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TEACHER MOTIVATION

In a South African School

Submitted in fulfilment of
the requirements for the degree of
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By John C Kovach

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Abstract

This study explores and attempts to shed light on what motivates teachers and how teacher motivation is affected by a principal's leadership style. The worldviews of pragmatism and critical realism were used as the basis for exploring teacher motivation in a South African school.

A primary school in the Eastern Cape of South Africa was chosen for the case study. Three data gathering tools, a leadership questionnaire, teacher survey, and interviews were used to generate data on teacher motivation and the interaction between leadership style and teacher motivation.

In regards to teachers, religion, social justice, and self-efficacy were all identified as motivators. The principal was strongly charismatic in her leadership and along with transformational and social justice leadership played a major role in influencing teacher behaviors. Self-determination theory was identified as helping to explain different levels of intrinsic and extrinsic motivation and thereby to better understand varying degrees of teacher motivation.

There are many difficulties in South African education and around the world in general and this study is premised on the belief that if teacher motivation can be studied and advanced there will be an improvement in education and learning.

This thesis was limited in its scope and ability to fully explore the different levels of ontology as outlined by the critical realist and this is identified as a possible future course of action for not only studying teacher motivation but getting to the 'heart of the matter'.

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(1.) Chapter One: Introduction

1.1 John DeLorean, W.P. Kinsella, and J.D. Salinger

This thesis is ultimately about people. What they do and why they do it. I am often fascinated and lie awake at night thinking about Holden Caulfield in *The Catcher in the Rye*. A story that in my mind says nothing yet at the same time says a lot. To me, the answer and reality as to what Holden is doing and why he is doing it is always there but it is never quite obvious or in my grasp. There is a reason and a cause for what is happening to Holden, but I am not a hundred percent sure what it is. In many ways that is the same situation I face when examining motivation. A person once asked me what motivates me as a teacher. Humming and hawing I did not know. It changes depending on my mood and from day to day, class to class, and year to year. Motivation, like Holden Caulfield, is never obvious and there is no easy answer. That is why I like *The Catcher in the Rye* and the study of motivation. It keeps me thinking and moving on for more.

The critical realist in me believes that there is a reality out there in terms of what motivates people and the pragmatist in me believes that I need to go out and get this perceived reality in any way that I can. John DeLorean, W.P. Kinsella, and J.D. Salinger play strange and minor yet important parts in this study. John DeLorean, whom some might argue is a good example of charismatic leadership gone wrong (Conger, 1996), provides me with the inspiration and drive to do what I think is best and not be afraid to say it. W.P. Kinsella lets me focus on the people aspect and personal interpretation of research. J.D. Salinger in a strange way represents the hidden meaning, deeper perspective, and the ability to deal with the seemingly contradictory nature of psychology, education, and research.

I was once at a talk by a writer named W.P. Kinsella. He writes stories about Native American Indians and they are often very funny. He also wrote *Shoeless Joe Jackson*, a story you may have read. The point I remember most about the talk Kinsella gave is that he told us, the audience, that stories are not about events, they are about people. This thesis is not a story. Conversely, it is not just a case study about leadership, organizations,

or motivation. This study is research, but it is also intimately involved with, connected to, and about people. People are everywhere. To take the people out of the paper turns it into an event, and that is something I do not want, and in the spirit of John DeLorean, will not do.

John DeLorean once said, “It is my company and I’m going to do what I want to do – when you get your own company, you can do the same” (Conger, 1996: 665). Of course, this thesis is not a company, but the point that I am making is that the thesis is mine; I am writing it and doing the best I can in the way that I think is right. I am continually at odds with myself about including the above quote from DeLorean. It sounds aggressive and cocksure and that is not the way it is meant. It is merely there to provide me with the confidence to go on and believe in myself; in other words it helps with my self-efficacy (Bandura, 1997).

I quite honestly love American history. Something that I find exciting about it is the idea of the ‘Frontier Mentality’. The Historian Fredrick Jackson Turner first coined this phrase and ‘right or wrong’ it has had a very long lasting affect on me. It is the notion that a position of wanting to discover is in some people. These people want to go to the new world and then move on to the furthest edges of this unchartered land. They want to discover more. The idea is that there is always something there tangible to discover. You will know when you have discovered it because you will simple be standing where no one else has stood. There will be ‘real’ evidence and proof with something new to hold, grasp, and understand. There is a personal ‘Frontier Mentality’ of going and discovering and getting motivation in a real way that I hope this research will bring to education.

The next point is that I have spent seven odd years in a Confucian-Heritage Culture (CHC) which is strongly associated with East Asian countries (Jarvis, Holford and Griffin, 2003) and this time in a CHC has had a strong and lasting influence on me. I was subjected to, what I would term, strange stories concerning the perils of life. I was continually bombarded with what I would term unscientifically proven myths. One was that if you slept with the window open, you would catch a cold. The second was that if

you fell asleep with a fan on in a room with a closed door, one would die. How or why? I am still to this day not sure. I railed continuously against these two ‘proven facts’. In a slow yet methodical way I fully convinced myself that for something to be true there had to be scientific evidence supporting it. One may say, in very questionable terms, that I became a positivist, and here I am thinking of positivism as “...a reaction against superstition, witchcraft, occultism, unverifiable abstractions, religious dogma, intuitive judgment and arbitrary decision making” (Irwin, 2006: 1). (I am introducing positivism and assume that it is understood and is therefore neither in need nor in want of further explanation nor debate.)

With this belief in scientifically proven facts and my own personal ‘Frontier Mentality’, I face a bit of a problem. I am about to embark on qualitative and interpretive research when I believe deep down that scientific proof is needed, and that there needs to be a scientific basis for decisions. This has led me to pragmatism and critical realism.

1.2 Research Approach: The Tree

a. Roots

If one was to think of this research as a tree then the roots holding the tree up would be pragmatism. Some people read pragmatism and think of it in its ‘vulgar’ term which is portrayed as simply pragmatism equaling the practical. For me and most pragmatists this is not entirely accurate.

Pragmatism is discussed again in the next chapter, but nevertheless I believe that it is important to introduce some main tenets of it now because it helps explain how I justify and can ‘live’ with my penchant for scientific research while conducting an interpretive case study. What is very important to me is that “Pragmatism does not merely reach out in all directions to all forms of thought: it is self-conscious and self-reflective and self-critical” (Pfeiffer, 2003: 3). That being said, one of its characteristics that is appealing is that, “Whatever promotes reasoned dialogue, inquiry and further understanding is good, and what stifles it is bad” (*ibid.*: 2). The arguments that I make in this thesis will, I hope, promote reasoned dialogue and inquiry. That is one of the study’s potential values.

Pragmatism is most closely associated with three philosophers: Charles Peirce, William James, and John Dewey (Pfeiffer, 2003). I have a theory practice problem. I am theoretically more inclined towards positivism, as noted above, but am conducting interpretive research. Ideas expressed by John Dewey work to overcome this possible ontological and epistemological problem:

...the world of science and the world of common sense should not be understood as two competing worlds, and definitely not as two worlds competing about which world is closer to some 'real' reality...Our objects of knowledge are instruments, and the only meaningful question to ask about them is which instruments are more appropriate in dealing with the problems that we encounter in our lives... the point of pragmatism is not to play knowledge and science against human concerns, but to find meaningful ways of integration and cooperation between the intellectual and the social perspectives (Biesta and Burbules, 2003: 106).

The quote has three important parts that need highlighting. One, there does not need to be any type of 'competition' between what I believe to be scientific reality and the practice of interpretive research. Second, it is important to choose the best method of research that fits into problems of our daily lives. In this case it is the difficulty of teacher motivation. Last, motivation in human terms does not have to be played against science.

Of the three pragmatists mentioned, I would like to come back to William James. He helps to introduce the idea of practicality as well as uncertainty. This study combines ideas in psychology and education. At the end of this research, I want to conclude with the single line: *This is what motivates teachers...* It does happen – mostly. However, it is not clear cut. There are contending ideas, challenging theories, and opposing viewpoints in both psychology and education. As it was pointed out to me, things get 'murky' in the social sciences. That is why I turn to William James:

And all real human decisions are made in the presence of extensive uncertainty. James maintained that the practical needs of humans in this world might justify beliefs and practices that cannot otherwise be proven true. The faith of our fathers and mother might be reasonable not because it is true, but because it is practical (Pfeiffer, 2003: 1).

I, to the best of my ability, avoid uncertainty, but it is a fact and something that one must live and work with. There is no certainty in this research. If I was certain of what happens, the research would not be necessary. I attempt to be practical but at the same time justify my practicality with rational thought and explanation. To conclude this section, pragmatism helps to solve my theory practice problem introduced above.

b. Trunk

Returning to the tree metaphor with the roots, pragmatism, holding up my research then the solid trunk or core of my thesis is critical realism. (Like pragmatism, critical realism is discussed in the next chapter.) As the tree metaphor implies, this research cannot stand on its own without the support of critical realism and pragmatism; therefore, the continual discussion and integration of the two is required. Critical realism appeals to me for many reasons but in very simple terms it helps me stay in touch with my positivist side, as the following quote helps to explain, and allows me to move my research forward thoughtfully in different directions:

Under his [Bhaskar's] tutelage, critical realism has sought a middle way between positivism's fading path and the unchecked caprices of hermeneutic analyses. Consequently, critical realism avoids interpretive theory's many pitfalls by distinguishing sharply between the obdurate reality of the world and what scientists say about it. It embraces naturalistic explanations in the social sciences without ignoring, at the same time, the fact men and women, unlike natural entities, actively reproduce their social world (Harvey, 2002: 163).

Few argue against starting at the beginning and moving onward, so that is exactly what I intend to do, to start at the core of the tree and carry my metaphor a little further.

The core of critical realist ontology is that...Natural science 'facts', just like social science 'facts' are thus theoretically and/or ideologically conditioned. The important difference is that whereas the objects of natural science are indeed socially defined but still *naturally produced*, the objects of social science are both socially defined and *socially produced* (Sayer, 1992: 26ff) – but they are nevertheless just as real [emphasis original] (Danermark, Ekstrom, Jacobsen and Karlsson, 1997: 31).

Let me now turn to a more detailed description of critical realism and its importance to this thesis. This thesis is interdisciplinary which is discussed in the next section, but it is

important to introduce some key features of critical realism: stratified ontology, transitive and intransitive dimensions of reality, and context (Danermark, 2002).

According to the critical realist ontology consists of the "...empirical (the level of experiences); the actual (the level of events); and the real (the level of structure and causal powers)..." (Archer, Sharp, Stones and Woodiwiss, 1998: 12). The intransitive nature of science refers to the fact "...that there exists an external reality independently of us..." (Danermark, 2002: 58) while the "...transitive objects of science, the theories about reality, like any other knowledge are social products, whose formation and contents are under the influence of many different social mechanisms" (Danermark, Ekstrom, Jacobsen and Karlsson, 1997: 24). Because the transitive nature of critical realism is a social product, it is indeed fallible, and thus opens up many questions concerning competing views in the social sciences.

Of much concern to the present study is the highly complex nature of examining motivation in the school setting. Mechanisms and context interplay. The mechanism (not mentioned in detail here) that produces a phenomenon is related to the context (Danermark, 2002). "The outcome of a mechanism is therefore always dependent on the context in which it is active. The processes are always contextually determined. In the social sphere they are very often determined by cultural, class, and gender factors" (Danermark, 2002: 59). This raises more potential problems which need to be clarified next.

1.3 What is a Little Different about this Research?

This thesis is interdisciplinary and as Granberg notes, "Interdisciplinary research and its problem is an issue which is characterized by conceptual unclearness and mess" (Danermark, 2002: 56). John Armstrong, a director of research at IBM and visiting lecturer at the Massachusetts Institute of Technology, had this to say about interdisciplinary studies: "We're beginning to recognize that God did not create the universe according to the departmental structure of our research universities" (Sarason,

1995: 5). Before I carry on I would like to introduce you to a quote I discovered in an old edition of the *Journal of Philosophy*. It is a little lengthy, but please bear with me. I just happen to really like it.

Controversy always pounces upon the least defensible points in any position which is advanced. We might well say that, in so doing, controversy follows a law of 'least energy' analogous to the well-known law of dynamics. Now those who desire the advancement of philosophy rather than temporary dialectical reputation should, instead, seek to discover the main current of a movement and then demand of themselves what objections can be raised to the principles involved. (Sellars, 1927: 238)

Now I need to explain. As mentioned above, this research is interdisciplinary and opens up a potential 'mess' and difficulty in terms of research. "Interdisciplinary research differs from what is sometimes labeled multidisciplinary research, if by the latter one means that a phenomenon can be analyzed more or less independently of other disciplines and then the results be put together additively" (Danermark, 2002: 61). I argue in Chapter Two that studying motivation and education is interdisciplinary and not multidisciplinary. The above quote comes to my aide, I hope, because I would like to direct one's focus on the 'main arguments' I make and not pounce on possible weaknesses. However, having said this, one does need to address these possible weaknesses.

I have introduced pragmatism and critical realism and then picked and pulled out the points that support my argument both here and in the next chapter that pragmatism and critical realism can act in unison to integrate research in psychology and education. See Chapter Two, Section 2.2. One might convincingly counter that I have glossed over any possible debate on this joining. To my way of thinking, this **is** and **is not** a problem.

It is a problem because pragmatism and "Rorty's answer to the crisis of positivism, or in other words, the dead-end of the epistemological project, is thus a radical denial of our ability to say anything about reality in terms of what is true and what is false" (Danermark, Ekstrom, Jacobsen and Karlsson, 1997: 9). I use pragmatism, and its denial of the importance of such metaphysics as reality, as the 'roots' of my research then do an

about face and spend a section discussing a critical realist's view on the different layers of ontology and reality. A person might reasonably ask, "What gives?" The answer to this question partly helps explain how the joining of pragmatism and critical realism **is not** a potential problem.

Pragmatism has a focus on how "... the meaning of an idea can be found by attention to its practical consequences" (Pfeiffer, 2003: 1). The *meaning of an idea*, in this research, is twofold: first, it is the conceptual joining of pragmatism and critical realism. Second, it is the practical necessity of joining research in psychology with that in education. In some regards this is a circular argument. However, it does highlight the importance of the practical consequential thrust of the research.

A second defence of critical realism and pragmatism might be interpreted as pragmatic. "Telling against such an approach [ignoring the metatheoretical aspects of interdisciplinary study] is the consideration that, in order to integrate knowledge, one has to be very clear about the fundamental perspective on the reality question" (Danermark, 2002: 56). Pragmatism chooses to not even ask questions about reality so it is possible to ignore the potential metatheoretical questions on reality in regards to pragmatism and instead focus on critical realism's layered approach to ontology. I make very similar arguments in Chapter Two but in a slightly different manner. This is not an oversight. There is the desire to keep one in tune with the thesis, and the joining of pragmatism and critical realism is an important part of the first half of this thesis.

1.4 Goals

There are two goals in this research:

- One, to examine what motivates teachers and to also better understand why some teachers are more motivated than their colleagues
- Two, to explore the role a principal and leadership style plays in teacher motivation.

The thesis concentrates on teacher motivation because I believe it is the number one factor in creating a 'good' school. I am very interested in educational leadership and management and this necessitates a closer look at the role that a principal would play in teacher motivation and not just the question of teacher motivation. Much thought has gone into the dual nature of this research. I might add that the study has also received its share of criticism over the two goals. However, the two goals permit me to focus in greater depth on the role of contemporary leadership theories and contemporary motivational theories. I did not want to be limited in the scope of the study by focusing on only teacher motivation. If simple teacher motivation had been the goal, I potentially may have missed out on the role a principal plays in motivating a teacher. I would not have known for sure if the principal plays any role until I had conducted the research and by then it would have been too late.

If I had focused only on the role of the principal, I would have limited myself and again possibly set myself up for great disappointment if it turned out that the principal does not play any role in motivating the teachers. Again, I would have known only after the research had been completed. I would have 'lost' on two counts. First, I would not have learned what motivates teachers; I would only have learned that principals did not motivate them. Second, as a potential principal, I would have also missed the opportunity to better understand teachers in general and how the leadership factor may play a part in motivation.

I have chosen motivation and leadership as a topic for this study for the simple reason that I believe well motivated teachers improve the quality of a school. And learners benefit from attending a good school. On a personal note, I wish to better understand how I can motivate myself. Closely related to this, is my belief that if a leader can motivate teachers and followers to do a good job, grow, and develop both as a person and a professional then most and perhaps all difficulties in a school will be marginalized.

On a broader scale, I like to hope and have enough faith in myself to consider that my research can add to the pool of knowledge regarding motivation in psychology and leadership in education. I hope I can make a difference even if it is on a very small scale. Furthermore, In the South African context teachers are suffering from continual low levels of morale due to a staggering array of obstacles (Naptosa, 2002). It is my belief that through a better understanding of motivation and leadership, teacher morale can be improved upon and school teaching advanced. In other words, I trust that motivating teachers will have a beneficial ‘ripple down affect’ into different facets of education and provide assistance in alleviating many existing school, teacher, and leadership problems.

The literature on problems facing South African education is substantial, but South Africa does not hold a monopoly on such challenges. In just one of many possible examples, Cuban (2004: 64) discusses a Los Angeles school:

The school’s setting – characterized by unwieldy class sizes, inexperienced teachers, large numbers of at-risk students, low expectations for its student body, and lack of resources – differs enormously from the setting of more affluent schools.

Because of the worldwide importance of education and the similar difficulties in schooling for many different nations, I believe that a better understanding of teacher motivation and its interaction with leadership is vital for improving schooling and by extension student learning everywhere.

1.5 Threats

Two significant threats to this research are diversity and culture. I am Canadian with a strong North American heritage and American influence. I have chosen pragmatism which many would suggest is an ‘American’ philosophy, introduced my thesis with three North American writers, discussed an American ‘Frontier Mentality’, and used the American Multifactor Leadership Questionnaire (MLQ) (Avolio and Bass, 2004) in my research. In other words my culture, strongly North American, and my understanding and experience with diversity and history of personal agency in society, may come into conflict with South African culture in any possible number of ways.

There is no simple answer or solution to this difficulty and I believe that it is only a difficulty if there is no recognition of the potential cultural differences and every effort is not made to combat any possible bias. The use of the pilot studies, my one-year experience in Africa, the assistance of supervisors and colleagues, and a recognition of the difficulties all help to overcome this 'limitation'.

A second threat to this study is that I may be prejudiced in my desire to test or prove my initial hypothesis, as outlined in Chapter Two concerning connections between leadership and motivation. Once again, I need to invoke reflexivity and a strong intention to not let this happen.

1.6 Thesis Outline

Chapter Two continues on with the discussion of pragmatism and critical realism that was introduced here in Chapter One. I then move on to a quick overview of motivation and leadership theories before making an argument that contemporary motivation and leadership interact on many different levels.

In Chapter Three I move into the study's methodology. I initially discuss the 'why' things are done before moving on to the research goals and questions. The case study, triangulation, validity, generalizability, ethics, case selection, and sampling are then examined before turning to the 'what' of the methods used in the study. The second half of Chapter Three describes how the different research tools were constructed followed by a discussion of data analysis.

Chapter Four presents the data from the Multifactor Leadership Questionnaire (MLQ) (Avolio and Bass, 2004), teacher survey, principal interviews, and teacher interviews. The data from the MLQ and closed questions of the teacher survey are quantitatively displayed in tables. The principal interviews are in more of a 'narrative' form to help bring the personal qualities of the principal to light and keep the 'human' factor present

in the study. The teacher interviews are presented in categories based on prominent themes suggested by the data analysis.

In Chapter Five social justice and religion are discussed in detail to explain teacher motivation. Charismatic, transformational, and social justice leadership are then identified and examined as important factors in understanding the role of the principal as a driving force in motivating teachers. This chapter also introduces self-determination theory (Ryan and Deci, 2000a; Ryan and Deci, 2000b), in conjunction with South African history, to help explain why some teachers are more intrinsically and extrinsically motivated than other teachers.

Chapter Six reviews the findings and identifies the potential value of the study along with its limitations. I also make recommendations for practice and future research.

(2.) Chapter Two: Literature Review

2.1 Contemporary Motivation Meets Contemporary Leadership: Introduction

The previous chapter introduced the basic outline and position to be taken throughout this research. The worldview or philosophy of pragmatism and the corresponding ontological and epistemological positions of the critical realist were outlined to aid in conceptualizing where this research is directed. This chapter is designed to avoid the mere listing of previous or existing literature. The intention here is not just to repeat what others say. It is to interpret what other people are saying in order to make a specific argument. "...if the purpose [of research] is the development of social science explanations, it is, however, not enough just to collect and repeat the interpretations and explanations that people themselves have of various social phenomena" (Danermark, Ekstrom, Jacobsen and Karlsson, 1997: 36).

The goal of this chapter is not to present a general review of the literature on education leadership and management. Furthermore, it is not meant to be a general analysis of literature on motivation, teacher motivation, transformational leadership, servant leadership, nor any kind of leadership. This chapter presents a review of the literature that supports and provides a theoretical foundation for how contemporary motivation theories amalgamate, or join forces with contemporary leadership theories, to provide a possible better understanding of what motivates teachers and how a principal might, in turn, facilitate teacher motivation.

In general, the present research explores two questions:

- What motivates teachers?
- What role does a principal play in motivating teachers?

This literature review works to bring these two areas into focus by examining literature in psychology pertaining to motivation and examining literature in education pertaining to leadership. In this way it can be seen as interdisciplinary and presents difficulties that need to be examined to keep 'things' focused. Because of the interdisciplinary nature of

the research, ontology and epistemology need to be continually scrutinized. If, for example, motivational research completed in psychology relied on strictly scientific empirical methods this would create a tension when motivation is examined in relation to the more interpretive based study in education. It needs to be noted that in psychology empiricism refers to the "...viewpoint that all hypotheses about human functioning should have an observable consequence, which can be confirmed or refuted by data collection and statistical testing" (Hewstone, Fincham and Foster, 2005: 5). And as Deci notes, "As empiricists, psychologists adopted a scientific orientation, which was patterned largely after Newtonian physics and has tended to view people mechanistically" (1980: 3). Much of the argument to be made in the proceeding sections is based on behaviorism's philosophy of science and empiricism takes on a much stronger positivist sense. Meyer, Moore and Viljoen (2003: 255) make the case:

According to positivism, science can concern itself only with knowable matter, and from the empiricist point of view, these are matters that can be perceived with the senses. Unobservable phenomena, such as thoughts, feelings and values, are therefore regarded as inaccessible to scientific study. The behaviorists are keen proponents of this point of view.

In light of the differences between psychology and education, 'things' need to not only be kept focused, but also theoretically consistent and harmonious. One can not integrate competing ontological positions in psychology with competing ontological positions in education. This necessary integration in this study of psychology and education places increased emphasis on ontology and epistemology that needs to be addressed and, therefore, examined in greater detail than would normally be the case.

2.2 A Worldview: Ontology and Epistemology

a. Pragmatism

Pragmatism is the overarching philosophy or worldview that pulls different aspects of this thesis together and along with critical realism gives it the justification and coherence needed to move freely between the two disciplines of psychology and education. In many ways, pragmatism is an anti-philosophy (C. Kumar, personal communication, April 2006). This anti-philosophy suggests that "Pragmatists think that the history of attempts

to isolate the True or the Good, or to define the word ‘true’ or ‘good’, supports their suspicion that there is no interesting work to be done in this area” (Rorty, 1982: xiv). Questions such as what is knowledge and by extension what is epistemology, reality, metaphysics, or goodness are questions that need to stop being asked and often lead to useless discussion and debate (Tashakkori and Teddlie as cited in Mertens, 2005). “... Pragmatists see the Platonic tradition as having outlived its usefulness. This does not mean that they have a new, non-Platonic set of answers to Platonic questions to offer, but rather that they do not think we should ask these questions anymore” (Rorty, 1982: xiv). The pragmatist is not interested in large overarching problems such as what is truth? (C. Kumar, personal communication, April 2006). The pragmatist is looking to solve the problems in the here and now.

John Dewey (who was introduced in Chapter One) was content with using methods in science and all disciplines to deal with humans. The pragmatist is happy to use interdisciplinary methods and ideas to look for specific answers. Tashakkori and Teddlie note: “Study what interests you and what is of value to you, study it in the different ways that you deem appropriate, and utilize the results in ways that can bring about positive consequences within your value system” (in Mertens, 2005: 27). The ideas of pragmatism noted here support the underlying theme of this thesis in that it, this research, is about people (W.P. Kinsella from Chapter One) and how I strongly believe that people are the key to my research. I have chosen to make this clear. It is my thesis and I am doing what I think is best (John DeLorean from Chapter One). I have chosen to integrate motivation, leadership, and psychology with education and this is something that ‘I deem appropriate’.

In short, pragmatism tries to find the best methods available, bring philosophy down to earth, look for practical uses, and break down the distinction between theory and practice. The pragmatist asks the question, what difference does it make? (C. Kumar, personal communication, April 2006). This chapter intends to examine how leadership and motivation can conceptually join forces to improve education, and this is the difference I hope to make by conducting this research: “Educational research, one might say, is not so

much research about education as it is research for education” (Biesta and Burbules, 2003: 1). I am conducting this research for education and at the same time doing what I think is best; pragmatism allows for this position.

Pragmatism is the philosophy driving this paper because it, pragmatism, looks to results, and the results, as stated above, are for the benefit of education (Cherryholmes, 1999). “...fundamentalist beliefs and fully rationalized practices are not on its agenda (*ibid.*: 4). “At the beginning and end of the day pragmatists are realists because they value what happens. They are interested in results, in consequences. They understand that pragmatist experiments are social constructions” (*ibid.*: 5).

This research chooses to integrate the psychology of motivation with the field of education. I am very interested in obtaining practical results from theory and pragmatism not only allows for this but supports it. According to Cherryholmes (1999), pragmatism subjects the changing conceptions of satisfaction and desire on the one hand and knowledge and methodologies that fail on the other “to multiple interpretations, exposes them to criticism and to the discipline and competition of different conceptions and beliefs” (Cherryholmes, 1999: 5). Multiple interpretations are required in dealing with humans and the two disciplines of psychology and education may in some ways be in competition regarding certain ideas or philosophies. But, pragmatism allows for movement away from this interpretation of what philosophy should dominate in respect to an individual discipline to a focus on results and consequences.

This chapter argues that certain motivation theories work hand in hand with certain leadership theories. And in conjunction with critical realism, pragmatism forms the building blocks for this assertion.

b. Critical Realism

This thesis faces many potential pitfalls. It attempts to join theories in psychology with those in education and plans to lay the foundation for this argument through a second joining: that of critical realism with pragmatism. This necessitates a clear description of

what the starting points are and where the thesis intends to lead the reader. There is no intention of jumping down the rabbit hole to join Alice in Wonderland or, in respect to this thesis, Alice in never ending theories, possible distortions, and continual ambiguity. It is important to clarify the theories this research is based on so that the finished product is true to itself in both theory and action. The problem is that "...realists argue that the great intellectual achievement of science is to have discovered that the world is so much more complex in its structure than common-sense understanding could have imagined" (Benton and Craib, 2001: 121).

This study recognizes the inherent difficulties of taking an hermeneutical position when confronted (as noted) with a very complex structure such as the world including education, leadership, and motivation. One cannot rely on a common-sense interpretation to search for understanding; therefore, this necessitates the following section on critical realism to assist in avoiding unnecessary ambiguity. I have begun by introducing the big picture of where this chapter and by extension this thesis plans to go. One of the building blocks of the conceptual framework for the paper is critical realism first introduced in Chapter One.

As Lincoln states, "Critical realism's assumption that there is a singular reality 'out there'" (in Maxwell, 1992: 290) makes the joining with the pragmatist philosophy sensible. The two work hand in hand. The critical realist's assertion that there is one reality allows the pragmatist to avoid the argument and questions of reality, metaphysics, and knowledge and focus on the critical realist's belief in the "...existence of a real world...and that this external world is in principle knowable" (Rorty, 1982; Benton and Craib, 2001; Mertens, 2005). Pragmatism permits or allows the critical realist to focus on consequences and social constructions (Cherryholmes, 1999) thereby to some extent avoiding ontological questions (critical realism ontology was introduced and discussed in the previous chapter: see page 5) that are seen as unnecessary by the pragmatists (Rorty, 1982; C. Kumar, personal communication, April 2006). Benton and Craib (2001: 121) make the following point that supports the pragmatist's view of multimethod (Mertens, 2005) and interdisciplinary research:

Finally, and most importantly, critical realist insistence on the independent reality of the objects of our knowledge, and the necessity of work to overcome misleading appearances, implies that current beliefs will always be open to correction in the light of further cognitive work (observations, experimental evidence, interpretations, theoretical reasoning, dialogue, and so on).

The argument continually being made here is that for the purpose of this thesis, with its potential limitations, critical realism and pragmatism are very much complimentary. Critical realism has an "... emphasis on the relation between knowledge and practical relevance... [and this relevance] is composed of many different levels and forms of practice" (Danermark, Ekstrom, Jacobsen and Karlsson, 1997: 25). Pragmatism, as a philosophy, seeks the critical realist's practical relevance (Mertens, 2005) and because this research is examining educational leadership on different psychological and motivational planes it requires different levels and forms of practice to justify itself theoretically.

"While it is evident that reality exists and is what it is, independently of our knowledge of it, it is also evident that the kind of knowledge that is produced depends on what problems we have and what questions we ask in relation to the world around us" (Danermark, Ekstrom, Jacobsen and Karlsson, 1997: 26). Pragmatism allows or permits one the freedom to ask the questions needed in searching for the understanding of the above stated self-evident reality. Critical realism and pragmatism work together resulting in the freedom necessary for this research.

2.3 Personality Psychology 101: An introduction

This research is intimately connected to psychology through the focus on motivation, and in order to proceed with a discussion on how contemporary motivation joins with contemporary leadership one needs to have a rudimentary background or familiarity with basic personality psychology. There is no attempt being made here to turn this into a mini-psychology course and spend copious amounts of, in my opinion, wasted time in this context, dredging through the history of psychology. Nevertheless, there needs to be a brief discussion to give the proceeding argument credibility. I have chosen a text book,

Personology: From individual to ecosystem, (Meyer, Moore and Viljoen, 2003) to work from. The reasons I have chosen this book over many other quality texts are because 1) it is South African, 2) it provides brief summaries and an introduction to the main personality psychology streams or schools of thought in an orderly consistent manner, and 3) in pragmatic fashion with a focus on results, it was recommended to me by a master's in psychology student who informed me that it is a text book used at Rhodes University in second year psychology. Basically, I believed that if it is good enough for them then it is good enough for me.

Personality psychology "...emphasizes personality as an internal process that guides behavior" (Hewstone, Fincham and Foster, 2005: 294). Examples of personality psychology are biological and genetic, psychoanalytic, behavioral, humanistic and existential, trait/dispositional/dimensional, and systems or cybernetics (Hewstone, Fincham and Foster, 2005; R. van Niekerk, personal communication, March-April 2006). This paper focuses on behavioral psychology because this is the field of psychology that relates most closely to contemporary motivation theories that I will be examining. However, anything about basic psychology, in my opinion, has to mention Freud; hence, I touch on psychoanalytic or depth psychology (Meyer, Moore and Viljoen, 2003; Hewstone, Fincham and Foster, 2005) because, as will be seen, it helps introduce a potential problem in my research. As well, generally, "Depth psychology is probably the most widely known school of psychological thought, both within and beyond the boundaries of psychology" (Meyer, Moore and Viljoen, 2003: 40). With this in mind, depth (psychoanalytic) psychology does need to be recognized and acknowledged, but due to time, space, scope, and relevance, the other schools of thought are, for the most part, ignored.

a. Depth Psychology

"The fundamental hypothesis of depth psychology is that a person's inner, subjective conscious consists of various layers that differ in their depth and in the extent to which they are conscious or unconscious" (Meyer, Moore and Viljoen, 1997: 40). Sigmund Freud is considered the founding father of depth psychology and in the early years of depth psychology there were three rival schools: psychoanalysis – Freud, the individual

psychology of Adler, and Jung's analytical psychology (Meyer, Moore and Viljoen, 2003). The following statement by Meyer, Moore and Viljoen (1997: 47) introduces a significant possible research dilemma: the behaviorist's view of sound research.

Depth psychology is still a highly controversial school of thought in psychology, particular since it does not comply with the strict empirical demands of an objective, scientific methodology. Unlike behaviorist theories, which fit within the positivist tradition in that their theories lead to testable hypotheses, many of the theories in depth psychology cannot be tested empirically.

Contemporary motivation theories to be examined here, self-efficacy and goal theory, are central to this research, and are generally considered to be roughly located in the behaviorist psychology paradigm. Again, as Meyer, Moore and Viljoen (2003: 29) note, the behaviorist psychologist focuses more on the quantitative side of research:

...personality theory by the psychoanalytic and person-oriented theories that are founded upon the deductive-qualitative methodology and which represent a human science orientation, as against the behaviorist theories that rely more on an inductive-quantitative methodology are more closely allied with the natural sciences.

The present research does not rely on an inductive-quantitative scientific methodology to examine teacher motivation in a South African school. This thesis relies on a qualitative/interpretive approach to research. The worldview or philosophy of pragmatism joined with critical realism allows me to overcome this possible dilemma or conflict between positivist/empirical science based research in behavioral psychology and qualitative/interpretive research in education as the previous argument on pragmatism and critical realism was intended to show.

This piece of research is limited in depth and scope and it is important to clearly note the study's limitations and work around them as best as possible. With this in mind, there is just not the required space to fully exam all of the possible positions and arguments in both psychology and education, and I am therefore forced to make some arguments in an abbreviated version. However, this is not an attempt to justify any deficiency in the thesis. It is merely pointing out that the preferred level of discussion and depth is at times impossible.

b. Behavioral Psychology

The above quote concerning depth psychology paints a bleak picture for possible interpretive research in education joining with the perceived positivist approach of behaviorism in psychology, as this thesis attempts to do; however, this is vastly oversimplifying the case. Like most things in the social sciences and education there is plenty of room for competing thoughts and ideas. This study in a very small way is trying to open up interdisciplinary research and, through pragmatism and critical realism, provide the justification for such an opening and future similar work, but at the same time avoid mistakes of the past.

