

UNIVERSITY OF ZULULAND



**PRINCIPALS' LEADERSHIP PRACTICES AND THEIR INFLUENCE ON
PRIMARY SCHOOLS TEACHERS' PERFORMANCE IN SHISELWENI REGION
OF ESWATINI**

By

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(Educational Management)

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DECLARATION

I hereby ascertain and confirm the originality and the authenticity of this dissertation entitled **“PRINCIPALS’ LEADERSHIP PRACTICES AND THEIR INFLUENCE ON PRIMARY SCHOOLS TEACHERS’ PERFORMANCE IN SHISELWENI REGION OF ESWATINI”** as work written by myself. I have recognised, acknowledged, and referenced all the information incorporated from secondary sources. I declare that it has never been at any point presented elsewhere for assessment. I have read and fully understood the requirements of the University of Zululand, and I am aware of the consequences thereof.

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DEDICATION

This dissertation is dedicated to my beloved family.

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First, my heartfelt gratitude goes to the Almighty God for giving me divine strength and wisdom to undertake such a challenging task and see it to completion. The success of this project is attributed to a number of distinguished individuals who assisted me tirelessly throughout my research journey.

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ABSTRACT

Leadership forms the cornerstone of quality teaching and learning. In order for schools to produce quality results, effective leadership is imperative. Effective leadership is benchmarked on the leadership practices used by the school principal. Depending on their leadership styles, principals can impact teaching and learning either positively or negatively. Therefore, this study explored principals' leadership practices and their influence on primary schools teachers' performance in the Shiselweni region of Eswatini.

Using the embedded mixed method, the study used a sample of 110 participants, who comprised 10 primary school principals and 100 teachers. The principals were selected using purposive sampling whereas the teachers were selected using stratified random sampling. Qualitative data were collected using semi-structured interviews and quantitative data were collected using Likert scale questionnaires. The interviews were conducted with the school principals, whereas the questionnaires were distributed to the teachers.

Qualitative data were analysed using thematic content analysis, whereas quantitative data were analysed statistically using both descriptive and inferential statistics through the Statistical Package for Social Sciences (SPSS) (Version 28). The findings revealed that there was a strong positive correlation between teachers' performance and principal leadership styles. However, the findings indicated no particular leadership style was suitable in all situations. To improve teacher morale, principals need be supportive, and the school environment has to be conducive. As revealed by the findings, teachers' performance is positively influenced by adequate teaching and learning materials as well as opportunities for professional growth and fulfilment.

Based on the findings, the study concludes that good leadership practices promote effective teaching and learning and vice versa. Teachers are also likely to perform better when they feel important and when their needs are met. Therefore, the study recommends that principals adopt situational leadership practices. Principals should involve teachers in decision making so that they do not feel alienated. The welfare of teachers also should be taken seriously as it influences their performance.

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LIST OF ABBREVIATIONS

DEA	Diploma in Educational Administration
COLT	Culture of learning and teaching
DEA	Diploma in Educational Administration
ECESWA	Examination Council of Eswatini
ESSP	Education Sector Strategic Plan
EPC	Eswatini primary Certificate
GPK	General pedagogical knowledge
HPQH	National Professional Qualification for Headship
MOET	Ministry of Education and Training
M.Ed.	Master of Education
PIMRS	Principal Instructional Management Rating Scale
UNESCO	United National Scientific Cultural Organisation
NCED	National Centre for Education Development
NPQH	National Professional Qualification for Headship
PhD	Doctor of Philosophy
REO	Regional Education Office
SMT	School Management Team
SOP	Standard operating procedure
SPC	Primary Teachers Certificates
SPSS	Statistical Package For The Social Sciences.
SQH	Scottish Qualification for Headship
TCA	Thematic content analysis
TSC	Teaching Service Commission

CHAPTER 1

INTRODUCTION AND BACKGROUND TO THE STUDY

1.0 Introduction

“The principal was good at pulling together all the pieces, not leaving us to feel we were working in isolation” (Wallace Foundation, 2013 p.64).

The above assertion presents a synopsis of the positive influence expected of a principal in a school. A principal is the leadership locus, the heart of institutional vision, mission, and curriculum implementation that uplifts educators as well as academic performance to meet national educational goals. Schools are the microcosm of societies globally and in Eswatini, in particular. As such, they are used as transformation instruments that produce citizens who have skills and positive attitudes to develop and improve the country.

Additionally, school leadership is positioned as the heart, the engine that – through positive leadership practices – develops a vision, a mission statement, mobilises human and material resources to maximise the potential of educators and unlocks learners’ abilities as envisaged in the national educational goals. Notwithstanding the significant leadership roles of principals in educators’ professional development, the schools in Eswatini encounter several institutional setbacks. These include lack of leadership skills, knowledge, vision, curriculum management experience, and professional prowess that can result in efficient and effective management of schools. Global contemporary school reforms position school principals as Chief Executive Officers (CEOs). This designation implies instructional and management roles geared towards curriculum implementation, supervision of staff, developing vision and mission as well as managing budgets and maintaining the general appearance of school buildings (Russell & Cranston, 2012; Botha, 2004).

Conversely, ineffective principals’ leadership practices are a recipe for curriculum implementation disaster; as educator professional development, curriculum coverage assessment techniques and general school culture will be undermined. Therefore, the study evaluated the leadership practices of school leaders and how they impacted on the performance of teachers in primary schools in the Shiselweni region of Eswatini.

1.1 Motivation for the study

The study was motivated by the interplay between practices employed by school principals and their bearing on teaching and learning. The researcher observed that despite the Eswatini Government's efforts to ensure quality education, such as the Education Sector Strategic Plan (ESSP) and Free Primary Education (FPE), primary schools still perform poorly as reflected in the Eswatini Primary Certificate (EPC) examinations (Examinations Council of Eswatini 2022). The poor performance has been observed even in neighbouring schools (those in close proximity to the researcher's workplace) with highly qualified teachers (with Masters Degrees in education), modern infrastructure, as well as adequate teaching and learning resources. Although there are many causes for poor learner performance, the researcher, being a headteacher, was drawn to leadership practices and their effect on teacher morale. Drawing on teaching and school leadership experience, the researcher noted that learner performance is closely linked to teacher performance, which is also influenced by the "climate" in the school, among other factors. In other words, leadership styles have a ripple in effect on teacher motivation and learner achievement (Sarwar & Yong, 2022). Thus, the current study was conceived. In particular, the study sought to assess how leadership styles applied in schools promote or inhibit learner achievement. Moreover, the study examined how these aforementioned factors enable schools to attain the goals and objectives of education overall.

Leadership forms the cornerstone of quality teaching and learning. For every school to produce quality results, leadership should play a leading role and present clear objectives for teachers and learners (Sukmaswati, Lian, & Wardiah, 2020). The study could be a guiding tool to help principals in the Shiselweni region to improve the academic performance of their schools. Principals could also adopt good practices and proper application of situational leadership – a leadership style that suits the given situation. That way, principals would positively influence and motivate educators on the best practices as a means toward elevated educational standards, resulting in improved academic performance.

Furthermore, conventional research is conducted within geographical, time, sample and knowledge limitations, which leaves gaps for further research – hence the current study. Despite that most research focuses on transformational and transactional leadership practices, and provides in-depth data, little research findings exist on research on the link between different leadership styles and subordinates' sense of purpose in their work. As revealed by

literature, previous studies in these areas have mostly been conducted in Kenya, India, Scotland and South Africa. To the researcher's knowledge, no study on leadership practices has been conducted in the Kingdom of Eswatini, especially in primary schools. A close examination of prior research indicates methodological gaps, as many studies used qualitative designs. This study presents a point of departure by expanding the instruments to ensure trustworthiness and reliability. Unlike previous research, where fewer participants were used, this study uses a substantially large sample size to enhance rigour and generalisability.

1.2 Preliminary literature review

Global research on principals points to the significant roles that principals ought to play in enhancing effectiveness in educational institutions, as well as the improvement for teachers as professionals. Thus, principals are at the forefront of the educational chain. Without them, schools could turn into underperforming social institutions that do not serve their mandatory roles of developing academic skills to drive economic and social development (Atasoy, 2020). The most influential school variable in the educational chain is the principal, who sets the institutional tone that permeates all parts of the school system.

In a recent study, Mestry (2017) found that principals toil in trying circumstances to address fundamental changes while experiencing challenges with accountability, institutional demands, and expectations. Principals can establish the concept of the culture of learning and teaching (COLT) in schools and have significant responsibilities of upholding it (Steyn, 2005). The absence of COLT in institutions presents itself by disrupting learning and teaching in a structured environment, management failure, and classes not running as scheduled. In praxis, schools without COLT mirror ineffective leadership and management and absence of professional development which may directly impact on school improvement.

Marfan and Pascual (2018) conducted a quantitative study in Chile to uncover school leadership methods and contextual factors that, when compared to other countries, help to explain student achievement in Chile. Results showed that monitoring student work and classroom activities, as well as ensuring that teachers' work and professional development are in conformity with the teaching goals of the school, are the principals' leadership practices that contribute the most to improving teacher performance. Atasoy (2020) aimed at determining the connection between school principals' leadership philosophies, organisational change management skills, and school culture. A quantitative research design

was used in the study during the phases of data collecting and analysis. The study's sample consisted of 382 instructors who are employed in North Cyprus and were chosen at random. The findings demonstrated that, as opposed to transactional leadership, principals' use of transformational leadership supports, to a higher extent, good effects on the teachers, positive school culture, and development of organisational change processes in educational institutions.

In Pakistan, Sarwar and Yong (2022) used a qualitative study on a sample of 300 college lecturers to investigate the effect of principals' leadership style on the performance of teachers at the college level. The results showed that teachers' performance was positively impacted by the leadership style of principals. The study found a significant statistically positive correlation between teacher effectiveness and the leadership style of college principals. Moreover, Sukmaswati, Lian, and Wardiah (2020) employed a quantitative, ex post facto approach to analyse the relationship between student achievement and the leadership of the school principle and teacher performance in Malaysia. The results showed that the leadership of the principal and the effectiveness of the teachers had a substantial impact on the academic accomplishment of the students.

In the Tigray area of Ethiopia, Atsebeha (2016) investigated the leadership philosophies used by school administrators and their impact on the productivity of primary school teachers. The results showed that every leadership style, with the exception of the directive leadership style, has a favourable effect on the performance of the teachers. The findings also showed a statistically significant correlation between principal leadership styles and teachers' job effectiveness. The efficiency of principal leadership techniques in secondary schools in Niger State, Nigeria, was examined by Umar, Kenayathulla, and Hoque in 2021. Surveys were sent to 154 principals, 269 department leaders, and 25 employees. The results showed that secondary schools' principal leadership techniques and school success characteristics were widespread. Additionally, Memela and Ramrathan (2022) used a qualitative study to examine the relationship between learner performance and school leadership as it relates to the leadership of secondary school principals. Participants in the study included four high school administrators from four different high schools in the Hlokozi region of the South African province of KwaZulu-Natal. The results showed that student performance and school administration are significantly influenced by the leadership of the principal. Maponya (2020), another researcher from South Africa, examined the impact of secondary school

principals' instructional leadership techniques on students' academic progress. The study was carried out in South Africa's Limpopo Province's Capricorn District. The study's findings indicated that instructional leadership had a variety of positive effects on students' academic performance, including improved academic performance, positive influence and motivation, instructional management, the development of a supportive learning environment, learner support, parental involvement, and the interchangeable application of leadership practices.

1.2.1 Concepts of leadership, management and professional development of educators

“Scratch the surface on an excellent school and you are likely to find an excellent Principal. Peer into a failing school and you will find weak leadership” (Leithwood & Roehl, 2003 p.127).

In their study, Leithwood and Roehl (2003) conducted a comparative contrast of effective schools versus ineffective schools and how leadership shapes the destiny of school systems. The study illustrates that literature is awash with various conceptions of leadership practices. In a study of leadership practice as a principal's specific behaviour or action toward an individual or the organisation, Kouzes and Posner (2017) found that examples of leadership practices include role modelling, sparking shared aspirations, questioning the status quo, encouraging action, and touching people's hearts. By working with all staff members to establish a successful and vibrant learning community, heads of schools can have an influence the institution, its culture, and its mission (Bredeson, 2000). The principal's vision and direction in the area of teacher training and education is crucial to the formation and maintenance of a thriving collaborative educational environment. Thus, principals' leadership practices are the framework that drives all the school activities in line with the national mandates and societal expectations; which include equipping learners with skills, capacitating educators to teach effectively and enhance learning. The leadership practices are conceptualised as embracing all the work done by the principal to guarantee productive classroom instruction and student learning.

Equally related to leadership is school management. As described by Nicker and Wardy (2002), school management is realising goals and objectives effectively and efficiently through planning, organising, and controlling the process through and with people. School management roles of principals therefore, include budgeting; supervising the implementation of budgets, and school improvement plans (Kouzes & Posner, 2017). Leadership and

management are interrelated in that leadership practices influence subordinates to carry out planned and organised tasks within organisational frameworks. This is done largely through planning, implementation human and material mobilisation around common goals of delivering effective and improved education in schools as shown in *Figure 1.2* (PIMRS Framework) illustrates that the principal's leadership practices and variables that are broadly influenced apart from educator professional development.

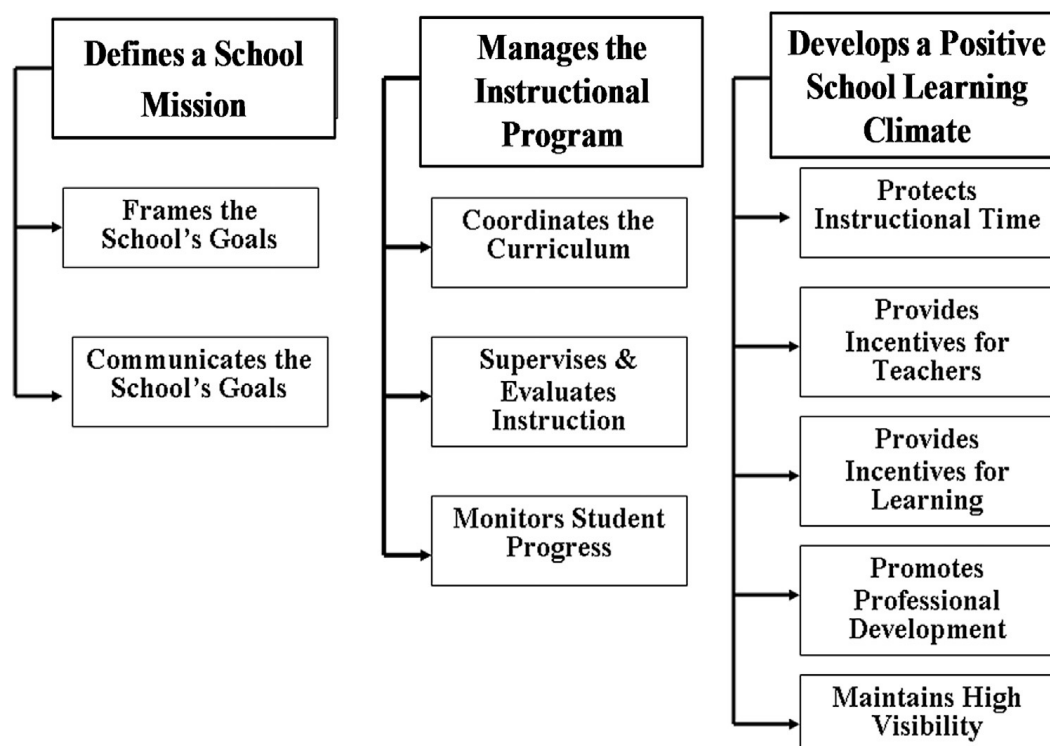


Figure 1.1: Principal Instructional Management Rating Scale (PIMRS) Framework adopted from Hallinger and Murphy (1985 p. 216)

The PIMRS framework highlights broad areas of curriculum implementation and influences the defining of the institutional goals and objectives, managing curriculum implementation, supervision of nonprofessional and professional staff – and most importantly, promoting professional development and motivating educators.

1.2.2 Leadership and management practices used in primary schools

Leadership practices for effective schools are transactional, transformational, instructional and contingency depending on context (Leithwood & Janie, 2000). Many scholars (Lynch, 2016; Mukeshimana, 2016; Stenger, 2013) concur that these leadership practices promote effective professional development in school improvement through the following activities:

- Transformational leadership practices
- Building collaborative cultures
- Restructuring
- Connecting the school and its contextual environment
- Staffing and monitoring school activities.
- Prioritizes teaching and learning (Bloom & Owens, 2011; Le Fevre & Robinson, 2015; Persell, 2013).

Petrich (2019) posits that leadership based on transactions entail giving something in return for something else. Consequently, transactional principals are focused on efficiency and productivity, management of existing relationships, a stable environment, and maintenance of routines (Al-Malki & Juan, 2018).

Transformational leadership, on the other hand, is defined as leadership focused on change (Mestry, 2017). Thus, initiations for reorganising schools can benefit from a leader with a transformational style of management. It focuses on change, fosters high levels of motivation, commitment, and developing the capacity of others (Fullan, 2014; Marzano *et al.*, 2005).

According to research done in the Republic of South Africa by Le Ferve and Robinson (2013), common leadership practices that foster professional development, uplift human skills, effectively implement, and supervise curriculum implementation that results in school improvement, are summarised as follows;

- Management of instruction and the administration of the educational programme.
- The school's infrastructure.
- The improvement of the educational environment.
- Administrative tactics and techniques
- Growth of the student.
- Management of people.

- Interaction with the local community at the school.
- Money management (Mestry, 2017; Steyn, 2009)

1.3 Theoretical framework

The leadership behaviour theory informs this study. The chosen theory hypothesises that there are distinguishable leadership traits that set effective leaders apart from ineffective ones. Goal-oriented behaviours like goal attainment, production, and structure, as well as interpersonal relations or consideration for others, have been central to the conceptualization of leadership behaviours (Mestry, 2017). Thus, effective leadership practices – whether transactional, instructional or contingency, ought to provide guidance on the curriculum implementation.

Leadership practices are the cornerstones of successful schools, whereas ineffective leadership practices are the pitfalls of ineffective school (Fullan, 2014). The effective leadership practices that encourage the heart, test the method, make others able to take action, and inspire a shared vision are universal. Effective leadership practices have the potential to turn around and redirect schools towards effective professional and learner performance (Kouzes & Posner, 2017). Based on the foregoing, it can be synthesised that the success and failure of schools in the delivery of quality teaching and learning hinges on leadership practices.

1.4 Problem statement

As an experienced primary school principal for the past 10 years, the researcher has observed that there is sparse research that examines the correlation between principals' methods of leadership and teacher effectiveness in Eswatini's elementary schools. This has been the case despite growing evidence of malpractices by principals who often top the absenteeism lists in schools. This results in ineffective monitoring and supervision of curriculum implementation, assessment, and teacher development.

Therefore, this study on types of leadership exhibited by elementary school administrators in the Shiselweni region of Eswatini, and the effect these principals have on their teachers' effectiveness, was aimed at bridging the gap on correlational studies that involve principal leadership practices and educators' performance in primary schools. The research could close the knowledge gap so that educators' lack of professional guidance and inadequate

implementation of the school curriculum, due to a widening gap in professional development, could be eliminated.

1.5 The Aim and objectives of the study

The following were the primary reasons for conducting this research:

1.5.1 The aim

The aim was to evaluate the impact of principal leadership practices on the performance of educators in primary schools.

1.5.2 Objectives

The objectives of the study were as follows:

1. To explore the good and bad leadership practices commonly used by principals in the Shiselweni region.
 - a) To establish the good leadership practices commonly used by principals in the Shiselweni region.
 - b) To identify the bad leadership practices commonly used by principals in the Shiselweni region.
2. To ascertain the factors contributing to bad leadership practices by principals in the Shiselweni region.
3. To assess the leadership styles practiced by principals in the Shiselweni region.
4. To establish commonly used leadership styles by principals and influencers to teachers' performance in the Shiselweni region.
 - a) To ascertain the influencers of teachers' performance.
 - b) To identify leadership styles are commonly used by headteachers in the Shiselweni region.

1.6 Research questions

The following were the research questions:

1. What leadership practices are commonly used by principals in the Shiselweni region?

- a) What are good leadership practices commonly used by principals in the Shiselweni region?
 - b) What are the bad leadership practices commonly used by principals in the Shiselweni region?
- 2. What are the factors contributing to bad leadership practices by principals in the Shiselweni region?
- 3. Which leadership styles are practiced by principals in the Shiselweni region?
- 4. How do leadership styles commonly used by principals in the Shiselweni region influence professional development of teachers in primary schools in the region?
 - c) What are the influencers of teachers' performance?
 - d) Which leadership styles are commonly used by headteachers in the Shiselweni region?

1.7 Intended contribution to scientific knowledge

The goal of this study was to solicit answers aimed at enhancing educational systems, with focus on school leadership. The study would be of significance to social, political, and academic audiences, as discussed in the subsequent sections.

1.7.1 Education management researchers

The study provides an impetus to researches with regard to more effective and sustainable ways to implement development programmes for principals, resulting in teacher development and subsequent school improvement.

1.7.2 Public policymakers

The findings of the study could inform public policymakers on the policy gaps in the implementation of programmes for principals' professional growth and educators in primary schools, as well as subsequent recommendations for improvement.

1.7.3 Schools' managers

This inquiry could provide evidence-based data and evaluate the supervisory and management systems in schools and the best practices for transformation. Furthermore,

research could improve management practices in schools in order to make them responsive to professional development and improvement of educators' performance in primary schools.

1.8 Research methodology

Methodology in research means the procedures that are followed in order to organise a research project, as well as to systematically collect and evaluate data (Pilet & Beck, 2010). The researcher's worldview (ontology) and beliefs about how knowledge is produced (epistemology) are reflected in the research method that they choose to use (Mackerchar, 2008).

The inquiry into the effects that leadership has on organisations was the study's apex. Focus was on practices employed by principals on educator professional development and performance in primary schools in Shiselweni region of Eswatini. There are three different techniques or methods to research, namely: qualitative research, quantitative research, and mixed method research (Maree, 2011). From the mentioned methods, the study employed a mixed method. Specifically, the embedded mixed method was chosen. According to Creswell and Poth (2018), an embedded design comprises gathering and analysing both qualitative and quantitative information within the framework of a larger quantitative or qualitative design. In embedded designs, one data set fills a complementary and subsidiary role. One type of data is secondary to the other. That is what happened in this particular research project, where more quantitative data were collected. A specific design and methodology, supported by sound philosophical presumptions was employed in this study to assist the researcher in obtaining data to address the issues raised by the study (Adu & Okeke, 2022). The study paradigm, research design, population, sample, and data analysis are all covered in the subsequent segments.

Mixed methods combine qualitative and quantitative strategies. Creswell & Plano-Clark (2011) define a mixed method research design as an approach to doing research that integrates quantitative and qualitative methods and techniques into a single study for the objectives of data collection, analysis, and presentation. The rationale behind this technique was to address the research questions in an adequate manner, as well as to increase the level of rigour that the study possessed through the utilisation of multiple sources of data. Therefore, the embedded mixed method was the most appropriate in addressing the research questions.

1.8.1 Research paradigm

Since this study used a mixed method, a pragmatic paradigm was the optimal choice. As a research paradigm, pragmatism promotes the employment of a heterogeneous assortment of approaches. The pragmatist view is that research methodologies can, and should be fluid, in order to find optimal solutions. Bell, Bryman, and Harley (2022) further note that pragmatism is the philosophy that allows for the blending of different theoretical frameworks, underlying assumptions, research strategies, and analytic techniques. The pragmatist ethos centres on the maxim “what works.” The pragmatic worldview, which supports utilising any research method that “works” to address the research questions at hand, not only gives justification for the mixed research approach, but also places all viable methodological possibilities in front of the researcher (Kurten, Brimmel, Klein & Hutter, 2022).

Proponents of pragmatism argue that there is no single approach to addressing a research problem; hence they advocate the use of mixed methods. To put it another way, pragmatists hold that there are not only two realities but an infinite number of them. Pragmatism is a research paradigm that combines positivism with interpretivism in its quest for explanations of empirical problems (Creswell & Guetterman, 2019). Accordingly, a “hybrid” methodology is implied by this study paradigm. Qualitative and quantitative approaches are brought together in the pragmatic paradigm. Instead of searching for “absolute truth or reality,” as positivists do, pragmatists are concerned with what can actually be done. Pragmatism is a middle ground between positivism and interpretivism. Indeed, the development of the mixed-methods strategy was concomitant with the emergence of the pragmatic paradigm.

Some scholars argue that the philosophical underpinnings of the mixed research strategy can be found in pragmatism (Bell *et al.*, 2022). As its fundamental principles provide the crucial for mixing diverse research approaches, pragmatism is often referred to as “the philosophical companion” of the mixed research methodology (Kurten *et al.*, 2022). As is widely acknowledged, pragmatism, a rather mature philosophical perspective, provides the theoretical foundation and rationale for merging quantitative and qualitative methods.

There is a connection between research methodologies and the concept of “what works” (Creswell, 2014). Advancing scientific knowledge in a particular field is the ultimate goal of any investigation, and this pursuit always begins with an intriguing idea or query (Greener, 2008). Pragmatism advocates designing and conducting research in the most effective method

to address the research questions, regardless of the philosophical underpinnings of the research. According to Biddle and Schafft (2015), a pragmatic researcher can choose between quantitative, qualitative, and mixed methods of inquiry depending on the needs of his/her study.

1.8.2 Research design

This study employed the embedded mixed method research strategy, in line with the pragmatist paradigm. A research design is a comprehensive strategy for answering research questions and directing research methods (Quan-Haase & Sloan, 2022). A study's specific needs are taken into account as researchers craft their research plan. As stated by Creswell and Guetterman (2019), the appropriate design for research should be directed by the question of whether or not the design provides the most reliable responses to the research issue at hand.

Therefore, the embedded design chosen for this investigation as it is consistent with the mixed method research strategy. In other words, mixed method studies integrate textual and numerical data in order to arrive at reliable conclusions (Bell *et al.*, 2022). Mixed methods research denotes a range of research activities, where data are gathered from a sample of a population to better understand that population's demographics, attitudes, or plans (Biddle & Schafft, 2015). Since the embedded mixed method combines the strengths of qualitative and quantitative research approaches, it was suitable for this study (Kurten *et al.*, 2022).

Embedded mixed method research designs are efficient research methods because of their flexibility. Depending on the goals of the study, researchers may employ quantitative research methods (such as utilising questionnaires with numerically rated items) in their work (that is, mixed methods), as espoused by Quan-Haase and Sloan (2022). The purpose of survey research is to gather data from a representative group of people by having them answer a series of questions.

The embedded mixed method allows data can be collected in ordered to analyse demographics, psychographics, or behavioural intentions (Adu & Okeke, 2022). The researcher chose embedded mixed method research design because the qualitative component of the makes it feasible to engage large sample size (Kurten *et al.*, 2022). In this study, the embedded mixed method research design was the optimal choice for addressing the research

questions because it allowed the integration of qualitative and quantitative techniques. As reiterated by Mishra and Alok (2022), rather than falling easily into the categories of either quantitative or qualitative research, descriptive studies generally combine parts of both. This strategy is also recommended when working with restricted means as it is cost effective.

1.8.3 Sampling procedures

To adequately address the objectives, two sampling methods were used; 1) purposive sampling for the qualitative aspect and 2) stratified random sampling with regard to quantitative. Next is a brief description of each sampling techniques as used in the study.

a) Purposive sampling

In tandem with the qualitative component of the study, purposive sampling was used to choose participants for the interviews (Creswell, 2003). Purposive sampling, or judgemental sampling, was optimal because it is aligned with the objectives. In purposive or judgmental sampling, qualitative researchers seek individuals with extensive experience on the topic they are studying (Mishra, & Alok, 2022). Purposive sampling implies that only participants who are deemed suitable for the purpose of the study can be selected (Creswell & Poth, 2018). Thus, the researcher is a liberty to exercise personal judgement on which participants to include and exclude based the participants' suitability to the study. As such, the selection of participants (headteachers) was as a result of their capacity and willingness to share qualitative data on their perceptions on the effect of leadership styles on academic performance.

b) Stratified random sampling

Stratified random sampling was used for the quantitative component. A population can be sampled using the stratified random sampling method by first dividing it into smaller groups, or strata, as stated by Adu and Okeke (2022). Stratification, also known as stratified random sampling, divides populations into groups with similar demographic and socioeconomic characteristics, such as level of education or occupation (Hinton, McMurray & Brownlow, 2014). Deputy Principals, ordinary teachers, and senior teachers were all included in this analysis. Proportional and disproportional stratified random sample are the two options available to researchers who use this methodology. Sampling using a proportional, stratified, and random allocation is when each group or stratum has the same number of participants,

whereas disproportionate stratified random sampling is when the numbers vary within the groups (Mishra & Alok, 2022). Each stratum would be represented by the same percentage of the sample in a proportional random sample.

This study used unequal numbers of respondents per group, as there were fewer deputy principals and senior teachers than ordinary teachers. Researchers frequently employ the stratified sampling method to draw findings from distinct groups (Creswell & Poth, 2018). The sample is chosen by a random process from each stratum after the population has been stratified. Using stratified sampling, a researcher may build a research sample that is intended to be representative of all segments of the target population, which is a significant benefit (Mishra, & Alok, 2022). Researchers can use this to reduce population-wide variation and enhance the rigour of the study.

1.8.4 Data collection

Two aspects were considered in the collection of data. These were qualitative and quantitative.

a) Qualitative aspect / semi-structured interviews

For the purpose of collecting data on educator and principals' experiences of leadership practices, semi-structured interviews with open-ended questions were utilised. This was a set of predetermined questions adapted according to the interviewer's assessment of what seems to be most appropriate in each individual interview session (Teijlingen, 2014). To ensure that only relevant information was collected, the researcher used specific and precise questions, in line with the ideas of Babbie (2007).

b) Quantitative aspect/questionnaires

A three-point Likert scale questionnaire was used to for collecting quantitative data from teachers (educators) on how to improve the academic performance of primary schools in the region. The questionnaires covered demographics such as: gender, qualification, schooling demographic, and experience in the field, and occupational employment position (Section A). The next section (B) of the questionnaire had 15 items about influencers, whereas Section C had nine questions on principal leadership styles. In both sections C and D, participants had to respond by writing "X" following the given key: 1. Agree; 2. Disagree; 3. Not Sure.

1.8.5 Data analysis

An integrated thematic content analysis strategy was employed for the examination of qualitative data. The obtained data was parsed for its fundamental meanings and consistency through a process of pattern recognition and repeated behaviour analysis (DeVos, Strydom, Fouche & Delport, 2011). In other words, thematic data analysis is a technique where similar ideas or responses are grouped into themes. In the case of quantitative data, the Statistical Package for Social Sciences (SPSS) (version 28) was the analysis tool and Microsoft Excel was used for graphical presentation of the results.

1.9 Ethical considerations

Since the research was conducted in schools, permission was sought from the relevant authorities in the Eswatini. All research ethics – the principles of right or wrong – were observed throughout the study according to the ideas advanced by Macmillan and Schumacher (2010 p.247). To ensure that ethics were followed, precautions were taken as outlined in the subsequent sections.

a) Permission to conduct research

Written permission sought and granted by the Eswatini Ministry of Education and Training. A formal letter was submitted to the Director of Education (see Annexure A) and written permission was granted (see Annexure B).

b) Confidentiality and anonymity

The participants' rights were carefully observed by the researcher. The data were never shared with third parties, in keeping with the guidelines provided by Macmillan and Schumacher (2010). Instead, data were protected by a password on a computer system. Additionally, the participants' names and their schools were substituted with pseudonyms and codes throughout the research process.

c) Informed consent

Since it is unethical to collect information without respondents acknowledging their voluntary participation in the research, as emphasised by Kumar (2008), the researcher explained the purpose of the study and sought the participants' consent to participate on a

voluntary basis. Additionally, the respondents were notified about their rights to withdraw wherever they felt they are were no longer willing to proceed as stipulated by Macmillan and Schumacher (2010).

d) Caring and fairness

The researcher found it important to have an audience with the respondents before data collection began. This was intended to create rapport, and to ensure that the participants are at ease about the exercise (Kumar, 2008). Creating rapport also promotes fairness towards the participants and to the research project itself. In the same vein, the researcher avoided deception and any form of unethical conduct throughout the study, as per the principles outlined by Macmillan and Schumacher (2010).

1.10 Chapter summary

The study's foundation is laid in the overview, and its central focus – the research problem, provides the justification for doing the research. While background information provides context, the research questions and objectives determine the breadth of the investigation. The preliminary review of literature gives assurance that other researchers have done similar or relevant studies before, cementing the viability of the current study. Further, the chapter has briefly discussed the concepts of leadership, management, professional growth for teachers and instructional leaders, which form the cornerstone of the research. Also, a relevant theory has provided an anchor to ground the concepts and the study as a whole. In particular, two theories were identified, namely the “four paths” model propounded by Leithwood *et al.* (2010) and the situational leadership theory (Graeff, 1997). This was followed the methodology – where data collection and analysis choices were briefly discussed and justified. Next was the study's significance, followed by considerations on ethical concerns, and finally, the dissertation outline. The next chapter is the literature review.

CHAPTER 2

LITERATURE REVIEW

2.0 Introduction

The term “literature review” is used to describe the process of summarising and analysing the existing body of knowledge that provides context for the development and present level of knowledge on a particular research issue. According to Creswell (2014), a literature review is done in order to improve one’s comprehension of the identified problem by clarifying its nature and significance, and to avoid duplicating previous studies. A thorough review of literature enhances understanding of the selected problem and help place the results of the study in perspective (McMillan & Schumacher, 2010).

Stewart and Kringas (2003) put forward that improved academic performance is one hallmark of educational leadership that is actively promoted. Today, every student should have access to a high-quality education as it has become one of the most fundamental human rights. As a matter of fact, most nations are beginning to take educational leadership practices seriously (Wright, Christensen, & Isett, 2013). As reported by Hennessey (1998), since the 1990s, “education leadership and targets,” also known as “results,” have been added to the discourse of “rights,” with an emphasis on enhancing the educational system. This makes educational leadership a foundation for obtaining the intended outcomes (Fernandez & Rainey, 2006).

Many developmental organisations are interested in the concept of leadership in education, which includes both educators’ leadership skills and effective pedagogical strategies. Examples include: United Nations Educational Scientific and Cultural Organisation (UNESCO), World Bank, and the International Labour Organisation (ILO). In fact, these organisations, Christie (2010) asserts, hold the belief that the success or failure of a country’s economy is tied directly to the quality of its educational system and infrastructure. Therefore, the efficiency school administration strategies continue to be an important predictor of academic outcomes for both students and educators (Tarc, 2013).

This chapter, therefore, presents scholarly findings on leadership styles of principals and their effect on classroom instruction and student achievement. A review of related international and local literature on leadership practices used in schools is brought forth and critically analysed in light of this research. The goal is to assess the role of leadership practices in

supporting teacher development and performance in schools on a global, regional, and the local context of Eswatini. School leadership practices, Tarc (2013) states, are the engines that drive curriculum implementation, assessment of learners, and general portrayal of the schools' image to the public. To that end, leadership practices and teachers' performance are defined, followed by an in-depth tracing of the historical and background of the topic, the theoretical and conceptual frameworks, types of leadership practices, and the impact they have on elementary school educators' effectiveness. The last section is a synopsis of gaps in literature, and how the current study seeks advance scientific knowledge by bridging those gaps.

To reiterate, the study's objectives were as follows:

1. To explore the good and bad leadership practices commonly used by principals in the Shiselweni region.
 - c) To establish the good leadership practices commonly used by principals in the Shiselweni region.
 - d) To identify the bad leadership practices commonly used by principals in the Shiselweni region.
2. To ascertain the factors contributing to bad leadership practices by principals in the Shiselweni region.
3. To assess the leadership styles practiced by principals in the Shiselweni region.
4. To establish commonly used leadership styles by principals and influencers to teachers' performance in the Shiselweni region.
 - e) To ascertain the influencers of teachers' performance.
 - f) To identify leadership styles are commonly used by headteachers in the Shiselweni region.

2.1 Defining leadership

Leadership is a topic that has been the focus of extensive study and debate for years. Bolden (2004) asserts that management and leadership professionals have been studying the subject of leadership for centuries. Good leadership is the focus of most current studies. This is a result of the growing need for leadership that is more efficient and effective (Hawkins, 2021). However, the notion of leadership is controversial due contrasting academic works and viewpoints. Leadership is difficult to define because of its subjective nature. Schermuly,

Creon, Gerlach, Grabmann, and Koch (2022) emphasise that it is challenging to encapsulate everyone's unique intuitive understanding of leadership in a brief definition. This understanding is built on a combination of experience and learning.

People will inevitably generate their own opinions about what constitutes leadership can be gleaned from one's own experiences, which may indicate that it is not perceived as an information exchange but rather as something that is immediately personalised. Thus, leadership can be defined in many ways. According to renowned management expert Peter Drucker, someone who commands the loyalty of others is said to lead (Drucker, 2012). A leader, according to Jamali, Bhutto, Khaskhely, and Sethar (2022) is a person who gains followers through persuasive means. The scholars go on to say that this does not rule out the dishonesty that many leaders exhibit to get where they want to go.

Bass and Avolio (1994) describe leadership in behavioural terms. In this sense, Hawkins (2021) defines leadership as the process through which one person persuades another to accomplish a shared objective. This description is expanded upon by Schermuly *et al.* (2022) who argue that when leadership is seen as a process, it lacks personality features and is instead a "transaction." According to the authors, effective leadership behaviours are teachable, thus anyone can learn them. Initiating structure and showing consideration were suggested as two crucial leadership behavioural attributes. As a result, within the auspices of any organisation, the characteristics of leadership; such as the practices, traits, behaviours, and predetermined objectives or missions, might be glossed over (Owens & Valesky, 2015). However, some elements can be repeated, such as devotion, teamwork, and employee happiness.

Drucker (2012) asserts that leading is having the capacity to persuade others to act in a way that furthers one's own goals. Drucker's definition implies that leadership is about winning the support and cooperation of others. That is, their "buy-in" into an idea or plan. On the other hand, Carvalho, Alves, and Leitão, (2022) posit that a leader's ability to influence their followers positively requires a skillful blending of rational thought, positive emotions, and concrete actions. Put simply, the scholars see leadership as positive influence. Schermuly *et al.* (2022) opted not to define leadership at all, instead providing readers with examples of effective and ineffective leadership techniques so they could decide what effective leadership was or was not. It can be said that Schermuly *et al.* (2022) avoid a definitive approach to leadership in favour of a descriptive one. It would seem that leadership revolves around the

process of persuasion that leads to action (Owens & Valesky, 2015). The traits or behaviours of the person or people conducting the leading can be used to characterise the persuasive process in a variety of ways. However, a leader's behaviour will vary based on the task at hand and how they believe their role will need to be played in order to complete it (Yukl, 2012). Effective leaders are those who can adapt to change since it is inevitable (Hallinger, 2011).

According to Hawkins (2021), a leader inspires others to work towards goals that the leader either holds or that the leader and his or her followers share. Successful leaders are aware that they need to build reliable relationships in order to influence others to follow them. Marzano et al. (2005) observe that leaders create a climate of trust through their everyday conduct. Rebore and Walmsley (2007) offer a definition of leadership as a selfless commitment to one's field of study and professional peers. In a similar vein, leadership, according to Owens and Valesky (2015), is beyond how one interacts with others; it is also about how one collaborates with others to accomplish objectives. As revealed by the given definitions, the concept of leadership is influenced by individual perspectives. This accounts for the differences in scholarly opinion of what constitutes leadership. Each conception of leadership manifests itself in a distinct code of conduct by the leader, hence the need to discuss leadership styles.

