

**The motivation of secondary school principals  
to improve and sustain quality academic  
performance in Grade 12**

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## DECLARATION / VERKLARING

I the undersigned, hereby declare that the work contained in this dissertation / thesis is my own original work and that I have not previously in its entirety or in part submitted it at any university for a degree.

Signature:

A handwritten signature in black ink, appearing to be 'A. J. van der...'.

Date: 22 October 2018

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## **ABSTRACT**

This qualitative research aimed to understand the influence of the motivational level of the secondary school principal on the academic performance of the Grade 12 learners. The Self-Determination and Expectancy Attribution theories were used. From the theories, the following factors influencing motivation were identified: trusting relationships, learning environment, participating in setting goals, feedback and self-motivation. Two performing schools and two underperforming schools were sampled. The principal of each school together with three educators from each school were interviewed to establish if the factors influencing motivation influenced the motivational level of the principal to move the educators to optimal performance. All data collected during the semi-structured interviews were transcribed and coded to extract the facts on the impact of the principal towards academic performance. The conclusion was made that the principal must have intrinsic motivation before any movement of the educators can take place towards better performance.

Keywords: Motivational level; secondary school principals, academic performance, Grade 12

## **OPSOMMING**

Die kwalitatiewe navorsing is onderneem om die invloed van die motiveringsvlak van die sekondêre skoolhoof op die graad 12- akademiese prestasie te verstaan. Die self determinasie (Self-Determination) en verwagting erkenning (Expectancy Attribution) teorieë is gebruik, waaruit die volgende faktore geïdentifiseer is: Vertrouensverhoudings, leeromgewing, deelname aan doelwitstelling, terugvoer en self motivering. Twee presterende en twee onder presterende skole is gekies. Onderhoude is met die hoof en drie onderwysers van die gekose skole gevoer om vas te stel of die geïdentifiseerde faktore wel 'n invloed het op die motiveringsvlak van die hoof om personeel te beïnvloed tot beter akademiese prestasie. Die data wat tydens die onderhoude verkry is, is getranskribeer en gekodeer. Daardeur is feite ontleed ter verduideliking van die invloed van die hoof op akademiese prestasie. Die gevolgtrekking is dat die hoof allereers intrinsiek gemotiveerd moet wees, voordat hoofde enige invloed op onderwysers kan uitoefen om hulle te lei tot beter akademiese prestasie.

Sleutelwoorde: Motiveringsvlak; sekondêre skoolhoofde; akademiese prestasie ; Graad 12

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# CHAPTER 1 INTRODUCTION AND RATIONALE OF THE STUDY

## 1.1 Introduction

This study arose in response to the following question: If a school principal is positively motivated, will the school's academic performance improve and can that improvement be sustained? The researcher has been employed by the South African Department of Education (DoE) for nearly three decades. The impact of the motivational level of the principal on academic performance is one of the issues frequently dealt with by the researcher. Her experience has been that when a principal is motivated to move educators, the academic performance of the school is good, whereas when a principal is unmotivated and not interested in the well-being of the educators or the learners, the school's academic performance will show little or no improvement. While serving as an assessment official in a performing district with 83 secondary schools over the last decade, the researcher has experienced this tendency in the performing as well as the underperforming schools. The researcher wanted to understand how the motivational level of a secondary school principal influences the academic performance of the learners.

Academic performance identifies performing schools, explained by the Minister of Basic Education in the latest National Education Evaluation and Development Unit (NEEDU) report as follows: "Because performance in the National Senior Certificate (NSC) examinations is an objective measure of the system, it was also used as a yardstick to identify schools that work" (DBE, 2017:4). The principal, as the head of the institution, is the accountable officer for the academic performance of the school.

According to Jacobs (2007), the role of the principal is visible as an interaction process between the principal's motivation and the other role players (specifically educators and learners). This process is conceptualised as the climate of the school. For the purpose of this study, the word "climate" is used to describe how people "feel" in the workplace, and how they experience their workplace circumstances (Jacobs, 2007). The principal is the first person who must lead the educators and the learners into the positive feel or climate of the school, to give the learners the opportunity to achieve to the best of their ability. Therefore, it can be expected that the personal motivation of the principal must be positive.

During this research study the climate or the feel of the school will entail the atmosphere, the environment as well as the culture of the school. Reason being that the literature study as well as the interviews with the participants all four terms were used in relation with each other to indicate how educators experience the "feel" of the school to enhance performance.

For this study, the researcher wanted to determine how principals and educators feel or experience the climate (atmosphere, environment, culture) of the school regarding the school's academic performance.

To investigate how the principal and the educators feel in the workplace, three elements are discussed as an exposition of the climate, viz. the infrastructure, the dress code, and the discipline in the school.

Three motivational theories (self-determination theory, expectancy theory and attribution theory) are used to explain and understand the motivational level of the principal in relation to the trusting relationship between the principal and the educators, participation in decision-making, feedback, and their (principals and educators) own motivational levels.

Furthermore, as the accountable official, the principal needs to adhere to the vision and the mission of the national DoE which specifies that the principal must make sure that every learner receives quality education every day and must give every learner the opportunity to do well and leave the secondary school with the knowledge, skills, and qualification to give them the best chance in life. Accordingly, this study examines the role of the principal as a motivator against the quality of education in the school.

## **1.2 Keywords and clarification**

### **1.2.1 Motivation**

Bush and Middlewood (1997) define motivation as a person's will to do something. Van der Westhuizen (1990) describes motivation in the educational context, as all the attempts a principal makes to ensure that the educators voluntarily accomplish the best they are capable of. Such attempts also establish the will to do something in others, and the ability to move the educators to perform at their best to bring about improvement and to sustain the Grade 12 learners' academic performance. Such motivation entails internal and external motivation. The focus of this study is on the motivation of the secondary school principal, incorporating internal and external motivational factors to improve and sustain academic performance.

The level of will to do something may be awakened by these internal and external factors. Maree (2008) sees internal motivation as something valuable to try to achieve. It follows that the energy contribution by the secondary school principal must be worth the effort to improve and sustain the performance of the learners. Maree (2008) explains that external factors are the reactions of other people to the conclusive proof of the success or the failure of an attempt made.

The “other people” in this study is the DoE. Thus, the reaction of the DoE to the performance of the schools is gauged against the motivational input of the principal to improve and sustain the current performance output of the school.

As indicated above, motivation involves movement. Motivation then describes the way the principals move themselves and the educators to improve and sustain learner performance.

### **1.2.2 Secondary school principals**

The researcher chose to focus this study on secondary school principals as she is working in the Further Education and Training unit within the Curriculum Learning Implementation sub-directorate, at a district office specifically serving secondary schools. Also, the secondary school principal is accountable for the Grade 12 learners, whose performance is of national interest (DBE, 2018).

Secondary school principals report to the district and provincial offices of the Department of Basic Education (DBE) regarding the academic performance of their school (ELRC, 2003). The *Action plan to 2014: Towards the realisation of schooling 2025* which was introduced by the DBE (2011a:47) lists the following requirements:

The school principal must ensure that teaching is taking place.

The school principal must understand his/her role as a leader to promote harmony, creativity and sound work ethic in the school community.

### **1.2.3 Improve and sustain performance**

The Gauteng DoE classifies schools that obtain less than an 80% pass average in Grade 12 as prioritised schools. In the beginning of each academic school year, the Gauteng DoE analyses the results per district. Based on this analysis, the Department sets targets for the overall pass percentage per school as well as targets for every subject offered by a school for the following year. These targets are formally communicated to all districts and all schools. Schools not meeting the set targets are classified as prioritised schools. The district offices then must support these schools intensively to ensure that there is improvement in the Grade 12 results. Regular reports on the performance of these schools are communicated to the head office, describing the level of improvement. Improvement in this study is defined as bringing a school's pass percentage up to the set target, to elevate the school from the prioritised category as indicated by the Gauteng DoE.

To sustain something is to keep it in existence or to continue it in a certain state for an extended period of time (OED Online, 2018e). The schools performing well must sustain their performance and therefore principals must be motivated to move the teachers and learners to sustain their performance. Sustained performance in this study is described as maintaining at least a 99% pass average for at least five consecutive years.

To understand sustained performance in the context of this study, the motivation of the principals of these performing schools is investigated.

#### **1.2.4 Academic performance**

Academic performance in this study is defined as the results that the schools obtain during the Grade 12 NSC examinations at the end of each academic year. These results form the benchmark that indicates the level of performance in schools (Molete, 2013). The researcher utilised the Grade 12 results from 2008–2013 from the 45 public secondary schools in the Ekurhuleni North district of Gauteng to identify which schools sustain their results, as well as the schools classified as prioritised by the Gauteng DoE according to their year-end results.

### **1.3 Research problem and motivation for the study**

#### **1.3.1 Quality academic education**

The 2013 vision of the Gauteng DoE (2013) stated that their aim is to ensure that every learner does well at school and leaves South African institutions with the knowledge, skills and qualifications that will give them the best chance of success in adult life. The number of learners passing with an admission to a Bachelor's Degree, together with the pass percentage of the school, are used as measuring criteria for a school identified as producing quality education by the DBE in South Africa (DBE, 2011b). Quality education as measured by the national DBE means that the pass percentage of the Grade 12 learners at the school is 99% to 100%. In the last few years, the quality of pass has also been scrutinised. A school may have a 100% pass rate but could be regarded as a school with limited quality passes (Ntuta, 2014). A quality pass is defined as the number of passes with admission to a bachelor's degree. To achieve this admission, a Grade 12 learner has to pass an NSC with a minimum of 30% in the language of learning and teaching offered by the higher institution as certified by Umalusi, coupled with an achievement of 50–59% or better in four recognised 20-credit National Senior Certificate (NCS) subjects (DoE, 2008:6).

It is the principal's responsibility to obtain these Grade 12 results. Thurlow, Bush, & Coleman (2003) mentions specific leadership-related activities and requirements which are linked to the achievement of the Grade 12 results: professional leadership, shared vision and goals, learning environment with an orderly atmosphere, and an attractive environment.

These leadership activities are examined through the lens of motivation, to understand the potential link with and influence of the principal's motivation on the achievement of quality education in schools.

### **1.3.2 Role of the principal to improve and sustain quality academic performance**

The 2013 mission of the Gauteng DoE (2013) stated it aimed to ensure that quality learning and teaching takes place in every classroom every day. This implies that the accountability lies with the principal to positively motivate educators and learners to adhere to the mission.

Stanley (2008) indicates that the responsibility is with the leader of the organisation (the principal) to make sure that the vision (quality learner performance) and the mission (quality education) is clearly understood and that all stakeholders will take the responsibility for implementing the set vision and mission. In the Integrated Quality Management System, a system whereby teacher development is done by identifying needs of educators for support, some qualities of the educators and principals include the ability to create a positive learning environment. The positive atmosphere and learning environment that the motivated principal brings to the school will enhance the willingness of the educators to reach the set vision and mission of the school. If the educators and learners buy into the vision and mission, the positive atmosphere or feeling initiated by the principal can be sustained and may lead to quality academic performance in the school.

Principals are the key to school effectiveness (Brighthouse & Woods, 2008). O'Sullivan and West-Burnham (2011) also suggest that principals need serious support with the management of schools, in order for the schools to function effectively. Federici and Skaalvik (2012) did research on the relation between self-efficacy and burnout, job satisfaction and motivation to quit. Their research emphasised the importance of assistance for principals to have self-efficacy to ensure quality performance. From interaction with principals during school visits and meetings at the provincial and district offices, the researcher became aware that there is not sufficient support of principals to allow them to be knowledgeable about their own motivation and to lead educators and learners towards quality academic performance. School principals are under a great deal of pressure from the DBE to make sure that schools produce quality education. The researcher noticed that the principals do not receive sufficient internal or

external motivational support. In the district where the researcher works, principals have meetings on a quarterly basis with the head of curriculum learning implementation, during which the performance or non-performance of schools is reviewed. Principals then can give input through discussions with their peers. Planning for the term is another item on the agenda for these meetings (Roux, 2014).

The researcher wants to assess whether the motivational level of the principal has an impact on the academic performance of the school. This may then indicate that development with regard to motivational levels is sufficient; or it may be that motivational development is needed to ensure optimal academic performance in the secondary schools.

Accordingly, the research question for this study is:

*How important is the motivation of a principal of a secondary school to improving and sustaining the academic performance of the Grade 12 learners?*

The sub-questions are:

Which factors influence the motivation of a school principal to improve and sustain academic performance in the school?

How does a motivated principal move the educators in the school to improve and sustain academic performance in a school?

The aims of this research are:

to understand factors that influence the motivation of a principal, in order to improve and sustain the academic performance in their school;

to understand how the motivated principal moves the educators in the school to improve and sustain the school's academic performance;

to provide some guidelines to principals to link them as motivator with quality education.

#### **1.4 Introduction to the preliminary literature study**

In the following section, the researcher discusses the concept, aspects and processes of motivation to improve and sustain quality academic performance in Grade 12.

### **1.4.1 Motivation**

To link motivation with success, the concept of motivation needs to be clearly understood. The English version of the word was likely derived from the German *motivierung* and can be understood as the general desire or willingness of someone to do something (OED Online, 2018b). In the context of this study, it refers to the principal as well as the educators and learners moving towards producing quality education.

The level of motivation of the principal, as well as the principal's influence on the motivation of others is of great importance when a school is functioning effectively (Beckmann & Nieuwnehuis, 2004; Naidu, Joubert, Mestry, Mosoge, & Ngcobo, 2008). As previously noted, in this study, the researcher's aim is to find out what influence the motivation of the principal has on the educators pertaining to the quality education of the school.

According to Alderman (1999), three psychological functions of motivation can be acknowledged:

Energising or activating behaviour – what gets the person engaged or “turned off”. During the study, the researcher establishes what gets the principal engaged to move the educators as well as the learners to achieve quality education.

Directing behaviour – why a certain course of action is chosen over another. During the interviews the researcher determines the reasons for the principal choosing a certain course of action.

Regulating persistence of behaviour – why a person persists in reaching a goal. The persistence of behaviour of the principal towards reaching a goal is also determined during the interviews.

### **1.4.2 Internal and external motivation**

Two known aspects of motivation are important for this study, viz. internal motivation and external motivation (Maree, 2008). Internal motivation implies that individuals will accomplish their goals if the goals make sense to them. They must be worth the effort to work towards (Maree, 2008). It is taken that the principal must be motivated internally before there can be any expectation of quality academic performance.

Naidu *et al.* (2008) examines the challenge that principals face to improve the quality of education on the personal, individual level. She indicates that principals often think that they do not have the ability to resolve problems and lead schools. This implies that their low internal

motivation may make it more challenging for them to lead the educators to quality education, because low internal motivation influences the way they think and therefore the way they act. During the interviews, the motivational level of the principals and the educators was discussed with each participant to establish if the motivational level makes a difference in achieving quality education.

External motivation happens when other people's reactions are the conclusive proof of the success or the failure of the attempt made (Maree, 2008). External motivation occurs when the principal positively motivates the educators to provide quality education.

This can be done through the instructions given, or when set goals are reached, and the principal acknowledges the outcome by giving an incentive. Effectiveness of leadership goes hand-in-hand with external factors within the immediate environment or setting of the school, as well as in the context where the school needs to function (Hallinger, 2003). External motivation can also be seen as being moved to motivate – meaning to do something because one finds it enhancing. To move to do something is to do it because one will receive something when it is done, such as a salary (Mol, 1990).

An important assumption is that people are not moved to do something by a good leader, but by the way the leader sees the people (Herzberg, 1968). This is in line with the X and Y theory of McGregor which suggests that leaders may have the following assumptions (Kopelman, Prottas, & Davis, 2008):

Theory Y mainly views employees as not lazy, and capable of self-direction and self-control, and of being able to provide important ideas that will improve effectiveness. This means that little or no external motivation will be needed to lead educators to quality education.