Lethoko (2002) and Konyana (2001) are two studies done in a South African context that in different ways deal partially with motivation. In my opinion, these two studies, perhaps, have not addressed the interdisciplinary approach of education and psychology in sufficient detail which is necessary when dealing with teacher motivation. There are two fundamental areas that need to be addressed in any type of teacher motivation study. First, education and psychology have to be shown to be conceptually or theoretically compatible in some way, shape, or form. This current research in general and the literature review specifically attempt to do this through pragmatism and critical realism; later, it attempts to join contemporary self-efficacy and goal theories in psychological motivation with contemporary servant and transformational leadership theories in educational leadership and management. Theories in psychology and education cannot simply be put or thrown together in the hope that they mesh conceptually. Second, motivation theories in educational research need to be contemporary. Lethoko (2002) for example, relies upon Maslow and McGregor's theory X and Y (Lethoko, 2002: 71-74). The use of such theories is important; however, teacher motivation research can also be addressed in terms of more contemporary ideas.

Behaviorism is, "...a theory of learning that focuses on external events as the cause of changes in observable behaviors," (McInerney and McInerney, 2002: 126) and can be seen as moving through five phases starting with classical conditioning, operant conditioning, social learning, cognitive learning and finally social cognitive learning

(Meyer, Moore and Viljoen, 2003; R. van Niekerk, personal communication, March-April 2006). What is of interest and importance in regards to the current piece of research is the change in behaviorist thinking moving from classical conditioning to social cognition theory. Early behaviorists viewed psychology as "...a purely objective branch of natural science" (Meyer, Moore and Viljoen, 1997: 251). Or as Hewstone, Fincham and Foster (2005: 13) state: "Behaviorism: a totally objective psychology, whose subject matter is observable behavior." This pure science empirical approach has changed during the growth of behaviorism:

... we would like to convey and illustrate the development that took place in behaviorist thinking from a strong, objectivist behaviorism to a more 'subjective' type of behaviorism in which references to unobservable factors within the individual have a place (Meyer, Moore and Viljoen, 2003: 251).

This is of great importance as motivation in this research is to be examined on interpretive and qualitative grounds. The debate and problem, in relation to this study, of epistemology in psychology does not simply end and disappear as the above quote would seem to indicate. Leahy (as cited in Meyer, Moore and Viljoen, 1997: 255) notes: "Although contemporary natural scientists themselves no longer adhere strictly to this philosophy [positivism], many behaviorists still regard this as the ideal which psychology should pursue." The possible dichotomy between competing epistemological and ontological ideas in education and psychology is a reoccurring theme throughout the thesis and was addressed as far it can be in the previous limited discussion on pragmatism and critical realism.

Many of the motivational theories and ideas to be examined later fall roughly under the social cognitive learning theory (social cognitive theory) heading. "Social-cognitive theories ... examine consistent differences in the ways people process social information..." (Hewstone, Fincham and Foster, 2005: 310). Self-efficacy, goals and expectancies are important ideas in cognitive theory (Hewstone, Fincham and Foster, 2005) and are also prominent in contemporary motivation. Of much importance to motivation research and the argument being made later in this thesis is that "Social cognitive learning psychologists make liberal use of unobservable matters such as

thoughts, symbolic processes, expectations and convictions in their explanation of behavior” (Meyer, Moore and Viljoen, 2003: 290). Although social cognitive learning theory makes use of unobservable matters, “...the chief elements of its methodology are empirical observation and carefully planned experimental research; and its goal is to link all concepts referring to unobservable (covert) matters to observable (overt) behavior” (Meyer, Moore and Viljoen, 1997: 352).

Albert Bandura, an important figure in social cognitive learning theory, is also a leading motivational theorist in self-efficacy (Bandura, 1997). The argument of the previous pages again comes to light. Pragmatism and critical realism conceptually allow motivation theories from social cognitive learning proponents, like Bandura, to be used in educational research. In short, there is a joining, to a certain degree, of empirical science based ideas in psychology with interpretive research in education. However, adding to the possible confusion is the fact that prominent social cognitive learning theorists like Rotter, Bandura, and Mishel “...make use of concepts originating in cognitive psychology, Gestalt psychology and phenomenology, rather than psychoanalytical concepts” (Meyer, Moore and Viljoen, 2003: 290). Of interest here is the phenomenological approach because of the “...focus on ‘*phenomena*’ (people’s knowledge and experience), as this is the only reality which people know” (Rychlak as cited in Meyer, Moore and Viljoen, 2003: 328). In addition to this “...all qualitative research is phenomenological in the sense that there is a focus on people’s experience...” (Merriam, 2002: 93). This then opens up a whole new method of analysis, measurement, and investigation:

According to the phenomenological method of psychological analysis, people can therefore be evaluated only if their subjective perceptions can be discovered. An investigator must use measuring techniques that will enable him or her to view reality through the eyes of the subject. The phenomenological method of measurement is used mainly in the person-orientated approach. (Meyer, Moore and Viljoen, 2003: 328)

With the above introduction of phenomenology and the person-orientated methodology approach, one is in danger of getting ‘side-tracked’ or ‘caught up’ in competing psychological ideas and going beyond the scope of this study. It is important to pause and

note that there is no simple 'easy answer' in psychology or education and a person must be prepared to make sense out of different and sometimes competing ideas and theories.

What makes the above discussion exciting to me is that the research noted previously (see Konyana, 2001 and Lethoko, 2002), in my opinion, does not extensively discuss how motivation and education can be theoretically joined. I like to believe that this thesis is, therefore, making a contribution to educational research which others can build upon in the future.¹

2.4 Motivation in Brief

The following section briefly outlines selected motivational theories as a background to assist and add to the quality of the argument to be made later; this argument (see Section 2.6 on contemporary motivation and contemporary leadership) is concerned with bringing together contemporary motivation and transformational/servant leadership to better understand how they form and interact in today's schools.

Motivation and Personality (Maslow, 1970) is one of the best known and most widely discussed theories of motivation (McCormick and Igen, 1987; Moerdyk, 2003). Maslow's hierarchy of needs theory is based on the idea that:

At once other (and higher) needs emerge and these, rather than physiological hungers, dominate the organism. And when these in turn are satisfied, again new (and still higher) needs emerge and so on. This is what we mean by saying that the basic human needs are organized into a hierarchy of relative potency. (Maslow, 1970: 17)

The needs theory appeals to many because of its intuitive appeal and 'it just seems to make sense'; however, today there is little support for the theory (McCormick and Igen, 1987; Steers, Porter and Bigley, 1996; Hoy and Miskel, 1996; Doyle, 2003). In Chapter

¹ In my review of the literature, I found an interesting paragraph in Locke and Latham (1996: 95) discussing the difficulty of epistemology in inferring what cannot be observed in regards to motivation. Locke and Latham understand that some psychologists might not agree with their inferences about what cannot be observed but to them and the cognitive psychologist in general this inference does not appear to be a concern.

Two of *Motivation and Personality* Maslow (1970) does support some of his ideas with what he calls a holistic-dynamic theory based in part on writers such as James, Dewey, Goldstein, and Freud, among others. This holistic-dynamic theory of Maslow's, in my opinion, does to a certain limited degree support the conceptual basis for using Maslow's ideas in education research.

Alderfer's ERG (Existence, Relatedness, and Growth) theory is conceptually very close to Maslow's hierarchy of needs (McCormick and Igen, 1987; Moerdyk, 2003). Alderfer differs from Maslow in that Alderfer sees three sets of needs, Existence, Relatedness, and Growth, and he believes that "...several needs could co-exist and be operating at the same time, rather than following the strict order as suggested by Maslow" (Moerdyk, 2003: 10).

Herzberg's motivation-hygiene theory (Herzberg, 1968) is often grouped together with Alderfer, McClelland and Maslow (Steers, Porter and Bigley, 1996). "Maslow focuses on general human needs of the psychological person, while Herzberg concentrates on the psychological person in terms of how the job affects basic needs" (Hoy and Miskel, 1996). The basic idea behind the motivation-hygiene theory "...suggest[s] that hygiene or maintenance events lead to job dissatisfaction because of a need to avoid unpleasantness; the motivator events led to job satisfaction because of a need for growth or self-actualization" (Herzberg, 1968: 74). As with Maslow, Herzberg's motivation-hygiene theory has come under considerable criticism (Steers, Porter and Bigley, 1996).

McClelland's need achievement theory or n-achievement theory "...asserts that all motives are learned; they become arranged in a hierarchy of potential for influencing behavior; and they vary from person to person" (Hoy and Miskel, 1996: 105). This theory is primarily based on examining how people with high or low needs for achievement behave in the workplace (McCormick and Igen, 1987). Need for achievement-n Ach, need for power-n Pow, need for affiliation-n Aff, and need for autonomy-n Aut are believed to be learned from society and "...these needs may be regarded as personal predispositions that affect the way people perceive work (and other) situations and that

influence their pursuit of certain goals” (Steers, Porter and Bigley, 1996: 18). Moerdyk (2003) presents some interesting ideas on how the n-achievement theory may be problematic in a South African context.

Equity theory is based simply on the notion that perceived inequality in work will result in an uncomfortable situation and employees will work to resolve the inequality (Doyle, 2003). Equity theories focus on three points:

First each assumes that employees perceive a fair, just, or equitable return for what they contribute to their jobs. Second... [they include] the concept of social comparison whereby employees determine what their equitable return should be after comparing their inputs and outcomes with those of their co-workers. Finally each theory assumes that employees who perceive themselves as being in an inequitable situation will seek to reduce the inequality... (Carrell and Dittrich, 1978: 201-2).

There are many possible criticisms of equity theory but perhaps the most common and obvious is that there are numerous explanations, other than those suggested by the theory, which can be used to explain employees' behavior (Mowday, 1996).

Vroom (1964: 8) notes: “There are two somewhat different kinds of questions which are typically dealt with in discussions of motivation. One of these is the question of the arousal or energizing of the organism. The second question involves the direction of behavior.” For me, the interesting point about expectancy theory (Vroom, 1964) is that the “... focus is on *how workers* decide on what to do and *how much* effort they will exert in doing it (original emphasis)” (Moerdyk, 2003: 12). For teachers, I believe and most would probably agree, that it is of utmost importance to work hard and to ‘put in an honest’ effort when at school. ‘Just merely showing up’ is not acceptable. In its simplest form, expectancy theory states that: “...employees rationally evaluate various work behaviors and then choose those that they believe will lead to the work related rewards that they value most” (Steers, Porter and Bigley, 1996: 21). See Vroom, 1964: pg. 28 for the original summary of this idea.

Let us now turn to leadership, but keep in mind that the motivation and leadership theories presented here are meant as an introduction to the general literature; this chapter concludes with a discussion of how more contemporary leadership and motivational theories come together, and where possible include an educational view, and can be seen as working together on different fronts.

2.5 Leadership in Brief

This section briefly outlines leadership theories in rough chronological order. This research is ultimately about education and teacher motivation; with that in mind it is important not to get too involved in examining leadership theories purely for their own sake. Many of the leadership ideas presented in this section have very little to do with education specifically, do not add to the discussion to be made in the next section, and, therefore, will not be covered extensively. This current section, as was previously stated, is meant only to provide superficial background coverage of how leadership theory has changed and evolved, and is meant as a building block to make a case for integrating current leadership theories with current motivational theories to be covered later.

For the most part, management theories are ignored. As well, I am choosing to bypass any lengthy discussion on leadership definitions purely for the practical reason that there is little scope for such a discussion and more importantly I believe that any such discussion would not further understanding given the potential readership of this thesis.

It seems only natural, chronologically accurate, and the popular trend in most books and articles on leadership to begin with the trait approaches of the early 1900s and work forward to the present day contemporary ideas (Bass, 1990; Steers, Porter and Bigley, 1996; Horner, 1997; Cooper and Locke, 2000).

Early leadership theories focused almost exclusively on the traits and personal attributes that a person possessed (Hoy and Miskel, 1996; Steers, Porter and Bigley, 1996). The idea was that leaders were born, not made and the only thing required was for a person

with the right physical qualities to be identified and then placed in a leadership position (Horner, 1997). The early trait approaches, as separated from more contemporary ones (see Kirkpatrick and Locke, 1996), ignored the situational and environmental factors involved in leadership (Horner, 1997). The trait theories, as envisioned by the early theorists, fell out of favor with R. Stodgill's research which "...concluded that the trait approach by itself had yielded negligible and confusing results" (Hoy and Miskel, 1996: 377).

After the early trait theories, the focus turned to a more situational approach which "...suggested that leadership is all a matter of situational demands, that is, situational factors determine who will emerge as leader" (Bass, 1990: 38). The idea that the leader was born, not made had shifted to the leader as a "...product of the situation..." and given the right situation, time, place, and circumstance the great leader would emerge (Bass, 1990: 38).

Both the trait and situational theories have a certain amount of appeal to most people. One seems to instinctively know when a 'leader' enters the room. As the expression goes, 'the cream rises to the top'. People recognize the 'cream' when they see it and are in its presence. There is just 'something' about certain people and the early trait theories seemed to appeal to this 'feeling' or 'power' certain people have. On the other hand, all of us like to believe that we have great leadership qualities in us if we were just given the chance or put in the right situation. I am just waiting for that right situation to come along and that a life of glory is a preordained destiny. We all like to think that if only I had been on the island with little Piggy and the conch in *The Lord of the Flies* things would have turned out differently with me as the leader.

Theory *X* and theory *Y* during the 1960s by McGregor fit into both motivation and leadership theory, but I view them more as a focus on leadership. "Essentially, theory *X* assumes that people work only for money and security" (NetMBA, 2002-2005: 1). Leadership, when dealing with this type of person, needs to be directive and strong. Theory *Y*, on the other hand, regards people as being more self-directive with a sense of

responsibility in which they find enjoyment in their work. The leader in this situation can be seen as leaning more towards a concern for interpersonal relations. Lethoko (2002) in his research provides rather extensive coverage of McGregor's theory in a South African context, concerning teacher motivation.

The behavioral school of leadership grew out of influential studies conducted at Harvard, Ohio State, and the University of Michigan during the 1940s and 50s (Hoy and Miskel, 1996; Aditya, House and Kerr, 2000). The behavioral school of leadership believed that "...leader behaviors were directly observable..." (Aditya, House and Kerr, 2000: 131). Similar to the behavioral research pattern in early psychology where there was a very strong move to study observable behavior (Meyer, Moore and Viljoen, 1997), research on leadership moved into laboratories and the field of questionnaires to examine how subordinates viewed their supervisors. The Ohio State questionnaires on leadership "...indicated that subordinates perceived their supervisor's behavior primarily in terms of two broadly defined categories, one concerned with task objectives and the other concerned with interpersonal relations" (Yukl, 2002: 51). And some might argue that this is when the task/person tension was first born or introduced.

Questionnaires like the leader behavior description questionnaire (LBDQ) indicated that most leaders fell on a continuum somewhere between high in task and high on personal consideration (Yukl, 2002). Hoy and Miskel (1996: 384) provide words of wisdom for those involved in school leadership: "To neglect initiation of structure limits the leader's impact on the school; to ignore consideration reduces the satisfaction of the subordinates." One of the perceived weaknesses of behavioral theories of leadership point to the fact that they "...gave too little attention to the effects of the situation on leadership behavior and/or leader effectiveness" (Steers, Porter and Bigley, 1996: 170). Contingency theories would in part try to address this problem.

Fiedler's contingency theory was one of the dominant ideas during much of the 1970s (Bass, 1990). Contingency theories are based on the idea that the situation and leader's traits impact on the leader's behavior which in turn influence the leader's effectiveness

(Hoy and Miskel, 1996; Yukl, 2002). “For Fiedler, the effectiveness of task-orientated and relations-orientated leaders is contingent on the demands imposed by the situation” (Bass, 1990: 46). The least preferred coworker (LPC) scale helps to indicate the extent to which leaders have a task-orientated style as opposed to a person-orientated style and how the leader’s “...effectiveness depends on a complex situational variable called ‘situational favorability’” (Yukl, 2002: 209). For a more detailed discussion on Fiedler’s theory see Yukl (2002) Chapter Eight.

House’s path-goal theory “...emphasizes the ways in which leaders can facilitate task performance by showing subordinates how performance can lead to desired results” (Steers, Porter and Bigley, 1996). It is the objective of the leader to aid or assist subordinates in attaining goals and that goals are in fact obtainable and worth the effort of hard work. Situational moderator variables (Steers, Porter and Bigley, 1996) impinge on the leader’s behavior and employee satisfaction. Again, this is a very abridged version of House’s theory. See Steers, Porter and Bigley (1996) for more detail.

The last contingency theory to be discussed is Vroom and Yetton’s normative decision model. “The Vroom-Yetton theory describes what leaders should do given certain circumstances with regard to the level of involvement of followers in making decisions” (Horner, 1997: 271). The normative decision model is a very rational model and differs from the other theories in that it takes, as the name would imply, a more normative point of view to leadership. The usefulness of this model and appeal to many leaders can be seen as “it legitimates both autocratic and democratic leader behavior, maintaining that each is appropriate in particular situations” (Aditya, House and Kerr, 2000: 151).

The above leadership section has attempted to outline some of the basic earlier theories. The discussion has relied heavily on a limited number of leadership books, ones that in my opinion are very good; nevertheless, it needs to be pointed out that the discussion, through choice, has been limited, abbreviated, and superficial. It was not meant to be an exhaustive review of the literature on early leadership paradigms. It was meant to build a foundation for the possible debate to be presented next.

This chapter and literature review has been designed to argue two points. First, I want to provide a theoretical framework for how motivational theories developed mostly in the field of psychology can be used for research in education. It is my contention that there needs to be a joining force between psychology and education because the theories and research in the two disciplines differ on ontological and epistemological positions. This, in my opinion, can possibly be seen as problematic in previous research. Pragmatism and critical realism bridge this gap between research in education and psychology. Second, I want to show how contemporary theories in education and motivation are very closely linked and complimentary.

2.6 Contemporary Leadership Meets Contemporary Motivation

a. Self-efficacy and Goal Setting

This section examines motivation and leadership theories in an attempt to show that contemporary paradigms in motivation and leadership are based on many of the same premises and are therefore complementary. Furthermore, I argue that they overlap theoretically and work hand in hand to provide a picture of how motivation and leadership interact.

Much of the thoughts and many of the ideas on motivation and leadership to be presented next rest and are based upon the social cognitive learning approach in psychology. The previous discussion on this (2.3b) was intended to show how research in psychology and education were in some ways based on different paradigms. I now turn to social cognitive theory to examine self-efficacy and leadership. “Social cognitive theory embraces an interactional model of causation in which environmental events, personal factors, and behavior all operate as interacting determinants of each other” (Bandura, 1986: xi). In educational leadership and management, a strong argument can be made for the environment, the organization, and leadership interacting with such factors as agency, values and culture all impinging on the whole (van der Mescht, 2006). In educational leadership and as well as in motivation, personal and environmental factors are important and interrelate. The above point is made to show that on a very general level both educational leadership and self-efficacy do not operate in a vacuum. Outside forces from

the environment and from within the individual all play a role in social cognitive theory and in leadership. In addition to being interactive, leadership and social cognitive learning theory cannot be seen as independent forces, theories, or ideas. They are made up of both converging and diverging forces that make analysis both interesting and exciting.

In social cognitive theory, “The individual and the whole situation are regarded as co-determinants of behavior: humans are capable of self-regulation, but always in interaction with the situation” (Meyer, Moore and Viljoen, 1997: 327). Three important factors in social cognitive theory are one, a person must put thought and consideration in to the potential value of an outcome; two, there must be a belief in the capabilities to obtain the outcome; and three, will these capabilities “...produce the desired outcome” (Robeson, n.d.: 3). In terms of motivation and leadership, Wood and Bandura (1996: 84) state:

Three aspects of social cognitive theory are especially relevant to the organizational field (Bandura, 1988d): the development of people’s cognitive, social, and behavioral competencies through mastery modeling, the cultivation of people’s beliefs in their capabilities so that they will use their talents effectively, and the enhancement of people’s motivation through goal systems.

Transformational leadership as espoused by Avolio and Bass (2004: 27) note “...associates’ perceptions of self efficacy or confidence, as well as their developmental potential, are enhanced through the transformational leadership process.” The previous two quotes are only one example of how self-efficacy is a contributing and joining factor or force between social cognitive theory and more contemporary leadership theories. For instance, social cognitive theory builds an individual’s competencies, beliefs and motivation as Wood and Bandura (1996) state. Transformational leadership enhances self-efficacy itself (Avolio and Bass, 2004) by increasing confidence and potential. Before one moves too far in examining leadership theories it is important to have a thorough grounding in self-efficacy as a possible motivational theory or influence.

Self-efficacy is two pronged. A person must have a belief in oneself and the skills to successfully complete a desired task. Bandura (1994: 1) provides a formal definition:

“Perceived self-efficacy is defined as people’s belief about their capabilities to produce designated levels of performance that exercise influence over events that affect their lives” (Bandura, 1994: 1). Deci (1980: 194) provides a useful and helpful definition of self-efficacy:

If people expect that they can successfully execute the behavior that is required to produce a particular outcome, they will engage in the behavior. But if they know that a certain behavior will produce the outcome and do not believe they can successfully complete the behavior, they will not begin it. Self-efficacy, then, is a belief that one’s own behavior will produce outcomes [skill and confidence].

High self-efficacy is important because people will try harder when faced with difficult tasks, will not give up as easily when they do fail, set challenging goals with a strong commitment to them, and failure will be attributed to “...insufficient effort or deficient knowledge and skills which are acquirable” (Bandura, 1994: 1). In other words, people have a personal belief in themselves and a ‘stick-to-it’ attitude when faced with failure and/or a difficult situation. A key to the process is that effort will lead to improvement not wasted time and that a person will set high as opposed to low personal goals (Robeson, n.d.)

As Cervone (2000: 31) states “... people are unlikely to take action to control events if they doubt their own capability to execute requisite behaviors. Self-efficacy theory analyzes the causes and consequences of these beliefs in personal agency.” With regards to the South African context, and through my limited experience in township schools as a witness to hardship, as well as readings in the literature that indicate among many other things that “...teachers in township schools are poorly trained...” (Garson, n.d.: 2), teacher morale is low which “...can impact negatively on work performance” (Naptosa, 2002: 6), and that there are problems with equipment shortages and school supplies (Capazorio, 2006) all of which can have a severe impact on a person’s self-efficacy by increasing doubt as to whether s/he can make a difference, control events, or even acquire the skills to successfully handle school problems when there are many different difficulties. Bandura (1997: 3) makes an important point about the relationship between personal efficacy and human agency:

Beliefs of personal efficacy constitute the key factor of human agency. If people believe they have no power to produce results, they will not attempt to make things happen. In social cognitive theory, a sense of personal efficacy is represented as propositional beliefs.

The point being made is that through transformational/transactional or servant leadership a school principal must encourage self-efficacy in teachers thus providing motivation in the face of the difficulties discussed above. Teachers must believe that they can make a difference and that they have the skills to do so. That is what self-efficacy and human agency argues in this context.

The ultimate aim of this research is to help and improve education through learning more about what motivates teachers to excel at their profession. Again, I turn to Bandura (1997: 240) to further my argument on the importance of teacher self-efficacy:

The task of creating learning environments conducive to development of cognitive competencies rests heavily on the talents and self-efficacy of teachers. Evidence indicates that teachers' beliefs in their instructional efficacy partly determine how they structure academic activities in their classrooms and shape students' evaluations of their intellectual capabilities.

The principal's leadership plays an integral role in shaping a teacher's self-efficacy and how this is done, similar to what was talked about above, is examined through contemporary leadership theories.

I would now like to show how self-efficacy and social cognitive theory relate to the next discussion on goal theory/setting:

In contrast to behavior modification and control theory, Bandura's (1986) social cognitive theory is highly compatible with goal setting theory. It not only includes goal setting as part of its content but adds two important dimensions to goal theory. The first is role modeling, which Bandura has shown to be an important social influence on action. The second added dimension is self-efficacy. It affects goal choice, goal commitment, and response to feedback and it also has direct effect on performance (Locke and Latham, 1996: 115).

Setting a goal, any goal either assigned or self-imposed, must accompany a person's belief that the goal is attainable. In other words, "One's assessment of their [*sic*] personal capability on a specific task, their [*sic*] self-efficacy, also has an independent affect on performance" and "...expectancy ideas and self-efficacy ideas appear to be similar to goal setting ideas in the notion that beliefs about future performance can influence present action" (Mitchell, Thompson and George-Falvy, 2000: 226).

An important question that this thesis asks is why do some teachers work hard while others do not? The simple answer according to Locke and Latham (1996) is that individuals have different goals or objectives; then the question is why not just set a goal and be done with the theory? The answer to this question as Locke and Latham (1984) note is in the technique of goal setting. Goals must be seen as difficult. Generally speaking, the harder the goal the "...greater the arousal, effort and persistence..." in contrast to easier more obtainable goals (Mitchell, Thompson and George-Falvy, 2000: 218). The obvious problem is in ascertaining the correct degree of difficulty for a goal. Given that a person has the ability and skills necessary to obtain a goal, a moderately difficult goal is seen as best in regards to motivation (Schunk, 2001). Goals not only need to be seen as achievable but there also needs to be sufficient support for goal attainment (Kelley, Heneman III and Milanowski, 2002). It is important for a leader to examine whether the goal is to be quantity or quality based. For a teacher, this might mean that s/he should try and be more involved in extracurricular activities as opposed to an increase in the quality of classroom instruction. The goal needs to be difficult and specific enough to require thought and improvement yet still be seen as attainable.

The school principal in practising goal setting needs to understand "...that assigned goals can be just as effective as participatively set goals especially when one 'sells' the assigned goals rather than simply 'tells' them" (Mitchell, Thompson and George-Falvy, 2000: 232). Both transformational and servant leadership would practise such a 'selling' as opposed to a 'telling', but transformational leadership is often seen as successful when leaders can either be autocratic or high on the *Individualized consideration* (Avolio and

Bass, 2004) aspect of leadership (Steers, Porter and Bigley, 1996). In this regard, the goal can be implemented or sold depending on the leader's style.

Goal theory requires active feedback on the leader's part; the goal needs to be difficult but at the same time not too difficult. Goals have to be accepted by participants. A principal or leader needs to be actively involved in the process. Mitchell, Thompson and George-Falvy (2000: 243) aptly note that the "...devil is in the details. When trying to actually use goal setting there is a long list of practical considerations," a few of which I have mentioned above.

Moerdyk (2003) draws attention to some possible drawbacks to goal setting. The drawbacks identified may actually be more pronounced in the South African context. A teacher and principal, in a local township school, are probably faced with numerous very pressing goals and threatening difficulties. As well, different goals may often be in conflict with one another. South African teachers today are asked to include group work in many of their teaching activities; therefore, a goal might be to improve group work in association with classroom instruction. In conflict with this might be the goal of improving or finding an effective alternative to corporal punishment to help control noisy learners. All teachers know that group work is a noisy business. A teacher must work at keeping the noise down and still allow group work to rage on. A happy medium is perhaps possible, but most teachers would find these two goals in conflict.

A principal no doubt is faced with many competing goals. Spend money on trying to feed the hungry learners or raise money for toilets. The list of problems and goal conflicts is almost endless. Hopefully this research will help in answering some possible motivational questions. As well as competing goals, the theory also faces a problem in that successfully reaching a goal depends on outside factors out of the hands of the individual. Again one can turn to a South African township principal for possible examples of this predicament. The most obvious problem is the lack of financial assistance and shortages in many basic school supplies and equipment. In my experience here in the Eastern Cape, this lack of resources is a major detriment to many of the goals

a principal may have. And in fact, raising money might be the number one goal of a principal as opposed to anything to do with learners or teacher motivation.

Before ending this section, a note needs to be made on the topic of payment or money. Bowey (n.d.: 4) makes an interesting comment concerning pay and motivation in general that helps wrap up this part nicely:

Firstly it has become very clear that we cannot accept any simple model [of motivation] which seeks to explain human motivation as deriving from generally applicable needs, such as the need for money, or the need for achievement, or for interesting work, or for relationships at work. People have differing needs, both between and within organizations.

Kelley, Heneman and Milanowski (2002: 397) in a large scale teacher study conducted in the United States conclude that, “Motivational impact is not guaranteed simply by promising a bonus.” Wiley (1995) analyzed motivation surveys in business over forty years and conducted a survey in 1992. The results indicate that the top motivators ranged from the ‘need to be appreciated’ in 1946 to ‘interesting work’ in 1980-86. The 1992 survey reported that the number one motivator was wages. Wiley (1995: 277) goes on to say that “While controversy persists, pay or good wages is generally valued by all employees, regardless of gender, occupation, age, income or employment status.”

Money alone is not a motivator for all the people all the time. The present research operates under the assumption that teacher salaries are generally well known and that there are no ‘financial surprises’ in the education profession. Concerning wages, potential teachers know what they are ‘getting into’ and choose the profession with this understanding. For today’s teachers progression up the salary scale holds no surprises. Wages may or may not act as motivator. The question of money/wages will be addressed as the situation dictates.

To conclude, the previous quote from Bowey stating that no one single theory of motivation can be accepted for all people helps to explain, in part, why I believe that self-efficacy as a potential motivating force in combination with goal setting is so important. No one motivational model is sufficient, but self-efficacy can work in any number of

ways to help explain what motivates people in different situations. Veech (2004: 164) notes: "Motivation leads to higher self-efficacy, which leads to achievement and mastery, which leads to more motivation for more difficult or challenging tasks." Self-efficacy is not in itself a motivating theory, although there is debate on this. It is a social cognitive approach to help explain human behavior. It works in tandem with personal and situational characteristics to provide agency and results.

b. Transformational and Servant Leadership

It is important to make a strong case for the joining of transformational leadership to self-efficacy and goal setting. Avolio and Bass (2004: 26-27) do this:

Transformational leadership is associated with motivating associates to do more than they originally thought possible. The original expectation for performance is linked to an initial level of confidence or efficacy in the associates' perceived ability and motivation. Thus, associates' perceptions of self efficacy or confidence, as well as their developmental potential, are enhanced through the transformational leadership process.

The transformational leader can increase an individual's self-efficacy through social persuasion; however, s/he needs to do more than just "...convey positive appraisals. In addition to raising people's beliefs in their capabilities, they assign tasks to them in ways that bring success and avoid placing them prematurely in situations in which they are likely to fail" (Wood and Bandura, 1996: 88). The correct goals need to be set and the individual must be provided with the requisite skills. The transformational leader provides support, assistance, encouragement, and coaching (Yukl, 2002).

One of the keys to transformational leadership and motivation is the ability of a leader to treat individual employees differently and provide support, challenges, or intellectual stimulation as necessary (Bass, 1996). Principals like all leaders vary greatly in style and differ on the task versus person tension; nevertheless, regardless of the individual leader's personal autocratic or democratic style, a transformational leader will have the confidence and ability to recognize an individual's needs and work with that person on a personal basis (Bass, 1996).

An interesting variation on the relationship between transformational leadership and employee/teacher motivation is the concept of leadership self-efficacy itself. McCormick (in Hartsfield, 2003: 15) comments: “Leadership self-efficacy is critical to the leadership process because it affects the goals a leader selects, leader motivation, development of functional leadership strategies, and the skillful execution of those strategies.” Hartsfield (2003: 15) then makes the connection to employee efficacy. “In this way leader self-efficacy has a direct impact on individual and organizational outcomes, which in turn, have a direct impact on the efficacy of the followers.” Because an important concept in transformational leadership is that the leader acts as a role model and instills values in employees, the leader’s personal self-efficacy will impact on the way that employees perceive that leader (Hartsfield, 2003).

Transformational leadership is often associated with the ‘*four Is*’ as outlined by Bass and Avolio: Idealized influence (II), Inspirational motivation (IM), Intellectual stimulation (IS), and Individualized consideration (IC) (Hartsfield, 2003; Lunenburg, 2003; Avolio and Bass, 2004). It is important to get a clearer picture of Avolio and Bass’s (2004) Inspirational motivation (IM) for the simple reason that it pertains to both motivation and leadership, and this case study is research on leadership and motivation.

Inspirational motivation (IM) as outlined by Avolio and Bass (2004) contains many similar ideas to that of self-efficacy and goal setting theory. The transformational leader wants to challenge and at the same time provide goals to employees on emotional and intellectual levels. “Inspirational leaders articulate, in simple ways, shared goals and mutual understanding of what is right and important. They provide visions of what is possible and how to attain them” (Avolio and Bass, 2004: 28). The transformational leader increases self-efficacy in employees and at the same time sets goals. These goals are often both personal and organizational.

The ‘*four Is*’ along with the Multifactor Leadership Questionnaire (MLQ) (Avolio and Bass, 2004) is examined in detail in the methodology section, but to help further the argument I am making, Lunenburg (2003: 9) concludes: “Thus, educational leaders

should communicate a sense of where the organization is going, develop the skill and abilities of subordinates, and encourage innovative problem solving.” I find this statement very enlightening. First, it assists in taking leadership ideas from the theoretical level, where I have been for most of this chapter, down to the practical useful level. In some ways an is/ought tension. Second, it encourages leadership/principals to develop the *skill and abilities of subordinates*. This is an important component of self-efficacy; as well, teachers have to have the confidence and knowledge to succeed in tasks. Third, the above statement has the element of goal setting in portraying a *sense of where the organization is going*. Self-efficacy and goal setting theories and ideas are working hand in hand with transformational leadership, as well as providing practical suggestions for possible overall school improvement. Let me now turn to servant leadership.

The key difference between transformational leadership and servant leadership is that “...transformational leaders think first about the organization and second about the followers while servant leaders think first about the followers and second about the organization” (Winston, 2003: 4). A slightly different yet complimentary approach is one of leadership focus: “...transformational leaders tend to focus more on organizational objectives while servant leaders focus more on the people who are their followers” (Stone, Russell and Patterson, 2003: 349). When I first learned and heard about servant leadership and the focus on the employee/person over the organization’s goals, I wondered how a business, or in our case a school, could operate properly with such a follower over organization ‘first’ creed: “Focus on the people and the results will follow. Focus on the results, and you will have the same troubles as everyone else – poor follow-up, lack of interest, no ownership of improvements, diminishing productivity. What really needs to be different is attitude” (Veech, 2004: 169).