2.2 Leadership styles

This section discusses various leadership styles. These are; the authoritarian leadership style, laissez-faire, democratic, instructional leadership, transactional, transformational, situational, and the servant style of leadership.

a) Authoritarian / autocratic leadership

An authoritarian approach, sometimes referred to as an autocratic style of leadership, is one in which the leader commands and oversees all work and group choices. An authoritarian figure may display certain traits when making decisions, according to Drucker (2012). These include; complete control and accountability for task fulfilment; high levels of organisation, effectiveness, and discipline; direct supervision of all activities; and minimal interest in hearing from subordinates.

Within an autocracy, members are thought to have little freedom and little say in how choices are made by the group (Choi, 2007). Furthermore, Yukl (2012) emphasises that autocratic leaders are quite particular about what behaviours and relationships are appropriate. Although autocratic leaders are stern and frequently have a “my way or the highway” mentality, exceptional production frequently necessitates their constant supervision presence (Carvalho *et al.*, 2022). Nevertheless, this management approach is widely used in many workplaces today.

Despite being a typical style of leadership in many professions, authoritarian leadership is not frequently observed in the educational sector. Low morale is frequently linked to autocratic leadership, which is not surprising given that these leaders do not ask for their workers’ feedback (Owens & Valesky, 2015). Autocratic bosses frequently alienate their employees and reduce their sense of ownership. Morale and productivity deteriorate when employees feel alienated.

b) Laissez-Faire leadership

Since laissez-faire leadership has no central authority to enforce rules and regulations and relies on consensus rather than hierarchy to make decisions. It is sometimes viewed as the complete antithesis of authoritarian leadership, remark Carvalho *et al.* (2022). A leader who practices laissez-faire leadership is considerably more laid back and trusts the ability of the subordinates. Unsurprising given that laissez-faire leaders have a fairly hands-off stance and delegate most of the decision-making to subordinates, laissez-faire leadership has been associated with good morale (Leithwood & Hallinger, 2012).

Carvalho *et al.* (2022) put forward that proponents of laissez-faire frequently adopt a liberal mentality that focuses on the results rather than the processes. This kind of leadership is grounded on strong, responsible teams. Once the team has a solid base of teammates, the leader can sit away and watch success grow as things start to work out (Shaturaev & Bekimbetova, 2021). Laissez-faire leadership certainly is not the greatest option for many organisations, but certain workplaces thrive in this environment. Since laissez-faire leadership allows enormous autonomy, effective school leaders are aware of the favourable effects it has on teacher morale (Stewart, 2006).

c) **Democratic leadership**

The democratic style of leadership is centred on cooperation, in contrast to authoritarian leadership. According to Schermuly *et al.* (2022), democratic leaders are open to distributing duties among staff members. The perspectives of all parties involved are also sought and valued during the decision-making process. It follows that employee morale is boosted and output is increased if a boss involves them in business activities (Shaturaev & Bekimbetova, 2021). A democratic leader is one who actively promotes debate and consensus between members of the group.

A democratic leader asks for feedback from those they are in charge of, and then trusts their subordinates to perform the job at hand successfully without continual supervision. With its established links higher employee morale, democratic leadership, according to research by Leithwood and Hallinger (2012), is a strategy used by many successful educational leaders. In particular, successful leaders have a moral purpose and are also willing to collaborate with others and promote such cooperation among their staff, whether that cooperation takes the form of teamwork or a broader scope of participation in leadership and decision-making (Nguyen, Van & Tuyet, 2022). This is especially true when faced with challenging situations. Collaboration and involvement strengthens professional relationships and ownership of decisions, which explains why democratic leadership has been directly linked to improved morale.

Democratic executives may assign management and administrative chores to other employees, but their job description still entails a wide range of duties. Owens and Valesky (2015) recommended democratic leaders to maintain the highest level of alertness in order to avoid being excessively influenced by the opinions and ideas of others. Effective school administrators are aware of the value of group collaboration and idea exchange as well as the need for democratic leadership. Moreover, morale increases when leaders foster creativity in problem-solving and include individuals in decision-making processes, which are at the core of democratic leadership (Leithwood & Hallinger, 2012).

d) **Instructional leadership**

Although the notion of instructional leadership is not always well defined, it is widely recognised in the education sector. Instructional principals make sure that teachers have the

resources they need to give their students a quality education. By exhibiting desired behaviours and actively engaging in professional growth, instructional leaders also actively support teaching and learning, as reported by (Schermuly *et al.*, 2022). Another skill that instructional leaders have is the capacity for effective communication. By simply being present at school and in the classrooms, these leaders foster a more encouraging environment and raise morale (Choi, 2007).

The following five fundamental ideas are suggestive of good instructional leadership, according Schermuly *et al.* (2022, p.62): 1) learning is at the centre of instructional leadership; 2) learning is defined by improvements in student learning achievement; 3) a group of leaders must oversee instruction; 4) the development of instructional practise and effective instructional leadership require a culture of public practise and reflective practise; 4) instructional leadership takes into account the socio-cultural and linguistic diversity within the school community and; 5) instructional leadership focuses on efficient resource and personnel management, including hiring, training, and evaluating staff members in dynamic work contexts. In essence, instructional leaders actively engage in the instructional operations, actively address the requirements in their institutions and focus on finding, appointing, and training high-caliber teachers according to Schermuly *et al.* (2022). These initiatives are recognised and positively affect teacher morale.

e) Transactional leadership

A leader who values structure and direction is referred to as transactional or managerial. These leaders, according to Hurduzeu (2015), are highly focused on getting things done and are more likely to oversee huge organisations, command military operations, or manage projects. The success of projects under the direction of transactional executives frequently depends on strict adherence to predetermined rules and regulations. Routine, deadlines, and punctuality are values that transactional leaders hold in high regard. Under transactional leadership, people who do well in systematised, concentrated situations succeed (Leithwood, & Hallinger, 2012). However, those who appreciate being inventive and creative might find it challenging to follow this style of leadership.

Transactional leadership, Drucker (2012) states, frequently focuses on rewards or sanctions. A reward (such as recognition and advancement) is gained when a goal is attained. Employees, however, are punished or penalised for subpar performance if they fall short of

expectations. Transactional leadership does not provide much in the way of inspiration to drive individuals to go above and beyond the bare minimum because it is built on a system of rewards and penalties (Hurduzeu, 2015). There is no doubt that transactional leadership can negatively impact teacher morale.

f) Transformational leadership

Outstanding role models, transformational leaders encourage people to go above and beyond the call of duty. Through great motivation, these leaders raise the bar for their workforce; as a result, amazing outcomes are routinely achieved (Hawkins, 2021). When it comes to inspiring others to work for the common good, transformational leaders are particularly effective in persuading their followers to support a shared goal. In addition, transformative leaders have traits like honesty, integrity, and empathy (Drucker, 2012). Individual accomplishments and “performance above expectations” are routinely honoured under transformative leadership (Hallinger, 2011). The motivation and morale of employees who work for transformational leaders are frequently higher, according to (Leithwood, & Hallinger, 2012).

g) Situational leadership

The fundamental tenet of situational leadership is that leaders tailor their style to the “maturity” of their subordinates followers based on their level of readiness and capacity to complete an assignment. Schermuly *et al.* (2022 p.78), describe the following more specifically:

- 1) In the event the followers are not capable and not keen to complete a given task, the leader shifts to directive mode or the “telling” approach without giving any thought to interpersonal relationships.
- 2) In the event followers are not able but willing to complete a task, the leader engages them in polite conversation, also known as the “participation” approach while still giving them clear instructions and guidance.
- 3) The leader only needs to persuade followers, that is, use the “selling” technique to encourage followers to participate in the task when they are capable of doing so but are hesitant to do so.

- 4) In a situation where followers are capable and willing to complete an assignment, the leader gives them little to no guidance, essentially placing their trust in them to complete the task on their own – this is referred to as “delegating” style.

It appears that situational leaders have the opinion that there is no one optimum leadership style (Nguyen, Van & Tuyet, 2022). Individual personalities react differently to different settings and different situations, so it is impossible to always use a single style of leadership. To be effective in any given situation, a leader must be able to control both oneself and the people around them, according to Elkhwesky, Salem, Ramkissoo, and Castañeda-García (2022). Employee morale is boosted when situational leaders support and train their staff on skills required on the job (Kelchner, 2016).

h) Servant leadership

A theory and set of actions known as servant leadership improves people’s lives, strengthens companies, and eventually makes the world fairer and compassionate (Elkhwesky *et al.*, 2022). For a leader to be considered a servant, they must put the needs of others ahead of their own and demonstrate empathy and compassion. School principals who practice servant leadership are dedicated to serving, preserving, and safeguarding their institutions and related stakeholders (Leithwood, & Hallinger, 2012).

Furthermore, servant leaders are committed to giving their subordinates worthwhile opportunities for professional growth that will improve their knowledge and skills. Additionally, these leaders are concerned that their companies or institutions project good positive impressions. There are several reasons servant leadership works for school heads (Nguyen *et al.*, 2022 p. 271). These include the fact that school principals:

- 1) Recognise their own humanity and are not afraid to be open and honest with the people they are responsible for leading.
- 2) Listen with the purpose of comprehending instead of responding.
- 3) Exercise both heart and mind when leading.
- 4) Complement staff members
- 5) Approach conflict with great sensitivity.
- 6) Admit when they have made errors, recognise when they are mistaken, and persist with a different course of action.

- 7) Consider challenging circumstances from a number of perspectives.
- 8) Show empathy for others and try to understand their preferred method of interaction;
- 9) Allow others an opportunity to be successful; and
- 10) Speak the truth in a morally upright and honest manner.

Similarly, being a good listener, comprehending others' personal needs, and mending conflict-related scars inside the organisation are essential traits of servant leaders. Other crucial abilities exhibited by servant leaders include resource stewardship and improving the capabilities of individuals already employed by the organisation (Gardner-McTaggart, 2022). All educational leaders are required to abide by the professional standards that are appropriate for their employment. Administrators are able to select the style that best matches their personalities notwithstanding the various leadership ideologies.

i) **Impact of leadership styles**

McGinity, Heffernan and Courtney (2022) conducted research on how leadership philosophies impact an organisation's success. The research study included participants from a variety of professions, including medicine, nursing, counselling, statistics, architecture, computer science, and law. According to Gardner-McTaggart (2022), the following tactics can be used by effective leaders to increase morale and improve employee satisfaction: 1) establishing a mechanism to recognise and reward employees for their hard work, and doing so on a regular basis; 2) providing their staff with continual opportunity for educational and professional growth; 3) keeping one's goals and objectives in focus; and 4) openly discussing decisions with others and encouraging their input.

Leadership philosophies have an impact on teachers' job happiness, according to Hawkins (2021). The author found that democratic leadership increases employee satisfaction because it lessens isolation and promotes employee morale. Additionally, by giving teachers chances to work together and plan together, morale, employee satisfaction, and teacher confidence are all raised. Contrarily, employee dissatisfaction is typically related with autocratic leadership (Machumu & Kaitila, 2014).

Evans (2022, p.56) found that morale rises when: 1) school administrators set an example for others to follow; 2) decision-makers foresee a promising future; 3) teachers are urged to experiment with cutting-edge teaching methods; 4) teachers are respected and treated with

decency by the principal., and; 5) educators are applauded for their efforts. It can be synthesised that based on the applied style of operation, leaders can propel organisations or hold them back. It is therefore, important to distinguish plausible leader characteristic from bad ones. Next is a discussion of characteristics for effective leaders.

2.3 Characteristics of effective leaders

The varied responsibilities of a principal include enforcing discipline, conducting evaluations, and ensuring a secure environment. Balance is necessary for this multitude of responsibilities to be completed well, and this task frequently feels overwhelming (Shaturaev & Bekimbetova, 2021). Skilled principals understand that they must be excellent disciplinarians in order to enhance morale (Whitaker, 2012) and communicators (Miller, & Miller, 2021). Teachers deserve praise and recognition for their hard work, and administrators should look for opportunities to do so (White, 2014). Equally important, leaders in education should provide teachers with many opportunities for professional development, regular meetings, and planned opportunities for teamwork (Karadag, 2020). Also, excellent principals provide assistance for their respective teachers and make a genuine effort to behave in a courteous manner, and empathetic while simultaneously cultivating reliable relationships (Evans, 2022).

Even though there is a wealth of knowledge available on motivational theories, leadership styles, and workplace morale, more research was still required to determine which leadership traits and other factors that contribute most to higher morale. As reported by Miller and Miller (2021), when considering whether or not to remain a teacher, a principal's management style is a major factor. Although school authorities may assume that this is general information, many qualified teachers continue to leave the teaching profession before reaching retirement age (Weale, 2015). Thus, the subject of which leadership qualities, behaviours, and other factors are most useful in raising morale and retaining top educators still has to be addressed.

2.3.1 The significance of increasing morale

Most recent studies indicate that the number of teachers leaving their positions is increasing globally. Retaining excellent educators, as Quan-Haase and Sloan (2022) argue, is just as crucial as finding them in the first place. The scholars also note that inefficient administration is a primary cause of teacher turnover; this accounts for around half of all teacher departures.

According to Hawkins (2021), lack of administrative support is cited as the main cause of instructors quitting their jobs.

While high morale is associated with fewer teachers leaving the profession, other issues such as low pay, high stakes testing, arbitrary district, and state mandates, as well as overwhelming workloads all play a role (Mishra & Alok, 2022). It has been established that employee satisfaction and retention are directly associated with a school's level of morale. Therefore, researchers and school administrators alike, would surely benefit from greater knowledge about which leadership qualities, features, and other factors were most helpful in raising morale (Schermuly *et al.* (2022), The crucial link between effective leadership and workforce morale is understood by operational educational leaders; therefore they make a concerted effort to make sure that this link is the norm for their staff (Karadag, 2020).

2.4 Implications for educational leadership

Literature has described educational leadership as being hierarchical, patriarchal, coercive, and connected to power and riches (Hawkins, 2021). An effective educational system is essential to the development of a prosperous, democratic, and civil society (Carvalho *et al.*, 2022). As such, the duty of school heads is important in setting the example and creating the environment needed to foster such principles.

According to Karadag (2020), a civil, prosperous, and democratic society is built on the foundation of a strong educational system. In addition, the scholar stresses the value of maintaining good morality even in difficult circumstances. As a result, the school's leadership is essential in setting the example and developing the climate required to support such ideas.

Shaturaev and Bekimbetova (2021, p. 249) observe that three particular beliefs were proposed by the antiquated leadership paradigm: (a) that great leaders are born rather than made; (b) that profitable organisations were those with good management; and (c) that failure should be avoided at all costs, which encouraged risk aversion and fear.

Nguyen *et al.* (2022), on the other hand, outline seven transformative leadership dimensions based on literature reviews. These elements include creating a clear school vision and setting clear goals, stimulating the mind, providing individualised support, exemplifying important

organisational values and best practices. Moreover, setting high performance standards, fostering a positive school climate, and developing structures to encourage participation when decisions are taken were seen as crucial. This educational leadership trend is predicated on the idea that teachers and principals share leadership duties (Karadag, 2020). This leadership paradigm is based on giving individual support, intellectual stimulation, and personal vision rather than directing or coordinating others.

Schools today are developing towards a learning community that is more collegial, cooperative, transformative, and service-oriented. According to Hawkins (2021), some developments can be seen in the educational institutions of today. In these postindustrial organisations, there has been a shift away from the hierarchical structures formerly used in favour of a more decentralised structure where authority is delegated more evenly, roles are more broadly defined, and leadership is determined by demonstrated competence rather than by title.

In stressing the point of leadership competence, Elkhwesky *et al.* (2022) postulate that running efficient schools and meeting the ever-more-complex demands of society will require the knowledge and technical abilities of knowledgeable, dedicated, and capable leaders. There are discussions on how to effectively train the next generation of educational leaders as the demographics change with regard to the study and application of leadership theory.

Early 1980s research on effective schools gave rise to instructional leadership models. These models, as opposed to earlier ones, concentrated on how leadership enhanced educational outcomes. This resulted from the public's demand that educational institutions elevate their standards and boost students' academic performance (Stewart, 2006). Large-scale school reform is the term used by Choi (2007) to describe these projects. Other programmes were put into place as a way to ensure accountability. According to Gardner-McTaggart (2022), management methods, professional standards, teacher dedication, democratic procedures, and parental choice are all ways that practitioners are still working to improve student performance and accountability. It stands to reason that this is the direction which management of the future ought to take, and this is true of school leadership as well.

School principals are under pressure to raise student success as a result of the school reform and accountability movements, but there is no guidance on how to do it effectively. The principal's job used to be to concentrate on the teachers, while the teachers concentrated on

assisting the pupils in learning. The success of the school was attributed in large part to the principal's management. However, ways of thinking and operating systems have changed. Hawkins (2021 p. 83), for example, proposes three elements of instructional leadership to conceptualise this process of instructional leadership, including: 1) managing the curriculum; 2) establishing institutional objectives, and; 3) fostering a supportive learning environment. Focusing on the teachers and driving them to work is a thing of the past.

On another note, according to Evans (2022) such a top-down approach to management and leadership is overly prescriptive and a more bottom-up strategy is required for teaching and learning to advance. In essence, Evans (2022) believes that instructors and principals should work together to enhance students' learning and performance, placing the students at the heart of outstanding schools. The traditional top-down, linear ideas of management and leadership, as well as how they affect instruction and learning, are deemed inadequate by Gardner-McTaggart (2022).

Extending the debate, Miller and Miller (2021) contend that leadership, as it is defined in literature, is ineffective in addressing the problems with contemporary educational institutions. The scholars claim that a few elements of the effective leadership paradigm are flawed. The academics also suggest that schools might be seen as complex networks of relationships that cross formal lines of authority and control and move information and expertise in all ways, not just downward (Miller & Miller, 2021). The authors opine that the focus on the leader's transformational abilities in transformational leadership models relies too much. Instead, the organisation needs to create feedback loops so it can improve. In this paradigm, the school lessens its clerical burden and acts as its own change agent, as predicated by Evans (2020). Instead of empowering individuals, the organisation gains power as a whole.

Studies that critically analyse the prominent position that the principal assumes in the school predominate much of the literature on educational leadership. According to Karadag (2020), as an example, the obsession with proving that principals have an impact has quietly reinforced the notion that school leadership and the school principal are one and the same. The trend toward increased accountability is accompanied by an increase in research that gauges principal leadership. In the literature, new terminology like participatory, faculty, leadership that is spread out and leadership that transforms have become prevalent. Hawkins (2021) argues that the proliferation of alternative models demonstrates a growing

dissatisfaction with the instructional leadership paradigm, which is widely criticised for putting too much weight on the principal as the institution's ultimate source of expertise and leadership.

According to Evans (2022), new and frequently opposing viewpoints have emerged and will continue to do so as the study of school leadership is examined through more varied lenses and methodologies. The issue of whether or not leadership may be required through accountability initiatives in states and particular schools also has to be resolved. The writers of leadership studies must not erroneously believe that improvement is the only possible outcome of change (Nguyen *et al.*, 2022). Gardner-McTaggart (2022) reminds us that many leadership styles are needed at various stages of organisational growth.

Leading a school is a challenging occupation, and administrators face a daily barrage of tasks (Sheninger, 2011). Administrators must design a system where all components – including transportation, food service, special education, and general instruction, interact and function well. Hurduzeu (2015) asserts that it is common for administrators to deal on a daily basis with problems of discipline, anxious parents and teachers, a lack of substitutes, and constant meetings.

Administrators are also required to conduct ongoing teacher observations on a regular basis. These observations include the following steps (Evans, 2022 p 104): 1) preparation meetings with educators; 2) observation of classroom teaching; 3) interpretation and analysis of the observation; 4) meetings afterward with educators; and 5) analysis of the last four procedures. The teacher observation process involves a lot of documentation after observations, and the requirements imposed by districts and states are always evolving.

It should come as no surprise that leadership is essential to the smooth operation of a school's many components given the variety of duties administrators are required to perform every day, and that the principal will set the tone for the school (Hawkins, 2021). An administrator's decisions have a significant impact because they are crucial to a school's success. When making decisions, effective school administrators consider what is best for their learners and instructors. Setting a school's vision and direction is one of a school leader's most important duties, according to Nguyen *et al.* (2022). Furthermore, Gardner-McTaggart (2022) notes that school administrators must consistently demonstrate strong leadership qualities even though they have to decide on literally hundreds of issues every day.

Effective administrators are aware of the considerable correlation between their leadership style and teacher morale in addition to the enormous quantity of daily leadership responsibilities (Schermuly *et al.*, 2022). Given that the top management's actions have a significant impact on employee morale, they should be mindful of maintaining teacher satisfaction. The most effective and capable administrators understand that staff happiness and school morale are intimately correlated. Additionally, teacher retention and turnover are strongly influenced by the school's administration (Pate & Moody, 2016).

As alluded to earlier, twenty percent of all new recruits depart the classroom within three years, and four out of ten teachers resign during their first year of employment, Hurduzeu (2015), reports. In metropolitan districts, the figures are significantly higher. According to Schermuly *et al.* (2022), in spite of the fact that every year hundreds of fresh educators enter the profession, close to 50% of them quit the field entirely or transfer to a new school within the first five years. In addition, teacher satisfaction has plummeted in the last five years, with some measures showing it is at its lowest point in the preceding 25 years, as stated by Evans (2022). Therefore, it is necessary to ascertain what factors instructors who were presently teaching associated with higher morale as well as which leadership styles, in their opinion, best fostered morale so that qualified teachers can be found, hired, and kept in the field.

2.5 School administration

School administration exerts a powerful the impact on the standard of education. In Eswatini, the external examination results reflect the competency of the principals' leadership skills and not much of the teacher who does the spadework on the ground. If the results are poor, the principal is regarded as incompetent, but if the results are exceptionally good, he or she is given credit.

In a literature review, Leithwood and Richl (2003) found that school administration had a significant effect on student learning, ranking only below that of the quality of the educational programme and faculty. In buttressing the fact, Togneri and Anderson (2003), contend that school administration impact education mostly by encouraging hard work towards lofty objectives and creating a climate in which both educators and students can thrive. From the given information, it can be synthesised that administration is linked with the ability to influence, motivate, guide, control and monitor subordinates in order to attain desired goals.

In Eswatini, promotion to the post of school administrator is based on a bachelor's degree as qualification and the number of years as a teacher count as experience. Admittedly, promotion criteria do not reflect the best practice. Current research suggests that elevation to the position of school head; candidates must, among other things, possess a degree in leadership or management of education (Tarc, 2013). As outlined by Fernandez and Rainey (2006, p. 148), the performance key areas of for competent administrators are: Strategic Management skills, Policy Implementation and Compliance, Monitoring and Evaluation, Budgeting, Discipline and Performance Management, and Stakeholder Management.

Taking things further, Bushman (2007 p. 279) also elaborates on the different roles of administrators or leaders by pointing out the following:

- Providing direction – Administrators ought to be innovative, give direction, and set the tone.
- Offer inspiration – Administrators should have constructive ideas and be able to articulate such to others in order to motivate them.
- Build team work – Teamwork is one of the powerful tools administration should embrace as it brings positive results in schools.
- Be exemplary – Most followers resemble a leader. It is important what leaders do but is not important how they do it.
- Gain acceptance – A true administrator is qualified by the followers as they are not de facto.
- Servanthood – Unless leaders work with their teams, the teams will not be empowered.
- Organisational architect – An administrator should be innovative and facilitate changes.
- Leading professionally – Demonstrates an understanding of the workplace in which one operating.
- Morale educator – Manifests relationship-guiding values that can be passed on to others.
- Social architect – Manifests a cognisance of and concern for global development and social problems.

Mac-Namara (2010) espouses that different situations call for different leadership styles. A leader should conduct a situational analysis before applying a particular leadership style in

order to bring order, control, and guidance – be it at family level, communities, organisations or schools (Leithwood *et al.*, 2008). Echoing the same sentiment, Bushman (2007) also attests to the idea that an appropriate leadership style depends on the type of the organisation and its culture. This implies that a generic approach to leadership is not advisable.

Evidence from studies on effective school leadership shows that principals and other top administrators have a significant impact on student achievement through shaping pupils' attitudes and conduct, parents, and educators as reported by Leithwood, Louis, Anderson and Wahlstrom (2004). As noted by Leithwood *et al.* (2008), effective school management has an immediate effect on the capacity, commitment, and general working environment of teachers. Additionally, Hargreaves, Halasz, and Pont (2007) state that administrators influence learning by urging and assisting teachers to devote time to professional growth, participate in professional learning communities while focusing on student learning. In turn, all these factors impact directly on teaching practices which and ultimately have a bearing on student achievement.

Whereas only a narrow stream of research links school heads and academic success of students, there is no shortage of studies on principals' effectiveness on school operations. The variables often covered include; teacher and student motivation, identifying and expressing the school's mission and objectives. According to Knapp, Copland, Plecki, and Portin (2006), other areas of study include setting ambitious goals, encouraging open dialogue, and allocating adequate resources, and establishing organisational frameworks to facilitate training and education. In buttressing the fact, Day *et al.* (2010) espouse that principals' pedagogical beliefs, the tactics they employ in self-reflection, and the ways in which they lead schools all have substantial effects on the education their students get. Scholars agree that the manner in which school heads lead has a bearing institutional goals and aspirations. All of these factors have an impact on student results, including instructors' mindsets, class preparation and delivery, levels of personal and professional satisfaction, and trust in and loyalty to their institution.

It appears that both professional learning and system learning are involved in the leadership effects on education (Portin *et al.*, 2006). The term “professional learning” denotes experiences through which educators and school leaders acquire new competencies and philosophies. That is, both in terms of their initial preparation for their professional employment and their ongoing efforts to formally sharpen their skill sets as professionals

while working (such as by furthering their education). In contrast, “system learning” encompasses insights into how the educational sector works, including the devising and testing new trends to instruction (Knapp *et al.*, 2006). The impact of school leadership on students’ academic performance is illustrated in *Figure 2.1*.

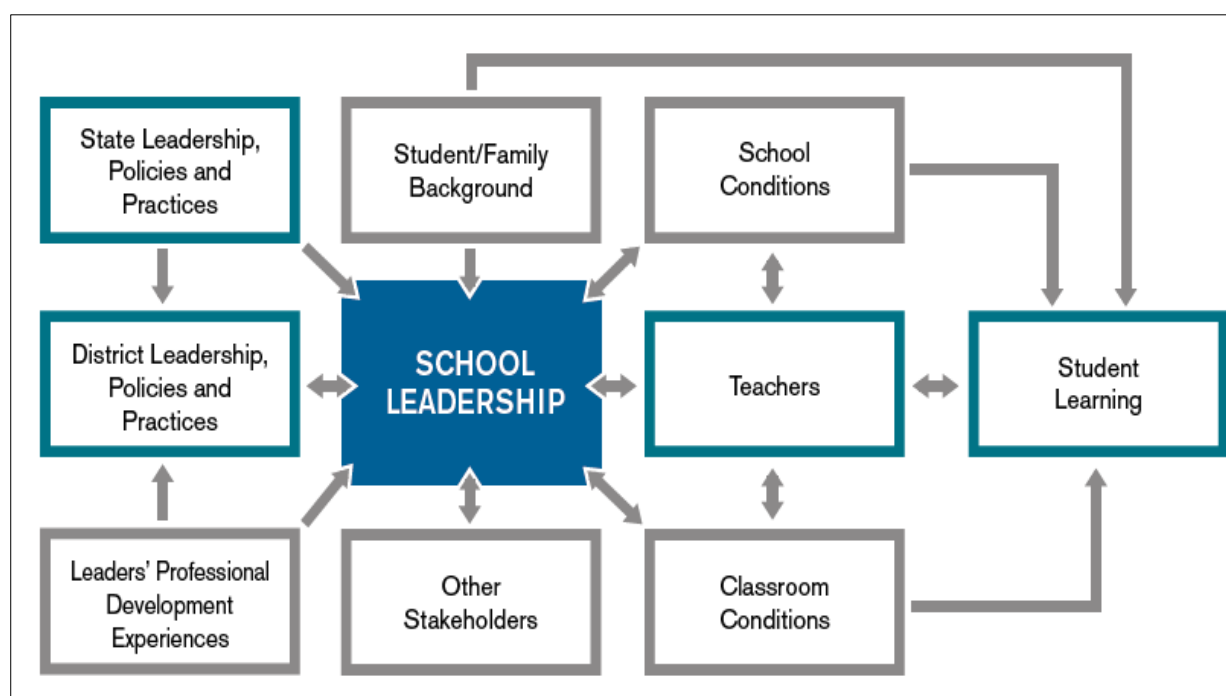


Figure 2.1: The impact of school leadership on students’ academic performance (adapted from Louis, Leithwood, Wahlstrom, & Anderson, 2010).

The most significant way through which school leaders can affect student learning is by creating a stimulating and supportive learning environment. That is, by guiding the direction of the institution, the culture of the school, establishing and supervising teaching as well as the distribution of resources, and influencing the educators themselves. Louis *et al.* (2010) mention a number of interrelated factors that impact both school leaders and school conditions. These include: policies and practices at the state and district levels, external stakeholders (such as the community, the media, and interest groups). Moreover, leaders’ prior work experiences and current practices, students’ backgrounds and experiences, and leaders’ own professional experiences and practices also count. As depicted in the *Figure 2.1*, all these variables are accountable for the results of student learning – positive or negative.

In extending the debate, Leithwood, Anderson, Mascall and Strauss (2010) offer a “four-paths” model of how school administrators might use their authority to boost student achievement. The four paths, as shown in *Figure 2.2* are; emotional, rational,

organisational and family aspects, all of which are thought to play a role on in the classroom and school achievement when led by a competent school administrator.

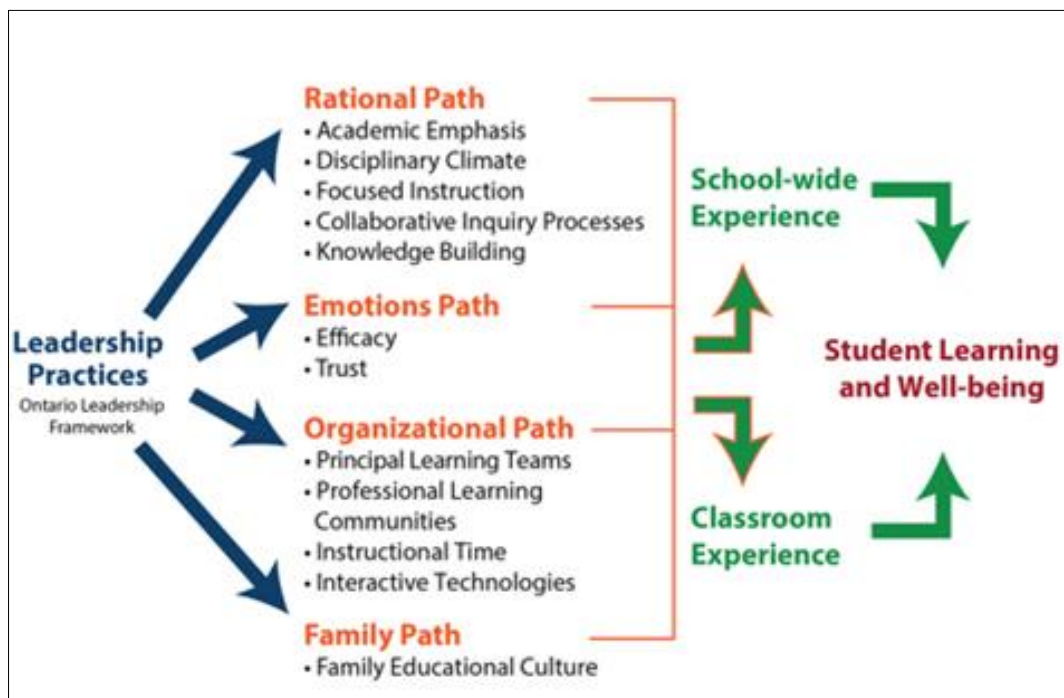


Figure 2.2: Four paths of leadership influence on student learning (adapted from Leithwood *et al.*, 2010).

As shown in Figure 2.2, the duty a principal, according to the “four path” theory, is to put into action those practices that elevate the level of selected variables along these paths, especially those variables that student learning and well-being. For instance, it is well-established that high levels of instructor trust significantly benefit student learning according to Leithwood *et al.* (2010). Since teacher trust is a “key condition” on the “Emotional Path” we define it as tying leaders’ influence to student learning, a principal in a “low trust” school would choose to do so in order to raise student achievement.

This theory of leadership and education posits four channels via which educators can have an impact on their students’ academic development: paths that are logical, emotional, organisational, and familial (Robinson, 2011). The technical heart of instruction and student development, form the foundation of the Rational Path’s variables. The Emotional Journey encompasses the collective and individual attitudes, moods, and states of mind of the workforce. Organisational Path factors include things like a school’s culture, policies, and standard operating procedure (SOPs), all of which shape how employees relate to one another and work together. Family Path variables include those that reveal parental goals for their

children, cultural norms and attitudes toward education, and community attitudes toward schooling.

In a similar vein, Leithwood, Seashore Louis, Anderson, and Wahlstrom (2004), in an earlier study rank principals' skills significantly more influential on student learning than classroom instruction. While most of their research suggests that leadership's primary role has a minimal impact on student achievement, they did find that leadership plays a much larger role in turning around underperforming schools. Strong leadership benefits on student learning are also reported by Leithwood and Riehl (2003), especially in the outlier schools that achieve remarkable results. Experts agree that leaders make the most difference on student learning when they create a common vision, set measurable goals, motivate educators, and foster an environment that is favourable to learning.

From 1980 to 1995, Hallinger and Heck (1998) analysed the findings of forty research studies that examined the effect of principals on student achievement. They discovered that principals' management trends had significant, albeit subtle, effects on students' academic performance. Specifically, it was found that principals have an influence students' education via shaping the school's culture and establishing its foundations, in addition to the more obvious ways in which they establish the school's vision and priorities.

So far, Viviane Robinson and colleagues' study from 2011 is the most exhaustive one to reflect directly on the force of effect of individual leadership characteristics on student achievement. Based on effect size, the following five leadership aspects were determined to have a moderate to considerable impact on student learning in a meta-analysis of the literature reporting on the impact of leadership on student learning. The five aspects of leadership (Viviane *et al.*, 2011 p. 63) are as follows:

- a) a) Fostering an environment conducive to, and actively engaging in, professional growth for educators;
- b) a) Arranging for and analysing the results of classroom and curriculum instruction;
- c) c) Setting objectives and standards;
- d) Strategically acquiring resources; and
- e) Maintaining a calm and encouraging atmosphere.

Leadership that prioritises the education and growth of its followers through both formally structured and unstructured means has an effect size of 0.84, making it the single most essential trait of effective leaders.

Administrators at schools have a great deal of influence on their students' education by encouraging and supporting their teachers' professional growth, as stated by Robinson (2011). The same holds true for the three additional leadership aspects that were found to positively affect student learning. Three of the most important were making meaningful connections for learning, having productive conversations about challenging issues, and picking, making, and using effective resources.

Furthermore, the Wallace Foundation (2006 p.107) report also identifies key links between student success and the instructional leadership of school administrators, outlining six benchmarks for good administration in the classroom, namely:

- a) Helping the school community come up with a shared vision for student learning that may then be articulated, put into action, and maintained;
- b) Promoting, developing, and maintaining an educational environment that is helpful to students' academic progress and the advancement of teachers' expertise;
- c) Managing the school's structure, processes, and resources to provide a secure, productive classroom;
- d) Working together with neighbours, catering to a wide range of local concerns and demands, and rallying neighbourhood support;
- e) Conducting oneself in an honest, just, and moral way; and
- f) Recognising and adapting to a wider political, social, economic, legal, and cultural environment, and exerting some degree of influence within that setting.

According to Day *et al.* (2010), effective principals articulate their principles and vision to inspire students to aim higher. In addition to reshaping the environment under which students are taught and educated, these leaders also establish the course the institution will follow. For this reason, it will be necessary to reorganise certain aspects of the institution (the school) and to revise the functions of its leadership. Curriculum enrichment and the improvement of teaching standards are two other crucial endeavours. Consequently, the procedure improves the standard of education. Finally, successful principals foster cooperation among staff members and develop solid ties with stakeholders beyond the school's walls.

Additionally, Leithwood *et al.* (2004) propose that when evaluating principals and leadership teams, attention should be paid to the leadership behaviours that emerge where their model's six fundamental processes meet the six important components of student achievement. However, critics point out that Leithwood *et al.* (2004)'s assessment approach seems not to

anticipate consequences of the leaders' behaviour on learner achievement. According to the approach, positive results for students can be traced back to shifts in leadership behaviour, which in turn impacted academic outcomes for the school. There are six essential stages that describe the techniques a leader can use to inspire their team to achieve success, as outlined by Day *et al.* (2010 p. 283). The framework at issue places primary emphasis on how leaders act and how they engage with faculty and students. The fundamental elements are as follows: a) challenging academic expectations for students; b) quality curriculum and teaching; c) a learning-centered environment; d) ethical and responsible teacher conduct; e) meaningful engagement with the larger community; and f) systemic performance accountability. The activities of planning, implementing, supporting, promoting, communicating, and monitoring were, however, implemented by the school administration and greatly aided in the success of these elements.

Leithwood *et al.* (2004) found that there was a discrepancy in the number of leadership dimensions recognised among the many sources they examined, which underscores the importance of conducting one's own research when trying to pin down what exactly constitutes effective school leadership. The scholars acknowledge, at least in part, these six steps: a) establishing a clear direction and goals; b) fostering an upbeat school climate; c) assisting educators in fostering improved student learning; d) fostering the growth of other leaders; e) coordination of institutional assets and procedures; and f) leading for ongoing advancement in teaching and administration.

In addition, researchers such as Murphy (1990) found that the shift in school administration centred on instructional leadership. Principals at effective schools, according to Murphy (1990), prioritised the quality of instruction and using different instructional strategies, both of which were reflected in students' performance. While these principals did not use a collaborative approach to education, the study did find that they placed an emphasis on six groups of activities that had direct bearing on classroom instruction (Murphy, 1990 p. 84):

- a) Establishing the vision and objectives of the institution
- b) Managing and accessing the process
- c) Curriculum, teaching, and evaluation
- d) Fostering an encouraging environment for;
- e) Learning and
- f) Establishing a cordial workplace (Murphy, 1990).

The these findings have a bearing on the nature and level of instructional practices that institutions adopt. As such, it is the duty for the school principal to focus on learning outcomes, hence the need to infuse administrative choices and routines with instructional significance in the classroom (Dwyer, 1984).

In their evaluation of research papers on leading effectively in schools where students are expected to take responsibility, Leithwood *et al.* (2002) listed 121 different practices by school heads. This information is relevant to the degree of effective leadership practices. It is possible that the lists of expected knowledge and skills for school leader certification programmes and school leader requirements are equally comprehensive. These ever-expanding registries of what constitutes acceptable procedures, skill sets, and norms cause worry that not only are school leaders being tugged in a variety of different directions at the same time, but that perhaps too much is being expected from them.

It is for this reason that scholars like Tyack and Cuban (1995, p. 14) state that administrators must exercise caution that education be transformed “from remedy to scapegoat.” This trend may be driven by increased expectations, despite the fact that locals have traditionally shown a great deal of pride in their institutions. Another factor could be continuous study about the nature and the degree of interrelatedness of the concepts and policies around leadership practices on education, especially at primary school level.

