturer at the International University of Management (IUM), Ongwediva Campus. As part of my professional development, I am pursuing a Doctor of Philosophy in Education with Selinus University in Italy. The title of my thesis is **“Perceived impact of effective management and leadership on teachers’ performance at selected schools in Oshana Region: A case study of five senior secondary schools in Oshakati Circuit.”**

Hence, I invite you to take part in research.

The aim of the study is to investigate which leadership styles have an effect on teachers’ performance. The findings of the study will benefit the educational leaders.

You are kindly requested to complete the survey questionnaire comprising five sections as honestly and frankly as possible and according to your personal views and experience. No foreseeable risks are associated with the completion of the questionnaire which is for research purpose only.

You are not required to indicate your name or organization and your anonymity will be ensured, however indication of your age, gender, and occupations position amongst others will contribute to a more comprehensive analysis. All the information obtained from this questionnaire will be used for research purpose only and will remain confidential. Your participation in this survey is voluntary and you have the right to decide whether you will participate or not without a penalty at any stage.

Thanking you very much in advance for cooperation

Yours faithfully

Mr. Immanuel Nakashole
Cell: 0812284979

Section A

Background information / Biographical Properties
Please answer the questions in this section by selecting the one option that is most application to you. Tick in the appropriate box.

1. Your Gender

1. Male	
2. Female	

2. Your Age

1. Under 25	
2. 25-29	
3. 30-39	
4. 40-49	
5. 50-60	

3. Please indicate your highest qualification

1. Certificate	
2. Diploma in Education	
3. Diploma in another field	
4. B degree in Education	
5. B degree in another field	
6. Post graduate degree	
7. Other qualification	

4. Teaching experience prior to your appointment as principal at your current school.

1. Less than a year	
2. 1-2 Years	
3. 3-5 Years	
4. 6-10 Years	
5. 11-15 Years	
6. 1-20 Years	
7. More than 20 Years	

5. Leadership experience as principal (Inclusive of prior and current appointments as principals)

1. Less than a year	
2. 1-2 Years	
3. 3-5 Years	

4. 6-10 Years	
5. 11-15 Years	
6. 1-20 Years	
7. More than 20 Years	

Section B

Path-goal leadership questionnaire

The listed statements probe the different path-goal leadership styles. Please indicate how often each of the statements is true of your own behavior.

Key

1 = Never, 2 = Hardly never, 3 = Seldom, 4 = Occasionally, 5 = Often, 6 = Usually, 7 = Always

	1	2	3	4	5	6	7
1. I let my staff know what is expected from them.							
2. I maintain a friendly working relationship with my teachers.							
3. I consult my teachers when facing a problem.							
4. I let my teachers know that I expect them to perform at the highest level.							
5. I listen receptively to my teachers' ideas and suggestions.							
6. I inform my teachers about what needs to be done and how it needs to be done.							
7. I act without consulting my teachers.							
8. I ask my teachers to follow standard rules and regulations.							
9. I set goals for my teacher's performance that are quite challenging.							
10. I do little things to make it pleasant to be a member of the group.							
11. I say things that hurt my teachers' personal feelings.							
12. I explain the level of performance that is expected of my teachers.							
13. I encourage continual improvement in my teacher's performance.							
14. I ask for suggestions from my teachers concerning how to carry out assignments.							
15. I help my teachers overcome problems that stop them from carrying out their tasks.							
16. I show that I have doubts about my teachers' ability to meet most objectives.							
17. I ask my teachers for suggestions on what assignments should be made.							
18. I give vague explanations of what is expected of my teachers on the job.							
19. I consistently set challenging goals for my teachers to attain.							

20. I believe in a manner that is thoughtful of my teachers' personal needs.									
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Section C

Principals' perceptions of teachers' performance

Section C probes the participants' perceptions regarding teachers' job performance. Please indicate your level of agreement with the aspects of job performance probed in the listed statements compared to the general performance of teachers at your school.