Theory X is the opposite of Y, where leaders may see employees as generally lazy, incapable of self-direction and not offering much in terms of problem-solving (Kopelman *et al.*, 2008). The motivational influence of the principal will include more external factors when moving these educators to quality education.

The selected principals were asked if their staff members are lazy and incapable of if they are not lazy and capable of doing their duties during the interviews to establish if the assumption from Kopelman and the statement from Herzberg could be verified.

Fullan (2003) identifies some thinking patterns that cause principals to think that they cannot lead the school to quality education; these patterns are closely associated with the internal and external motivation of principals:

“If only” – These principals think that they will be able to lead more effectively if only the educators were better prepared, or if only the learners will learn better. If only the system was better, then they could take the school to quality education. What this principal forgets is that the principal is the one who first needs to be the best, in order to lead the educators and the learners to quality education. Fullan (1992) also provides “if only” statements where the principal externalises the blame and immobilises people. He uses examples such as: “If only the Ministry of Education would stop issuing so many policy changes.” This way of thinking may indicate helplessness. A principal should rather move towards autonomy and consider what is important to them and the people around them.

Thurlow *et al.* (2003) suggests that at one end of the spectrum, the manager/leader simply tells the subordinates what to do, while on the other hand, the power to make decisions is handed over to the subordinates.

During the interviews, the participants were questioned on the participation in decision-making to establish if the principals made decisions regarding the academic goals of the school on their own, or whether they involved the educators in these decisions. With this brief discussion of the preliminary literature discussion on internal and external motivation, the researcher wants to indicate the need to do research on the impact of the motivational level of the principal on the academic performance in the secondary school.

The next section deals with some factors that influence motivation. These factors were investigated during the interviews with all the participants.

### **1.4.3 Factors influencing motivation**

Whitbourne (2011) plotted seven factors affecting motivation. In one of these, she indicates that intrinsic motivation comes from a person’s inner needs, influencing their behaviour. This is an addition to Middlewood and Lumby (1998) description of motivation as a person’s will to do something. According to Middlewood and Lumby (1998), the factors that may influence motivation are needs or expectations, behaviour, goals, and some form of feedback. This will mean that people need to know the expectations and goals before a task will be done because it will influence their behaviour. After the task, they need feedback on its success or failure to influence their future behaviour when asked to do something again.

- “Loss of moral compass” – a principal must have strong moral beliefs before he will lead his people to effective functioning. Appreciation of equality, fairness, good relationships and empathy must be embedded in the self before principals will be able to lead

positively. A principal must beware not to lose this type of compass (Fullan, 2003).

- “Inability to take charge of one’s own learning” – the principal must take the lead in lifelong learning.
- “Responsibility virus” – this is embodied in two opposite poles, viz. feeling over- or under-responsible or accountable. On the one hand, the principal is doing everything and does not delegate or develop the staff members to share in the responsibility. The learners and the educators are not part of the decision-making processes in the school. On the other hand, the principal is leaving everything to the educators and waits for the problem to be resolved (Fullan, 2003). Most of the time this is a principal who is not able to lead or manage the school.

The current study examines two of these factors, viz. participation in decision-making – to be able to know the expectations and goals before the task will be done – and the feedback from the principal on the success or the failure of a completed task.

Other factors of motivation which may also affect the functioning of the principal, are autonomous motivation and controlled motivation (Koestner, Otis, Powers, Pelletier & Gagnon, 2008). Autonomous motivation uses volition, the cognitive process where an individual decides on and commits to a course of action (OED Online, 2018g). It refers to the will of a person to do something and to the strength of will to complete a task despite obstacles (Koestner *et al.*, 2008). This is when the principal would stay motivated despite the many changes and challenges experienced. The researcher investigates the motivational level of the principal of the school within the literature and then asks questions concerning the level of motivation from the principals and the educators.

Alderman (1999) refers to controlled motivation, when a person acts under internal or external pressure. The person performs the job either to gain self-worth, or to avoid anxiety or guilt. It may also be that someone is pressurised by demands or rewards. Gegenfurtner, Festner, Gallenberger, Lehtinen & Gruber, (2009) defines controlled motivation as motivation with an external locus of causality. This motivation to do something derives from external rewards or sanctions. This will then imply that the principal would need some sort of external motivation (incentive) before they can move the educators to improvement and sustainment of learner performance. After three studies on the subject, Koestner *et al.* (2008) concluded that people who reach set goals tend to operate more on autonomous motivation than people who use controlled motivation as means of getting something done. According to Alderman (1999), the role of motivation is to lead to possibilities that would foster the development of the person.

Motivational research on the role of effort (“try”) and ability (“can”) and the relationship to school performance indicates that some people will show the ability to do a task but do not make enough of an effort to excel in effective achievement. Other people do not necessarily show the ability to do something but with enough effort made, manage to perform. Motivational inequality affects academic achievement. Anyone who does not have the motivation to develop intellectually will be a disadvantage to the people who have the motivation to develop intellectually, as they will have self-efficacy, self-regulation, intrinsic interest, goal setting and self-monitoring which are measures to develop to the optimum.

Highly motivated people have self-efficacy where they make judgements concerning their own capability to accomplish a task. They do not need the ability as such, but the belief that they hold about the ability.

This self-efficacy influences how much effort is made and how long people persist in completing a task to the fullest, regardless of the obstacles in the way (Alderman, 1999).

The researcher wished to understand the above factors and the influence they may have on motivation within the principal. The perspective of the educators on the principal’s motivation to make them move to improve and sustain performance was also a matter of interest to the researcher and was dealt with during the interviews.

The next section deals with three motivational theories the researcher has drawn on in this study.

#### **1.4.4 Theories on motivation**

Although there are many motivational theories, the most appropriate theories for this study are self-determination theory, expectancy theory and attribution theory.

##### **1.4.4.1 Self-determination theory**

When one looks at the factors influencing motivation, such as the need for expectations, behaviour and some form of feedback (Middlewood & Lumby, 1998), these can be linked to the self-determination theory of Fernet, Austin & Vallerand (2012). They did a study on the effects of work motivation and employee exhaustion and commitment in Quebec, Canada. The study uses two theories to establish the roles of motivational mechanisms in employee functioning, viz. the job demands-resources theory and the self-determination theory (Fernet *et al.*, 2012). The results of their study indicated the role of motivation in the functioning of employees. The researcher investigates self-determination theory within the body of scholarship and then

assesses it practically during the interviews by discussing the needs for expectations, behaviour and forms of feedback between the educator and the principal.

Self-determination theory presents a broad framework for the study of human motivation and personality. It articulates a meta-theory for framing motivational studies, a formal theory that defines intrinsic and varied extrinsic sources of motivation, and a description of the respective roles of intrinsic and types of extrinsic motivation in cognitive and social development and in individual differences (Ryan & Deci, 2000).

According to De Cooman, Stynen, Van den Broeck, Sels & De Witte, (2013), who also looked at self-determination theory, the needs of autonomy, relatedness and competence must be satisfied for a person to maintain growth, integrity and health. The need for autonomy is described as a person needing to experience ownership of behaviour and a sense of volition (De Cooman *et al.*, 2013).

Thus, the principal takes a cognitive decision to commit to quality education. The will to produce quality education and the strength to complete this task despite obstacles experienced, is investigated during the interviews with the principals and the educators. The second need of relatedness refers to the need to feel connected to others (De Cooman *et al.*, 2013).

This includes the behaviour and the feedback between the principal and the educators during the process of moving towards improvement and sustained quality of academic performance. The researcher explores the behaviour and feedback between the educators and the principal. The last need indicated by De Cooman *et al.* (2013) is competence, which refers to being effective. This is also investigated within self-determination theory, as this plays an important role in the moving towards the improvement and the sustained learner performance.

#### **1.4.4.2 Expectancy theory**

Vroom's expectancy motivation theory shows that effort, performance and outcomes are separated (Ball, 2012). One realises that the performance of the employee may be based on factors such as personality, skills, knowledge, experience and abilities. During the research, the national DBE's expectation of the school principals to achieve quality education is investigated. The effort and performance made by the principals and educators because of the influence (or absence) of the principals' motivation to encourage and move educators is researched against the outcomes achieved by learners. (Lunenburg; (2011) explains expectancy theory as a cognitive process of motivation. The understanding is that people will be motivated if they believe that the strong effort they put in, will lead to good performance and that the good performance will have the desired results. The researcher needed to establish in this study

whether the effort the principal and the educators put into achieving quality education is driven by a wish to reap desired results. Another reason for the exploration of the expectancy theory is the implications it may have for motivating employees. This is important for the principal in the managerial chair (Lunenburg, 2011).

#### **1.4.4.3 Attribution theory**

This theory considers the person's beliefs about the courses of outcomes and how those beliefs influence expectations and behaviour (Alderman, 1999). The researcher became aware that the principals and educators in schools which achieved quality education by producing a pass percentage of 99–100% tended to advocate high expectations from their learners.

The behaviour of the educators and the principals is positive, as they believe the quality of the learner performance will exceed the previous results. During the research, this theory is investigated through the interviews.

When people do not see the connection between their actions and their performance, or when they believe that their actions will have no effect on what happens to them, this is seen by Alderman (1999) as learned helplessness. This study scrutinises the connection between actions taken by the principal (the effort put in) and the effect it has on the educators.

Thompson (2008) explains attribution theory in terms of people attributing their successes and failures to four factors: ability, effort, task difficulty, and luck. Each of these factors has been analysed using three characteristics (specifically locus of control, stability, and controllability). During this study, the success or the failure of principals and their attribution of their results to factors such as ability and effort, will be investigated. This research aimed to indicate whether principals truly feel that their actions of motivating the educators actually influence themselves as the accountable officers to improve and/or sustain performance in their schools.

The three above-mentioned theories were scrutinised before the researcher carried out the fieldwork to determine to what extent the impact of the motivation level of the principal influences the outcome of the learners' performance.

### **1.5 Research design and methodology**

#### **1.5.1 Design**

This study is a qualitative research as it is most interested in the "how" question as opposed to the other possible questions (Kuper, Reeves, & Levinson, 2008). The researcher wants to

establish if and how the impact of the motivational level of the principal as the leader of the school, influences the academic performance.

The participants were interviewed by the researcher. This is to establish the impact of the motivational level of the secondary school principal on the improvement and the sustainment of the academic performance in the secondary school.

The interview schedule for the interviews included questions on the quality of the principals and educators, the movement of the educators by the principal, the creating of the learning environment or surrounding. Furthermore, the questions dealt with identified factors influencing motivation.

After the analysing of the data from the interviews, the researcher was able to indicate the relatedness between the principal as the motivator and the quality academic performance of the school.

### **1.5.2 Methodology**

Kuper *et al.* (2008) indicate that the aims for qualitative research are to generate in-depth accounts from individuals by talking to them or gathering data from interviews with them. According to Kuper *et al.* (2008), research is theory-based in order to understand the context in which people live. The approach or methodology of this study was that of interpretation in order to explain how the motivation of the principal affects the improvement and maintenance of the performance of the school. The researcher gathered in-depth data from the individuals which then enables the researcher to understand the context of the school life of the principal and the educators and how the motivational level affects the learners' performance.

The interpretation of the motivation of principals, leads to the understanding of the phenomena of the motivational principal as a leader and manager of a school offering quality education. The interpretative methodology outlined the procedure to reach the objective of what motivates a school principal and how a combination of internal and external motivation of the principal influences the performance of the learners. It also leads to the understanding of how a motivated principal lead and manages the educators in the school. Therefore, the lens of interpretivism is used while observing this phenomenon called motivation.

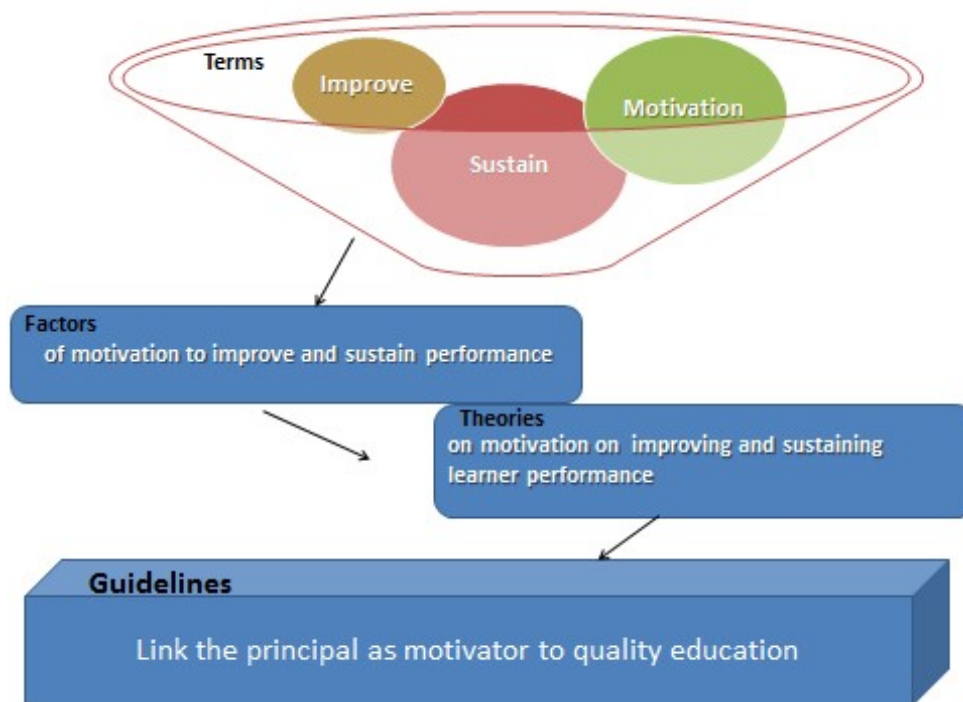
In the theoretical framework or thinking pattern, the researcher looked at different motivational theories and how motivation links to improvement and the sustainment of performance. This is the foundation that the researcher utilised from the knowledge gained from the literature reviews, to reach conclusions on the understanding of the motivation of the principal.

This exploration of the literature was used to give guidelines regarding the principal as motivator to quality education.

### 1.5.3 Conceptual framework

The terms *motivate*, *improve* and *sustain* are put through a figurative funnel so as to refine the meaning within the context of this study. These concepts are linked to factors influencing motivation, which are tested against certain theories to provide guidelines on the link between the principal as motivator and quality education.

Visually, the conceptual framework is presented as follows:



**Figure 1: Conceptual framework**

The knowledge gained from the body of scholarship was utilised to inform the researcher in developing an interview schedule to do interviews with the principal and three educators from the four selected schools.

The instrumental case study aims to gain a better understanding of a social issue (De Vos, Strydom, Fouché & Delpont, 2005). In the current study, the approach answers the question, viz., if the motivation of the principal impacts on the learner performance in a school. This enables a clearer understanding of the link between motivation and performance, should such a

link exist.

The reason for doing a case study is to explore the phenomenon of motivation of the principal in depth, to understand how positive motivation leads to quality education in the secondary school.

#### **1.5.4 Sampling**

De Vos *et al.* (2005) explain that sampling in qualitative research is done to establish the circumstances of the study clearly. In this study, non-probability sampling was used. According to De Vos *et al.* (2005), non-probability sampling addresses specific processes studied. In this study, the process is the influence of the motivation of the principal of the secondary school to improve and sustain learner performance.

Babbie and Mouton (2001) describe sampling as the observation of a subset of a population to make inferences about the nature of the population itself. The population, according to De Vos *et al.* (2005), consists of individuals in the universe with similar characteristics. They also indicate that a population is a set of entities representing the measurements of interest to the researcher. In this study, the subset of the population were principals and educators of the four selected public secondary schools in the district in which the researcher works, while the population consisted of selected secondary school principals in South Africa.