The reasoning behind this is based on the fact that both principals and instructors have a part to play in developing a productive relationship of leadership within their respective institutions. Teachers should take advantage of the professional development opportunities provided by their principals (Blase & Kirby, 2000). However, according to Louis Berkner (1994), a strong administrator can validate teachers’ responsibility and accountability for change. People in authority often make way for those with less established credentials, so this is a mutually beneficial arrangement. Louis (1994) makes the astute observation that this phenomenon is typically subtle and would not be easily obvious except in certain critical circumstances that endanger transformation efforts.

School administrators’ leadership styles and how they affect the classroom teacher’s output are also brought into the context of the situational theory proposed by Blanchard and Hersey (1982). Based on the idea that managing a school is a situational practise, in which every day brings new challenges and opportunities to address students’ social and behavioural needs, it

is important for principals and teachers to be flexible and open to new ideas, McCleskey (2014), observes. Graeff (1997) and others in the field of organisational behaviour and leadership studies note that the situational leadership theory contends that an effective leader does not have to be a charismatic figurehead with a large following, but rather needs reasonable knowledge of the circumstance and an appropriate response. In a situational scenario, the leader stands at the crossroads between focusing on tasks and focusing on people. This concept indicates a rethinking of the classic goal-focused compared to human focused leadership continuum. A leader in this situation must establish not only the character of the work to be done, but also the character of the people who will be doing the work (McCleskey, 2014).

This method helps both the principal and the classroom instructor plan ahead for the challenges of their profession and create effective strategies for dealing with everyday issues that arise in the classroom. This is so because students in every school come from a variety of backgrounds, and principals and educators alike, bear the burden of this duty to make appropriate adjustments to lessons and activities to accommodate these differences (Shin, Heath & Lee, 2011).

Akintunde (2013 p.74), drawing on the work of Wren (1995), defines situational leadership as “leaders adjusting their behaviour to the characteristics of the environment and the followers.” This model is concerned with the level of preparedness displayed by the follower and places a focus on the leader’s awareness of this trait. From the available information, it can be inferred that Akintunde (2013) believes a leader needs to show a great deal of adaptability when running an organisation. A good leader is also someone who recognises that an organisation is really just a collection of individuals with different backgrounds and experiences who are all trying to accomplish the same thing.

McCleskey’s (2014) advocacy for a task-orientation approach to situational leadership adds another layer. McCleskey explains how task-oriented leaders designate responsibilities for their subordinates, issue clear directives, establish norms for group behaviour, and set up official lines of communication. The term “employee-centered leadership” describes the style of management exemplified by this strategy (Akintunde, 2013). According to this view, the headteacher (representing the leader) and the instructors (representing the followers) are assigned their respective roles in a school, based on their respective areas of expertise. To facilitate delegating according to the competencies of the teaching staff under his or her

direction, the headteacher establishes organisational patterns through establishment departments.

When it comes to getting things done in an organisation, Shin, Heath, and Lee (2011) suggest that leaders should demonstrate empathy for their subordinates, work to minimise emotional confrontations, prioritise constructive interactions, and ensure that everyone has an equal voice. With the goal of optimising operations and output, a situational leader conducts a critical analysis of the scenario or context at hand and then formulates tactics to bring about the ideal working environment that is most conducive to the demands of the followers. To get things done, a leader can, for instance, find tools (like wellness programmes) that would motivate the team. Tsai, Chen, and Cheng (2009) extend the argument by supposing that the situational leader is more perceptive about the prevailing situation at any given time, in contrast to the charismatic leader who merely rallies the people.

McCleskey (2014 p.62) concludes that the “combination of work” and high degrees of maturity define a situational leader (both professional and psychological maturity). The fundamental principle in the mix of task/philosophy is that followers determine the “correct” leadership style. Such an ideal leadership style should also and relate to previous education and training interventions of the team. Based on the given information, it can be synthesised that situational leaders align their practices with the situation on the ground, while placing employee welfare in the centre of all interventions.

2.6 Situational leadership model

The situational leadership style (Hersey & Blanchard, 1997) is influenced by the simple logic that no single leadership style would suit all situations; hence leaders are to remain sensitive different contexts. This is illustrated in the situational leadership model diagram (see *Figure 2.3*) that brings together all relevant elements that would point out possible types of situational leaders namely: supporting, delegating, directing and coaching. According to the proponents (Hersey & Blanchard, 1997), there are four subsets of followers depicted in the diagram, differentiated by their respective skill sets and work ethic. Ability describes a follower’s expertise and experience in doing their task effectively. In this context, “willingness” refers to a band of supporters who are eager to take on a challenge and secure in their abilities to complete the mission at hand.

The Hersey-Blanchard model differs from previous leadership theories in that it does not assume that businesses should have a uniform method of management. The model instead, recommends a flexible approach to leadership that can be moulded to fit the specific needs of any given workplace. *Figure 2.3* presents an illustrative explanation of the situational leadership model.

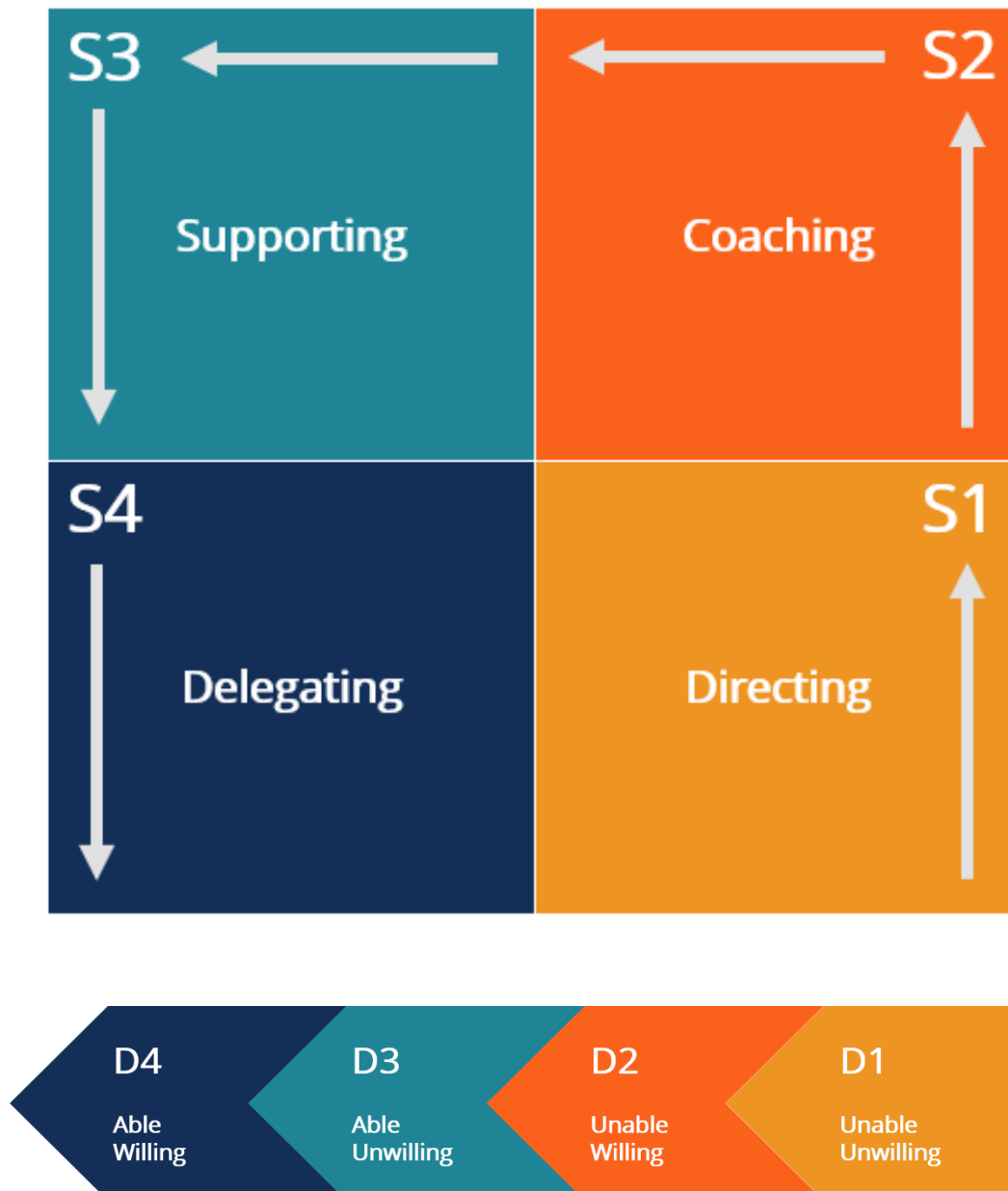


Figure 2.3: The situational leadership model (adapted from Hersey-Blanchard (1997 p. 61))

As shown in *Figure 2.3*, according to the Hersey-Blanchard theory, a leader's approach should vary in accordance with the competence and motivation of their subordinates. Different strategies should be used to guide followers of different developmental stages. Therefore, the Hersey-Blanchard model specifies four different types of leadership, one for each stage of employee growth (Agada, 2014). Leaders can better foster professional growth in their teams by taking an individual assessment of each member's skill set and experience level. As a result, leadership styles evolve throughout time to keep up with their followers' growing expertise and responsibilities in the workplace (Koontz & Weihrich, 2003).

In the Hersey-Blanchard model, workers are mapped into a hierarchy according to their skillsets and years of experience. The paradigm positions managers as "leaders" and employees as "followers." The diagram illustrates four separate subsets of followers, differentiated by their respective skill sets and work ethic (Tsai, 2009). Ability is the mix of abilities and experience that allows an employee to do their job well. Following the Hersey-Blanchard model, there are four types of subordinates: the unable and unwilling (D1), the unable and willing (D2), the able and unwilling (D3), and the able and willing (D4) (Hersey-Blanchard (1997 p.82). One set at a time, the types of subordinates or followers are discussed briefly.

Unable and Unwilling (D1): D1 fail to accomplish their goals because their adherents lack the competence necessary for achievement. They are not only uninspired but also doubtful of their own talents (McCleskey, 2014).

Unable and Willing (D2): D2 followers fail at their missions because they lack the necessary expertise. They still want to give it a shot and give it a shot at the mission. It represents a fresh hire with ambition but little experience or training (Harper, 2012).

Able and Unwilling (D3): D3 despite having the knowledge and skills necessary, followers fail to follow through on their responsibilities. Either they do not believe in their own abilities or they are not motivated to obey their leader's instructions, both of which contribute to this problem (Hersey-Blanchard, 1997)

Able and Willing (D4): D4 in addition to knowledge and expertise, followers also have faith in their abilities. Employees operate at peak efficiency, are able to meet all deadlines, and accept all responsibilities associated with their jobs (Hersey-Blanchard, 1997).

The Hersey-Blanchard model basically states that a leader's approach to leading should change depending on the competence and motivation of their followers. A follower at the D2 level of growth requires a different kind of leadership than one at the D4 level. As a result, the Hersey-Blanchard model specifies four distinct leadership styles, one for each stage of employee growth. The succeeding pages discuss these topics in greater detail.

a) **Supporting leaders**

This type of leadership demands that the leader creates an environment that would support the followers in various ways in order to get the job done. According to Van Winkle, Allen, DeVore, and Winston (2014), the supporting leader believes in motivating the followers to stay focused and productive in their respective functions within the organisation. This style of leadership works best when the people being led have low drive but excellent talent (Van Winkle *et al.*, 2014). In such a scenario, the leader has to investigate why the followers are not motivated to do their respective jobs, even though they have the skills. In the process of investigating the cause for the low morale, the leader aims at building confidence within the team to inspire them so work diligently even with minimum supervision (McCleskey, 2014). Sometimes, the leader takes the form of the servant who seeks and provides all the necessary facilities that would make the followers comfortable and more productive. In essence, if a leader can help their team members realise their full potential, they are doing servant leadership.

b) **Delegating leaders**

Agada (2014) states delegating and the transformational leadership styles are closely related. The delegating leader understands that through delegation, the followers are able to transform according to the leader's desire. Thus, the delegating leader believes in modelling the image of the organisation according to his or her wish – and in the process the followers learn to perform their duties according to a company's ethos. This system of leadership becomes successful and beneficial when the subordinates are equally willing to learn the new skills and behaviours to execute their duties more effectively and efficiently within the organisation.

As postulated by Agada (2014), in the organisational process of delegating authority, superior grants a subordinate the freedom to act on his or her own with respect to the responsibilities that have been delegated to that individual. This line of thought highlights the fact that;

although the leader remains active in decision making, he or she is able to have things done through his or her delegated subordinates.

c) Directing leaders

As part of the situational leadership style, McCleskey (2014) asserts, the followers are at times subject to strict supervision by the leader. Those in leadership positions are responsible for outlining the responsibilities of their subordinates and keeping a careful eye on their progress. The power structure is top-down, with decisions made and information flowing in only one direction. The leader does not focus on relationship, but rather on the task ahead of them (Rajabi, 2012). Employees become passive in the decision-making process. Instead, they become more active on the implementation level. Due to the fact the followers are passive, the leader maintains high directive role to make sure that actions are completed. As noted by McCleskey (2014), delegating leaders are autocratic in managing their subordinates.

d) Coaching leaders

This kind of leadership is optimal in situations where the followers have strong motivation but limited skill (Harper, 2012). Although leaders in coaching situations still need to define responsibilities and tasks clearly, they also actively seek input from their team members. However, decision-making is much from the leader because he or she is seen as a central figure in the organisational process. As explained by Harper (2012), the leader masters the art of accomplishing the organisational goals and objectives, and then empowers the followers by coaching them.

Coaching does not, however, only focus on using the followers to accomplish the goals, but rather wishes to impart the skills to them. This is a form of intuition in which the followers acquire knowledge without much questioning. Due to their level of experience, the leaders design an appropriate strategy to address followers' skills (Rajabi, 2012). It stands to reason that; effective coaches and team leaders must be analytical, with excellent listening skills so that they can provide relevant and appropriate "counsel" to the follower.

2.6.1 Critique of the situational leadership theory

The situational leadership theory has, however, attracted several critics (Agada, 2014; Akintunde, 2013; Darsana, 2013). Some of the criticism stems from the theory's high dependence of the leader's judgment regarding the best approach in assessing a situation. As Darsana (2013) points out, situational leadership works best for experienced leaders. That is, leaders with longer exposure to various leadership situations, as they are better placed to make sound decisions. Therefore, situational leadership theory could be challenging for young or less experienced leaders in any context (Akintunde, 2013). As Agada (2014) contends, it is highly dependent the personality of the individual – and that calls for a proactive leader in order to be effective.

Furthermore, situational leadership theory has received much criticism based on its focus on immediate needs rather than long-term objectives (McCleskey, 2014; Heriyati & Ramadan, 2012; Shahzad, Khan, Shabbir, 2012). Thus, Heriyati and Ramadan (2012) argue that situational leadership does not give the leader a broader perspective of an institutional behaviour and sustainability in the long run. This, Shahzad *et al.* (2012) point out, is because situational leadership places emphasis on an individual's vision and plan, meaning that the flow and the performance of the school hinges on one person's interpretation of events.

Leadership is a critical component that distinguishes successful from unproductive schools. For decades, institutions were centred on the improvement of managerial skills, but as rapid changes occur, proactive institutions realise the need to develop strong leadership teams in order to cope (Shabbir, 2012). School leadership and school management are essential even though they are different. In school leadership, McCleskey (2014) postulates, possessing charisma and a unique character feature are completely irrelevant and it is not a preserve of a chosen few. The implication is that leadership can be learnt. Therefore, leaders have to continuously develop their leadership skills. In highlighting this point, Shahzad *et al.* (2012) opine that successful schools do not wait for a leader to come along. Instead, these institutions are always on the lookout for gifted leaders, develop their skills and retain them in leadership positions within the institution (Heriyati & Ramadan, 2012).

Principals play a crucial role in organisations like schools, and many may succeed with the right training, support, and guidance. As principals improve their leadership skills,

institutional management should not be overlooked in order to realise quality performance in schools (Darsana, 2013). Effective school management in schools adds some structure and regularity to essential factors like performance quality in terms of results, Agada (2014) observes.

Furthermore, sound school leadership is able to cope with change; it brings a cutline of learning, and competitiveness. Heriyati and Ramadan (2012) put forth that it is the duty of the administration to nurture and support the teaching staff by raising a caliber of leaders who will understand that change is part of the game. Once the leadership has achieved that, schools are bound to produce quality results. Therefore, school principals should rise to the occasion to initiate and drive change as, and when it is necessary (Mestry, 2017). It should be noted that school leadership and school leadership development are both imperative for all schools as change continues to accelerate. Most principals, Petrich (2019 p.71) proposes, should realise the need to engage and expose their institutions to strategic instruments such as; talent management, change management, and organisational development as means of building a new caliber of teachers who will be equipped with skills to cope with the ever increasing wave of change.

It should be also noted that leadership is action (responsivity), not position (title). As stated by Lynch (2016), school leaders need to take charge and establish a mood in the workplace. In a school setting, leadership should be driven by purpose, strategy, and stakeholders interest (Al-Malki & Juan, 2018). As opined by Lowrie and Jorgensen, (2015) School leaders do not only need to make meaningful contribution in their various schools but they should also strive to rise to a world-class level; where their skills and influence reaches far beyond organisational and national boundaries. To achieve this, the leader needs to initiate and tactically alternate the leadership styles, as the need arises (Fullan, 2014).

In essence, it can be said that without proper leadership, school performance becomes weak, lack innovation and change becomes a threat rather than an opportunity for growth. Educators and students alike require inspiration and motivation to achieve their academic potential. It stands to reason therefore, that school leaders, should aim at wining the support of teachers and learners – the followers. As argued by Persell (2013), only when the leader and followers are in harmony, can school programmes be effective.

The next section discusses qualities that are desirable for effective school leaders as espoused by Al-Malki & Juan (2018 p. 241). These are: developing positive mindset, susceptibility, and adopting a growth mindset.

a) Developing positive mindset

School leaders need to develop a positive mind. That is, leaders should never be discouraged by challenges in the school environment. Since the school is susceptible to forces of change – both positive and negative – it follows that dealing with the mindset is not an end point but a process and journey (Steyn (2009). In general, people’s attitude and conduct in the workplace are influenced by personal issues (Mukeshimana, 2016). If, for example, a leader has a troubled social life, this often spills over into their professional lives, negatively impacting educators and learners. Lynch (2016), mentions that divorce, depression, and family strife all have an impact on productivity in the workplace and all impact the leader’s professional performance. This means that a leader, particularly a school principal, should rise above any situation and keep a positive outlook. Dealing with such issues and managing them is necessary as a leader, particularly in a school setup.

b) A school leader should be susceptible

Susceptibility, as used in this context, means to be human and being sensitive prevailing situations. This implies that leaders need not be egoistic. According to Bloom and Owens (2011), sometimes leaders have to let their vulnerability show, so that teachers can offer help, for example in the decision-making process. A good leader is one who values the input of others. In the school setting, leaders the opinions of teachers, and even students should be taken into account (Buchanan *et al.*, 2013). The school principal, though a mentor, should not come across as a know-it-all. The school head should display behaviour that will make the teachers and learners desire following in his or her footsteps.

Gone are the days of the “pyramid structure”, where the chief executive officer (principal of the school) sat at the top and was aloof. Nowadays, the abbreviation “CEO” is understood to mean catalyst empowering others (Cansoy, 2018). That is, school leaders are to empower to take charge of their responsibilities, which strengthens the school as a whole and propels its goal forward via advocacy on behalf of its students. It is necessary that mindset happens at higher level to make sure everyone’s opinion counts. As noted by Narayana (2016), exercising humility as leader is not easy as it is counterintuitive, but that is where game-

changing innovation and adjustments in perspective are found by leaders. The school principal should always be open to new perspectives. The ideal environment is where people are free to share ideas, and see them being implemented.

c) The school principal should adopt a growth mindset

Skills and personal development are acquired through continual learning and empowering. School principals, as internal change agents, are expected to initiate, facilitate, and implement change (Dutta & Sahney, 2016). Through professional training, school principals can be equipped with skills to face challenges. Kadi (2015) argues that adopting a positive attitude and a willingness to learn from setbacks means seeing them as opportunities and welcoming those challenges with excitement – rather than being overwhelmed, as in the case of a fixed mindset. True school leaders should go beyond the call of duty to be consistently relevant (Dutta & Sahney, 2016). This means that school leaders have constantly evolving through personal development.

As explained by Nasra and Heilbrunn (2016), a successful educational leader is one who can bridge the gap between the present and future states of the institution, project, or programme they are responsible for leading. In order to do this, a school has to plan carefully. That means being effective in decision-making according to the requirements of all applicable laws and regulations, while making the best possible decision (Grissom, Bartanen, & Mitani, 2018). Additionally, Liebowitz and Porter (2019 p.127) mention that a successful school administrator will have the following skillset: 1) organise and coordinate various school activities in a meaningful manner using a term or annual programme; 2) design multi-year plans with both horizontal and vertical components; 3) make sure that everyone is aware of the horizontal and vertical routes of communication; 4) give subordinates increasing levels of responsibility and power; 5) encourage innovative, high-quality work while maintaining a healthy work/life balance; and 6) encourage teachers and students. Based on the given information, the leader has to be dynamic, organised, and open-minded.

2.7 The principal as an instructional leader

Principals play a crucial part in making schools to be effective in all aspects. The principal, Spillane and Lee (2014) observe, is critical to the success of classroom instruction and student development. It follows that the principal remains pivotal in shaping the curriculum used in their school. Being an instructional leader is the principal's main responsibility to

coordinate efforts among the school's many constituents, including the staff and students. As outlined by stated by Sing (2016, p. 107), for an effective and productive school, the principal should make sure that educators are responsible for the following activities, among others:

- The right kind of assistance and encouragement for students
- Planning
- Instruction
- Classroom management
- Continuous evaluation of pupils progress
- Serving the interest of the pupils sincerely

A leader will remain the core figure in the school. Leithwood (2012) contends that the success and downfall of the institution depends on principal, who needs to be exemplary in all aspects. The school has an organisational structure and organisational culture. The principal should drive and maintain the organisational structure and organisational culture, as these relate directly the teaching and learning process (Spillane & Lee, 2014). It follows that; all stakeholders should be taught and guided to follow the culture and structure of the institution. To that end, the administrator should be a role model in all the school activities (Grissom & Loeb, 2011). There is also the issue of the principal's personal beliefs regarding the value of the school's curriculum. That is, the principal's philosophy is critical in the success of a school. It is important that the values of the principal align with best instructional practices (Liebowitz & Porter, 2019), because the principal receives credit for excellent results, but also takes the blame for poor performance.

There are characteristics of principals who are good instructional leaders. These are benchmarks to which principals in the Shiselweni region should aspire so that they may achieve better grades in their schools.

Principal characteristics, as listed by Liebowitz and Porter (2019 p. 274), include:

- Clarifying aims of the institution
- Having insight into the instructional programme
- Showing positive relationship with teachers and pupils
- Displaying consideration for others
- Supporting teachers and ancillary staff

- Practising participative management, which includes teachers, pupils, and the community
- Mobilising resources towards attainment of the school objectives
- Having high expectations
- Placing a premium on the orderly winning of the schools' instructional programme and showing this by not interrupting it unnecessarily

The principal should level the ground and prepare the school for conductive learning and teaching (Khumalo, 2013). One of the programmes in Eswatini is “Inqaba” – which means “fortress”. The programme, initiated by the Ministry of Education and Training (MoET), expresses school needs in seven pillars, which need to be observed so that a school can be effective.

As stipulated by the Ministry of Education and Training (2019), the pillars of the Inqaba Programme are:

- Protection against harm and assurance of safety
- Assistance with psychosocial concerns
- Assurance of adequate food supply
- Provision of medical services
- Clean drinking water, sanitary conditions, and personal hygiene
- Human immunodeficiency virus (HIV), sexual orientation, and coping mechanisms
- Excellent education and instruction.

a) **Protection and safety**

For an effective school, the environment should be physically safe and protected. The school should be fenced, and there should be strict control regarding entry and exit from the school (MoET, 2019). If the school is well protected, both instructors and students have the inspiration they need to carry out their responsibilities. School safety measures should also accommodate students with special needs because of a nationwide push for more accessible and inclusive classrooms. The security personnel, for example, should be deployed in the schools to look for the safety day and night. Therefore, principals have a moral obligation to make their schools as risk-free as possible as that has a direct bearing in the quality performance of the school.

b) Psychosocial support

According to Pavlovic (2018), a person's mental, emotional, social, and spiritual health can all be improved by being immersed in a supportive community. With the right amount of attention and assistance, one can shape the social surroundings and personal growth (Grissom & Loeb, 2011). Help comes from many sources in the community, such as biological and extended family members, close friends and neighbours, professionals in the medical and educational fields, and members of the general public (Khumalo, 2013). This support structure implies on-going professional relationships – based collaboration and unity.

It should be noted that learners are also laden with a plethora of challenges: for example, some learners come from child-headed families; others are victims of abuse; and some are dealing with changes associated with puberty (Kadi, 2015). The school leadership should assess the situation and make means to address their challenges as quality learning and teaching hinges on such issues being meaningfully addressed (Sayadi, 2016). As propounded by Nasra and Heilbrunn (2016), when people are healthy on all levels (social, mental, physical, emotional, and spiritual), we say they have reached full maturity. Therefore, it is the duty of school administrators and educators to give supplementary opportunities for students to get the skills they need to overcome their challenges, grow as people, and heal emotionally. School psychosocial support programmes, for instance, can be built around; life skills, leisure, socialising, and playing a variety of roles that enhance self-esteem and provide assurance.

c) Food security

The Inqaba Programme aligns with Maslow's hierarchy of needs. As propounded by Maslow (1943), basic, physical needs such as food, should be met before any other. In the school context, this means that learning cannot be effective on empty stomachs – hence the need for feeding schemes. If the issue of food is not met, learning can hardly take place. In response, the government of the kingdom of Eswatini supplies food to schools, mainly rice and beans. The responsibility for this falls on the shoulders of the school administrators who have to supplement the basics already provided by government to ensure that learners are well-fed, healthy, and ready to learn. Indeed, results are impressive in schools where there is an adequate supply of food (including breakfast) within the Shiselweni region. It stands to reason, therefore, that for the schools to perform well, nutrition should be prioritised.

Nowadays, most children in rural places are of orphans, some are destitute and have no one to cater for their needs. In such cases, the school becomes a second home to these needy learners.

d) Health care

The principal is responsible for making sure students have access to basic medical care at school. The principal is responsible for arranging for the provision of medical facilities in collaboration with the teaching staff, local community, and providers of health services (Robinson, 2011). The learners have to be empowered on health issues. A healthy mind is more focused and productive – thus, health care should be a priority. There are positive effects of promoting health in schools; for example, it eases the burden on families, and children are motivated to learn (Akintunde, 2013). A positive outlook is a motivating factor. Health activities such as first aid kits should be available in schools.

e) Water, sanitation, and hygiene

Each person, including children, has a fundamental need for safe drinking water, clean facilities, and regular personal hygiene practices. The odour of grime prevents people from concentrating in a messy classroom. If the school premises and the classrooms are not clean, they do not inspire confidence – and consequently, teachers and learners become demotivated (Lamb, 2013). Based on the given information, the success of a school is directly tied to its physical condition, so it is the responsibility of the principal to maintain a clean compound. The idea is to delegate; maintain teams, and committees within the teaching staff who will be hands-on in ensuring that the school is always clean and hygienic (Kouzes & Posner, 2017).

f) HIV and AIDS, gender, and life skills

The school has a responsibility to educate students about gender, HIV/AIDS, and other relevant life concerns. Gender issues are of paramount concern, and if not treated well, the schools are bound to be chaotic as learners might abuse each other. If abuse of any kind is rife in a school, learning and teaching will be adversely affected (Bushman, 2007). Principals should look for relevant personnel who will provide knowledge and awareness on such issues in order to avoid poor performance.

g) Quality teaching and learning

Schools, as organisations, should create a friendly environment that uses learner-centered teaching and learning methodologies. McCleskey (2014) espouses that even the material should be aimed at using a flexible and adaptable curriculum to promote student engagement and success. Such a curriculum should include strong parents and community participation. Quality teaching and learning is as a direct outcome of the leadership and teaching ability of the school's administration and staff (Rajabi, 2012). The school's primary mission should be education, but it should also strive to make its students feel comfortable and at ease. It should encourage students and educators to collaborate on projects and share their own ideas.

According to Sing (2016 p.82), the following aspects are necessary for quality teaching and learning:

- The school's climate, including its orderliness and internal relations
- The quality of its curriculum
- The availability of learning opportunities, as well as
- The presence of strong leadership and strong consensus among its employees
- Methods of instruction
- Effective education
- Peer interaction in the classroom
- Parental engagement

2.8 Historical and contextual background of principals' leadership development and teachers' performances

Several studies (Hamid, Bosschoff & Botha; 2015; Morgan; 2015; Bush, 2010; Bolam, 2003) reveal that principals have to acquire a degree or other certification in educational administration or leadership before being appointed as school heads. In a study by Morgan (2015), an outline of principal development programmes in Singapore and Scotland showed that aspiring principals in Singapore must first get a Diploma in Educational Administration (DEA) before being considered for a the post of principal. Participants are chosen by the Ministry of Education and commit to a year of full-time study. In 1997, England introduced the National Professional Qualification for Headship (NPQH) to meet the demands of prospective and current principals in terms of continuing education (Bolam, 2003).

In a similar vein, the Standard for Headship in Scotland is designed to equip aspiring principals with specialised education (Reeves, Forde, Morris & Turner, 2003). The Scottish Qualification for Headship (SQH) is a competency-based certification for school principals in Scotland. It emphasises professional principles, administrative duties, and leadership. Rather, New Zealand employs a system that is unique when compared to that of other nations. According to Kouzes and Posner (2017), when a school hires a new principal for the first time, they send them through a rigorous, professionally-recognised training programme that is tailored to the demands of today's leaders and is grounded in the pursuit of educational excellence.

However, according to research done by Sing (2016) in Kenya, there are currently few opportunities for principals to receive ongoing professional development. The author suggests that current principals should at least participate in a month-long management training programme. This implies that principal development in most African countries is a grey area despite acknowledgements of gaps in skills, abilities and knowledge of incumbents who subsequently impact school systems and affect teacher performance.

In a related study by Hamid, Bosschoff and Botha (2015) in Swaziland (now Eswatini), it was found that poor academic results in Swaziland schools were a direct consequence of bad administration and leadership approaches. The poor administrative strategies impacted negatively on curriculum management, assessment, teacher morale and classroom conditions in general. In their recommendation, Hamid *et al.* (2015) emphasised that the principal of a school needs to demonstrate transformative leadership if it is to succeed and ensure the creation of conditions that will promote a healthy morale among teachers, the administration, and other stakeholders. Thus, professional development for school is imperative in order to maximise teacher performance.

Hamid *et al.* (2015) put forward that the UNESCO (2010/11) report provided a concise overview of the difficulties plaguing the Swaziland education sector; which included weak strategic management and supervision by school principals. Consequently, this study sought to correlate the principal development programmes in Eswatini to the leadership practices of principals' under study and recommend capacitation strategies.

2.9 Empirical studies

What follows is a presentation of the study's empirical review component. That is, a synthesis of empirical studies that have been undertaken on the subject. It starts off with types of principal leadership practices. In order to ensure that students are taught and educated effectively, principals are expected to interact with a diverse set of practises that are collectively referred to as "leadership practises." Next to be presented are methods of administration and leadership employed in elementary schools, where effective schools are characterised by certain leadership practices namely: transactional, transformation, instructional, and contingency. This is followed by measurement of teachers' performance, which is perceived as a product of the belief in one's own abilities as a teacher. The last section is the analysis of leadership practices and influence on teacher performance, with focus on the correlation between how administrators lead and how well their schools function.

2.9.1 Types of principal leadership practices

"Scratch the surface on an excellent school and you are likely to find an excellent Principal. Peer into a failing school and you will find weak leadership" (Leithwood & Roehl, 2003).

Leithwood and Roehl (2003) present a comparative contrast of effective schools versus ineffective schools, and how leadership shapes the destiny of school systems. Literature is awash with various conceptions of leadership practices. Kouzes and Posner (2017) define leadership practice as a principal's specific expression of conduct or activity toward an individual or the organisation. Examples of leadership practices, as outlined by Kouzes and Posner (2017 p. 93) are: exhibit the desired behaviour, spark a common vision, test the status quo, free others to take initiative, and lift up the spirit. These examples of leadership are an extension of ideas advanced by Bredeson (2000), that school principals have the power to shape a school's organisational makeup, ethos, and mission through the coordinated efforts of all staff members to build a thriving and effective learning community. Professional development for school principals is essential for the development and growth of a learning institution. Thus principal leadership practices are the framework that drives all the activities in schools conform to state and federal requirements and public standards.

To guarantee that students receive quality instruction and training, principals are expected to participate in a variety of practices that are collectively referred to as "leadership practises."

Nicker and Wardy (2002) postulate that equally related to leadership is school management; which is realising goals and objectives effectively and efficiently through planning, organising and controlling the process through and with people. This statement brings another dimension to school management roles of principals – that of budgeting, supervising the implementation of budgets, school improvement plans. As previously mentioned leadership and management are overlapping concepts. Some of these overlaps are depicted in *Figure 2.4*, which is about the principals’ leadership practices and variables that are broadly influenced apart from educator professional development.

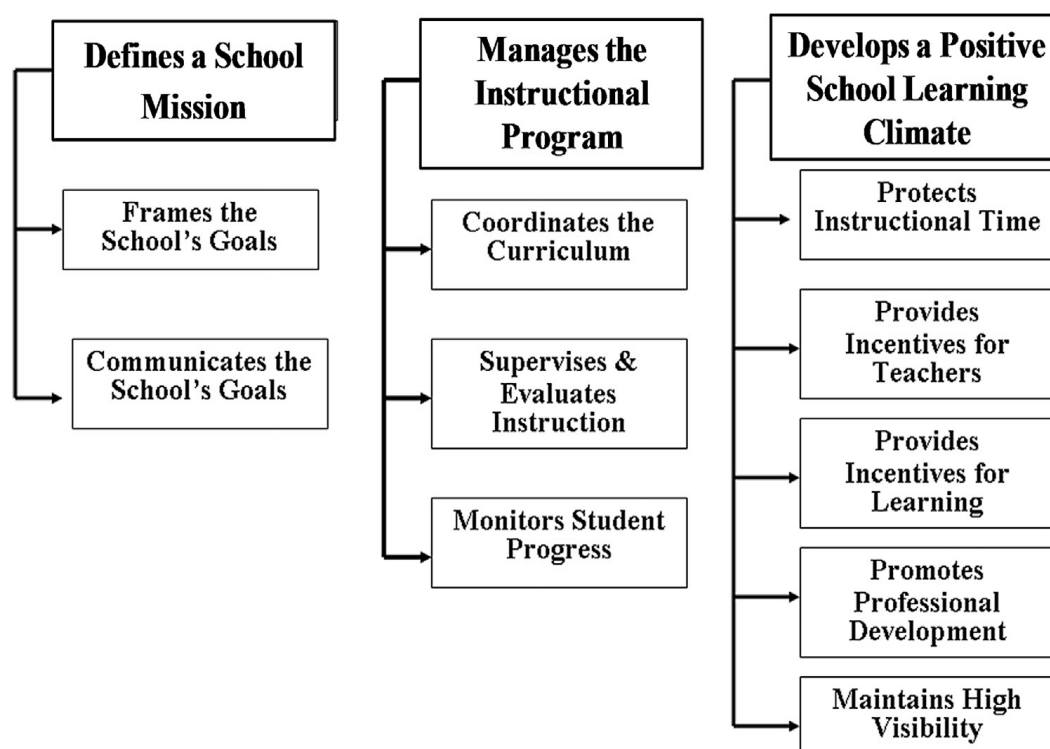


Figure 2.4: Principal Instructional Management Rating Scale (PIMRS) Framework by Hallinger and Murphy (1985 p. 216)

As shown in *Figure 2.4*, the principals’ leadership framework influences broad areas of curriculum implementation. These areas include (but not limited to); goals and objectives of the institution, managing curriculum implementation, supervision of nonprofessional and professional staff, and promoting professional development and motivating educators.

2.9.2 Leadership and management practices used in primary schools

Leithwood and Janie (2000), renowned theorists in school management literature, expound that effective schools are characterised by certain leadership practices namely: transactional, transformation, instructional, and contingency depending on context. In support of these ideas, a number of scholars such as: Mukeshimana (2016), Lynch (2016), Stenger (2013), and West *et al.* (2005) mention that principals who promote effective professional development and school improvement use the following leadership practice:

- Instructional leadership practices
- Transformational leadership practices
- Building collaborative cultures
- Restructuring
- Connecting the school and its contextual environment
- Staffing and monitoring school activities.

Petrich (2019) espouses that transactional leadership is an exchange of one thing for another. Transactional principals are focused on efficiency, productivity, management of existing relationships, a stable environment, and maintenance of routines (Al-Malki & Juan, 2018). Transformational leadership, on the other hand, is defined by Mestry (2017) as leadership focused on change. As a result, transformational leadership might be considered a fruitful approach to school reform because of its emphasis on a new direction. As stated by Fullan (2014), transformational leadership fosters high levels of motivation and commitment and developing the capacity of others. Equally significant is that instructional leadership prioritises teaching and learning (Bloom & Owens, 2011; Le Fevre & Robinson, (2015); Persell, 2013).

Steyn (2009) and Mestry (2017), in a study conducted in South Africa, concur that societal expectations have created a paradigm shift on perceptions of schools' leadership, and impact on school effectiveness vis-à-vis learner performance. Principals, as educational leaders, are expected to foster professional staff development and a leadership that uplifts human skills (Le Ferve & Robinson (2013). Moreover, school leaders have to effectively implement and supervise curriculum implementation that results in school improvement. Mestry (2017 p. 92) summarises common practices of effective leaders as follows:

- The application of curricular plans and the administration of teaching responsibilities
- The physical resources and facilities of the school
- The atmosphere at the school and the further development of the institution
- Techniques and methods used in administration
- Pupils' progress throughout their academic careers
- The supervision of personnel and their duties
- The point of contact between the community and the institution
- Management of finances

Findings from previous literature point to the responsibility that is entrusted to school principals. By virtue of the institutional positions, principals can adopt a leadership style of their choice – as long as it is underpinned by a sound leadership theory (Marzano *et al.*, 2005). By applying effective leadership styles, principals are able to implement and monitor the curriculum, manage personnel, develop professional programmes, manage finances, and develop learners.

2.9.3 Measuring teachers' performance

Globally, teacher effectiveness and performance has been elevated to the greatest concerns by policy makers, education officials, parents and industry across different nations (Lowrie & Jorgensen, 2015). Knowledgeable, skilful, professional, and committed teachers are the cornerstone for student achievement. Teachers are more productive when they engage in professional development and collaborate with others (Buchanan *et al.*, 2013). Thus, teachers as “foot soldiers” in curriculum, implementation are the pillars through which education systems can achieve their goals. As such, ensuring teacher job satisfaction is one way to improve performance, and ultimately, learner achievement.

Mulyasa (2005) defines teacher performance as the manner in which a teacher uses his or her skillset, coupled with mastery of subject matter, and understanding of learner characteristics to deliver content professionally and effectively. Likewise, Sawchuk (2015) explains teacher performance is the way in which a teacher uses his or her expertise on content to facilitate the learning processes. The aforementioned aspects of performance are tied to; productivity (in terms of both quality and quantity), productivity (in terms of timeliness and cooperation), and productivity (in terms of physical presence at work) (Gungor 2011). Therefore, a teacher's performance denotes the observable skills, knowledge, and abilities that the teacher uses to

undertake his or her teaching, assessment and loco parentis roles which result in learner achievement.