Please rate your responses against the agreement legend:

1 = Strongly Disagree; 2 = Disagree; 3 = Neutral; 4 = Agree; 5 = Strongly Agree

	1	2	3	4	5	
1. Teachers conduct towards learners is characterized by professionalism.						
2. Teachers organize their assessment according to the assessment policy.						
3. The workbooks of learners are marked regularly.						
4. Teachers have positive influence on learners.						
5. Teachers prepare well for lessons.						
6. Teachers manage their classes in a disciplined way.						
7. The seating arrangements are organized according to the purpose of the lesson.						
8. The workbooks of learners are signed regularly by both teachers and parents.						
9. Teachers know and support the vision and mission of the school.						
10. The assessment of learners' work is done regularly according to a planned schedule.						
11. Classrooms are clean and decorated appropriately.						
12. Teachers check that learners master the work while presenting lessons.						
13. Teachers enrich the curriculum by planning visits to places of interest.						
14. Teachers have high but realistic expectations of learners.						

Section D

Open - ended questions

Please express briefly in your own words, your views on the following:

1. Which leadership do you feel comfortable to use in managing the staff at your school?

1.	The directive leadership style (defined as a style by means of which a principal clarifies the path to rewards.)	
2.	The supportive leadership style (defined as style by means of which a principal increases the satisfaction of subordinates and reduces any negative aspects present in the situations)	
3.	The participative leadership style (defined as style by means of which a principal increases the communication and decision –making skills of teachers)	
4.	The achievement orientated style (defined as style by means of which a principal increases the self-confidence of subordinates to attain their goals when the task is complex and the environment is uncertain.	

Please motivate briefly why you prefer this style

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**2. How do you perceive your leadership style with regard to affecting the job performance of teachers positively at your school?
Please explain briefly.**

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3. Please list the activities / initiatives that you believe can improve teacher’s job performance at your school.

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Section E

Principal's Interview Schedule

Main Questions

1. Which leadership style is frequently used by the school leaders?

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2. What effect does the leadership style of your school leader have on teachers' job performance?

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3. Which of the leadership styles do you think are the most beneficial with regard to helping teachers improve their teaching performance? Why?

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4. What are the indicators in the school that help you to know whether there are improvements in the job performance of teachers?

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5. Which main factors affect the job performance of teachers in the school?

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6. If you claim that there an improvement in your teachers' performance, what evidence can you provide?

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APPENDIX E

Questionnaire for Teachers

Dear Respondents

I am a teacher at the International University of Management (IUM), Ongwediva Campus. As part of my professional development, I am pursuing a Doctor of Philosophy in Education with Selinus University in Italy. The title of my thesis is: **“Perceived impact of effective management and leadership on teachers’ performance at selected schools in Oshana Region: A case study of five senior secondary schools in Oshakati Circuit”**.

Hence, I invite you to take part in this research.

The aim of the study is to investigate which leadership styles have an effect on teachers’ performance. The findings of the study will benefit the educational leaders.

You are kindly requested to complete the survey questionnaire comprising four sections as honestly and frankly as possible and according to your personal views and experience. No foreseeable risks are associated with the completion of the questionnaire which is for research purpose only.

You are not required to indicate your name or organisation and your anonymity will be ensured, however indication of year age, gender, occupation position amongst others will contribute to a more comprehensive analysis. All the information obtained from this questionnaire will be used for research purpose only and will remain confidential. Your participation in this survey is voluntary and you have the right to decide whether you will participate or not without a penalty at any stage.

Thanking you very much in advance for your cooperation

Yours faithfully

.....
Mr. Immanuel Nakashole
Cell: 0812284979

SECTION A

Background information/Biographical Properties please answer the questions in this section by selecting the one option that is most applicable to you. Tick in the appropriate box

1. Your Gender

1. Male	
2. Female	

2. Your Age

1. Under 25	
2. 25 – 29	
3. 30 – 39	
4. 40 – 49	
5. 50 – 60	

3. Please indicate your highest qualification

1. Certificate	
2. Diploma in Education	
3. Diploma in another field	
4. B Degree in Education	
5. B Degree in another field	
6. Postgraduate Degree	
7. Other Qualification	

4. Teaching experience prior to your appointment as a teacher at your current school

1. Less than one-year teaching experience	
2. 1 – 2 Years	
3. 3 – 5 years	
4. 6 – 10 years	
5. 11 – 15 years	
6. 16 – 20 years	
7. More than 20 years	

5. Experience as a teacher at your present school

1. Less than one-year teaching experience	
2. 1 - 2 years	
3. 3 – 5 years	
4. 6 – 10 years	
5. 11 – 15 years	
6. 16 – 20 years	
7. More than 20 years	