The research was done in the district where the researcher is currently working. The results that were used for this study were the Grade 12 results over the period of 2008–2013. At that time, the district had 72 secondary schools offering Grade 12. There were 45 public schools, 25 independent schools, and two schools for learners with special educational needs in the district offering Grade 12.

The statistics on the pass rate performance of the public schools in the district over the period 2008–2013 can be analysed as follows:

2/45 schools performed on an average pass rate of 50-60%

4/45 schools performed on an average pass rate of 60-70%

10/45 schools performed on an average pass rate of 70-80%

11/45 schools performed on an average pass rate of 80-90%

17/45 schools performed on an average pass rate of 90-100%

Two schools in each of the following criteria was sampled:

High performing schools – obtaining an average of 99–100% pass rate in Grade 12 for at least five consecutive years.

Underperforming schools – obtaining an average of 50-60% pass rate in the district for at least five consecutive years.

The following participants were selected for the interviews:

The principals of each of the four schools;

Three educators from each of the four schools. The researcher set criteria to select at least three educators. These criteria were provided to the principal and the principal returned six names from which the researcher did the selection.

Semi-structured one-to-one interviews were used to obtain the data the researcher needed from the participants as this is, according to De Vos *et al.* (2005), a way of understanding the world of the participant.

Predetermined open-ended questions were used to guide the participants and the researcher to reach the set goal, viz. to understand if the motivation of the principal has an influence on improving and sustaining the learner performance. All the questions that were dealt with during the interviews were given to all participants before the interview took place to allow the participant to decide what they wanted to address first. This allowed the participants to think and prepare thoughts before the interview and eased the potential tension that might have existed.

After the interviews, the data was analysed, leading the researcher to an understanding of the phenomenon. By interpreting and analysing the data gathered during the interviews, the researcher was able to document the findings on the influence of the motivation of the secondary school principal on the improving and sustaining of learner performance. The data collected during the interviews was used without the names of the schools, principals and educators involved. Numbers were used to refer to different people in different schools in order to maintain confidentiality as discussed with the participants.

### **1.5.5 Ethics**

In her capacity as the assessment official for the Further Education and Training phase in the district, the researcher enjoys a good relationship with all district schools, principals, and deputy principals. There is an openness in the professional relationship between the researcher and

the participants. The researcher refrained from being biased during the interviews and when working with the collected data. The information that was gathered from the interviews is school-specific and the researcher gave the participants the assurance that confidentiality would be strictly adhered to. In other words, the researcher agreed to keep information confidential although she knows which data described which subjects (Babbie & Mouton, 2001).

Permission to do this study was obtained from the North-West University as well as from the DBE on the prescribed forms available on their websites. All participants were asked to participate on a voluntary basis.

The contribution this study makes to education management is in the form of guidelines linking the principal as motivator, to quality education. Furthermore, the set vision and mission statements of the national DBE will be implemented in the sense that the influence of motivation of secondary school principals to sustain performance in Grade 12 can lead to every learner doing well at school. They can then leave South African educational institutions with the knowledge, skills and qualifications that will give them the best chance of success in adult life.

## **1.6 Summary**

In this introductory chapter the rationale of the study and the clarification of keywords used in this study were sketched. The motivation of why this study, namely the role of the principal to improve and sustain quality academic performance was outlined.

The researcher specified the way the literature study on motivation with identified factors influencing motivation, was exploited. The three identified motivational theories, namely the Self-determination theory, the Expectancy theory and the Attribution theory were introduced.

The qualitative research design and methodology together with the conceptual framework, the sampling of the participants and adherence to ethics were laid out.

## **1.7 Chapter division**

Chapter 1 Introduction and rationale of the study

Chapter 2 Conceptual and theoretical framework: motivation theories and concepts influencing motivation

Chapter 3 Research design and methodology

Chapter 4 Discussion of findings

Chapter 5 Conclusion, limitations and suggestions for further study

## **CHAPTER 2 CONCEPTUAL AND THEORETICAL FRAMEWORK: MOTIVATION THEORIES AND CONCEPTS INFLUENCING MOTIVATION**

### **2.1 Introduction**

The principal is the accountable individual when it comes to the Grade 12 results measured by the DBE (2018). Taking the Grade 12 results into account, the Department also requires that the principal of a school must annually prepare a plan setting out how academic performance in the school will be improved (DBE, 2016). Therefore, this study aims to establish how selected factors from certain motivational theories in the literature act as driving and motivation forces for principals of secondary schools to assist them to improve and sustain the academic performance of the Grade 12 learners. As per the DBE's Personnel Administrative Measures (PAM) (DBE, 2016:42-43), the core duties of the job of the principal includes responsibility for the academic performance of the school.

This study aims to establish the impact of the motivational level of secondary school principals on the academic performance of the Grade 12 learners in their schools. The DBE indicates that one of the demands of the job of the principal is to report on the academic performance of the school (DBE, 2016). De Cooman *et al.* (2013) refer to demands as constant physical and psychological effort which the principal has to exert to answer the requirements of the job. In this study, it will then mean that to report on the academic performance of the school, the principal needs to be knowledgeable on the academic performance in his/her school. In the literature study which follows, three motivational theories, viz. the self-determination theory, the expectancy theory and the attribution theory, are investigated to understand motivational levels and the impact of these on academic performance in a school context.

Bakker and Demerouti (2006) propose that job resources may have an impact on the way the individual manages the demands of the job. To explore this proposition, the researcher made use of the learning environment as a job resource by concentrating on the infrastructure, dress code and discipline. These three items were investigated as having an influence on the motivational level of the principal regarding academic performance.

During the interviews, the researcher wanted to understand the way this demand is managed by the principal and if this has an impact on the motivational level of the principal of the secondary school to perform optimally.

Bakker and Demerouti (2006) suggest that a high-quality relationship between the supervisor and the subordinate may have apposite influence on job demand, as the appreciation and support from the supervisor is motivational. To elaborate on the quality relationship, the researcher asks about trust and the relationship between the principal and staff members, and whether this impacts on the motivational level and the Grade 12 results. Feedback from the principal to the educators is similarly investigated, based on Bakker and Demerouti's (2006) description of feedback. The researcher investigated feedback from the principal to the educators in the literature study as well as during the interviews to establish if feedback indeed impacts on quality performance.

One of the demands of the job on the principal of the secondary school is to produce quality academic performance. According to Joseph (2004), this refers to quality subject delivery by educators in the classroom. Therefore, the educators need to be prepared for each lesson and be on time to utilise the maximum time for teaching and learning. This is underpinned in the expectation from the DBE in its strategy to strengthen the teaching and learning in the classroom. The DBE refers to the triple "T"s which are "Teachers, Text and Time" (DBE, 2014:48). This study addresses the first two "T"s, time and teachers. The principal must lead by example, being prepared for each day, for each meeting and for every class they might take. This leads us to the accountability of the principal. The motivation level of the principal to be on time and be prepared for every day or lesson needs to move the educators in the school to apply the maximum time for teaching and learning to take place on a daily basis. The autonomous motivation of the principal must be in place to make sure this demand is answered for optimal performance.

The self-determination theory, as explained by Taylor, Jungert, Mageau, Schattke, Dedic, Rosenfield & Koestner, (2014), describes autonomous motivation as having one of the strongest positive relations to academic performance. If the principal has autonomous motivation to take on the job demands of physical and psychological strains to move the educators to follow suit, the implication would be optimal performance.

Employees can be more autonomously motivated in their jobs if the job design meets the need for autonomy, relatedness and competence (De Cooman *et al.* (2013). Autonomous motivation, according to these authors, may lead to behavioural effectiveness; in other words, the physical and psychological effort they put in will exceed any limitations on the resources, and the demands of the job may be met with more confidence.

However, the principal and the school management team (SMT) must still make sure that all teaching and learning resources are readily available as provided by the DBE. Joseph (2004) also points out that the most important, indispensable requirement for improving the academic performance of secondary school learners, is quality subject delivery by educators in the classroom. Martinko, Harvey & Douglas, (2007) refer to the locus of control used by the principal as the influence on the positive or the negative outcome of the effort put in to improve and sustain academic performance. Thompson (2008) also refers to the locus of control to explain why people do what they do. If the principals attribute their success to the effective answering of the demands of the job, the motivational level will be high and improvement may be experienced.

In the literature review on motivational theories, certain concepts influencing motivation are discussed. Although there are numerous motivational theories and concepts or factors that influence motivational levels in individuals, the focus is on the theories as indicated in Chapter 1 and below, viz. the self-determination theory, the expectancy motivation theory as well as the attribution theory. During this research, autonomy and competence of the principal is examined through the self-determination theory. Second, the expectancy theory addresses effort–performance–achievement (Ball, 2012). During this research the self-belief of the principal to improve and sustain performance is examined. The third theory, attribution theory, is included in this study to understand the cognitive processes or beliefs of the principal (Martinko. *et al.*, 2007). The attitude, thinking patterns and ability to move educators to improve and sustain academic performance is researched in the study.

Self-determination theory is based on the definition and description in cognitive and social development of individual differences and involves the needs for growth, integrity, and health being met in order to sustain autonomy, relatedness and competence (Kreijns, Vermeulen, Van Acker & Van Buuren, 2014). This theory is of importance to this study in answering which are the driving forces and motivation of the principal to improve and sustain the academic performance of Grade 12 learners.

Expectancy theory addresses the effort put into performance to achieve set goals. It is important for this study to examine the body of scholarship to determine what school principals need to put into place to make sure that their desired effort, performance and outcome is reachable. As indicated above, the principals' self-belief (self-motivation) to improve and sustain academic results is key during the field study.

Attribution theory is of significance to this study as it involves the beliefs about the outcomes and how those beliefs influence the expectations and behaviour of the individual to actively take

part in contributing to the improvement and sustainment of academic performance of the Grade 12 learners.

These theories speak to one another. Self-determination theory talks to autonomy, relatedness and compliance which is needed for growth, integrity and health before improvement may take place (Kreijns *et al.*, 2014). The essence of the expectancy theory lies in the cognitive choice to persist and perform (Ball, 2012). This cognitive choice is needed to grow, have integrity and the health to sustain effective performance (Ball, 2012). Finally, the attribution theory leans on the willingness to attribute to success or failure by measuring the ability, effort and task with internal control or external factors before growth can take place (Thompson, 2008). The belief of the principal in making the autonomous choice to take the members of staff to the next level of persistence to improve academic results, is of the essence in this study.

The researcher selected the following factors influencing the motivational level of the secondary school principal to improve and sustain academic performance in Grade 12, as obtained from the three identified theories:

Trusting relationship deriving from the attribution theory;

Learning environment (infrastructure, dress code and discipline) deriving from the self-determination theory and attribution theory;

Participation in decision-making and setting of goals deriving from the expectancy and attribution theories;

Feedback deriving from self-determination theory;

Motivational levels deriving from self-determination, expectancy and attribution theories.

Within these guidelines, the detailed literature research on the three theories selected for this study is now presented. The first theory that will be discussed is self-determination theory.

## **2.2 Self-determination theory**

The self-determination theory, according to De Cooman *et al.* (2013), requires three needs to be satisfied to maintain growth, integrity and health. These needs are identified as autonomy, relatedness and competence. Kreijns *et al.* (2014) explain the three needs as follows: autonomy is the feeling that the individual is the origin of one's action harmoniously integrated in the self; relatedness is the feeling of connectedness with peers and one feels valued and therefore has a sense of belonging; competence is the feeling that one is effective and has enough

opportunities to demonstrate this efficacy.

Kreijns *et al.* (2014) used the self-determination theory to investigate the willingness of teachers to use digital learning materials. These authors emphasise that the motivation which is developed as a consequence of the satisfaction of the three needs (competence, relatedness, and autonomy), is self-determined versus controlled motivation. Taylor *et al.* (2014) also contend that autonomy is initiated by a sense of choice and personal volition and indicate external or internal pressures regulate controlled motivation. Literature consulted led the researcher to the conclusion that types of autonomous motivation, e.g. intrinsic and identified regulation, have the strongest positive relations to academic achievement. All three studies done by Taylor *et al.* (2014) showed that intrinsic motivation – a type of autonomous motivation – consistently showed positive association with academic performance over a one-year period. De Cooman *et al.* (2013) identified the same need, i.e. that an individual must have autonomous motivation to perform.

Taylor *et al.* (2014) further demonstrate that, as the self-determination theory suggests, the satisfaction of competence, relatedness and autonomy leads to the development of more autonomous forms of motivation, which in turn lead to positive performance. The more the individual performs, the more intrinsically motivated the individual becomes. The more intrinsically motivated the individual is, the better the academic performance will be. In the current study, it is investigated whether the principal who is performing and who is sustaining academic performance, indeed has autonomous motivation as a driving factor.

Ryan and Deci (2000) examined the self-determination theory, finding that this is a theory of human motivation which addresses the social conditions that enhance or oppose the type and the strength of motivation. The social conditions applicable in the present study are the environment of the school, focussing on sustaining and improvement of the academic performance of the Grade 12 learners. The behaviour and the expectation of the principal regarding the educators were investigated to establish whether the learning environment, together with the trusting relationship between the principal and educators, participation of staff members towards the setting of goals within the school, feedback and motivational levels, all impact on the improvement of the Grade 12 academic performance.

Ryan and Deci (2000) further suggests that self-determination theory focusses on the type or quality of a person's motivation to predict outcomes such as effective performance and creative problem-solving. This is supported by De Cooman *et al.* (2013) who observe the need for autonomy and competence.

Taylor *et al.* (2014) also find that autonomous motivation is the type of motivation being able to move a person from poor performance to high performance. It is therefore taken into account in this study, that intrinsic motivation is the crucial ingredient in the sustainment and improvement of the performance. Trépanier, Fernet, & Austin, (2012) supports the position of De Cooman *et al.* (2013) that the self-determination theory is built on autonomous motivation.

Autonomous motivation is described by Trépanier *et al.* (2012) as the individual's experience of choice to initiate behaviour. The individual has a will to do the job. The individual experiences the demands of the job as interesting and spontaneously satisfying. Such motivated individuals are more likely to appraise job demands as challenging rather than threatening. Trépanier *et al.* (2012) differentiates autonomous motivation from self-efficacy, declaring that self-efficacy focusses on a behaviour and its outcome; the individual is then working from the framework in which they can do the job, whereas individuals who are highly autonomously motivated, experience less psychological distress in the presence of job demands than their less autonomously motivated colleagues.

Trépanier *et al.* (2012) researched the role of autonomous motivation in the job demands-strain and focussed on the characteristics of the individual, identifying what impact the characteristics have on the way the individual reacts to the demands of the job. Trépanier *et al.* (2012) came to the same conclusion as Ryan and Deci (2000), viz. that individuals with high self-efficacy have fewer feelings of being overwhelmed when it comes to job demands, as they strongly believe in their ability to cope with stressful events and therefore are more likely to perceive their work environment as unthreatening and easier to deal with. The self-determination theory was also investigated by Williams, Halvari, Niemiec, Sørrebø, Olafsen & Westbye, (2014) who indicated the impact on work-related functioning. Although the focus was on somatic symptom burden, which is the experience of physical symptomatology without a medical explanation, it is of importance to this educational study as the fundamentals of autonomous motivation within self-determination theory show that when support or feedback from management is available, it impacts positively on the functionality of the work done by the individual.

This considered, it indicates that positive support directly from the principal has an impact on the academic sustainment and improvement of the school. Autonomous motivation is thus crucial for the principal as well as the educators before optimal functioning will take place. Williams *et al.* (2014) concludes by recommending that organisations create conditions that are conducive to the employees' satisfaction of autonomy, competence and relatedness.