There are ten, Barbuto and Wheeler (2002) have eleven with the addition of *calling*, generally accepted characteristics of servant leadership (Spears, 2004; Crippen, 2005). I would like to comment on two: stewardship and the commitment to the growth of people. Stewardship is a “...commitment to serving the needs of others. It also emphasizes the use of openness and persuasion rather than control” (Spears, 2004: 4). The commitment

to the growth of people is the pursuit by a leader to "... nurture the growth of employees" (*ibid.*). Returning to self-efficacy, Stajkovic and Luthans (in Veech, 2004: 163) note that:

Apart from providing a satisfying work environment, there are four other primary contributors to self-efficacy: (1) Mastery of the skill or task; (2) verbal persuasion, manifested in coaching and teaching; (3) learning, through observing the behaviors and consequences of others; and (4) motivation.

Through servant leadership a leader will be committed to all of the above. Goal setting impacts on servant leadership as well as the above noted contributions to self-efficacy. To reiterate, goals are often best accepted when 'sold' to an employee and require constant feedback from a supervisor. This directly pertains to verbal persuasion and coaching of servant leadership.

Setting goals that are difficult yet attainable are motivational and the servant leader, one concerned with an individual's growth, is more inclined to give feedback on a continual basis to aid and assist in that person's betterment and belief in oneself. In much the same way as stewardship and commitment to growth in people share common ideas from goal setting, conceptualization and foresight in servant leadership interact closely with goal setting. Foresight and conceptualization require looking at where 'things are going' and not just at the day-to-day operations (Spears, 2004). The servant leader needs to be forward thinking and visionary in setting appropriate goals personally, for the organization, and when working with the individual, personal, or teacher goals. While at the same time the servant leader needs to assist in self-efficacy by aiding in individual personal belief and skill obtainment.

It is the ultimate aim of the servant leader "...to motivate and facilitate service and stewardship by the followers themselves" (Stone, Russell and Patterson, 2003: 356). The argument and point I am making here and in the preceding sections is that a role of the leader in both transformational and servant leadership is to promote self-efficacy and goal setting. To further my point, Nixon (2005: 5) comments: "A servant leader will also employ vicarious experiences (modeling of effective skills) to help a follower attain or increase self-efficacy."

Nixon (2005: 4) presents an interesting point in making a connection between servant leadership and efficacy: “Can a leader bestow self-efficacy on a follower? Absolutely not, but a servant leader can set the stage for the development of self-efficacy....” The servant leader needs to work with an individual on a personal level “To inspire, influence and empower individual members of the team....” The servant leader “...coaches the people” to help with development and personal growth (Smith and van der Mescht, 2006).

I would like to conclude this section in simple terms that I believe make the most sense in explaining how self-efficacy and servant leadership work hand in hand. Self-efficacy is a belief in oneself and a corresponding ability or skill to do something. Servant leadership serves, teaches, and mentors an individual. The servant leader through serving, teaching, and mentoring increases an individual’s personal belief in him/herself as well as assists in developing the individual’s skill levels; this is self-efficacy and servant leadership working compatibly.

2.7 Conclusion

This chapter began by outlining pragmatism and critical realism and provided a conceptual basis for how they can work together. Next, basic psychological concepts were introduced and a possible problem of doing research in psychology and education was presented. The solution to the ontological and epistemological difficulty of interdisciplinary psychology and education research was addressed through the use of pragmatism and critical realism. That was the first half of the chapter.

The second half of the chapter began by providing a brief introduction to motivation and leadership. It should be noted that very little time was spent on definitions or extensive detail on early motivation or leadership theories. This was not an oversight; it was a conscious choice. I then proceeded to focus the remaining sections of the chapter on examining how goal setting and self-efficacy worked with transformational and servant leadership. The majority of the latter part of the chapter was, therefore, directed at

arguing that goal setting, self-efficacy, transformational, and servant leadership were complimentary and may be used to better understand how teachers can be motivated and by extension how a principal can in turn motivate teachers.

The focus now turns to methodology in Chapter Three. The ‘how’ and ‘why’ of the methods used in this study.

(3.) Chapter Three: Methodology

3.1 Pulling Things Together

“...All realism ... rests on the same ontological assumption, namely, that reality exists independently of our thoughts about it. The consequence of this is that research is therefore an absolutely mandatory requirement for realists” (Archer, Sharp, Stones and Woodiwiss, 1998: 15). Like all theses, this has been moving inevitably towards actually going out and ‘doing something’; however, before a discussion can move from the theoretical to the more ‘actual’, methodology needs to be examined in detail because “It is the task of methodology to uncover and justify research assumptions as far and as practicably as possible, and in so doing to locate the claims which the research makes within the traditions of enquiry which use it” (Clough and Nutbrown, 2002: 31).

Methodology has two important components which are discussed in this chapter. The ‘why’ things are done, and the ‘what’ things are done (*ibid.*). In addition to examining the why and what, this chapter also takes a closer look at the research goals and how these goals shape the research questions. The remaining sections discuss sampling, validity, triangulation, look at the case study, the ethical considerations, and conclude with limitations.

3.2 The “Why”

Methodology then presupposes a particular kind of relationship between philosophy and research in which one (philosophy) is able to judge and validate the claims to knowledge advanced by the other (research). Just as research methods are justified by methodology, so research methodologies are justified by philosophy (Clough and Nutbrown, 2002: foreword).

To answer the ‘why’ question in this research it is necessary to return to critical realism because as the above quote indicates, the methodology builds upon the philosophy of the research and then becomes “...a matter of making concrete for others what has been critically at work throughout the study” (*ibid.*: ix). What has been critically at work throughout the early parts of this study has been the interplay of critical realism and

pragmatism. As well, the choice of methods to be discussed later in this chapter are founded or based on the methodology and this is in turn based on critical realism (Clough and Nutbrown, 2002). To examine the methods before the methodology would be akin to putting the horse before the cart. And to carry it one step further, to discuss the methodology without critical realism would be leaving out the horse all together. There would be nothing pulling the cart. The research would be left 'powerless'.

Critical realism espouses a stratified ontology, the empirical, the actual, and the real, and along with a contingency of causation this means that "What is likely to be happening is a whole lot of causes interacting with each or other, often in very complex ways, producing a variety of effects in different circumstances" (Archer, Sharp, Stones and Woodiwiss, 1998: 12). As already introduced in the first chapter, this thesis is interdisciplinary and that results in potentially two different views of reality in regards to research. Chapter Two discussed the behaviorists more scientific empiricist's views of reality as opposed to the above stratified ontology of the critical realist. It is important to once again reiterate what was stated previously that "Realists do not deny that access to the reality is influenced by social factors, but claim that it is nonetheless possible to develop reliable knowledge about the external world" (Danermark, 2002: 58). What this means is that because of the multiple realities of the critical realist "...if you want to produce a full explanation you will frequently have to adopt broader methods, a variety of different methods in order to tease out the different levels of analysis and the real, deep causal processes at work" (Archer, Sharp, Stones and Woodiwiss, 1998: 12).

It is important to now return to pragmatism. As Mertens (2005: 26) notes: "Tashakkori and Teddlie (2003) identify pragmatism as the paradigm that provides the underlying philosophical framework for mixed-methods research." Critical realism and pragmatism both support mixed methods. But, in returning to the tree metaphor introduced in Chapter One, pragmatism is the root of the tree and one needs to understand that pragmatism is based on the notion that "Only results count" (Mertens, 2005: 27). Multimethods are important but this importance is subordinate to results and overall effectiveness.

Qualitative Research

For much of the first two chapters I have focused on philosophy and the paradigms of critical realism and pragmatism, and as I explained above this thesis is moving inexorably towards a more concrete discussion on what methods are to be used. It is imperative that one understands that though critical realism and pragmatism present a basis for mixed method this research is primarily using a qualitative design.

Before I continue, I need to make it very clear that critical realism and pragmatism serve three important functions in this research and these are not just or primarily a justification for mixed method research. First, critical realism allows me to satisfy my personal belief in a more scientific postpositive rationale. Second, critical realism and pragmatism allow the integration of more scientific empiricism in psychology to be studied in conjunction with qualitative research in education. Last, the two philosophies allow for mixed method research as noted previously. Critical realism allows me to counter the claim that "...to argue that you are working in an interpretive framework and then choose a survey as your method would be problematic!" (Rhodes University. Education Department, 2006-7: 30). I am conducting a survey in my research and am working in an interpretive framework. Pragmatism and critical realism allow or justify this. As Danermark (2002: 57) notes, "...the crucial task for research is to discover the underlying structures that generate empirically observed outcomes rather than describing empirical patterns." In regards to this, I now return to the qualitative approach.

I am taking the approach here that qualitative research is not a specific well-defined category in the larger picture of research paradigms (Denzin and Lincoln, 2000). As Maxwell (1992: 284) notes:

The entire approach to categorization that depends on precise and uniform criteria for determining category boundaries and assigning membership has been undermined by recent research (Lakeoff, 1987), and it has become increasingly apparent that ambiguity and fuzzy boundaries are the rule rather than the exception in categorization.

The qualitative paradigm can accurately be described as a large overarching model encompassing many different and sometimes contradictory terms and ideas. Van Maanen

(as cited in Konyana, 2001: 98) defines qualitative research as “An umbrella term covering an array of interpretive techniques which seek to describe, decode, translate, and otherwise come to terms with meaning, not the frequency, of certain naturally occurring phenomena in the social world.” The point that I would like to take from this quote is the idea of the umbrella covering an array of interpretive techniques. There is no solid line drawn or absolute clear distinction between positivist/postpositivist, qualitative/interpretive research, and constructionist/transformational paradigms (Mertens, 2005). In addition to there not being distinct separations between paradigms, Babbie (2004: 35) points out that “Ultimately, paradigms are not true or false; as ways of looking, they are only more or less useful. Each of the paradigms ... offers a different way of looking at human social life. Each makes certain assumptions about the nature of social reality.” Here again, pragmatism comes to the fore. Pragmatism allows for the move away from true or false and permits the research to move forward ‘pragmatically’.

Paradigms are described and discussed differently by a variety of authors and there is no single agreed upon usage or even definition. For example, Mertens (2005) includes the pragmatic paradigm in his introduction to research while Terre Blanche and Durrheim (1999) leave it out. What I wish to emphasize is that “...to guide their thinking and practice, researchers should be able to identify the worldview that most closely approximates their own” and not just espouse a research paradigm with no theoretical justification (Mertens, 2005: 8). The theoretical justification is of importance, not the naming of a paradigm. I run the risk of stating this ad nauseam but that worldview for me is critical realism and pragmatism. Pragmatism, in my tree metaphor as the roots holding up my research, allows for a focus on research method appropriateness, consequences, and results. Critical realism, as the core or tree trunk, allows for a multilayered ontological approach with a focus but not exclusive reliance on interpretive study and this allows me to guide my thinking and practice.

Before moving on to examine some of the more important characteristics in relation to this study of interpretive research, I would like to include one more quote and defence of the research methodology that I have presented here. Denzin and Lincoln (2000: 163)

note that the move from the "...nonpositivist orientation has created a context (surround) in which virtually no study can go unchallenged by proponents of contending paradigms."

In Chapter One I talked about people. I would now like to carry on with that discussion in relation to qualitative research. Christians and Carey (as cited in Strelitz, 2005: 65) make the point that people are the basis for qualitative research: "Qualitative studies start from the assumption that in studying humans we are examining a creative process whereby people produce and maintain forms of life and society and systems of meaning and value." Lancy (as cited in Konyana, 2001: 101) argues that qualitative research allows "...the researcher to approach the subject, probe the setting, and describe contemporary perceived realities in a more natural fashion and in great depth." To me, the above two quotes help focus the study on the different levels of the critical realist's reality:

The first is comprised of our experiences of what actually happens, i.e. it is the domain of experiences. The second is constituted by all the things which happen independently of whether they are observed or not, i.e. events. And the last and deepest level of reality is constituted by mechanisms with generative power (Baskhar as cited in Danermark, 2002: 57).

Qualitative research allows for reality being examined in relation to not only people but also to the different levels of reality that individuals understand. Schwandt makes the case that:

The basic assumptions guiding the constructivist paradigm are that knowledge is socially constructed by people active in the research process, and that researchers should attempt to understand the complex world of lived experience from the point of view of those who live it (Mertens, 2005: 13).

I am arguing here that qualitative research allows the critical realist researcher to examine socially defined reality and socially produced reality as previously quoted in Chapter One (Danermark, Ekstrom, Jacobsen and Karlsson, 1997). I would like to conclude this part with a comment on the relationship between critical realism and qualitative research:

How it all ends depends on many different things. That is because knowledge does not only have meaning but also ... different meaning to people with different practices developing/using the knowledge. Since

reality is differentiated, structured and stratified, and involves many different and sometimes conflicting practices and interests, there also exist several parallel conceptual frameworks and different and sometimes competing interpretations (Danermark, Ekstrom, Jacobsen and Karlsson, 1997: 29).

With the above quote in mind, I now return to the previous thoughts on how research in the social sciences can be and is 'murky'. As well, and as noted in Chapter One, the above discussion is meant in the pragmatist spirit in that "Whatever promotes reasoned dialogue, inquiry and further understanding is good, and what stifles it is bad" (Pfeiffer, 2003: 2).

The concluding remark for this section is that both pragmatism and critical realism hold to a 'fallibilist' ideal: "Critical realism is thus 'fallibilist', in contrast to idealist and relativist theories of knowledge which insulate themselves from the possibility of being proved wrong by doing away with the idea of a knowable independent reality" (Benton and Craib, 2001: 121). Dewey and pragmatism argue for a different interpretation of fallibilism:

For Dewey the uncertainty of knowledge stems from the fact that we can never be certain that the patterns of action that we have developed in the past will be appropriate for the problems that we will encounter in the future. Dewey's fallibilism is, in other words, practical and not structural. It has to do with the fact that we live in an ever-changing world in which each new situation is in some respect unique (Biesta and Burbules, 2003: 13).

Things are murky, open to counter arguments, fallibilist, and ever-changing. Critical realism is fallibilist in relation to theory while pragmatism is fallibilist, as one would expect, to the practical.

3.3 The "What"

After the above discussion on methodology or in other words the 'why' of what I am doing in this research, the focus now shifts to the 'what'. Maxwell (2005: 4) introduces an interactive model of research design with five distinguishing features or components that I find very useful:

1. The goals of your study. What do you want to find out?
2. The conceptual framework. What theories, beliefs, and prior research findings will guide or inform your research and what literature, preliminary studies, and personal experiences will you draw on for understanding the people or issues you are studying?
3. Research questions. What, specifically, do you want to understand by doing this research?
4. Methods. What will you actually do in conducting this study?
5. Validity. How might your results and conclusions be wrong?

The conceptual framework of this research has been laid out in detail over the first three chapters. And before I turn to the methods and validity of my research, it is important to clarify the goals and research questions that drive this study.

The central feature of Maxwell's (2005: 5) interactive framework/model is the importance of the research questions:

Your research questions should have a clear relationship to the goals of your study...In addition, the goals of your study should be informed by current theory and knowledge, while your decisions about what theory and knowledge are relevant depend on your goals and questions...The research questions are the heart, or hub of the model; they connect all of the other components of the design, and should inform, and be sensitive to, these components.

I concur strongly with Clough and Nutbrown (2002: 31) that it is important to "...demonstrate a clear, logical and reflexive relationship between research questions and field questions." It is my intention here to examine and discuss my research questions and research goals; however, before I do that "It is important to distinguish between research questions – those that originate, shape and are to some extent answered by the study – from field questions – those that are actually put to people in whatever form" (Clough and Nutbrown, 2002: 32).

a. Research Goals and Questions

Referring back to Chapter One, the research goals are to examine what motivates teachers and how principals motivate teachers. In brief:

- To explore what motivates teachers to not only come to work but once at school to do more than just the minimum in regards to their teaching
- To explore the role a principal plays in motivating teachers.

In an expanded form, the research goal is to explore the following:

In South Africa and other parts of the world, I have read about, discussed, and been witness to some very disturbing educational problems. I am always fascinated in trying to understand what motivates teachers in a profession when and where the job of teaching can be very difficult. And as an extension of this, what is the role that the school principal plays in motivating individual teachers? Of much interest to me is exploring the different facets of what drives teachers to not only come to work but once at school to put ‘some effort’ into the job when morale may be low, problems abundant, and support lacking. I would now like to move from the research goals to a brief discussion of the research questions which have been intimated at but never made explicit.

Research questions:

- Will I be able to ‘get to’ what motivates teachers in regards to the three layers of critical realism ontology?
- In practice will psychology and education mesh?
- Can transformational/servant/transactional leadership be used to help explain or assist in understanding how a principal motivates teachers?
- Is there a relationship between transformational/servant/transactional leadership and teacher motivation?
- What if any is the relationship between teacher motivation and a school principal?
- Are pragmatism and critical realism compatible?
- Are there any existing theories that can be used to explain teacher motivation? And if so which one(s)?
- What motivates teachers?



As discussed in the previous paragraphs, the research questions play an integral role in this study and naturally lead into the next discussion on the case study. I turn to a comment from Denzin and Lincoln (2000: 440) to introduce the case study and bridge the gap between the case study and research questions: "A case study, like research of all kinds, has conceptual structure. It is usually organized around a small number of research questions. These are not just information questions ... they are issues or thematic lines." I am premising my next discussion on the belief and argument, pragmatic at that, that the case study permits me to discuss and answer the research questions posed above.

b. The Case Study

Like many of the themes, ideas, concepts, and discussions presented so far, and in the social sciences and education in particular, there is neither an exact agreed upon definition of what a case study is nor does and different commentators often espouse conflicting views. For example, Stake (2000: 435) states: "The case study is not a methodological choice but a choice of what is to be studied." Birley and Moreland (1998: 36) take a different view: "Case studies are both an approach to reporting research and also a methodology that concentrates upon singular or small numbers of individual instances." Kemmis (as cited in Stake, 2000: 436) recognizes this conflict: "Even if my definition of case study were agreed upon, and it is not, the terms *case* and *study* defy full specification." The final thought that I would like to express on the above theme is that the

Definition of the case is not independent of interpretive paradigm or methods of inquiry. Seen from different worldviews and in different situations, the 'same' case is different. And however we originally define the case, the working definition changes as we study. And the definition of the case changes in different ways under different ways under different methods of study (Stake, 2000: 449).

This thesis is pragmatic and focuses on results and consequences. However, the pragmatist is ultimately interested in promoting reasoned dialogue, inquiry and further understanding, and with this in mind, a brief discussion of the major points that I feel are important concerning this case study is required:

- I am interested in studying the specific case of teacher motivation in a South African school and "...concentrate[ing] on trying to understand *its* complexities" (Stake, 2000: 436).
- "Whatever the researcher's epistemology, a case study is an appropriate strategy for answering research questions which ask how or why and which do not require control over the events" (Robson, as cited in Winegardner, n.d.: 5).
- "...case studies investigate and report the complex dynamic and unfolding interactions of events, human relationships and other factors in a unique instance" (Cohen, Manion and Morrison, 2000: 181). The uniqueness of this case study will be discussed in more detail with regards to sampling and case selection.
- What especially appeals to my pragmatic nature is the ability of the case study to be "...undertaken by a single researcher without needing a full research team..." and I "...can embrace and build in unanticipated events and uncontrolled variables" (Cohen, Manion and Morrison, 2000: 184).

The above list is not meant to be exhaustive nor does it include any discussion of the different types of case studies. For a closer look at the different types of case studies see Cohen, Manion and Morrison (2000) or Denzin and Lincoln (2000) among many different texts.

c. Triangulation and Reflexivity

Strelitz (2005: 60) describes triangulation "...as the use of more than one method of investigation and hence more than one type of data." Maxwell (2005: 75) on the other hand provides a slightly more full definition with the important addition of diversity: Triangulation is "...collecting information from a diverse range of individuals and settings, using a variety of methods." The above definitions are the ones that I have found to be exemplar of those in most texts; however, Stake (2000: 443) provides an explanation of triangulation that I most agree with and find the most useful: "Triangulation has been generally considered a process of using multiple perceptions to clarify meaning, verifying the repeatability of an observation or interpretation." Triangulation in this study is accomplished by verifying meaning and interpretations

through the use of multiple methods: interviews, questionnaires, and surveys. As well as the seven teachers interviewed, multiple sources of data included in the gathering process were member checked to help ensure that the interpretations made were correct and accurate.

What, in my opinion, is just as important as triangulation is reflexivity in one's research. Lincoln and Guba (2000: 183) define reflexivity as "...the process of reflecting critically on the self as researcher...." Alcott and Potter expand on the theme in a way that I see as being vitally important:

Reflexivity forces us to come to terms not only with our choice of research problems and with those with whom we engage in the research process, but with our selves and with the multiple identities that represent the fluid self in the research setting (in Lincoln and Guba, 2000: 183).

Reflexivity belongs throughout the research; one has to be critically reflexive about everything and as interviews are mostly the primary data gathering tool in my research one needs to be critical in their use and value.

d. Validity

Maxwell (as cited in Maxwell, 2005: 86) makes the following points concerning validity:

Validity is a goal rather than a product; it is never something that can be proven or taken for granted. Validity is also relative: it has to be assessed in relationship to the purposes and circumstances of the research, rather than being a context-independent property of methods or conclusions...This is the real world. The validity of your results is not guaranteed by following some prescribed procedure...*[Validity] depends on the relationship of your conclusions to the real world...*[emphasis mine].

Conflicting with the above is my belief in validity in education and teaching. I often work from the stance that validity, in such things as measurement and learner assessment, needs to be assured. As a teacher, there is very little point in giving learners exams that are not construct valid. A mathematics test needs to test a learner's ability in mathematics. A mathematics test does not want to test a learner's ability in English. As a first step, something has to look valid, and, therefore, have face validity. One would be

very suspect of a mathematics test that asks learners to compare and contrast the characters of Holden Caulfield in *The Catcher in the Rye* with that of Piggy in *The Lord of the Flies*.

The point I am making is that in many ways the concept of validity needs to be discussed from a different mindset or point of view when examined in regards to the research being conducted presently. Validity needs to be seen more as a process and being rigorous throughout the entire research. Again I return to Maxwell (2005: 87) to further my point concerning the notion of validity:

This use of the term ‘validity’ does not imply the existence of any objective truth to which an account can be compared. However, the idea of objective truth isn’t essential to a theory of validity that does what most researchers want it to do, which is to *give them some grounds for distinguishing accounts that are credible from those that are not*. Nor are you required to attain some ultimate truth in order for your study to be useful and believable [emphasis mine].

My stance on the question of validity, and more importantly on how I intend to make sure that this research is *valid*, with all the problems and conflict the use of such term can evoke, can be summed up as follows:

With no ready-made formulae to guarantee valid social knowledge, Sharp and Green (1975) note, “We must operate simultaneously at epistemological, theoretical and empirical levels with self-awareness.”...Our best shot at present is to construct research designs that push us toward becoming vigorously self-aware...Guba (1981) states that the least we should expect in establishing trust-worthy data in new paradigm research is triangulation, reflexivity, and member checks (Lather, 1986: 65).

e. Generalizability

In my opinion generalizability is the single most difficult and problematic concept to come to grips with or grasp in case study research. I so desperately want to take what I have learned in this case and apply it and use it in other circumstances. There is nothing I desire more than to find a ‘valid’ and theoretical justification for generalizing. Instead, as could be expected, I find uncertainty. Wilmot (2005: 153) states: “A review of the

literature [...] suggests some contention on the extent to which the findings of a case study can be generalized to other contexts.”

Stake (2000: 439) states: “The search for the particularity competes with the search for generalizability. What all should be said about a single case is quite different from what should be said about all cases.” The case study is the study of the particular. The teachers and principal in this case study were chosen for a particular purpose. I am interested in this case. The problem and difficulty for me arises in that I want to take what I have learned from this case and apply it to other situations. Maxwell (2005: 97) refers to this as external generalizability, the application to that which is outside the particular group you are studying. I am drawn to the idea of external generalization because I believe that I am studying teacher motivation in a South African school which I describe as unique where teacher motivation is very difficult. If I can shed light on teacher motivation in a difficult situation then I can make external generalizations to other less difficult situations and potentially apply what I have learned here to there.

Some authors tend to leave the problem/question of generalization to the reader: “By identifying the context of the case, the researcher helps others who read the case study draw conclusions about the extent to which its findings might be generalizable to other situations” (Leedy and Ormrod, 2001: 150). Or as Cohen, Manion and Morrison (2000: 184) put it, “The results may not be generalizable except where other readers/researchers see their application.” I refer to this generalizability technique as, ‘let the reader decide’. The above two examples provided here are often included in a discussion of the ‘richness’ of the data aiding the reader in the understanding of the case and thereby assisting in possible generalizability or comparability.

“Researchers report their cases as cases, knowing they will be compared to others” (Stake, 2000: 444). In some respects I see this as ‘an end around’ the issue of generalizability. One can compare but not generalize or generalize at one’s own discretion. In addition, the problem with comparability is that one cannot compare the uniqueness, by definition, of one case with another. If the uniqueness is sufficiently

similar in two different cases to compare them, then the case is not unique in its own right (Stake, 2000). If one then wishes to make a comparison, it would be superficial. For the case study to be 'valid', as discussed above, it requires thick description not superficial.

In addition to the value of external generalizability as previously discussed, there is theoretical inference (Hodgkinson-Williams, 2006). Gomm, Hammersley and Foster (as cited in Hodgkinson-Williams, 2006) describe theoretical inference: "Theoretical inference involves reaching conclusions about what always happens, or what happens, or what happens with a given degree of probability, in a certain type of theoretically defined situation." Similar to theoretical inference is Yin's argument for generalizing to a theory:

Generalizing from case studies is not a matter of statistical generalization (generalizing from a sample to a universe) but a matter of analytic generalization (using single or multiple cases to illustrate, represent, or generalize to a theory). Case studies involve only analytic generalizations. (in Winegardner, n.d.: 12)

The theoretically defined situation in this thesis was outlined in Chapter Two with the interplay of self-efficacy, goal setting, and servant/transformational leadership. The conclusions drawn from this case study would then apply to theoretically similar situations or motivation and leadership theory in general.

There is some justification presented here, under a somewhat cloud of debate, that generalization in different forms is possible. I have argued here that it is possible through external generalizability, theoretical inference, or generalizing to a theory. The fact that I am very interested in the theoretical examination of motivation, leadership, and generalizability needs to be counter-balanced with the need to study and understand this particular case: "Damage occurs when the commitment to generalize or to theorize runs so strong that the researcher's attention is drawn away from features important for understanding the case itself" (Stake, 2000: 439).

f. Ethics

Participation in the study was optional; privacy and confidentiality was assured. Participants were informed, both in writing and verbally, of their right to withdraw from

the study at any time. Every effort was made to keep participants apprised of the research if desired, and interview data was member checked. See **Appendix One** for a copy of the permission letter.

As outlined in the *sampling section* below a major ethical consideration in this study is the choice of a school principal that is an education and leadership master's student/colleague at Rhodes University. We have no interaction at Rhodes but we do share a supervisor and are studying the same general material as education students. I have given this careful consideration and by reflecting critically on myself as a researcher I do not see this as a problem. It may be in fact an advantage as we both speak the same education and leadership 'language' as long as I make every effort to avoid or guard against any type of bias.

g. Case Selection and Sampling

Case selection was based on purpose sampling (Kumar, 1996; Babbie, 2004). First I needed to select a school for the case study and then, second, a group of teachers from within the school.

Problems in South African education are well documented and range from poor leadership, teacher absenteeism, equipment and supply shortages, curriculum difficulties, and low morale (Naptosa, 2002; van der Mescht, 2004; Capazorio, 2006; Govender, P., 2006; Govender, S., 2006). The school necessary for this study needed to be one that provided me with "a case from which there is an opportunity to learn" but at the same time could not be suffering under the above noted difficulties to such an extent that the school was dysfunctional and the teachers and principal were apathetic (Wilmot, 2005: 1). In addition, for practical reasons and convenience, the school needed to be relatively nearby and easily accessible.

The choice of the principal was vital to this research. S/he needed to be fluent in English, open to the idea of research being conducted at the school, and willing to allow her/his teachers the freedom to talk to me. Without a doubt, I was looking for a principal that was actively 'leading' his/her school, interacting with the teachers in a meaningful way,

and had the ability and desire to discuss leadership and motivation in detail and in depth (Kumar, 1996). Leadership and motivation are the two keys to my study and Maxwell (2005: 72) makes the point that a goal of purposeful sampling is to "...deliberately examine cases that are critical for the theories that you began the study with...." Consequently, I was looking for a leader that was actively involved with teachers and was also a functioning leader.

The hypothetico-deductive model of science, in simple terms, is more deductive and looks to find data to match a theory while qualitative research is more inductive and looks to find a theory to match the data (Winegardner, n.d.; Terre Blanche and Durrheim, 1999). Purposeful sampling as outlined in the previous paragraph appears to be heading in a 'deductive' direction. This would be an incorrect assumption and oversimplification of qualitative research. This case study is designed on the premise that qualitative research is in reality both deductive and inductive. The first step in designing a research project has to begin with a belief or idea about what is happening. "Any researcher, no matter how unstructured or inductive, comes to fieldwork with some orientating ideas" (Miles and Huberman, 1994: 17). Roughly speaking this may be termed deductive. If a researcher did not start with some type of initial hypothesis, orientating idea, or 'hunch', one would just be conducting research at random hoping to build a theory on acquired data on any potential subject. In reality the second step in qualitative research is the inductive stage; collecting data to build a theory. My hypothesis is outlined in Chapter Two and the research goals/questions as outlined in this chapter seek to explore the connection between leadership and motivation. Sampling as discussed here is based on this initial hypothesis to assist in purposeful sampling.

I did not know it at the time, but I was doing purposeful sampling when I first started looking for the appropriate principal and school for my study (Babbie, 2004). During a research design course at Rhodes University I talked about, listened to, and discussed different educational issues with a variety of teachers and principals taking the course. From this initial group of colleagues, I networked and began asking for their thoughts on a principal that would be interested in my study (Kumar, 1996). A principal was

recommended. With name in hand, I took it to my supervisor and was told that this principal was 'perfect'.

Selecting a principal based on the "...knowledge of the population, its elements, and the purpose of the study" is described as purposive or judgmental sampling (Babbie, 2004: 183). My supervisor knew that the principal I had suggested would be interested in having a leadership focused study conducted at her/his school and would 'fit the bill' for what I was looking for in my study. The supervisor suggested the principal because in his judgment the principal would be exactly the right person for the purpose of my case study.

A number of teachers needed to be selected and interviewed. The size of the study suggested that between three and five teachers would be optimal. However, Cohen, Manion and Morrison (2000: 278) make the point that "...one conducts interviews with as many people as necessary in order to gain the information sought." Based on the survey submitted to the entire staff, a group of seven teachers was selected. Selection of the seven teachers was based on judgmental/purposive sampling but with my increased research ability and experience, I was more inclined to go with intuition and training to assist in my selection (Stake, 2000: 447). I was looking for the teachers who were more 'active' in trying to improve themselves, and their teaching. I also needed teachers who would talk openly, easily, and be able to articulate their ideas with some sense of ease and comfort.

h. Limitations

For the most part there were very few real limitations in terms of gathering information with access to people and openly discussing different topics. However, the scope of this study limited the time spent in interviewing each teacher. I believe that this lack of interviewing time was a limitation in examining the different levels of the critical realist's reality. Increasing the scope of the study to allow for more or greater in-depth interviewing would be a possible solution to this problem. Another suggestion might be in the use of phenomenological research (Merriam, 2002). As Leedy and Ormrod (2001: 153) note:

Phenomenological researchers depend almost exclusively on lengthy interviews (perhaps 1 to 2 hours in length)...The phenomenological interview is often a very unstructured one in which the researcher and the participants work together to “arrive at the heart of the matter” (Tesch, 1994, P.147). The researcher listens closely as participants describe their everyday experiences related to the phenomenon and must be alert for subtle yet meaningful cues in participants’ expressions, questions, and occasional sidetracks.

I am only suggesting that phenomenological interviewing may be an avenue of consideration and am choosing to avoid any debate on introducing a new philosophy of research at this time.

3.4 Methods: The ‘What’ Continues

This next section introduces the research methods and data collection techniques that were used and is meant to make the connection between the ‘why’ and the ‘what’ of the methodology. Birley and Moreland (1998) outline three important factors that influence what research does: methodology, feasibility, and appropriateness. I have discussed methodology and the relationship between research goals and questions previously and made explicit the reasons and theories that are ‘powering’ this section of data collection. The methods to be examined next are based on the dual nature of feasibility and appropriateness and furthermore the methods are meant to help ‘bridge the gap’ between research questions and data collection instruments. I am using methods that can realistically be carried out in the overall framework of this research and just as important is the idea that ultimately one needs to use the methods that are appropriate and allow for the collection of useful and relevant information. I have decided on three data gathering instruments: interviews, questionnaires, and a survey (Mouton, 2001).

Before moving on to data analysis and collection, I summarize the research goals and corresponding collection tools.

Research Goals and the Tools Used to Explore Them:

1. *Leadership and the role a principal plays in teacher motivation:*

- Leadership questionnaire: The MLQ
- Principal Interviews: Leadership
- Principal Interviews: Motivation

2. *What motivates teachers?*

- Teacher Survey
- Teacher Interviews

3.5 Questionnaire: MLQ

The questionnaire to be used in this research is based on the widely known Avolio and Bass (2004) *Multifactor Leadership Questionnaire*. The use of this questionnaire has potential benefits or advantages and at least one glaring disadvantage, the use of a non-South African measurement instrument.

The advantage of the Multifactor Leadership Questionnaire (MLQ) is that it is ready-made allowing one to rely on the well known expertise of Avolio and Bass. The questionnaire and its accompanied user manual examine the MLQ's theoretical background, threats to validity, and provide a guide to data analysis. In short the MLQ saves the first-time researcher, like myself, the time and effort needed and required in examining transformational leadership and by extension, as discussed in Chapter Two, servant leadership. In addition to the individual interviews, the MLQ helps add credibility to the research, aids in triangulation, and is an excellent starting point for this case study. Mouton (2001: 100) sums up the value of using an existing instrument, like the MLQ, nicely:

Using existing instruments has certain advantages. An obvious benefit is the saving of time and costs. If you have reason to believe that the available instrumentation has high validity and reliability, it also means that you do not have to worry too much about the measurement validity of the instrument.