SECTION B

Path- Goal leadership Questionnaire. The listed statements probe the different path goal leadership styles. Please indicate how often each of the statements is true of your principal

Key:

1 = Never, 2 = Hardly Never, 3 = Seldom, 4 = Occasionally, 5 = Often, 6 = Usually, 7 = Always

	1	2	3	4	5	6	7
1. Our principal maintains a friendly relationship with teachers							
2. Our principal lets teacher know what is expected of them							
3. Our Principal consults with teachers when facing a problem							
4. Our Principal listens receptively to teachers' ideas and suggestions							
5. The Principal informs teachers about what needs to be done and how it needs to be done.							
6. The Principal lets teachers know that he expects them to perform at their highest level.							
7. The Principal acts without consulting his/her teachers							
8. The Principal does little things to make it pleasant to be a member of the group							
9. Our Principal asks teachers to follow standard rules and regulations.							
10. The principal sets goals for teachers' performance that are quite challenging.							
11. Our Principal says things that hurt teachers personal feelings							
12. Our Principal asks for suggestion from teachers concerning assignments							
13. Our Principal encourages continual improvement in teachers' performance.							
14. Our Principal explains the level of performance that is expected of teachers.							
15. The Principal helps teachers overcome problems that stop them from carrying out their tasks.							
16. The Principal shows that he/she has doubts about teachers' ability to meet most objectives							
17. Our Principal teaches for suggestion on what assignments should be made							
18. Our Principal gives vague explanations of what is expected of teachers on the job.							
19. Our Principal consistently sets challenging goals for teachers to attain.							
20. Our Principal behaves in a manner that is thoughtful of teachers' personal needs							

SECTION C

Teachers' perceptions of their own performance

Section C probes participants' perceptions regarding their job performance.
Please indicate your level of agreement with the aspects of job performance probed in the listed statements that follows

Please rate your responses against the following agreement legend:

1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree.

	1	2	3	4	5
1. Teacher conduct towards learners is characterised by professionalism					
2. Teachers organise their assessment according to the school assessment policy.					
3. The workbooks of learners are regularly marked					
4. Teachers have positive influence on learners					
5. Teachers have well-structured schemes of work					
6. Teachers prepare well for lessons					
7. Seating Arrangements are organised according to the purpose of the lesson.					
8. The workbooks of learners are regularly signed by both teachers and parents					
9. Teachers manage their classes in a disciplined way.					
10. Teachers knows and supports the vision and mission of the school					
11. Assessment of learners' work is done regularly according to a planned schedule.					
12. Classrooms are clean and appropriately decorated					
13. Teachers check that leaners master the work while presenting lessons					
14. Teachers have high but realistic expectations of learners.					
15. Teachers motivate learners to learn					
16. Teachers love working with learners.					
17. Teachers enrich the curriculum by planning visits to places of interest.					
18. Teachers use assessment data to improve their teaching.					
19. Tests are given immediately after completing a unit of work.					
20. Teachers model values that promote a healthy classroom culture.					
21. Teachers teach at the level of their learners' competence and understanding.					
22. Teachers promote learners participation through group work					
23. Teachers communicate in an appropriate way					
24. Teachers show learners how to learn their subject					
25. Teachers use teaching time effectively					
26. Teachers plan effectively to engage learners in their classes					
27. Teachers have an effective classroom discipline management policy					

28. Teachers use teaching time effectively					
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SECTION D
Open Ended Questions
Please express briefly in your own words, your views on the following:

1. Which leadership styles does your Principal use when dealing with school matters

1.	Directive leadership style (defined as a style by which a Principal clarifies the path to reward).	
2.	Supportive Leadership style (defined as a style by which a principal increases the satisfaction of subordinates and reduces any negative aspects present in the situation).	
3.	Participative leadership style (defined as a style by which a Principal increases the communication and decision-making skill of teachers).	
4.	Achievement orientated style (defined as a style by which a Principal increases the self-confidence of subordinates to attain their goals when the task is complex and the environment is uncertain).	

Please motive your response briefly

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2. How do you perceive the leadership style to affect the job performance of the teachers in your school? Please explain briefly.

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3. Please list activities / initiatives that you believe can improve your job performance at school.

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4. Do you perceive that your Principal's leadership style has a positive effect on your job?

1. Yes	
2. No	

Please motivate your response briefly

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