Furthermore, according to Ryan and Deci (2000), self-determination theory is concerned with motivation, paying attention to autonomous motivation and controlled motivation as predictors of performance, relational and well-being outcomes. They also indicate that self-determination theory addresses the social conditions that enhance or oppose the type and the strength of motivation. Self-determination theory is seen as a theory of human motivation which addresses the basic issues such as personal development, self-regulation, energy and vitality, non-conscious processes, behaviour and well-being. They further indicate that self-determination theory focusses on the type or quality of a person's motivation to predict outcomes such as effective performance and creative problem-solving. All of these aspects were considered after the data from the interviews was gathered, particularly the factors of trusting relationships, feedback and motivation levels for this study.

The self-determination theory is followed by the next identified theory for this study, the expectancy theory.

### **2.3 Expectancy theory**

As mentioned in Chapter 1, Ball (2012) describes expectancy theory as involving the effort put in, the performance to achieve the set goals and the outcome of the effort. Wigfield and Eccles (2000) discuss the expectancy-value theory, explaining that motivation influences choice, persistence and performance. This influence, according to the authors, is dependent on individuals' beliefs about how well they did in the activity (performance), or as Ball (2012:22) calls it, the "effort put in", and the extent to which they value the activity. It is therefore understood that the motivation level is determined by the influence of choice, persistence and performance.

The questions asked in this study are: If the motivational level of the principal is high, will there be improvement and sustainment of the academic results (effort put in)? If they persist, will the academic performance (outcome) increase? As indicated earlier, the principal carries the responsibility to move educators towards the same goals for improvement and sustainment of the academic results. The principal needs to put in the effort (the will to improve and sustain academic performance) to move the educators to perform to reach the desired outcome of improvement in academic results.

Wigfield and Eccles (2000) explain the performance of the individual in terms of the individuals' belief in their ability, the perceived difficulty of the task (meaning that the individuals think they are good enough to take on the task), the goals of the individual, and affective memories of similar scenarios as influencing the choice of engaging in the task, persistence to complete the task and the performance while finishing the task. Wigfield and Eccles (2000) further state that the belief about one's ability influences the level of motivation – the individual either has the confidence to finish the task positively or does not have the confidence to complete the task optimally. The question arising for the study is: If the principal has the ability to lead educators to improve and sustain academic performance, or if the principal supports educators after setting certain goals, will the educators follow if they believe they are competent and have the ability to succeed in this task at hand? Or, as Ball (2012) suggests, will they put in enough effort to perform?

The achievement value of expectancy theory is divided into four different components by Wigfield and Eccles (2000), who indicate that the first component is the attainment or importance of doing well on a given task. Second, intrinsic value is the enjoyment one gains from doing the task (Wigfield & Eccles, 2000). The third component is indicated as utility or usefulness of the task as it fits into the individuals' plans, and finally, cost is considered as a component showing how the choice to partake in the activity limits access to another activity (Wigfield & Eccles, 2000).

Van Eerde and Thierry (1996) also investigated the expectancy theory of Vroom and added another two components to performance, effort, and choice as influences on the motivational level: viz., preference and intention. Preference means that the individual chooses to participate in the task because it takes preference above other tasks at hand. In applying this to the study, the principal may for example have a preference for cultural or sporting activities in the school, and then neglect the academic performance. This may lead to the staff members to choose or take preference as bullied down from the principal. The other component identified by Van Eerde and Thierry (1996) is intention, meaning that the individual has the intention of getting the task done successfully or unsuccessfully, or as Ball (2012) indicates, the positive performance to achieve set goals.

The individual is demonstrating a certain attitude and behaviour, before and during a task at hand (Van Eerde & Thierry, 1996). For this study it can be explained as follows: educators will act from their previous experience, expecting the effort, performance and outcome to be self-measured in order to show the needed attitude when preference is taken to participate negatively or positively in an activity. Therefore, the performance and choice or the behaviour of the individual will either be positive or negative.

The same applies to the motivational level of the principal. The expectation of the principal is either to choose positively or negatively to put in the required effort to move the educators to perform and sustain their performance.

Another view of expectancy theory is Lunenburg (2011) interpretation. It is understood that this theory is a process of cognitive variables. This reflects individual differences in the workplace. It also highlights important things the principal can do to motivate the staff members by altering their effort-to-performance expectancy, performance-to-reward expectancy and reward values. This research investigated the way the principal moves the educators to perhaps change their thinking about the way they need to engage in the task. The principal can therefore create more positive input before the desired performance will bring a positive outcome, viz. to improve and to sustain academic performance. This all hinges on Ball's (2012) conclusion: that the individual believes that if they apply enough effort to a task, it may lead to a good performance, and a good performance may bring positive results. The individual, according to Lunenburg (2011), will therefore expect that the effort will result in either performance or non-performance. The individual sees that the outcome will be rewarded with something positive, like a salary increase. The necessary effort will be applied as emphasised by Wigfield and Eccles (2000) and by Ball (2012).

The cognitive processes of the participants, according to Lunenburg (2011), may be changed by the leader who "rewires" the effort-to-performance expectancy, performance-to-reward expectancy. This is in line with what the research wishes to establish: Can the motivational level of the principal influence the educators to put in more effort to reach the set goals of improving and sustaining the academic performance?

This is where the current study is of particular significance. Principals, as the accountable secondary school officials to the DBE, can benefit from the knowledge gained about their own motivational levels. This knowledge will also contribute to the impact the principal has to motivate the staff members to improve and sustain the academic performance of the Grade 12 learners. Self-motivation, trusting relationship, participation in decision-making, and setting goals are the important aspects arising from the expectancy theory. The last theory to be explained is the attribution theory.

## 2.4 Attribution theory

Martinko *et al.* (2007) suggest that the origins of attribution theory could be traced back to 1958 when Fritz Heider reasoned that attributions are the product of the cognitive processes people use to determine cause and effect to solve problems and credit their successes or failures to what they do or attempt to do. Accordingly, principals need to ascertain their positive or negative thinking and attitude towards the outcome of the current task, viz. the improvement and the sustainment of the academic performance in the secondary school. Similarly, educators can discover their positive or negative involvement in the target set to improve and sustain the academic results in the school.

Martinko *et al.* (2007) contend that the behaviour of the leader is “expected by the intent of the leader”. For the study, this means that if the motivational level of the principal is affirmative to improve and sustain academic performance in the school, the behaviour must correlate with that intention. It is important that the principal attributes the expected success or failure to the effort and the ability to contribute to optimal performance.

Therefore, the motivational level of the principal must be embedded in the ability to move the educators to improvement and sustainment of the academic performance.

As indicated in Chapter 1, according to Thompson (2008), the attribution theory is used to explain how people will accredit their successes and failures to factors such as ability, effort, and task difficulty. This links with the view of Martinko *et al.* (2007), who observe that people use cognitive processes to determine cause and effect. In this way, when people attempt to understand why they do what they do, they interpret their successes and failures in terms of their ability and effort, together with the difficulty of the task. These factors are confirmed by three attributes, viz. locus of control, stability, and controllability (Thompson, 2008).

Weiner (2000) also uses the attribution perspective to discuss intrapersonal and interpersonal theories to explain why people attribute certain factors to their success or failure. Weiner (2000) explains locus as the location of a cause, which can be within or outside the actor. For Thompson (2008), the locus of control means that the person attributes successes and failures to personal characteristics and behaviours, or to external circumstances. Lakshman (2016)'s understanding of the attribution of external system causes as being something outside the individual impacting on performance levels, links to the findings of Martinko *et al.* (2007) who note that external factors influence performance levels. The attribution to external system factors may then be used by secondary school principals to indicate that the improvement and sustainment of academic results is within their own control.

This is likely to encourage a positive attitude and effort from the teachers – or else bring about a negative reaction, if they experience the control from outside as stronger than their internal control. This comes back to the cognitive processes people use to determine cause and effect to solve problems, and to credit their successes or failures in what they do or attempt to do, to internal or external factors. It may be that some principals attribute their successes and failures to other external or internal circumstances. Martinko *et al.* (2007) found that people believe that the outcome of any activity, whether it be positive or negative, is influenced by their internal control, or by external factors.

If explained within this study, it can be summarised as the motivational level of the principal and the ability to move educators to improve and to sustain academic performance may be the result of the core attribution to success or to failure. On the other hand, external factors such as the difficulty of performing the task from the DBE will influence the outcome positively or negatively.

The attribute of stability, according to Thompson (2008), refers to the fact that a person believes that the causes of successes and failures may be changed. Weiner (2000) defines stability as the duration of a cause, using the example of mathematics aptitude as being stable, but chance as being unstable or temporary. In this study, the expectations from the DBE can be seen as stable in the sense that Grade 12 results must be optimally achieved. The principal's ability or aptitude to adhere to this expectation may be stable, but the difficulty of the task to achieve the optimal results may change because of the motivational level of educators and learners and their abilities or aptitudes.

The third attribute that Thompson (2008) and Weiner (2000) refer to is controllability, which they associate with a person believing that the behaviour or the circumstance can be changed by the person if they choose to change it, in order to achieve or not to achieve the outcome. Thompson (2008) indicates that ability and task difficulty are generally seen as uncontrollable while the effort put in to succeed or not to succeed may be controlled by an individual.

Besides the three attributes mentioned above, Lakshman (2016) researched attribution theory by focussing on attributions related to behaviours as a result of cultural differences, and attributions related to performance outcomes. The Lakshman study (2016) found that the traditional attributional models consider information processing as an important aspect of leadership. Because the principals selected for this study are working in an environment with marked cultural differences, this may influence their attributions of success or failure in improving and sustaining academic performance.

According to Lakshman (2016), the leader (the school principal), tends to attribute failure to the way subordinates (the educators) do not perform as anticipated by the leader. The principal needs to process all relevant information on cultural differences in order to understand the reasons for educators participating, or not participating, in the improvement and maintenance of the academic results of the Grade 12 learners. During the interviews with the principals, this was discussed as the cultural differences within the environment of the school can impact on the motivational level of the principal to improve and sustain the academic performance of the school.

Various factors emanating from these three theoretical approaches will be “put through the funnel” as indicated in Chapter 1, Figure 1.1, in order to make sense of what level of motivation school principals would need to make sure that the academic performance in their schools is sustained or that the performance is improved. Before the study discusses the findings from the literature on the identified factors, external and internal motivation will first be discussed, indicating the link between the selected motivational factors and the theories of self-determination, expectancy, and attribution.

## **2.5 External and internal motivation**

When one examines the three theories discussed (self-determination, expectancy and attribution), it can be understood that motivation from outside the individual and motivation from within the individual, determines the way the individual chooses to do the job at hand. This is emphasised by Kreijns *et al.* (2014) and Taylor *et al.* (2014) who explain autonomy within self-determination theory as a sense of choice, and personal volition as the motivation to interact within or participate to achieve goals.

The attribution theory as discussed by Thompson (2008) suggests that people try to work out why they do what they do by interpreting their successes and failures against their ability, effort and difficulty of the task. This can be explained as internal and external motivational factors talking to the improvement and the sustainment of academic results. During the current study, the link between external and internal factors such as learning environment (infrastructure, dress code and discipline) and feedback are investigated to show the possible reasons why people do what they do. This is then used to determine if attribution towards the improvement and sustainment of academic performance is influenced by the named factors and if the motivational level of the principal has an impact on academic performance.

It should be noted that internal motivational factors and external motivational factors are often intertwined. Owens and Valesky (2011) found that the most crucial characteristics of a school are the attitudes and behaviours of the educators (internal), not material things like the size of the library or the age of the site (external). The ability to create a positive learning environment will enhance the willingness of educators to reach the vision and the mission of the school. The attribution theory talks about attitudes from individuals contributing to the motivational level. The attribution of the educators, whether internally or externally motivated, to the environment of the school may determine the effort they put into the improvement of the academic performance.

To understand motivation in short, Wigfield and Eccles (2000) explain that intrinsically a person values the enjoyment they experience from doing the task. The principal therefore may enjoy good results and want to perform even better in future. The selected factors influencing the motivational level of the principal (trusting relationship, participation in the setting of goals and feedback) will form part of this internal motivational chain.

External motivation can be explained as a person's behaviour that is driven by external rewards such as a raise, a holiday, the environment, or the climate where the person works, in this case the school environment. (Fullan, 1992; Pintrich & Schunk, 2002). Moving from external motivation in the form of the environment and the climate of the secondary school, the other level of motivation is more internally situated. Self-motivation versus external driven motivation will be discussed briefly to establish the importance of developing the above-mentioned external motivation.

The self-determination theory is supported by the research carried out by Cerasoli, Nicklin & Ford, (2014) on the influence of extrinsic incentives on intrinsic motivation. Cerasoli *et al.* (2014) specify that the importance of intrinsic motivation to perform remains in place, whether or not incentives are presented. In their research, where incentives were available, the quantity of the performance grew, whereas the intrinsic motivation increased the quality of the performance (Cerasoli *et al.*, 2014). This shows that for the purpose of this study, that the intrinsic level of motivation of the principal of the secondary school must be investigated to establish if it will add quality to the Grade 12 academic performance without the reward of an extrinsic incentive.

Cerasoli *et al.* (2014) looked at four questions during their research: what is the impact of intrinsic motivation on performance; does incentivisation validate intrinsic motivation; what is the role of extrinsic incentives, and which matters more to performance – intrinsic motivation or extrinsic incentives?

Cerasoli *et al.* (2014) suggested that there is a relationship between choice of direction and intrinsic motivation. The principal needs to make a choice to improve the Grade 12 results. This internal motivation will then predict improvement in results. If the principal is intrinsically motivated, a higher degree of intensity or effort will be seen in moving the educators to improve and sustain academic performance without waiting to receive extrinsic incentives.

If intrinsic motivation is settled, the quality of the performance will have a strong link to intrinsic motivation because qualitative tasks tend to require a higher degree of complexity and engagement of more skill, which commands a greater deal of personal investment (Cerasoli *et al.*, 2014). Following this argument, the principal of the secondary school who invests personally in the improvement and maintenance of results according to the effort put in will improve performance in the school. If the principal has the skill to move the educators to engage in this complex goal, then the intrinsic motivation will be the driving factor to perform, rather than external incentives that may be achieved. The improvement of the academic performance of the Grade 12 learners will automatically be the set goal.

An interesting outcome of the research of Cerasoli *et al.* (2014), is that teachers who are paid (external motivation) based on their students' performance do no better, and doctors who are paid based on patient outcomes do not have healthier patients. In both situations, the jobs require judgement and intense personal investment (internal motivation). Cerasoli *et al.* (2014) conclude that intrinsic motivation remains a moderate to strong predictor of performance regardless of whether incentives are present, and that the joint impact of incentives and intrinsic motivation is crucial to performance. This adds to earlier explanations that the principal must be intrinsically motivated to be able to move educators in a safe and secure environment to contribute to the sustainment and improvement of Grade 12 academic performance.

The self-determination theory may be linked to the internal and external factors, as Taylor *et al.* (2014) implied that self-determination theory is based on intrinsic and identified regulation and has the strongest positive relation to academic performance. The more a person's performance improves, the more intrinsically motivated the person becomes, which leads to better academic results. According to Trépanier *et al.* (2012), autonomous motivation is described as the individual's experience of choice to initiate behaviour. The individual wants to do the job without necessarily receiving an extrinsic incentive. If applied to the current study, the following can be said: the principal who is internally motivated has autonomous regulation and the will to perform. The more the principal sees improvement in performance, the more positive the internal motivation to add to the outcome of the academic results.