Research indicates that several factors impact teacher performance, namely: understandings of the subjects being taught, pedagogical approaches, and the beliefs of the instructors (Lowrie & Jorgensen, 2015). Additionally, what constitutes successful instruction is also shaped by the particulars of each given classroom, and the teaching philosophy (Leong, 2013). Furthermore, Delice *et al.*, (2013) posit that the daily difficulties of their context, their professional fulfilment, and their ability to work together with colleagues are other important factors. It can be synthesised that teachers' performance is a product of the school contextual climate and the systems in place that support teacher performance and learner achievement. It stands to reason that for a teacher to perform well, he or she has to be pedagogically sound, content driven, motivated, a lifelong learner, and continuously engage in collaboration to sharpen his/her skills.

Teacher performance is a product of the teacher career satisfaction (Deneire *et al.*, 2014), and this is supported by empirical evidence (Narayana, 2016; Cansoy, 2018 Eğriboyun, 2015). In a study by Narayana (2016) on correlation between teachers' employment contentment and productivity, for instance, professional educators who love what they do are more likely to put in extra effort – unlike their counterparts who lack satisfaction. If a teacher enjoys their work, it shows in how they interact with their pupils and co-workers. Dissatisfied educators might be less motivated to give their all, which could have negative consequences for their students. Cansoy (2018) found, after performing a thorough literature analysis, that the majority of research show a positive and substantial association between teacher work satisfaction and various leadership styles. Also, Eriboyun (2015), Ereş and Akyürek (2016), Hulpia *et al.* (2009), and Ylmaz and Ceylan (2007) all found that leaders' actions were a factor in whether or not their employees were happy in their jobs.

2.9.4 Analysis of leadership practices and influence on teacher performance

Multiple studies have shown that effective leadership practices on the part of principals positively affect classroom outcomes. Cansoy (2018) conducted a literature review and noted that the majority of studies found a positive and significant relationship between principals' transformational leadership behaviours and employee satisfaction. Examples of such studies include: Bogler (2001), Eğriboyun (2015), Haj and Jubran (2016), Hariri, Monypenny, and

Prideaux (2016), Kadi (2015), Karadag, Başaran, and Korkmaz (2009), Korkmaz (2007), as well as Nasra and Heilbrunn (2016). Nguni's evidence in a 2016 study also suggests that transformational leadership is highly predictive of work satisfaction. Based on the results of these studies, it is clear that transformational leadership is a significant factor in employee happiness (Nasra & Heilbrunn, 2016). Transformative leadership was found to have lower predictive levels, but only in a subset of the available research (Hariri, Monypenny & Prideaux, 2016). The correlation between transformative leadership and employee happiness was also shown to be non-existent in one study (Dutta & Sahney, 2016).

Related existing literature on leadership practices, as reported by Sayadi (2016) illustrates that conditional rewards for good work and performance from leaders has a positive impact on job satisfaction. A study conducted by Nguni *et al.* (2016) found that conditional rewards were a predictor of contentment in the workplace. However, Kadi (2015) found that there is a negative, statistically significant correlation between a laissez-faire leadership style and low employee satisfaction. This means that leadership styles that are underpinned by leadership theory and showcased in the practices of educational leaders have either negative or positive impacts on subordinates' work behaviours and commitment. Through a practice of recognising performance and rewarding it appropriately, principals encourage teachers under their management to feel respected, and that may further make them work harder and competitively among each other.

In the Kingdom of Eswatini, Hamid, Bosschoff and Botha (2015) conducted an analysis of the nation's educational system and the role of each stakeholder. The findings revealed that school leadership was not competent, skilled, proficient and knowledgeable enough in curriculum management, monitoring, and teacher professional development – hence the high levels of underperformance among learners and teachers. Khumalo (2013) found that the problem of administration throughout the entire educational system was challenging and largely problematic. This was owing to a lack of management capacity, as well as inadequate procedures and mechanisms, which ultimately resulted in the low success rate. In addition, the study found that there was a lack of capacity to evaluate teachers, manage performance, implement effective measures to regulate indiscipline, have poor pass rates, and had high dropout rates. In the end, the management of education in Eswatini was depicted in a negative light as a result of these reasons. The above leadership gaps in the kingdom of

Eswatini imply that teachers are not properly appraised, not professionally developed, and not performance managed – hence the high failure rates among learners across grades.

According to Pavlovic (2018), the principal leadership techniques have an effect on the performances of all students in the school. Therefore, a capable principal who is also skilled in the art of leadership has a significant influence on the teaching staff. In addition to cultivating a constructive environment that fosters teaching and learning. Effective leadership requires school principals to continue their own professional development in the form of education, training, and other forms of instruction. Grissom and Loeb (2011 p.94) define five distinct categories of the school principal's responsibilities, which they list as follows: 1) management of instructional activities; 2) management of organisational activities; 3) management of internal relations; 4) management of administrative activities; and 5) management of external relations. This means principals, in their leadership capacities, ought to engage in curriculum management, supervision, teaching, planning, administration and enhancing teacher development among other practices.

Principals play a crucial role in creating a productive classroom setting, according to research by Liebowitz and Porter (2019). The authors concluded that principals play a pivotal role in shaping educational policies such as those involving rigorous teacher evaluations and higher levels of external accountability. Additionally, principals are entrusted with fostering a positive learning environment and enhancing classroom instruction and student outcomes. Thus, administrators in schools are tasked with a wide range of tasks that might be overwhelming (Kraft & Gilmour, 2016; Spillane & Hunt, 2010; Spillane & Lee, 2014). These include keeping the corridors quiet, getting parents involved in the school's plan to get better, submitting all necessary compliance paperwork on time, and seeing students show they have mastered difficult concepts in the classroom and in life. Furthermore, there is evidence to suggest that there is a wide range of experiences and perspectives represented among principals (Grissom & Loeb, 2011). There is also a wide range of abilities (Grissom, Bartanen, & Mitani, 2018), which define their leadership practices and steer educational institutions to greater performance levels.

Leithwood has reported similar results (2012). The author stresses the importance of school leaders who are concerned with organisational management as a whole. Principals are better able to improve academic outcomes for both students and instructors through the creation of conducive learning environments. According to Sing (2016), effective school administrators

work to cultivate a culture of cooperation and teamwork. Principals achieve this by creating a framework for their schools that encourages communication, information sharing, and problem solving. This method of school administration affords educators the best possible chance to improve their skills and output. Additionally, these principals guarantee judicious allocation of resources to maximise student learning (Leithwood, 2012). This means that administrators should encourage teacher development by fostering learning environments in their schools that encourage and reward high levels of proficiency and lifetime learning. A summary of the impact that leadership styles have on the growth of educators and the teaching learning climate in schools as outlined by Leithwood *et al.* (2008 p. 51) is shown in *Figure 2.5*.

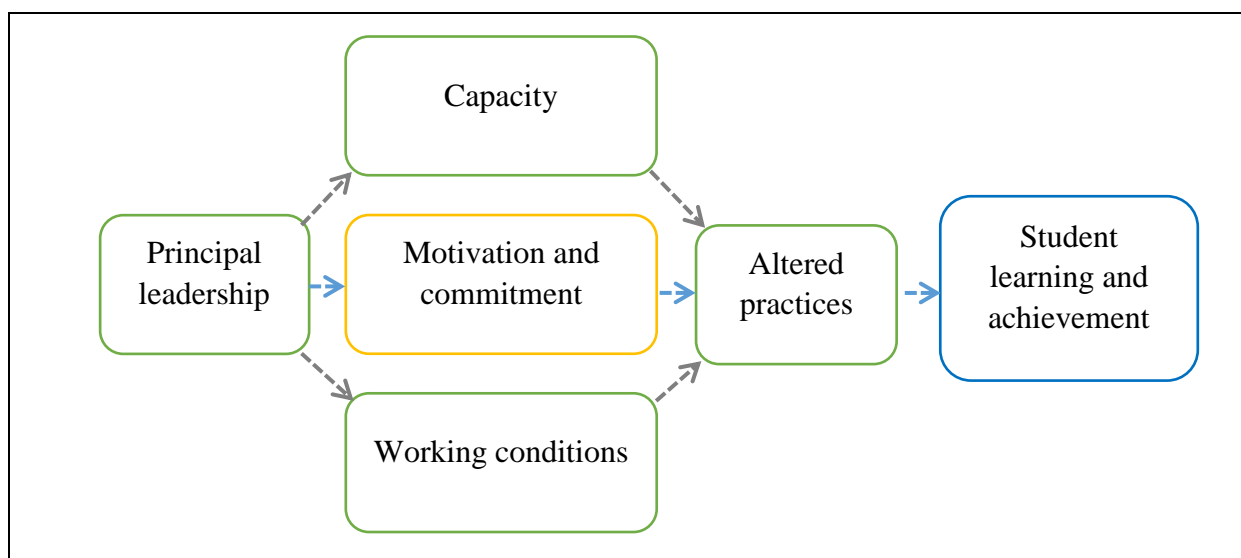


Figure 2.5: Principal Leadership and influence on teacher performance (Adapted from Leithwood, Harris & Hopkins, 2008, p.51)

As depicted in *Figure 2.5*, all everything in a school hinges on the principal leadership style. The style of leadership impacts on working conditions on one hand, and staff capacity on the other. Between these two ends, lies motivation and commitment. The working conditions, capacity and motivation factors altogether impact on practices which manifest in student learning and achievement. In an effective and supportive leadership environment, motivation will spring up, resulting in practices that change for the better. This change will be realised through improved academic results – and the opposite is true.

Onderi and Makori's (2013) research of the lives of Kenyan school principals reveals that they face numerous obstacles and pressures in their jobs. Onderi and Makori (2013) surveyed

eighty-seven principals and found that the problems they were facing included poor security, escalating sectarian tensions and conflicts, student behaviour and disciplinary problems, drug and alcohol misuse, violence, and a lack of resources. Various stakeholders exerted increasingly intense pressures, further complicating the situation. It was also noticed that principals' lack of access to professional development opportunities and support hampered their capacity to offer adequate guidance and counselling to their students.

Preetika and Priti (2013) conducted similar research in India, using in-depth interviews to understand the difficulties faced by principals in five distinct types of schools. According to the researchers, student absences and parental disinterest are the two most common problems principals face. The above scenarios in different continents and school contexts reveal common educational challenges in schools which demand crafty, skilled and competent principals. In this light, principals are likened to captains who are expected to steer a sinking school and bring about supportive environments that make teaching and learning favourable. In so doing, teacher performance and trust of leadership can improve – and this climate is the bedrock to productivity and excellence schools.

However, Muthoni (2017) reveals that many administrators do not value their leadership styles as important in teachers' performance on the job. According to Ziduli *et al.* (2018), schools might provide the ideal conditions for teachers and achieve high academic results if principals adopted more positive and effective leadership approaches. A similar conclusion was reached by Sibanda (2017) that effective leadership leads to improved academic outcomes for students. Muthoni (2017) reiterates that the leadership style has a significant positive effect on student achievement. Several studies have shown that strong leadership is a driving force behind rising levels of success among both students and educators (Preston & Barnes 2017). The leadership style of a principal affects both the instructors and the students, as attested to by Atsebeha (2016). Menon (2014) argues that different leadership styles have a noticeable impact on academic programmes, lessons, and student outcomes. Given these results, it is clear that the competence and leadership of school administrators determine the fate of every given institution (Ziduli, 2016).

Two further studies on leadership behaviours towards individuals and duties provide further evidence linking principals' leadership behaviours, such as attitudes towards subordinates, to employee happiness on the job (Taş, 2017; Yılmaz & Ceylan, 2011). Organisationally and individually focused leadership are both favourably and significantly associated to employee

engagement, as shown by Taş (2017). According to other research, there is a connection between servant leadership and employee happiness (Al-Mahdy, Al-Harti, & El-Din, 2016; Zhang, Lee, & Wong, 2016). While Cerit (2009) found that servant leadership accounted for 58% of the variance in teacher satisfaction, Zhang, Lee, and Wong (2016) found that it accounted for only 22%. Similar findings were made by Al-Mahdy, Al-Harti, and El-Din (2016), who found that genuine actions were more indicative of both internal and external factors contributing to job satisfaction. The researcher also found encouraging and robust associations between supervision aimed at enhancing team abilities (a facet of servant leadership) and contentment in one's employment. Thus, principals with human and servant leadership practices in their schools encourage their teachers to get motivated and positively do their job with commitment and satisfaction.

Principals who had frequent one-on-one interactions with their staff members have been found to be more content with their jobs and productivity, according to research conducted in Kenya (Eriboyun (2015; Karada, Başaran, & Korkmaz, 2009; Kadi, 2015; Nguni *et al.*, 2006). However, “management with exceptions (passive)” was found to be a negative predictor of job satisfaction by Nyenyembe, Maslowski, Nimrod, and Peter (2016). Sayadi (2016) corroborate this idea by reporting that the variable “management with exceptions (passive)” is not significantly related to employees' happiness on the job. Workplace happiness and conditional rewards are linked, as shown by Sayadi (2016). According to Nguni *et al.* (2016), conditional rewards are also a predictor of happiness in the workplace. Finally, Kadi (2015) argues that a laissez-faire leader's style has a negative, statistically significant effect on employee happiness. This implies that leadership practices need to be informed by an understanding of human relations as this enables principals to be accessible to their subordinates, monitor performance and implement appropriate interventions if necessary.

2.10 Chapter summary

In this chapter, a review literature on the principal leadership practices and impact on teachers' performance in the primary schools in an Eswatini was presented. A review international, regional, and local literature was used to support principals' leadership and their influence of teacher performance. Principals are important drivers in the schools; without them, the educational goals and objectives cannot be achieved. Another important segment of the chapter comprises the concepts of leadership in schools, namely: the historical

and conceptual background of principals' leadership development and teachers' performance. From a global perspective, qualities of effective principals have highlighted. As revealed by literature, a leader shows the way and gives a clear direction to the followers. Poor outcomes are more likely if the leader does not motivate the educators to work towards a common goal, question the status quo, and instil a sense of shared purpose. The culture of a school can be impacted by the leadership. There are responsibilities placed on the shoulders of elementary school principals. Different types of leadership, including servant leadership, transformational leadership, transactional leadership, and instructional leadership, were discussed. Based on literature, it can be synthesised that poor academic performance is largely due poor management and leadership management (Hamid, 2016). It is important for teachers to execute their duties well to improve learner achievement – but everything in the school hinges on the principals' leadership practices. In a nutshell, leadership practices have a direct bearing on teachers' performance, and by extension, on academic achievement and the overall school image.

CHAPTER 3

THEORETICAL FRAMEWORK

3.0 Introduction

This section focuses on the theoretical framework. The chapter comprises the related theoretical insights and models in the philosophy of management and leadership practices of principals in schools. It starts off with a distinction between leadership and management, followed by leadership theories and models. The last section is the conceptual framework.

3.1 Understanding the concept of leadership and management

Leadership and management are often confused terms, hence the need to explain the difference. Leadership is defined by different academics from unique viewpoints: competence / trait perspective, competency perspective, contingency perspective, transformative perspectives, among others (Mukeshiman, 2016). The purpose of leadership is to create ideas and a vision, to live by values which support those ideas and visions, to influence individuals and organisations to adopt their own behaviour and to decide human and other resources to achieve organisational goals. Additionally, Ololube and Akarsu (2013) explain that “leadership” is shorthand for the ability to guide others toward a common goal. In other words, influencing others in such a way that they readily follow orders and contribute to an endeavour is a hallmark of effective leadership. This is about creating partnerships and improving their decision-making skills. Naicker and Waddy (2002 p.182) define leadership as a “process for influence, target and achievement of group activities.” Viewed this way, leadership is a way of persuading people, of exercising influence, of inducing compliance, of behaviour and of negotiating relations of power. Thus, leadership is a process by which organisations and institutions (schools) are lead through positive influence.

The concept of management, on the other hand, is important to ensure that schools operate effectively and efficiently. The principal and the school management team (SMT) operate closely to ensure the performance of the school. According to Naicker and Waddy (2002, p.17), leadership as “efficient and efficient implementation of goals and objectives by planning, organising and controlling the process with and through the people.” School heads combine leadership and management roles. They need to collaborate with individuals and be

willing to persuade them to execute their goals and accomplish their targets through any challenges or failures during the cycle. Management and leadership deal with two parts: developing a strategy and carrying it out. Leaders unite and collaborate with others to communicate and accomplish shared objectives. As appropriately summarised by Mukeshiman (2016), leadership is more about task, guidance, dream and purpose and motivation whereas management is focused planning and execution, development, preparation, and organisation.

3.2 Leadership theories and models

The literature on leadership shows that several views have evolved and been adjusted over time. As was previously noted, leadership is context dependent. As such, it is not ideal to use a generic approach to leadership (Dess, & Picken, 2000). Leadership is seen as the result of dynamic, group activity, achieved via the cultivation of contacts and ties to other influential people and groups. It is, therefore, as much bottom-up as top-down, with less hierarchical behaviour from the leader and more free-flowing interactions amongst members of the group. In rare situations, the “leader” may take on the role of “devotee.” Rather than merely enforcing the goals of a single person at the top, effective leadership fosters an atmosphere where ideas can flourish, allowing for the development of new knowledge through collaborative effort. Transforming organisational structures, norms, and work practises through dynamic, interactive processes of influence and learning is the new focus of leadership (James, 2011).

There has been a lot of work put into categorising and clarifying many facets of dynamic leadership, which has resulted in a lot of organisational and sociological studies of leadership practises. Many academics and professionals agree that the study of leadership has evolved into a concept that it is a malleable, evolving process, with new studies building on and rarely rejecting those that came before. This section looks back at the development of the most influential leadership theories across time, and assesses the achievements that have been made. Trait theory, behaviourist theory, situational theory, and the “new leadership” school are all investigated.

3.2.1 Trait leadership theories

The 19th century saw a surge in leadership studies that sought to define what makes a good leader, down to their individual talents and attributes. The idea that leaders are born, with

special talents and abilities, and are destined for positions of power gave rise to the Great Man theory (Benmira & Agboola, 2021). A major tenet of the Great Man hypothesis is the notion that great leaders are divinely ordained so at birth – and not a product of training or mentorship. That is to say, the unique set of skills that will make them successful leaders are, by divine design, possessed by only a select few, extremely uncommon individuals. Some people were thought to be born leaders due to their innate charisma and charismatic personality traits, which allowed them to inspire followers and change the course of history (Lee, Chen, & Su, 2020). After studying a variety of well-known leaders, academics have come to the conclusion that they all share a set of characteristics that contribute to their success (Smith & Peterson, 1989). This development gave rise to the following set of Trait Theories.

Leaders, according to trait theorists, can either be born with or developed through specific experiences. In other words, leadership qualities can be either innate or developed over time. The study of leaders' mental, social, and physical attributes was conducted with the hope of identifying the optimum combination of features that constitute a good leader. According to Wilson, North, Morris, and McClellan (2020), persons with certain leadership qualities were more likely to be promoted to authoritative posts. This method was widely used (and is still used) in the armed forces of many countries to choose individuals for positions of leadership. There is a wide range of leadership qualities, from physical attributes (such as height and appearance) to personality characteristics. Characteristics of trait theory were divided by Wolor, Nurkhin, and Citriadin (2021) into two groups: emergent characteristics (which are inherited from one's genes) and efficacy traits. Physical stature can be an example of an emergent quality, while charm, integrity, and honesty are examples of effective attributes.

According to Lee (2021), a follower's impression of a leader's competence is influenced by how old they think the leader looks. It was revealed that people whose looks seemed younger were viewed as less capable leaders. In addition, they discovered a robust connection between physical stature and the impression of authority. People of greater stature were viewed as more powerful and qualified for positions of authority, and this applied to both sexes (Wilson *et al.*, 2020). However, there is scant research on how these preconceived notions of leadership actually affect an individual's performance in a leadership role. This highlights a potential flaw in this stream of studies by stating that biological features have no effect on leadership but rather on how leaders are perceived by others.

Psychic abilities, efficacy attributes, and leadership skills are frequently mentioned in debates of what makes a good leader. Several characteristics of effective leaders were, which are beyond this study's scope are described by Wolor *et al.* (2021). According to Steffens and Haslam (2022), leaders who exhibit these “traits” are better able to develop their expertise, articulate a compelling vision for their organisation, create a practical strategy for achieving that goal, and put their plans into action. The authors cautioned, however, that these qualities alone are no guarantee of leadership success, as good leaders are unique. To give just one example, it is challenging to identify a leader who exhibits the same set of attributes regardless of the circumstances. Moreover, a leader's lack of certain characteristics is no indication that he/she will not be effective.

Leadership “effectiveness qualities” like charm were highlighted by Bass and Avolio (2004). Charismatic leaders are able to sway their followers because of their ability to connect with them on an emotional level. Emotional appeal provides a sense of “excitement about the mission,” and identification with the leader lessens follower reluctance to change (Felfe & Elprana, 2022). As a result, there will be more trust between the leader and the followers. When people are captivated and motivated by a common vision, they are more likely to show loyalty to one another, which in turn makes everyone more productive. Emotional intelligence refers to a leader's ability to read and influence their followers' emotional states to get them to perform as expected (Lee *et al.*, 2022). Further, Coulson, Zou, and Fernandez (2022) argue that followers have more faith in leaders who act with honesty and morality. A leader's credibility is enhanced by their integrity, which is the combination of trustworthiness and honesty.

Cherry (2013) explains that the trait leadership theory considers temperament or behavioural attributes held by members collectively. When traits are important leadership attributes, the question is how to make sense of people who have these traits but are not necessarily leaders. It is an issue when utilising hallmark explanations to describe leadership. Uzohue, Yaya and Akintayo (2016) presume that certain qualities or characteristics are better adapted to leadership. This theory demonstrates that leaders share similar characteristics that contribute to successful leadership. The attributes of effective leadership, as listed by Uzohue *et al.* (2016 p142), are: truthfulness, being intellectual, common sense, commitment, determination, motivation, achievement, maturity, comprehensiveness and conviction, transparency, intelligence, self-confidence, and encouragement. No uniform set of characteristics was

developed, however, and by 1950 it was clear that there was no benefit to keeping with this strategy (Lee *et al.*, 2020).

There are benefits and drawbacks to the trait hypothesis. Many studies have been done on the subject, and the hypothesis may point to centuries of investigation (Gray, Higgins, & Rhodes, 2018). Arguments for the significance of a variety of character qualities in effective leadership have evolved from this plethora of study. Since it is the oldest leadership theory that is still utilised to this day to discover and nurture potential leaders, it carries some weight. Mango (2018) argues, in contrast, that trait theory is not a valid method for gauging leadership ability. Leadership is more of an interactional process than a set of characteristics, and as such, it defies easy categorisation. Trait theory falls short in this sense since it limits leaders to individuals born with exceptional abilities (Wilson *et al.*, 2020). Because it assumes leaders are born with certain qualities rather than cultivating them, this method is ineffective for developing future leaders. It restricts education's potential as a vehicle for progress, especially in the fields of teaching and leadership. While not foolproof, trait theory can help illuminate a leader's best qualities and places for growth. These restrictions necessitated the development of behavioural-based leadership theories, which will be described in the following section.

3.2.2 Behavioural leadership theory

Behavioural theory, often known as the style theory, is an offshoot of trait theories that proposes leaders can be shaped via training rather than genetics. It focuses on a leader's actions rather than their personality or background, yet it pays little attention to the context in which that leader operates (Harrison, 2018). Based on studies in this field, many behavioural patterns have been classified as styles. The behavioural leadership theory analyses the examples of good leadership in action and suggestions for how followers can replicate those practises. According to proponents of the behavioural theory of leadership, a leader's actions are the most reliable predictor of their future success (Clarke, 2018).

In the behavioural leadership theory, the focus is on behaviour rather than characteristics. In this view, leadership performance is ultimately determined by a leader's real acts and behaviours. One's behaviour can be defined as their actions and how they carry themselves, particularly in social situations (Vermeulen, Kreijn & Evers, 2022). However, whereas features (such as one's physical appearance or psychological profile) tend to be permanent, a

person's behaviour can be modified over time. It is now possible to develop future leaders through formal programmes. When comparing a task-oriented leader to a people-oriented leader, we can see how the behavioural theory works in action.

a) People-oriented

This factor is primarily concerned with the treatment of employees. Managers who care about their teams and their people's development will prioritise open lines of communication, consider their employees' perspectives, and work to earn their trust (Benmira & Agboola, 2021). Managers who care about their employees tend to have traits like friendliness, openness, and a willingness to work with others. A leader with a focus on their team members will examine the people involved and ask them directly for their opinions before making any decisions.

b) Task-oriented

In this respect, the emphasis is on the completion of specific tasks. Management entails taking an active role in guiding employees toward achieving desired results. The managers who fall into this category are those who care more about following the established protocol and carrying out the directives of the higher-ups (Shehawy, 2022). When there is an issue with the team, a task-oriented leader will look at the process to see if anything needs to be changed.

Khan, Nawaz and Kha (2016) point out that style theory recognises the fundamental principle of the behavioural leadership theory is that leaders are trained, not born. Rooted in behaviourism, this philosophy of leadership reflects on members' acts, not their emotional or inner structures. In philosophy, people will learn to become leaders through training and evaluation (Kapur, 2015). Uzohue, Yaya and Akintayo (2016) also subscribe to the view that successful leaders are a result of training, not innate abilities. From a behavioural science perspective, individuals should be educated and observed to become effective leaders. The philosophy of comportment suggests that leaders should be created rather than raised, and that individuals should learn to lead by training and observation (Khan *et al.*, 2016). Therefore, leaders are created through teaching, learning, and observing behaviours that shape effective leaders in the behavioural paradigm.

Being free to learn and decide what to do to mould oneself into the kind of leader one wants to be is one of the many advantages of the behavioural theory for leaders. A leader's ability to bend and shape to the changing needs of the moment is facilitated by this quality (Gray *et al.*, 2018). Another positive aspect of this leadership philosophy is the notion that anyone can become a leader. Leadership styles that prioritise the well-being of their followers and encourage teamwork are highly regarded in behavioural theory. It promotes team development and collaborative decision-making by attending to unique needs and encouraging the integration of individual and team goals (Harrison, 2018). Managers can gain insight into how their own management style influences their interactions with employees and how effectively they inspire their team to achieve common goals. Using this approach, managers can decide how to act as a leader based on the demands of their team and the effectiveness of their operations. They can also establish a balance between various leadership styles.

Despite allowing for some flexibility, the behavioural theory does not offer any strict guidelines for what to do in any particular situation. There are numerous variations of the behavioural theory of leadership, but not every one of them is appropriate in every circumstance. Although behavioural theories can be helpful in assisting managers in honing particular leadership qualities, they do not provide much insight into the type of leadership that is necessary in diverse situations. It turns out that a person's ability to adopt a particular leadership style is greatly influenced by the people they are dealing with, and the environment in which they are working. There is no one leadership style that is always successful, according to modern academics.

3.2.3 Transactional leadership theory

The focus of management leadership theory, commonly referred to as transactional theory, is on the functions of organisation, supervision, and teamwork. Managerial theories, which are frequently utilised in business, base leadership on a system of rewards and penalties. For instance, rewards are given to employees when they do well. However, if they do not “pass muster,” they receive criticism or punishment (Kapur, 2015). According to Cherry (2013), employees are rewarded when they do assigned jobs successfully, but when they fail, they are criticised or punished. The transactional leader's mission is to guarantee that obstacles to goal achievement are removed in order to accomplish stated goals.

The significance of managing, organising, and maximising a group's performance is the main focus of transactional theory, often known as management leadership theory. Management theories, which are commonly used in the commercial sector, frequently build leadership on a system of rewards and penalties. For instance, incentives are given to workers when they perform above expectations. The opposite is true, however: when they fail to meet expectations, they face consequences (Kapur, 2015). As stated by Cherry (2013), employees receive praise and bonuses when they complete their work successfully, but criticism and penalties when they fall short. A transactional leader works to remove obstacles to progress toward the organization's stated goals. Therefore, management theories strive on rewards to influence subordinates to carry out tasks that are delegated by leadership.

3.2.4 Contingency leadership theory

The leader's immediate environment is the focus of contingency theories, also known as situational theories. These ideas examine the effects of a leader's success or failure on their environment. The environment plays a major role in a leader's success. The circumstances in which a leader operates are more important than their character, although character does have an impact. This point of view contends that effective leaders have the flexibility to transition between several leadership stances as necessary. It suggests that it might be crucial to choose the best leader in a particular circumstance. Contingency theories include Hershey and Blanchard's Situational Theory, Evans and House's Path-Goal Theory, and Fiedler's Contingency Theory (Kapur, 2015).

As a general rule, leaders need to be able to adjust to new events and circumstances with ease. According to this school of thought, a leader's ability to lead effectively is not based just on his or her personality, but rather on the specific circumstances in which he or she finds themselves. This circumstance, or context, may result from the leader's duties, the organisation's internal culture and environment, or the external socioeconomic environment (Fiedler, 1967). Therefore, rather than focusing on a leader's attributes or actions in isolation, contingency theories highlight the environment in which a leader finds him or herself. That is not to say a leader's character and demeanour do not matter; they do. What it really implies, though, is that successful leaders modify their approach and behaviour based on the specifics of the given circumstance.

Those who subscribe to the contingency theory of leadership argue that one's leadership abilities are situational. The most effective mode of leadership in any given circumstance is contingent on the specific set of circumstances that have arisen as a result of the conduct or behaviour in question (Harrison, 2018). That is to say, the necessary conditions and consequences of different situations are factored into the contingency leadership theory when analysing leadership effectiveness. It takes self-awareness, objectivity, and flexibility to adjust to different situations and lead effectively. In the end, the situation, the individuals involved, and many other elements should all inform how a leader uses his or her personality, behaviours, and talents.

According to Fiedlers (1967) studies, there are three contexts in which a leader's approach to leadership should vary. Leader-member (follower-member) relations, task structure, and positional power are all terms for these contextual elements. It is possible for the leader-member connection to be bad, the work structure to be easy, and the power of the position to be high or low. Therefore, the research takes context into account by demonstrating that different styles of leadership can achieve different levels of success in different settings (Harrison, 2018). A leader in charge of a team of scientists conducting sophisticated research, for instance, would do well to adopt a laissez-faire leadership style, in which the group's objectives are laid out and the employees are given considerable autonomy to achieve them. In an interesting twist, Hoy and Miskel (1996) have applied Fiedler's concept to the environment of a school, with the principle as the leader and the teachers and staff as the followers. As a result of Fiedler's work, various situational theories of leadership emerged.

Expanding on earlier research, Tannenbaum and Schmidt (1973) established the notion that leadership behaviour is distributed along a continuum, with higher levels of subordinate participation and involvement in decision-making occurring at the ends of the continuum that are further from the autocratic (boss-centered) extreme. The democratic end of the leadership spectrum is also meant to be the exception rather than the rule in established organisations (Bolden et al, 2003). According to a subsequent model of leadership put forward by Hersey and Blanchard (1988), the degree to which a leader's followers are developed determines whether leadership styles (or leader behaviours) are most appropriate. The scholars contend that a leader's efficacy is based on his or her capacity to evaluate the situation and the followers' level of preparation before delivering the right mix of task-related behaviour and relationship behaviour (Bolden *et al*, 2003).

This paradigm states that there are four various leadership styles that can be used based on the circumstance: telling, selling, participating, and delegating. A leader's success is seen to be influenced by their environment, their followers' maturity, and their own level of preparedness. Both internal and external forces have an impact on a leader's situation. The individual's own leadership style, the size of the team, and the industry in which the organisation operates, are examples of internal influences. Examples of outside factors affecting company include market conditions and customer mood. All of these possibilities are taken into account by the contingency theory.

According to Uzohue, Yaya, and Akintayo (2016), the contingency leadership theory focuses on exogenous circumstances that can determine the leadership style that is most appropriate for the situation. According to this view, different circumstances call for different leadership styles. Performance is influenced by a variety of variables, such as a leader's style, the traits of their followers, and the dynamics of the particular circumstance at hand. According to Lamb (2013), the leadership contingency theory focuses on environmental factors that affect the decision of which leadership style is best used in a professional setting. Additionally, the leader's personality, interpersonal abilities, and leadership style affect success (Cherry, 2013). According to the context-based contingency theory, a leader develops new skills and abilities under different conditions.

There is a direct relationship between the scope of a project, organisation, or endeavour, the composition of the team, the parameters of the tasks at hand, and the success of the leader (Mango, 2018). Each leader will bring their own sense of judgement and style to the organisation of the management of these aspects. Every leader makes a calculated choice between several distinct leadership styles based on these considerations, and they only switch when the situation calls for it (Vermeulen *et al*, 2022). To this end, adherents of contingency theory view every circumstance as difficult. No matter how skilled or experienced a leader is, he or she will not always be successful (Coulson *et al*, 2022). Success requires the ability to adapt one's approach to each situation. The success rate of any modern leader can be increased by using contingency theory, which emphasises the need of analysis and situational evaluation that leads to a chosen leadership style approach, in addition to personal abilities and behaviours (Benmira & Agboola, 2021). There may be times when the leader's preferred method of leading is not effective. If that is the case, the leader should look to other talented people who would be more suited to the task at hand.

Leadership and its effects on followers and superiors are sensitive to a wide range of contextual variables. Team dynamics can be affected by a number of elements, including employees' ages, the quality of their relationships with one another, the diversity of their working methods, and the spirit of the group as a whole (Shehawy, 2022). The rate at which work must be completed, any applicable deadlines, and any desired outcomes would all be examples of a separate set of criteria. Finally, the management approach and policy of the organisation itself may have a major impact on the success of its executives.

One of the many benefits of the contingency theory is that it allows leaders to succeed in any circumstance (Lee, 2021). Leadership studies expanded to encompass contextual and interpersonal factors thanks to the contingency theory. The concept of leadership as something that may change in response to circumstances is supported by a wealth of empirical evidence (Wilson *et al.*, 2020). A model based solely on behaviour fails to take into account how important context might be. According to contingency theory, there is no one best way to lead. Thus, it is important for leaders to be able to switch between different leadership styles based on what the team needs at any given time (Felfe & Elprana, 2022). The ever-changing work environment highlights why it is crucial for leaders to maintain a flexible mentality and adapt to new circumstances.

There are a number of possible objections of the contingency theory, but one of them is that it does not take into consideration the particulars of every given circumstance. Contingency theory, which emphasises the applicability of a scenario, might not pay enough attention to the psychology of the company's management and personnel (Shehawy, 2022). There is a chance it does not put enough emphasis on how leadership styles evolve through time, either. Again, no leadership theory covers every eventuality, but contingency theory is probably the closest. Since the complexity of the contingency models has increased, they are harder to explain and comprehend and require more time to learn. Leaders who lack experience or emotional intelligence will have a hard time with any application of contingency leadership theory since it requires them to make a lot of subjective judgments about situational criteria (Vermeulen *et al.*, 2022).

3.3 The chosen leadership theory

Successful schools are built on a foundation of leadership principles, whereas failing schools fall into traps of ineffective leadership. According to Kouzes and Posner (2017), all effective

leadership techniques involve igniting a common vision, challenging the status quo, empowering people to take action, and inspiring the heart. As a result, good leadership techniques have the power to change the direction of a school and guide learners and professionals in the right direction. From the aforementioned theories, the leadership behaviour theory serves as the foundation for the current study. Put differently, the study is anchored to or informed by the leadership behaviour theory. Its basic tenet is that there are observable leadership behaviours that set an effective leader apart from an ineffective leader. Two fundamental concepts in the conceptualisation of leadership behaviours are: 1) interpersonal relationships or regard for others; and 2) task-oriented behaviours including goal achievement, productivity, and organisation (Mestry, 2017). Based on this assertion, effective leadership techniques can be either transactional or educational. According to Uzohue *et al.* (2016), effective leadership should offer direction on how to execute the curriculum, support teachers' professional growth, and improve student achievement. Leadership practices as illustrated in *Figure 3.1*, impact on both people and processes, and ultimately determine student achievement.

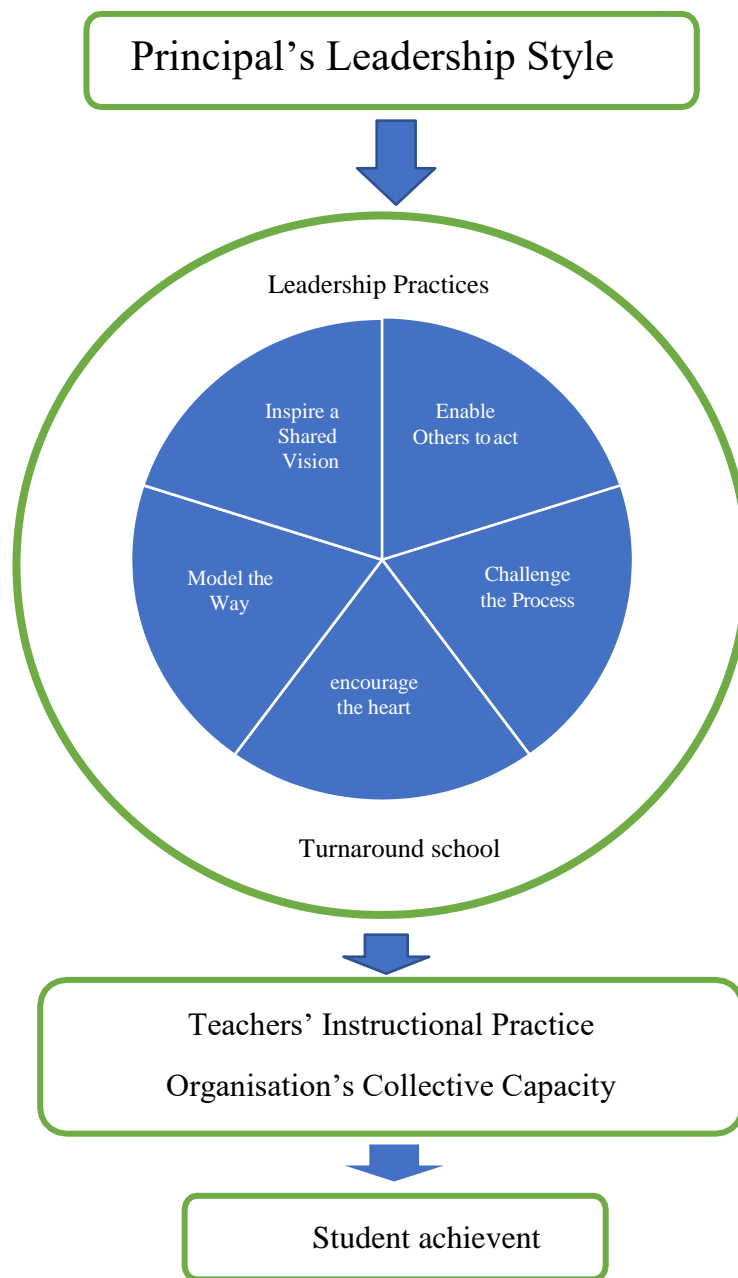


Figure 3.1: Leadership Practices and influence on school effectiveness Teacher and learners' performance (Petrich, 2019 p.174).

According to *Figure 3.1*, the principal's leadership style, with its inherent leadership practices, impact the entire school. It affects teachers' instructional practice and school's collective capacity. In turn, this has a bearing in learner achievement. Basically, effective education leadership makes a difference in improving learning. As depicted in *Figure 3.1*, school heads are supposed to inspire a vision, model the way, encourage the heart, challenge

the process, and enable others to act (Petrich, 2019). Based on the given information, it can be synthesised that leadership not only matters: it is second only to teaching among school-related factors in its impact on student learning

3.4 The conceptual framework

The leadership practices conceptual framework propounded by Avolio and Bass (2004) guides this study. According to the proponents, the leadership practices conceptual framework holds that school leadership influences the performance of teachers – which, in turn, impacts on student performance. This chain reaction is illustrated in *Figure 3.2*.