The saving of time, trouble, and expertise in using the MLQ may have been negated by the necessary modifications required in taking an instrument developed in the United

States and applying it to South Africa (Mouton, 2001). Avolio and Bass (2004) provide a discussion on the use of the MLQ in different countries and assume a reading level equivalent to that of an American grade nine student which helps eliminate any potential language problems and validity questions as outlined previously. As well, see Avolio and Bass (2004: 41-47) for a discussion of the MLQ in different foreign cultures. Nevertheless, the pilot test of the MLQ with a South African principal did result in minor modification. Retief (1988) provides some ideas and thoughts concerning MLQ modification. It does need to be noted that Retief (1988) deals with a somewhat different situation and the following ideas are taken, to a limited extent, out of context; but, nevertheless, I believe that his suggestions are a good starting point when confronted with different cross-cultural issues in a study. The following are suggestions that require consideration and are not meant to be exhaustive:

- No assumption should be made about a person's ability to respond in the manner required by the test.
- Try to attain, as far as is possible, an insider's or participant observer's view of the target cultures.
- Always try to use researchers or research assistants belonging to or familiar with the target culture as co-workers on a research project.
- The researcher should be aware of cross-cultural aspects that influence his enquiry.
- The researcher should be aware of the difficulties and pitfalls inherent in the assessment technique he wants to use.
- The researcher should be aware of the theoretical problems and aspects of his chosen area of research (Retief, 1988: 83-86).

a. MLQ Construction (Pilot)

The Multifactor Leadership Questionnaire (MLQ) (Avolio and Bass, 2004: 13) is designed to "...measure key leadership and effective behaviors shown in prior research to be strongly linked with both individual and organizational success." The MLQ is completed by target leaders as self-rating (Avolio and Bass, 2004: 14). I used the unmodified MLQ for my first pilot. See **Appendix Three: MLQ(pilot)**. The MLQ provides a statement and asks the respondent to rate his/her own behavior.

Example of a statement from the MLQ:

I provide others with assistance in exchange for their efforts.....0 1 2 3 4

The rating scale is as follows:

- 0=Not at all
- 1=Once in a while
- 2=Sometimes
- 3=Fairly often
- 4=Frequently, if not always

b. Construction: Final

In reviewing the returned MLQ from Principal D in my pilot study, I realized that I had made a common mistake and had attempted to squeeze as many questions together in order to prevent the MLQ from appearing lengthy (Babbie, 2004); therefore, the revised MLQ is less 'cluttered' with more spacing.

The pilot study indicated no cultural problems in wording with the American based questionnaire and the South African principal; however, as a result of the pilot there were certain questions that did require closer examination.

Statement four of the MLQ:

I focus attention on irregularities, mistakes, exceptions, and deviations from standards.

The word **focus** is a potential problem. As principal D noted, "I pay attention to these issues rather than focus on them." The problem is in how a survey taker defines **focus attention on**. Is **focus attention on** closer in meaning to cognizant of, aware of, or pay attention to, or is it closer in meaning to think about always and spend all my time on?

This necessitated a change to: I **primarily** focus **my** attention on irregularities, mistakes, exceptions, and deviations from standards.

Statement five of the MLQ:

I avoid getting involved when important issues arise. Principal D had indicated that his involvement varied. The MLQ cannot take this type of answer into consideration.

I did not see fit to change this statement.

Statement fifteen of the MLQ: *I spend time teaching and coaching*. The problem is that it is unclear if this is coaching and teaching in a formal or informal manner or if it even matters.

This necessitated a change to: I spend time **formally and informally** teaching and coaching.

Statement twenty-seven of the MLQ: *I direct my attention toward failures to meet standards*. The difficulty here relates to the intensity and frequency of the directed attention toward failures to meet standards.

I did not see fit to change this statement.

See Appendix Three: MLQ (Final).

c. MLQ Analysis

The MLQ is analyzed through the use of an *MLQ Multifactor Leadership Questionnaire Scoring Key (5X) Short*. See **Appendix Four: MLQ Scoring Key** for a copy of this. The scoring is based on a five point scale ranging from 0 = not at all to 4 = frequently, if not always. The MLQ's rating scale rates a leader's:

- *Idealized Influence (attributed) and Idealized Influence (behavior)* – Leader acts as a role model for followers and followers want to identify with the leaders and their missions (Avolio and Bass, 2004: 50). Note: Idealized influence can be viewed as both a behavior and an impact in the eye of the beholder linked to the relationship of the leader and follower (Avolio and Bass, 2004: 48). Both II (attributed) and II (behavior) are meant to capture the idealized influence of this behavior and impact (attributed).
- *Inspirational Motivation* – ...provide shared goals and mutual understanding of what is right and important. ...provide visions of what is possible and how to attain them (Avolio and Bass, 2004: 28)
- *Intellectual Stimulation* – Gets followers to question the tried and true ways of solving problems; encourages them to question the methods they use to improve upon them (Avolio and Bass, 2004: 50).

- *Individual Consideration* – Focuses on understanding the needs of each follower and works continuously to get them to develop to their full potential (Avolio and Bass, 2004: 50).
- *Contingent Reward* – Clarifies what is expected from followers and what they will receive if they meet expected levels of performance (Avolio and Bass, 2004: 50).
- *Active Management-by-Exception* – Focuses on monitoring task execution for any problems that might arise and correcting those problems to maintain current performance levels (Avolio and Bass, 2004: 50).
- *Management-by-Exception (passive)* – Tends to react only after problems have become serious to take corrective action and may avoid making any decisions at all (Avolio and Bass, 2004: 50).

Also included are Extra Effort, Effectiveness, Laissez-faire Leadership, and Satisfaction.

3.6 Teacher Survey

A survey, consisting of a standardized questionnaire, was administered to the teaching staff of the school (Babbie, 2004). A questionnaire was selected for this because I needed an instrument that could, "...be designed and structured to suit specific needs and purposes" (Irwin, 2005: 2). As noted previously in *sampling*, my specific needs were to select an appropriate group of teachers for interviews and get a rudimentary idea or 'feeling' for what type of motivational ideas were prevalent in the school. The scope of this research prohibits an in depth look at each individual teacher but a survey provides me with the opportunity to gather as much information as possible in a limited manner. A secondary purpose of the survey was to help refine and explore possible individual interview questions and themes. The pilot also aided in this interview exploration.

One of the functional limitations of this research is the time constraint on data gathering. I would have preferred to select teachers/candidates for interviewing based on general school observations as well as the survey. This was just impractical, but as Babbie (2004: 243) puts it: "Survey research is probably the best method available to the social

researcher who is interested in collecting original data for describing a population too large to observe directly.”

Irwin (2005: 2) provides a note of caution in the use of questionnaires and this caution is in line with a theme, which has been prevalent throughout this thesis, of how things can be ‘murky’ in education research: “...conducting questionnaire surveys is a complex undertaking. We need to remind ourselves that in the social sciences it is often difficult to isolate or even identify all the variables and *that research is seldom a discrete or tidy affair* [emphasis mine].”

a. Construction

Two pilot teacher surveys were constructed of ten statements and two open-ended questions. A Likert measurement scale was used with the statements for the simple reason that I was looking for a relatively quick and easy way of analyzing the data (Babbie, 2004). The two open-ended questions were used for examining English proficiency and to gain more of a ‘personal look’ at prospective interviewees’ general attitude towards teaching and motivation in general. See **Appendix Seven: Teacher Survey** (pilot 1). The first survey caused some confusion. It was tested on a teacher and fellow master’s student and the purpose of the questionnaire was not specific and clear (Neuman, 2000). As well, some of the terms were ambiguous and vague (*ibid*). For example, statement number seven read: *I find teaching very challenging*. As was pointed out in the pilot, this can be construed as both a positive and a negative and does not enlighten me as to what may motivate the teacher nor does it provide any insight into whether this person is a dedicated teacher and possible candidate for an interview. Another example of a problem in my survey was question number one. *I spend a lot of time preparing for my classes*. This was a classic case of not being clear and leaving the survey respondent with having to make a decision about what constitutes *a lot of time*?

The second pilot, see **Appendix Seven: Teacher Survey** (pilot 2), exposed a potential problem with question number three. This question read: *If I could find another job not teaching that paid the same amount of money, I would quit*. Teacher B(p) pointed out that

perhaps this is a much more complicated issue than the question makes it out to be. A teacher may quit teaching because of the school or some factor at the school and still really love teaching as an occupation. In other words, the teacher might be quitting the school and not the teaching. To allow for this possibility, I added an open-ended statement at the end of the survey for the respondents to comment freely on the questionnaire.

A discussion with teacher B(p) after the pilot revealed another glaring problem with the survey. The survey did not ask any questions concerning the principal motivating the teacher. With this in mind, I added two statements:

- The school principal motivates me.
- I find myself working hard to make a good impression on school management.

For the final version of the survey see **Appendix Seven: Teacher Survey (final)**.

During analysis of the teacher surveys, I found a problem with statement number seven. It reads: I do not like teaching because the hours are long and the children are difficult. This is double barreled consisting of two questions joined together (Neuman, 2000: 252). To rectify the mistake I broke the original statement into two and asked individual teachers to redo number seven. I then eliminated the question and replaced it with seven (a) and (b).

7a. I do not like teaching because the hours are long.

7b. I do not like teaching because the children are difficult.

b. Analysis

The quantitative data from the survey were analyzed and summarized in the form of central tendencies: mean, range, and mode (Nueman, 2000; Babbie, 2004). The open questions from the survey were coded and arranged into categorizes based on the themes suggested by the data.

3.7 Interviews

Interviews were the primary data collecting method for obtaining information concerning motivation. Cohen, Manion and Morrison (2000) point out that the interview works well in conjunction with questionnaires and surveys which allowed me to go beyond a superficial examination of the data and to obtain and work with rich information.

3.8 School Principal Interviews

The interviews with the school principal were designed to test, discard, and expand on different components of my initial research hypothesis as outlined previously. The principal interviews also allowed me to follow up on themes introduced in the MLQ.

a. Construction

I initially chose to focus my first structured interview with principal M on examining her style of leadership and how her leadership may impact on motivating teachers. This first interview was geared towards generally *exploring the role a principal plays in motivating teachers* which is a research goal. At this point I was heeding the advice of Cohen, Manion and Morrison (2000: 274) that a “careful formulation of objectives at this point [early in the research] will eventually produce the right kind of data necessary for satisfactory answers to the research problem.” I was also interested in gaining insight into the research questions:

- Can transformational/servant/transactional leadership be used to help explain or assist in understanding how a principal motivates teachers?
- Is there a relationship between transformational/servant/transactional leadership and teacher motivation?
- What if any is the relationship between teacher motivation and a school principal?

It needs to be noted that I made every effort not to ‘look for’ answers to the above questions in my interview construction and was more interested in letting the data reveal themselves. As Cohen, Manion, and Morrison (2000: 182) point out: “...it is important

for events and situations to be allowed to speak for themselves rather than to be largely interpreted, evaluated or judged by the researcher.”

This first structured interview used statements from an earlier version of the MLQ (Lunenburg, 2003) because I did not want to repeat questions that the principal would have already answered and seen in the more recent version of the MLQ that I used in my study. I did not use any questions relating to motivation as this would be focused on in the next interview. Six statements were chosen from the MLQ and converted into questions: Two each from Idealized Influence, Intellectual Stimulation, and Individualized Consideration. For example:

- Clarifies the central purpose underlying our actions.

Converted to interview question:

- Would you comment and discuss how you clarify the reason and purpose for your teachers’ actions?

Please see **Appendix Five: Principal Interview Schedule-Leadership** (Original).

After consultation with a Rhodes University Education professor, my leadership interview questions were ‘toned down’. The initial response to the structured interview schedule was, ‘this is scary’ and was followed up with advice that suggested a basic conversion of a questionnaire into an interview schedule was inappropriate. This advice prompted a change to a more conversational based relaxed friendlier style for an interview agenda that worked towards a safe and non-judgmental or interrogative atmosphere (G. Euvrard, personal communication, July 2006). My revised interview questions were meant to reflect this ‘friendlier’ style:

- I am interested in the way you lead and how you are a leader.
- How would you describe yourself as a leader?

Follow up questions/ideas:

- Difficult issues
- Teacher development
- Traditional vs. new ways of doing things

- Employee actions: how do you work together with employees?

See **Appendix Five: Principal Interview Schedule-Leadership** (Revised/Pilot).

A pilot leadership interview was conducted with a Head of Department (HOD) professor in a leadership position at Rhodes University and new topics of interest were identified. These topics included a leader's goals versus those of the institute's, dealing with conflict, formal versus informal leadership, and leading a school's support staff versus leading teachers. My original intention was for two structured interviews followed by an unstructured interview. The choice of the case study method of investigation allows for changes as one deems necessary. Nisbet and Watt explain that a strength of the case study is that "They can embrace and build in unanticipated events and uncontrolled variables" (as cited in Cohen, Manion, and Morrison, 2000: 184). In light of this pilot study, it became clear that numerous semi-structured interviews with prompts were the 'way to go' and more appropriate for gathering the required data. See **Appendix Five: Principal Interview Schedule-Leadership** (Final).

The second group of principal interviews focused on motivation. I drew ideas and themes from the MLQ and piloted different prompts and questions to assist in the final interview schedule. The pilot interview with Principal W indicated that, as could be expected, understanding how a principal is involved in motivating teachers is a very complicated issue. The pilot helped me, a non-South African, to better understand how different cultures may play a role in teacher motivation. A prompt regarding culture was added to the final interview schedule. During the pilot interview I asked Principal W if, in his opinion, I had gotten to the 'heart of the matter'. His answer has helped to better shape the final interview schedule. His response was that, "I think that the heart of the matter lies in the question: What motivates people?" He continued, "I think there are levels there: philosophy, psychology, and culture...." With this in mind, I added questions of how a principal may be able to motivate teachers on different levels. See **Appendix Six: Principal Interview Schedule-Motivation** for pilot and final interview questions.

b. Analysis

Principal interviews were analyzed with the contact summary sheet and coded. See Section 3.9.2 for details on analysis. See Section 4.2 for how and why the analysis changed.

3.9 Teacher Interviews

The teacher interviews focused on answering the relevant research questions as outlined previously. The survey was meant as an introduction to motivation and the interviews dealt with getting to the ‘heart of the matter’.

a. Construction

Teacher interview construction was designed to pick up on and discuss different themes that were brought to light from the teacher survey. In addition to the themes from the survey, I was very much interested in examining what motivates individual teachers. The principal interview was more conversational based while the teacher interviews were meant to be direct in more of a question and answer type of interview. For example, my first pilot tested the following questions:

- I would like to discuss some of the reasons you have for being a teacher.
- What type of goals do you have in regards to your teaching? Do they change?
- What are some of the other influences that may impact on your teaching? For example the principal, community, family, friends...
- How do you ‘get up’ for the daily grind of the classroom?
- What do you enjoy most about teaching?
- What do you least enjoy about teaching?
- How does the school management affect your teaching?

The piloting of the teacher interview schedule indicated that there needed to be more direct questioning of the role that the principal played or did not play in teacher motivation. This prompted an inclusion of: Principal involvement... formal/informal motivation. Other ideas that the pilot helped to bring to light included:

- Teacher competition

- Religion
- External/internal motivation
- Contract completion
- Staff meetings
- Career advancement

It needs to be noted that the original teacher interview was meant to be more of a question and answer interview, but as could be expected this proved to be only partially successful in practice. The use of a pilot interview has already indicated that motivation is very difficult to examine and understand and that many of the above interview questions/prompts needed to be expanded upon and discussed as the interview progressed. See **Appendix Nine: School Teacher Interview Questions/prompts (pilot/final)**

b. Analysis

Teacher interviews were analyzed with the contact summary sheet and coded. See Section 3.9.2 for details on analysis.

3.9.1 Contact Summary Sheet

Following the guidelines as outlined by Miles and Huberman (1994: 51), I constructed a contact summary sheet which was meant to help review themes and answer questions about the research as it was progressing and not "...get lost in a welter of detail." See **Appendix Two: Contact Summary Form** for a copy of this sheet. What I was looking for was an attempt at getting the 'essence' of the data that I was collecting after each 'episode' of my research.

In regards to critical realism, the contact summary sheet was designed in part to help focus on the different levels of ontology. This needs to be carefully commented on for two reasons. First, it would be incorrect to assume that my goal was to try and 'find' or 'search' for reality as outlined by the critical realist's three levels of ontology: the

empirical, the actual, and the real (Benton and Craib, 2001). That is simply beyond the scope and focus of this study. Second, reality and motivation are inherently complicated and difficult concepts. In gathering data on motivation one needs to understand a critical realist's belief that "...the surface appearance of things [are] potentially misleading as to their true character (Benton and Craib, 2001: 120). A novice researcher may find it is easier to focus on a person's attitudes, opinions, and perceptions (H. van der Mescht, personal communication, July 2006) and not have the wherewithal or research expertise to adequately, for example, examine the critical realist's deepest level of reality and the real world of generative mechanisms. As mentioned above, the contact summary sheet helps avoid potentially overwhelming detail and aids in analyzing and focusing on the goal of the specific contact and not getting caught up in potentially superfluous features of the research.

My pilot contact summary sheet consisted of questions based on the ideas as outlined below:

- What were the main issues or themes that struck you in this contact?
- Summarize the information you got (or failed to get) on each of your target questions you had for this contact.
- Which research questions and which variables in the initial framework did the contact bear on most centrally?
- What new hypotheses, speculations, or hunches about the field situations were suggested by the contact?
- Where should I concentrate my efforts in the next contact session? (Miles and Huberman, 1994: 51).

Filling out the contact summary sheet after my first meeting/interview, I realized that I had omitted some basic information that was essential in conducting 'valid' rigorous research. The summary sheet failed to identify the people involved in the contact and the amount of time spent with this person, if applicable. As well, an important part of the contact summary sheet is evaluating the information or data gained in relation to the target questions that were the focus of that contact session. It was clear that a target

question sheet was necessary in advance of a contact. See **Appendix Two: Contact Summary Form** for the target question sheet.

3.9.2 Data Analysis

For data analysis I decided on an approach combining contact summary sheets, coding, and categorizing (Miles and Huberman, 1994; Maxwell, 2005).

All data was initially read and edited looking for errors, gaps and incompleteness (Kumar, 1996). Problems were then accounted for and where possible follow ups were conducted to fill in or correct the gaps and mistakes. Step two after editing was a second general reading of transcripts, and questionnaires, looking for patterns consisting of frequencies, magnitudes, structures, processes, causes, and consequences (Babbie, 2004: 370-371). Contact summary sheets were written up after interviews to help identify and better understand possible patterns and themes that were emerging.

After the use of contact summary sheets, I based my coding on Strauss' (as cited in Maxwell, 2005: 78) idea to "...fracture the data and rearrange it into categories that facilitate the comparison of data within and between these categories and that aid in the development of theoretical concepts." In addition to this, I was looking for possible ideas on "...sorting the data into broader themes and issues" (Maxwell, 2005: 79). Both in my qualitative and quantitative data analysis the overarching goal was to discover patterns, themes, and relationships to help not only in the understanding of motivation and leadership but also more specifically to search for answers to research questions as outlined previously (Babbie, 2004). I also used more of a contextualizing strategy as outlined by Atkinson (1992) and Mischler (1986) (as cited n Maxwell, 2005) that focuses on "...attempts to understand the data in context, using various methods to identify the relationships among the different elements of the text [interviews]" (Maxwell, 2005: 79). Contextualizing was used with the data from the school principal as this involved different topics in leadership and motivation requiring more of an examination of the "coherent whole" (*ibid.*: 79).

Interview analysis started with a contact summary. After the contact summary sheet I then proceeded to code the collected data. Coding and data analysis in general was a balancing act between examining the case itself and exploring the research questions that were outlined previously. This brings one back in part to the problem or danger of generalizing. See Section 3.3e. As Miles and Huberman (1994: 56) note: “The challenge is to be explicitly mindful of the purposes of your study and of the conceptual lenses you are training on it – while allowing yourself to be open to be reeducated by things you didn’t know about or expect to find.” Again, following the advice of Miles and Huberman (1994: 58), I decided on a provisional, and *changed as progressed* – here I highlight the changed as progressed – start list of codes before my interviews. This start list of codes was designed to aid me so that “It [research] is not at all the ‘completely unstructured’ process that is so daunting to new researchers” (*ibid*). It needs to be noted that pre-coding brings with it serious questions concerning the very premise of inductive research and allowing the data to speak for themselves. I was and still am aware of the inherent danger of having provisional codes. I felt that this danger was outweighed by the organizational assistance pre-coding provided and help in obtaining an initial feel of the data. Miles and Huberman (1994: 61) sum up my feelings concerning pre-coding:

For all approaches to coding-predefined, accounting-scheme guided, or postdefined-codes will change and develop as field experience continues. Researchers with start lists know that codes will change; there is more going on out there than our initial frames dreamed of, and few field researchers are foolish enough to avoid looking for these things.

As my experience and confidence in data coding and analysis grew I decided that, pre-coding was not necessary or of benefit in analyzing the teacher interviews. My provisional codes for the principal interviews were based on leadership and motivational theories. See **Appendix Eight: School Principal Interview Codes**.

3.9.3 Conclusion

Having two research goals (see Section 3.3a), using qualitative and quantitative data, aiming and working towards triangulation, and balancing different levels of reality in

critical realism all necessitate different forms of data analysis for different parts of the research. Adding to the possible confusion is that some of the research questions outlined previously asked for theoretical answers. For example: Are pragmatism and critical realism compatible? As well, research questions such as: Are there any existing theories that can be used to explain teacher motivation? And if so which one(s)? also necessitate a coding technique that can be used to answer this type of question. Babbie (2004) makes a distinction between ‘open coding’ and ‘coding data for the testing of hypotheses’. Open coding is more inductive through the use of examining the data and then generating codes based on this data (Babbie, 2004); however, coding for the testing of a hypothesis is more deductive. One would begin with a code suggested by theory and then match the data (Babbie, 2004). One needs to be very clear here and note the difference between the two forms of coding. I am not suggesting that this study is coding for the testing of a hypothesis. I am suggesting that in part and in some circumstances I am coding for the purpose of answering research questions; different coding needs to be used for different purposes.

Maxwell (2005: 81) notes: “...if your methods won’t provide you with the data you need to answer your questions, you need to change either your questions or methods.” One needs to carry this one step further and argue that both your methods and analysis techniques need to be adjusted in order to best answer your questions but at the same time remain faithful to validity and reflexivity. Data analysis cannot become an ad hoc affair of continually changing the analysis until the research questions and goals are finally answered. That would be a travesty; however, I do not believe that the research questions can be or should be easily abandoned and every effort needs to be made to answer the research questions within the bounds of the study.

This chapter introduced the ‘why’ and ‘how’ of the study and explained how the different research tools were constructed and data analyzed. The next chapter presents the data from the MLQ, teacher survey, and interviews.

(4.) Chapter Four: The Data

In order to make sense of the forthcoming chapter and all the data it contains, I first review the research goals and the corresponding research questions. Next, in point form, I preface the major headings and data sources that this chapter contains. In addition to this, every effort will be made to repeatedly tie the data to the both the research goals and questions.

Research goals:

- To better understand how a school principal is or is not involved in teacher motivation
- To better understand teacher motivation in general and why some teachers are more motivated than their counterparts.

Research questions that relate to this chapter:

- Can transformational/servant/transactional leadership be used to help explain or assist in understanding how a principal motivates teachers?
- Is there a relationship between transformational/servant/transactional leadership and teacher motivation?
- What if any is the relationship between teacher motivation and a school principal?
- Are there any existing theories that can be used to explain teacher motivation? And if so which one(s)?
- What motivates teachers?

This chapter does not attempt to answer these questions. That task is reserved for the next chapter where I discuss the data in regards to existing literature and theory. This section of the paper reproduces the data and allows the reader greater understanding of what is taking place in this school and case study by connecting the data to the above research questions. Because multisources and multimethods have been used and because one can easily get lost in the detail of the case study, I will review the data sources and collection methods.

Data sources, collection methods, and selected section headings in this chapter:

- MLQ: A questionnaire used to better understand the principal's leadership style
- Principal interviews – leadership: Interviews to better understand the principal's leadership style
- Principal interviews – motivation: Interviews to better understand the role the principal plays in teacher motivation.

The above three points all relate to the research questions concerning transformational/transactional and servant leadership, the principal, and teacher motivation.

- Teacher survey: A survey designed to get a 'feel' for the school, the teachers, and different motivational themes that may be prevalent among the staff; to at least get a superficial idea of motivation from as many teachers as possible and to assist in interview selection.

This point relates to what motivates teachers.

- Teacher survey – open questions: To allow teachers to present their own ideas, identify motivational themes, and assist in interview selection.

This point relates to what motivates teachers.

- Teacher interviews: To better understand what motivates teachers.

This point relates directly to what motivates teachers.

4. 1 MLQ

The following page contains the complete Multifactor Leadership Questionnaire (MLQ) scoring for the principal. As previously discussed in Section 3.5 the MLQ measures key leadership and effective behaviors (Avolio and Bass, 2004: 13). I am using the MLQ in this research to help better understand leadership style and the principal’s ability to motivate teachers.

Principal M’s raw scores

1. Contingent Reward-----	0	1	2	3	4
2. Intellectual Stimulation-----	0	1	2	3	4
3. Management by Exception (passive)-----	0	1	2	3	4
4. Management by Exception (active)-----	0	1	2	3	4
5. Laissez-faire Leadership-----	0	1	2	3	4
6. Idealized Influence (behavior)-----	0	1	2	3	4
7. Laissez-faire Leadership-----	0	1	2	3	4
8. Intellectual Stimulation-----	0	1	2	3	4
9. Inspirational Motivation-----	0	1	2	3	4
10. Idealized Influence (attributed)-----	0	1	2	3	4
11. Contingent Reward-----	0	1	2	3	4
12. Management by Exception (passive)-----	0	1	2	3	4
13. Inspirational Motivation-----	0	1	2	3	4
14. Idealized Influence (behavior)-----	0	1	2	3	4
15. Individual Consideration-----	0	1	2	3	4
16. Contingent Reward-----	0	1	2	3	4
17. Management by Exception (passive)-----	0	1	2	3	4
18. Idealized Influence (attributed)-----	0	1	2	3	4
19. Individual Consideration-----	0	1	2	3	4
20. Management by Exception (passive)-----	0	1	2	3	4
21. Idealized Influence (attributed)-----	0	1	2	3	4
22. Management by Exception (active)-----	0	1	2	3	4
23. Idealized Influence (behavior)-----	0	1	2	3	4
24. Management by Exception (active)-----	0	1	2	3	4
25. Idealized Influence (attributed)-----	0	1	2	3	4
26. Inspirational Motivation-----	0	1	2	3	4
27. Management by Exception (active)-----	0	1	2	3	4
28. Laissez-faire Leadership-----	0	1	2	3	4
29. Individual Consideration-----	0	1	2	3	4
30. Intellectual Stimulation-----	0	1	2	3	4
31. Individual Consideration-----	0	1	2	3	4
32. Intellectual Stimulation-----	0	1	2	3	4
33. Laissez-faire Leadership-----	0	1	2	3	4
34. Idealized Influence (behavior)-----	0	1	2	3	4

35. Contingent Reward-----	0	1	2	3	4
36. Inspirational Motivation-----	0	1	2	3	4
37. Effectiveness-----	0	1	2	3	4
38. Satisfaction-----	0	1	2	3	4
39. Extra Effort-----	0	1	2	3	4
40. Effectiveness-----	0	1	2	3	4
41. Satisfaction-----	0	1	2	3	4
42. Extra Effort-----	0	1	2	3	4
43. Effectiveness-----	0	1	2	3	4
44. Extra Effort-----	0	1	2	3	4
45. Effectiveness-----	0	1	2	3	4

The principal's MLQ scoring

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

- 1. Idealized Influence (attributed): 4+ 3+4+4-----15/4 =3.75
- 2. Idealized Influence (behavior): 4+4+3+4----- 15/4 =3.75
- 3. Inspirational Motivation: 4+4+4+3-----15/4 =3.75
- 4. Intellectual Stimulation: 3+4+4+3-----12/4 =3.0
- 5. Individual Consideration: 2+2+3+4----- 11/4 =2.75

The above scoring indicates the principal rates fairly often to frequently, if not always as a transformational leader except in category 5 – individual consideration.

- 6. Management-by-Exception (active): 0+2+3+3----- 8/4 =2.0
- 7. Management-by-Exception (passive): 0+0+1+0----- 1/4 =0.25

The principal scores lower on the management-by-exception which would be expected after scoring higher as a transformational leader as indicated previously. See next chapter for a discussion on the significance of this.

- 8. Contingent Reward: 4+4+4+4----- 16/4 =4.0

This contingent reward score was the highest obtained of all the categories and is discussed in the next chapter.

The MLQ did not supply an operational definition for the following four categories; nevertheless, they are self-explanatory and will not be expanded upon here.

9. Laissez-Faire Leadership: $0+2+0+2$ ----- $4/4 = 1.0$

10. Extra Effort: $3+3+3$ ----- $9/3 = 3.0$

11. Effectiveness: $4+4+3+4$ ----- $15/4 = 3.75$

12. Satisfaction: $3+3$ ----- $6/2 = 3.0$

Note the high rating for effectiveness and the average rating for satisfaction.

4.2 Principal Interviews: Leadership

The MLQ provided the reader with leadership data in quantitative, number based, or raw form. The MLQ is designed towards examining transformational and transactional leadership qualities. The data now changes track and moves to more of a word based or qualitative approach, providing the reader with a different yet complementary interpretation of how the principal leads.

In the introduction to this thesis I introduced the notion that this research is ultimately about people and how they see, interpret, and interact in their world. For the most part, the 'people' aspect of this study has taken a back seat to theories, technical issues of research, and in some places raw data and scores. In this section I would like to return to the human side of the case study and allow the principal to be heard and better understood through the interviews conducted. Putting it another way, I will endeavor to let her voice be heard as she discusses leadership and working with the teachers in her school.

In the thirty odd pages of interview transcripts that accumulated during the interviews on leadership a clear picture of the principal's leadership style emerged. It is not my intention to break down the interviews into categories and codes, which at one point I

did, and then regurgitate the data back to you. Instead, I have decided to let a few examples speak for themselves and, with commentary from me, then discuss the data in a very limited fashion, saving in depth analysis for the next chapter. I believe that this gives the data the more personal touch that this study is striving for. Returning once more to the research questions, the data from these leadership interviews are focused towards examining leadership style which will in turn be incorporated into a discussion of leadership and motivation. Specifically the data presented next will help with these questions:

- Can transformational/servant/transactional leadership be used to help explain or assist in understanding how a principal motivates teachers?
- Is there a relationship between transformational/servant/transactional leadership and teacher motivation?
- What if any is the relationship between teacher motivation and a school principal?

The overriding feeling one gets about the principal's leadership is confidence and strength. Later, this is discussed in more technical terms such as personal charisma and in terms of the MLQ, Idealized Influence, but for now I will leave it as confidence, strength, and commitment to teachers. The following example highlights all of these.

a. Example One: Charisma, Strength, and Problems

I will provide a brief overview so the example is clear. We, Principal M (at times, I refer to the principal as Principal M or 'the principal' – they are one and the same) and myself, the interviewer, were discussing how she, as a leader, handled challenges in her leadership. The problem or difficulty of redeploying five of the school educators arose and how this difficulty was handled with five teachers needing to be chosen to be redeployed.

Principal M: **For some reason because I was told by the education department that four post level teachers and an assistant one level 2 HOD has to leave the school so I had to decide who those five educators are.** And I said that I struggled to do with this thing [I believe she is referring to the school and where it is at now] into what it is today and therefore **I feel that everyone has a role to play.** I cannot say so and so deserves to leave this school because there would be a huge gap any way. So **I did not identify**

anybody I was called to the office and asked to sign a letter saying that I refused to carry out a lawful instruction and sign it. And when I came back to the school and told the educators look if anyone has to go it is myself because I believe that you are strong enough to carry on the vision and the mission of the school forward. They can take me away. I don't have a problem. But I am not going to identify anybody.

Interviewer: So what happened?

Principal M: Nothing happened.

Interviewer: Nothing?

Principal M: Nothing happened. I am still here with my teachers and educators.

The highlighted sections are relatively self-explanatory, indicating a commitment to teachers, having the strength and confidence to risk losing a job when the consequences of being unemployed as a single parent could be disastrous, and developing the school to carry on without her. The bold section above led me to question why the school had five more teachers than the number of learners would require. And how this came about in the first place?

I returned at a later date and again brought up this issue of five teachers and redeployment. That interview then presented an example of the principal's expertise, confidence, and empowerment that is used later in the discussion on charismatic leadership.

Interviewer: When you got those five extra teachers you did a survey and identified learning barriers. That is how you got the five extra teachers: the five teachers that you were supposed to redeploy. You told me that you were given those teachers because you took a survey of the students.

Principal: [A survey to identify] learners with barriers to learning.

Interviewer: Why didn't other principals do that and get more educators?

Principal: As I told you, you know some principals are still trapped in the old mindset that you...that the authorities should think that everything is hunky dory at school. Keep away from my school. That is what principals used to do. And well I for one had a very empowering principal from...Mr... who taught us everything about management so I know the value of annual returns. I know the value of what happens to the school if you

have learners who can not read, if you have learners who have problems with math, learners who have got physical disabilities. But actually it means that you have challenges in your school and therefore you need more staff members.

In the teacher interviews this case of teacher redeployment was discussed again by one teacher, and was used as an example of the principal's commitment to the teachers.

During another interview, the principal and I were discussing the state of the school and if she had prepared another to take over the leadership of the school after she leaves. She explained that many of the teachers relied on her to do things such as collecting money and liaising with the community. The teachers believed she was the one best capable of doing these things. This quote is her explanation of how she raises money for the school. It is also an example of how she views herself and the confidence she has in her own ability.

Principal M had the following to say about being pushy:

For instance, I would delegate something and somebody would come [up] with a suggestion, and I would say can you handle that? Can I delegate that to you? And they would say oh no you are a better person to do that. People also fear rejection. Maybe you write somebody requesting a donation and what have you and when you do a follow up.... People kind of fear it. It doesn't mean a thing. You move on to the next person. Then deal with it. If you say you can't. You can't.

Most people say, most principals say I am pushy. I don't think that I am pushy, but I am assertive.