The attribution theory also involves intrinsic and extrinsic motivational factors. Martinko *et al.* (2007) demonstrated that people believe that the outcome of any activity is influenced by internal control or external factors. The difficulty of the task imposed by the DBE will determine the outcome. If the principals are internally motivated, the outcome will satisfy them without waiting for recognition from the DBE. In the context of this study, it was imperative that the level of motivation of the principal, be it internal or external, be closely investigated to establish the impact on improvement and sustainment of academic performance in the secondary school.

The next section will deal with the selected factors influencing the motivational level of the secondary school principal to improve and sustain academic performance. The researcher has reviewed the literature available to determine the reasoning behind the influence of the selected factors on motivational levels.

## **2.6 Factors influencing motivation**

The five factors selected for this study are discussed in the following section. The factors are:

Trusting relationship

Learning environment (infrastructure, dress code and discipline)

Participation in the setting of goals

Feedback

Motivational levels

### **2.6.1 Trusting relationship**

The focus in the study is on the trusting relationship the principal has with the teachers, believing that they will succeed in improving the school's academic performance. To quote Price (2012:44), the fact is that "in today's intense school reform climate, principals who can build relational trust with their teachers may be especially important for improving schools". The nature of the trusting relationship that staff members have with the principal and the SMT to improve and sustain academic performance.

This identified factor is discussed during the interviews to establish the trusting relationship between the principal and the teachers and whether it does impact on the improvement and sustainment of the academic results in the secondary school.

Basch and Fisher (1998) did research on how emotions are associated with events in the workplace. They concluded that the actions of colleagues have a greater impact on the negative emotions of workers than the actions of managers. If applied to the school environment, this suggests that the actions (trusting relationship) of the SMT, including the principal, will have a huge impact on the negative emotions of the staff members. Other aspects of work (e.g. workload, task difficulties, goal achievement) together may not have a big influence on the negativity of the educators.

In terms of Basch and Fisher's (1998) conclusions, it may be assumed that if the confidence and trust of the school management and the principal is evident to the educators, and if the educators can trust colleagues and managers, the impact on emotions of the educators may then be more positive than negative. This is investigated during the interviews.

As Price (2012) directs that when principals are able to establish trusting school spaces (school climate), then school improvement and success can occur. This implies that if the principal trusts the educator in the school, performance in the school will improve. Recalling Basch and Fisher's (1998) conclusions on the impact on negative emotions from managers to staff members, it may be stated that if the principal and the SMT trust the educators, improvement may be evident.

Furthermore, Game (2008) concluded that from experiences of consistently warm, sensitive, and responsive interactions with a significant other, a secure attachment bonds develops, characterised by trust and belief in the dependability of the other. According to the aforementioned scholars, then, it appears that trusting relationships should be one of the crucial ingredients to ensure improvement and sustainment of academic results in secondary schools.

Day (2005) conducted research among head teachers (principals) in different urban and suburban schools by interviewing the principals and teachers on what impacted on the success of their schools, despite challenging circumstances. Ten potential benchmarks were identified (Day, 2005), of which one speaks directly to this research, viz. renewal of professional trust. In his research, it was mentioned that the way people are treated determines the way they perform, suggesting that if the people are trusted, respected and encouraged, performance will pick up (Day, 2005).

In contrast, Game (2008) noted that insecure attachments, characterised by either anxious preoccupation with closeness or lack of trust, develop in response to repeated experiences of inconsistent or rejecting behaviours.

This means that the principal must open the channel of trusting relationship in that leadership role by, for example, taking notice of the school staff's personal needs and aspirations. A good relationship with the staff members will ensure that trusting relationships are built and these will transfer to work relationships, with positive input making sure that the set target of improving results is met. Game (2008) also shows that the way the superior communicates with the staff members weighs more than what is actually said. Low self-esteem individuals tend to approach situations with negative expectations and blame themselves when their negative expectations are fulfilled (Game, 2008). A person with higher self-esteem serves to buffer against anxious emotions (Game, 2008:365):

[W]hen an individual generally believes others to be dependable and trustworthy, the potential discomfort of having to make negative attributions in a specific relationship should lead to more benign attributions and less negative emotions even when a specific negative model is held.

Game (2008:362) further elaborates in the discussion that the more individuals hold beliefs and expectations that their supervisor cannot be trusted or depended upon, and they worry that their supervisor does not accept or value them, the more likely they are to feel angry and/or distressed in response to ambiguous supervisor behaviour. Taking this to the investigation at hand, it is possible that staff members do not trust the management and therefore improvement may be hampered. This possibility was explored during the interviews.

The discussion above on the trusting relationship the principal needs to have with the staff members relates back to the attribution theory where Martinko *et al.* (2007) specifies that the behaviour of the leader is assumed by the intent of the leader. If the principal's intent is to have confidence in the staff members and the behaviour of the principal is trustworthy, the staff members may attribute the success or the failure to improve and sustain performance to the demonstration of trusting relationship from the principal to the staff members. This concurs with what Owens and Valesky (2011) revealed that the most crucial characteristics of a school are the attitudes and behaviours of the educators and not the externals such as the size of the library. The trust the principal shows to (or withholds from) the staff members is investigated during the interviews.

The second factor to be discussed from the literature, is the learning environment as a motivational factor and its impact on academic performance.

## 2.6.2 Learning environment

As discussed previously, Maree (2008) expressed that external motivation occurs when the principal positively motivates the educators to reach quality education. Therefore, the environment of the organisation (school) is the starting point for a discussion of external motivation. Though environment usually indicates the way the place of work looks, the researcher is referring to the feel of the environment, not the physical site. Gülsen and Gülenay (2014) explain that the people within the environment of an organisation make up the beliefs and values common to them to form the culture of that organisation. In the school environment, this means that the principal and the staff members together with the learners and their parents determine the climate of the school according to their values and beliefs. The school environment must be an environment with positive motivational development to ensure positive participation from the staff members to improve and sustain performance in the school.

Fullan (1992) said that the aim of the principal is the central point for leading and support, implying that the principal is the creator of the positive environment to sustain and improve performance. Fullan (1992) elaborates that the actions and concerns of the principal impact on the degree of implementation of innovation in different schools. If a positive environment is created and sustained under the leadership of the principal, it can be expected that results will improve. This is acknowledged by Gülsen and Gülenay (2014) as they disclosed that the principal is the key factor in the forming of the school climate. Thus, it may be understood that the external motivational factor viz. the positive environment, is able to meet the goal of the principal and sustain and improve results. Gülsen and Gülenay (2014) report that several papers from researchers show that the policies of principals and educators constitute a healthy climate and influence the effectiveness of the school, “a healthy climate” meaning that the environment should be positive for teaching and learning. Research has shown that positive effects on learning and the efficacy of educators are directly linked to a healthy school climate (Gülsen & Gülenay, 2014).

Still focussing on the external factor, viz. the learning environment, Pintrich and Schunk (2002) analyse the climate of the school according to three aspects. First, Pintrich and Schunk (2002) examined the sense of community and belongingness. These are to them, feelings of individuals that they belong to the group, that they are committed to the set goals, they are concerned for and care about individuals in the group, and that they have mutual respect. In the school environment, this refers to the staff of the school. The principal and the management of the school must be fully aware of the individuals on the staff not experiencing the togetherness within the bigger group.

Second, Pintrich and Schunk (2002) look at warmth and civility in personal relationships when they talk about the culture of the school. They indicated that civility and collegial relationships are associated with positive outcomes. These types of relationships are important for school effectiveness. It is imperative that the educators are in collegial relationships with each other and with the principal before they can work towards set goals and achieve sustainable quality performance. This relationship will create the feeling within the staff members that they are part of a “bigger picture” and will contribute to the sustaining of quality results as and when the internally motivated principal moves them towards improvement on previous performance.

The last aspect Pintrich and Schunk (2002) mention as pertaining to the climate of the school as an external motivational factor, is the feeling of safety and security in the environment of the school as well as in the respective relationships between the staff members and principal of the secondary school. According to them, the more this aspect can be experienced, the higher the achievement will be. In the current study, the focus is not on physical safety and security of the people inside the school yard. Instead, the study analyses safety and security in psychological terms, assessing the intrinsic motivational level according to the maintenance and usage of the infrastructure of the school, the dress code in the school, and the school’s discipline. The questions discussed during the interviews are used to investigate the “feel” of the climate within the school as referred to in Chapter 1. According to Pintrich and Schunk (2002), the feeling of safety and security will impact on the performance in the school.

Owens and Valesky (2011) mention that the SMT is responsible for providing the overall environment in which teaching and learning can occur. For the sake of this study, as already noted, the infrastructure, dress code and discipline in the school are examined. Gülsen and Gülenay (2014) support Owens and Valesky (2011) by saying that the healthy climate is affected by the impact of the principal in motivating the educators. The study determines whether this statement can be used as a guideline for motivation from the principal to the staff to enhance academic performance.

It is clear from the different authors mentioned above that the impact of the principal on the educators to sustain and improve Grade 12 academic results in the secondary school must be positive to ensure common understanding to reach set goals and to improve and sustain performance within the school. Although this study does not focus on the learners as instigators of the motivation level of the principal, it is necessary to mention that Owens and Valesky (2011) found that when learners are regarded as capable of learning regardless of their efficacy, gender, home or cultural background or family income and are treated with respect and humanity, they will add to the positive climate of the school, which will positively affect the academic performance of the school.

This means that the educators will spontaneously add to the capability of the learners regardless of the external factors mentioned that may or may not hinder the learners' performance.

According to Joseph (2004), the principal of a school plays the most important role in shaping the school culture and the principal is the key to building a trusting environment in the school. He also specifies that proper systems and structures for the management of the school provide the necessary stability required for the existence as well as the success of the school. Therefore, it is of the utmost importance that the environment of the school in the form of set structures is not overlooked. The external factors (systems and structures, in this case infrastructure, dress code and discipline) should be put in place under the leadership of the principal together with the SMT. In finding that this trusting environment will enhance performance, Joseph (2004) supports Owens and Valesky (2011), Pintrich and Schunk (2002) and Maree (2008) in their observations that the external factor, viz. the environment and the climate of the school, needs to be positive. Joseph (2004) simply adds the way in which the environment and climate can be managed by structures and processes. All staff members will feel safe and secure if all know what to do and when to do it, within the set structures.

Freiberg (2003) confirms that the school climate will be positive if members of an effective school have a strong working relationship with one another (internal factor). People will be bound together with a common purpose for the school as they share a common vision. For the continuous growth and development of the school, there should be a healthy climate for the implementation of the educational programmes that will improve the quality of education. As discussed by Owens and Valesky (2011) above, and in most literature studies, it is showed that in order to sustain and improve the quality of education and consequently the quality of the results, a positive school environment for effective teaching and learning is required as a point of departure. The role of a principal as the leader to create such an environment is extremely important and it is the responsibility of the principal to prepare the atmosphere for effective teaching and learning at the school (Joseph, 2004). A principal who is an effective leader will be instrumental and responsible in creating a school climate that is necessary for the core business of any successful school, which is the provision of effective teaching and learning on a continuous basis to its most important clients, the learners (Joseph, 2004).

To conclude on the environment as a factor influencing the motivational level of the principal, Bakker and Demerouti (2006) consider job resources as being intrinsic and extrinsically influencing the motivational level of an individual. The resources available have an emotional influence that may lead to high work engagement and therefore excellent performance. This will then lead to growth and development of the individual to perform optimally.

Job resources, according to Bakker and Demerouti (2006) are also seen as an extrinsic factor affecting motivation as they can be instrumental in achieving set goals. This is why the researcher asked interviewees whether their current learning environment with regard to the infrastructure, the dress code, and discipline, was conducive to learning to ensure optimal academic performance.

The next identified factor to be discussed is the participation in decision-making by the educators in the school by setting goals for academic performance.

### **2.6.3 Participation in decision-making**

To participate, according to the OED Online (2018c), is when an individual takes part in an activity with another person or persons. In this study, participation means that the principal and the staff members all take part in the decision-making process regarding how to achieve improvement and sustainment of the academic performance of the secondary school.

After decades of research undertaken by Price (2012), she determined three aspects which may result in improvement. One of these speaks directly to this research, viz. the authenticable involvement of staff members in the decision-making process to reach the goals and improvement of the school. In the research by Reeve (2009), one of the four factors identified as determining whether externally set goals will be accepted or rejected by people, was participating in the goal-setting process.

Both researchers agree on the fact that the more educators participate in the decision-making process, the more actively they are involved in reaching the set goals. Price (2012) states that “shared definitions of expectations are likely to directly increase the frequency of exchanges as well as satisfaction, cohesion, and loyalty (commitment) among both parties.” This said, the more frequently principals involve educators in the decision-making process on how to improve and sustain academic performance, the more likely it is that improvement will take place. This is one of the aspects that is elaborated on during the interviews.

The above is strengthened by what Reeve (2009) identified as participation in the goal-setting process to determine the participation of an individual. The acceptance level of the goal by the staff members will impact on the participation level of every individual on the staff. If they feel that they participated in setting and approving the set goal, they will participate in reaching the set goal. This reinforces Price’s (2012) contention that a positive work climate emanates from a relational trust between supervisors and subordinates.

Research undertaken in Serbian schools by Hinić, Grubor & Brulić, (2017) dealt with the same issue of including staff members in the decision-making process. Their conclusion was also that when teachers actively take part in making work decisions, the commitment will be higher and will endorse improvement.

Returning to the discussion of expectancy theory, it is clear that when the educators do take part in the setting of goals in the school, the effort put in will reap the desired reward of improved results (Ball, 2012). In self-determination theory, Kreijns *et al.* (2014) found that relatedness as the feeling of connectedness makes the individual feels valued with a sense of belonging. This is needed for participants to be actively involved in the decision-making process and in goal-setting.

Reeve (2009) explains the situation as follows. First, the staff members will want to perceive the possible level of difficulty to reach the imposed goal before they will want to participate in reaching the goal. If they feel the goal is set too high or is too difficult to achieve, they will be reluctant to participate. Some may even try to put measures in place to avoid being part of the movement towards reaching the goal. The staff will reject the set goal. This refers to attribution theory where Thompson (2008) observes that people do what they do by interpreting the success or the failure measured by the ability, effort or difficulty of the task.

Second, Reeve (2009) identifies participation in the goal-setting process to determine whether or not the individual will participate. The acceptance level of the goal by staff members will impact on the participation level of every individual on the staff. If they feel that they participated in setting and approving the set goal, they will definitely participate in reaching the set goal. Reeve (2009) further identifies the credibility of the person assigning the goal as important, in other words, if the principal wants people to achieve the set goal, the principal must have the credibility to assign goals. If the principal wants all staff members to participate in the goal to improve and sustain academic performance, the principal must have already achieved improvement in academic results.

For the sake of this study, it was crucial to determine if the principal of the secondary school involves the staff members in the decision-making process and the setting of goals to improve and sustain academic performance in the secondary school. It was also necessary to evaluate whether the academic performance improved if the educators were involved in the setting of goals and in decision-making.

The next identified factor, viz. feedback or acknowledgement, emanated from the self-determination theory.

#### 2.6.4 Feedback

Another force that can drive the motivational level of the secondary principal to sustain and improve quality education in their school is the recognition, acknowledgement or feedback they receive from stakeholders such as the District Office and the DBE on the outcome of the Grade 12 results. The feedback from the learners and educators as well as parents is also crucial input for a principal to either improve or stagnate in sustaining or improving of the academic results in their school. This is underscored by Williams *et al.* (2014) draws attention to feedback as being important to positive input towards success.

The feedback from the DBE to the principals of schools is one of the benchmarks used to determine targets to be upheld by the principal of each secondary school. At the beginning of each academic year, the Gauteng DBE issues diagnostic reports on subject performance for the previous Grade 12 learners per province. Information is then fed back to the districts and the schools on what worked well and what needs to be streamlined for improving results in the new year. Schools that performed well are recognised and acknowledged for the good work done; schools that performed poorly are urged to have strategies in place to improve results. A target determined by the DBE per school per subject for the Grade 12 learners is forwarded to each school. It is then expected by the DBE that the school reaches this set target.