As expounded by Avolio and Bass (2004), leadership practices are a galaxy formed by an intersection and an overlay of the forces that make school leadership an influencer of change. These forces are: a shared vision, enabled others, encourage the heart, challenge the process, model the way, staffing and monitoring, restructuring and parental involvement. In essence, once influenced by the school leadership through sound leadership practices, teacher performance will lead to desired and expected academic performance of the learners – which is exhibited as results in external examinations. In this connection therefore, there are leadership practices and influencers that school leadership may use to enhance overall performance (Kapur, 2015). These practices are often characterised by a shift in mindset and motivation. A visual illustration of this philosophy is illustrated in *Figure 3.2*.



Figure 3.2: Leadership Practices Conceptual framework (adapted from Avolio and Bass (2004 p. 128)

As illustrated in *Figure 3.2*, which is an extended version of leadership practices, once the school or institution is positively influenced by the principal's leadership style, productivity improves. That is, teachers' performance will improve, leading to better academic performance – manifested in student achievement. Having discussed leadership influences; the next section school leadership practices. These are key concepts the leadership practices conceptual framework in leadership (Avolio & Bass, 2004), and warrant in-depth exploration.

3.5 School leadership practices

School heads are trained administrators. Therefore, the principal is viewed as someone who coordinates the school's resources in order to accomplish its goals with the help of the teachers. Therefore, educators must be inspired to maintain the proper mindset as they instruct both teachers and learners – which tests principals' leading skills. Effective school leadership is the principal's ability to motivate and inspire everyone in the school community to work together willingly and eagerly toward the common goal of raising student success (Joel & Henry, 2014). Leadership, it seems, can be deduced only from a leader's action (their behaviour and practices).

In order to make decisions about the school's purpose, strategy, and operations, leaders engage in what are known as "educational leadership practices." Joel and Henry (2014) define educational leadership practices as the means by which a principal guides his or her team toward common objectives. Successful leadership stems from a foundation of fundamental practices that are applicable in virtually any academic setting (Memela & Ramrathan, 2022). First, there is the development of strategy for goal attainment, second, the development of individuals (both teachers and learners), and third, the development of the school itself.

3.5.1 Practices adopted by school principals to steer their institutions toward specific objectives

Leadership is the art of persuading and guiding others to willingly work toward a common goal through effective communication. An essential part of a principal's leadership is fostering a sense of purpose or vision among his employees through the cultivation of common knowledge about the school's mission, programmes, and objectives. Goal-based theories of human motivation, such as those proposed by Danbaba and Panshak (2021), provide the most compelling justification for the significance of leaders' role in setting academic course. According to this line of thinking, what really gets people going are ambitious yet realistic objectives that speak to their core values.

The majority of a school leader's influence appears to come from the leadership practices involved in establishing goals and objectives. Personal, meaningful, and difficult-yet-attainable objectives are powerful motivators for employees (Geoghegan, 2017). With the guidance of the principal, educators can better understand their roles and develop a sense of purpose in their work, both of which contribute to the success of the school as a whole. The secondary school principal is a well-recognised position of chief executive who provides instructional leadership through the coordination of curricula, co-curricular programs, and the overall administration of the institution (Atasoy, 2020). As instructional leaders, principals are in a prime position to help teachers improve their practice by providing them with feedback on how they are doing and by sharing the latest research and best practices in education with them (Danbaba & Panshak, 2021). At the same time, leading teaching is often a group effort. Staff members develop a shared feeling of loyalty and camaraderie as a result. Principals who excel at their jobs set lofty standards for student learning, and then direct all available resources and efforts toward achieving those goals. They also make sure teachers

have enough time to plan lessons, check students' progress toward those goals on a regular basis, observe classes, and offer constructive criticism and suggestions for improvement (Adeolu, 2012).

According to Kenneth, Karen, Stephen, and Kyla (2014), some of the leadership practices of principals that often help establish direction for teachers and students are as follows:

- establishing and communicating a compelling vision
- Encouraging buy-in to a common set of group goals
- Setting ambitious but achievable targets for employee performance
- Keeping tabs on how well the school is doing overall
- Fostering open lines of communication at all levels.

3.5.2 Leadership practices employed by principals in preparing teachers and learners for success

To lead is to inspire others to work toward a common goal, both individually and collectively, and to do so in a way that demonstrates their own growth and that of the group as a whole (Atasoy, 2020). The motivation of team members is enhanced by many factors, including but not limited to having clear and compelling organisational instructions. Neither do such mandates help employees develop the skills they need to effectively implement such initiatives. Teachers' abilities and goals in the classroom are shaped by their interactions with school administration and other staff members. Providing intellectual stimulation for teachers, offering individualised support for teachers, and presenting appropriate models of best practice and beliefs considered fundamental to the school system are all examples of more specific sets of leadership practices that significantly and positively influence these direct experiences (Kenneth *et al.*, 2014).

The principals' ideas about leadership typically emphasise improving instructional methods. However, certain leading techniques call for setting and keeping an eye on a specific target (Danbaba & Panshak, 2021). The first assumption is that instructors will do a better job if administrators give them constructive criticism and ideas for improvement. Therefore, leaders should be well-equipped with the time, information, and consultative skills to offer sound guidance to educators across all school levels and content areas.

In addition to their classroom duties, principals are responsible for the professional growth and support of their staff, the maintenance of positive working environments, the equitable distribution of school resources, the development of sound administrative policies and procedures, and a wide range of other activities. The activities and tasks implemented within the organization are the primary focus of the meaningful work that educational leaders do outside of the classroom and educational institution. Leaders in the field of education require updated guidelines to help them effectively carry out their duties (Petrich, 2019). Since the success of a school ultimately rests on the shoulders of its teachers, productivity in the educational setting is evaluated not only in terms of efficiency but also efficacy (Ajayi & Afolabi, 2012).

Staff growth relies heavily on opportunities for training and education. According to Udo in Ezeani & Oladele (2013), training is the process of fostering the knowledge, skills, and dispositions essential to the successful completion of a specific job or set of tasks in order to increase individual output and the organisation's effectiveness as a whole. Principals are responsible for creating an environment that encourages teachers to attend professional development opportunities like seminars and conferences.

Naturally, most tasks in educational institutions are completed by human endeavor. Successful school administrators shape staff growth in the following ways:

- Providing mental stimulation
- Catering to each person's specific needs
- Serving as a role model that encourages the pursuit of academic excellence (Kenneth, Karen *et al.*, 2014)

3.5.3 The role of school principals in creating a culture of success

Leadership occurs when two or more people in a group exchange information and ideas in order to shape the environment and the members' goals. Educators and school leaders, both separately and collectively, are crucial to schools' ability to advance students' learning (Uzohue *et al.*, 2016). Teachers want to use successful practices, but they are sometimes thwarted by institutional barriers. High-stakes testing, for instance, has led some educators who are capable of helping their students truly grasp the material to instead prioritise rote memorization. In some cases, financial incentives for meeting school success targets can weaken educators' intrinsic dedication to their students' well-being. Successful school

administrators and principals work to improve their schools as wholes so that they can better serve their pupils (Petrich, 2019). Common procedures connected with this set of fundamentals include fortifying school cultures, adapting institutional frameworks, and developing cooperative methods of working. Such methods presume that reorganising cultures and structures is done to make work easier for employees and that organisations' adaptability should mirror the fluidity of their development plans.

Principals are responsible for managing all parts of their schools, both internally and externally, in order to ensure the best possible learning environment for their students. Leaders can collaborate with teachers to:

- Improving the overall atmosphere at school
- Adjusting internal structures
- Establishing cooperative methods
- Taking care of the school premises (Kenneth *et al.*, 2014)

In light of the proceeding information leadership practices, it can be synthesised that educational administrators have a significant impact on the tone, outlook, and image of their institutions. The principal is responsible for managing the school and serving as its instructional leader. In order to implement quality leadership practices that will not only motivate and stimulate the human element in the school but also ensure that all resources are used wisely with the sole purpose of achieving set educational goals or objectives (Danbaba & Panshak, 2021). Principals, are therefore, expected to use everything they have to offer in terms of experience, human relationships, communication skills, and collaborative skills. Based on this, the study has identified three tried-and-true leadership techniques that, when used successfully, can refocus school principals' leadership acumen (Memela & Ramrathan, 2022). Setting direction for goal achievement, developing people (teachers and learners), and developing the group (school) for goal accomplishment are these three leadership practices.

3.6 Chapter summary

In this chapter, the theoretical underpinnings of the study were presented. The presentation began by making distinctions between leadership and management. As revealed by literature, leadership is about influencing people positively, whereas management is more about resources and processes within a school (or organisation). The study is underpinned by two

main theories namely; the behavioural theory and conceptual theory. Behaviour theory distinguishes between effective and ineffective leaders. The two theories intersect on leadership as the main focus point for the study. The behaviour theory is centred on two main characteristics; (a) interpersonal relations or consideration for other; (b) task-oriented behaviour. Effective leadership provides guidance on the curriculum implementation, teacher professional development and learner performance. At the centre of the framework is a galaxy of leadership practices that intersect with and overlay the forces that make school leadership an influencer of change. The presentation began by making distinctions between leadership and management. As revealed by literature, leadership is about influencing people positively, whereas management is more about resources and processes within a school (or organisation). Next was a distinction between authority (legal right or obligation) and power (the ability to influence). This last segment delved into different types of power; legitimate power, coercive power, referent power, and expert power. In essence, the theoretical framework highlights that schools (and organisations) rise and fall on the leadership.

CHAPTER 4

RESEARCH DESIGN AND METHODOLOGY

4.0 Introduction

The core and culmination of the thesis is an inquiry into the effect of leadership strategies employed by principals on professional development and success of educators at primary schools in the Shiselweni region of Eswatini. In collecting data to address the research questions, the researcher was guided by clear design and methodology based on scholarly conceptual principles, qualities and hypotheses that inform and endorse the route of planning, analysis, and the strategies used. To that end, the pragmatism research philosophy model was adopted. The chapter outlines the scope of the study, methodology, population, sample, and how data were analysed.

4.1 Research paradigm

The research was supported by philosophical and theoretical frameworks that inform data collection, presentation, and analyses that were used to address research questions – a research paradigm. As predicated by Singh (2014), the term “research paradigm” refers to a set of commonly held assumptions and norms among scientists on how to understand and address a problem. Viewed this way, a paradigm is a set of shared theories that influence practice. Creswell (2009) and Livesey (2011a) both perceive a paradigm as a model. Taking things further, Neuman (2011) clarifies that a model is system or school of thought. Research paradigms, as schools of thought, underscore how researchers address fundamental issues of ontological, epistemological, and methodological concern (Creswell, 2011). Research paradigms are the long-standing practices of inquiry that arise out of a given theoretical perspective (Mouton, 2001). According to the definition provided by Collis and Hussey (2009), a paradigm is a scheme for organising and analysing data that incorporates generally accepted ideas, cultures, approaches, models, frame of reference, research bodies, and procedures. Consequently, a paradigm is a core collection of assumptions that direct behaviour in academic research.

There are three research paradigms, notably: positivist, interpretivism, and pragmatism (Maree & Van der Westhuizen, 2013). De Vos *et al.* (2011) put forward that quantitative approaches are rooted in positivism, whereas qualitative approaches are based in the

interpretivism school of thoughts. Pragmatism, a paradigm that merges positivism and positivism has emerged. According to Creswell (2011), pragmatism is more suited to mixed methods.

Chalmers (2002 p. 83) notes that paradigms answer the following questions:

- Ontology: studying what things are and how they came to be
- To what extent do we perceive things as they really are?
- The study of how we know what we know, or epistemology
- Answering the question, “How do we know?”
- Logic is the study of how to make sound arguments (logic)
- What is the process of our thinking?
- What constitutes right and wrong (ethics)
- What is the appropriate way for us to behave?
- Our experiences as they are directly perceived by us (phenomenology)
- What do we feel and why?

Within each philosophy, there are sub-categories. With regard to positivism, for example, there is post-positivism has emerged (Curtner-Smith, 2002; Roccoet *al.*, 2003; Henning *et al.*, 2004; Druckman, 2005). There are two major schools of thought within post-positivism (post-modernism): interpretivism (constructivist) and critical theory (scientific post-modernism). Between positivism (post-modernism) and modernism, realism provides a connecting link.

The interpretive paradigm is employed in the qualitative component of the study. As described by Babbie and Mouton (2008), the interpretive paradigm is rooted in social science and seeks to make sense of the world by analysing people’s individual perspectives. It was Max Weber (1864-1920) and Wilhelm Dilthey who, per De Vos *et al.* (2011) and Neuman, “laid the groundwork for the interpretive social science as we know it today” (1833-1911). According to Dilthey (2011), the natural sciences and the humanities are two entirely distinct areas of study. One branch of science, natural science seeks to explain the world around us by collecting and analysing evidence from experiments and observations (Neuman, 2011). On the other hand, human science is concerned with the investigation of human culture and its associated practises, beliefs, and artefacts (De Vos *et al.*, 2011). Simply put, human science is the investigation of human behaviour. Babbie and Mouton (2008) contend that that everyone

research is aimed at making sense of human experiences by constructing meaning, describing, defending and rationalising daily behaviour.

Therefore, the goal of interpretivism is to provide light on the inner workings of social phenomena. The goal of interpretive research is to conceptualise phenomena such as things that have happened, things that have been experienced, societal structures, and the values (Rubin & Babbie, 2010; Collis & Hussey, 2009). Interpretivism assumes that social truth is ambiguous and complex because it is dependent not just on the experiences of the participants but also on the beliefs and goals of the researcher. Several scholars (Fouché & Schurink, 2011; Willis, 2007; Gephart, 1999) see interpretivism as based on the purpose and interpretation of human social experiences. Proponents of interpretivism believe that an interpretation of phenomena enables researchers in the social sciences to take into account the subjective meaning of social behaviour (Fouché & Schurink, 2011). This can be achieved by analysing or describing the beliefs, vocabulary, common values and meanings of people in a diverse social context. When researching various communities or societies multiple realities are recognised because interpretive researchers are not impartial in the research process (Willis, 2007). Examples of conventional study qualitative methodology is used include: case studies, interviews, observations, and action research based on contextual interpretation (Bhattacharjee, 2012; Adebisin *et al.*, 2011; Hevner *et al.*, 2010; Myers, 2009; Oates, 2006).

Pragmatism, on the other hand, can be defined as an approach to dealing with issues or circumstances that place an emphasis on solutions that can be implemented in real-world scenarios rather than theoretically ideal ones (Creswell & Poth, 2018). The term “pragmatism” can be used to refer to either a philosophical movement or an approach that places an emphasis on the role that actual implementations play in establishing significance, veracity, and worth (Kurten *et al.*, 2022). It is common practise to contrast the concept of pragmatism with idealism, which can be defined as being founded on or characterised by strong moral convictions. Pragmatism is founded on the conditions or circumstances of the real world; it takes into consideration possible solutions as opposed to speculating on ideal ones. In other words, pragmatism does not restrict researchers to use either qualitative or quantitative research methods. Instead, pragmatism encourages the use of whichever method that is best to study a given phenomenon (Creswell & Guetterman, 2019). Since the current study uses a mixed method, it is located in the pragmatic paradigm. The pragmatic paradigm

was chosen because it embraces both qualitative and quantitative techniques. That way, it facilitated adequate study of the variables in the current research.

4.2 Research approach

According to Welman *et al.* (2009), a research approach is synonymous with a research design and is best defined as the overarching strategy for selecting the respondents of a proposed study and the procedures for collecting or creating the data. Research designs are described in a similar vein by Babbie and Mouton (2008), who call them “plans or blueprints for performing studies.” Likewise, Creswell (2011) defines a research approach as research a plans and procedure spanning the steps from generic assumptions to precise information gathering, analysis, and interpretation methods. From the given definitions, it can be synthesised that the research design is a comprehensive strategy for conducting a study, underpinned by sound theoretical frameworks.

As Maree (2011) correctly asserts, the theoretical underpinnings inform factors such sample size, how data will be collected, and analysed, and how respondents will be chosen. In the words of McMillan and Schumacher (2014 p.279) research design is simply “the methods the researcher uses when conducting the research.” Taking a more detailed approach, Singh (2015) advances that methods of research refer to the processes through which information is gathered, examined, and interpreted. According to the scholar, these methods are selected based on the form of research to be carried out, the researchers’ technical abilities and the experiences of the study’s participants.

Three research approaches are commonly used. These are qualitative, quantitative and mixed methods (Singh, 2015). According to Dunn (2010), qualitative research is differentiated by a reliance on implicit feedback, descriptions, and event understandings. Furthermore, Dunn (2010) states that qualitative data are often textual rather than numerical or statistical. Singh (2015) mentions that mixed methods – as the name suggests, use both quantitative and qualitative techniques.

The current study used a mixed method because it was optimal for answering the research questions. To get answers to research questions, mixed-method researchers use both quantitative and qualitative approaches. Mixed-methods research, according to Cohen, Manion, and Morrison (2018), can yield more complete findings since it draws on the best features of both quantitative and qualitative approaches. An assortment of mixed-methods

studies can be implemented. The research questions being asked, the order in which data is collected, and the weight given to certain metrics are all factors that distinguish one from another. There are a number of different types of mixed methods designs, but the most frequent ones are convergent parallel, embedded, explanatory sequential, and exploratory sequential, as explained by Saunders *et al.*, (2018). Every layout is briefly discussed.

Convergent parallel: Researchers in a convergent parallel design gather both quantitative and qualitative data at the same time and then analyse it independently. After finishing both analyses, the outcomes are compared and conclusions are drawn (Cohen *et al.*, 2018).

Embedded: Embedded research involves collecting and analysing both forms of data simultaneously, but within a larger quantitative or qualitative framework (Kurten *et al.*, 2022). In this case, one data type is not as important as the other. This strategy is recommended if one has limited time and materials, as noted by Creswell and Guetterman (2019).

Explanatory sequential: The explanatory sequential design begins with the collection and analysis of quantitative data, then moves on to qualitative data (Bridgmon & Martin, 2012). If there is confidence that the inclusion of qualitative data will help to shed light on and provide context for the quantitative findings, then this approach is highly recommended.

Exploratory sequential: In an exploratory sequential design, qualitative data is gathered and analysed first, followed by quantitative data. Following the reasoning of Pramodini (2022), this layout can be utilised to investigate hypotheses and probe primary research topics. After that, the researcher can put the qualitative results to the test or validate them with the quantitative data.

From the stated types of mixed methods, the study adopted the embedded mixed method. Within a wider quantitative or qualitative design, researchers who use an embedded approach collect and analyse both types of data simultaneously (Creswell & Guetterman, 2019). In this case, one data type is not as important as the other. One hundred and ten teachers' responses were used to form a more robust quantitative component to this study. In cases where one is short on time or materials, this strategy is effective (Bell *et al.*, 2022). The current study had time constraints, thus it could only be carried out for so long. Embedded designs can be used to support or expand upon findings from the core research design, as mentioned Hall (2020). The quantitative portion of this study was strengthened by incorporating qualitative data. If it

is likely that either quantitative or qualitative data on their own will not be enough to address the research questions adequately, a mixed-methods study may be the best course of action, as suggested Cohen *et al.* (2018). Teachers' perspectives were solicited, and in-depth interviews with principals were conducted, to do justice to the leadership methods of primary school administrators and their impact on the effectiveness of educators in the Shiselweni region of Eswatini. This was done to ensure a balanced perspective on the topic.

A number of frequent justifications exist for doing mixed-methods studies. According to the Adu and Okeke (2022), when qualitative and quantitative data are combined, the study becomes more rigorous because the researcher can tap into both the narrow, context-based insights of qualitative data and the wide, externally valid insights of quantitative data. Next are brief notes the strengths of mixed methods, namely: rigour, generalisability, contextualisation, and credibility based on the ideas advanced by Laher (2016 p. 249).

Rigour: In many cases, the benefits of one data type might compensate for the drawbacks of another (McBeath & Bager-Charleson, 2020). For instance, mixed methods research, as opposed to purely qualitative or quantitative approaches, can test hypotheses while simultaneously contributing to the development of new theories.

Generalisability: Due to the limited sample size inherent in qualitative studies, they cannot be extrapolated to broader populations. According to Yockey (2016), the external validity and “huge numbers” of quantitative research in mixed methods study helps to offset the method's inherent limitations.

Contextualisation: When researchers use many approaches, they are able to better contextualise their findings and provide more nuanced explanations. In order to gain a deeper understanding of a phenomenon, qualitative data might be used to support quantitative conclusions (Bridgmon & Martin, 2012).

Credibility: The credibility of a study's findings might be increased by using multiple approaches to collect data on the same topic. According to Creswell and Guetterman (2019), the reliability of findings increases if there is congruence between qualitative and quantitative data. Triangulation is the term for this procedure.

Admittedly, using a variety of research techniques requires a lot of time and effort. It is a lengthy and laborious process to gather, examine, and combine two distinct kinds of data into

a single piece of research output (Laher, 2016). However, the strengths of mixed methods outweigh the drawbacks. In the current study, for example, in-depth interviews were used with the 10 school principals. To augment the qualitative data, questionnaires were used to collect data from 110 teachers.

4.3 Research design

The research design utilised in this study was the embedded mixed methods design. A research design constitutes a research model that sets out the procedures and techniques required to collect and evaluate data and knowledge, as espoused by Babin, Carr, and Griffin (2009). A proper research model is logical and comprehensive; it covers the theoretical basis all the way to data collection, and analysis. The primary purpose of descriptive survey is to describe human phenomena (Cooper & Schindler, 2013). As postulated by De Vaus (2013), a research design is the overarching strategy taken to integrate the many parts of the analysis in a consistent and logical fashion, guaranteeing that the research problem is adequately addressed. Any concept chosen represents the blueprint for data collection, calculation, and interpretation (De Vaus, 2013). Viewed this way, the embedded mixed methods design is used to investigate people's attitudes, perceptions, experiences and emotions, and to enhance the interpretation of these elements. In buttressing the fact, Maree (2011) points out that embedded mixed methods designs blend with both qualitative and quantitative techniques.

In addition, Saunders, Lewis, and Thornhill (2016) explain how a research project design is comparable to an architectural plan for a structure and take a diagrammatic approach utilising the Research Onion principle (see *Figure 4.1*). The multidimensional nature of the research onion principle necessitates making a lot of decisions in order to develop a thorough plan for study design and data collection. The study onion model, which can be utilised as the primary model for educational research, is agreed upon by Raithatha (2017) as well. On its foundation, an appropriate research technique can be created step-by-step. In a similar line, Muranganwa (2016) asserts that the principles of onion research serve as a solid foundation for the development of a cohesive and morally sound design of study. The research onion principle proposed by Saunders *et al.* (2016) systematically organises the research based on the analogy onion layers as shown in *Figure 4.1*.

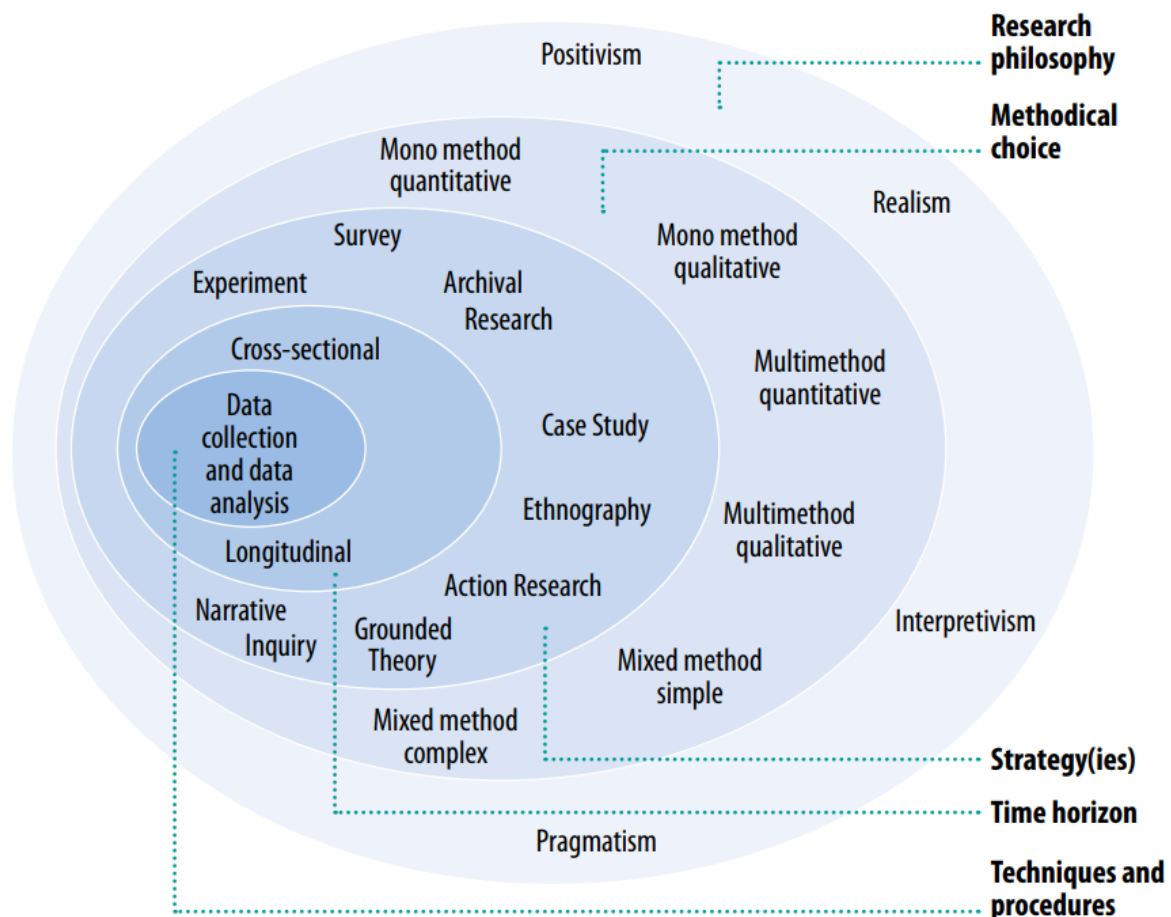


Figure 4.1: Research Onion Adopted from Saunders *et al.* (2016 p.173)

Figure 4.1 illustrates one approach to building a research technique, the “research onion” approach propounded by was offered by Saunders and colleagues (2016). The layers of the research onion represent the processes involved in creating a reliable methodology as explained by Raithatha (2017). Defining the guiding school of thought is the first step in the research methodological design. Next is the selection of specific procedures and strategies that align with the overarching approach chosen for the research (Saunders *et al.*, 2016).

4.3.1 Qualitative component of the study

One aspect of the study examined the influence of leadership in management from the perspective of qualitative research. To investigate the participants’ experiences and viewpoints, qualitative methods were employed. The goal of qualitative research is to better understand how people interpret their own experiences and the environment in which they live (Kumar, 2014). In light of the fact that the goal of the study on the experiences

(leadership practises) of primary school principals was to analyse the behaviour, perspective, experience, and feelings of people regarding a phenomenon, qualitative research approaches were acceptable. The qualitative research approach was appropriate for the study since the researcher was able to improve the study's design and establish priorities and operational definitions by using illustrative resources like in-depth interviews (Cooper & Schindler, 2013). According to the theories put forward by the qualitative approach, it was also able to analyse the phenomena, which is the impact of principal leadership practises on the performance of educators in primary schools, in natural or real-life, scenarios (Welman, *et al.*, 2011).

Dawson (2007) claims that qualitative research examines attitudes, behaviours, and experiences using data gathering techniques including focus groups or interviews. According to Dawson (2007), qualitative research aims to understand a phenomenon in-depth from the participants' points of view. The goal of a qualitative study, according to Maree (2011), is to understand events that occur in the background (or in a real-world setting) and, generally speaking, the researcher does not try to capitalise on attention. Following the advice given by Maree, the researcher went to the chosen schools to interview the participants in accordance with the research questions (2011).

To that end, the researcher interviewed each participant in their natural setting – the school environment. Highlighting the advantage of using a qualitative approach, Singh (2015) submits that it allows the researcher to record interview proceedings and to ensure accuracy during the data analysis stage. Therefore, open-ended questions were employed in semi-structured interviews held in person. Additionally, semi-structured interviews allow for participants to provide in-depth information as there is little restriction on the scope of responses (Singh, 2015). If needed, the researcher can pose follow up questions to get to the heart of a phenomenon. Similarly, the participant can ask for clarification if they do not understand a question (Dawson, 2007). The features of semi-structured interviews ensure robust data collection.

The researcher visited each school twice. Interviews were conducted in the first instance, wherein the questionnaires were also distributed to the teachers. The completed questionnaires were collected during the second visit. Combining the two methods was necessary for data triangulation as it enhances the rigour of the study (Creswell, 2011).

When gathering data on educator and principals' experiences of leadership practices, the study used an interview guide/protocol (see Appendix 4, Section E). This was a set of predetermined questions adapted based on the interviewer's judgement of what was most fitting in each interview session (Teijlingen, 2014). To ensure that only relevant information was collected during the interviews, specific questions were used – in line with the ideas propounded by Babbie (2007).

4.3.2 Quantitative component of the study

The quantitative approach is appropriate for organising, summarising, and analysing numerical data (Gall *et al.*, 2007). The common statistical analyses are descriptive and inferential statistics (Creswell, 2014). Descriptive statistics, as the name suggests, provides a fundamental summary of the features of the samples being studied. With the help of inferential statistics, researchers can ascertain (or infer) whether the features of the samples can be confidently extrapolated to the population from which the samples were obtained (Gall *et al.*, 2007). Since the purpose of the current reassert was to investigate the effect of principal leadership practices on the performance of teachers in primary schools in the Shiselweni region of Eswatini, the quantitative research approach was useful in collecting data from a large population of teachers.

In this study, questionnaires (see Appendix 4, Sections B and C) were used to collect quantitative data from the teachers to augment the interviews with school principals on leadership practices. The questionnaire used a three-point Likert scale items with “Agree”, “disagree” or “Not sure.” The participants had to indicate their responses putting the letter “X” next to each option.

There are many advantages of using structured questionnaires, and these were realised in the study. Harrison, Reilly, and Creswell (2020) highlight that one of the strengths of structured questionnaires is that they allow respondents give candid responses to questions. That is, respondents express their ideas freely and frankly because of the assured anonymity. In addition, when it comes to collecting numerical information, surveys using questionnaires are among the most cost-effective methods (Saunders *et al.*, 2018). Questionnaires that are self-administered, in example, are said to be a low-cost method of collecting vast amounts of information from a big number of individuals in a very short length of time, as they negate the need to employ surveyors to conduct in-person interviews (Taherdoost, 2022). This was

another advantage as the current study collected quantitative data from 110 respondents, which could have been more cumbersome using qualitative methods.

Indeed, questionnaires are not only an inexpensive, but are also a flexible method of data collection. They can be directed at specific audiences and controlled in various ways; for example, they can be emailed or physically distributed (Pasque, 2022). In the current study, the researcher distributed the questionnaires in the participating schools. Finally, the availability of statistics packages such as Statistical Package for the Social Sciences (SPSS) simplifies and speeds up the process of quantitative data analysis (Yockey, 2016). The aforementioned benefits made questionnaires a viable option in the current study.

4.4 Population

The definition of population varies with scholars. A study population, Saunders (2012) states, is the total number of individuals or objects of similar characteristics from which a sample is drawn. According to Burns and Grove (2013), a population is all of the factors that qualify for inclusion in a sample. The term “population” refers to all of the objects for whom data is being sought, as defined by Kothari (2014). The population may be finite or it may be unlimited. The number of individuals in a finite population is predetermined. Alkindy *et al.* (2016) explains that population consists of all the people that the researchers think would be interested in the study’s findings taken as a whole. The term “population” can also be used to refer to the total number of entities (people, groups, occasions, or things) from whom representative samples are drawn for statistical analysis (Parahoo, 2014). In addition, Saunders *et al.* (2016) define population as the total number of occurrences from which a representative sample is drawn. A population is the set of phenomena about which a researcher collects data in order to develop conclusions (Creswell, 2014). In addition, according to Cooper and Schindler (2006), the population is the sum total of all factors (including people, events, aims, or items) from which a sample is selected for statistical analysis.

From the given definitions, it can be synthesised that a population of a study is the group from which the researcher selects the sample and to whom the research findings can be generalised. According to the Eswatini Ministry of Education statistics (2022), there are 98 primary schools in the Shiselweni region, with a total of about 1628 teachers. Based on the

given information, the population of the current study was 1698 (98 headteachers and 1628 teachers).

4.4.1 Sampling techniques

Sampling, according to Cooper and Schindler (2013), is the skill of selecting members of the study population for study. In general, there are two distinct sampling techniques: probability and non-probability (Cohen, Manion & Morrison, 2006). The term “probability sampling” refers to a method of selecting samples from a larger population in which each individual has a certain probability of being selected (Creswell, 2014). In contrast to probability sampling, which gives a fair opportunity to every individual in the population to participate in the study, non-probability sampling selects samples at random from the population. The probability of selection for each individual in the population is fixed (Parahoo, 2014).

Probability sampling, in which samples are selected at random, is essential for drawing valid statistical inferences about the total population. Random samples, stratified samples, and cluster samples are all types of probability sampling (Cohen *et al.*, 2006). Easy data collection is ensured by non-probability sampling, which comprises selecting samples in a way that is not completely at random. Quota sampling, convenience sampling, and purposive sampling are examples of non-probability methods of collecting data. This is why sampling is so useful; it allows researchers to obtain meaningful data from smaller subsets of a larger population that nonetheless accurately reflect the whole in terms of the qualities of interest (Creswell, 2014).

In accordance with qualitative methodology, the study employed purposive sampling, also known as judgemental sampling, to select participants for the qualitative component of the study. Cohen, Manion and Morrison (2012) argue that researchers use purposive sampling to achieve their goals of learning about and expanding their knowledge of a certain topic of interest. In this light, purposive sampling was optimal for the purpose of the study which was this study aimed at interviewing participants to evaluate the impact of principal leadership practices on performance of educators in primary schools. Based on the given information, the 10 principals who participated in the study were selected purposively. In other words the researcher, guided by the ideas of Creswell (2014), used logic and personal judgement to identify participants who had the potential to voluntarily provided data as per the research questions. School principals were the natural choice for the qualitative aspect of the study as

they were more qualified to answer the questions being asked due to their specific expertise or experience (Lewis & Shepard, 2016).

However, the researcher employed a systematic random sampling technique to select the 10 teachers in each of the participating schools, through the lottery method. Since random sampling only requires very little background information about the population, it is the simplest of the probability sampling techniques (Cooper & Schindler, 2013). Creswell (2014) argues that the use of randomisation ensures that the study conducted on this sample has excellent internal and external validity.

For the quantitative aspect of the study, stratified random sampling was used. Harrison *et al.* (2020) explain that by dividing a population into smaller segments, or “strata,” stratified random sampling is able to draw representative samples from a more precise subset of the whole. In the current study, the subgroups were ordinary teachers, senior teachers, and deputy principals. The members of a stratum are grouped together based on their commonalities; hence the name “stratified random sampling” or “stratification” (Creswell & Plano-Clark (2011). The shared attribute among the chosen participants was that they were primary school teachers, despite their professional ranks. Stratified random sampling was chosen because it permits researchers to collect a subset of the population that is statistically representative of the whole population under study, as reported by Taherdoost (2022). Indeed, teachers comprise of the aforementioned three groups. Thus, involving teachers in all the ranks was more representative than using ordinary teachers alone.

A portion of the whole population is taken as a sample. As a rule, sample sizes are less than the entire population. Since the sample is representative of the whole, it exhibits many of the same traits as the population from which it was drawn (Hall, 2020). Thus, it can be extrapolated that the findings to cover the entire relevant population. The number of people in a population, depicted in the diagram, is usually too high for a practical research without first resorting to sampling. Most of the information on a given population parameter will be contained in a well selected sample, but the sample-to-population relation must be appropriate for valid inferences to be drawn about the population as a whole, as stated by McBeath and Bager-Charleson (2020).

4.4.2 Sample size

Adu and Okeke (2022) define a sample as, a small group of individuals drawn from the bigger group for purposes of being studied. Creswell and Guetterman (2019) posit that samples are representative subsets of populations drawn for research purposes. Overall, there were 110 participants in the study; 10 primary school principals and 100 primary school teachers.

The ideal size of a qualitative research sample is hotly debated among experts. Since this method of study is so laborious and time-consuming. Nonetheless, Harrison *et al.* (2020) argue that only six (6) to twenty (20) individuals are necessary. Data saturation, the point at which no new information or themes can be gleaned from existing data, is another consideration (Yin, 2009; McMillan & Schumacher, 2014). However, professionals in qualitative research (Yazan, 2015; Creswell, 2014; McMillan & Schumacher, 2014; Cohen *et al.*, 2018; Babbie & Mouton, 2008) argue that fewer participants are needed for a “deeper” investigation. This indicates that a smaller sample size is acceptable, provided that participants provide detailed descriptions of the phenomenon under investigation. In a similar vein, (Taherdoost, 2022 p.183) restates that “depth, case-oriented analysis” is what qualitative studies are all about. To that effect, Cohen *et al.* (2018) propound that qualitative studies require fewer than 10 interviews.

With regard to quantitative methodology, more participants are necessary as the information provided is not detailed (Hall, 2020). Another factor to be considered is statically power. That is, the likelihood of a significance test detecting an effect when there actually is one (Yockey, 2016). The strength of a sample is proportional to its size; hence a larger sample will typically yield more reliable results, enhancing the rigour of the study (McMillan & Schumacher, 2014). As Cohen *et al.* (2018) correctly observe, having a bigger sample size means more data has been collected, increasing confidence in extrapolating those conclusions to the population at large. Based on the given information, the sample comprised 100 teachers from both rural and semi-urban/urban schools teachers were selected for the quantitative aspect of the study, and 10 principals from the same schools were selected for the qualitative aspect of the study to enhance rigour (Yockey (2016). The study was conducted in both rural and urban, as well as semi-urban contexts that characterise the Shiselweni region. The next section is a brief on the research area where the sample was drawn.

The schools that were sampled are located at Shiselweni region, the south part of the kingdom, at the southern border with South Africa, Lubombo in North East and Manzini in the North West. This largely rural and impoverished area in terms of socio-economic status has a population of 204111 as of the last census of 2017. The research set out to assess the effect of leadership practices employed by primary school principals in the Shiselweni region. The map of Kingdom of Eswatini is shown in *Figure 4.2*.