There are many more examples of how being assertive and having the confidence to ask for different things served Principal M well. This story is about how she obtained a school bus for the children:

[It was] 1993, I was still working at...where there is absolute poverty... So most of the children come from farms and by the time they got to school they were tired, hungry, because they had to leave at about 4 or 5 am in the morning and come to school on foot. So I felt right...the city manager [She told me about it being the old regime and most people did not want to be involved with the city manager.] spoke with him and explained the situation and he said I think you should put this on paper I can forward it to the counsel in PE and they can see how best we can help

you. And about four months down the line a school bus was delivered to our school.

During the same story, the principal explained how she received R100 000 to help with the community and hunger:

And then also from there I spoke with Mr.... I mentioned the fact that kids from farms come to school hungry and that 90% of the people in the townships are unemployed so after that later he phoned me and said, "Look can you please give us a proper report highlighting all the problems challenges facing the people of your community there?" That I did and we got the first R100 000 towards nutrition not for the school but for the community. And it was a yearly thing until... and then Mrs... stopped it.

The above two examples and quotes arose during a discussion we had on motivation and religion. The issue of religion came up and has come up on numerous occasions and is discussed again later.

b. Example Two: A Focus on People and Learning

This next example is used to show and examine how Principal M learned to lead and how her leadership style evolved over time. As she puts it, "I was still raw, wet behind the ears. It was kind of trial and error. Because I had no training in principalship, so it was trial and error. I was trying to think what did my principal do in this case?" Principal M is discussing how she led at the beginning, before there was a Vision Crafting ceremony conducted at her school. By her own admission she grew in confidence after this Vision Crafting ceremony and her leadership style changed. This example examines how she handled the problem of getting teachers to attend workshops. In a nutshell, she learns how to *negotiate* or talk to her teachers and get involved with them on a more personal level and better understand how and what they are feeling. I put *negotiate* in italics because I come back to this later and *negotiate* has a certain specific meaning for Principal M.

Interviewer: But before 1998 (the time of the Vision Crafting ceremony) how did you try and get the teachers to go to the workshops? Can you remember back?

Principal M: It was a struggle. It was a struggle. You know, at times you had to threaten.

Interviewer: You tried threatening them?

Principal M: Yeah. You know and then I would record [report] them...Yes, you have to sign. I also need a document explaining why you were not in the workshop.

Interviewer: Was it effective threatening?

Principal M: I wouldn't say so.

The next page of the interview discusses how Principal M started sitting down and discussing the problem of the workshops and learning how the teachers felt. She sums up her learning experience as such:

Principal M: Now. In the beginning, I mean I am saying with experience so I thought that my saying that there is a workshop at such and such a time would be enough. But I decided that it wasn't. It is only then that I tried to look so that they could have a bad record that they don't have attended. Which was actually a threatening act. I did not try to have healthy relations between myself and them. You know but as days went by then I thought let me be there for them. Let me see what... ok then I began to negotiate with them ok. What is the problem with workshops? What is it that you don't like about workshops?

Interviewer: The negotiations. The discussions changed.

Principal M: So that I really could understand why.

She has this to say about her own leadership and how it changed: "When I first got here, I think I was more of a formal leader. Maybe because...it was my first time as a principal and with experience I learned to balance things up." She continues with, "To be honest there is no formula. You assess the situation and...deal with it in a formal or informal manner without compromising your standards."

c. Example Three: Negotiating

With the 1998 Vision Crafting ceremony and experience, the principal's leadership changed or evolved to more of an understanding and people orientated style. This should not be perceived as a weakness, failure, or softening of authority or power. The term negotiating was introduced previously and is intimately connected with her leadership style. In this next passage, I finally asked the principal to describe her leadership

approach and it turns out to be very revealing. The passage contains many different facets of leadership.

Interviewer: I get the feeling that there is the mother side and the tough side (this had been brought up previously by the principal). That is my feeling. What is your feeling? How do you describe your personal style of leadership?

Principal M: Yes, I am a caring educator maybe because I was trained as a teacher psychologist. Yes, so that side is there but at the same time I have got an equal space for rules and regulations. Negotiated rules and regulations which I don't expect to be broken, and if they have to be broken we have to sit down.

Interviewer: Looking over your interviews there are many things that are negotiated but it seems that the negotiations seem to go more your way than the other way.

Principal M: Yeah, well most of the time that is quite true but because I do give an explanation as to why things have to be done in a particular way. And if anyone has an objection I need an explanation. A logical explanation as to why he or she views otherwise. And if they cannot and we come to an agreement actually this is the way of doing things. You enforce but with a smile.

Interviewer: Enforce but with a smile. And you would you describe your leadership that way.

Principal M: Uhhmm. There is not much resistance from my colleagues because most of the time we negotiate things. With regulations from above which even I feel have to be obeyed not always but sometimes this one really has to be done in this fashion. And there is no other way. OK. But most of the time because mine is... I would suggest something and find out from them how they feel about it. And if they feel the other way an explanation would be enough for me to understand as long as it is logical and then in that way we come to an understanding and we implement. As a team because I believe in teamwork more than.... That is why for instance sometimes I am not playing a leader role because I want them to.

The paragraph above contains many different leadership themes: negotiation, rules and regulations, logic, compromise, teamwork, feelings, caring, and shared leadership.

d. Example Four: Teacher Focus and Shared Leadership

During the teacher interviews a common theme that emerged was the principal's focus on teacher development and encouragement for teachers to upgrade their education and improve their skills. This is also a prominent theme in the leadership interviews: a focus

on teachers and the community. This came up in two of the three interviews, once at my suggestion and once at hers. The first time it started out as a discussion as to why the school needed to be a community institute. As is discussed later the community and social justice is an important motivator for many of the teachers.

Principal M: Giving your best. Giving the learners your best and the community as well. You are not only confined to the school yard. You want to go beyond the school yard. Helping the parents out there.

Interviewer: You think that is important?

Principal M: Very very important because how can you have happy children who have unhappy parents? Children can never be completely happy.

Interviewer: So you need happy parents?

Principal M: You need happy parents to have happy learners who in turn will be able to learn effectively. We collect adult's clothes so that when we identify a need we can give clothes to the parents not only to the learners.

Interviewer: Happy homes make happy learners.

Principal M: Right and **happy learners make happy teachers.**

When one rereads the interview the importance of this last line does not immediately become apparent. First, it was not prompted by a question. It was spontaneous. Also, there is an underlying sense from the above passage that of course helping parents and developing the community are important but much of it is possibly directed at making the teachers' lives easier.

In a discussion of teacher development, Principal M states that she is passionate about teacher development. Asked to explain and give an example she produces, "...if I don't develop my educators that means that they are not going to develop the children, so not to make it my thing I have a staff development committee. I am part of every committee at this school but teachers have their own chairperson, secretary, and all that." The part of this quote that stands out is that staff development is supposed to be the teachers' 'thing' and not the principal's and that the principal is part of everything – hands on.

The conversation continued about what the staff development committee did and one of its functions was to mark test papers. This was designed to check that teachers are appropriate in their testing and the children are progressing. When asked about this an interesting point arose:

Interviewer: So did the committee do that or did you do that?

Principal M: I do that together with the committee.

Interviewer: Whose idea was it? The committee's idea or your idea?

Principal M: My idea but it was well received.

A question that was never asked of the teachers was how well this was actually received. One can only speculate that perhaps a check on the teachers' and learners' progress might not be as popular as a principal might hope.

e. Example Five: Tough Mother

I would like to close this section on the leadership interviews with a short example of a female leader being tough and caring. I believe that if one looks back over the last few examples this leadership style will have been hinted at; nevertheless, an explicit example helps to drive home the point. In this next passage, the principal and I discuss her role as a mother and how she expects to be treated with respect.

A caretaker had left a spade and a fork outside on the lawn. Principal M describes what ensued: "...I could not find him anywhere when I find out that he is preparing for his driving lesson exams tomorrow. And I found him and **of course he apologized.**" The use of these words – "of course he apologized" implies and demands respect. When during the next interview I asked her about this her explanation demonstrated a certain admiration and unspoken power. She continues, "In our culture, men rarely apologize to women. So I mean...So the fact that he apologized I mean, I was impressed." One can take the above example as a person demanding respect, getting it, and in return being respectful of such power.

We continued to discuss her role as a female leader.

Interviewer: Do you think that being a woman affects the way you are as a leader?

Principal M: ...Yeah, but as a female leader you know they expect you to be both a leader and a mother.

Interviewer: Do you want to be a mother here to your school?

Principal M: I think I have an obligation to be a mother... Yeah because I mean I believe that if I am a leader as well as mother you know and if I don't approve of something they will know that I am not talking just because I have to talk. I am talking because one I have the best interest of the school at heart and also the best interest of the educator and learner or whoever at heart.

The last paragraph is the important one. The leader has the best interest of all concerned, or so it would seem, at heart.

f. Example Seven: Social Justice

The role of teachers working for the community, helping disadvantaged learners, and 'closing the gap' with former model C schools is an issue that is important to many teachers at the school. This topic of social justice first appeared in the teacher surveys and then again in the teacher interviews. I came back to talk to Principal M about leadership for social justice after it had repeatedly come up with the teachers.

Interviewer: Do you consider yourself a social justice leader? Are you motivated by helping people achieve social justice?

Principal: Yes.

Interviewer: I never got that feeling to be honest, while I have been here. Some of the teachers here are motivated by helping black students.

Principal: Closing the gap.

Interviewer: Does that affect who you are as a leader?

Principal: Yeah because I think, I have never thought about it before, but I think one of the things that drives me is the ambition to close the gap between our schools and the formal model C schools. Because quite a number of our children from the townships especially teachers, nurses, policemen and people who work are salaried people who earn a living and that way have got children in ex-model C schools where they lose their culture. You know, so I am trying to win them back to make them see that things are

pretty good in our schools you know. On the other hand I am motivating other principals as well to see that we can actually do it we can keep our learners in black schools.

Interviewer: What I question is that it hasn't come up before I asked about it. How strong a feeling is this feeling that you have about it?

Principal: It is.

Interviewer: Very strong?

Principal: Very strong. It is very strong. It is very strong.

I visited the school during a Vision Crafting ceremony and there was a definite 'social justice' theme (I put social justice in brackets because this term is expanded on in the next section). This ceremony sparked another conversation with Principal M on social justice.

Interviewer: I am a little bit confused about how you view social justice.

Principal: You know there is no reason why we should have different schools. I mean schools at different levels. Why should our classrooms be different from their classrooms? Why should we have fewer resources than they do? And what I am doing about it? Should I sit down and fold my arms or should I do something? And actually I should do something about it.

Interviewer: Do you think that by raising this school to the same level as ex-model C schools really perpetuates the injustice of the society. In fact, in South Africa there are two nations: the rich wealthy and the poor underclass and if you raise your school to the same level as the rich and the model C schools there is still the poor class.

Principal: I for one, I think I am trying to encourage other principals to do something and not rely on the department of education to improve the standard in their schools. And also I am trying to boost the self-esteem of my children not to feel inferior to the children from the township who are learning in ex-model C schools. Actually I want them to see. I want them to see themselves as equals you know and I also want them to believe that there is nothing that they cannot achieve if only they can put there hearts to it.

Interviewer: Do you think you should be working for that or should you be working at changing society as a whole?

Principal: I would like to change society as a whole but it is a mammoth task. It is a mammoth task. [She carried on discussing how she would like to see the children from her school progressing.]

The role of leadership for social justice is discussed in the next chapter.

4.3 Principal Interviews: Motivation

Interviews with the principal were conducted to gather data on how the principal motivates teachers.

a. Listening and Praise

The caring leader and what that entails was an issue in both the principal's leadership style and in how the teachers view the principal. Principal M believes that she motivates teachers by always making time to really listen to the teachers and when appropriate praising teachers.

Interviewer: I would like to talk to you about how you encourage teachers or how you help teachers in their jobs at the school. I am asking how you motivate teachers.

Principal M: One, giving praise [I am] happy to, not behind closed doors. Everyone meets before going to pray and if there is anything worth mentioning, you know, how ever [small] it is or how little I would mention it front of the whole staff to say so and so did a wonderful deed yesterday or whenever he or she did this or that. And I am impressed, and I would like more people to follow his or her example in that way.

The principal on listening to teachers:

Principal M: And also whenever they come to me I am ready to listen. Sometimes it is something trivial. Somebody would explain something in a very round about way and I would really want to [be] somewhere [else]. I have trained myself to try and listen, but it is difficult. But I have trained to listen but I have to be patient. By doing this, I have found a way to motivate even her... to do something that she thinks is a very huge problem.

b. Religion

The principal finds strong personal motivation, belief, and strength from religion. The role that religion plays in motivating the teachers is not clear. This is examined again in Section 4.6, Teacher Interviews, and in the discussion.

Interviewer: I talked to a couple teachers and this school prays. The teachers pray and the students pray. Who started that?

Principal: I did

Interviewer: You did. When you first got here?

Principal: No, as years went by.

Interviewer: Why?

Principal: Something just told me that I should do it. You know because sometimes when you get here in the morning and there are parents waiting. Some of the things that they come with, you know they can either drain your spirit or you know... when I get here I open this office and close the door and have a short prayer by myself. And from there when teachers get here at ten to eight we pray together as a group before coming to pray with the learners.

Interviewer: Do the teachers have to do it?

Principal: Yeah and they do see the value in that. They do see the value in that. Because whatever challenge they might come across you know you always believe that the Lord all mighty is with you.

Interviewer: Do you think that they do it because it is very important to you or do you think they do it because it is important to them?

Principal: The majority of them believe it is important to them because when I am not there they would still do it.

The data from the Teacher Interviews indicate that the importance of religion to the teachers varies from strong to weak. An interesting point about religion and leadership is that the charisma of the leader may be playing a role in how strongly teachers feel about religion

c. Goals

As the following passage indicates, Principal M does not have much involvement with individual classroom and teacher goals.

Interviewer: I was talking to some teachers and they said the HODs have some individual goals for the classrooms.

Principal M: For the classrooms, yes.

Interviewer: Are you involved in that?

Principal M: Not as such, but they do report to me. This is what I have in mind, how do you feel about it? Usually I will see it as a good thing.

Interviewer: Do they get feedback from you or the HODs that you know of?

Principal M: Yes, they do.

A major part of the Vision Crafting ceremony held at the school was parent and teacher participation in a school vision and drawing up a list of objectives for the following year. After the ceremony at the school I watched a great number of the parents gather in the designated room to begin the process.

Two reporters at the Vision Crafting ceremony reported on the future goals and vision for the school:

The parents and teachers assembled in groups to discuss their plans to achieve the new goals of the school and community.

Principal M said this initiative is aimed at the parents so that they can help their children with their work (Thome and English, 2006: 5).

Here Principal M and I are discussing the goals and vision for the school.

Interviewer: I see you have the goals for the school and during the Vision Crafting ceremony you went to talk about the goals and the future of the school with the parents. Those are for the school I believe. Do you give individual teachers goals?

Principal M: I don't, but what we actually do is we meet as staff members also and come up with our own and then put it together with those of the parents of the learners and then we draw up a list like that one [pointing to a poster with the vision of the school listed] and then come up with that and also come up with a new mission and vision around those.

4.4 Teacher Survey

The teacher survey results in tabulated form with questions and definitions following.

Teacher/Question	1.	2.	3.	4.	5.	6.	7.	7a*	7b*	8.	9.	10	11.	12.
A.*	5	6	1	1	6	6	1	/	/	6	6	6	5	6
B.*	4	4	1	1	6	6	2	1	3	6	5	5	6	6
C.	6	6	1	1	6	6	1	1	1	6	6	6	6	6
D.*	4	5	6	4	5	4	1	1	1	6	6	6	5	5
E.	5	6	1	1	6	6	1	/	/	5	6	6	6	5
F.*	6	6	6	1	6	6	/	1	1	6	6	6	6	6
G.	4	4	6	1	5	5	1	1	3	4	5	5	6	5
H.	5	6	1	1	6	5	1	/	/	6	5	6	6	5
I.	5	6	1	1	6	6	1	1	1	6	6	6	4	6
J.*	4	4	/	5	6	5	4	3	4	5	6	6	6	5
K.	6	6	1	1	6	6	1	1	1	6	6	6	6	1
L.*	5	5	6	2	6	5	2	2	4	2	5	5	5	6
M.	6	6	1	1	6	6	1	1	1	6	6	6	6	1
N.*	6	6	5	1	6	4	1	/	/	5	6	5	4	5
O.	6	6	1	1	6	6	1	/	/	6	6	6	6	5
P.	6	5	1	1	6	6	1	/	/	5	6	6	6	5
Q.	5	3	6	1	6	5	2	/	/	1	6	5	1	4
R.	5	6	1	2	5	5	4	/	/	/	6	5	5	3
S.	5	5	2	2	6	6	2	/	/	3	4	5	4	4
Total	98	101	48	29	111	104	28	13	20	90	108	107	99	89
MEAN	5.2	5.3	2.5	1.5	5.8	5.5	1.5	1.3	2	5	5.7	5.6	5.2	4.7
MODE	5	6	1	1	6	6	1	1	1	6	6	6	6	5

* These two were added because question 7 contained two questions – double-barrelled.

Nineteen out of a possible thirty surveys were returned (63%).

* indicates this teacher was selected for an interview

[Strongly agree 6 5 4 3 2 1 Strongly disagree]

Statement Number One (1): I am well prepared for my classes.

Mean: 5.2 Mode: 5

Responses ranged from 4 to 6

This statement was used to assist in identifying those teachers that were putting in more of an effort at school, thereby helping in selecting suitable candidates for interviews. Well prepared teachers can reasonably be assumed to be more motivated in their work which allows for richer data in interviewing.

Statement Number Two (2): I really enjoy teaching.

Mean: 5.3 Mode: 6

Responses ranged from 3 to 6

This statement was used to assist in identifying suitable teachers for interviewing and provided a counter or check to statement number three (see next). I was also interested in better understanding the role of money, teaching enjoyment, and motivation and how these three may interact.

Statement Number Three (3): If I could find another job (not teaching) that paid the same amount of money, I would resign.

Mean: 2.5 Mode: 1

Responses ranged from 1 to 6 but no teacher selected a response of 3 or 4 indicating a relatively strong feeling on the matter.

This statement was used to help identify those teachers who were teaching but did not want to be, and the role that money played or did not play in teacher motivation.

Statement Number Four (4): I find it difficult to teach because I don't have much confidence in my ability.

Mean: 1.5 Mode: 1

Responses ranged from 1 to 4 but no teacher selected 3 and only one teacher selected 4.

This statement helped better understand the possible role of self-efficacy in teaching and how teacher confidence may or may not play a role in teaching and motivation. I was also looking to identify teachers that did not have confidence in their abilities which might prove of value in an interview.

Statement Number Five (5): Being a good teacher is important to me.

Mean: 5.8 Mode: 6

Responses ranged from 5 to 6.

This statement was primarily used to help identify suitable teachers for interviews. I was hoping to find a teacher that felt being a good teacher was not important and then try and better understand what motivates such a person to come to work.

Statement Number Six (6): I require more teaching skills so that my classroom instruction will improve.

Mean: 5.5 Mode: 6

Responses ranged from 4 to 6.

This statement was intended to examine the possible role of self-efficacy and a teacher's perceived ability to do a good job in the classroom.

Statement Number Seven (7): I do not like teaching because the hours are long and the children are difficult.

Mean: 1.5 Mode 1

Responses ranged from 1 to 4. No teacher selected a response of 3 and only two selected number 4.

This statement was intended to help indicate who the more dedicated teachers were and therefore more appropriate for interviewing and collecting data on motivation.

Statement Number Seven (7a): I do not like teaching because the hours are long.

Mean: 1.3 Mode: 1

Responses ranged from 1 to 3.

This statement was intended to help indicate who the more dedicated teachers were and therefore more appropriate for interviewing and collecting data on motivation.

Statement Number seven (7b): I do not like teaching because the children are difficult.

Mean: 2 Mode: 1

Responses ranged from 1 to 4 and showed a relatively even spread.

This statement was intended to help indicate who the more dedicated teachers were and therefore more appropriate for interviewing and collecting data on motivation.

Questions 7a and 7b had a low response rate because they were added on to the end of the survey and many teachers did not bother to answer them. As one teacher noted, "I already answered this question." She was referring to the fact that to many respondents question 7 was the same as 7a and 7b.

Statement Number Eight (8): I find teaching very rewarding because it is self-satisfying.

Mean: 5 Mode: 6

Responses ranged from 1 to 6.

With this statement, I was looking for two different types of teachers. First, I wanted teachers who felt strongly that teaching was and was not self-satisfying; I was hoping that such teachers might provide insight into what motivated them to come to work and in certain cases why they found teaching so satisfying. Second, I was looking for teachers to provide insight into different existing motivational theories such as self-efficacy.

Statement Number Nine (9): I use different methods each year in order to improve my classroom instruction.

Mean: 5.7 Mode: 6

Responses ranged from 4 to 6. However, only one teacher selected number 4. This statement had the highest mean and total score.

This statement was intended to identify the teachers who were working hard and not just 'doing the same old thing' year after year.

Statement Number Ten (10): I have certain teaching goals I try to accomplish each year.

Mean: 5.6 Mode: 6

Responses ranged from 5 to 6.

This statement was intended to identify those with teaching goals and how they perceived motivation in terms of their goals.

Statement Number Eleven (11): The school principal motivates me.

Mean: 5.2 Mode: 6

Responses ranged from 1 to 6. No respondent selected 2 or 3 and only one selected number 1.

This statement was used to identify the role that the principal plays in teacher motivation.

Statement Number Twelve (12): I find myself working hard to make a good impression with school management.

Mean: 4.7 Mode: 5

Responses ranged from 1 to 6. No respondent selected 2.

This statement was used to identify teachers who were working hard and what the significance of school management may be to them.

What All This Means

Highlights from the teacher survey:

- Question number three: 37% (7 out of 19) of teachers indicated that they would resign if they could find a different job with a comparable salary.
- Question number five: Being a good teacher is important to me. This had the highest mean of 5.8 out of a possible 6.
- Question number six: Every teacher, with very little variation in degree, believed that they required more teaching skills to be a better teacher.
- Question number eleven: except one, who strongly disagreed, every teacher believed that the principal motivated him or her to some degree.

4.5 Teacher Survey: Open Questions

The teacher survey permitted respondents three opportunities to write or respond freely as an alternative to the quantitative teacher questionnaire. The first opportunity was an open invitation to expand on any of the survey questions and a free space to comment in general. It was worded as such: "Please feel free to expand on any of the above." After that, two questions asked respondents to finish a statement.

Ten teachers chose to expand or write in comments in the open space provided. Nine teachers left the space blank.

Comments in the open or free section fell into three basic groupings: First was the "feel good" factor of teaching and how it resulted in self-satisfaction or in some type of accomplishment for the teacher. Teacher B provided a good example of this: "I really enjoy being an educator...Fortunately when meeting the learners I've taught is very interesting to me because they remind me of pleasant occasions we used to have at a classroom. We feel pleased and being happy. This makes me feel great." Teacher A seemed to be more pleased with helping the poor children: "I tried to help those learners who are poor by giving them clothes which are donated by other people to my school."

The second group of comments in the open section focused more on complaints and problems in teaching. They ranged from the curriculum: "The changing of curriculum is very de-motivating to most teachers" (Teacher G), to learner discipline, "Teaching is very rewarding but the only problem is the discipline of the learners which is caused for a number of reasons" (Teacher F). Teacher F also noted that, "Scarce resources is [*sic*] also a hindrance/obstacle."

The third set of comments was aimed at showing teaching as developing the learner, the school, or the community. Teacher I, "My skills provide to my learners and my co-operation to develop the school." Teacher J, "I provide skill to my learners. Co-operate with colleagues to develop the school." Teacher O provided a good example of a

reoccurring theme that surfaced many times in my research, that of helping learners and the community for the future. S/he wrote, "...I am also confident when doing teaching and learning because I want to produce social learners who will be independent one time [*sic*]. And be good leaders of tomorrow who will be community based." Teacher Q was interested in preparing children for the world, "The impact I make to my children. Taking a child from nowhere and create a responsible adult/leader. Exposing my children to the real world. Teaching them values, skill, attitudes and knowledge."

Teacher P was the only one to mention money, or the lack of it: "Sometimes it is discouraging because we are the most underpaid."

Open question number one (1): I teach because ... resulted in eighteen of the nineteen teachers responding with only one blank. Answers to this question fell under three main categories: A teacher's love of children, the joy of teaching or seeing it as a calling, and third, the development of the country and future citizens.

There were many, what I would call 'typical' answers. For example, "I love the profession," "It is a calling," "I like working with kids," "I love this profession and also young learners," "I love working with children and I like to give learners all my skills I've got...."

The theme noted above of a desire to build a better South Africa continued to be prominent. Teacher K: "I would like to see the youth of South Africa being well educated and skillful." Teacher P: "I also want to produce life long learners and good leaders of tomorrow and confident South African Citizens." I found Teacher D's comments very intriguing because of the use of the word 'have': "It is a calling and I feel I have to contribute towards my community." Perhaps Teacher B made the most impassioned plea for teachers regarding the theme of a better South Africa and teaching, "I'm concerned about the development of the African child. Their future is upon the educator's hands. Learnered [*sic*] youth is the hope of a developed country which we are aiming at."

Teacher Q produced a lengthy and enlightening statement about motivation and the way, one might assume, many teachers feel. This quote and the way the teacher feels is examined in greater depth in the next chapter but it is, nevertheless, interesting to note the complicated feelings the teacher has towards the profession:

Teaching is de-motivating; the children these days are so difficult to deal with. They are facing many challenges such as poverty, child headed families, sickness and many more. Teaching is not rewarding because of the role we play as teachers, parents, ministers of religion, social workers and many more roles but we are the worst paid sector. I feel proud though of those I have managed to groom successfully.

Open question number two (2): The things I like about teaching the most are...

This question was answered by eighteen respondents with only one teacher failing to respond. As could be expected, the responses to this open statement produced numerous and varied answers ranging from work independence, to association with colleagues, holidays, goals, and challenges.

A number of teachers enjoyed the camaraderie of colleagues and the school environment itself: "Working with people, working for my community and it's challenging." This answer incorporated working with people serving the community and the challenge of teaching. Teacher H liked the atmosphere at the school: "The environment around the school. I enjoy them." Teacher J wrote: "It gives an opportunity to learn more about different characters that is colleagues, parents and learners...." Teacher N had a slightly different twist concerning what s/he liked about teaching: "I like everything in teaching irrespective of who I met [*sic*]."

Helping and working with young learners and seeing them progress was common.

Teacher B received a lot of joy from this:

To see kids progressing mentally, physically, spiritually and emotionally. Teaching the learners how to behave, how to keep good manners. It is interesting to meet one of the learners you have taught holding higher posts. One feels great knowing that he/she has succeeded. I am molding a person.

Another teacher also enjoyed “taking the learners from a lower level and instilling good morals and values.”

Two teachers and their responses to why they liked teaching stood out. First, Teacher L said s/he likes teaching because of the numerous holidays: “Lots of holidays. It is also very interesting to arrange your own class the way you like it.” Teacher Q had no other job s/he was trained for:

I like teaching and skilled to perform that duty. I am confident that I can and do make a difference to the disadvantaged children, who will thank me one day as some already do. To be honest, I teach because I have no other job that I am well trained for, at times teaching frustrates me, because of the conditions we find ourselves in.

The open questions on the teacher survey were designed to get a ‘feel’ for not only the teachers but also some of general ideas and themes that were prevalent throughout the school staff. In rough terms, I was looking for anything that repeated itself and was not limiting myself to teacher motivation. I did not want to narrow my focus without a basic understanding of the school and how the teachers felt in general. I did not want to go into the research and school with blinders on and focus only on what the literature and my own experience had taught me about motivation. The open questions and comments reported above permitted not only insight into possible interview candidates but also motivational themes that I would not have normally been attuned to.

I would now like briefly to present the data from the open questions that more directly pertain to motivation. Again, the survey and open questions were meant more as a broad sweep or overview of ideas to be examined and expanded upon in more detail in the interviews. Many of the motivational themes repeat ideas noted above and will therefore only be mentioned in brief.

Motivational ideas suggested by the open questions:

- Teachers in some way motivated (at least superficially) by service to the community and or South Africa. (Discussed above)

- Teachers in some way motivated (at least superficially) by working with children. (Discussed above)
- Teachers in some way motivated (at least superficially) by the ‘feel good’ factor of the teaching profession. (Discussed above)
- Teachers that appear (at least superficially) to be influenced by multiple factors. (See next)

I would like to present the ideas of those teachers that appear, as suggested by the open questions, to be motivated or influenced by multiple factors. Teacher O wrote, “Sharing of ideas, knowing of each other (socialize, independency, challenges, weaknesses, building of confidence/expressing without any fears).” Another suggested that, “Researching and exploring things around you was important.” The challenge of teaching in combination with working with people and the community and using different strategies each year proved appealing to Teachers F and D.

4.6 Teacher Interviews

The amount of data seven teacher interviews generated was enormous. The scope of this thesis prohibits me from going into detail on all possible themes; therefore, I have chosen to present the data on a limited number of categories that emerged most prominently from the interviews: service and religion, sense of accomplishment, working with colleagues, the principal, and miscellaneous factors. In the next chapter, some themes not discussed here will be examined in the discussion and these topics are dealt with there.

This section presents the data from the teacher interviews. These interviews provided me with an alternative method of examining and clarifying some of the ideas that arose previously. Again, it is important to allow the data to speak for themselves, but at the same time it is critical to the thesis to keep the research goals and questions in focus.

- What if any is the relationship between teacher motivation and a school principal?
- Are there any existing theories that can be used to explain teacher motivation?
And if so which one(s)?

- What motivates teachers?

And a reminder of the research goals:

- To better understand how a school principal is or is not involved in teacher motivation
- To better understand teacher motivation in general.

The principal interviews in Section 4.2 and 4.3 presented the data in a personal narrative manner, highlighting the principal as both a person and leader. This was done within the overall theme of the thesis, keeping the importance of people in mind as outlined in the introduction. I now turn to the teacher interviews and the data from these interviews dictate a more impersonal style with a focus on the different issues that the teachers held in common.

Seven teachers were selected for interviews. The choices for interviews were made based on a number of different factors. For example, Teacher L was chosen for an interview because of a comment made in the open section of the teacher survey. Teacher L, when asked about the things s/he liked about teaching replied, "Lots of holidays." In simple terms, I take this to mean that s/he likes teaching because one does not have to do it very much. As a researcher I was very interested in what might motivate such a teacher to excel at her/his job on a daily basis, if at all. In reviewing this person's contact summary form, I wrote down the brief note of HOLIDAYS and MONEY as the themes that struck me in that contact.

Teachers B, D, and F all note that they were interested in developing the African child or contributing to the development of the country itself. "I am concerned about the development of the African child," or "To make a positive contribution to the development of the country," and "I feel that I have to contribute towards my community."

If one returns to the teacher survey questionnaire in Section 4.4, the highlighted teachers scored differently from the majority of other teachers. Taking Teachers B and J as

examples, they both scored four and four on the first two statements of the survey: I am well prepared for my classes and I really enjoy teaching. This indicated, at least to me, honesty as well as provoking interest as to how motivation may or may not play a role in their teaching. I wanted to know why they were not prepared and what might motivate them to change their level of effort?

a. Service and Religion

Service to the school, community, and the country emerged as an unexpected issue and motivating factor among many of the interviewees. As already reported in the open questions, I brought up this topic again to delve more deeply into it and to gain a better understanding; I was surprised at the number of times and the intensity to which this kept reoccurring.

Teacher B tells an interesting story about how as a young person she was working in the kitchen of a family from England. The family helped her and that experience, to this day, is a strong motivator.

Teacher B: One day this family said, "Why are you disadvantaged in South Africa? Is that because the blacks are illiterate? That is why they are victimized." SO I want to leave South Africa after I have educated five kids of the blacks. Can you look for me for a child that needs to be educated but he has no means to be educated but he has no means. I took that offer for myself. I said madam it is not my aim to be in the kitchen my aim is to go to school but because of financial problems I didn't but I wish...Oh that lady phoned several schools in PE looking for a school for me... I missed that offer but you know why that is important to me? That was a white person that was concerned about education of an African child. And that ran [motivated] me all these years when I am with these children. I want them to be literate citizens of Africa.

Interviewer: That is important to you?

Teacher B: That is important to me. It is important to me. It is important to me because I want them to be independent one day and responsible. And I think that means education. They become complete if they have education.

In a similar vein, Teacher D explains:

Teacher D: You know I grow up in these conditions in...and I happened to be one of those people who were educated and then so what else what is it that I must do? You

know in order to change the situation of the community. You know that is why I chose teaching as my career so that I will be committed towards uplifting the standards of the people in my community.

Interviewer: How important is that to you?

Teacher D: It is very important.

Interviewer: Very important.

Teacher D: Very.

I believe the above two passages speak for themselves and do not require any comment.

The opportunities for young learners and the strength of South Africa motivate one teacher. “So what I am doing right now is to make sure that learners do their best and know what is going on and they know what professions are lacking in the country.” She believed that this was important for the country: “...We are going to end up importing people from overseas to come and do the job because South Africans are not trained.”

Though not explicitly stated, the next quote seems to indicate a strong feeling and desire on behalf of the interviewee to help to rectify the problems of South Africa’s past; this desire to redress the wrongs of the past was a motivating force for some teachers. The important part, in my opinion, is the mention of ‘you know our mothers didn’t have education’. The discussion was concerning future citizens of South Africa:

I think that is important because if they are not well developed and what kind of citizens they will be in the future? Now we are living in the technology and they must be able to read because where ever they go sometimes there are those directions there are those computers there are those. They must read for themselves. They are not like our mothers. You know our mothers they didn’t have education and but we are getting education and we are able to read for them. If the child cannot read and write, how can we be citizens? I think that I develop their writing, reading creative skills they will be the effective citizens for the future (Teacher J).

The idea that the young learners of this school have opportunities not afforded them in the past motivated Teacher F. Notice that the past and the history of South Africa played a role in motivation in different ways.

Teacher F: What motivates me is that I am looking at where we are coming from. The history of South Africa I think you know.

Interviewer: So it is important to you.

Teacher F: Very important. 1994 opened opportunities for the South African allowed us to interact. For instance we play sports with the learners from the other side so if you look at them once these learners go there to play they become shy why? Because they know that they are there not at the level of those learners. Not necessarily financially but knowledge wise they know that [they] don't know as much as those learners know.