The word *feedback* as explained in Fowler's Concise Dictionary of Modern English Usage (2016), refers to information from people about something that they have used, or been involved with, with the aim of improving it. The feedback from the provincial DBE to the districts and principals is on the academic results they have achieved from the previous Grade 12 learners. *Acknowledgement*, according to OED Online (2018a), means to accept or admit that something is true, or it can be an expression of gratitude or appreciation of something done. Therefore, the acknowledgement from the provincial DBE to the districts and principals, expressing gratitude for the good results delivered by the schools, will be of the essence. When an achievement is *recognised*, people officially show their appreciation (OED Online, 2018d). The DBE therefore recognises the hard work and effort put in by the districts and schools that performed well. The researcher wants to establish if the feedback from the principal has an impact on the performance of the educators to improve and sustain academic performance.

Taking the above into account, the question posed to the principals during the interviews was to establish how they give feedback to the SMT and to the educators on goals reached or not reached.

The researcher also asked the educators about feedback, to understand if and how feedback and reflection on reaching the goals is done and how the feedback is experienced by the educators. This was done in order to find out whether feedback from the principal will impact on the Grade 12 academic performance within the secondary school.

The next item is a short discussion on the motivational level of the individual, in this case, the principal, as well as that of the educator.

### **2.6.5 Self-motivation**

The last factor to be unpacked in this section which can influence the motivational level of the secondary school principal is that of self-motivation. Self-motivation is presented as an internal motivation factor.

The word *self-motivation* is self-explanatory: it is the motivation of the self. In discussing self-determination theory, Taylor *et al.* (2014) assert that autonomy is initiated by a sense of choice and personal volition. Autonomy, as described by Kreijns *et al.* (2014:468) means that one is the origin of one's action integrated in the self. Thus, the principal needs to make the choice to be internally self-motivated in order to improve and sustain the school's academic performance. Whitbourne (2011) suggests that the more autonomy one feels, the more self-directed one will be, which leads to feeling more satisfied in one's work. According to Ball (2012), another predictor of self-motivation is the individual's beliefs about how well they did in an activity (performance) and the extent to which they value the activity.

Whitbourne (2011) indicates that inner needs must be part of the equation in understanding one's behaviour. The inner need (self-motivation) of the individual to partake in a certain activity will depend on the value they add to the activity and how positive or negative the encounter was during their previous contribution (Ball, 2012). Leaders of schools with poor performance are under more pressure to act than leaders of schools with good academic performance (Ten Bruggencate, Luyten, Scheerens, & Slegers, 2012). The principal of a poor performing school needs to have the inner self-motivation to act to improve the results.

## **2.7 Summary**

This chapter detailed the results of the researcher's investigation of the literature available on motivational theories and factors influencing the motivational level of the secondary school principal.

This was done to have a basic understanding of the impact of the motivational level of the school principal on the academic performance of the Grade 12 learners in South African secondary schools.

The next chapter will outline the research design and the methodology of the study on the impact of the motivational level of the secondary school principal on the academic performance of the Grade 12 learners.

## **CHAPTER 3 RESEARCH DESIGN AND METHODOLOGY**

### **3.1 Introduction**

Discussions in the previous chapter focussed on the literature study related to the research question of this study, viz. the impact of the motivational level of the secondary school principal on the improvement and the sustainment of the academic results in their school. This chapter will explain how and why the research was done. The research design (outlining the “how”) and the research methodology (outlining the “why”) of this study will be described. The sampling method is elaborated on and the ethics considered in the study are detailed. First, the research design will be explained.

### **3.2 Research design**

According to Mouton (2001) the research design is the plan or the blueprint of how the research will be conducted. The design focusses on the type of study and the end product; it outlines how the investigation will take place, how data will be collected and how the instruments will be used to analyse the data from the interviews (Mouton, 2001). Maree (2016) concurs with Mouton, declaring that a research design is a plan or a strategy whereby the researcher moves from the assumption made, to the selection of participants, the gathering of data and the analysis thereof. The statement the researcher wishes to investigate in the current study, is that the motivational level of the secondary school principal impacts on the academic performance of the Grade 12 learners in the school. In this study, the strategy is that the researcher will engage with principals and educators as participants in the study of the four schools sampled. This engagement between the researcher and the principal and educators as the participants of the study, also indicates that it is qualitative research (Babbie & Mouton, 2001). It gives the researcher the opportunity to study the motivation of the principal from inside the school. It becomes possible to “see” the impact of the motivation of the principal on sustaining performance of the learners through the eyes of the individuals who encompass the object of study.

In order to accomplish this, the plan for the study was as follows. The researcher undertook a review of the body of scholarship concerning motivation, and identified three relevant theories: self-determination theory, expectancy theory and attribution theory to use in this study.

The researcher found that self-determination theory speaks to the autonomy of the individual, while the action integrated in the self (Kreijns *et al.* (2014), indicates whether the motivation levels of an individual, in this case the principal, could directly influence the performance in the school. The expectancy theory was selected because the researcher is interested in the effort put into an activity (Ball, 2012) to reap results and whether this effort arises from motivational levels in the self. Attribution theory lends itself to the study of motivation as it addresses the intent of the leader to achieve results (Martinko *et al.*, 2007). From these three theories, the following motivational factors were selected to establish if the motivational level of the school principal does indeed have an impact on academic performance: trusting relationship, learning environment (infrastructure, dress code and discipline), participating in decision-making and goal-setting, feedback and motivation levels.

The literature study underpinned the formation of the questions to be used during the interviews. To add to the qualitative study design, the researcher concentrated on the “if” and “how” questions to establish the impact of the motivational level of the principal of the secondary school on the improvement and the sustainment of the school’s academic performance. The interview schedule for the semi-structured interviews includes questions on the motivational level of the principals and educators, the motivation of the educators by the principal, and the creation of the learning environment. Furthermore, the questions deal with motivation and factors influencing motivation.

After analysing the data from the interviews, the researcher is able to assess the connection between the principal as motivator and the quality of academic performance of the school. Conclusions are then drawn, indicating limitations and practical implications on the motivational level of the principal in the secondary school with regard to quality academic results. As Mouton (2001) points out, the design of the qualitative study focusses on the end product. The end product of this study is an understanding of the impact of the motivational level of the secondary school principal on the improvement and sustainment of quality academic performance.

In the next few paragraphs, the methodology used in this study is described.

### **3.3 Research methodology**

Mouton (2001) refers to methodology as the reasons why the research was done and why specific tools were used during the research. The focus, according to Mouton (2001), is on the research process and procedures (tools) used to collect information and data for the purpose of making decisions.

Maree (2016) explains that the method of the research describes the tools the researcher uses to accumulate information or to collect data to answer the research question. Kuper *et al.* (2008) propose that the aims of qualitative research are to generate in-depth accounts from individuals by talking to them or to gather data from interviews with them. According to Kuper *et al.* (2008), the research is theory-based in order to understand the context in which people live. The methodology of this study is interpretative, in order to explain how the motivational level of the principal affects the improvement and the sustaining of the academic performance of the school. Goldkuhl (2012) stated that the interpretative methodology aims to understand the problem to be investigated. The researcher in this study gathered in-depth data from the individuals to understand the context of the school life of the principal and educators, and how their motivational level affects the learners' performance. Babbie and Mouton (2001) suggest that qualitative research wants to describe and understand events within the natural context in which they occur. Maree (2016) concurs with Babbie and Mouton (2001) and with Kuper *et al.* (2008), explaining that the ultimate aim of interpretivist research is to give perspective and analyse the situation to give insight in the way people make sense of a situation. The situation in this study is that the DBE requires continuing improvement of school results. That is what creates the need for the study, viz. to describe the impact of the motivational level of the principal of the secondary school on the improvement and the sustainment of the academic performance in the school.

The interpretation of the motivation of principals to improve and sustain academic performance leads to an understanding of the phenomenon of the motivational principal as a leader and manager of a school offering quality education. Wahyuni (2012:71) points out that, through the interpretative methodology, it is recognised that "individuals with their own varied backgrounds, assumptions and experiences contribute to the on-going construction of reality existing in their broader social context through social interaction". The study is examining reality from the people's perspective (Wahyuni, 2012). The interpretative methodology in this research outlines the procedure to reach the objective of discovering what motivates a school principal and how the combination of internal and external motivational factors identified influences the performance of the learners in the principal's school. The researcher makes use of the reality, viz. the motivational level of the principal, and during the social interaction with the interview participants, establishes the reality from their perspective.

As Maree (2016) puts it, the interpretivism methodology emphasises the ability of the individual to construct meaning. Consequently, in this study, meaning is constructed according to the phenomenon of the motivational principal as a leader and manager of a school offering quality

education. The study will also lead to the understanding of how a motivated principal leads and manages the educators in the school.

This methodology is the basic foundation that the researcher uses from the knowledge gained from the literature reviews and the interviews to reach conclusions on the understanding of the motivation of the principal. The exploration of the literature is used to give guidelines regarding the principal as motivator to quality education. Babbie and Mouton (2001) note that this type of research focusses on describing and understanding rather than explaining human behaviour.

This research is done because the researcher had noticed that, in her field of work, the schools which improve and sustain good academic performance were headed by positively motivated principals. The researcher wished to establish whether that has an impact on the academic performance. Thus, the primary goal of this study is to describe and understand, rather than to explain the impact of the motivational level of the secondary school principal on the improvement and sustainment of the academic performance.

### **3.4 Sampling**

The researcher sampled four schools to access data for the investigation of the research problem, viz. to assess the effect of the motivation of school principals on improving and sustaining quality academic performance in Grade 12.

During this qualitative research, 16 interviews were conducted to collect data on the impact of the motivational level of the secondary school principal on the improvement and the sustainment of the academic performance. The researcher obtained sufficient data for the investigation to understand the level of the impact of the motivation of the secondary school principal on the academic performance, as four individuals from each of the four schools participated in the interviews. The sampling method chosen was purposive, which is one of the four types of non-probability sampling (Maree, 2016). Purposive sampling has a certain purpose the researcher wants the participants to fulfil. The specific purpose of this study is to understand if the motivational level of the secondary school principal impacts on the improvement and the sustainment of the Grade 12 academic performance. Thus, the researcher wanted to ensure that the participants fulfil the purpose of indicating whether and how much does the motivational level of the secondary school principal influence the academic performance in the school.

De Vos *et al.* (2005) state that purposive sampling is composed of elements that contain the most representative attributes of the population. The reason for using this sampling method is

that the researcher has perceived the research problem (viz. the motivation of the principal and the impact it has on the improvement and sustaining of the performance of the school) from the experience gained over the years that the researcher has been working in the district.

The sampling for this study is drawn from a certain population, which refers to a set of entities representing the measurements of interest to the researcher, in other words, individuals in the universe with similar characteristics (De Vos *et al.*, 2005). In this study, the population includes all schools in South Africa, but the subset of the population is principals and educators of the four selected public secondary schools from the district in which the researcher works.

De Vos *et al.* (2005) propose that a population is seen as a set of elements that the researcher will focus on and to which the obtained results should be generalised. The reason for purposive sampling is that one researcher cannot reach all of the principals of public secondary schools in South Africa.

#### **3.4.1 District background of sampled schools**

The research was carried out in the Ekurhuleni North district of Gauteng province in South Africa, in which the researcher works. This district came into existence on 1 April 2007, inheriting schools from Ekurhuleni West and Ekurhuleni East districts. The statistics used are those of secondary schools offering Grade 12 in the district. The sample of schools for this study was only drawn from public schools. The reason for this is that the DBE is committed to focussing on the performance of public schools because of the subsidies the DBE awards to these schools. Not all independent schools receive monies from the DBE. Schools for learners with special educational needs were excluded from the sampling as they do an endorsed Grade 12 and their performance is not compared to that of the other schools. The endorsed Grade 12 entails that learners only do five or six subjects and their pass requirements differs from the rest of the Grade 12 learners.

#### **3.4.2 Selection of the schools**

Two performing schools and two underperforming schools with the following criteria were sampled:

Performing schools – schools obtaining an average between 99 and 100% pass rate in Grade 12 for at least five consecutive years in the district.

Underperforming schools – schools obtaining an average of 50–60% pass rate in Grade 12 for at least five consecutive years.

### **3.4.3 Selection of the participants**

The following participants were selected for the interviews:

The principal of each of the four sampled schools.

Three educators from each of the four sampled schools. The researcher gave the principals certain criteria to use to select six educators per school. From these selected educators, the researcher randomly selected three educators for the interviews.

The principal selected educators meeting the following criteria:

Educators working with the principal and/or on the management team of the school for five to seven years.

Educators whose learners had performed the best in their subjects over the past five years.

Educators with a positive relationship with peers and with the SMT as well as with the principal.

Educators who are always involved with more than the normal teaching responsibilities, such as extra-mural activities and social events among the staff members.

All four principals each selected six educators meeting the criteria above. The list with these names was given to the researcher, who randomly selected three educators per school for the interviews.

### **3.4.4 Data collection procedures**

The research used interviews to collect data. Wahyuni (2012) states that primary data interviews are used to obtain the data the researcher requires from the participants. According to De Vos *et al.* (2005), this is a way of understanding the world of the participant – in this case, the motivation of the principal and the influence on improving and sustaining learner performance. Maree (2016) elaborates on qualitative interviews, explaining they can be a valuable resource of information if used correctly. The researcher believes that the participants trusted her sufficiently to provide rich, descriptive data (Maree, 2016).

### **3.4.5 Interviews**

The interviews were semi-structured one-to-one interviews as the researcher wanted to investigate a specific phenomenon (De Vos *et al.*, 2005). Predetermined open-ended questions were used to guide the participant and the researcher to reach the set goal, i.e. to understand if the motivation of the principal actually has an influence on improving and sustaining learner performance. The questions for the interview were structured as open questions and were followed by probing questions in order to clarify information (Maree, 2016). Some of the questions that formed part of the interviews were:

Do you think trusting relationship is important to improve and sustain academic performance in a school?

How does infrastructure, dress code and discipline assist with a positive learning environment in a school?

Does the principal set specific goals for the academic performance in the school or does he/she involve the staff members in setting goals for the academic performance in the school?

Is feedback on reaching set goals provided, and if so, how?

The principals were asked to rate their own motivational levels and those of the staff members in their school.

The educators were asked to rate their own motivational levels and those of the principal in their school.

The researcher completed the interviews with the principals before commencing the interviews with the selected educators. In this way, the researcher ensured that the principal did not feel that the educators first had a chance to influence the researcher, and the order of seniority was adhered to (One principal could not attend in the time slot allocated to him; however, he indicated that the educators may be interviewed before him).

### **3.4.6 Data analysis and interpretation**

After the interviews were completed, all the data was transcribed from the tape recordings of the interviews. The researcher then worked through the collected data towards an understanding of the phenomenon (De Vos *et al.*, 2005), viz. the influence of the motivational level of the secondary school principal on the improving and sustaining of the learner performance.

According to Zhang and Wildemuth (2005:1), the content analysis during a qualitative research is the “subjective interpretation of the content of text data through the systemic classification process of coding and identifying themes or patterns”.

In this study, the researcher interpreted the data systematically by classifying it into the identified categories or themes derived from the literature study with factors such as trusting relationship, learning environment, participation in decision-making, feedback and motivational levels influencing motivation. This was purposefully done to condense the raw data based on interpretation of the data from the interviews (Zhang & Wildemuth, 2005).