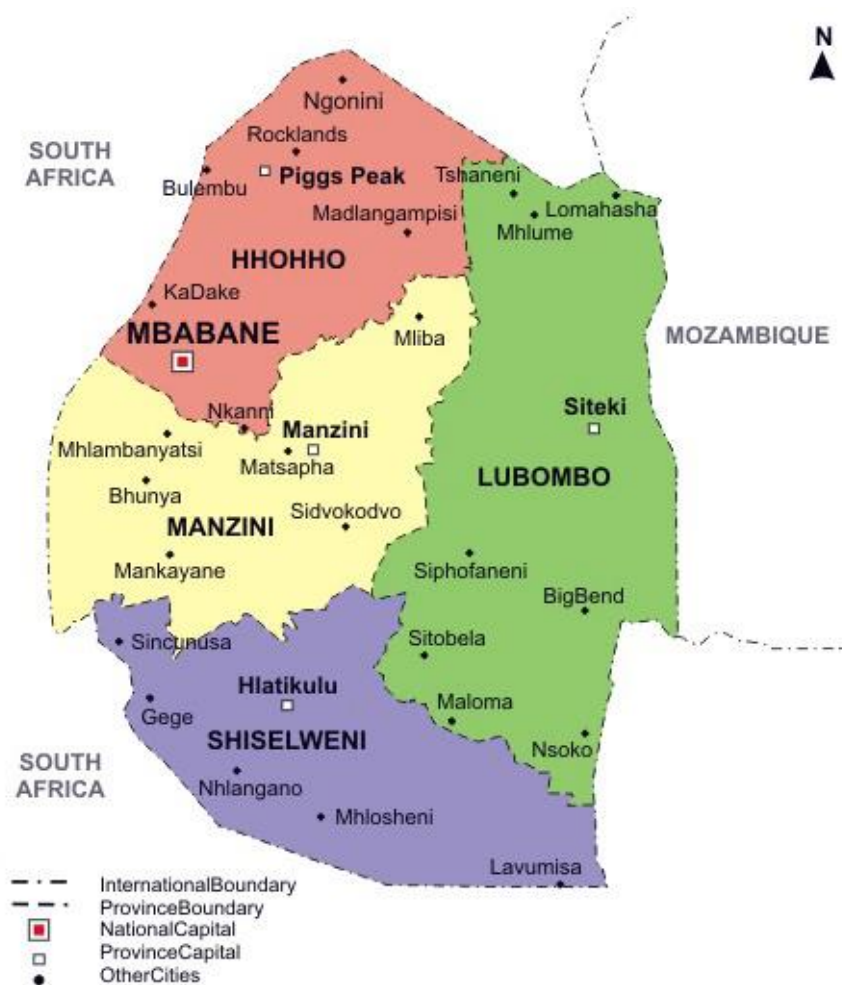


Figure 4.2: Map of Kingdom of Eswatini (Shiselweni region in bluish / grey colour). Source: Eswatini Tourism Authority (2022).

As seen in the map, Shiselweni is in the southern corner of Eswatini. It is the furthest from Mbabane, the administrative capital of Eswatini, where the industrial development is mostly concentrated, attracting a majority of the affluent population.

As previously mentioned, a total of 10 primary schools, with a combined total of 110 participated took part in the study. A performance profile of the schools in the Eswatini Primary Certificate (EPC) Examinations within a time frame of five years is presented in Table 4.1.

Table 4.1

Schools' performance in the past five years in the EPC Examinations

School	2015	2016	2017	2018	2019
A	98.72	99.23	99.66	99.34	98.87
B	96.37	96.80	95.59	93.85	92.35
C	88.43	94.49	95.63	88.28	85.98
D	94.00	80.30	81.38	87.83	69.32
E	99.26	95.97	97.06	99.06	100.00
F	97.41	88.92	84.78	94.41	93.36
G	96.30	96.48	99.41	99.62	97.71
H	97.76	99.64	98.96	99.53	99.37
I	94.01	88.75	95.61	93.97	98.31
J	91.93	93.59	97.65	96.54	94.75
K	98.44	98.99	98.92	97.94	99.23

Source: Examinations Council of Eswatini (ECESWA, 2020)

Table 4.1 shows that the academic performance of the schools is above average. The academic performance ranges from 69.32 % pass rate (lowest) achieved by School D in 2019 to 100% pass rate (highest) achieved by School E in the same year. Overall, the average performance of the schools is 85.61%. Based on the given information, it can be concluded that the schools are generally good performers.

4.5 Data collecting instruments

In the context of research, the term “data collecting instruments” refers to the many apparatuses and tools that are used to gather data (Yockey, 2016). Glaz & Koutras (2020) put forth that interviews, questionnaires, documentary analysis, and observation are some of the most popular types of data collection devices used in research. From the mentioned instruments of gathering data, the current study employed semi-structured interviews and

questionnaires. These were chosen because they were optimal for gathering the data required to generate answers to the research questions.

4.5.1 Interviews

Interviews are a two-way interaction in which the interviewer asks questions of the interviewees in order to gather information about the interviewees' thoughts, beliefs, opinions, and actions. The goal of a qualitative interview is to get insight into the world as experienced by the interviewees (Maree, 2007). Interviews are flexible tools for collecting data as they are considered to be a conversation between two or more people. Similarly, Cohen *et al.* (2018) remark that the interview method, which is defined as a conversation between two or more people about a topic of mutual interest, places an emphasis on the social contexts of research data and recognises the importance of human interaction in the generation of new knowledge. Teijlingen (2014) further describes a semi-structured interview as a series of questions that will be asked, but whose sequence will change depending on the interviewer's judgement of what will be most useful at any given time throughout the interview. These study interviews were conducted with primary school principals. The goal in conducting these interviews in a semi-structured format was to gather thick descriptions about the principals' perceptions on the impact of leadership practices on teacher performances. All interviews were audio-taped after the permission to do so was sought and granted by each participant, then the recordings were later transcribed.

4.5.2 Merits of using semi structured interviews

Abawi (2013) posit that semi-structured interviews can help collect detailed narratives and enhance understanding of a phenomenon. Since interviews are more personal, they allow higher response due to the flexibility the researcher has control over the exercise. That is, during semi-structured interviews the interactions between interviewer and interviewees are more probing and allow flexibility intended to fully enable understanding of the topic and provision of adequate responses. Bryman and Bell (2007) further reiterate that the flexibility of semi-structured interviews yields detailed and rich answers.

Further, Bell (2022) explains that semi-structured interviews evaluate the significance of the participants' behaviours based on a thorough account of their emotions, beliefs, and experiences. Thus, through interviewing the researcher can gauge the way participants feel about the topic and also express their perceptions without hindrances. In the present study,

semi-structured interviews allowed the researcher to pose follow-up questions to gain deeper insight in to the phenomenon. In attempts to build trust and confidence in the process, an interview schedule was prepared, and participants were given a copy before the actual interview so that the participants would familiarise themselves with the questions (Yin, 2009). All the ten principals from the sampled schools were interviewed based as outlined in the preceding sections.

4.5.3 Demerits of using semi structured interviews

Despite the advantages, semi structured interviews have a major criticism that they may significantly damage the rapport between interviewer and interviewee as they are problem centred as opposed to person-cantered, Segal and Coolidge (2003) observe. In the quest to focus on the topic, the interviewer may not accommodate participants' emotional reactions thereby damaging their relationships. Adams (2015) cautions that conducting semi-structured interviews need expertise and experience from the interviewer who has to be smart, sensitive and knowledgeable about the substantive issues in the setting and topic in question. Abawi (2013) reiterates that there is a high possibility of bias due to fatigue and becoming too involved with the interviewees. In mitigating these methodological drawbacks, the researcher spread the interviews across the course of the day, pausing for breaks and keeping a professional demeanour while recording the interviews.

Furthermore, semi-structured interviews, according to Mathers *et al.* (2002), can be costly and time-consuming, and the data they yield may be unreliable because of interrogational, interpretive, and recording problems. This occurs when interviewees are asked the same set of questions but receive alternative wording, leading to varying responses. When the interviewer needs to use their own judgement to assign codes to the responses, there is a greater chance of interpretation error and possibly prejudice. In attempting to close the gap and ensure reliability of data, the researcher recorded all the interviews and subsequently transcribed them and sent the material to participants to check authenticity and accuracy before using it for research analysis – a process known as member checking (Rahman, 2016).

4.5.4 Questionnaires

A questionnaire is a tool for collecting data from study participants in the form of a list of questions (or other forms of prompts). It is possible to collect both quantitative and qualitative data with questionnaires, which means that they may contain a combination of

open and closed questions (Yockey, 2016). Researchers can still acquire substantial data from respondents even when they are not physically present thanks to the versatility of questionnaires that combine numerous types of questions.

A questionnaire's goal is to compile a research dataset by using standardised questions to ensure accurate responses (McBeath & Bager-Charleson, 2020). Specifically, data obtained using closed-ended questions (also called restricted questions) typically have a multiple-choice format, which lends itself well to the speedy analysis afforded by quantitative methods (Cohen *et al.*, 2018). The study findings can be displayed using pie charts, bar graphs, percentages or tabulations which make for easy visualisation. In the current study, questionnaires were used to collect data from 100 primary school teachers. Although each data collection method has strengths and areas of pitfall, the advantages of questionnaires outweigh the disadvantages, as discussed in the next section.

4.5.4.1 Merits of using questionnaires

Practicality, low cost, quickness, comparability, scalability, standardisation, respondent comfort, and simple analysis are only few of the many advantages of employing questionnaires as a research method (McMillan & Schumacher, 2014). Each of these topics is addressed briefly in what follows.

Practicality: Using questionnaires, researchers may collect massive amounts of data while maintaining strategic control over their sample, questions, and structure.

Cost-efficiency: Distributing or sending out questionnaires to participants is a simple process. They can be distributed online for free or by email to respondents (Hall, 2020). Another option is to hand-deliver them to the participants, as was done in this study.

Speed: The data can be gathered rapidly with the help of questionnaires. Utilising mobile devices, a researcher can easily and swiftly collect survey data, gaining answers and insights in as little as 24 hours (Babbie & Mouton, 2008).

Comparability: Researchers can utilise the same questionnaire year after year, learning more with each comparison and reducing the likelihood of mistakes in the translation (Adu & Okeke, 2022). The reliability of a study can be improved by doing tests and retests.

Scalability: As a result of the questionnaire's scalability, researchers can easily send them to populations in any part of the world they are interested in studying (McBeath & Bager-Charleston, 2020).

Standardisation: Researchers are free to ask as many or as few questions on any given topic as they see fit when creating a standardised questionnaire (Yockey, 2016).

Respondent comfort: Respondents are at ease and more likely to be candid when they know they will not be identified or penalised in any way for taking their time on a questionnaire (Hall, 2020).

Easy analysis: In-built automated analysis capabilities in many questionnaires allow for speedy and straightforward findings interpretation (Taherdoost, 2022). However, there are some potential drawbacks as lighted in the next section.

4.5.4.2 Demerits of using questionnaires

There are a few drawbacks to using questionnaires, and they all have to do with respondents being dishonest or not paying attention to the questions they are answering (Glaz & Koutras (2020). Each disadvantage is briefly discussed in the next section.

Answer dishonesty: It is possible that respondents will not give you their honest opinions; some might have something to hide, and others might answer based on what they think the general public would find acceptable (Maree, 2007). This potential drawback was mitigated by explaining the purpose of the study from the onset.

Question skipping: There is always a chance that some participants will skip certain questions, resulting in null responses (McMillan & Schumacher, 2014). It is therefore, important to ask participants to respond to all questions to minimise the risk of respondents leaving questions unanswered. By distributing the questionnaires personally, the researcher built rapport with the respondents and explained the purpose and significance of the study.

Interpretation difficulties: Respondents may have difficulty providing reliable answers if the inquiry is not clear (Yockey, 2016). For this reason, make sure your inquiries are precise and to the point, and provide context where appropriate. To ensure that there were no ambiguities, the questionnaire was pilot tested prior to use.

Survey fatigue: If people are asked to fill out too many surveys or if a questionnaire is too lengthy, they may become bored and stop responding, leading to less than ideal results (Taherdoost, 2022). The researcher was careful not to flood the respondents with too many questions.

Analysis challenges: Whereas closed questions can be quickly analysed, open questions need to be reviewed and interpreted by a human. Since time is of the essence, it is preferable to collect data that can be swiftly analysed and put to use, rather than relying on responses to more open-ended inquiries (McBeath & Bager-Charleson, 2020). The study used a three-point Likert scale questionnaires with neutral statements; no open-ended questions were used.

Unconscious responses: Data validity can be compromised if respondents provide wrong information because they did not read your questions carefully. Short and concise questions can help reduce this possibility, as stated by Hall (2020). Indeed, the statements used the questionnaires were brief and to the point. The next section is data analysis.

4.6 Data collection procedures

According to Creswell & Creswell (2018), data collection is the process of methodically compiling facts regarding a study's variables in order to respond to a number of research questions. The Eswatini Ministry of Education and Training (MoET) was requested in writing for permission to conduct the study in the eight (10) schools that were chosen for it. Once approved, the Regional Education Office (Shiselweni region) and the principals of the targeted schools received copies of the approval letter from the Ministry of Education and Training. After that, the researcher organised meetings with each participant in order to do an introductory exercise and get their informed permission (Yin, 2019). To arrange appointments for the interviews and the distribution of the questionnaires to the teachers, the researcher asked the participants for their contact information, including their cell phone numbers.

The researcher reported to the administration on the second visit to the schools, and asked them to distribute the questionnaires to the teachers in order to begin gathering data. In order to collect the questionnaires without interfering with teaching, the researcher waited until after a break, when all of the respondents had completed the forms. The researcher spoke with the school principals during interviews as the teachers responded to the questionnaires.

The researcher worked with each participant to identify a relaxing, private space within their place of employment (school) where the interview could take place (ideally the principal's office or the school library). It was intended to conduct the interviews in a setting that would be appropriate for recording or taking notes while also keeping the participants at ease (Leedy, 2023). Participants' age, gender, teaching experience, and educational background were among the demographic questions that were requested of them prior to each interview.

The interview process was in accordance with the interview guide (Merriam & Elizabeth, 2015). To extract as much information from the participants as possible, the interviews were semi-structured and employed open-ended questions (Creswell & Poth, 2016). Following the collection of all participant data, the researcher conducted member checking, also known as participant or respondent validation, which is a procedure for assessing the validity of results in accordance with Leedy and Ormrod (2019). Each principal's interview took about 20 to 30 minutes on average. The researcher assembled the interview transcripts and audio files after each interview, together with the completed questionnaires, and placed everything in an envelope. The envelope was sealed and securely kept in a lockable cabinet until the data analysis stage, in line with Leedy (2023).

4.7 Data analysis

Data analysis is the climax of any research. Lichtman (2013) precisely describes data analysis as the processing and interpretation of data. As was noted previously, a combination of approaches was used in this investigation. An integrative thematic content analysis technique was utilised in the process of analysing qualitative data. Additionally, a descriptive presentation of qualitative data was created as proposed by (DeVos, Strydom, Fouche & Delport, 2011). As explained by Creswell (2014), thematic content analysis, as the name suggests, is a qualitative technique of data analysis in which themes (patterns) emerging from the content (data). These themes are identified and described (coded) in a meaningful way that helps generate answers to the research questions (Cohen et al, 2011). The scholars explain that a code is a word or an abbreviation used to classify a dataset.

In accordance with Laher (2016), quantitative data from the questionnaires, on the other hand, were analysed using both descriptive and inferential statistics. The data were coded and loaded into the Statistical Package for the Social Sciences (SPSS) version 28 for analysis in line with the ideas of Yockey (2016). Indeed, McBeath and Bager-Charleson (2020) describe

quantitative data analysis can be defined as the process of systematically organising and synthesising data, which may involve the application of one or more statistical techniques.

From the given information, it can be synthesised that the analysis of collected data is a crucial part of any research project. That being the case, it must be done systematically in order to generate accurate answers to the research questions. In this mixed-method study, data were analysed both qualitatively and quantitatively. The next section discusses the principles and procedures of each data analysis method.

4.7.1 Analysis of qualitative data

For this qualitative component of the study, thematic content analysis (TCA) was used for data analysis. Similar data were clustered into topics or themes using TCA (Yin, 2009). Erlingsson and Brysiewicz (2013) provide support for this idea by defining a theme as a “re-thread of underlying meanings” that allows the researcher to answer a research question by grouping together evidence with comparable characteristics. So, a theme is a message that persists through the data. Given this context, we may say that a theme is the central message that emerges from the researcher’s analysis of the data gathered via interviews, for example, regarding the research question and the responses of research informants or respondents. Data theme discovery, analysis, organisation, description, and reporting are all possible with TCA, as stated by Lorelli *et al.* (2017). The goal of a thematic analysis of content is to help researchers convey the common themes and narratives found in their data in an effort to address their research questions. Five processes, including data familiarisation, code creation, theme search, theme revision, and theme definition, make up the thematic content analysis (TCA), as explained by Salleh *et al.* (2017, p.128).

Thematic content analysis is a multi-stage process that begins with data familiarisation. As described by Salleh *et al.* (2017), the researcher has to be first “immersed in” in order to become “familiarised with” the data. The more a researcher works with the data, the more likely they are to find meaningful patterns and insights (Creswell, 2014). Second, a process called “code generation” takes place. This is done by hand using a list of data patterns that are comparable in terms of features like location, unit operation, and function that allow the researcher to easily discern between the coded data (Yin, 2009). Theme search is the third and most crucial phase. Finding themes, as described by Lorelli *et al.* (2017), requires listing coded data and categorising it into prospective themes at the higher level through

combinations based on the relationship between themes and subthemes that make up the data sub-structures. Fourth, researchers display the data in a way that relates to their study challenge, often known as defining your theme. The purpose of theme definition, as emphasised by Maguire and Delahunt (2017), is to zero in on the core ideas that make up each theme. The next section describes quantitative data analysis.

4.7.2 Analysis of quantitative data

Analysing numeric data or data that can be easily converted to numbers is what is known as quantitative data analysis. Cohen *et al.* (2018) explain that when conducting a quantitative data analysis, it is important to take into account the nature of the data, the research question being investigated, and the potential hypotheses or findings that may emerge from the investigation. Analysing quantitative data is a multi-stage process that follows pre-defined steps. The steps can be summarised as; data validation, data cleaning, statistical analysis, and interpretation of the results (Yockey, 2016). Before statistical techniques can be applied, the data has to be first validated and cleaned. After the first two steps have been completed, the data can be analysed and interpreted as illustrated in *Figure 4.8*.

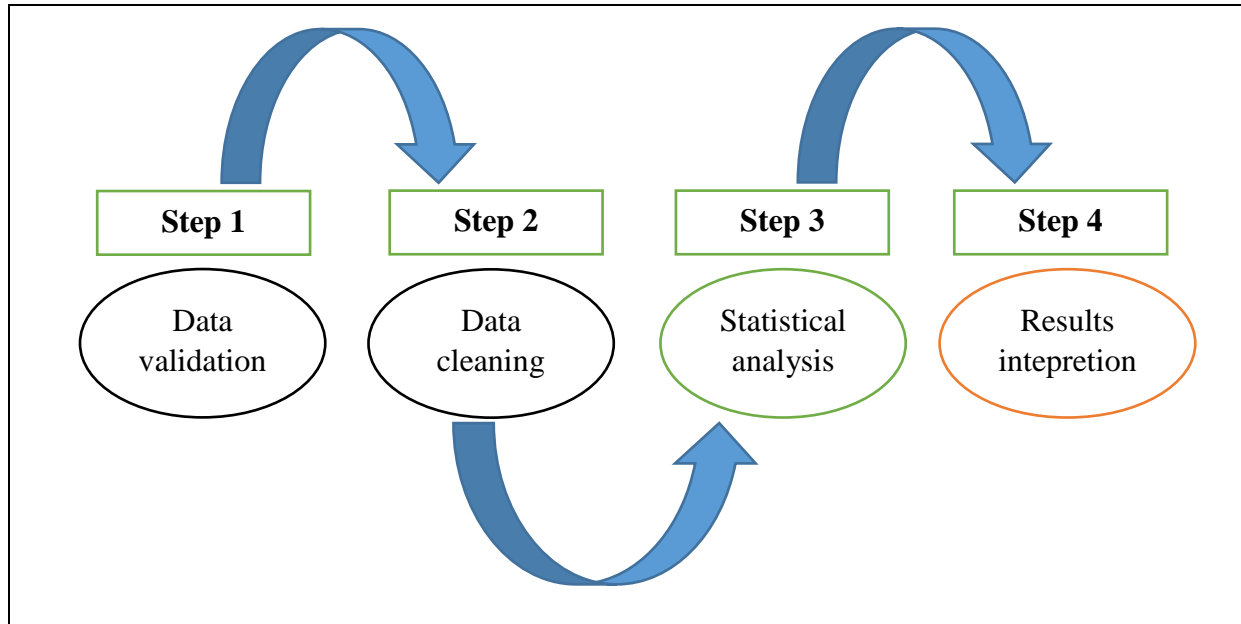


Figure 4.8: Steps in quantitative data analysis (adapted from Yockey, 2016 p.158)

As shown in *Figure 4.8*, quantitative data analysis begins with data validation, followed by data cleaning. After these initial steps the data can be statistically analysed and interpreted. These steps were observed in the current study.

a) Data validation

This is the first step in preparing quantitative data for analysis. Data validation means checking the data for quality. Data validation, as described by Harrison *et al.* (2022) entails ensuring the truthfulness, completeness, and consistency of data prior to employing it in statistical testing or analysis. Researchers examine the data for relevance and ensure that it is free of personal bias. There must always be a process of data validation before proceeding with any data handling task. When starting with inaccurate information, it is impossible to get reliable outcomes (Yockey, 2016). That is why it is important to check and double-check data before analysing it. In other words, without validating data, a researcher runs the risk of making judgments based on poor information that is not indicative of the real world. In the current study, the data from the teachers' questionnaires were validated by sampling conducting a pilot study to ensure that the questions were not ambiguous, and that they related to the objectives of the study.

b) Data cleaning

Once the data has been validated for accuracy and bias, it must be edited for consistency and relevancy. Data cleaning is the process of correcting or removing errors, corruptions, improper formatting, duplicates, and gaps in a dataset. It is also known as data scrubbing (Taherdoost, 2022). For instance, a respondent may have omitted some questions. This is a case for incomplete data that will not give the required details for complete data analysis. There is a high risk of data duplication and mislabelling when merging data from several sources. Data inaccuracies might make otherwise accurate-looking results and algorithms suspect, as is cautioned by Creswell and Guetterman (2019). Since the procedures for cleaning data differ from dataset to dataset, there is no universally accepted method by which to specify those stages. When using data, scholars agree that insights and analyses are only as good as the data being used, meaning that faulty data will give false results (Yockey, 2016). In the current study, data cleaning was ensured by scrutinising the data of any errors or omissions.

c) Statistical analysis

Data analysis describes the practise of combining multiple approaches to data analysis in order to draw meaningful findings. Quantitative analysis refers to a group of techniques used to examine numerical data. Quantitative analysis, as defined by Pasque (2022 p.62), is “the

use of computational and statistical approaches to the statistical, mathematical, or numerical analysis of datasets.” According to Creswell and Poth (2018), the process begins with a descriptive statistical phase (mean, median, and standard deviation) and continues with a more in-depth study (inferential statistics) if further insight is required, through methods like correlation and the development of classifications.

Inferential statistics, which draws conclusions from the data, and descriptive statistics, which describes the data, are the two most popular methods for analysing quantitative data. Different from inferential statistics, which seeks to draw inferences and test hypotheses from the data, descriptive statistics aims to provide a clear and concise account of the facts (Hall, 2020). Both methods were used in the current study. An explanation of both methods follows.

a) **Descriptive statistics**

Descriptive statistics is used to summarise a data set. To aid comprehension of a dataset, descriptive statistics summarises the data and looks for trends or patterns. To rephrase, the goal of descriptive statistics is to present data (using summary charts and tables) without drawing any conclusions about the hypotheses or relationships between the variables (Yockey, 2016). Participant demographic information, for example, was summarised and displayed using tables and graphs in the present study. Since tables, charts, and graphs constitute the backbone of descriptive statistics, it simplifies the process of digesting and visualising data summaries (Taherdoost, 2022). The mode, median, and mean, as well as the range, variance, and standard deviation, are just few examples of the types of information that may be gleaned from descriptive statistics. Next is a brief overview of inferential statistics.

b) **Inferential statistics**

The objective of analysing data statistically is to derive meaning from data; and descriptive statistics is devoted to doing just that by providing numerical descriptions of parts of a dataset. However, these descriptions do not shed light on the causal relations between variables, so inferential statistics is also required (Connolly, 2007). Using the results of descriptive analysis, inferential statistics seeks to draw conclusions about or draw attention to potential outcomes (Harrison *et al.*, 2020). Its primary functions include the testing of hypotheses about changes or differences, the display of relationships between multiple variables (correlation), and the generalisation and prediction of results across groups (Yockey, 2016). Since correlation was used to assess the relationship between leadership

styles and influences (of teacher job satisfaction) there is a need correlational analysis and the correlation coefficient.

(i) Correlation analysis

In research, correlation analysis is a statistical technique for determining the degree of linear link between two variables. When two variables are compared, the degree to which one changes as a result of a shift in the other can be determined using a technique called correlation analysis. As Hall (2020) explains, when comparing two variables, a strong correlation suggests a close relationship, while a weak correlation shows that the two are just mildly connected. Researchers frequently utilise correlation procedures analyse data gathered from research methods like surveys and live polls, as reported by Creswell and Guetterman (2019). When analysing data, they look for correlations, trends, and other linkages between different sets of information. An example of a positive correlation between two variables is when changing one of them causes a corresponding change in the other. Conversely, a negative correlation indicates that while one variable grows, the other shrinks and vice versa (Pasque, 2022). Correlation analysis was employed in this investigation to help draw conclusions about the existence of such a connection. One of its greatest strengths is that it is really easy to put into practise.

(ii) The coefficient of correlation

The correlation coefficient is a key statistical notion in this context. According to Yockey (2016), the correlation coefficient (often denoted by the symbol r) is the unit of measurement used to assess the degree to which two or more variables are correlated with one another, and is typically a value without units that falls somewhere in the range of +1 and -1. The term “correlation” is used in statistical analysis to describe the existence of a relationship between two or more independent variables (Bridgmon & Martin, 2012). Next is data interpretation, discussed from a quantitative perspective.

(iii) Data interpretation

Data interpretation is the next proceeding step after data analysis. The act of establishing meaning from data is known as data interpretation. Data interpretation, as defined by Laher (2016), is the act of deducing meaning from a dataset. The goal is to provide an explanation for the observed trends and patterns in the data. Data interpretation is required because the

numbers cannot speak for themselves. Thus, manual human intervention is necessary to understand what the numbers mean, in order to draw reasonable and statistically sound conclusions (Saunders *et al.*, 2018). Yockey (2016) suggests that data interpretation could be portrayed in the form of bar graphs, line charts and tabular forms. According to the scholar, data interpretation needs to be organised to tell a clear story about the findings of the study.

4.8 Validity and reliability

The notions of reliability and validity are employed in determining the standard of research. They reveal the accuracy of a given approach, procedure, or examination. A measure's validity is its ability to accurately assess a phenomenon of interest, while its reliability is its consistency in measuring that phenomenon as explained by Hinton, McMurray, and Brownlow (2014). Although they have many characteristics, the terms reliability and validity are nonetheless distinct. A measurement need not be valid in order to be dependable. A valid measurement is more likely to be trustworthy. According to Connolly (2007), creating reliability and validity in research is done so that the data are trustworthy, the experiments can be repeated, and the findings can be trusted. Assuring the genuineness and quality of a measuring tool requires proof of its validity and reliability. Both principles were ensured in this study as follows:

a) Validity

Validity, in the present study, was ensured by using sound research methodology, thoroughly researched and based on existing knowledge (Laher, 2016). Additionally, the research instruments were piloted to ascertain if they adequately measured the variables of interest.

b) Reliability

Reliability was ensured by calculating the Cronbach alpha of the questionnaire. When many Likert-type scales and items are used in a questionnaire or survey, the dependability of the complete instrument can be determined with the use of the Cronbach's alpha statistic (Yockey, 2016). According to Hinton *et al.* (2014) higher Cronbach's Alpha values indicate a more trustworthy survey or questionnaire, with values between 0 and 1 suggesting the greatest reliability. In current study the value for Cronbach's Alpha for the survey was $\alpha = .84$, which denotes good reliability. The next section is a discussion of trustworthiness, which

is the qualitative equivalent of validity and reliability – since the study used a mixed method study.

4.9 Trustworthiness

The reliability of a study, often called its rigour, is the certainty one has in its findings, its interpretations, and its methodology (Creswell, 2014). Trustworthiness in qualitative studies, according to McMillan and Schumacher (2010) is about establishing the following:

a) Credibility

Credibility is the degree to which the qualitative researcher has faith that the study's results are accurate (Shenton, 2004). To ensure credibility in the current study, data triangulation was used. Triangulation, according to Creswell (2014) enhances the credibility of findings.

b) Transferability

The ability to generalise the findings of a qualitative study to other contexts, populations, and phenomena is a key issue for qualitative researchers to address (Maree, 2012). To ensure transferability in the current study, the researcher use detailed descriptions. As McMillan and Schumacher (2010) correctly observe, transferability shows that the results of this study can be extrapolated to a variety of other scenarios and conditions.

c) Confirmability

In terms of research, confirmability refers to how much each study's results can be interpreted either way (Yin, 2009). This occurs when the data comes straight from the participants, without any influence from the researcher's prejudice or agenda (Cohen *et al*, 2011). In the current study, confirmability was ensured by means of an audit trail that detailed each and every action taken in order to analyse the data and arrive at a justification for the final conclusions – in line with the ideas of Creswell (2014).

d) Dependability

The reliability of a study is measured by how easily it can be replicated by other researchers and how consistently the results are found (Maguire & Delahunt, 2017). In theory, the report contains sufficient detail for another researcher to reproduce the study and get results that are comparable to the original (Lorelli *et al*, 2017). In the current study, the researcher

dependability was established through the use of an inquiry audit (a third party evaluation and examination of the procedure). To that end, the supervisor examined and approved every step of the research process.

The four tenets of credibility imply that a credible analysis will be based on solid evidence; it will draw sound findings, and its study will be free of bias and its replication should be possible in similar contexts (Maree, 2012). It is also worth pointing out that the Cronbach alpha value of the research instrument was 0.8., which is considered reliable in ensuring authenticity of the report, according to research experts (Yockey, 2016; Creswell; 2014; McMillan Schumacher; 2010; Yin, 2009). Other factors that ensured trustworthiness in the current study are peer review of the study and the piloting of instruments. These processes are discussed in the subsequent sections.

(i) Peer review of the research

One of the widely accepted conventional strategies to enhance trustworthiness is to subject the research study to peer review and or professional supervision by experienced academics. The researcher should appreciate the chance to have the project reviewed by peers and academics, as well as any comments that may be supplied during presentations (such as at conferences) made during the study (Taherdoost, (2022)). In many cases, the investigator is too emotionally invested in the project to objectively evaluate it, thus having an outsider's opinion can be really helpful. Thus, in the study, two experienced academics (supervisors) were employed by the University of Zululand to promote and guide the researcher from the outset of the study to its conclusion.

(ii) Data triangulation

Triangulation is a trustworthiness strategy that entails use of various data sources, like observations, interviews and questionnaires. Cohen *at al.* (2018) state that using multiple data sources, or “triangulation,” is a technique used to strengthen the reliability of the findings in a study. According to Yin (2009), researchers can make up for the weaknesses of one approach by utilising the strengths of another. For example, questionnaires – which encourage more candid and truthful responses, can be used to supplement interviews in which respondents could be more guarded (Creswell & Poth, 2018). Thus, the current study used both semi-structured interviews and structured questionnaires for data triangulation to enhance rigour. Hall (2020) emphasises that by verifying findings with additional sources and accounting for

data gaps with complementary data, the validity and reliability of the findings can be improved.

(iii) Piloting instruments

Pilot testing, as described by Devos *et al.* (2005), helps ensure that final versions of instruments are effective in collecting the data they were designed to gather. As correctly expressed by Cohen *et al.* (2011), piloting the instruments increases the validity and reliability of the study. Through the use of pilot testing, the study verifies that the instruments' contents are accurate and clear. Well-designed questionnaires and interview questions, for example, ensure that the participants will respond appropriately to the research the question.

According to Tichapondwa (2013), who elaborates on the justification for pilot testing the instruments, ensures that researchers can put their theory to the test by utilising people from the general who are not included in the sample but share many of the same characteristics as the study's intended participants. In this study, the researcher used an adjacent school (Masibonge Primary School – pseudonym). Ten participants were interviewed as part of the pilot for pilot testing. The pilot study helped the researcher get rid of vague questions, spot repetitive ones, and refine some of the interview questions accordingly.

4.10 Ethical considerations

Researchers must abide by the ethical issues that underlie scientific research when conducting experiments with humans. According to McMillan and Schumacher (2010), researchers must adhere to a code of ethics in order to ensure the safety, privacy, and respect of those who take part in their studies. Next is an overview of key ethical considerations that were observed in the study.

a) Permission

Before beginning the study, the researcher obtained permission from the Eswatini Ministry of Education and Training. The permission was granted, and the letter of approval is attached (see Appendix 8).

b) Confidentiality

The concept of confidentiality is often equated with the rights to privacy and individual autonomy (Babbie, 2011), and it is generally believed to entail that information shared with another person will not be shared with a third party without the recipient's express consent. Confidentiality in the research setting means that personal information (such as names) collected from participants is kept private and will not be distributed to any parties (Maree, 2012). This also ensures that, unless they opt out, research participants' anonymity will be maintained through various techniques (such as the use of pseudonyms) designed to conceal their true identities (Creswell, 2014). Therefore, the researcher made sure that the respondents' identities, professions, and personal details were all kept secret. According to Lubbe's (2003) trust principle, researchers owe it to their participants to guarantee that they won't be used as pawns in the pursuit of their own agendas, either in the course of the research itself or in the dissemination of its findings. All these ethics were observed in the current study, and deception was never used.

c) Voluntary participation and informed consent

The need for informed consent is intrinsically linked to the principle of voluntary involvement. Participants in study must offer their informed consent after being given adequate information about the processes included in the research (Cohen *et al.* 2007). According to this rule, researchers must make sure that participants are not forced into the study but rather choose to take part voluntarily and are made aware of their right to quit at any moment (Yin, 2009). Respondents were given a copy of the informed consent form/letter at the time of their interviews, and were given verbal explanations of its contents prior to signing.

d) No harm to participants

"No harm," sometimes known as "beneficence," is a principle in human research that requires keeping the participants' welfare in mind at all times by avoiding any actions that could cause them damage (McMillan & Schumacher, 2010). Besides the potential for physical harm, participants in experimental research projects are also at risk of experiencing emotional and psychological distress (Babbie, 2011). Verbal assurances were given to respondents by the researcher that their participation in the study was voluntary, that their

information would be kept confidential, and that they would not be harmed in any way by the study.

4.11 Summary

This chapter presented the study's methodological design. With regard to paradigm, pragmatism was deemed most appropriate for the purpose of the study. The research approach is a mixed method, which is an integration of quantitative and qualitative techniques. This study used an embedded mixed method design, with a sample of 100 teachers from both rural and semi-urban/urban schools and 10 principals from the same schools. Two sampling techniques were used to account for the mixed methods. In accordance with qualitative aspect, the study employed purposive sampling, also known as judgemental sampling, to select participants the school principals who were provided qualitative data through semi-structured interviews. However, simple random sampling was utilised for the selection of the 10 teachers from each of the 10 participating schools, making a sum of 110 participants. Altogether, the sample size was 110 participants. To get qualitative information, an interview guide was used, and a questionnaire was used to gather quantitative data. Integrative thematic content analysis was chosen for analysis of qualitative data whereas descriptive and inferential statistics were preferred for quantitative data analysis.

CHAPTER 5

DATA ANALYSIS AND PRESENTATION

5.0 Introduction

This chapter presents the data in quantitative and qualitative formats. Quantitative data analysis was conducted using the Statistical Package for the Social Sciences (SPSS) version 28, and presentation is by means of graphs and tables. Qualitative data analysis on the other hand, involves the use of themes based on the theoretical framework. The purpose of the study was to evaluate principals' leadership practices and their influence on primary schools teachers' performance in Shiselweni region of Eswatini. To achieve that purpose, the study adopted the embedded mixed method research design, in which headteachers and teachers were selected. A total of 10 primary schools in the Shiselweni region of Eswatini schools were selected for the study. Data were collected using two research instruments (see Appendix 4). A three-point Likert scale questionnaire was used for the quantitative data from teachers ($n = 100$) whereas the interview guide was to collect qualitative data from the headteachers ($n = 10$). The teachers' performance is monitored through academic performance and Grade 7 results administered by Examinations Council of Eswatini (ECESWA).

The chapter begins with demographic data. Schooling demographic (rural, semi-urban, and urban) is presented first, followed by teachers' demographic description by school location. Next is the description of teachers by gender and by qualification. The next section is the principals' demographic data, in which principals are described by qualification and gender as well as by experience vis-à-vis gender. Next is the description of participants by employment position. With regard to the results, the qualitative results are presented first, and they are organised according to the research questions. In particular, qualitative data were used to address research questions 1, 2 and 3. Responses to interview questions are presented using vignettes in accordance with the qualitative conventions. The quantitative results follow afterwards. The questionnaire was used to collect data for research questions 3 and 4.

The research questions were as follows:

1. **Question 1a:** What leadership practices are commonly used by principals in the Shiselweni region?
2. **Question 1b:** What are the bad leadership practices commonly used by principals in the Shiselweni region?
3. **Research question 2:** What are the contributing factors of bad leadership practices by principals in the Shiselweni region
4. **Research question 3:** Which leadership styles are practiced by principals in the Shiselweni region?
5. **Research question 4:** How leadership styles commonly used by principals in the Shiselweni region influence teachers' performance?
6. **Research question 4a:** What are the influencers of teachers' performance in the leadership styles practiced by principals in the Shiselweni region?
7. **Research question 4b:** Which leadership styles are commonly used by headteachers in the Shiselweni region?

5.1 Demographic variables

Demographic variables of participating schools were based on location, namely: rural, semi-urban, and urban. For the respondents demographic data collected included gender, qualification, teacher experience and occupational employment position. The aforementioned demographic data are presented in the subsequent sections.

5.1.1 Description of participants by schooling demographic

The demographic profile of the participating schools shows that two (20%) of the schools were located in rural areas, five (50%) semi-urban settings, and three (3%) were urban areas. This information is presented graphically in *Figure 5.1*

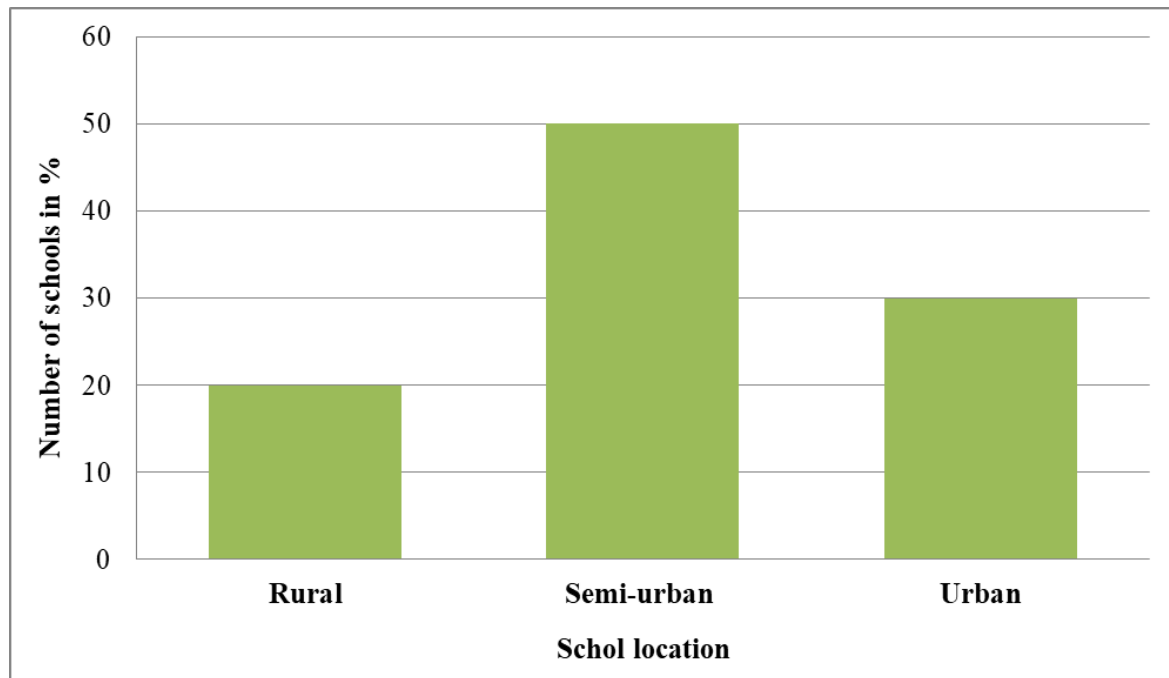


Figure 5.1: Participants' demographic data by school location

As seen in *Figure 5.1*, a majority of the participating schools were in a semi-urban and urban setting, with only a few schools in located in rural areas.