Interviewer: When you say you want to develop the African Student society do you mean that you want to bring the black children up to the same level as the white children?

Teacher F: Yes. Because what I know is we go to college we go to whatever university and then we end up having to apply for the same jobs and then I don't want my background to be the deterrent of me getting the job.

Interviewer: When you say again, "The development of the country." Do you mean to develop the black children?

Teacher F: No. Not the black children. To develop the country as a whole. To develop the country black and white. Colored, Indians... But I don't want blacks not to have a contribution because they are from our schools. I want them to be part of the development. And the civil engineer must not come only from the other side of town. They must come from here. That is what I mean.

Religion, a factor totally unanticipated by me, first arose as a motivator in the teacher survey open questions. Though it did not appear to be as strong a motivator as developing the country and service to children in post 1994 South Africa, religion, nevertheless, did have a role to play for certain teachers.

When asked about the role of religion in motivation and how strong a motivator it may be, Teacher N replies: "Yeah, religion plays an important role to be a teacher because it is where you learn about values and also you learn to tolerate one person's ideas." Then when pushed by being how strong a motivator, s/he continues, "I would say that it is in the middle." The above quote poses a potential problem in that the respondent says, "religion plays an important role to be a teacher..." This type of ambiguity, in the phrase *to be a teacher*, indicates religion played a role in her/his original motivation to be a

teacher. Another teacher, when asked about religion replies, “I am a believer and that is why I say that it is God that gives me strength. You see, teaching is really boring but it is God gives me strength everyday to manage to come” (Teacher L). The role of religion being a motivator but not an excessively strong one continued. Teacher F, talking about praying, says, “To be able to tolerate. To withstand whatever circumstances you are going to meet here. And in class...in the whole school because there are many problems to...” h/she continued, “I wouldn’t say that it [religion] plays a big role but it does play a role.”

During one interview, I asked a teacher how she motivated herself: “Oh, I just pray,” and carries on, “Yes, every morning I wake up and say God help me. Show me the way. Help. I must carry my kids.”

b. Sense of Accomplishment and the “Feel Good” Factor

Many teachers found working with children and seeing them grow, develop, and learn helped motivate them in their job. Teaching made them feel good and gave them a sense of accomplishment when they realized their role in a child’s life.

Teacher B provides two excellent phrases about how teaching made her/him feel good:

The way I see them appreciating good. The way they attend my classes makes me feel great because other schools and other classes maybe have a problem of absentees....But me I feel great...of them liking to be with me. I feel great when I see them reading, writing, knowing how to handle this...

The next response reiterates the same sentiment as above.

Interviewer: What makes you try hard? Or do you try hard?

Teacher L: Hmm... You see I am interested in the children and their progress. I like to see the children progressing. Because some teachers you see they just teach. And they just ahhh let the children watch the class. And they don’t care whether the children gain something or not. So my interest is doing ...to see whether the child really is progressing so I can able to go to the next level.

Interviewer: That makes you feel good?

Teacher L: Yeah, Yeah.

Another teacher gains a sense of accomplishment and finds teaching rewarding because of the way it makes her/him feel:

It is rewarding because ...especially when learners make you ...get involved with learners make you pretty successful yes at that point you meet them at a certain level and then at this level you can see the development because they are learning and they are growing the mind. So it is climbing up the mountain to get them to be free at getting them to laugh speaking this language and love writing this language. So when they get there you feel rewarded.

The above quotes and examples are indicative and representative of similar feelings expressed in the interviews.

c. Working with Colleagues

The role of working with colleagues and the resulting help and assistance it provided teachers was an unexpected topic that arose during the interviews. The connection between working with colleagues and self-efficacy and transformational leadership is discussed later; nevertheless, it does help to put the next part into some context by preparing the reader for what will come and linking other parts of the thesis to the data here.

This quote talks about how a teacher helps a colleague and together they make life and teaching easier for one another. Asked about working with colleagues, Teacher A explains:

They are helping me ...when we are discussing things like this HIV problems and a parent doesn't want to be open I find that ...when one is talking to other teachers it happens like I said to other teacher this year this child was doing grade three again I have done all the things to help but it doesn't work. But the other teacher can give me other skills like... teachers said to me why don't you make her research about this child?... so by talking to another colleagues so it can help me. Like maybe when I am talking to another teacher you can say Mrs.please don't use this method maybe this method is too difficult for the child so it helps you.

I believe that part of the motivating factor this represents is the desire for a teacher to make life easier for him or herself. People want things to be easy. Teamwork – which is

an important issue with the principal, working together and *Ubuntu* are strong African issues.

Teacher A again relies on her colleagues and religion. Here she is talking about praying:

Yes, it is helping because if maybe myself if I am too stressed maybe I can go to other teachers who are very much involved in church in my school then I can say Mrs. ... I have this problem he can say to me can you take the bible and check maybe something to make a mark maybe there are words that can solve your problem. SO I found out that praying and teaching goes together.

Teacher J continues along on the same lines. The connection is not with a colleague but a parent. Using and working with parents to assist in teaching was a reoccurring idea and helped in motivating teachers because they could rely on outside aid to make work easier. This idea did not originally occur to me as a motivator and the significance does not become obvious until one carefully understands the context of the quote and how the teacher views motivation and what motivation means to that particular individual. For example:

Interviewer: How do you motivate yourself? What makes you come here and try to do a good job?

Teacher J: You know if I try I use this method today and I feel that it doesn't work then I try another method then I also call the parent to come and talk about the difficulties that I had. Then we discuss how to help the learner and I sit down and identify what are the many factors. If I found out what the learner barrier is then it's the parent is working hand in hand with me to help the child to move on it makes my work easier because I know that now I must fight the barrier so that I can see who the child is the child that I am dealing with.

Another example of working with colleagues to make things easier for the teacher: "When we come together in workshops. Come together and maybe you have a problem something and by discussing you get encouragement from other colleagues..."

d. The Role of the Principal and Motivation

One of the goals of this research is to better understand the role that a principal may or may not play in motivating teachers, hence, it is important to connect the role of the principal and leadership style to the motivation of the teachers. When teachers were

asked whether their principal motivated them, a nearly unanimous answer was given. It should be noted that this was asked in a variety of manners both indirectly and directly. The answers supplied contained three different ideas: **encouragement** from the principal, **upgrading** skills and development, and **assistance** with problems.

Paraphrasing the type of question I asked all teachers:

- How does the principal motivate you?

Upgrading

Answers included:

Teacher B: She [the principal] motivated me even in education. I arrived here with a diploma but now I have an advanced diploma in Advanced Education. I think it is because of her.

Interviewer: How did she do it?

Teacher B: Every time she talks she persuades us to register and improve our qualifications maybe she was saying to have a teacher with a diploma will be under qualified teacher. All these years she has put a great deal in stuff on education and really her staff they are studying.

Another example:

Teacher N: Yes because when I came to this school I think I was in junior qualification but the principal motivated me to learn to upgrade our qualifications.

Interviewer: How did she do that?

Teacher N: By giving us the information about Rhodes in service. For example in service training also she encouraged us to go to the district office to get more information about some many opportunities for the teachers so that they can upgrade their qualifications.

Interviewer: How could she motivate you more?

Teacher N: I can say by going to the places where I am supposed to do. For example to attend those courses for the in-service training. She motivates us for example if we need to go to those places she arranges it for us.

There are numerous examples of Principal M encouraging teachers to upgrade and continue their education, but I think the above paints a clear picture without providing endless quotes.

Encouragement

Here Principal M is positive which is encouraging to Teacher D:

Yeah she does. You know I was talking to other teachers this morning. Right she is always positive about things. That helps you know to get you out of a difficult situation if you are...For instance, I was talking to my kids in my classroom. The other class is moving ahead. I was trying to motivate the other class. They are not moving. I told her that the only problem that I could see is that they are negative displaying towards what they are doing. So that is what I like about her. You know. Whatever she comes across she is always positive. You know as much it is difficult to overcome this but with all positive attitudes you might try to overcome this.

Assistance

Teacher A and I were in a long discussion about how the principal helps when a teacher has a problem. I was supplied with three examples of how a teacher had to deal with learners being raped and equally difficult situations and how the principal assisted. But what really interested me in regards to motivation was a very brief line that I believe has huge ramifications.

Interviewer: How did she know that you had three problems?

Teacher: I went to her to solve my problems. (From here the teacher carried on with a page of examples.)

In sections 4.1, 4.2, and 4.3, data on the principal's leadership style were outlined. Here the teacher made a brief comment, the highlighted section, indicating many different ideas about how the teachers perceive the principal, again, to be discussed later.

e. Miscellaneous

I conclude this section with a brief look at some ideas that surfaced, often only once or twice, but, nevertheless, of interest.

Money:

Interviewer: If you were paid more, would you be a better teacher?

Teacher N: Yes, I would be a better teacher if I got more because for example, if you are in a committee teachers go to the classroom but the department doesn't give them enough money. They want you to perform and give a hundred percent of your ability.

Make the best of it: "I cannot get to school and start learning again so that I can do what I wanted to do. So let me make the best where I can. ...After I started teaching, then I grew on teaching..."

A contract and a family: "I have a family to support. That is another motivator and I would like to contribute to my community...I have a contract with the board of education to do what I am doing..."

Goals:

Teacher B: John. Your goal as a person is to try hard every day.

Interviewer: Yours is but other people's isn't.

Teacher B: Mine. Mine.

Interviewer: What makes you try hard?

Teacher B: No matter that there are barriers that make me not reaching that goal but every day my goal is to do my best.

The last one from Teacher J:

If I achieve my goal. My goal is to help the child to learn to move on. If I deal with it identify what the problem is then I prepare the expertise to help that learner. If I see that there is an improvement it makes me feel that I have done something for the learner.

4.7 Conclusion

This chapter presented the results from the MLQ administered to the principal indicating a strong transformational tendency. This was followed by the data from the principal interviews concerning both leadership style and how the principal sees her role in teacher motivation. The data from the teacher survey was broken down into two parts. First, the quantitative results in table form and, second, qualitative results from the open questions on the survey were identified. The chapter concludes with the data from the teacher interviews.

Next, the study moves to a discussion on the main themes originating from the data on teacher motivation, focusing on social justice and religion. In regards to leadership and the interplay between a principal and teachers I examine charismatic, transformational, and leadership for social justice. Self-determination theory by Ryan and Deci (2000a; 2000b) is used as a possible explanation for varying degrees of motivation in teachers.

(5.) Chapter Five: Discussion

The previous chapter presented the data from the MLQ, teacher survey, principal interviews, and teacher interviews. This chapter now discusses the data generated in relation to the literature and existing themes and theories suggested by different authors. Two unexpected topics and issues arose from the data: 1) social justice, which was referred to as ‘closing the gap’ or in some teachers’ words, service to the community, and 2) the role of religion in motivating teachers. This chapter is divided into two parts. First, in part one, I discuss a possible theory of motivation in the context of South African history and then follow this up by examining social justice and religion. Second, in part two, I examine and discuss my research questions and goals in relation to the data.

5.1 Part 1: Examining Social Justice, Religion, and Motivation

a. Self-determination and Self-efficacy

Chapter One introduced the goals of this thesis: to explore the role of a school principal in teacher motivation; to explore what motivates teachers and to better understand why some teachers work harder than their counterparts. In other words, why are some more motivated than others? For the most part, the thesis has focused on the role of the principal and what motivates teachers. However, the issue of social justice generated from the data prompted a new direction in examining both leadership and the varying degrees of teacher motivation. In Chapter Two I presented an argument on how the theory of self-efficacy and goal setting interact with transformational and servant leadership; this argument is revisited in the second half of this chapter. I now turn to a second argument, as suggested by social justice, of how South African history – in two distinct ways – is playing a role in teacher motivation.

First, the role of self-determination theory, self-efficacy, and South African history both pre- and post-1994 can help explain why some teachers are more motivated than their colleagues. Second, the topic of social justice and the history of South Africa are intimately connected and will be examined.

After generating the data for this thesis it became clear that social justice was an important issue to the principal and teachers. During interviews teachers stated that they were motivated by some form of social justice; however, I also got the distinct feeling that several of these teachers were generally poorly motivated. Teachers D, F, J, L, and N indicated social justice motivated them to teach, but the teacher survey data presented a different story, that perhaps this motivation was weak. All five of these teachers had indicated on question number three that if they could get another job (not teaching) that paid the same amount of money they would resign. (See Chapter Five, Section 5.4). I also realized that many of these same teachers were fairly happy teaching (e.g. see question #2 in Section 5.4) and believed that the principal was motivating and helping them by encouraging upgrading and being supportive. In order to better understand what was happening in this case study in the South African context, and prompted by the findings regarding social justice and by the problem of explaining why some teachers were motivated by the same thing but to different degrees, I began researching and looking for possible answers to help explain this situation.

I believe that self-determination theory (Ryan and Deci, 2000a; Ryan and Deci, 2000b) helps, in part, explain varying teacher motivation, as the data have indicated, and why some teachers work harder at their job than others. Before continuing with self-determination theory it is important to move away from seeing motivation in terms of a singular construct or as coming from one identifiable source; it is multifaceted and people are motivated by different things at different times and at different intensities (Ryan and Deci, 2000a). As Reeve (2005: 12) states:

Motivation is a dynamic process – always changing, always rising and falling – rather than a discrete event or static condition. Not only do motive strengths constantly rise and fall, but people always harbor a multitude of different motives at any one point in time.

The data from the school support this notion: Teacher J had the goal of trying hard every day; Teacher B was motivated by educating the African child, to name only two of many such examples. Returning to self-determination theory (SDT), it focuses "...on the social-contextual conditions that facilitate versus forestall the natural processes of self-

motivation and healthy psychological development” (Ryan and Deci, 2000a: 68). According to SDT there are three psychological needs that facilitate self-motivation and development. They are the needs for competence, relatedness and autonomy (Ryan and Deci, 2000a; Reeve, 2005).

Self-determination theory differentiates between intrinsic motivation and extrinsic motivation. “...Intrinsic motivation refers to doing something because it is inherently interesting and enjoyable and extrinsic motivation refers to doing something because it leads to a separable outcome” (Ryan and Deci, 2000b). SDT does not explain what causes intrinsic motivation; “Rather, it examines the conditions that elicit and sustain versus subdue and diminish, this innate propensity” (Ryan and Deci, 2000a: 70). Ryan and Deci (2000b: 58) explain: “self-determination theory is specifically framed in terms of social and environmental factors that *facilitate* versus *undermine* intrinsic motivation [emphasis original].”

A sub-theory of SDT is cognitive evaluation theory (CET). CET is important because it argues that, “...for a high level of intrinsic motivation people must experience satisfaction of the needs both for competence and autonomy” (Ryan and Deci, 2000b: 58). Reeve (2005: 105) takes this further and puts more emphasis on the need for autonomy, competence, and relatedness: “Collectively, the organismic psychological needs of autonomy, competence, and relatedness provide people with a natural motivation for learning, growing, and developing.” According to Bandura (1989: 1176) “People’s self-efficacy beliefs determine their level of motivation, as reflected in how much effort they will exert in an endeavor and how long they will persevere in the face of obstacles.” Bandura goes on to point out, “Among the mechanisms of personal agency, none is more central or pervasive than people’s beliefs about their capabilities to exercise control over events that affect their lives” (Bandura, 1989: 1175).

To conclude and tie self-efficacy together with self-determination theory, “People must not only experience perceived competence (or self-efficacy), they must also experience their behavior to be self-determined if intrinsic motivation is to be maintained or

enhanced” (Ryan and Deci, 2000b: 58). Both SDT and self-efficacy require a sense of autonomy or personal agency and competence to optimize intrinsic motivation. The role that rewards and negative pressures play in motivation is not clear, but Ryan and Deci (2000b: 59) argue:

...a recent meta-analysis confirms that virtually every type of expected tangible reward made contingent on task performance does, in fact, undermine intrinsic motivation. Furthermore, not only tangible rewards, but also threats, deadlines, directives, and competition pressure diminish intrinsic motivation because, according to CET, people experience them as controllers of their behavior. On the other hand, choice and the opportunity for self-direction appear to enhance intrinsic motivation, as they afford a greater sense of autonomy.

To increase intrinsic motivation, as described by self-determination theory, and to increase a person’s self-efficacy both autonomy and personal agency are required in relation to the environment.

When deciding what to do, we desire choice and decision-making flexibility. We want to be the one who decides what to do, when to do it, when to stop doing it, and whether or not to do it at all. We want to decide for ourselves how to spend our time. We want to be the one who determines our actions, rather than have some other person or some environmental constraint force us into a particular course of action (Reeve, 2005: 106).

Reeve (2005: 107) explains the role of the environment in a person’s autonomy and that “Some environments involve and nurture our need for autonomy, while others neglect and frustrate this need.” Autonomy supportive environments support intrinsic motivation and controlling repressive environments greatly hinder intrinsic motivation (Reeve, 2005; Ryan and Deci, 2000a; Ryan and Deci, 2000b). “Autonomy support (as opposed to control) describes a context that provides choice, minimizes pressure to perform in specified ways, and encourages initiation” (Deci and Ryan, 1991: 242). I make the argument next that South African educational history both pre- and post-1994 has been neither conducive to providing teacher autonomy nor personal agency and that this has had and is having a negative impact on teacher motivation today.

In regard to intrinsic motivation, a lack of teacher autonomy pre-1994 is a two-pronged evil: first, at that time the opportunity for higher education in South Africa was greatly curtailed for people considered 'non-whites' (Sayed, 2004; C. Smith, personal communication, September 2006; S. Badat, personal communication, September 2006). Not only was higher education very limited; its quality, to say the least, was very suspect (C. Smith, personal communication, September 2006; S. Badat, personal communication, September 2006). "Under apartheid the black population's higher education options were effectively limited to 'teaching or preaching'" (Sayed, 2004: 248). One can only assume, without reaching too far, that not every black person aspiring to higher education at that time was intrinsically motivated to be a teacher. The obvious consequence is that there are teachers in the profession today who do not really want to be there and are, therefore, poorly intrinsically motivated.

Second, the lack of teacher autonomy and personal agency pre-1994 had a detrimental effect on those teachers who were in fact intrinsically motivated towards teaching to begin with. Ryan and Deci (2000a) explain that for intrinsic motivation to flourish, one requires a supportive atmosphere, self-direction, and choice. This was clearly not the case for many black teachers in pre-1994 South Africa. Reeve (2005: 108) explains:

Autonomy-supportive environments encourage people to set their own goals, direct their own behavior, choose their own ways of solving problems, and basically pursue their own interests and values. In doing these things, autonomy support catalyzes the person's intrinsic motivation, curiosity, and desire for challenge.

The argument being presented here is that many teachers in education today are not intrinsically motivated to teach or are poorly intrinsically motivated to teach because they did not have alternative (preferable) choices when they entered the profession. Sayed (2004: 248) explains:

...the curriculum within the secondary school system was usually limited to humanities subjects such as history and religious studies. In this context, the logic of the system resulted in many students enrolling in teacher education training programs in order to acquire higher educational opportunities. Teacher education was thus a strategic response to the lack of higher educational opportunities for the black population.

In addition, the teachers who were and still are intrinsically motivated to teach suffer and are hindered because of the lack of an autonomy-supportive environment in both pre- and post-1994 South Africa. Reeve (2005: 108) sheds more light on what an autonomy-supportive environment is and is not:

What autonomy-supportive environments are not, however, are environments that are permissive, neglecting, indulging, or laissez-faire (Ryan, 1993). Rather, when people work to create autonomy-supportive environments for others they work hard to identify and support the others' interests, needs, and strivings.

Above, I argue that intrinsic teacher motivation in pre-1994 South Africa suffered because of a non autonomy-supportive environment. That is still the problem post-1994 and education in general has not improved: "Twelve years into democracy, education in SA has not got better" (Paton, 2006: pg. nos not available). Before moving on to discuss intrinsic teacher motivation post-1994, I would like to make note of the Soweto uprising and the role that this played in creating a difficult education atmosphere for teachers by adding to the culture of a non autonomy-supportive environment and thereby hindering intrinsic motivation. Harley and Wedekind (2004: 196) explain:

Since the Soweto student uprising of 1976, there had been ongoing conflict about the position and role of teachers in the apartheid education system. In the mid-1980s resistance to apartheid education was co-ordinated by the National Education Crisis Committee.

While this was a powerful mobilizing tool, very little substance was developed to mount a serious challenge to the dominant curriculum. Thus, when the African National Congress (ANC) and other liberation movements were unbanned in 1990, the schooling system was in crisis, but alternative models were not readily available.

It is not my intention to critique the state of post-apartheid education. That is not the purpose of this thesis. I will, however, briefly provide evidence that post-apartheid South Africa is not providing an autonomy-supportive environment, and this adversely affects intrinsic motivation in teachers; the importance of which I outlined above.

Carrim (as cited in Wilmot, 2005: 26) notes: "...teachers do not see themselves as owning the transformation of education in South Africa but as subjects of it. They see

themselves as implementers of policy that is handed down to them from the top, rather than as formulators of policy.” Wilmot (2005: 26) continues, “Carrim calls for teacher development in South Africa to prioritize teacher professionalism and autonomy, and to affirm teachers’ role in the formulation of policies...” Teachers in post-apartheid South Africa do not have the autonomy necessary to facilitate intrinsic motivation. Jansen (2001: 282-283) sees change as symbolic in pre- and post-apartheid South Africa:

In practical terms, the continuation of such an approach [political symbolism] effectively means that one should expect little of the grand-scale changes within schools that defined educational struggles under apartheid or that were encapsulated in education policies after apartheid. The sheer scale of backlogs left by the apartheid legacy, combined with very modest economic growth forecasts, foreclose any revolutionary or radical reform of the status quo as far as education is concerned.

In other words, the lack of an autonomy-supportive environment that existed in education during apartheid continues today.

The above argument helps to explain in part why some teachers are more intrinsically motivated than their counterparts based on the degree to which a person feels they are in an autonomy-supportive environment and the reasons one had for originally entering the teaching profession; however, this is only a limited explanation and can only go so far in explaining what is taking place in this study. In order to obtain a richer understanding, I return to the data.

All teachers interviewed said that they were at least partly motivated by a desire for social justice or community service (which I discuss later) but only Teachers A and B, of the seven interviewed, stated that they would not resign if offered a job paying an equivalent salary. And still other teachers felt that they were just ‘making the best of it’, never wanted to be a teacher in the first place, or were teaching because they had a family to support and a contract to complete. The combination of self-determination theory, self-efficacy, and the role of South African history is one factor that may assist in explaining this phenomenon at this school. Intrinsic motivation (or its absence) is only a small piece of the puzzle in exploring the complex issue of what motivates teachers and why some

are more motivated than others. I now look at self-determination theory in extrinsic motivation.

Extrinsic motivation and SDT are important to this discussion of data because: “Theorists who have treated motivation as a unitary concept (e.g., Bandura, 1986) have been concerned only with the distinction between what we call amotivation and motivation.” Ryan and Deci (2000b: 61) go on to explain that there are “...various types of motivation that we have organized to reflect their differing degrees of autonomy or self-determination.” Self-determination theory works to better understand issues presented by the data and yet at other times SDT provides an alternate explanation to the motivational theories previously discussed in Chapter Two.

In brief, Ryan and Deci (2000a; 2000b) identify five categories of extrinsic motivation moving from amotivation to intrinsic motivation. The different motivational categories or types of extrinsic motivation vary with the “...degree to which the motivations emanate from the self (i.e., are self-determined)” (Ryan and Deci, 2000a: 72). People move into different categories depending on the situation and how much they internalize the values of the action. It is not a developmental continuum. People can enter or exit and move forwards and backwards. Ryan and Deci (2000b: 64) explain the importance of internalization: “...the critical applied issue concerns how to promote the autonomous regulation of extrinsically motivated behaviors.” In other words, it is important to understand how a leader or school principal moves teachers from an externally motivated place on the continuum to one closer to being intrinsically motivated. This, to me, is what makes SDT so exciting and pertinent to the data gathered at this school. SDT in combination with self-efficacy can, in a large part, explain much of what is taking place.

Relatedness and competence are what Ryan and Deci (2000a; 2000b) have identified as important issues on “facilitating internalization” and thereby moving a person closer to being intrinsically motivated. Relatedness “...encompasses a person’s strivings to relate to and care for others, to feel that those others are relating authentically to one’s self, and

to feel a satisfying and coherent involvement with the social world more generally” (Deci and Ryan, 1991: 243). Ryan and Deci (2000a: 64) explain the role of competence:

A second issue concerns competence. Adopting as one’s own an extrinsic goal requires that one feel efficacious with respect to it. Students will more likely adopt and internalize a goal if they understand it and have the relevant skills to succeed at it. Thus, we theorize that supports for competence (e.g., offering optimal challenges and effectance-relevant feedback) facilitate internalization.

Self-efficacy and self-determination theory assist in explaining and better understanding many of the issues to be raised and discussed next.

b. Social Justice and Teacher Motivation

The role of social justice in teacher motivation is not clear cut and simple. Without a doubt, the teachers from this school are motivated by the need to help the community, help the young South African learner to become a good citizen, and ‘close the gap’ between their school and former model C schools. These ideas and issues were prominent in teacher interviews, principal interviews, and in the open questions on the teacher survey. This section introduces social justice in general and in relation to teacher motivation at this school. I reserve the discussion of the principal’s leadership and social justice for part two of this section when examining different types of leadership and motivation.

For the purposes of this section I argue that social justice incorporates different ideas unique to the South African context, this case study in particular, and in fact combines the notion of working for the good of the community, helping learners, differences in race and the problems of poverty. The idea that social justice incorporates the above mentioned ideas is potentially highly debatable and perhaps something to be studied more extensively at another time. The data generated in this case study did not provide a clear distinction between motivating factors such as those introduced above. At times they seemed to be one and the same but this was never made explicit by the principal or teachers. I was at great pains to try to differentiate between themes when I was invited to attend a Vision Crafting ceremony and celebration at the school. During the vision

crafting, the teachers and guests made speeches about the school, its past, its future, and how in conjunction with parents, the school planned to reach its goals as decided upon at this ceremony. There was always an underlying theme of working for social justice and not just working for the community. I was having a difficult time providing a specific example. In addition to the speeches, the children and learners performed short skits and recited poems. One skit was about paraffin safety. I did not understand exactly as it was in Xhosa, but it was rather funny and I got the general idea. It was during the poems and the recitals that the children presented when I started to realize that social justice and not just community service was the dominating theme for much of the ceremony. A group of about ten learners formed a line on the stage and began making short statements about what was happening at the school. Again social justice was there but hard to nail down. Then one learner began to speak and finished with, "And we are struggling against the bourgeoisie." This produced quite a chuckle from many of us sitting there; however, it may well have been indicative of the way many at the school thought.

Social justice is a difficult concept to understand in the South African context because it incorporates the different ideas mentioned previously such as working for the good of the community, helping learners, differences in race, and the problems of poverty, and moves in a different direction from what might be considered the commonly accepted definition. Brash and Webel (as cited in Sharra, 2005: 11) state:

A society commits violence against its members when it forcibly stunts their development and undermines their well-being, whether because of religion, ethnicity, gender, age, sexual preference, or some other social reason. Structural violence is a serious form of social injustice.

Since the end of apartheid life has not become significantly better for the average black citizen and this has resulted in frustration (Valji, 2003).

As apartheid was dismantled, it was hoped that the inequalities that it had legislated into being over decades would begin to be addressed.

Instead the gap between the rich and the poor, the largest inequality gap in the world, is today worse than it was ten years ago. Poverty and unemployment continue to grow, and the country encompasses what President Mbeki has termed 'two nations'— the one elite minority with

First World standards of living, the other a predominantly black majority living below the international poverty line (Valji, 2003: 2).

It is against this background of inequality that exists in South Africa today that many teachers talked about their desire for helping their learners and service to the community. It is important to look back now at what exactly teachers said that motivated them. Three examples from teacher interviews: “You know that is why I chose teaching as my career so that I will be committed towards uplifting the standards of the people in my community” (Teacher D); “If the child cannot read and write, how can we be citizens? I think that I develop their writing, reading creative skills they will be the effective citizens for the future” (Teacher J); Interviewer: “...do you mean that you want to bring the black children up to the same level as the white children? Teacher F: “Yes.”

The difficulty and problem that lies at the heart of social justice in the South African context is represented by the above three examples. Do teachers want the learners from their school to be literate future citizens (as noted by Teacher J) or do the teachers want black children from their school to move into the ‘elite minority’ of First World standards (as Teacher F indicated)? One example is more community service and social justice orientated (Teacher D and J) and one example is less social justice orientated (Teacher F) and can be viewed as actually perpetuating the injustice of society by not leveling the playing field for all. Teacher F did not say s/he wanted all children (i.e., colored, Asian and so on) at the same level as white children. It was also not clear if Teacher F wanted only the black children of her school as opposed to all black children at the same level of white children. Furman and Gruenewald (2004: 53) explain the problem of trying to ‘close the gap’ in relation to social justice:

...when social justice is pursued with policies and practices designed for underachieving students to ‘catch up’ to their higher achieving counterparts in terms of test scores, current narrow definitions of achievement and accountability are reinforced that restrict the possibilities for teaching, learning, and educational leadership. Bowers (20001a) calls this paradox a ‘double bind’; when defined by access to educational opportunity and equity in educational outcome, education for social justice may unwittingly strengthen organizational practices that guarantee winners and losers in an all-against-all educational competition.

What makes social justice a difficult concept in the South African context is that there is a competition or conflict between working for the good of the community, social justice, and correcting the wrongs of the past and even the wrongs of the present. Wilson (2004: 425) explains:

...the Department of Education restricted by the government's overall commitment to fiscal austerity, has not significantly narrowed the resource gap between the richest and the poorest of South Africa's schools. Nor is there any sign that the pattern of educational achievement across South Africa's racial and socio-economic communities is altering significantly. Where educational achievement amongst previously disadvantaged groups has improved, this has largely been the result of migration from historically disadvantaged schools to historically advantaged or 'former model C' schools.

The analysis of the data sees all three themes – service to the community, social justice, and wrongs of the past and present – emerging as motivating forces in different ways at different intensities at different times. The teachers motivated by the different ideals noted above may or may not feel that their actions are in accordance with the strict definition of social justice. One may also wonder whether or not teachers are working at “creating material conditions which provide for the mass of the people a certain minimum condition of security, economic welfare, economic efficacy, and psychic well-being” (Hansen as cited in Sharra, 2005: 11). However, given the situation of South Africa and education in particular, fraught with contradictions, the inequalities of the past concerning race and poverty, most teachers probably feel that they are motivated by social justice as they see it. And that is probably what is most important.

c. Religion

Religion has predominantly and traditionally belonged to the fields of theology and philosophy and has only recently begun to be seen through the eyes of psychology (Meyer, Moore and Viljoen, 2003). Nevertheless, one possible explanation for religion acting as a motivating force is Maslow's hierarchy of needs (Maslow, 1970). At the fifth level of Maslow's hierarchy is the need for self-actualization (Wulff, 1991). Being good at your chosen profession can act as a motivator because it means that you are growing as a person and that is rewarding in itself: “Whether a person aspires to be a good doctor or

a skilled carpenter, an accomplished musician or a proficient artist, or simply a good human being, growth is in itself rewarding and impels him or her onward to ever-higher levels of attainment” (Maslow as cited in Wulff, 1991: 603). As a person becomes more and more of a self-actualizer s/he starts to experience life in the ‘the high-plateau experience’ and “Peak and high-plateau experiences, along with the values and insights associated with them, have long been the province of the religious traditions” (Wulff, 1991: 603). The question of religion being a self-actualizer is not clear. Meyer, Moore and Viljoen (2003: 353) explain:

Although Maslow does not regard orthodox rites and religious practices as signifying self-actualized functioning, he does acknowledge that for some people religious life is so deeply and authentically experienced that it must be placed on the level of self-actualization.

A distinctly African and particularly individual look at this case study suggests that religion may act as teacher motivation through what Ryan and Deci (2000a: 64) describe as relatedness: “...a sense of belongingness and connectedness to the persons, group or culture disseminating a goal...” The principal in the school is a very strong leader and figure (to be discussed later) and believes that she has a strong relationship with God: In her words, “Most of my motivation comes from my relationship with God, I think it is special.” How the principal’s religious beliefs affect the staff is not clear but even she is concerned that she has inordinate sway or influence over some teachers. As she explains: (we were discussing how God had helped her in her private motivation) “So even with other things as a result I have been able to win over even other people ...People who are not cooperative, who were ready to smash out whatever has been done, to find fault and what have you. Now they are following me blindly sometimes which is a worry.” The principal is motivated in her belief in God, and through her personal attributes teachers may want to feel a relatedness to her and the goals she espouses.

Mbeti (as cited in Meyer, Moore and Viljoen, 2003: 533) sees Africans as being deeply religious:

Wherever the African is, there is his religion: he carries it to the fields where he is sowing seeds or harvesting a new crop; he takes it with him to the beer party or to attend a funeral ceremony and if he is educated, he

takes religion with him to the examination room at school or in the university; if he is a politician he takes it to the house of parliament.

Combined with the principal's personal influence over the teachers in using religion as motivation and the cultural implications as noted by Mbeti, Ryan and Deci's (2000a; 2000b) ideas on relatedness can be used to help explain religion in this case study as a motivating force.

Hartsfield (2003: 7) examines the role of spirituality in transformational leadership and motivation:

The transformational leader's ability to connect with followers on a deeper level suggests a need to better understand the internal motivations of the transforming leader. Unlike the external rewards of transactional leadership, the transformational leader must connect with the deeper needs of the follower to successfully inspire, encourage, and motivate.

Though very limited in explaining the role religion may or may not play in transformational leadership and motivation, Hartsfield does hypothesize that "A positive correlation exists between spirituality and transformational leadership" (*ibid.*: 10). This hypothesis is based in part on the belief that "...change, creativity, common cause and optimal actualization of opportunity" are common both to spirituality, secular and divine, and transformational leadership (Spitzer as cited in Hartsfield, 2003: 10). As to be discussed later, charismatic along with transformational leadership does play a decisive role in leadership at this school.

A purely speculative examination of religion as a motivating force may be that it is used as a coping strategy in the face of the previously discussed problems in education. The idea being presented here is that teachers faced with educational problems turn to religion to help cope with difficulties, and religion is thereby seen as a motivating force by the teachers. Carver, Weintraub and Scheier (1989: 267) explain the two general types of coping:

The first, termed *problem-focused coping*, is aimed at problem solving or doing something to alter the source of the stress. The second, termed *emotion-focused coping*, is aimed at reducing or managing the emotional

distress that is associated with (or cued by) the situation [emphasis original].