To add further meaning to the data from the interviews by drawing on information from the literature study, the researcher worked through the transcripts of all the interviews to identify consistencies. These uniformities were then coded according to the categories or themes as described in the previous paragraph. This allowed the researcher to define what was happening in the data and to understand its meaning in terms of the research question (Giles, De Lacey & Muir-Cochrane, 2016).

The reworked data presented in Chapter 4 uses codes for the names of the schools, principals and educators involved. Numbers were used to refer to different people in different schools (Maree, 2016), in order to maintain confidentiality as discussed with the participants. The researcher refers to the schools as school 1, school 2, school 3 and school 4. The principals are referred to, for example, as principal 1 of school 2. The educators are referred to, for example, as educator 2 of school 4 and so on.

### **3.4.7 Trustworthiness**

In order to ensure that the data is trustworthy (Savin-Baden and Major 2013), the researcher constantly recapped the information participants shared during the interviews with them so that the raw data could be verified directly. Of the 16 participants, four were Afrikaans-speaking; the researcher ensured that their statements and comments are clearly reflected in Chapter 4 where the findings and discussions are translated into English, but the original Afrikaans is also provided.

The answers and discussions from the 12 English-speaking participants were also recapped to ensure all that was said was understood by the researcher (Maree, 2007), and that their point of view on each question was reflected correctly. The researcher refrained from asking leading questions and did not challenge the statements of the participants. The researcher clearly explained to the participants why the interview was needed, viz. to understand the impact of the

motivational level of the principal on the academic results in the school. Participants were reassured by the researcher that she respected their views and would not change anything; in this way, the researcher refrained from any bias which could have been a limitation to this study.

During the interviews, all participants took part voluntarily and they indicated that the principal may indeed have an impact on academic performance. All principals were relaxed and open in sharing their opinions as there is a trusting relationship between the researcher and the principals of the schools. Most of the educators interviewed felt similarly and participated eagerly, answering all questions without hesitation (Silverman 2014).

The researcher first explained to each educator that everything said during the interviews would not be shared with the principal, fellow educators or anyone else, except for this study as the participants initially were a bit reluctant to speak freely.

All the interviews began with an introduction followed by a short informal exchange to put each participant at ease. The researcher informed participants that they could indicate whenever they were reluctant to answer or comment on a certain question. However, all the participants engaged with the questions openly and in a relaxed manner. All participants agreed that the interviews could be tape-recorded. The researcher took notes during the interviews and did not rely on the recordings alone (Fraenkel, Wallen and Hyun 2015).

This assisted when noting non-verbal signals from the participants which conveyed relevant information during the interviews. All transcriptions of the interviews were emailed to the participants' private emails, requesting them to read through and confirm the authenticity of the transcription. After one week, some respondents indicated their satisfaction with the transcripts per email, and a few confirmed verbally. All participants gave their full consent to go ahead with the writing of this dissertation (Savin-Baden and Major 2013).

#### **3.4.8 Ethics**

Permission was obtained first from the North-West University and then permission to do this study was obtained timeously from the DBE on prescribed forms available from their website. All participants were asked to participate on a voluntary basis.

Permission from the district director as well as the chief educational specialist for curriculum in the district was obtained before the interviews were conducted.

All principals and educators signed a consent form after the content had been explained to them individually before the interview started. As the assessment official for the Further Education Training phase in the district, the researcher has a good relationship with all schools, principals and deputy principals in the district and treats everyone with the same openness and respect.

Before and during the interviews, the researcher reminded participants of her position, not as an official, but as a researcher. It was also explained that participants could withdraw at any time from the interview if they chose to do so. The researcher refrained from being biased during the interviews and while transcribing the data (Maree, 2016). The researcher was at pains to avoid influencing the possible answers by asking leading questions. She reminded participants that the data she was collecting was to understand if and how the motivational level of the principal impacts on the academic performance of the Grade 12 learners in the secondary school. The researcher refrained from offering her own opinion on any question or remark from the participants and the interviews were conducted in a professional manner.

The information gathered from the interviews was school-specific and the researcher gave the participants the assurance that confidentiality will be strictly adhered to (Maree, 2016). As explained previously, coded names and numbers were used to protect the privacy of the participants and the schools involved. Informed consent was obtained from all participants wherein all relevant information of the aim of the research, the procedures followed, possible advantages or disadvantages and the credibility of the researcher (De Vos *et al.*, 2005), was explained. Before every interview, permission was obtained for the use of a voice recorder.

### **3.5 Summary**

This chapter explained the research design (the “how”) and the research methodology (the “why”) of the research study. The reason for the use of purposive sampling was explored, and the method of data analysis and the trustworthiness of the interviews were discussed. The ethical considerations observed during the study were also detailed. The next chapter presents the discussions and findings of the data which was collected and analysed after the interviews were completed.

## **CHAPTER 4 DISCUSSION OF FINDINGS**

### **4.1 Introduction**

In this chapter, the researcher discusses the outcome of the 16 interviews carried out in four selected schools. Two schools (schools 1 and 4) with a performance of 99–100% pass rate in the Grade 12 examinations for five consecutive years, as well as two schools (schools 2 and 3) with a performance of 50–60% for a period of five consecutive years, were selected. The principals of each of the four schools, and three educators per school, were interviewed. The latter were purposefully selected by the researcher from criteria given to the principal, who gave six names for selection as described in Chapter 3.

This chapter details the data accumulated during the interviews to show whether, and if so, how important a motivated principal of a secondary school is to improving and sustaining the academic performance of the Grade 12 learners. The factors influencing the motivation of school principals to improve and sustain academic performance in their schools are also unpacked from the interview data. Each factor discussed is linked to the three motivational theories discussed in Chapter 2, viz. the self-determination theory, the expectancy theory and the attribution theory.

### **4.2 Understanding the impact of the motivational level of the principal to improve and sustain academic performance**

This research aims to understand the impact of the motivational level of the principal on academic performance in the secondary school. In the following paragraphs, the outcomes of the 16 interviews are discussed, together with relevant extracts from the interviews, supported by information gleaned from the literature study. The five selected factors influencing motivation will be discussed, viz. trusting relationship, learning environment, participation in decision-making, feedback, and motivational levels of the principal and the educators.

The first identified factor influencing motivational levels is trusting relationship.

#### **4.2.1 Trusting relationship**

From the literature review on trusting relationship the following was clear: having confidence in someone means that the person can be trusted. The OED Online (2018f) defines trust as the “firm belief in the reliability, truth, or ability of someone or something.”

As noted throughout this thesis, the study's focus is on establishing the factors influencing the motivational level of the principal of the secondary school to improve and sustain quality performance in Grade 12. The first question asked during the interviews with the principals and three educators from each school, concerned trust and the relationship between the principal and their staff as well as the trusting relationship the staff had with the principal.

Price's (2012:42) assertion that "when principals establish trusting school spaces, serious school improvement and success can occur", is used as a starting point. To establish the level of trusting relationship between principals and educators and whether this has an impact on the optimal performance and the sustainment of the performance in the secondary school, the four principals were asked to choose one of the following statements and to elaborate on their views:

The staff members are lazy and incapable of self-direction.

The staff members are not lazy and are capable of self-direction.

Three principals said that their staff members are not lazy and are capable of self-direction, while two principals emphasised that the educators could manage matters on their own when the principal is not at school. The principal of school 3 explained:

You speak to them once, and once the instruction or idea is clear with them, they follow that. You use it just to guide them according to policy ... and then I go and come and of course I found things in order ... It is like I am there.

The principal of school 1 indicated that the senior management team would give him feedback when he returns to school:

If I'm not here, they go to senior teachers and then when I come back, the managers, they'll convene a meeting and then give me feedback on whatever matter that they discussed with the teacher.

The principal of school 4 confirmed that he ensures that the correct people are appointed as educators:

You have to have the correct qualifications and the passion; then I can do anything with you. *(Jy moet kwalifikasies hê en jy moet passie hê, daarna kan 'n ek met jou enige iets doen.)*

He also mentioned that sometimes principals appoint coaches and then want to make them educators, which was a mistake. He then commented on the importance of motivating educators:

I think the big thing is when you look at your educators, appoint the correct person and secondly, you need to motivate the people. You do not know how it goes at everyone's homes, but you can motivate, I can almost say, to be the best educator they can be in the school. *(Ek dink die groot ding is as jy gaan kyk na jou onderwysers, stel jou regte persoon aan en dan die tweede ding is motiveer die mense. Jy weet nie hoe gaan dit by elkeen se huis nie, maar jy kan mense motiveer om, wil ek amper sê, die beste onderwyser te wees wat hulle kan wees in die skool.)*

The principal of school 2 (an underperforming school) complained that he had to push educators and learners to attend classes:

You find that the period that we have is fifty-five minutes, therefore they get tired to stay for fifty per cent of the time in the class and the rest of the time they are out. They are not willing ... hence that in this school I have got five rounds that I do every day. Those rounds I do them every day, therefore you will find that when I move from some of the classes, it is either the educators are not there, ... went to do some other things – made copies they could have done a day before. But therefore, that is why I am saying their laziness is the one that is robbing us from the best results of the school, this school was supposed to find itself between ninety and a hundred per cent.

This principal stated, however, that he had young staff members who were very good, even excellent; therefore, for him as the principal, it was a question of attempting to reduce the negatives so that everyone could attend classes.

Because if people they are positive and they feel like they are loved – and we just talked about trust – then they can produce better ... . That is where there is this thing that we call “reprimand in private but reward in public”, let people see the affirmation and the rewards. That will stimulate. But if you want to reprimand, have a closed door, and then try to communicate the information.

A second question on trusting relationship was addressed to all the participants, viz. whether they thought that trusting relationship is important for improving and sustaining performance in the school. As previously noted, Price (2012) suggests that when principals can establish “trusting school spaces”, school improvement and success can occur. This would then imply that if the principal trusts the educator in the school, performance in the school will improve. The majority of the participants agree that it is crucial to have a trusting relationship between the principal and the staff members.

The principal of school 4 said:

A staff member must be able to step in and tell me anything with the assurance that I will not share it with anyone. (*'n Personeellid moet hier kan instap en vir my enige iets kan sê en hy moet die vertrouwe kan hê, ek deel dit met niemand nie.*)

School 2's principal elaborated:

I think it is very, very true that trust should be there. I have learned in life that learners will learn better when they trust the educator. If they trust an educator, they will learn better but if there is no trust therefore their listening and grabbing the knowledge, it is limited because they don't trust. Trust is needed. It is needed. But the better people they feel like they are trusted and loved, they can produce better.

All educators from the four schools agreed that trust in the relationship is of extreme importance. Educator 1 of school 4 said:

I think it definitely does, because I think when there is a trusting relationship with someone, you do not want to disappoint. I think it motivates you. (*Ek dink dit doen definitief, want ek dink as jy 'n vertrouensverhouding met iemand het wil jy hulle nie teleurstel nie. En ek dink dit motiveer jou.*)

All of the school 4 educators said that trust “is a mutual thing” in which the principal and department head must trust them, but that they can trust the principal and department head to give them support where needed. Educator 1 of school 4 also spoke of the trusting relationship between educator and learners, in which the learners must know they will receive the correct information to perform, while the educator must trust the learner to do the best they can. Educator 3 of school 2 stated bluntly:

Well, because if there is no trust between the teachers and the SMT [school management team] and educators, well that goes again into the classroom. So therefore, if that develops, and actually we are losing the whole education system again with that. Because if there is no trust then we can't really do anything; we can't really move forward as a school if there is no trust.

All other comments from different educators clearly indicated that trusting relationships are of utmost importance. Educator 1 of school 2 made an interesting observation after being asked if the principal shows interest in the well-being of colleagues to establish the trusting relationship between the principal and the educator:

I don't think he is the person that you can go to him and tell him your problems. He is approachable, but one day he will talk about it, even if he doesn't mention the name. The trust is not secure. You are selective. You select what you want to say. It will impact, because if you are demotivated you won't perform – if you are demotivated, you won't perform. You will just come to school to sign the term book. The grade twelve educators will go the extra mile irrespective of what is happening.

This statement indicates how important trusting relationship is for the improvement of academic performance. The principal from school 3 expressed it clearly:

I think it is important; trust, like others say, works like a glue you see, it works like a glue. Once they trust, they develop trust in you, they don't deviate easily from what they believe you to be driving.

When asked if he shows interest in the well-being of educators on a personal level, this principal responded that he does not interfere or "get personal". He ensures that the staff member can attend to personal issues as this is also covered in policy, but he does not feel safe entertaining issues at a personal level. He said:

So, I feel better when we deal with policies. It is very safe, it is not part of that. But there to assist. Obviously, I always let him attend, him or her attend [to] that urgent matter, and then after that he or she will come and explain completing the form.

This statement confirms that the trusting relationship must be there, although it is not necessary to be personally involved in all relationships. As noted in Chapter 2, Game (2008) declares that it is the principal who must create the opportunity to a trusting relationship as the leader. The principal can for instance take note of the staff's personal needs/aspirations and this may result in positive energy to work towards improving results. This corroborates the principal's view that personal involvement in the lives and families of educators is not needed; trusting that the educator will be treated with respect and within policy is giving them the trusting relationship needed for improvement of results.

All three educators of school 3 agreed that trusting relationship is very important, and that the principal must be approachable. Educator 1 said that if the department within the school cannot work as a team, success will not be evident as trust is very important, even between the educator and the learners. Educator 2 of school 3, who is responsible for the food given to learners daily, provided the following example:

Yes, I think trusting relationship are important because if the manager trusts you, and you are in good relationship with him or her, you are being motivated and be able to work independently, being trusted by your managers. The trust is there because most of the things we performing, we do them and then we only go to the principal when we have to report – to report what we did.

The principal of school 3 had been appointed after the previous principal was removed, following a very long period of serving the school. The new principal said, "We have worked hard to build a trust with the school management team", confirming that they were now working as a team. When the question was raised whether this trusting relationship extended to the staff members, his response was:

To the rest of the staff, now, there's other factors that become hindrance in terms of that, but we're working hard on them, factors such as the diverse nature of our team members. We have a range of groups, young people, vibrant people, we have old people, we have people from different cultural groups, so those were just a minor problem and say, can that group maybe run at this without that group maybe suspecting or maybe doubting that they're old, whatever. So, but since we're starting these groups, we're winning in terms of building a team that, what we normally say, this high school is the school of excellence and a school of productivity. Every morning when we have our session, would we say that, we affirm.

This principal had introduced a tutoring system for the learners, which he said was an excellent system as it brought the learners closer to the educators. Educators from the school were sent for special training. A learner encountering a challenge would go to the tutor, who would report this to the relevant structures (such as the school-based support team through the departmental head). The parents would then be informed. This, according to the principal, confirms that trusting relationship is at the crux of performance. Educator 1 of school 1 said:

I have a lot of conversations with my principal, whether it's on a more formal meeting where there's minutes written, and even like when we talk to each other on the corridor and the staff and that. He's able to communicate a lot of things and in that way, I'm also able to be transparent with the learners with certain things that affect them as well. And in that way, I'm not left out in a dark cloud. So, I'm also able to communicate my feelings with him because I also trust him, he's able to communicate his feelings or his thoughts and share ideas with me.

The educator remembered a time when he had struggled; the principal had sat him down and reminded him of what he wanted to achieve. This educator agreed that it is good to have that trust with the learners as one can then be honest with what one wants to achieve. He concluded by observing that:

I'm able to trust him with almost everything, like communicate even things about my personal ... . And my development as well. So, when I do need development in certain things I'm able to speak to him. But I think I've built a strong relationship with him in a sense, so most of the time we communicate as well.

Educator 2 from school 1 had a similar response regarding teamwork:

I think so, because when people trust each other and they're quite comfortable around each other, you tend to work well together for a greater goal, I think so yes. There is, I've seen it quite a number of times when people need to maybe work together towards something, people do show up and we do work as a team.