5.1.2 Description of teachers by gender

A totla of 100 teachers participated in the study. The composition of the sample was 36 (36%) male and (64) 64 % female, as illustrated in *Figure 5.2*.

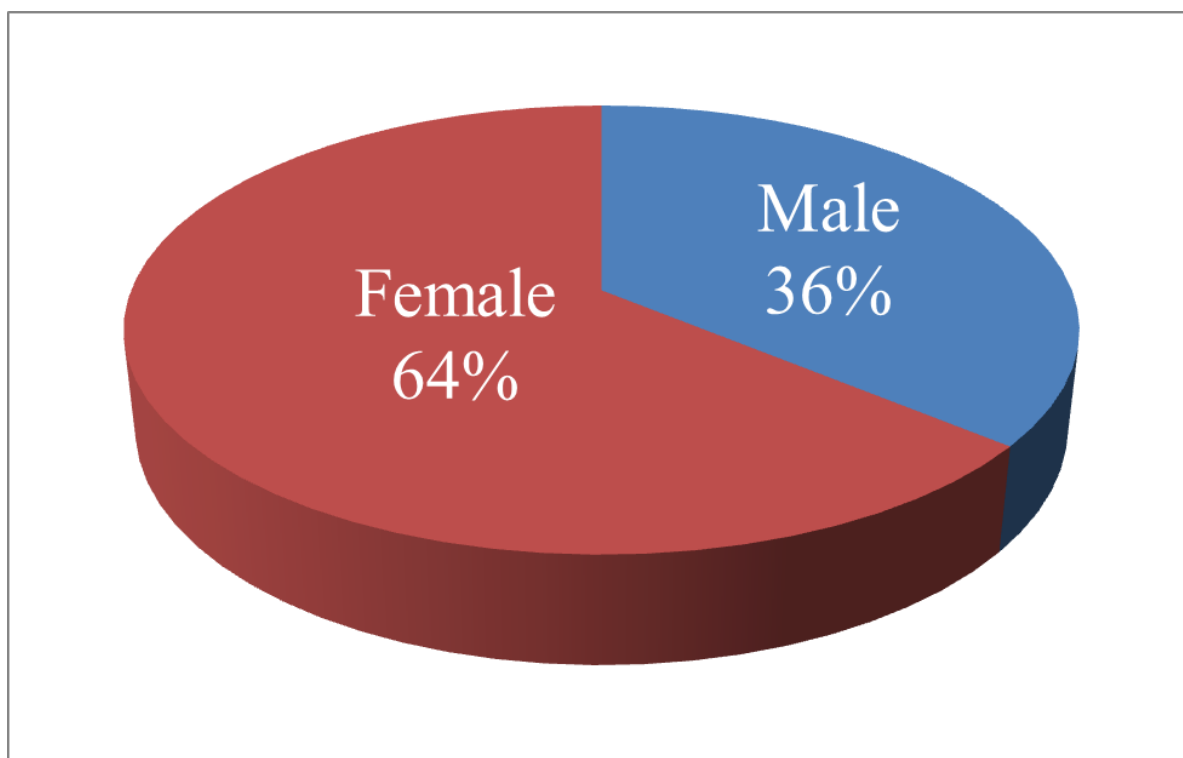


Figure 5.2: Teachers' demographic data by gender

As shown in Figure 5.2, there were more female teachers than male teachers who participated in the study.

5.1.3 Description of teachers by qualification

With regard to qualification, (71) 71% of the teachers had Diplomas, 28 (28%) had Bachelor's degrees, and only 1 (1%) had Master's degree. This is depicted in *Figure 5.2*.

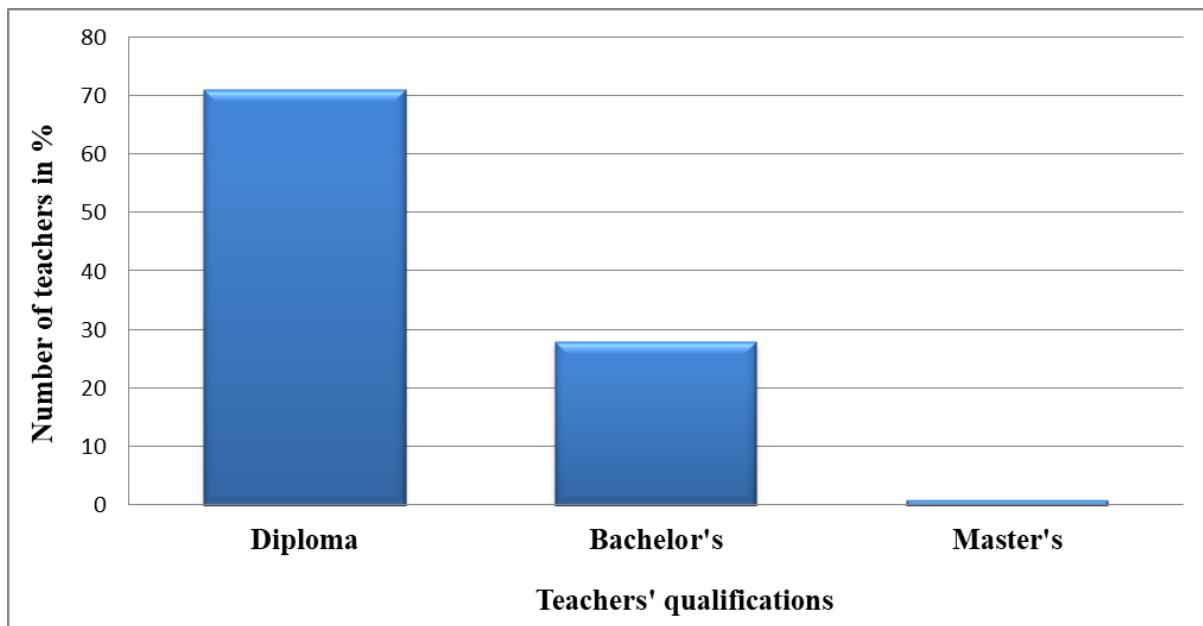


Figure 5.3: Teachers' demographic data by qualification

From *Figure 5.3*, it can be observed that the majority of the teachers had Diplomas. A smaller fraction had Bachelor's degrees very few had Master's degrees.

5.1.4 Description of principals by qualification and gender

Out of the 10 principals, one female had a PhD, and two (one female and one male) had Master's degrees. Two female principals had Master's degrees (M.Ed.), whereas three principals (two female and one male) had Honour's degrees, and finally, two male principals had Primary Teachers Certificates (SPC). This information is tabulated in Table 5.1.

Table 5.1

Principals' demographic data by qualification and gender

		Qualification					Total
		BED	HBED	MED	PHD	PTC	
Gender	Female	2	2	1	1	0	6
	Male	0	1	1	0	2	4
Total		2	3	2	1	2	10

As shown in Table 5.1, all the 10 principals had teaching qualifications. These ranged from Primary Teachers Certificates (SPC) to PhD. Qualification vis-à-vis gender indicates that more female principals have higher qualifications compared to their male counterparts.

Qualifications were highlighted in the introduction (Chapter 1) where it was pointed out that they play a vital role in the leadership. Leaders have to acquire knowledge in leadership to be able to practice good leadership in their various schools. Data indicates that most of the principals in the regions are qualified. According to the employment act of the Teaching Service Commission (TSC) in Eswatini, any person who wishes to be a principal should have at least a degree and three years of experience as Deputy Principal. However, based on literature, it is recommended that school principals obtain managerial qualifications such as Educational Management or Leadership in order to be more effective in their roles. The data reveals that some principals in the region possess higher qualifications (that is, M.Ed. and PhD) than those stipulated by the TSC. This is encouraged as it is associated with better academic performance in schools.

5.1.5 Description of principals by experience vis-à-vis gender

From the total of 10 principals, one male principal has 22 years' experience, followed by another male principal with 14 years' experience. The most experienced female principal had nine years' experience, followed by two principals (one female and one male) who both had seven years' experience. Two female principals had 4 years' experience, and another two

other female principals had two years' experience. The least experience female principal had six months experience.

Table 5.2

Experience vis-à-vis gender

		Experience (in years)							Total
		0.6	2	4	7	9	14	22	
Gender	Female	0	2	2	1	1	0	0	6
	Male	1	0	0	1	0	1	1	4
Total		1	2	2	2	1	1	1	10

As seen in Table 5.2, the experience of principals ranged from six months to 22 years. Male principals were the most experience at 22 years and 14 years, respectively. The most experienced female principals had nine years on the job. There was a tie of four years and two years' experience with regards to female principals. The least experience was a female principal with who had been on the job for only six months.

Experience is essential in every organisation. Generally, most schools in the region have experienced principals. As observed in this study, some principals have 22 years' experience. It is important for school principals of schools to learn more about leadership in order to develop leadership skills.

5.1.6 Description of participants by employment position

When classified according to the position held by each teacher (other than school principals), data indicates that 96 (96%) of the participants were ordinary teachers, one (1%) were senior teachers, and three (3%) were deputy principals. This information is displayed in Figure 5.4

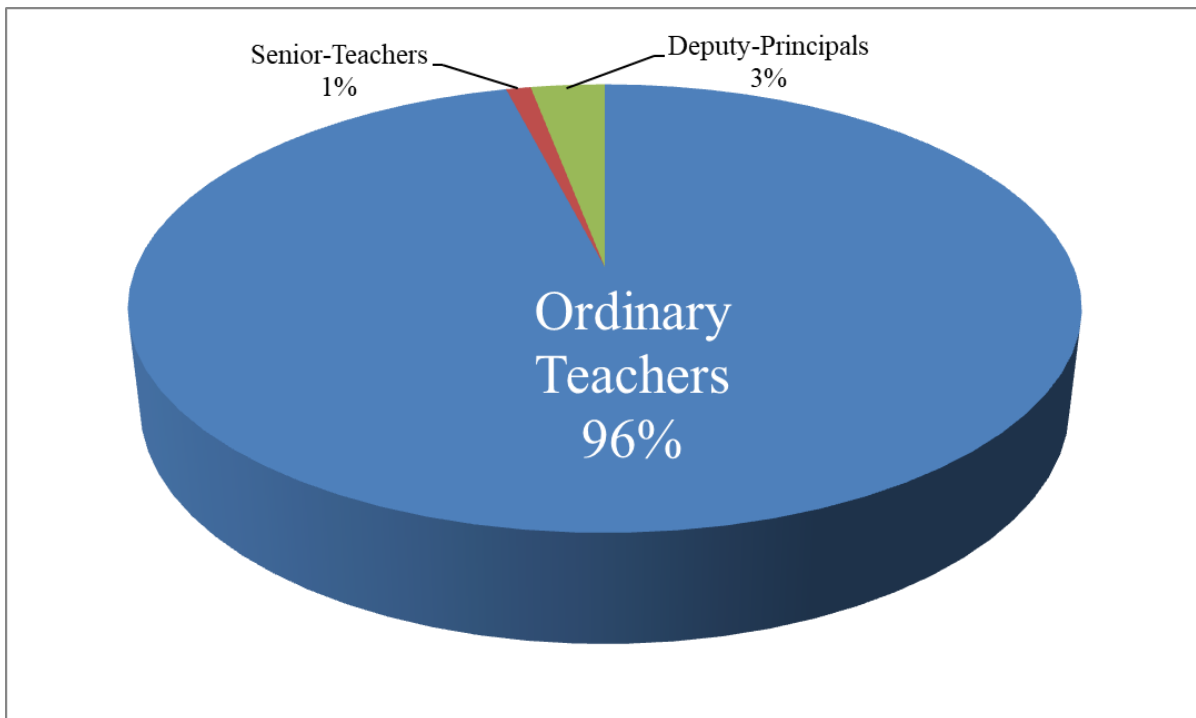


Figure 5.4: Participants' demographic data by employment position

As observed in *Figure 5.4* a majority of the participating teachers were ordinary teachers in their schools, meaning that they had no special responsibilities beyond the basic job description. A small percentage comprised senior teachers and deputy principals.

5.2 Presentation of results

The results are presented according to themes derived from the data per research questions. These themes are: leadership practices commonly used by principals, in relation to research question 1; bad leadership practices commonly used by principals with reference to research question 1b; factors contributing to bad leadership practices with regard to research question 2; the nature of leadership styles commonly used by principals in the Shiselweni region in connection to research question 3; influencers of teachers' performance in relation to research question 4a and; commonly used leadership styles in reference to research question 4b. For coherence and logic, the participants were named Principal 1 from School A up to Principal 10 from School J.

5.2.1 Leadership practices

Research question 1: What leadership practices are commonly used by principals in the Shiselweni region?

The first research question sought to find out the leadership practices are commonly used by principals in the Shiselweni region. The question had two sub-categories as discussed in the subsequent sections.

5.2.1.1 Good leadership practices

Research question 1a: What are good leadership practices commonly used by principals in the Shiselweni region?

Data reveals that there are nine good leadership practices commonly used by principals in the Shiselweni region. The leadership practices used by principals to improve results in schools were:

- Motivation for teachers
- Support attendance of workshop and professional development
- Provision of relevant resources
- Good relations with stakeholders
- Involvement of teachers
- Good planning
- Setting high expectations
- Parental involvement

With regard to motivating teachers, Principal 3 from School C stated:

“Leadership should motivate teachers especially those in the rural areas so that they can compete with their urban counterparts”

On support attendance of workshop and professional development, Principal 1 from School A mentioned that:

“...so that they can equip and enhance their teaching skills”

With regard to the correct deployment of teachers, Principal 6 from School F pointed out that:

“Teachers are motivated and they develop passion when they teach subjects on their specialisation subjects.”

Concerning the provision of relevant resources, Principal 7 from School G pointed out that:

“They help and speed up the learning process and enable the learners to grasp easily.”

Commenting on good relations with stake-holders, Principal 6 from School F reckoned that:

“Performance is bound to be high when all the stakeholders are working together”

On the involvement of teachers, Principal 8 from School H highlighted that:

“Teachers take ownership of every activity done at school and work towards achieving the intended objective.”

With regard to good planning, Principal 5 from School E asserted that:

“It gives a clear direction for everyone to follow.”

On setting high expectations, Principal 6 from School F mentioned that:

“Leadership has its own expectations of the way the duties are to be carried hence teachers are expected to follow.”

Regarding parental involvement, Principal 8 from School H reasoned that:

“Parents have a duty and responsibility to see to it that learners do their work particularly at home and in that way learners are encouraged to learn.”

Observation

Motivation emerged as the most common practice used by the principals to improved results in the Shiselweni region whereas setting high expectations emerged as the least prevalent practice used by head teachers in the Shiselweni region.

5.2.1.2. Bad leadership practices

Research question 1b: What are the bad leadership practices commonly used by principals in the Shiselweni region?

Data revealed six bad leadership practices observed on head teachers that affect results for school in the Shiselweni region. These were:

- Failure to discipline teachers
- Poor relations
- Lack of motivation
- Reporting teachers to Regional Education Officer (REO)
- Poor planning
- Poor parental involvement

On failure to discipline teachers, Principal 4 from School D lamented that:

“If there is no discipline at school and teachers do as they please, quality teaching and learning will not take place and that will results in poor performance which is the case in some schools.”

Concerning poor relations, Principal 1 from School A stated that:

“Leadership should relate well with stakeholders as that will enhance learning in the school in some schools this is not happening.”

Regarding lack of motivation, Principal 5 from School E opined that:

“In some schools teachers and learners are not motivated and we think is the reason those schools experience poor performance.”

On the issue of reporting teachers to Regional Education Officer, Principal 9 from School I pointed out that:

“This action has a negative effect as teachers may not be encouraged to teach.”

With regard to poor planning, Principal 10 from School J observed that:

“Some teachers are misdirected and learning activities are not carried out orderly, syllabus not completed due to poor planning.”

Addressing poor parental involvement, Principal 2 from School B noted that:

“Some parents do not follow their children’s progress and they do not support the school programmes.”

Observation

Poor relations with stake holders emerged as the most commonly used bad leadership practice. This leadership drives principal to report teachers to the Regional Education Officer, thus compounding the problem.

5.2.3 Factors contributing to bad leadership practices

Research question 2: What are the contributing factors of bad leadership practices by principals in the Shiselweni region?

The purpose of the second research question was to establish factors that contribute to bad leadership practices by principals in the Shiselweni region

Data revealed ten factors contributing to bad leadership practices. These are:

- Lack of relevant resources
- Lack of adequate supervision by inspectorate
- The shortage of skilled educators in some remote schools
- A general lack of inspiration amongst educators and students
- Lack of a clear vision
- Lack of staff development programmes
- Aspects of the students’ socioeconomic status
- Improper deployment of the teachers
- Bad location of the school
- Failure to attend pre-school on the part of the learners

Concerning on the lack of relevant resources, Principal 7 from School G reckoned that:

“The availability of learning and teaching materials enhances learning; the absence of these may cause poor performance.”

Regarding the lack of adequate supervision by inspectorate, Principal 4 from School D voiced out that:

“Clinical supervision helps both teachers and learners to work effectively, most schools experience poor results because there is no adequate supervision by inspectors.”

On the lack of qualified teachers in some rural schools, Principal 5 from School E observed that:

“There are very few qualified teachers in rural areas in the region that results in poor academic performance”.

Concerning the lack of motivation for teachers and learners, Principal 1 from School A stated that:

“Some schools lack motivation for both teachers and learners.”

Regarding the lack of a clear vision, Principal 8 from School H was critical that:

“Poor performance in some schools is caused by an unclear vision from the leadership.”

On the lack of staff development programmes, Principal 3 from School C lamented that:

“Some teachers in the remote schools do not get the opportunity to attend the in-service workshops and that cause inefficiency.”

Concerning the socio-economic background of the learners, Principal 3 from School B mentioned that:

“Learners who come from humble background and socialised by struggling parents are more likely to perform poorly academically.”

Regarding the improper deployment of the teachers, Principal 8 from School H opined that:

“Leadership should deploy teachers according leadership should deploy teachers according to their majors as wrongly deployed teachers will be demotivated and academic performance be negatively affected.”

On the issue of bad location of the school, Principal 4 from School D pointed out that:

“The schools are located in different locations; some are in rural areas and others are in urban areas. Now, those that are located in urban areas have more access to better facilities over those situated in rural areas.”

Finally, regarding failure to attend pre-school on the part of the learners, Principal 6 from School F reasoned that:

“Some learners never had the opportunity to attend pre-school, this may cause negative impact on the academic performance.”

Observation

As revealed by the results, the lack of resources; including the shortage of learning and teaching materials, scarcity of qualified teachers poor supervision by the inspectorate and school principals were the main factors contributing to bad leadership practices

5.3.4 The nature of leadership styles commonly used by principals in the Shiselweni region

The third research question sought to ascertain the leadership styles practiced by principals in the Shiselweni region.

Research question 3: Which leadership styles are practiced by principals in the Shiselweni region?

Next is the data presentation in the form of vignettes as per the qualitative tradition. After each segment of data presentation and an observation is given to highlight the trends on the data.

5.3.4.1 Democratic style of leadership

Principal 1 from School A responded that: *“I prefer democratic, majority decision rules.”*

Principal 4 from School D declared: *“I prefer democratic style.”*

Principal 5 from School E explained that:

“I prefer democratic and sometimes autocratic. The democratic style makes the teacher to account for every activity they do, and autocratic helps individual’s control.”

Principal 7 from School G: *“I prefer the democratic style.”*

Principal 8 from School H: *“I prefer democratic, spiced up with coaching.”*

Observation

The results indicate that most principals in the study reported that they used the democratic style of leadership.

5.3.4.2 Other styles of leadership: miscellaneous

This section presents varied responses spanning across various leadership styles (autocratic, instructional, laissez-faire, bureaucratic, servant, transactional, and transformational). The responses are presented in the form of vignettes.

Principal 2 from School B stated that: *“I prefer any style that will set the pace.”*

Principal 3 from School C reasoned that:

“I suggest that it is best to alternate the styles as there is no style that is perfect”.

Principal 6 from School F confided that:

“I prefer strategic leadership style because it is vital in leadership.”

Principal 9 from School I mentioned that:

“I prefer open door policy where people can be free to voice and say anything they think is constructive for the school. Any style can improve the institution.”

Principal 10 from School J reckoned that:

“It depends on the situation on the ground. No style is the best.”

Observation

When asked on specific leadership styles, the principals reported using various styles. The responses indicate that school principals used any leadership style based on the given situation.

5.3.4.5 Types of leadership styles – quantitative results

This section presents the quantitative results from the teachers' questionnaires.

Research question 3: Which leadership styles are practiced by principals in the Shiselweni region?

A total of nine (9) different styles of leadership were identified from the data. These are:

- Transactional
- Instructional
- Servant
- Transformational
- Charismatic
- Laissez-fair
- Autocratic
- Bureaucratic and
- Democratic.

For coherence and logic, the results are presented in Table 5.3. The responses correspond to the following key: 1. Agree, 2. Disagree, and 3. Not Sure.

Table 5.3

Types of leadership styles: quantitative results

Types of leadership	The nature of leadership styles	1	2	3
Transactional	The leadership believes in exchanging employees efforts with rewards.	80%	20%	0
Instructional	Leadership set clear goals, managing curriculum, monitoring lesson plans,	50%	25%	25%

	allocating resources and evaluating teachers regularly.			
Servant	Serves his / her employees with relevant resources	80%	20%	0
Transformational	The leadership is motivated with issues of innovation and change management	75%	25%	0
Charismatic	Demonstrates behaviour that exemplifies the task and values needed	75%	25%	0
Laissez-faire	The leader is passive	25%	50%	25%
Autocratic	Dictates terms to influence decision making	75%	25%	0
Bureaucratic	Leader creates, rely on policy to meet organisational goal	75%	25%	0
Democratic	Decision making is decentralised	75%	25%	0

As shown in Table 5.3, transactional and servant leadership styles were more prevalent at 80% each. Transformational, charismatic, autocratic, bureaucratic and democratic were the next most popular at 75% each, whereas instructional leadership constituted 50%. Laissez-faire was the least prevalent at 25%.

5.4 Influencers of teachers' performance

Research question 4: How leadership styles commonly used by principals in the Shiselweni region influence teachers' performance?

Research question has two sections:

- a) What are the influencers of teachers' performance?
- b) Which leadership styles are commonly used by head teachers in the Shiselweni region?

Research question 4a: What are the influencers of teachers' performance in the leadership styles practiced by principals in the Shiselweni region?

The purpose for this research question was to identify influencers of teachers' performance in the leadership styles practiced by principals in the Shiselweni region. The data, which was quantitative, were obtained from the teachers' questionnaire. The results, spanning across 15 items, are presented in Table 5.4.

Table 5.4

Influencers of teachers' performance

Influencers of Teachers' Performance	1	2	3
1. Conducive learning environment	80.0	10	10
2. Good Infrastructure	59.0	27.0	27.0
3. Qualified and relevant educators	80.0	20.0	0
4. Availability of teaching and learning and materials	80.0	20.0	0
5. Good discipline	25.0	25.0	50.0
6. Motivated Teachers	71.0	14.0	15.0
7. Balance between task and people relations	58.0	12.0	30.0
8. Provision for physiological needs	40.0	17.0	43.0
9. Delegation of responsibilities	77.0	11.0	12.0
10. Trust	80.0	20.0	0
11. School improvement	40.0	23.0	37.0
12. Bright future in terms of image and results	80.0	20.0	0
13. Acceptable teacher-learners ratio	25.0	50.0	25.0
14. Sound decision making skills	54.0	22.0	24.0
15. Consultation with all school stakeholders	50.0	25.0	25.0

The results indicate that there were 15 influencers of teachers' performance. From the given list, the most influential factors were conducive learning environments, qualified and relevant educators, availability of teaching and learning and materials, trust, and bright future in terms of image and results. Each of these five factors had a "Strongly Agree" rate of 80%. Next was delegation of responsibilities at 77%. This was followed by motivated teachers at 71%. Good infrastructure and balance between task and people relations at 59% and 58%, respectively. Next was consultation with all school stakeholders at 50%. The other variables had a "Strongly Agree" rate of below 50%, and are thus regarded as less influential.

Observation

It is worth noting that teachers-learner ratio is not an issue in terms of teachers' performance as 50% of respondents disagree that it is an influencer in the production of quality performance.

Research question 4b: Which leadership styles are commonly used by headteachers in the Shiselweni region?

Leadership styles can negatively and positively influence teacher's performance. The practices that negatively influence teachers were negatively correlated to the influencers and those that were positively influencing teacher's performance were positively correlated. The correlation, presented in Table 5.5, shows how influencers of teachers performance correlate with the leadership style and the kind of principal needed for that particular influencer.

Table 5.5: Correlations

Influencers of teachers' performance	Democratic Style	Bureaucratic Style	Autocratic Style	Laissez-faire Style	Charismatic Style	Transformational Style	Servant Style	Instructional Style	Transactional Style
1. Conducive learning environment				.598 moderate correlation				.770 Very strong correlation	
2. Good Infrastructure				.586 moderate correlation		.586 moderate correlation			
3. Qualified and relevant educators					.695 Very strong correlation				.625 strong correlation
4. Availability of Teaching and Learning and materials								.862 Very strong correlation	

5. Good discipline	.697 Very strong correlation		.772 Very strong correlation		.895 Very strong correlation	.674 Very strong correlation			.518 moderate correlation
6. Motivated Teachers									
7. Balance between task and people relations				503 moderate correlation			571 moderate correlation		
8. Provision for physiological needs									
9. Delegation of responsibilities									
10. trust	.655 Very strong correlation	.504 moderate correlation	.790 Very strong correlation				592 moderate correlation		

11. School improvement				.680 Very strong correlation				886 Very strong correlation	
13. Acceptable teacher-learners ratio	.924 Very strong correlation	.628 strong correlation	.704 Very strong correlation	.704 Very strong correlation		.704 Very strong correlation		.652 Very strong correlation	.900 Very strong Correlation
14. Sound decision making skills				.987 Very strong correlation					
15. Consultation with all school stakeholders									

As shown in table 5.5, certain variables have strong correlation with others and vice versa. Next is an overview of the most notable positive correlations.

- a) Conducive learning environment correlates positively with Laissez-Faire leadership style and Instructional leadership style.
- b) Good infrastructure: correlates positively with Laissez-Faire leadership style and Transformational leadership style.
- c) Quality and relevant education correlates positively with Charismatic leadership style
- d) Availability of teaching and learning materials correlates positively with instructional leadership style.
- e) Good discipline correlates positively with Democratic leadership style, autocratic leadership style, charismatic leadership style, transformational leadership style, and transactional leadership style.
- f) Balance between task and people relations correlates positively with Laissez-Faire leadership style and Servant leadership style, Bureaucratic leadership style, Autocratic leadership style and Servant leadership styles.
- g) School improvement correlates positively with Laissez-Faire leadership style and Instructional leadership style
- h) Acceptable teacher-learner ratio correlates strongly with Democratic leadership style, Bureaucratic leadership style, Autocratic leadership style, Transformational leadership style, Laissez-Faire leadership style, Transformational leadership style, Instructional leadership style and Transactional leadership style.
- i) Sound decision and making skills correlate positively with Laissez-Faire

5.5 Discussion of findings

This section is a discussion of the findings. The discussion begins with the demographic variables of gender, qualification, school location, teaching experience, and employment position. The discussion focuses on how the mentioned social demographics impact the primary schools teachers' performance in the Shiselweni region of Eswatini. Next to be presented are the correlations. The correlations are drawn from the quantitative data, and how discuss various conditions in the work place correlate with teacher teachers' performance in primary schools.

5.5.1 Gender

As observed in figure 5.1, there were more female teachers than male teachers in the targeted schools in the region. However, the gender imbalance does not affect the findings of the study because the focus was not on demographic analysis. Nonetheless, the characteristics of the sample give the findings a perspective. For instance, teaching is more balanced when females are more than male teachers in the sense that female fit well in the lower grade which is 0 to 4 while males are suitable in the upper grade from 5 to 7 in line with the ideas advanced by Kouzes and Posner (2017). Again, female teachers are said to be passionate to the young children from Grade 0 to 4 and children enjoy mostly the feminine touch than the male presence. On the other hand, subjects like Science and Mathematics tend to suffer as most female teachers do not have interest on those subjects but male teachers do (Lynch, 2016). Discipline is more likely to be maintained when male teachers dominate, but when there are more female teachers in the school, discipline is bound to be compromised, as reported by Mukeshimana (2016)

5.5.2 Qualification

The figure 5.2 shows that almost all the teachers from the selected schools in the Shiselweni region are qualified. Diploma teachers make 71%, those with Bachelor's degrees constitute 28%, Master's form 1%, and PHDs were also at 1%. Qualified and trained personnel develop relevant skills and technique to help in the quality teaching and learning process. They also develop skills to deal with different academic challenges. They are able to vary their teaching methods, strategies and techniques. It is likely that the academic performance will improve. Lastly, most educated personnel develop a positive attitude towards their work and the administration. This healthy environment facilitates effective teaching and learning. In the current study, it was not surprising that the headteacher who had a PhD had the best EPC (Eswatini Primary Certificate) results of the group. Interestingly, the principal in question was female, her leadership performance – based on the learner achievement in external examinations disproves common perception that males make effective leaders or administrators (Lynch, 2016).

5.5.3 Schooling demographic

Figure 5.3 shows that learners come from different places namely; rural, semi-urban, and urban. Only 20% of the learners come from the rural areas, 30% come from urban areas, and 50% come from semi-urban areas. Location impacts academic performance, particularly in the Shiselweni region. Most rural schools do not have the necessary facilities such as internet, libraries, and others which help facilitate positive learning and teaching in schools which is the case in some schools in the Shiselweni region. Most rural schools in the Shiselweni region are engulfed by poverty.

According to Sen's (2001) definition, poverty is a lack of resources that prevents one from having meaningful options in life. The scholar adds that if one does not have the skills necessary to participate fully in society, then poverty is inevitable. This expansive view goes much beyond the conventional definition of poverty as a lack of money. Under Sen's analysis, for instance, a lack of access to proper educational opportunities may be seen as a type of poverty in many communities. Similarly, Bramley and Karley (2005) found that the quality of education suffered when a school was plagued by financial hardship.

The semi-urban and urban schools have an advantage as they have the basic facilities such as internet and libraries are often readily available and accessible to learners. The availability of learning and teaching materials or facilities helps improve the academic performance of schools which is the case in some schools in the region. As argued by Chingos and West (2010), improved teaching practices can be supported by higher quality textbooks and other learning resources. For productive instruction and learning, it is not the physical structures that matter most but rather the high standard to which they are put to use (Butts, 2010).

5.5.4 Experience in the field

Experience in the field has a great influence and impact in the academic performance of the schools (see Table 5.2). Experienced teachers are more likely to perform better than schools as they can employ different approaches in executing their duties. This applies to both school principals and subject teachers. Experience also helps one to acquire more skills to deal with

different academic challenges. Learners are not the same and they do not perceive the information in the same way, hence different teaching approaches and strategies are necessary.

Teachers with vast experience have certain attributes that help learners master the subject matter. Fuhrman *et al.* (2010) found that effective teachers are those who show enthusiasm for their subjects, who are well-versed in their fields, who care about their students, who employ a wide range of methods to convey information, and who encourage their students to see how it applies to their own lives. Student evaluations of competent teachers were also examined by Sprinkle (2009), who found that students valued instructors who used a wide range of instructional strategies and connected classroom concepts to real-world contexts. Good educators are able to make their students laugh, are genuinely interested in them, and show empathy. They care about their kids and are interested in them outside the classroom. According to research by Pietrzak, Duncan, and Korcuska (2008), great educators are well-versed in their subjects, skilled communicators, and meticulous planners who are also notorious for handing out excessive amounts of homework. Evidence suggests a correlation between teacher knowledge and teaching quality, which has a beneficial impact on student achievement (Hill, Ball, Blunk, Goffney, & Rowan, 2007). When comparing student instructors with and without teaching experience, Voss *et al.* (2011) discovered that those with teaching experience had better means on all sub-dimensions of their general pedagogical knowledge (GPK) assessments. In other words, this highlights the importance of experience.

5.5.5 Employment position

Figure 5.4 shows the occupational employment positions of the teachers who participated in the study. Primary schools have teachers, senior-teachers, deputy-principals, and principals. From the total number of teachers, 96% were ordinary teachers 1% were senior-teachers and 3% were the deputy-principals. Again it should be noted that teachers have different experiences and this, as highlighted in the preceding paragraph, can have either a positive or negative influence in the teaching of learners. Teachers who have more experience are at an advantage in terms of producing better academic results compared teachers who have recently joined the teaching profession. Senior-teachers and deputy-principals, in most cases, have vast experience compared to the ordinary teachers.

5.6 Correlations

For teachers to be effective, certain conditions should be met. In this study these conditions have been termed teachers' influencers. The study came up with nine teachers influencers. These are; conducive learning environment, good infrastructure, quality and relevant education, availability of teaching and learning materials, good discipline, and parental involvement. The teachers' influencers are discussed in the next section.

a) **Conducive learning environment**

For a conducive learning environment in schools, laissez-faire and instructional leadership were found to be popular in the study. An instructional leader is the one who makes sure that learning and teaching materials are available. This corroborates the findings of Bloom and Owens (2011), Le Fevre and Robinson (2015), Persell (2013) who argue that instructional leadership prioritises that teaching and learning make a significant difference in student learning.

b) **Good infrastructure**

According to the findings, good infrastructure is often the result of laissez-faire leadership and transformational leadership styles. This aligns with Najumba (2013) who discovered that school performance on standardised tests, such as those given to students in Grade 7, is significantly higher in institutions with well-developed infrastructure and appropriate instructional facilities, libraries, and laboratories.

c) **Good discipline**

It has emerged in the study that good discipline is one of the influencers as it makes all the stakeholders to be focused and smooth running of the school, which in turn produces good academic results. Good discipline is associated with the democratic leadership style, autocratic leadership style, charismatic leadership style, transformational leadership style, and transactional leadership style. However, these findings contrast with those of Hamid, Bosschoff, and Botha (2015) who noted that a successful school requires a principal who demonstrates transformative leadership by creating an environment where staff and students have high morale. The current findings

show that other leadership styles, apart from transformational leadership, also help promote discipline in schools.

d) Quality and relevant education

Quality and relevant education has been cited in the study as one of the important influencers that bring positive and quality performance. For quality and relevant education, the charismatic leadership was identified. The findings show that charismatic leadership is relevant to quality education. Such findings corroborate the ideas of Butts (2010), who noted that when it comes to education, it is not the physical facilities but the methods that matter most.

e) Availability of teaching and learning materials

In order for students to succeed, it is crucial that classroom resources be readily available. Those in charge of a school are solely responsible for supplying all necessary learning resources. It was observed that most of the schools that perform well in the region have relevant and quality teaching and learning materials. Quality teaching and learning materials facilitate quality teaching in the school thus quality performance is realised. These findings align with those of Chingos and West (2010) who argue that improving instruction requires high-quality learning materials like textbooks.

f) Parental involvement

The school is set apart and is unique from other societal institutions. It is surely designed for education, and parents are important stakeholders for quality teaching and learning to take place. Teachers and other stakeholders are secondary educators. Parents by their nature are primary educators. Before the teachers and others take over, parents are already involved in the students' education; hence their involvement is beneficial to the school set up. Parents are also responsible for ensuring that the education is effective. Parental involvement should be an ongoing process in schools, and should be facilitated by school leaders and teachers. Next are some issues that principals ought to be cognisant as they attempt to involve parents in the education of their children as espoused by (Petrich (2019 p 172). The scholar posits that:

- Parents assume that all is well at school

- Positive attitudes towards parental involvement are imperative
- Schools sometimes function in isolation
- Parents should be encouraged to support teachers

Parents, as the primary educators their own children, have certain education responsibilities. According to Bell (2020 p.216), these are classified as parental care, emotional and spiritual development as well as education and teaching. In turn, these responsibilities are discussed.

(i) **Physical care**

All of a child's physical wants and requirements must be met by his/her parents. Physical needs include food and clothing (such as the school uniform and stationary) which are to be provided by the parents. Parents who diligently attend to children's physical needs have a positive influence in encouraging them to learn.

(ii) **Emotional and spiritual development**

Parents are duty bound to attend to their children when they are emotionally hurt. They have to look for ways to help children cope with difficult situations. If the emotional aspect is not attended to, learning may not be effective. The spiritual aspect is also attended to by parents. Spirituality also has a bearing in the goal behaviour and good morale of the children, and helps facilitate the learning process.

(iii) **Education and teaching**

Parents need do a follow up on their children's work. They need to see to it that assignments and homework is done. Parents are also required to supervise study at home. That way children can be motivated to learn. Only if learners are motivated, can quality results be expected. Most committed parents liaise with teachers and school administration if there are challenges with their children, for instance, disciplinary issues.

Parents' involvement therefore, has a significant role on the quality learning experience of their children. For quality performance to be realised in primary schools, the aforementioned conditions are paramount. It is the sole responsibility of the principal of each school to make sure

that the above conditions are in place. Also, these influencers demand specific leadership styles be exhibited by the principal to improve teachers' performance. Leadership styles need to be matched with prevailing conditions for quality results to be realised.

5.7 Chapter summary

This chapter was the analysis and presentation of data. In accordance with the mixed method, data were presented in quantitative and qualitative formats. Demographic variables for both schools and teachers were presented first. Schools are categorised into rural, semi-urban, and urban locations. The participants were described in terms of gender, qualifications, employment position, and experience on the job. Qualitative data, which were presented first, were analysed using thematic content analysis (TCA) in line with the research questions. Participants' responses were presented in vignettes as per the qualitative tradition. This was in reference to the school principals, from whom data were collected using semi-structured interviews. Next to be presented were quantitative data. Quantitative data were obtained from teachers using the questionnaires. The data were analysed using both descriptive and inferential statistics (namely, correlation), and presented using tables and graphs. This was followed by a discussion of the findings.

The qualitative aspect shed more light on the role played by experience and the participants were relevant qualifications in leadership. Also, the leadership practices used by the principals in the region were analysed. Generally, it was observed that experience and relevant qualifications equipped school principals with relevant leadership skills and proper usage of leadership practices in schools. It was also noted that leadership practices influenced teaching and learning either positively or negatively.

The qualitative findings revealed that for educators to be effective, certain conditions have to be met. These include; motivation of teacher workshops and professional development concept development of teacher, provision of relevant resources, and relations with stakeholders, enrolment of teacher, and planning, and parental enrolment. It was also noted that there are also bad practice used by principals in the region. These include failure to discipline teachers, poor relations, lack of motivation, poor planning, tendency to report teachers to the regional education officer, and poor parent parental enrolment.

Some of the features that school principals should attend were the lack of relevant resources. Supervision of by inspectorate is also important. The findings indicate that schools need to be being checked periodically, to monitor their operations. A sufficient quota of qualified teachers should be deployed in schools for smooth operations. It is also necessary to motivate the educators and the leaners as motivation plays an important role in performance the improvement of quality in general.