Though these are the two generally accepted types, in reality there is much overlap and several different factors are seen in coping (*ibid.*). Teachers may seek religion for emotional support or for growth: “One might turn to religion when under stress for widely varying reasons: religion might serve as a source of emotional support, as a vehicle for positive reinterpretation and growth, or as a tactic of active coping with a stressor” (Carver, Weintraub and Scheier, 1989: 270). In this light, emotional support and religion may be tied to relatedness as described above, or to growth and self-actualization. At this point, it is merely speculative, and I am suggesting that this may be a possible direction for future research.

5.2 Leadership, Motivation, and Research Goals

The previous section examined unexpected issues and themes from the research. This section now turns to three areas including leadership, teacher motivation, and the research goals.

a. Charismatic Leadership

The principal exudes confidence, authority, and strength. From my time spent at the school interacting with teachers and the principal it became clear that her charismatic leadership was a dominant force and her personality permeates throughout the school and, some may argue, the town. In fact, she was just voted citizen of the year.

In this section I discuss charismatic leadership. After analyzing the data from this case study charismatic leadership, I believe, is a central issue and dominant subject emerging from the MLQ and principal interviews. Some authors equate charismatic leadership with transformational leadership (for example see House and Howell, 1992; Shamir, House and Arthur, 1996). I do not. Transformational and servant leadership, along with the MLQ are discussed in the next section. I begin this part by examining the definitions of charismatic leadership and how the data from Principal M indicates that she is a

charismatic leader. Next, I look at charismatic leadership and motivation basing much of that discussion on Shamir, House and Arthur (1996) and integrating their arguments with Bandura's (1986) ideas on self-efficacy and Ryan and Deci's (2000a; 2000b) self-determination theory.

Thinking about this section I am currently writing, and marveling at the resurgence of trait theory and the possible connection to charismatic and transformational leadership (some writers argue that transformational leadership is "...a modern interpretation of trait thinking..." (van der Mescht, 2004: 4)) when much to my surprise I came across, "Charisma, creativity/originality, and flexibility are three traits with less clear-cut evidence of their importance to leadership. Effective leaders may have charisma; however, this trait may only be important for political leaders" (Kirkpatrick and Locke, 1996: 194). The next few pages rest on the premise that charisma and charismatic leadership are relatively clear-cut and are not only important for political leaders but for others as well. I now turn to defining charismatic leadership and integrating it with the data from this case study.

Nadler and Tushman (1996: 693) refer to charismatic leadership as "...a special quality that enables the leader to mobilize and sustain activity within an organization through specific personal actions combined with perceived personal characteristics." The personal characteristics that they have identified are envisioning, energizing, and enabling. Envisioning is creating a "...desired future state with which people can identify and which can generate excitement" (Nadler and Tushman, 1996: 693). Principal M has envisioned a future state where the school performs on an equal level with former model C schools. The teachers at the school buy into this vision and are in fact motivated by it. The previous discussion on social justice, I believe, does back this up but only in a limited way or to a certain point. It was not until I attended the Vision Crafting ceremony held at the school and interacted with the teachers, learners, and parents that I realized how important this really was – social justice or closing the gap with former model C schools.

Energizing is how a leader acts as the direct source of energy in motivating and getting staff to perform. I return to this later. The third characteristic, enabling, as described by Nadler and Tushman (1996: 694) is helping "...people act or perform in the face of challenging goals." In the South African educational context, getting teachers to work on payday, attend class on a regular basis, or show up for workshops are all challenging tasks. Principal M has accomplished this, but perhaps the most important contribution she has made to teachers is her desire to assist in their upgrading. Many of the teachers commented on this (see Section 4.6d) and saw it as a motivating factor. However, the curious result of this was that Principal M never mentioned it when questioned on how she believed that she motivated teachers. In other words, the teachers saw assistance in upgrading as motivating, but the principal did not.

The definition and characteristics of charisma by Nadler and Tushman (1996) go only part of the way in explaining charismatic leadership. Conger and Kanungo (1987) provide a more enlightening and thorough discussion of the concept. The difficulties of explaining and discussing charismatic leadership are not only in defining it but in also relating it to attributes of the leader, the contingency on situational factors, in the dynamics of the relationship between leader and follower, or in what followers see in the leader (Conger and Kanungo, 1987). The argument being presented here is that "...Charisma is viewed both as a set of dispositional attributions by followers and as a set of leaders' manifest behaviors. The two are linked in the sense that the leaders' behaviors form the basis of followers' attributions" (Conger and Kanungo, 1987: 645). As such, it is therefore important to identify the behavioral components of the leader responsible for such attributions of charisma by the followers (*ibid.*: 640).

Conger and Kanungo (1987) outline thirteen hypotheses concerning charismatic leadership. I discuss only three here. Hypothesis 2:

Leaders are charismatic when their vision is highly discrepant from the status quo yet remains within a latitude of acceptance for their followers (*ibid.*: 642).

When Principal M first arrived at the school approximately ten years ago and during the initial period of her principalship the state of the school was very bad with no fence around the school, few unbroken windows, dilapidated classrooms, and a declining learner enrollment (C. Smith, personal communication, September 2006; Principal M). As Teacher B said, “For instance, I arrived here in 1999, at this school and this school was not like this. It was an ugly school.” Principal M’s vision for the school, as outlined in Chapter Four, was to put the school on equal grounds with ex-model C schools and “...boost the self-esteem of my children [she is referring to ‘her’ learners] so they don’t feel inferior to the children from the township who are learning in ex-model C schools” (Principal M). The teachers at the school have bought into this vision and can see it slowly happening at the school. This vision of working to improve the school did not come out in the teacher interviews but certainly did in informal discussions and during the Vision Crafting ceremony at the school.

Hypothesis 3:

Charismatic leaders may take on high personal risks, incur high costs, and engage in self-sacrifice to achieve a shared vision (Conger and Kanungo, 1987: 642).

Principal M was clearly taking a personal risk to her career when she refused to redeploy five teachers as requested by the department of education. The teachers at the school recognized this and Teacher N was very concerned about teacher redeployment and was worried that s/he might be sent to the rural areas. Teacher N saw this as a motivating factor because it produced a feeling of teamwork and that they were ‘all in it together’.

Hypothesis 5:

Charismatic leaders engage in behaviors that are novel, unconventional, and counternormative, and as such, involve high personal risk or high probability of harming their own self-interest (*ibid.*: 643).

Above I discussed the risk taking and probability of harming her, Principal M’s, self-interest, but in addition to risk taking for the good of the group she also tried novel ways of getting equipment and help for the school. During an interview with Dr. Saleem Badat,

the vice-chancellor of Rhodes University, he informed me that he had received phone calls from Principal M requesting computers (S. Badat, personal communication, September 2006). I can only assume that most elementary school principals do not phone university vice-chancellors asking for computers.

In addition to the above three examples, I would now like to turn to an additional attribute of charismatic leadership that Puffer (1990) identifies as expertise: "...leaders will be viewed as charismatic to the extent that they are perceived to have expertise" (Conger as cited in Puffer, 1990: 178). There are many examples of Principal M's expertise, but the one I wish to point out is the staff's reliance on her for communication and assistance during workshops conducted in English. One of the major problems with workshops and a reason why teachers did not like attending them was that they were conducted in English and many of the teachers had trouble understanding much of the information being presented. Principal M explained to me how she helped the teachers by answering their questions and then going over the material once they had finished the workshop:

You know sometimes those people talk so fast. The people that were training us in OBE most of them were first language speakers. If you [here she is referring to the teachers] don't understand then we will come back and do it again. And I will be there to see where you are having difficulties, and I will be sitting at the same table as you. So that whatever we are not sure of we shall ask them there and then come back and redo it here (Principal M).

During a casual conversation with Principal M, I commented that in general I thought the English skills of the teachers were fairly good. Principal M replied that that was true; however, the main impediment was not their skills but their confidence in English.

One thing that Principal M does not lack is confidence. Kirkpatrick and Locke (1996) identify six traits that separate leaders from non-leaders: drive, desire to lead, honesty, self-confidence, cognitive ability, and knowledge of the business. I now examine self-confidence which Nadler and Tushman (1996) also recognize as an important part of the charismatic leader's ability to energize followers. House and Howell (1992: 87) make a

strong case for the charismatic leader to have a great deal of self-confidence and belief in what they are doing:

According to House's theory, charismatic leaders have high self-confidence, high verbal ability, high need for influence or power, and exceptionally strong convictions in the moral correctness of their beliefs. Theoretically charismatic leaders need to have a very high degree of self-confidence and moral conviction because their mission is usually unconventional and likely to be resisted from those who have a stake in preserving the status quo.

Principal M, as already mentioned, defied the education department over the redeployment of teachers, asked a university vice-chancellor for computers, and later had her pay withheld for three months because she refused to allow inspectors into the school. Here Principal M is talking about what happened years ago when she was a deputy principal:

You never questioned what was said to you. You had to carry it to the letter and when I was working in the when I was deputy principal in one of the schools there, we were visited by one of the inspectors for inspection. They came in ten cars which was intimidating in itself. The whole school yard was full of inspectors, four [in] each car. Can you imagine? And then all of a sudden the chairperson of the student representative counsel in my school came to the chief inspector and said look we are afraid that we have to go now. We have a meeting at ...college so we are leaving school now. He said ok. No problem. Look we have seen what we wanted to see. We will not come again. And then the following week some of us received reports of the inspection which is an indication that the inspection is over. A week after that I received a form saying that the inspectors were coming back again. **I said no way** (Principal M).

Principal M carried on to tell me that she refused to accept another inspection. The education department then withheld her pay for three months pending an explanation from her. She presented her case to the department and the matter was concluded with the education department sending her three months' back pay.

I argue next that much of the teacher motivation in this case study and school can be explained and attributed to the charismatic leadership of Principal M. Shamir, House and Arthur (1996: 213) explain:

According to this new genre of leadership theory, such leaders transform the needs, values, preferences and aspirations of followers from self-interests to collective interests. Further, they cause followers to become highly committed to the leader's mission, to make significant personal sacrifices in the interest of the mission, and to perform above and beyond the call of duty. We refer to this new genre of theories as charismatic because charisma is a central concept in all of them, either explicitly or implicitly.

Much of the above statement can be interpreted as transformational leadership. This is discussed later. As well, it would be remiss of me to argue that many of the teachers at this school are "making significant personal sacrifices in the interest of the mission", or "perform above and beyond the call of duty". What I am arguing here is that charismatic leadership, I believe, can account for much of the motivation that teachers do have. In other words, the argument above should perhaps be taken in the context of this case study and not literally word for word.

Shamir, House and Arthur (1996) identify five different ways that charismatic leaders motivate followers. I believe that this is at the very heart of what is taking place in this case study and, therefore, each needs to be elaborated on and explained.

Increasing the intrinsic valence of effort: the important part of this in terms of the school is "Charismatic leadership is presumed to strengthen followers' belief in the necessity and propriety of 'standing up and being counted'" (Shamir, House and Arthur, 1996: 218). Teachers exhibit this when they state that they are motivated by social justice (refer to Section 5.1b).

Increasing effort-accomplishment expectancies: The charismatic leader helps with the teachers' self-esteem and self-worth. "By so doing, they enhance followers' perceived self-efficacy, defined as a judgment of one's capability to accomplish a certain level of performance. Self-efficacy is a strong source of motivation (Bandura, 1986: 351)" (Shamir, House and Arthur, 1996: 219). Every teacher, when asked how/if the principal motivated them replied that this was accomplished by the encouragement of upgrading qualifications and attending in-service workshops.

Increasing the intrinsic valence of goal accomplishment: “Articulation of a vision and a mission by charismatic leaders presents goals in terms of the values they represent. Doing so makes action oriented toward the accomplishment of these goals more meaningful to the follower in the sense of being consistent with her or her self-concept” (Shamir, House and Arthur, 1996: 219). Continuing, “Charismatic leadership also increases the meaningfulness of goals and related actions by showing how these goals are consistent with the collective past and its future....” And, “In addition, such leadership stresses the importance of the goal as a basis for group identity and for distinguishing the group or collective from other groups” (*ibid.*). Principal M has the vision of creating a school equivalent to that of an ex-model C school and creating pride amongst the school’s learners: “And also I am trying to boost the self-esteem of my children not to feel inferior to the children from the township who are learning in ex-model C schools” (Principal M). All teachers interviewed had to a greater or lesser degree identified social justice as a motivating force. After attending the Vision Crafting ceremony at the school, I realized how important the vision of ‘creating an ex-model C school’ is to the teachers and Principal M. The previous quotes help explain how a charismatic leader can instill this vision in colleagues.

Instilling faith in a better future: this is linked to the type of goals that a leader sets and envisions for the future:

“...noncharismatic leadership emphasizes proximal, specific goals and increases the subjective likelihood that goal attainment would lead to specific outcomes (Locke and Latham 1990, House 1971) charismatic leadership tends to emphasize vague and distal goals and utopian outcomes (*ibid.*: 220).

As repeatedly noted, Principal M and the staff have a social justice goal. In addition to the goals discussed in Section 4.3c, there are more subtle goals that are perhaps less explicitly emphasized or, in the words above, are vague, distal and utopian. Sitting in the small foyer at the school I counted over thirty signs and pictures. Many were on HIV/AIDs, human rights, legal aid and family counseling, religion and strength from God, a mission statement, and motivational phrases. Phrases such as, ‘The true aim of

everyone who aspires to be a teacher should be not to impart his own opinions but to kindle minds'. All of the above, such as stopping HIV/AIDS, human rights, and kindling minds are in fact distal, vague, and utopian goals.

Creating personal commitment: “Another important aspect of charismatic motivational influence is the creation of a high level of commitment on the part of the leader and the followers to a common vision, mission or transcendent goal” (Bennis and Nanus, 1985; House, 1977, as cited in Shamir, House and Arthur, 1996: 220). This common vision of social justice has been elaborated on in this section previously.

I would like to conclude this section with a note on how the personal values of Principal M, a charismatic leader as I have argued above, influences or affects teacher and school goals and provides motivation for teachers through the values she espouses. Principal M is motivated in her work by the desire to transform the school into one that “...can be compared to the best resourced schools in town...”, and in her strong religious beliefs and strength from God (Penney, 2006: 3). Bean (as cited in Russell, 2000) argues that: “Every enterprise is driven by its leaders’ individual and collective values, whether those values are consciously understood or unconsciously influential, spoken or unspoken, written or unrecorded.” I believe that Principal M through charismatic leadership and the values she has and the goals she works towards provides motivation for the school’s teachers.

b. Transformational Leadership

The difference between how literature and writers portray transformational, servant, and charismatic leadership is often a subtle one with shifts in focus between followers, that of the goals of an organization, or the vision of the leader. It is often argued that perhaps this is one and the same. Compare: “...it is the interests of children which should be paramount. Schools exist for the education of children, not to provide work for teachers and others” (Fidler and Atton, 1999: 54) to, “Your most important responsibility as a principal is to help your teachers be effective” (McEwan, 2005: 106). As previously noted, “...transformational leaders tend to focus more on objectives while servant leaders

focus more on the people who are their followers” (Stone, Russell and Patterson, 2003: 349). The subtle differences between the three types of leadership mentioned above will not be debated here. Instead, I discuss the leadership of Principal M in regard to transformational leadership. The focus will be on this form of leadership as opposed to charismatic as the importance of the latter has already been made clear.

I believe that Principal M is more of a charismatic and transformational leader than a servant leader. The principle or guiding tenet of servant leadership is to serve (Spears, 1996; Loyd, 1996; Russell, 2000). In Principal M’s words when asked how strong a motivation it is for her to ‘close the gap’ with ex-model C schools: “Very strong. It is very strong. It is very strong” (Principal M). The Principal’s number one motivation and desire is not to serve individual teachers; it is to build up the school and to ‘close the gap’. (This does raise a debatable point concerning serving teachers versus the community or the learners and whether serving per se is a form of servant leadership that is in fact the same thing as ‘closing the gap’.) Servant, transformational, and charismatic leadership share many common traits: building a sense of community, demonstrating confidence, empowering followers, having foresight and vision, and clear goals, to name but a few of many. However, it is the subtle shift in focus from serving followers to personal and attributed behaviors to organizational goals that I believe is the most important and determines where a leader is generally located on a shifting continuum. With that in mind, I now examine transformational leadership in regard to this case study.

Data from the MLQ (Section 4.1) indicate Principal M’s leadership is strongly transformational except in *Individual consideration* which was comparatively lower than the other indicators of transformational leadership. It is also interesting to note that of the ‘four Is’ (Lunenburg, 2003) the principal rated highest on *Idealized influence* (both attributed and behavioral) which is described as charisma in the literature (Avolio and Bass, 2004). The other note of interest is the 100% score for *Contingent reward*: clarifies what is expected from followers and what they will receive if they meet expected levels of performance (Avolio and Bass, 2004: 50). Barnett, McCormick and Connors (2001:

27) make the following comments on the relationship between transactional and transformational leadership:

Bass (1985) contended that most leaders display transformational and transactional leadership in varying degrees. Transformational leadership augments transactional leadership by focusing on the development of followers as well as pursuing the goals of the leader, follower, group and organization (Bass and Avolio, 1990).

I would like to return to the above mentioned *Individual consideration*: “Focuses on understanding the needs of each follower and works continuously to get them to develop to their full potential” (Avolio and Bass, 2004: 50) on which Principal M scored 2.75, relatively low. The data from the teacher interviews and principal interviews provide a contrasting argument to this. Teachers when interviewed state that Principal M “Motivated me to learn, to upgrade our qualifications” (Teacher N), and “...when we do something for the development of the school she mentions [it]. She praises us” (Teacher J), or “I went to her to solve my problems” (Teacher, A). The principal believes that she is considerate of the teachers in the way that she listens to them: “And also whenever they come to me I am ready to listen. Sometimes it is something trivial. Somebody would explain something in a very round about way and I would really want to go somewhere. I have trained myself to try and listen, but it is difficult” (Principal M).

The above passage suggests a contradiction between how a principal views her own leadership and how the teachers view it. On the MLQ the principal scored a 2.75 out of a possible 4 on *Individual consideration*. As well, when interviewing the principal, she readily admitted to wanting negotiations ‘to go her way’, expected an apology from teachers and staff when deserved, and believed in ‘enforcing with a smile’. There is the suggestion here that the principal is more concerned with developing teachers than in understanding the needs of each follower. On the other hand, teachers when interviewed saw the principal as being full of praise, ready to solve problems, and assisting in upgrading qualifications. The teachers saw the principal’s leadership regarding *Individual consideration* as entailing more of the standard definition as supplied by Avolio and Bass (2004) as being concerned both with the needs of the follower and developing teachers.

Based on the research he conducted, Lunenburg (2003: 8) makes the following point concerning different dimensions of the MLQ:

The current study demonstrated empirical support for three behaviorally orientated dimensions of transformational leadership that are consistent with theoretical propositions. The first dimension, intellectual stimulated [*sic*], might be more appropriately defined as non-traditional approaches to problems. The second dimension, individual consideration, may be better thought of as individualized development. Dimension three, inspirational motivation, might be better described as articulating a future orientation.

I have focused on *Individual consideration* as an example here but the data generated and analyzed in this study support the above statement by Lunenburg (2003). In regards to this I make two points. First, transformational leadership is a construct, a theory, and different views show a focus on different aspects of leadership with no one view or construct correct in every situation or perhaps even in most situations. Reality is murkier than tidy theories would have us believe. There are contradictions and the previous passage has pointed this out. Second, much of this thesis is premised on critical realism.

Critical realism rears its head here because of its difference from other forms of realism and is therefore sometimes referred to as a 'depth realism' as opposed to and distinct from empirical realism (Benton and Craib, 2001: 121). Things can be confusing and one needs to get beyond empirical realism and work at discovering and "...overcoming misleading appearances..." (*ibid.*). As Archer, Sharp, Stones and Woodiwiss (1998: 12) explain: "...if you want to produce a full explanation you will frequently have to adopt broader methods, triangulated methods, a variety of different methods in order to tease out the different levels of analysis and the real, deep causal processes at work." The critical realist may well have predicted the contradictions alluded to above and misleading appearances regarding *Individual consideration* on the MLQ, teacher, and principal interviews because of the different research methods used and their respective levels of analysis. The problem is not which is correct because they are all correct in a different manner or degree according to the three levels of critical realism: the real, the actual, and the empirical. But the problem is 'teasing out the causal processes at work'. Returning to Archer, Sharp, Stones and Woodiwiss (1998: 13), "There may well be some casual processes in the social world which are much more causally efficacious than

others producing, whilst not empirical invariances, some strong correlations.” The argument that I have been making in this section is that charismatic leadership and to a lesser degree transformational leadership is causally efficacious in producing an overall correlation between the different themes of motivation and leadership. However, there are still discrepancies between, for example, a teacher’s view of leadership and a principal’s, noted as one example in *Individual consideration* as would be expected by the different layers of critical realism.

Kuhnert and Lewis (1987) using a constructive/developmental personality theory suggest a model for transformational leadership that is supported by and helps explain the leadership style and motivation in this case study. As has been repeatedly pointed out previously, Principal M in her leadership has clear goals for the school, extreme self-confidence and motivates the school staff. Kuhnert and Lewis (1987: 650) identify these behaviors as transformational: “Thus, key behaviors of successful transformational leaders may include articulating goals, building an image, demonstrating confidence, and arousing motivation.”

A perhaps overwhelming motivational and driving force for Principal M and many of the teachers in this school is a form of social justice that I have argued is unique to South Africa. In addition, charismatic leadership and transformational leadership explain leadership style and partially help explain teacher motivation. According to Kuhnert and Lewis (1987: 653): Stage four (of constructive/developmental personality theory) leaders resolve conflict based on their internal standards. Leaders at this stage of constructive/developmental maturity possess the critical requirement of acting according to end values. Thus:

Transformational leaders motivate followers to accept and accomplish difficult goals that followers would normally not have pursued. Transforming leadership is made possible when leaders’ end values (internal standards) are adopted by followers, thereby producing changes in the attitudes, beliefs and goals of followers (*ibid.*)

Along with charismatic leadership, the above aids in completing the picture of how leadership and motivation are interacting in this case study and to some degree the

personal goal of Principal M is also the school's goal and that of many of the teachers. There is no one single answer or explanation for leadership and motivation, but each small piece helps complete the puzzle and explain what is happening in this school. The ideas of Kuhnert and Lewis (1987) assist in completing this puzzle.

Self-efficacy and transformational leadership was first introduced in Chapter Two. The evidence in this case study supports the argument made there that there is a connection between the two. Bandura (1997: 240):

Teachers with a high sense of instructional efficacy operate on a belief that difficult students are teachable through extra effort and appropriate techniques and that they can enlist family supports and overcome negating community influences through effective teaching.

Ample evidence has already been detailed concerning the difficulty of teaching in today's educational environment and the desire of the principal to improve the quality of this school. Bandura (1997: 1243-244) continues:

Teachers operate collectively within an interactive social system rather than in isolates...Many of the adverse conditions with which schools have to cope reflect the broader social and economic ills of the society...In short, educational systems are strewn with conditions that can easily erode teachers' sense of efficacy and occupational satisfaction.

The above is certainly true in the current educational system in which the teachers and principal in this case study operate. Principal M was and is certainly attempting to increase the efficacy and skill level of teachers. It was one of her biggest problems as a new leader to get staff to attend workshops. Now teachers describe the principal's desire to improve and upgrade teacher education as being a motivator. As Avolio and Bass (2004) explain: "Transformational leaders are proactive: they seek to optimize individual, group and organizational development and innovation, not just performance 'at expectations'." Principal M has developed and encouraged teachers through attendance at workshops, motivated teachers to upgrade, and instilled a strong visionary goal of improving the school and making the staff, community, and learners proud of their institution.

There is evidence from this case study that teachers are motivated by upgrading their teaching skills. And I have argued that this is connected to transformational leadership. In this, the role of the transformational leader is to provide a vision or goal and assist in teacher development. Before leaving this section, I would like to expand on how Ryan and Deci's (2000a) social-determination theory and self-efficacy can tie these two together and explain in part what is occurring at this school. The closer one can come to having extrinsic motivation move towards intrinsic motivation the greater the possibility for task accomplishment (Ryan and Deci, 2000a).

Adopting as one's own an extrinsic goal requires that one feel efficacious with respect to it. Students will more likely adopt and internalize a goal if they understand it and have the relevant skills to succeed at it. Thus, we theorize that supports for competence facilitate internalization (Ryan and Deci, 2000a: 64).

Pajares (1996: 17) explains: "Social cognitive theory [see Chapter Two] shifts the emphasis and focuses on a joint effort to raise competence and confidence primarily through successful experience with the performance at hand."

Putting it another way, it is the transformational leader's job to provide or facilitate job development, in this case teaching skills. Principal M accomplished this through teacher upgrades. In addition, transformational leaders provide "...shared goals and mutual understanding of what is right and important" (Bass and Avolio, 2004: 28). I have argued that the shared goals of the school, teachers, and principal is to 'close the gap' with ex-model C schools. Self-efficacy theory assists in motivation through confidence and skill to perform intended tasks and thereby reach goals. And self-determination theory explains how greater competency, autonomy, and relatedness facilitate intrinsic motivation again assisting in task accomplishment.

c. Social Justice and Leadership

This section of social justice differs from the previous one in Section 5.1b in that I now turn the focus from teachers being motivated by social justice – as they see it – to a perspective on 'leadership for social justice'. The subject of the principal's desire to 'close the gap' with former model C schools can be examined as a social justice issue or

perhaps, on the other hand, it is the principal's desire simply to improve her own school and uplift it. Being on par with a former model C school may just be the symbolic goal of having a good school. Yet it may be that there is much more to 'it' and social justice is the force driving the model C vision. Based on the evidence, I make the case for both. Both can be used to better understand what is taking place in this study. First, I would like to turn to the evidence. There were three specific conversations with the principal concerning social justice.

1) When asked if the principal was motivated by helping people achieve social justice, the principal replies:

Yeah because I think, I have never thought about it before, but I think one of the things that drive me is the ambition to close the gap between our schools and the former model C schools. Because quite a number of our children from the townships especially teachers, nurses, policemen and people who work are salaried people who earn a living and that way have got children in ex-model C schools where they lose their culture. You know, so I am trying to win them back to make them see that things are pretty good in our schools you know. On the other hand, I am motivating other principals as well to see that we can actually do it we can keep our learners in black schools.

There are important ideas portrayed in this passage: 'closing the gap', 'winning them back', 'losing culture', 'things are pretty good in our schools', and 'we can keep our learners in black schools'.

2) The principal was pressed to say more about social justice:

You know there is no reason why we should have different schools. I mean schools at different levels. Why should our classrooms be different from their classrooms? Why should we have fewer resources than they do? And what I am doing about it? Should I sit down and fold my arms or should I do something? And actually I should do something about it.

3) Principal M was presented with a statement concerning the state of South Africa. 'In South Africa there are two nations: the rich wealthy and the poor underclass and if you raise your school to the same level as the rich and the model C schools there is still the poor class'. The principal's response:

I for one, I think I am trying to encourage other principals to do something and not rely on the department of education to improve the standard in their schools. And also I am trying to boost the self-esteem of my children not to feel inferior to the children from the township who are learning in ex-model C schools. Actually I want them to see. I want them to see themselves as equals you know and I also want them to believe that there is nothing that they cannot achieve if only they can put there hearts to it.

In all three of the passages from Principal M there is a mix of a drive to improve her own school and desire to ‘win them back’ and ‘keep our learners in black schools’. The principal also wants to ‘encourage other principals’ and ‘boost the self-esteem of *her* children’.

As outlined in the introduction, I described the theoretical tree as a metaphor for how pragmatism and critical realism join forces for this study. I now have my first major test of this. Rorty, a pragmatist,

...emphasizes that knowledge must be seen in relation to its usefulness for a given purpose... The validity of some particular knowledge should not be tested theoretically, but normatively and practically. Descriptions are superior to one another only with respect to their ability to satisfy various human needs and purposes (Danermark, Ekstrom, Jakobsen and Karlsson, 1997: 9).

Returning to the interdiction of this thesis: ‘pragmatism chooses to not even ask questions about reality so it is possible to ignore the potential metatheoretical questions on reality in regards to pragmatism and instead focus on the critical realism’s layered approach to ontology’. The critical realist looks for the generative power of the deepest and third level of reality. ‘Closing the gap’ with former model C schools can be examined as a pragmatist and ‘closing the gap’ with former model C schools can be examined as a critical realist and look for the generative power which I believe is in part social justice. There is the danger here of oversimplifying what pragmatism is and represents, but, nevertheless, I need to be true to the tree metaphor of this thesis and acknowledge that social justice is a possible force in what I term ‘closing the gap’ with former model C schools. It would be wrong to just unpack the model C vision and leave it as only a desire

to improve the school. The role of social justice is strong enough to elicit a discussion on it.

Social justice in the South African context is complex for a number of reasons. I previously argued that due to the apartheid past and the continuing injustices in education regarding race and social economic conditions the term social justice needs a new South African definition. However, the system of beliefs or creed underlying what social justice is remains the same. Similar to transformational, charismatic, or any other theory on leadership, social justice is not handed down from (your) God but is a human construct open to interpretation and disagreement. As Bogotch (as cited in Furman and Gruenewald, 2004: 50) notes: "...social justice has no fixed or predictable meaning." I therefore begin with what most authors would agree are the 'basics' of leadership for social justice.

Before continuing I need to point out that the vast majority of literature pertaining to leadership for social justice is American. For example, the *Educational Administration Quarterly*, Vol. 40 No. 1, 2004, devoted the entire edition to social justice, six articles in total and all originating from North American universities. It is arguable that in North America social justice involves helping minority students reach the heights of the majority. In South Africa, in this context, social justice involves helping the majority of learners reach the heights of the minority. There is a subtle difference that I believe needs to be examined in perhaps another context and at a different time, but as has been pointed out to me, social justice is not about numbers. It is much more than that. With this in mind, I continue with what social justice is to most of the people most of the time.

Based on a critical humanist perspective, Furman and Gruenewald (2004: 50) make a case for social justice incorporating the following beliefs: social structures are human social constructions that are inherently value laden; social inequalities are the result of unequal power relations; there is a call for social change to overcome inequalities; and in regard to the last point "...critical humanism is committed to a view of society which

emphasizes the importance of overthrowing or transcending the limitations of existing social arrangements” (Morgan as cited in Furman and Gruenewald, 2004: 50).

Furman and Gruenewald point out two more shared meanings of what social justice entails. First: “Leaders for social justice must challenge structures built upon the so-called neutrality of objective reality and acknowledge that the systems we have in place represent and, subsequently, reproduce the dominant culture and values of society” (Bogotch as cited in Furman and Gruenewald, 2004: 51). Second, schooling must change for the improvement of the education and life chances of poor and minority children (*ibid.*).

Before continuing with the discussion on social justice I would like to compare the principal’s dialogue on social justice with the definition (the generally agreed beliefs of social justice provided by Furman and Gruenewald, 2004) above highlighting pertinent points. The following passage from Principal M indicates her desire to ‘overthrow or transcend the limitations of existing social arrangements’: “You know there is no reason why we should have different schools. I mean schools at different levels. Why should our classrooms be different from their classrooms? Why should we have fewer resources than they do? And what I am doing about it?” (Principal M). She believes that she is encouraging other principals to do something about it and not rely on the department of education.

A possible point of contention between seeing the principal of this school as a leader for social justice and that as a principal who primarily wishes just to improve the school in general is the notion of ‘changing schooling for the improvement of the poor’. Principal M does many things for the poor children, such as getting computers, raising money, helping with anti-retro virals (ARVs), getting clothing donations to name but a few. But the question remains whether or not these are the actions of a dedicated principal intent on helping poor learners and by extension the school or the actions of a leader for social justice. I do not know the answer. (A strong argument can also be made that it is not important and that social justice is only beneficial as a construct in better understanding

what is taking place here.) Theoharis (2005: 18) makes the following comment and begins to shed some light on the difficulty:

While they [leaders for social justice] may share some characteristics with other leaders, their ability to see a better and more just way, maintain a course in getting there in the face of great resistance, and lead people around them to create richer and more equitable schooling sets them apart from other principals who work hard, who seek school improvement, or who are extremely committed to their schools.

Principal M definitely sees a better way in the improvement of the community and school in regards to such things as HIV/AIDS, poverty, and has faced great obstacles in financing and resources to name only a few of many. In light of the above comment I see and identify Principal M as a social justice leader and thus focus on that aspect of her leadership. However, there are no simple clear answers. What is important is using different constructs such as social justice to help better understand the data and leadership in this study. The focus may be on social justice but that does negate other aspects and driving forces of what is taking place. Again, the critical realist argues that work must be done to get to the generative powers of reality.

This next passage from the principal incorporates the notion of a commitment to learners that goes beyond just education and has a deeper connotation of moral and value beliefs: “I want them to see themselves as equals you know and I also want them to believe that there is nothing that they cannot achieve if only they can put there hearts to it” (Principal M). Brown (2004: 89) points out:

As moral stewards, school leaders are much more heavily invested in ‘purpose-defining’ activities (Harlow, 1962, p.61) and in ‘reflective analysis and ...active intervention’ (Bates, 1984, p.268) than simply managing existing arrangements (i.e., maintaining the status quo). ...aspiring leaders need to open their minds and explore their self-understandings that are systematically embedded in mindsets, worldviews, values, and experiences.

Brown (2004) applies a moral backing for social justice which is personified by Principal M. Capper, Theoharis and Sebastian (2004: 213) argue that “...school leaders need to embody a social justice consciousness within their belief systems or values.” I had a ‘gut

feeling' that there is a 'social justice consciousness within Principal M's belief system or values'. I just could not put my finger on it. I knew that there had to be a reason why I had this 'feeling'. My 'gut feeling' for the case of leadership and moral conviction for social justice that I believe is taking place at this school originally comes from the pictures, signs, and posters on the wall of the school. I previously described these signs as vague, distal, and utopian goals (see Section 5.2a). They are more than just that. The signs underpin and represent the strong personal beliefs, values, and social justice of Principal M when she assists the community and parents in the fight against HIV/AIDS. Teachers told me many stories about how the principal took time out of her busy schedule to go with learners' parents and get ARVs. There were signs on the walls about getting family counseling aimed at learners and parents. My 'gut feeling' for the argument that I have made here for Principal M being a social justice leader originated from my first entry into the school when I sat in the foyer waiting and 'reading the walls' with all that they contained.