CHAPTER 6

SUMMARY, FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

6.0 Introduction

This chapter summarises the findings in the study, categorically by revising all the levels of the entire study. The objectives and questions will be worked into, highlighting the main findings. The findings will be aligned to the questions and the objectives of the study in Chapter 1. The discussions and the findings will be presented in line with the research objectives. The latter section of the chapter will provide recommendations for consideration by the Ministry of Education and Training and the relevant stakeholders. The research will also highlight suggestions for further study. The last section will bring forth the limitations of the study. This chapter is anchored in the literature review from Chapter 2 and the findings presented in Chapter 5 respectively.

6.1 Findings of the study

The study consists of thematic areas, various similarities that gave the study a valid outcome that is at par with international standards while adhering to and referencing to the Eswatini context, particularly regard to primary schools in the Shiselweni region. The study confirms that leadership is a strong predicator of school performance, as correctly noted by Leethwood (2007). Amongst other factors and pillars on which education is anchored, leadership plays a vital and pivotal role. For leadership to be effective in a school set up, it has to be visionary, transformational, and shared. This section summarises the findings of the study as per the objectives.

6.1.1 Findings for research objective 1

Research objective 1: To explore good and bad leadership practice commonly used by principals in the Shiselweni region.

The findings revealed nine good leadership practice commonly used by principals in the Shiselweni region. These practices are; motivation of teachers, support attendance of workshops

and professional development, correct deployment of teachers, provision of relevant resources, good relations with stake holders, involvement of teachers in decision making, good planning, set high expectations, and parental involvement. A brief discussion of each leadership practice is presented in the subsequent sections.

a) **Motivation of teachers**

The findings indicate that principals motivate teachers as doing so enables the teachers to work objectively to improve the academic performance. The school head has to get things done through his/her subordinates, the teachers and learners. It should be noted that human beings (including teachers) as individuals have a complex psychological makeup (Al-Malki & Juan, 2018). As revealed by the findings, primary school principals in the Shiselweni region should make sure that the teachers and students are motivated. Principals can motivate teachers and learners by defining the school vision so that everyone can work towards fulfilling it.

People have different reasons why they behave the way they do. Principals are in charge of inspiring students to work for the school's goals, which is their entire obligation. Motivation is an internal state and it activates or manifests in behaviour. It also energises and directs goal-oriented behaviours as reported by Mestry (2017). Teachers and students who are motivated become self-driven in their assignments. Viewed this way, motivation entails a number of things; initiatives, drive, intensity, persistence, and persistence of behaviour. The most successful companies are those with the most dedicated workers. The same could be said of successful schools. As revealed by the findings, instructors who are driven have these traits:

- Increased output
- Enhanced productivity and decreased waste
- A heightened awareness of time constraints
- More comments and recommendations for enhancements
- Drastically improved work (teaching practices)

As revealed by the findings, school principals therefore, have a responsibility to motivate teachers, learners and auxiliary staff. The school principal should have a clear strategy as to how he or she wishes to conduct motivation.

Conclusions from the research imply that primary school principals can motivate teachers by:

1. Applying positive reinforcements
2. Treating all the stakeholders well
3. Satisfying the needs of teachers and the school in general
4. Rewarding individuals for their performance (reward-based performance)
5. Providing regular and effective (appraisal) feedback
6. Involving teachers and school stakeholders in decision making processes on issues relating to the school
7. Providing regular support to the school and teachers.
8. Using open channels of communication

The findings also indicated that learners too, need a high level of motivation. Both the school principals and the subject teachers can work together to motivate learners. The findings show that learners' performance should be recognised and be credited by the head of school. Such results corroborate those of Al-Malki & Juan (2018). It was suggested that this can be best done during function such as speech and prize giving day. According to the findings, schools should adapt and hold functions annually as part of motivation. The findings also revealed certain aspects that have to be considered to motivate learners. These are:

- Providing students with the chance to generate original insights based on their existing body of knowledge.
- Allowing allows students to review previously learned material and make course corrections.
- Establishing a setting without potential dangers
- Offering encouragement, small amounts of specific praise for the total class sparingly.
- Hearing out students
- Instruction on active listening skills. To make pupils feel like they have a place in class.
- Keeping one's hopes up at all times
- Initiating class discussions on methods for resolving issues

The given list of motivational strategies mirror Maslow's hierarchy of needs, as discussed in the next section.

6.1.1.1 The link between motivation and Maslow's hierarchy of human needs

According to Maslow's theory of motivation (1943) which divides human needs into five categories, people act in accordance with the needs that they perceive to be most important. They are the needs for food, shelter, safety, social connection, respect, and the opportunity to realise one's full potential in life. Maslow's hierarchy of needs suggests that satiating such wants should be a top priority (Badubi, 2017). They are preconditions for the others to kick in once they are met. Certain needs have to be met before others. There are two important institutions of a human being – a home and a work environment or rather a school where learning is taking place. An illustration of Maslow's hierarchy of needs is shown in *Figure 6.1*.

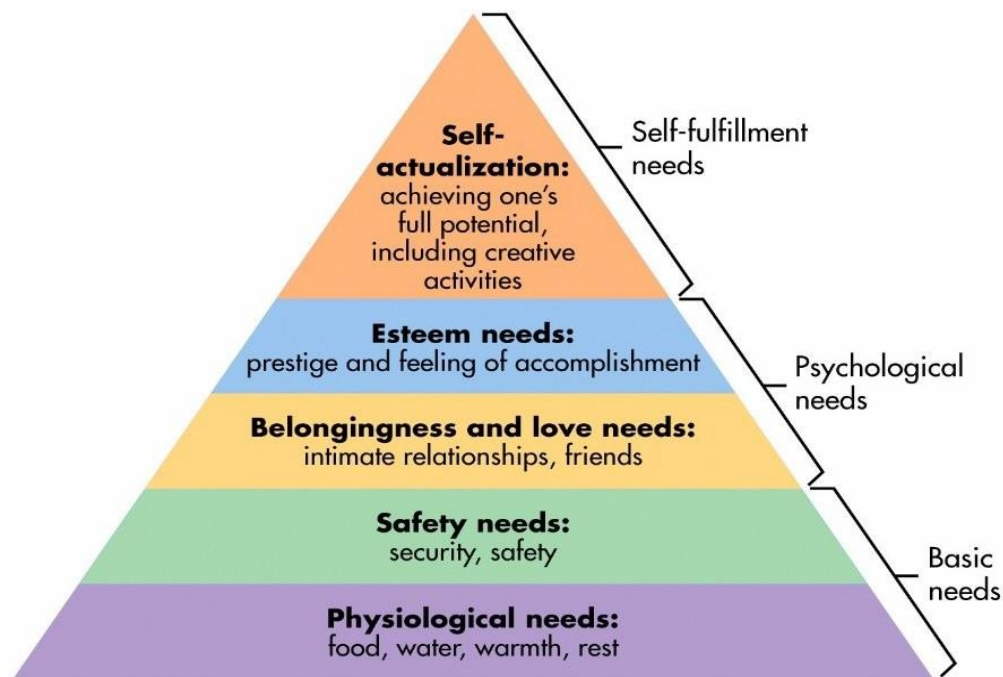


Figure 6.1: Abraham Maslow Hierarchy of human needs is essential in motivation (adapted from Maslow 1943, p.72)

According to Maslow's theory, a person's requirements rise from the most fundamental to the most abstract in a pyramidal structure, with physiological and safety needs at the base. Only once one's basic needs are met can one move on to focusing on more complex wants and desires. A

brief discussion is presented to shed light on the relevance of Maslow's motivation theory in the workplace, such as the school environment.

Physiological needs: Physical requirements are at the bottom of Maslow's hierarchy. All humans have these requirements for their very existence. Basics such as food, water, relaxation, clothing, and a safe place to live fall under this category. According to Maslow (1943), satisfying these physiological requirements is a prerequisite for experiencing deeper levels of happiness and well-being.

Safety needs: The need for basic physiological needs is the foundation of Maslow's theory of motivation. These needs are fundamental to every human being. Included in this group are necessities like food, water, rest, clothing, and a secure place to live. Maslow (1943) argues that one must first meet these basic physiological needs before moving on to more advanced states of well-being and contentment.

Love and belonging needs: The social requirements, which are addressed on the third level of Maslow's hierarchy, are the final of the so-called lower needs. These needs are concerned with human connection. Friendships and family ties, not only with one's biological family (comprised of parents, siblings, and offspring), but also with one's chosen family, are among these requirements (spouses and partners), explains Maslow (1943). Being a part of a social group, whether it be a team of employees, a union, a club, or a group of people who share a pastime, can also help fulfil this desire, as reiterated by Amin (2021). This could be anything from a group of people who have a common interest.

Esteem needs: Ego-driven desires make up the highest levels of satisfaction, starting with esteem. Self-respect and self-esteem, or the conviction that one is valuable and worthy of dignity, are the major components of esteem. Self-respect is the conviction that one is important and deserving of dignity, while self-esteem is the confidence that one can grow personally and accomplish things. According to Maslow (1943), there are two distinct foundations for one's self-esteem: the first is the esteem that one receives from the respect and appreciation of other people, and the second is the esteem that one receives from one's own evaluation of one's own worth. This more advanced form of self-esteem is the source of both self-assurance and independence.

Self-actualisation needs: Actualisation of one's potential, or self-actualisation, is the goal of life. Self-actualization needs, often known as the “ultimate” or “fulfillment” wants, are at the pinnacle of Maslow's hierarchy of requirements. Education, skill development (including the honing of talents in fields like music, athletics, design, cooking, and gardening), caring for others, and achieving larger goals (such as mastering a new language, visiting far-flung lands, and receiving prestigious honours) all contribute to a person's sense of self-actualisation.

Table 6.1 shows the stages at home and at work place.

Table: 6.1

Need	Home	Job
Self-actualisation	Teaching and worship Interests, development, and recreation	Education, development, expansion, and innovation
Esteem	Social acceptance from close ones	Credibility, prominence, and duties
Belongingness	Relationships with loved ones and social groups	Family and friendship ties and social networks
Safety	Liberation, from the threat of war	Health and safety on the job, guaranteed employment, and coverage for medical expenses
Physiological	Nutrient-rich foods and enough to drink	Basic pay, heating, and cooling

To fully grasp human behaviour and inspiration, it helps to be familiar with Maslow's Hierarchy of Needs. Energising people, keeping them focused on their goals, and providing them with the resources they need to achieve those goals are all aspects of motivation. People's willingness to cooperate goes a long way in helping the leadership accomplish the desired goals. Therefore, it is important for the school leadership to activate the teachers and students' way of perception, and that can be best achieved through motivation.

b) Support attendance of workshops and professional development

From the findings, it also transpired that teachers' skills need to be developed or revived from time to time. An effective way of improving and developing teachers' skills, as revealed by the findings, is through workshops and professional development. Findings from the questionnaire suggest that the inspectorate needs to conduct regular skills development workshops to equip teachers with the latest teaching strategies and trends.

c) Correct deployment of teachers

The findings also revealed that teachers need to be correctly and logically deployed in schools. Teachers are specialist in particular subjects. If they are given the opportunity to teach according to their subject specialisation, academic performance will improve as teachers will develop passion.

d) Provision of relevant resources

Relevant resources should be provided in schools as they help speed up quality learning and teaching. Learners grasp content easily when resources are readily available.

e) Good relations with stake holders

It also transpired that healthy working relations with various stakeholders are paramount. Education is a multi-dimensional process that requires teamwork. In order to achieve the intended objective, all the stakeholders have to be involved and be part of the learning process. Some of the stakeholders include learners, teachers, parents, and Ministry of Education and Training, and the inspectorate. All these parties, according to the findings, need to be cooperative for effective teaching and learning.

f) Involvement of teacher in decision making

The findings also indicate that teachers need to be involved in the decision making process. When educators are included at every step of the decision-making process, they feel a sense of ownership over the outcomes. They contribute favourably to the ends sought.

g) Good planning

The findings also emphasised the importance of good planning. Good planning gives a clear decision and a precise guideline and road map for a precise guideline and road map for everyone to follow in that way objective are easily achieved.

h) Setting high expectations

As revealed by the findings, setting high expectations is crucial. School leaders should set the tone and draw a clear line for their expectations, and ensure that those expectations are observed. Teachers are more cooperative when they know the performance standards set and agreed upon the school.

i) Parental involvement

Another finding highlighted the value of parental involvement. Parents have a duty and responsibility to see to it that learners do carry out their homework, and that they generally study even outside the classroom.

6.1.2 Findings for research objective 2

Objective 2: To find out contributing factors to bad leadership practices by principals in the Shiselweni region

Six findings emerged with regard to the second research objective. The study came out with six bad leadership practices that negatively affect results in schools in the region. These are; failure to discipline the teachers, poor relations, lack of motivation, reporting teachers the regional education office, poor planning, and poor parental involvement. The next section provides a brief discussion of each finding.

a) Failure to discipline the teachers

The findings highlighted the failure of school principals to discipline the teachers as bad leadership practice in the Shiselweni region. In particular, this was the case in some schools that do not perform to the expected standards. Conversely, it was found that strict supervision and

discipline contributed to effective teaching and learning. If teachers do as they please, results are bound to be poor.

b) Poor relations

The findings also indicated that poor relations led to some schools not performing up to the expected standards. Leadership should relate well with teachers, students, parents, the Ministry of Education and Training, and all stakeholders in general.

c) Lack of motivation

Another finding was the lack of motivation on both teachers and learners. Lack of motivation in some schools in the region has led to the poor performance. For optimal performance, both teachers and students need to be motivated.

d) Reporting teachers the Regional Education Office

The results further revealed that, although an administrative and a disciplinary issue, reporting teachers the Regional Education Office (REO) was detrimental to school performance. This suggests that teachers' issues should be dealt with at school level. However, most challenging issues should be reported to the Ministry of Education and Training (MoET). Teachers are demotivated if every mishap is reported to the authorities such as REO or the MoET, thus academic performance drops.

e) Poor planning

As revealed by the findings, poor planning leads to chaos in schools. Among other detrimental effects is that the syllabus is often not completed and things not carried out orderly. This culminates in poor academic performance.

f) Poor parental involvement

Parents' involvement has been shown to be lacking in several schools. As such, parents are not able to keep track of their children's' academic progress. Without parental support, academic performance is negatively impacted.

6.1.3 Findings for research objective 3

Objective 3: To access the leadership styles commonly practiced by principals in the Shiselweni region

The findings revealed that five out of the ten school principals preferred the democratic style of leadership. The other five principals indicated that they used the leadership style that suits a particular situation (situational leadership). According to the findings, their principal's leadership styles shifted between; autocratic, instructional, laissez-faire, bureaucratic, servant, transactional, and transformational.

6.1.4 Findings for research objective 4

Objective 4: To establish influence to teacher to performance in the Shiselweni region.

The findings revealed that eleven (11) influences that are commonly used by principals in the Shiselweni region. These influencers are; conducive learning environment, good infrastructure, qualified and relevant educators, availability of teaching and learning materials, motivated teachers, balanced between task and people relations, delegation of responsibilities, trust, bright future in terms of image and results, sound decision, making skills, and consultation with all stakeholders.

6.2 Limitations of the study

There are potential limitations to the study, as is the case with any research. The current study was limited by the sample size. Due to the small sample size, the results cannot be generalised to the whole country – as this was beyond the scope of the study, but remains limited to the Shiselweni region of Eswatini. Nonetheless, by focusing on a smaller sample, the phenomenon was studied in greater depth (rather than breadth) which brought out crucial elements into the fore. Another limitation of the study is that it was not focused on demographic analysis because such was beyond the scope of the study. Admittedly, a demographic analysis would have explained correlations between education, age, gender and leadership styles. As already mentioned, this level of analysis was beyond the goals of the current study. The qualitative aspect of the study remains subjective. Research indicates that participants are often not so

candid or frank when responding to face-to-face interviews compared to when they respond to questionnaires. This human factor could not be avoided in the quest to collect in-depth, rich data thorough the semi-structured interviews. To make up for this potential shortcoming, the study used a mixed method. Since it was not possible to gather qualitative and quantitative data from every participant, school principals were interviewed and teachers filled out questionnaires. The next section lists the study's recommendations after the conclusions and limitations have been discussed.

6.3 Recommendations of the study according to research questions

On the basis of the study's findings, several suggestions can be made. These recommendations are aligned to each research question.

6.3.1 Recommendations based on research question 1

Principals in the Shiselweni regions need to embrace and make good use of good leadership practices, for their schools to realise quality performance. Bad leadership practices should be avoided as they impact negatively on the school's performance.

6.3.2 Recommendations based on research question 2

It is recommended that school principals in the Shiselweni region avoid factors that contribute to bad leadership practices. Teachers need to exercise self-discipline. Principals are encouraged to maintain healthy working relations with their subordinates and other stakeholders, motivate teachers and learners, plan well, and involve parents in learning processes

6.3.3 Recommendations based on research question 3

It is advisable for school principals to familiarise themselves with all the types of leadership instead of using one style. The conclusions suggest that school principals adopt situational leadership and vary their leadership styles based on the situation at hand. While most principals preferred to use the leadership styles on a particular situation on the ground however, democratic leadership style could take the lead as teachers and learners take pleasure when they are actively involved.

6.3.4 Recommendations based on research question 4

The final recommendation pertains to teachers' professional development. The study recommends the Ministry of Education and Training conduct skills development workshops periodically to empower teachers in order to perform better. By extension, principals are encouraged to utilise good influencers to motivate both teachers and learners.

6.4 Recommendations of the study according to sub-variables

In this section, the recommendations are made according to the sub-variables arising from the findings. The sub-variables are; motivation, leadership styles, promotion of influencers, and professional development.

6.4.1 Motivation

It is recommended that motivation strategies be implemented in schools to improve performance. The principal of the school should consider motivating educators and learners who perform well. The government needs to consider motivating schools that have excelled in their pass rate. Based on the findings, this strategy can help improve schools' performance in the country.

6.4.2 Leadership styles

The study established that leadership styles varied from one school to the other depending on the prevailing organisational culture that was mainly influenced by the principal of that particular school. Most of the leadership styles that were commonly used in the regions include; transactional, instructional, servant, transformational, charismatic, laissez-faire, autocratic, bureaucratic, and democratic. It is recommended that school principals be at liberty to employ any of the above leadership styles depending on the prevailing situation on the ground. After having carefully studied the situation on the ground, he/she ought to carefully select the appropriate leadership style that based on the prevailing situation.

6.4.3 Promotion of influencers

If schools have to attain quality performance, the some influencers have to be in place. Based on the findings, these are: a conducive learning environment, qualified and relevant educators, good infrastructure, availability of teaching and learning materials, good discipline, motivated teachers, striking a balance between task and people, provision of physiological needs, delegation of responsibilities, teacher – learner ratio, sound decision making skills and lastly consultation.

6.4.4 Professional development

Even after receiving adequate and relevant training in their various institutions of higher learning, principals and the education of teachers is a process that never ends. Due to ever dynamic nature of professional landscape and the explosion of knowledge, education professionals learning need to constantly upgrade their knowledge and skills. Therefore, the study recommends that principals of schools consider professional development in various areas. These include; leadership, management, change management, finances and human resources management. Likewise, the educators need continuous development on curriculum related issues, classroom management and teaching and learning models.

6.4.5 Recommendations for further study

Based on the findings and the limitations of the current study, recommendations for future research can be made. The study recommends the following:

- a) Future research could use a larger sample size (more breadth) or extend to other regions of Eswatini to explore the phenomenon in different context within the country.
- b) It is also recommended that a purely quantitative study be conducted with regard to principals to allow for more candid and frank responses and overcome subjectivity which is the inherent weaknesses of qualitative methods that were used in this aspect of the study.

- c) Another study could compare principal leadership styles vis-à-vis schools' performance in order to ascertain the leadership strategies used by well-performing schools and vice versa.
- d) Similarly, other studies could analyse leadership styles by demographics, such as rural, semi-urban, urban, ownership (public or private), and school size as this was, unfortunately, beyond the scope of the current study. Another dimension of socio-demographics may relate to the principals' age, gender, and the level of education vis-à-vis their choice of leadership style.
- e) Additionally, other studies could aim at examining the correlation between leadership styles and school performance to find out which leadership styles yield better academic performance.
- f) Finally, it would also be interesting to have studies that rank the influences to find out which motivational strategies are more popular or more effective in teacher and learner motivation.

Having outlined areas of potential future research, which were beyond the scope of the current study, the next section is the conclusion.

6.5 Conclusion

The conclusion is drawn from two major aspects: 1) aspects are the leadership styles that were used by the Principals of the various schools within the Shiselweni region and; 2) the influencers that motivate teachers and learners to work diligently.

The leadership styles have a strong bearing on the entire motivation and performance of primary schools. Good leadership practices yield best results and vice versa. Leadership styles are contextual, meaning that they are determined by the given situation. Influencers promote performance in schools. In essence, teachers need a conducive working environment in order to deliver their best. The school principal of the school remains the main driver of the school. The rise and fall of the institution hinges on the leadership. Leadership styles need to be aligned with the school broad aims and specific objectives. Although leaders are at liberty to use leadership styles, they need consider human (all stakeholders) and environmental (situational) factors.

1. **Human factors:** these can be can be categorised in to two, namely; forces within the education leaders and within the subordinates
 - a) Forces within the education leaders: The leader's approach to leadership is shaped by the leader's personality, upbringing, and professional experience, so it's important for the leader to be aware of these factors. Based on the forces at play within the individual, a leader can work from the power position point of view, or a value-system perspective.
 - b) Subordinate internal factors: A leader should consider the forces within their subordinates first before deciding how to lead them. Depending on their own unique traits and experiences, each follower has unique expectations of how their leader should treat them. When employees demonstrate their willingness and ability to participate, leaders may give them more say in company matters.
2. **Environmental forces:** There are certain forces that can hinder the full operation of leadership style. Time restrictions, problem complexity, resource availability, stakeholder expectations, and applicable laws and provincial policies are only few of the factors that may necessitate a novel approach from the educational leader. Adaptation and critical analysis of every situation is important in order to adapt it to the education leaders own abilities and personality, the forces at work within the staff and or parents and the forces within the environment.
3. **Contribution of the study:** Overall, the study has shown that leadership can impact performance positively or negatively. The practices that negatively influence teachers were negatively correlated to the influencers and those that were positively influencing teacher's performance were positively correlated. Transactional leadership was rated high with 80% support. Most principals used transactional leadership style in the Shiselweni region, and their schools were found to be performing well academically. Transactional leadership believes in exchanging efforts with rewards, resulting in increased motivation among teachers and learners. Among the ten (10) school principals who were interviewed in the Shiselweni region, it has transpired that five (5) preferred the democratic style of leadership. It is inclusive and participatory and the teachers feel part of the decision

making which motivates them to work towards accomplishing and fulfilling their mandate.

The correlation matrix was an eye opener, as it indirectly matched principal leadership styles teacher job satisfaction. The study also unearthed that a conducive environment, availability of teaching and learning material, qualified and relevant education personnel were critical in academic achievement. Thus, effective leadership practices were described as those that facilitate good management and foster teamwork across all stakeholders. Effective leaders, should be able to streamline school operations (day to day administration) while striking a balance with human resource management (leading the team of teachers).

Finally, the study could be a guiding tool to help principals in the Shiselweni region to improve the academic performance of their schools. Principals could also adopt good practices and proper application of situational leadership – a leadership style that suits the given situation. That way, principals would positively influence and motivate educators on the best practices as a means toward elevated educational standards, resulting in improved academic performance. Most importantly, the study has bridged a methodological gap by using the embedded mixed method on a topic that is dominated by studies that are either purely quantitative or purely qualitative. The study also closed a geographical and a population gaps by focusing in the Shiselweni region of Eswatini, especially in primary schools, where no similar published studies could be found. Unlike previous research, where fewer participants were used, this study uses a substantially large sample size to enhance rigour and generalisability. By bridging the aforementioned research gaps, the study advances scientific knowledge and contributes significantly to educational leadership. In essence, the study presents a point of departure by reporting findings from a different context obtained using a mixed method, over a large sample, from a context where no similar studies have been published.

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APPENDICES

Appendix 1: Participant Informed Consent Declaration

INFORMED CONSENT DECLARATION

(Participant)

Project Title: Principals' leadership practices and their influence on primary schools teachers' performance in Shiselweni Region of Eswatini

Ephraem Dlamini from the Department of Educational Management, University of Zululand has requested my permission to participate in the above-mentioned research project.

The nature and the purpose of the research project, and of this informed consent declaration have been explained to me in a language that I understand.

I am aware that:

1. The purpose of the research project is to evaluate the impact of principals' leadership practices on performance of educators in primary schools in Eswatini.
2. The University of Zululand has given ethical clearance to this research project and I have seen/ may request to see the clearance certificate.
3. By participating in this research project I will be contributing towards successful implementation of the principals good practices that will finally yield good results in primary schools.
4. I will participate in the project by sacrificing my time, discussing some issues, answering questions
5. My participation is entirely voluntary and should I at any stage wish to withdraw from participating further, I may do so without any negative consequences.
6. I will not be compensated for participating in the research, but my out-of-pocket expenses will be reimbursed.

7. There may be risks associated with my participation in the project. I am aware that
 - a. the following risks are associated with my participation: I may not be comfortable with some of the issues discussed, privacy may not be guaranteed.
 - b. the following steps have been taken to prevent the risks: there is an assurance that your identity will not be exposed. Everything will be treated in confidence.
 - c. there is a 0% chance of the risk materialising
8. The researcher intends publishing the research results in the form of PHD Thesis, articles and internet. However, confidentiality and anonymity of records will be maintained and that my name and identity will not be revealed to anyone who has not been involved in the conduct of the research.
9. I will not receive feedback/will receive feedback in the form of individual regarding the results obtained during the study.
10. Any further questions that I might have concerning the research or my participation will be answered by Ephraem Dlamini, P. O. Box 58, Gege, S406 (+268 76319157)
11. By signing this informed consent declaration I am not waiving any legal claims, rights or remedies.
12. A copy of this informed consent declaration will be given to me, and the original will be kept on record.

I, have read the above information / confirm that the above information has been explained to me in a language that I understand and I am aware of this document's contents. I have asked all questions that I wished to ask and these have been answered to my satisfaction. I fully understand what is expected of me during the research.

I have not been pressurised in any way and I voluntarily agree to participate in the above-mentioned project.

.....

Participant's signature

.....

Date

Appendix 2

Declaration by the Researcher

RESEARCHER'S DECLARATION

I, Ephraem Dlamini declare that:

- I explained the information in this document to

.....

- requested him/her to ask questions if anything was unclear and I have answered them as best I can
- I am satisfied that s/he sufficiently understands all aspects of the research so as to make an informed decision on whether or not to participate.
- The conversation took place in isiZulu / English
- I used/did not use an interpreter



.....
Researcher's signature

10 March 2020

Date

Appendix 3: Ethical Clearance Certificate

**UNIVERSITY OF ZULULAND
RESEARCH ETHICS COMMITTEE**
(Reg No: UZREC 171110-030)



RESEARCH & INNOVATION

Website: <http://www.unizulu.ac.za>
Private Bag X1001
KwaDlangezwa 3886
Tel: 035 902 6731
Fax: 035 902 6222
Email: LundallN@unizulu.ac.za


ETHICAL CLEARANCE CERTIFICATE

Certificate Number	UZREC 171110-030 PGD 2020/26						
Project Title	Principals' leadership practices and their influence on primary school teachers' performance in Shiselweni Region of Eswatini						
Principal Researcher/ Investigator	E.P Dlamini						
Supervisor and Co-supervisor	Prof D.R Nzima				Dr I.S Kapueja		
Department	Educational Management						
Faculty	Education						
Type of Risk	Medium Risk – Data collection from people						
Nature of Project	Honours/4 th Year		Master's		Doctoral	x	Departmental

The University of Zululand's Research Ethics Committee (UZREC) hereby gives ethical approval in respect of the undertakings contained in the above-mentioned project. The Researcher may therefore commence with data collection as from the date of this Certificate, using the certificate number indicated above.

- Special conditions:**
- (1) This certificate is valid for 1 year from the date of issue.
 - (2) Principal researcher must provide an annual report to the UZREC in the prescribed format [due date-01 October 2021]
 - (3) Principal researcher must submit a report at the end of project in respect of ethical compliance.
 - (4) The UZREC must be informed immediately of any material change in the conditions or undertakings mentioned in the documents that were presented to the meeting.

The UZREC wishes the researcher well in conducting research.


Professor Mashupye R. Kgaphola
University Research Ethics Committee
Deputy Vice-Chancellor: Research & Innovation

01 October 2020

CHAIRPERSON
UNIVERSITY OF ZULULAND RESEARCH
ETHICS COMMITTEE (UZREC)
REG NO: UZREC 171110-30

U. S. - 2020

RESEARCH & INNOVATION OFFICE

Appendix 4: Research Instruments

Section A

TEACHERS QUESTIONNAIRES

The purpose of the study is to collect data to help improve the academic performance of Primary Schools in the Region.

This is a voluntary exercise and you are asked to perform in the interviews, discussion and questionnaires. Your name and your identity will not be publicized. This exercise will take not more than 30 minutes. You are doing this at your own will and no risks will be associated with this exercise as all your responses will be kept confidential. You will also benefit as we discuss, write and interview each other. We also want to inform you that you will be recorded, however you should not panic as we are not going to publicize the information to anyone. You are free to exercise your constitutional rights if you feel you are not comfortable as we proceed with the exercise.

If you have any question concerning this research, contact the researcher Mr Ephraem Dlamini at +268 7631 9157, P.O. Box 58 Gege Swaziland, S406.

BACKGROUND INFORMATION

Gender

Male	Female

Qualification

Diploma	Degree	Master	Doctorate	Other

Schooling Demographic

Rural	Urban	Semi – Urban

Expense in the field

	Year
--	------

Occupational Employment position

Teacher	Senior – teacher	Deputy head teacher

Section B

Make a cross [**X**] for the best option.

1. Agree

2. Disagree

3. Not Sure

	1	2	3
1. The school environment is conducive for learning			
2. Infrastructure is quiet good			
3. Most of educators are qualified and relevant			
4. Learning and teaching materials are readily available			
5. Discipline is observed in the school			
6. The school leadership motivates teachers			
7. The leadership is both task and people oriented			
8. Physiological needs of educators and students are met			
9. The leadership delegate responsibilities			
10. The current leadership has trust in the teachers			
11. The school is improving in all aspects			
12. The school has a bright future in terms of image and results			
13. The leadership is alive to teacher-learners ratio			
14. The leadership demonstrate sound decision making skills			
15. The leadership consults with all school stakeholders			

Section C: TECHNICAL INFORMATION

Make a cross [X] for the best option.

1. Strongly Agree

2. Disagree

3. Not Sure

Types of leadership		1	2	3
Transactional	The leadership believes in exchanging employees efforts with rewards.			
Instructional	Leadership set clear goals, managing curriculum, monitoring lesson plans, allocating resources and evaluating teachers regularly.			
Servant	Serves his / her employees with relevant resources			
Transformational	The leadership is motivated with issues of innovation and change management			
Charismatic	Demonstrates behaviour that exemplifies the task and values needed			
Laissez-faire	The leader is passive			
Autocratic	Dictates terms to influence decision making			
Bureaucratic	Leader creates, rely on policy to meet organisational goal			
Democratic	Decision making is decentralised			

Section D:

DISCUSSIONS

This section will be done in focus groups in the various schools by the researcher and the exercise will be recoded

Schools in the Shiselweni region are not performing the same in their academic results particularly in the external examinations. We have observed and have followed the results in the past five years.

1. What do you think are the contributing factors?

Leadership and educators in any organization such as a school play a vital role for the school to realize its intended objectives.

2. What do you think the leadership and educators could do to improve academic results in the school?

Section E: INTERVIEWS WITH SCHOOLS' PRINCIPALS

In this section the researcher will have a one on one interaction with the principals of the different schools in the region and every process will be recorded.

- Name of your current school
- Your experience in the current position
- Your qualifications
- Do you have full control of what is happening in your school
- How do you go about planning for the next academic year
- How is the performance of your school in the last three consecutive years
- How do you improve your management skill
- What are some of the challenges you have observed over the years
- How do you deal with those challenges
- What is your preferred leadership style and why
- Explain the impact played by leadership in your school
- How does leadership practice affect teacher effectiveness in your school
- Professional development is essential in schools, how would you improve it?
- Given an opportunity state the type of a teacher you would like to have in a school
- Do you have any recommendations on how primary schools in the region can improve

Appendix 5: Permission to Conduct Research in Primary Schools in the Shiselweni Region

P.O. Box 58

Gege

Swaziland

S406

The Regional Education Officer

P.O. Box 112

Nhlangano

Dear Sir/Madam

REQUEST TO CONDUCT RESEARCH IN PRIMARY SCHOOLS IN THE SHISELWENI REGION

I am a student conducting for Doctoral of Education Management degree in the faculty of Education at the University of Zululand. I write this letter to request for permission to conduct research with teachers in Shiselweni Region. My research interest is on the Principals' Leadership practices and their influence on primary schools teacher's performance in the Shiselweni Region of Eswatini.

The aims of the study are:

1. To find out, how school principals conceive the impact of leadership practices and responsibilities in their schools.
2. To find out how the nature of leadership practices practiced in schools and impact on teacher effectiveness.
3. To find out how leadership practices in schools affect professional development of teachers in primary schools in the Shiselweni Region.

Your consideration of the letter and granting of permission to do research will be greatly appreciated.

Yours faithfully

Ephraem P. Dlamini

Supervisor

Professor Dr Nzima

Appendix 6: Sample Access Letter to Research Participants

PO Box 58

Gege

Swaziland

The Regional Education Officer

The Ministry of Education

P.O. Box 112

Nhlangano

10 March 2020

Dear Ms/Mr

REQUEST FOR PERMISSION TO CONDUCT RESEARCH

I am a registered Master's/Doctoral student in the Department of Educational Management at the University of Zululand. My supervisor is Professor R. D. Nzima

The proposed topic of my research is: *The Principals' leadership practices and their influence on primary schools teachers' performance in Shiselweni Region of Eswatini*. The objectives of the study are:

- (a) To find out, how school principals conceive the impact of leadership practices and responsibilities in their schools.
- (b) To find out how the nature of leadership practices practiced in schools and impact on teachers in primary schools in the district.

I am hereby seeking your consent to permit me to conduct the research. To assist you in reaching a decision, I have attached to this letter:

- (a) A copy of an ethical clearance certificate issued by the University
- (b) A copy the research instruments which I intend using in my research

Should you require any further information, please do not hesitate to contact me or my supervisor. Our contact details are as follows:

ephraempdlamini@gmail.com (+268) 76319157

Upon completion of the study, I undertake to provide you with a bound copy of the dissertation/thesis.

Your permission to conduct this study will be greatly appreciated.

Yours sincerely,

Ephraem P. Dlamini

Signature

Appendix 7: Permission Letter for School Principals

P.O. Box 58
Gege
Swaziland
S406

The Principal

Dear Sir/Madam

REQUEST FOR PERMISSION TO CONDUCT RESEARCH WITH YOU

I am a student conducting for Doctoral of Education Management degree in the faculty of Education at the University of Zululand. I write this letter to request for permission to conduct research with teachers in Shiselweni Region. My research interest is on the Principals' Leadership practices and their influence on primary schools teacher's performance in the Shiselweni Region of Eswatini.

The aims of the study are:

1. To find out, how school principals conceive the impact of leadership practices and responsibilities in their schools.
2. To find out how the nature of leadership practices practiced in schools and impact on teacher effectiveness.
3. To find out how leadership practices in schools affect professional development of teachers in primary schools in the Shiselweni Region.

Your consideration of the letter and granting of permission to do research will be greatly appreciated.

Response

I do/do not give permission to conduct research in _____ school
_____ principal, _____ school.

Yours faithfully

Ephraem P. Dlamini

Supervisor

Professor Dr Nzima

Appendix 8: Permission Letter from the Ministry of Education

The Government of the Kingdom of Eswatini



Ministry of Education & Training

Tel: (+268) 2 4042491/5
Fax: (+268) 2 404 3880

P. O. Box 39
Mbabane, ESWATINI

13 October, 2020

Attention:

Head Teacher:

Tfokotani Primary School	Joppa Alliance Primary School
Ngwane Practising Primary School	Evelyn Baring Primary School
Nhlangano Central Primary School	Makhonza Primary School
Christ the King Primary School	Nzongomane Primary School
Nyamane Primary School	Hlathikhulu Central Primary School

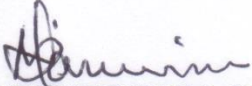
THROUGH

Shiselweni Regional Education Officer

Dear Colleagues,

RE: REQUEST FOR PERMISSION TO COLLECT DATA FOR UNIVERSITY OF ZULULAND STUDENT – MR. EPHRAEM P. DLAMINI

1. The Ministry of Education and Training has received a request from Mr. Ephraem P. Dlamini, a student at the University of Zululand that in order for him to fulfill his academic requirements at the University he has to collect data (conduct research) and his study or research topic is: *"Principals Leadership Practices and their Influence on Primary School Teachers Performance in Shiselweni Region of Eswatini"*. The population for his study comprises of ten principals and ten educators purposely sampled to respond to the interview questions from the above mentioned schools. All details concerning the study are stated in the participants' consent form which will have to be signed by all participants before Mr. Dlamini begins his data collection. Please note that parents will have to consent for all the participants below the age of 18 years participating in this study.
2. The Ministry of Education and Training requests your office to assist Mr. Dlamini by allowing him to use above mentioned school in the Shiselweni Region as his research site. Data collection period is one month.


DR. NTOMBENHLE L. DLAMINI
DIRECTOR OF EDUCATION & TRAINING



cc: Regional Education Officers – Shiselweni
Chief Inspector – Primary
10 Head Teachers of the above mentioned schools
Prof. D.R. Nzima/Dr. I.S. Kapueja – Research Supervisor and Co-Supervisor

Appendix 9: Turnitin Report

PRINCIPALS' LEADERSHIP PRACTICES AND THEIR INFLUENCE ON PRIMARY SCHOOLS TEACHERS' PERFORMANCE IN SHISELWENI REGION OF ESWATINI By EPHRAEM DLAMINI

ORIGINALITY REPORT

15%

SIMILARITY INDEX

13%

INTERNET SOURCES

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PRIMARY SOURCES

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Appendix 10: Language Editing Certificate

**Kay Consulting®**
Professional Academic Editors
(+268) 7625 3794 / 7925 3794 | Email: kayconsultingsz@gmail.com | Fairview North, Manzini
To God be the glory

30 March, 2023

LANGUAGE EDITING CERTIFICATE

This serves to certify that during March 2023, the following Doctoral Dissertation was submitted to us for professional language editing which was duly performed.

Title of edited document:

**PRINCIPALS' LEADERSHIP PRACTICES AND THEIR INFLUENCE ON PRIMARY SCHOOLS
TEACHERS' PERFORMANCE IN SHISELWENI REGION OF ESWATINI**

Author:

EPHRAEM DLAMINI

Care was taken to ensure that the work is clear, coherent, and free of grammatical errors. We are of the view that the quality of language used meets generally accepted academic standards.

Should there be any questions that arise from this exercise, kindly contact our editing team.

Yours faithfully

Mfanukhona Wonderboy Kunene (Editor-in-Chief)



For Kay Consulting

Credentials of Doctoral Dissertation Editor:

PhD Candidate (UKZN), Editing Skills for Academics (Capstone Editing, Australia), M.Ed. in English Education (University of Eswatini), PGCE, BA Humanities, published scholar, and peer reviewer.

Verification code: KC-EDT-30-03-23-D-LC-epd