In leadership theory there is a normative/descriptive divide [is/ought tension] (Willower, 1982). As one of many examples, Bush (2003: 77) makes the case for transformational leadership being normative: "The transformational model is comprehensive in that it provides a normative approach to school leadership which focuses primarily on the process by which leaders seek to influence school outcomes rather than on the nature or direction of those outcomes." A descriptive approach to leadership is most commonly found in earlier theories such as the leader trait approach which "...concentrated on identifying a common set of attributes that distinguished leaders from followers..." (Steers, Porter and Bigley, 1996: 167). Leadership for social justice is normative (Brown, 2004; Furman and Gruenewald, 2004; Theoharis, 2005). It prescribes a manner in which the leader should act. The difficulty arises in that different leaders focus on different aspects of what they view as social injustice. Theoharis (2005: 13) when discussing principals committed to social justice notes that: "Some of these principals are most passionate about racial issues, others are most passionate about inclusive schooling, and still others do not identify a central guiding issue." A second difficulty is that there are generally held definitions of what social justice is, but there are still "...conflicting views

of social justice, of the sources of injustice in schools and society, and of educators' obligations to committed action" (Brown, 2004: 81).

The case I have made here for leadership for social justice must be tempered by another feeling that I have in that I have only been partly successful in completely understanding what is taking place at this school. I began this section stating that there is a strong case for leadership for social justice taking place at this school. Nevertheless, the argument for the principal being driven to uplift her school and 'close the gap' with former model C schools still remains as a counter to leadership for social justice. As Watkin (1999: 13) points out:

It was discovered that highly effective headteachers were strongly driven by a set of personal values (religious, spiritual, humanistic) which generated a passionate conviction to the maximum possible for the good of their pupils (and also for the community and society in general).

I believe that being able to live with conflicting ideas and understanding that there are not always definitive answers to be found in leadership theories and interpretive research is important. Trying to fit the principal into one construct, be it social justice or merely an attempt to improve her school and 'close the gap', is a futile and pointless activity. The argument made here is that both need to be recognized.

5.3 Conclusion

I would like to conclude this section before I finish with the research goals and questions. This research has had three turning points. First, I was surprised and fascinated when analysis of the data generated indicated that religion was a motivating force. Second, as the research progressed, charismatic leadership became more and more prominent. I believe that for a number of reasons Principal M is a charismatic leader and the vision she has for herself and the school impacts on teacher motivation. As well, charismatic leadership helps explain, in tandem with transformational leadership and self-efficacy, how motivation and leadership interact in this case study. I discuss this in Section 5.2. Finally, the Vision Crafting ceremony opened my eyes to not only the vehement feelings of South African social justice but also the desire to uplift the school and 'close the gap'

with former model C schools. I did not realize how important and motivational these themes were for the teachers, principal, and learners until attending the vision crafting ceremony. See Section 5.2. Social justice and ‘closing the gap’ also led to self-determination theory which I argue helps explain different degrees and intensity of teacher motivation. This is discussed in Section 5.1.

5.4 Research Goals and Questions

I believe that much of the discussion section above answers to a greater or lesser degree all of the research goals and questions. But to recap I will provide a brief explanation.

Research Goals

To better understand how a school principal is involved in teacher motivation, I argue in this study that charismatic leadership, transformational leadership, self-efficacy and social justice combine and interact to motivate teachers. Religion, social justice, leadership, and self-efficacy were identified as the main sources of teacher motivation. In addition to these constructs, I believe that self-determination theory (Ryan and Deci, 2000a; Ryan and Deci, 2000b) can be used to better understand why some teachers are more motivated than their counterparts.

Research Questions

Based on this study, transformational and charismatic leadership can be used to explain and assist in understanding how a principal motivates teachers. I make a definite case for a strong relationship between transformational and charismatic leadership and teacher motivation. Motivational theories, in this research, that can be used to explain teacher motivation are self-efficacy and leadership style. I did not to my satisfaction, due in part to limitations in the scope of this study, explore in detail the role of critical realism and pragmatism.

Chapter five

I conclude this thesis in the next section by summarizing the main findings, discussing the study's potential value, making some recommendations for future research, and looking at limitations.

(6.) Chapter Six: Conclusion

This thesis set out to explore leadership, teacher motivation, and the possible connection between the two. I was surprised and happy with the results. I fully believed that I would only be able to ‘scratch the surface’ of what motivates teachers and by trying to combine that with the role of the principal, I truly feared a great big mess; and a superficial one at that.

I introduced W. P. Kinsella at the start of this study and wanted to give this thesis a ‘human touch’ and not just provide a dry account of a research journey. When I first sat down and picked up *Theories of Educational Leadership and Management* (Bush, 2003) or when I took my seat in the first lecture class on Leadership and Management, new pencil, shy smile, and ignorance in tow, I had no idea that in many ways leadership theories had also moved more and more into the realm of the ‘human’. It would, for example, bother and surprise me if I was told that servant leadership is not about people or if the individual was not important in social justice. Things have come a long way from scientific management and the machine metaphor (Hoy and Miskel, 1996) or the trait theories of the early 1900s. I learned, and only really understand now that I am nearing the end of this study, that people not only count but are educational leadership. I have received not undo criticism for overly using this personal ‘human’ style in this thesis. It can get wordy. However, I persist, and this research is ultimately mine.

I have read many many articles and books over the period of this research and learned much; however, what I usually end up wondering when I finish an article by a ‘big name’ is what kind of person is the author? Does she really believe what she says? Do they all say what they believe? The articles which I like best give me a faint sense of the author. All research that is worth the paper it is written on tells the story of a research journey, but not all the written work produced allows one to see and get to know the people in the research from author to participant. Some research reads like a recipe and you want to pull your hair out in frustration and boredom. I like to believe that I have introduced

Principal M, a real person, and all the teachers at her school in a way that makes them a little transparent and human. The same, I hope, can be said for me.

Charismatic (Conger and Kanungo, 1987) and transformational leadership (Avolio and Bass, 2004) along with self-efficacy (Bandura, 1997) all played key roles in this research. The individual in different ways was the central figure in not only this research but in the theories that, for the most part, assist in helping understand what has happened in this study.

6.1 Findings

The data gathered in this study falls under two main headings: teachers and leadership. Information on teacher motivation was obtained through the use of a teacher survey consisting of closed and open questions. Then moving from the survey, I conducted seven teacher interviews aimed at better understanding what motivated the individual teacher. And in regards to leadership, the principal completed the MLQ (Avolio and Bass, 2004) and then sat with me for five interviews.

a. Teacher Motivation

Teachers identified a form of social justice and community service as a powerful motivation in their teaching. Such statements as “I am committed towards uplifting the standards of the people in my community” and “I want them [learners at the school] to be literate citizens of Africa” contrasted somewhat with a more social justice notion such as, “But I don’t want blacks not to have a contribution because they are from our schools. I want them to be part of the development”. Given the South African apartheid past and the difficulty that this has created in education and society in general (Valji, 2003; Sharra, 2005) I argued that social justice, though not perhaps in the ‘standard form’ as outlined by Furman and Gruenewald (2004), was a strong motivating factor. Teachers viewed community service and social justice as they see it as important reasons for being and working in the profession.

The role of religion in teacher motivation was completely unexpected. The degree to which this was a motivator varied among teachers but was significant nonetheless. Self-actualization in Maslow's hierarchy of needs (Maslow, 1970) provides one possible explanation for religion acting as inspiration (Wulff, 1991). Another, though more speculative, theory is that due to the problems in education and society – past and present – (Sayed, 2004; Paton, 2006) religion may act as a coping strategy (Carver, Weintraub and Scheier, 1989).

Other factors that teachers identified as motivating were working with children and gaining satisfaction from seeing and helping them grow and learn, the joy and help of colleagues – Ubuntu. As well, there were miscellaneous factors: fulfilling contracts, money, vacation time, and 'making the best of it'.

b. Leadership

The data generated and resulting analysis indicated that leadership in this study was strongly charismatic (Conger and Kanungo, 1987; Puffer, 1990; Nadler and Tushman, 1996). This charismatic leadership manifested itself in different ways: energizing, visionary, self-sacrificing and risk-taking (Conger and Kanungo, 1987), expertise (Puffer, 1990), and self-confidence (House and Howell, 1992; Kirkpatrick and Locke, 1996).

In addition, based on the MLQ (Avolio and Bass, 2004) and interviews, the principal in this study was found to be transformational. Scoring on the MLQ for the 4Is (Avolio and Bass, 2004) indicated transformational leadership with the principal scoring a high of 3.75 on *Idealized influence* – charisma (both attributed and behavior) and a low of 2.75 on *Individual consideration*. *Individual consideration* proved to be an interesting construct in this study for a number of reasons. First, Lunenburg (2003) suggests a slightly different dimension to the 4Is from that of Avolio and Bass (2004). Lunenburg's variations, in general, were more accurate in describing the principal's leadership style and especially that of *Individual consideration*. Second, data generated from teacher and principal interviews regarding *individual consideration* resulted in themes again slightly contradictory to the results of the MLQ. I attributed this to the critical realist's belief in the different levels of reality (Benton and Craib, 2001) and how different methods are

needed to better understand what is happening, and, therefore, may result in variations. Last, an often stated, perhaps too often, notion is that things are murky in interpretive research. *Individual consideration*, as one example, like all other concepts is a human construct and helpful only so far as it aids and assists in better understanding what is taking place in a study.

Social justice, as defined by Furman and Gruenewald (2004), and the principal's desire to 'close the gap' with former model C schools both combined to help explain leadership and motivation in this case study. The principal did not want her school to be at a comparatively lower level than other schools and worked at 'keeping learners in black schools' and wanted her learners to 'feel equal to other children'. Though I argue that the principal is a 'leader for social justice', the principal's desire to uplift and improve the school was certainly a factor in her leadership.

c. Teacher Motivation and Leadership

Self-efficacy (Bandura, 1997), combining confidence and skill, proved to be an important factor for many of the teachers. The principal's desire to 'push' teachers into attending workshops and a firm commitment to helping teachers upgrade their skills was not only seen as helpful and influential by teachers but was very motivational. Transformational leadership (Avolio and Bass, 2004) and its focus on both individuals and the goals of the organization combined with self-efficacy (Bandura, 1997) to better understand the interplay of leadership and teacher motivation.

I argued that, based on Shamir, House and Arthur (1996), the principal's charismatic leadership was extremely motivational for teachers in the school. This charismatic leadership and motivation was accomplished through helping teachers 'stand up and be counted' – which also manifested itself in social justice, increasing teacher 'self-esteem and self-worth' – in part seen in self-efficacy (Bandura, 1997), a charismatic leader 'articulating a vision and mission' – again seen in social justice, 'instilling a faith in a better future' – closing the gap with former model C schools, and an 'extreme personal commitment' to the school (Shamir, House and Arthur, 1996). In addition, the principal's

self-confidence acted as motivational to teachers in that it was a valuable ‘energizing’ source (House and Howell, 1992; Nadler and Tushman, 1996).

d. Variations in Motivation

Self-determination theory (Ryan and Deci, 2000a; Ryan and Deci, 2000b) was used to help explain why some teachers are more motivated than their colleagues. This theory by Ryan and Deci (2000a; 2000b) examines the degree of competence, relatedness, and autonomy that a person feels and this in turn impacts on the degree to which the person is intrinsically and or extrinsically motivated.

6.2 Potential Value

A potential value in this research is that it identifies what motivates teachers and thereby assists education in general by helping understand how teachers can be motivated to teach and do a good job. In the end, learners benefit from having motivated teachers. At the same time, principals learn and better understand how their leadership can motivate and influence teachers. Again, at the end of the day this is of benefit to the learner.

On the ‘human’ note, I believe that teachers and principals ultimately are happier people if they work to their potential. This research assists in teachers and principals reaching their potential and thereby brings a little more happiness to people in general.

6.3 Recommendations for Practice

Principals and leaders will find it useful to examine and look at self-efficacy and how this motivates followers and teachers. There is no real ‘down side’ to this type of strategy. The study here strongly indicates that merely encouraging teachers to upgrade qualifications will result in two distinct advantages. First, teachers find it motivating when a leader takes the time to show an interest in a both the person and their skills. Second, teachers find a ‘caring’ principal energizing. The added bonus to this type of strategy on behalf of a leader is that even if a follower is not motivated by upgrading their

skills the person can still presumably perform the job better due to increased knowledge from the upgrade.

In the South African context, the role that religion plays in motivation may be useful for a leader to be cognizant of in not only school life but on a personal teacher level as well. This ties in nicely with Ryan and Deci (2000a; 2000b) and how a teacher's personal autonomy, relatedness, and competence can all be useful in encouraging intrinsic motivation of teachers.

I believe, and the study here supports it, that leadership and teacher motivation is dependent on many different factors: leader behavior, leader attributes, creating an organizational vision, caring for people, and most importantly understanding and recognizing that leadership takes critical reflection on and awareness of the needs of the individual. It is not a one size fits all proposition. A principal needs to be aware of this.

6.4 Recommendations for Research

The role of religion and how and why this is a motivating factor is one area that seems largely 'untapped'. Returning to my 'gut feeling' I strongly suspect that something significant 'is going on here' in regards to religion and the simple fact is I do not know the full extent of it.

Social justice and the notion of closing the gap with former model C schools is a fascinating and intriguing area of potential research. When a principal makes such statements as, "winning them back," "losing culture," and "we can keep learners in black schools," it indicates that profound issues are being suggested and a better understanding of what is taking place in regards to these issues would be a potentially very interesting topic for research.

I am drawn back to the interplay of critical realism and pragmatism. It was beyond the scope of this study to examine if this is a viable and realistic goal and proposition. It may be more of a personal fascination I have, but, nevertheless, I believe it has great potential.

A researcher may examine teacher motivation with a deliberate attempt at better understanding what drives an individual in regards to the different levels of the critical realist's ontology. I might suggest that a person devise alternate research methods for each level of reality. This, I believe, would help explain why motivation varies from day to day, teacher to teacher, and why some individuals are motivated by different factors. It would be interesting to see how motivation in regards to the three levels of reality interact, if at all.

6.5 Limitations

I think it is important to recognize that all research has its limitations (Wolff, 2002). The recommendations for research discussed previously outline many of what I believe are the limitations of this study. Religion was not examined in depth. Lack of scope in examining social justice and unpacking the idea of 'closing the gap' with former model C schools is also a limitation of the thesis. The role of critical realism and not focusing on the different levels of reality is problematic.

In addition, the major limitations of this study are those outlined in Chapter Three of the methodology. These limitations included a lack of in-depth interviewing, and an improved teacher survey. Chapter One also introduced the potential problem of not being South African and somewhat ignorant of the culture. This fact does need to be recognized as a possible limitation.

6.6 Validity

I would like to conclude this thesis by returning to the concept of validity in my research. Validity can not be proven (Maxwell, 2005), but nevertheless, the research needs to be trustworthy (Lather, 1986). I have used triangulation in gathering data from different

sources: the principal and multiple teachers; and by employing different methods: surveys, questionnaires, and interviews. The data has been member checked. There has been extensive discussion on how ontologically, epistemologically, and philosophically different ideas and theories have been conceptually joined. Overall I can lay claim to being critically self-reflective in the research conducted, data generated, and "...in the relationship of my conclusions to the real world" (Maxwell, 2005: 86).

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Appendix One: Consent Form and Information Sheet Personal information and contacts

John Kovach, M Ed student
Email: carmichaeljc@hotmail.com
Cell: 073 850 7993
Student number: 606k0543
Rhodes University

Rhodes University
Dept. of Education
Phone: 046 603 8383

Research supervisor: Prof Hennie van der Mescht
Dept. of Education, Rhodes University, Grahamstown
Phone: 046 603 8383/4

Research Topic and Information

I am currently working on my Master's degree in Education Leadership and Management. My area of interest and research topic is Motivation. Specifically, what motivates teachers and how a school principal helps, (aids), or is involved in teacher motivation.

In a nutshell:

The study I am working on involves collecting data through the use of questionnaires and interviews.

Questionnaires will be used to get an initial 'sweep' of information in order to identify major motivational themes.

Interviews are intended for a deeper personal look at individual motivation.

A Commitment to **ethical research** is of the utmost concern to the university and me.

Please feel totally free to contact John Kovach or Prof Hennie van der Mescht if you have any queries or concerns regarding this letter or intended research. Thank you in advance for your consideration.

Consent Form

Please, understand that you are not under any obligation to take part in this research and that you may withdraw at any time for any reason.

[I hereby agree to participate in research regarding Motivation with John Kovach.]

For your information:

- All interviews, and questionnaires will be kept confidential
- Real names will not be used to respect anonymity
- If requested, interviews/questionnaires will be returned for your confirmation of accuracy
- If interested, every effort will be made to keep you informed of the research

I agree to participate in: (please Initial)

An interview.....

A questionnaire.....

Name: Signature:.....

Date:.....

Thank You. Your help is very much appreciated.

John Kovach, MEd student
Email: carmichaeljc@hotmail.com
Cell: 073 850 7993
Student number: 606k0543
Rhodes University

Rhodes University
Dept. of Education
Phone: 046 603 8383

Research supervisor: Prof Hennie van der Mescht
Dept. of Education, Rhodes University, Grahamstown
Phone: 046 603 8383/4

A Commitment to **ethical research** is of the utmost concern to the university and me.
Please feel totally free to contact John Kovach or Prof Hennie van der Mescht if you have any queries or concerns regarding this consent or intended research. Thank you in advance for your consideration.

Appendix Two: Contact Summary Form (pilot)

Contact type:

Site:

Contact date:

Today's date:

1. What were the main issues of themes that struck you in this contact?
2. Summarize the information you got (or failed to get) on each of the target questions you had for this contact.

Question

Information

3. Anything else that struck you as salient, interesting, illuminating or important in this contact?
4. What new (or remaining) target questions do you have in considering the next contact with this site?

Contact Summary Form (final)

Contact type:

Site:

Contact's Name:

Contact date:

Time with contact:

Today's date:

1. What were the main issues or themes that struck you in this contact?
2. Summarize the information you got (or failed to get) on each of the target questions you had for this contact.

Question

Information

3. Anything else that struck you as salient, interesting, illuminating or important in this contact?
4. What new (or remaining) target questions do you have in considering the next contact with this site?

Target Question Sheet

Contact type:

Contact's Name:

Planned Time (allotted) with contact:

Site:

Planned Contact date:

Today's date:

1. Outline the general themes that I wish to cover or explore in this contact.
2. Outline the target questions that I wish to explore.
3. How do the target questions relate to the research goals?

Appendix Three: MLQ (abridged)

(pilot) based on Avolio and Bass, 2004

Please answer all items on this answer sheet. If an item is irrelevant, or if you are unsure or do not know the answer, leave the answer blank.

Please judge how frequently each statement fits you. The word “others” may mean your peers, clients, direct reports, supervisors, and/or all of these individuals.

Use the following rating scale:

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

1. I provide others with assistance in exchange for their efforts----- 0 1 2 3 4
2. I re-examine critical assumptions to question whether they are appropriate---- 0 1 2 3 4
3. I fail to interfere until problems become serious----- 0 1 2 3 4
4. I focus attention on irregularities, mistakes, exceptions, and deviations from standards----- 0 1 2 3 4
5. I avoid getting involved when important issues arise-----0 1 2 3 4
6. I talk about my most important values and beliefs-----0 1 2 3 4
7. I am absent when needed-----0 1 2 3 4
8. I seek differing perspectives when solving problems-----0 1 2 3 4
9. I talk optimistically about the future----- 0 1 2 3 4
10. I instill pride in others for being associated with me-----0 1 2 3 4
11. I discuss in specific terms who is responsible for achieving performance goals----- 0 1 2 3 4
12. I wait for things to go wrong before taking action-----0 1 2 3 4
13. I talk enthusiastically about what needs to be accomplished-----0 1 2 3 4
14. I specify the importance of having a strong sense of purpose-----0 1 2 3 4

Did you understand all of the above statements? Y/N

If no, which questions did you not understand? _____

Was there anything about the questionnaire that you were uncomfortable with or that confused you in some way? Please elaborate.

Please use the following space to comment on the above questionnaire as you see fit. Feel free to comment on such things as wording, vocabulary, vagueness, or anything else regardless of whether you consider it unimportant or minor.

Appendix Three: MLQ
 (Final) after changes (highlighted)
 Based on Avolio and Bass, 2004

Please answer all items on this answer sheet. If an item is irrelevant, or if you are unsure or do not know the answer, leave the answer blank.

Please judge how frequently each statement fits you. The word “others” may mean your peers, clients, direct reports, supervisors, and/or all of these individuals. Use the following rating scale:

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

1. I provide others with assistance in exchange for their efforts----- 0 1 2 3 4
2. I re-examine critical assumptions to question whether they are appropriate---- 0 1 2 3 4
3. I fail to interfere until problems become serious----- 0 1 2 3 4
4. I **primarily** focus **my** attention on irregularities, mistakes, exceptions, and deviations from standards-----0 1 2 3 4
5. I avoid getting involved when important issues arise-----0 1 2 3 4
6. I talk about my most important values and beliefs-----0 1 2 3 4
7. I am absent when needed----- 0 1 2 3 4
8. I seek differing perspectives when solving problems-----0 1 2 3 4
9. I talk optimistically about the future----- 0 1 2 3 4
10. I instill pride in others for being associated with me-----0 1 2 3 4
11. I discuss in specific terms who is responsible for achieving performance goals-----
----- 0 1 2 3 4
12. I wait for things to go wrong before taking action-----0 1 2 3 4
13. I talk enthusiastically about what needs to be accomplished-----0 1 2 3 4
14. I specify the importance of having a strong sense of purpose-----0 1 2 3 4
15. I spend time **formally and informally** teaching and coaching----- 0 1 2 3 4
16. I make clear what one can expect to receive when performance goals are achieved----
-----0 1 2 3 4
17. I show that I am a firm believer in ‘if it ain’t broke, don’t fix it’-----0 1 2 3 4
18. I go beyond self-interest for the good of the group-----0 1 2 3 4

Appendix Four: MLQ Scoring Key (abridged)

MLQ Multifactor Leadership Questionnaire Scoring Key (5X) Short

Name:

Date:

Organization:

Leader ID:

Scoring: The MLQ scale scores are average scores for the items on the scale. The score can be derived by summing the items and dividing by the number of items that make up the scale. If an item is left blank, divide the total for that scale by the number of items answered. All of the leadership style scales have four items, Extra Effort has three items, Effectiveness has four items, and Satisfaction has two items.

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

Idealized Influence(Attributed) total/4=	Management-by-Exception(Active) total/4=
Idealized Influence(Behavior) total/4=	Management-by-Exception(Passive) total/4=
Inspirational Motivation total/4=	Laissez-Faire Leadership total/4=
Intellectual Stimulation total/4=	Extra Effort total/3=
Individual Consideration total/4=	Effectiveness total/4=
Contingent Reward total/4=	Satisfaction total/2=

- 1. Contingent Reward----- 0 1 2 3 4
- 2. Intellectual Stimulation----- 0 1 2 3 4
- 3. Management by Exception (Passive)----- 0 1 2 3 4
- 4. Management by Exception (Active)----- 0 1 2 3 4
- 5. Laissez-faire Leadership----- 0 1 2 3 4
- 6. Idealized Influence (Behavior)----- 0 1 2 3 4
- 7. Laissez-faire Leadership----- 0 1 2 3 4
- 8. Intellectual Stimulation----- 0 1 2 3 4
- 9. Inspirational Motivation----- 0 1 2 3 4
- 10. Idealized Influence (Attributed)----- 0 1 2 3 4
- 11. Contingent Reward----- 0 1 2 3 4
- 12. Management by Exception (Passive)----- 0 1 2 3 4
- 13. Inspirational Motivation----- 0 1 2 3 4
- 14. Idealized Influence (Behavior)----- 0 1 2 3 4
- 15. Individual Consideration----- 0 1 2 3 4
- 16. Contingent Reward----- 0 1 2 3 4
- 17. Management by Exception (Passive)----- 0 1 2 3 4
- 18. Idealized Influence (Attributed)----- 0 1 2 3 4
- 19. Individual Consideration----- 0 1 2 3 4
- 20. Management by Exception (Passive)----- 0 1 2 3 4
- 21. Idealized Influenced (Attributed)----- 0 1 2 3 4
- 22. Management by Exception (Active)----- 0 1 2 3 4

Appendix Five: Principal Interview Schedule-Leadership

(Original) Based on MLQ (Lunenburg, 2003)

- Would you comment and discuss how you clarify the reason and purpose for your teachers' actions?
- Do you question the traditional way of doing things? Please explain or elaborate. Can you provide an example?
- Would you discuss with me how you promote teachers' self-development?
- How do you take a stand on difficult issues? Please explain and elaborate.
- I will make a statement please comment on it as you see fit: Encourages addressing problems by using reasoning and evidence, rather than unsupported opinion.

Principal Interview Schedule-Leadership

(Revised/Pilot)

How would you describe yourself as a leader?

I am interested in the way you lead and how you are a leader.

Follow up questions/ideas:

- Difficult issues
- Teacher development
- Traditional vs. new ways of doing things
- Employee actions: how do you work together with employees?

Prompts:

Please explain

Carry on

Please say more

Can you give me some examples?

Tell me more

Principal Interview Schedule-Leadership

(Final)

How would you describe yourself as a leader?

I am interested in the way you lead and how you are a leader.

Questions/ideas to be examined:

- Difficult issues
- Teacher development
- Traditional vs. new ways of doing things
- Employee actions: how do you work together with employees/teachers?
- Personal goals vs. institute goals
- Formal vs. informal leadership
- Leading teachers vs. leading support staff

Appendix Six: Principal Interview Schedule-Motivation (Pilot)

Prompts Ideas and Questions:

- Teachers have both personal and school goals...Do you have an affect on these teacher goals?
- How would you describe yourself as a teacher role model?
- How do you think that you motivate teachers?
- Does the school management provide teachers any different opportunities?
- What kind of new possibilities are potentially available to teachers?
- What kind of encouragement are teachers given?
- Does the school either formally or informally assist teachers in their job? How?

Principal Interview Schedule-Motivation

(Final)

- Teachers have both personal and school goals...Do you have an affect on these teacher goals?
- How would you describe yourself as a teacher role model?
- How do you think that you motivate teachers?
- Does the school management provide teachers any different opportunities?
- What kind of new possibilities are potentially available to teachers?
- What kind of encouragement are teachers given?
- Does the school either formally or informally assist teachers in their job? How?
- How does culture play a role in motivating teachers?
- It has been suggested that a person may be motivated on different levels: philosophical, culturally, and psychologically...
- Internal motivation...external motivation

Appendix Seven: Teacher Survey

Pilot (1)

Name:

Directions: Please circle the number that best applies to your situation.

6=strongly agree to 1=strongly disagree

1. I spend a lot of time preparing for my classes.

Strongly agree **6 5 4 3 2 1** Strongly disagree

2. I really enjoy teaching.

Strongly agree **6 5 4 3 2 1** Strongly disagree

3. If I could find another job (not teaching) that paid the same amount of money, I would resign.

Strongly agree **6 5 4 3 2 1** Strongly disagree

4. I teach because I need the money.

Strongly agree **6 5 4 3 2 1** Strongly disagree

5. Being a good teacher is important to me.

Strongly agree **6 5 4 3 2 1** Strongly disagree

6. I think that I need more skills to be a good teacher.

Strongly agree **6 5 4 3 2 1** Strongly disagree

7. I find teaching very challenging.

Strongly agree **6 5 4 3 2 1** Strongly disagree

8. I find teaching very rewarding.

Strongly agree **6 5 4 3 2 1** Strongly disagree

9. The biggest problem I have in the classroom is finding the energy to get through the day.

Strongly agree **6 5 4 3 2 1** Strongly disagree

10. I enjoy attending teacher workshops.

Strongly agree **6 5 4 3 2 1** Strongly disagree

Please indicate the questions that were not clear or that you were not sure about?

Please finish the statement as you see fit.

1. I teach because...

2. The thing I like about teaching the most is

Please indicate any problems that you have had with the survey.

Is there anything that you did not understand or was unclear?

Please note any suggestions for improving the questionnaire.

Teacher Survey Pilot (2)

Directions: Please *circle* the number that best applies to your situation.
6=strongly agree to 1=strongly disagree

1. I am well prepared for my classes.
Strongly agree **6 5 4 3 2 1** Strongly disagree
2. I really enjoy teaching.
Strongly agree **6 5 4 3 2 1** Strongly disagree
3. If I could find another job not teaching that paid the same amount of money, I would quit.
Strongly agree **6 5 4 3 2 1** Strongly disagree
4. I find it difficult to teach because I don't have much confidence in my ability.
Strongly agree **6 5 4 3 2 1** Strongly disagree
5. Being a good teacher is important to me.
Strongly agree **6 5 4 3 2 1** Strongly disagree
6. I require more teaching skills so that my classroom instruction will improve.
Strongly agree **6 5 4 3 2 1** Strongly disagree
7. I do not like teaching because the hours are long and the children are difficult.
Strongly agree **6 5 4 3 2 1** Strongly disagree
8. I find teaching very rewarding because it is self-satisfying.
Strongly agree **6 5 4 3 2 1** Strongly disagree
9. I use different methods each year in order to improve my classroom instruction.
Strongly agree **6 5 4 3 2 1** Strongly disagree
10. I have certain teaching goals I try to accomplish each year.
Strongly agree **6 5 4 3 2 1** Strongly disagree

Please finish the statement as you see fit.

11. I teach because...

12. The thing I like about teaching the most is

Please indicate any problems that you have had with the survey.

Is there anything that you did not understand or was unclear?

Please note any suggestions for improving the questionnaire.

Teacher Survey (final)

- Please understand that you are not under any obligation to take part in this research and that you may withdraw at any time for any reason.
- Confidentiality is assured
- Thank you in advance

Name _____

Your name will only be known to me. This information will not be given to anyone else.

Directions: Please circle the number that best applies to your situation.

6=strongly agree to 1=strongly disagree

1. I am well prepared for my classes.
Strongly agree **6 5 4 3 2 1** Strongly disagree
2. I really enjoy teaching.
Strongly agree **6 5 4 3 2 1** Strongly disagree
3. If I could find another job not teaching that paid the same amount of money, I would quit.
Strongly agree **6 5 4 3 2 1** Strongly disagree
4. I find it difficult to teach because I don't have much confidence in my ability.
Strongly agree **6 5 4 3 2 1** Strongly disagree
5. Being a good teacher is important to me.
Strongly agree **6 5 4 3 2 1** Strongly disagree
6. I require more teaching skills so that my classroom instruction will improve.
Strongly agree **6 5 4 3 2 1** Strongly disagree
7. I do not like teaching because the hours are long and the children are difficult.
Strongly agree **6 5 4 3 2 1** Strongly disagree
8. I find teaching very rewarding because it is self-satisfying.
Strongly agree **6 5 4 3 2 1** Strongly disagree
9. I use different methods each year in order to improve my classroom instruction.
Strongly agree **6 5 4 3 2 1** Strongly disagree
10. I have certain teaching goals I try to accomplish each year.
Strongly agree **6 5 4 3 2 1** Strongly disagree
11. The school principal motivates me.
Strongly agree **6 5 4 3 2 1** Strongly disagree

12. I find myself working hard to make a good impression on school management.
Strongly agree **6 5 4 3 2 1** Strongly disagree

Use this space to expand on any of the above.

Please finish the statement as you see fit.

1. I teach because...

2. The things I like about teaching the most are

Teacher Survey (final – with addition)

Question seven (7)

7. I do not like teaching because the hours are long and the children are difficult.
Strongly agree **6 5 4 3 2 1** Strongly disagree

Changed from one statement into two statements:

7a. I do not like teaching because the hours are long.
Strongly agree **6 5 4 3 2 1** Strongly disagree

7b. I do not like teaching because the children are difficult.
Strongly agree **6 5 4 3 2 1** Strongly disagree

Appendix Eight: School Principal Interview Codes (Initial)

Leadership:

- Traits and Personal attributes-TandP
- Situational-S
- Theory X and Theory Y-X,Y
- Behavioral-B
- Task-T
- Person-P
- Circumstances(based on Vroom-Yetton)-C
- Transformational-TR
- Transactional-T\$
- Servant-SV

Motivation:

- Maslow's needs-MN
- Alderfer-ERG
- Herzberg-MH
- Need for achievement-n Ach
- Need for power-n P
- Need for Affiliation-n Aff
- Need for Autonomy-n Aut
- Equity Theory-ET
- Vroom-WRR
- Goals-G
- Self-efficacy-SE

Appendix Nine: School Teacher Interview Questions (Pilot)

- I would like to discuss some of the reasons you have for being a teacher.
- What type of goals do you have in regards to your teaching? Do they change?
- What are some of the other influences that may impact on your teaching? For example the principal, community, family, friends...
- How do you 'get up' for the daily grind of the classroom?
- What do you enjoy most about teaching?
- What do you enjoy least about teaching?
- How does the school management affect your teaching?
- What do you believe motivates you as a teacher?
- Does this change? Is it changing now?

School Teacher Interview Questions/prompts

(Final)

- I would like to discuss some of the reasons you have for being a teacher.
- What type of goals do you have in regards to your teaching? Do they change?
- What are some of the other influences that may impact on your teaching? For example the principal, community, family, friends...
- What do you enjoy most/least about teaching?
- How does the school management affect your teaching?
- What do you believe motivates you as a teacher?
- Does this change? Is it changing now?
- Teacher competition
- Religion
- External/internal motivation
- Contract completion
- Principal involvement...formal/informal motivation
- Staff meetings
- Career Advancement

Appendix Ten: Research Questions

- Will I be able to ‘get to’ what motivates teachers in regards to the three layers of critical realism ontology?
- In practice will psychology and education mesh?
- Can transformational/servant/transactional leadership be used to help explain or assist in understanding how a principal motivates teachers?
- Is there a relationship between transformational/servant/transactional leadership and teacher motivation?
- What if any is the relationship between teacher motivation and a school principal?
- Are pragmatism and critical realism compatible?
- Are there any existing theories that can be used to explain teacher motivation?
And if so which one(s)?