The third educator from this school confirmed that:

It [trust] is essential for the simple reason that if my learners trust me, I can do anything with them as they know I am doing things for a reason (*Dit is essensieel vir die simpel rede as my kinders my vertrou kan ek met hulle enige iets regkry want hulle weet wat ek met hulle doen, doen ek vir 'n rede.*)

She continued that she must trust the people in her department to carry on and control each other. She said it must be the same with the principal: she must know that he will support her. However, she also indicated that she does not trust the principal fully, as she sees him "as an idealist as he will call you in and tell you that we will do this and that, but then it will not happen". She concluded that the staff and the new principal were still in a process of transformation. She was one of the educators who had worked very closely and for a long period with the previous principal.

It appears that principals as well as educators feel that trusting relationships are the driving forces for improvement and sustainment of academic performance. The discussion above regarding the trusting relationship the principal shows in the staff recalls attribution theory: the behaviour of the leader is assumed by the intent of the leader (Martinko *et al.*, 2007).

If the principal's intent is to have confidence and trust in the staff, and the behaviour of the principal is trustworthy, the staff members may attribute their success or failure to improve and sustain performance on the demonstration of trusting relationship from the principal to the staff members.

The next identified factor in the interview data is that of the learning environment. In this study, the learning environment is understood as the infrastructure of the school, the dress code and the discipline in the school and how these may or may not influence the academic performance of the school.

#### **4.2.2 Learning environment – infrastructure, dress code, discipline**

As mentioned in Chapter 1, Gülsen and Gülenay (2014) explain that within the environment of an organisation, the people make up the beliefs and values common to them to form the culture or ethos of that organisation. Accordingly, the school environment needs to be an environment with positive motivational development to ensure positive participation from the staff members to improve and sustain performance in the school. During the interviews, the researcher's questions concentrated on the infrastructure, dress code and discipline in the school as features indicative of the environment. Participants were asked whether these three factors indeed influenced the performance of the school.

All four principals agreed that "people like good things", meaning clean infrastructure, neat uniforms and discipline. According to the four principals, the principal's role is to set the example by being disciplined and on time, maintaining a clean environment and a proper dress code. This example is then followed by the educators and the learners in the school, where learning and performance are influenced. A few extracts from the interviews follow to support this statement:

Principal of school 1 said:

Looking at our environment, neat, clean and what have you, then that creates a conducive atmosphere that will promote learning so that if you are in an environment that is free of all these other disturbances, then you can learn without any interferences.

The principal of the second school confirmed that, in his experience, dealing with the school infrastructure within the school, keeping it "clean and nice" encouraged positive learning. They had proven this at their school, where all the classrooms had been thoroughly cleaned.

He noted that everyone enjoyed the cleanliness and wanted to keep it clean after the pillars in the corridors had been painted. This principal had also painted lines on the cement quadrangle where the learners had to assemble in the mornings and he said:

Then those lines (lines painted on the quad to indicate where the learners must stand in lines) were not there. But let me tell you, it works – there is magic in that. In that one of the SASSA [South African Social Security Agency] conferences that I attended, the presenter from USA was telling us the things that can change the school in terms of discipline. The lines. Because then there is order. Now you can impact the knowledge; you can correct to say arrive early, do this, you don't do this; this is what you should do.

The principal of school 3 commented that uniform is important and that “if you do not have the correct clothes to go to school, you wouldn't want to go to school”. He explained that the school bought clothes for the learners and later found sponsors to assist with provision of uniforms. This encouraged learners to come to school and currently all learners have school uniforms. This principal spoke excitedly about the discipline in the school, especially late arrivals. This was a particular problem in his school, as learners used the train to commute from a township to the school.

He had the following to say:

Fortunately, the Department gave us the cell phones, when I am there at the gate, when the learner comes late I phone the parent there and then to say, to say, you know, to say why your learner, why your child is late. When she will come with stories etcetera, etcetera. I always say, remind them of the provision of SASA [South African Social Security Agency] which says a parent has a responsibility to cause his child or her child to attend school from day one till the last day of the school. I remind them about that to say, look it is not my responsibility, and if you don't do anything about it then I will have to do something. Most parents then apologise and the next day, the child is in time.

Principal 4 commented: “You know, dress code is very important because you know, the whole school is judged according to discipline”. (Weet jy die kleredrag is baie belangrik want jy weet 'n hele skool word geoordeel deur dissipline.)

This principal had also taken the initiative to make a small upgrade to tar the road leading into the school, and when the educators and learners started the next term, they all seemed to be in a positive mood. He said that one needs to make it easier for the educators and the learners to learn by ensuring that the data projector is working, and that the class is clean and conducive to learning.

When interviewing the educators, the researcher asked them who is responsible for creating the learning environment of the school, how could the educator ensure there is a positive environment in the school, and how could they improve on the learning environment if needed. Finally, the same question posed to the principals was asked of the educators, namely: “Does the infrastructure, school dress and discipline of your school give the impression of a positive learning environment?”

In response to the first question, all the educators unanimously declared that it is a shared responsibility between the principal and the educators to create a learning environment in the school. Educator 1 of school 1 added that it was “the teacher’s responsibility for always being prepared for every lesson”.

Educator 2 of school 2 summarised his understanding of the situation:

If the management can provide the necessary support in terms of everything that we need, LTSM [Learning and teaching support material], furniture, discipline structures – then it will enable us to push what we are being paid for.

The next two questions were answered similarly; most of the educator participants indicated that a team effort was required between the SMT and the educator. Several also suggested that the head of the department plays an important role in creating a positive environment by setting goals, and by being the example for others to follow. The inference is that a team effort is needed to ensure that a positive learning environment is established within the school.

Educator 2 of school 3 made this observation:

Positive learning is that in my class all the learners are important; I don’t have a specific group that I will focus on. All of them are important to me. Yes, and then I don’t only focus on those who are smart when it has to, to answer questions. I also focus on those that are not, and I also always tell them no one is, no one’s answer is correct. I even tell them that you will not see me saying to you, you are wrong, just saying your views. Then in my class, the setup is like a group setup, so I move around, always I move around.

On the question of whether infrastructure, school dress code and discipline have an influence on academic performance, the educators confirmed that dress code instils discipline. Educator 1 of school 1 explained:

I really think that if you're able to follow that sort of simple rule then you're able to follow all of the other rules. So, it's basically getting the basics right.

Then he referred to university students:

You're at a more mature level, you know exactly what you want. And I think you've gone through a pruning stage of twelve years of learning and of being, having rules instilled and discipline instilled in you, that by the time you're in varsity you're expected to be able to submit on time. And I think because uniform is part of the school code of conduct and if you're able to follow that rule, then you're able to follow a whole lot of other rules.

Concerning the role of infrastructure and school discipline in influencing academic performance, the educators' responses were similar to those of the principals. Educator 2 of school 1 spoke of "disciplinary problems ... that takes away your teaching time".

Educator 2 of school 2 was enthusiastic about recent school improvements. The educator reported that furniture shortages and poor infrastructure had affected learning:

On a moderate scale, it is very positive. Because there was a time when we had shortage of furniture. ...The environment, paintings. ... Our school was falling apart. When we check our school five years back and the paintings, doors. They replaced caretaker who is taking care of the school ... . But the desks, I am happy; the furniture, the classrooms, I am happy. Our learners, yes with furniture. Yes. Even the grade twelves has got their own furniture in their class. For the first time, I don't know in how many years. It is excellent.

Another positive response was offered by educator 2 of school 4:

This (positive learning environment) is our responsibility and my feeling is that the child who is feeling safe, clean and secure in the classroom does perform better. He wants to be better than he really is because things around him look better from where he is coming from. (*Dis ons verantwoordelikheid en ek voel net 'n kind wat veilig en skoon en geborge voel in 'n klaskamer presteer beter. Hy wil beter wees as wat hy rêrig is. Want dinge om hom lyk beter as wat baie van hulle vandaan kom.*)

It was evident that good infrastructure, dress code and discipline, according to the participants, affects academic performance as it enables learners to feel positive and secure in a clean, disciplined environment. The importance of the environmental factor emanates from self-determination theory, where it was previously indicated that a person needs autonomy (Kreijns *et al.*, 2014) to be motivated to excel. If the principal and the staff members are autonomous in their example of ensuring that they work in a clean environment, they are dressed properly and have the necessary discipline to be successful, it will cascade down to the learners. This factor also links with expectancy theory, in which Ball (2012) highlights the effort put in by an individual to move others to perform. In this case, the motivation of educators and learners by the principal to make sure the learning environment is conducive to learning, is showing an impact on performance, according to the participants.

The learning environment can also be linked to attribution theory (Lakshman, 2016; Martinko *et al.*, 2007), in that factors outside the individual may be attributed with the success or the failure of the task. In this case, the external environment (infrastructure, dress code and discipline) is indeed having an influence on the success or the failure of academic performance, according to the participants interviewed.

In the next factor to be discussed – participation in decision-making and setting of goals for the school – principals and educators were asked whether it was necessary to involve staff members in setting goals to ensure improvement and sustainment of academic performance in the school.

#### **4.2.3 Participation in decision-making and goal-setting**

It was made clear in the literature that the more frequently educators participate in the decision-making process, the more actively they are involved in reaching the set goals. Accordingly, the more principals involve educators in the decision-making process on how to improve and sustain academic performance, the more likely it is that improvement will take place. This statement derives from attribution theory in the sense that attributions are the product of cognitive processes people use to determine cause and effect to solve problems (Martinko *et al.*, 2007). People credit their attributions with their successes or failures (Martinko *et al.*, 2007).

This study wanted to determine whether secondary school principals involve the whole staff in the decision-making process and the setting of goals to improve and sustain academic performance in the secondary school. In the next few paragraphs, the researcher elaborates on the feedback and discussions around this topic.

The questions put to the principal and educators were similar in this category. The researcher wanted to know if the principal (and later the educators) had specific goals for the academic achievement of all learners in the school. She wanted to establish who determines these goals and how the goals are communicated to all stakeholders.

All four principals agreed that it is imperative to have goals, but that the leader cannot set the goal and expect the staff and learners to accept and reach the goal without being part of the discussions on the goals for the school. This corresponds to the literature in which Weiner (2000) questions why people attribute certain factors to their success or failure. The principals in this study used the locus of control outside themselves (the staff members) in addition to their own goals to improve academic performance. This leaves room for the educators to feel that the locus of control is also within themselves and that will lead to motivation to take the responsibility for reaching the set goals.

The principal of school 1 (a performing school) indicated that being a school in Gauteng means that one needs to perform; being in a performing district also requires the school to perform. He further stated that his school is surrounded by performing schools and therefore his school may not relax. He said that even the parents take them to task if set goals are not reached:

That to us, those are the goals on their own. And also our parents, from time to time in our meeting, they check with that, how far are you in terms of the goals.

As an example, he cited the school having set a goal of 106%, which meant 100% pass rate for Grade 12 learners as well as good results in six subjects. When the school did not reach this goal, the parents wanted to know what had happened:

But then that two per cent that we did not get: we were taken to task by our parents to say why this, so we had to explain.

Regarding teamwork in setting goals, this principal observed that “if you don’t work with your team, you’re losing attaining your goals”.

The principal of school 2 (an underperforming school) explained that they have accountability meetings in which all staff members, department by department, must explain why goals are not reached. During these sessions, anyone, even from other departments, is free to give input on possible solutions.

He explained that the intention is not to name and shame, but to sit as a team and assist with solutions:

And no one is coming out from accounting session being pushed down and all other things. No. No, not humiliating any person. They are encouraged. When they get out there, they are encouraged so that they can improve the results in their department.

This is a good example of the proposition of Martinko *et al.* (2007) in action, namely that the improvement and sustainment of the academic performance will remain within their (principal and staff members) own control as being more positive than negative. This implies that staff members will act positively to reach the set goals because they participated in the decision-making process.

The principal of the third school (an underperforming school) also had meetings with staff members per department to set goals. In this school, the departmental heads and educators must explain what went wrong if the set targets are not reached.

The fourth principal (a performing school) concentrated on the goals set by departments within the school and assisted them in reaching the set goals. This principal asserted that it is important that goals must be set in collaboration, and not forced onto people.

When the researcher asked this principal how they had managed to be the best school in the district for three years consecutively, he said:

The next goal is to just keep it. You know you are climbing the ladder, but to stay on top, is sometimes harder work than to get there. It is easier to climb but to stay there (on top) is not always easy. Everyone is measuring you. (Die volgende doelwit is net om dit te hou. Dis net om dit daar te hou want weet jy jy klim die leer maar om top te wees is partykeer harder werk as om tot daar te kom. Dis maklik om te klim maar om daar te wees is nie altyd ... Almal meet jou.)

This agrees with findings from the literature, particularly with those from Martinko *et al.* (2007), who sees the locus of control, in this study being the motivation of the principal to move the educators to improve and sustain performance, because they are recognised as part of the decision-making process. It is understood that optimal performance is possible because everyone is part of the decision-making process.

This supports expectancy theory Wigfield and Eccles (2000), in that the individual will revert back to the previous outcome of an activity as the driving force to participate in the next activity. In this case, the school performed optimally for three consecutive years; therefore, their belief is that they have the ability to do this again, which motivates their positive effort in this direction.

Every single participant in this study (educators and principals) spoke of the necessity to have goals and for all educators to participate in improving and sustaining academic performance, so that there is accountability if the set targets are not met. Educators confirmed that the principals always assist them in reaching goals, and that goals are set at the beginning of each year. Most participants indicated that departmental goals were also needed.

Educator 2 of school 1 explained clearly:

Beginning of the year, the principal asked us to set our own targets as educators for our own classes, because we are with the learners, we know what they can achieve. And then he and the SMT also set targets for the school and then we also work towards the targets that are set by the district. So, we work in line with that, so I will have my own targets, that okay fine, I feel that this year my learners are a bit weak or are in a stronger group, so instead of maybe working towards the target that the principal has for our school, let me push them a bit further because I feel like they're capable of more.

Educator 1 from school 2 recommended that the vision and mission of the Gauteng DoE must first be referred to, after which the school needs to develop its own vision and mission; only then should the staff set goals for the school:

I think the whole staff. All the staff of the school. They must set goals. We need to know where are we going. We need first to look at the mission and vision of the GDE [Gauteng Department of Education]. It is not the principal that is telling you this is the goal.

This was interesting to hear, as none of the other participants, including principals, had suggested that the vision and mission statements could be used as a starting point. All had focussed on the academic "numbers" and pass percentages for learners, on subjects in departments within the school and who sets the targets.

As this educator spoke, it became clear that she did not agree with certain systems the principal wanted to put in place and that she felt very negative. (This negativity led her to resign from the school at the end of the year during which the interviews took place).

She said:

But when the new principal started. He throws it away. Because when “*Meneer*” [“sir”] arrived here, he didn’t ask us how – what systems do we have? How can we improve on those systems? So, he just started with, you know, a clean slate and overlooked our existing systems. Because he will always tell me – he will always tell us that he is the only principal of the school. So, we sit back. Even if you want to advise him, so it is so difficult. These are some of the things that make me to leave the school. Because I can’t work with such a person.

These comments highlight trusting relationship as an identified factor influencing motivational levels. This educator experienced her self-motivation as being overruled and stripped from her, when the principal insisted that he was the person in control.

In view of the preceding discussion and extracts from the interviews, it is evident that the participants found it crucially important to have goals, and to set goals together with the whole staff. It is also clear that trusting relationship must be positive before participation in the setting of goals will be positive. The responses from all participants illustrated the expectancy theory, namely that the effort put in and the extent to which the participant values the activity, will determine the outcome as positive or negative. If the staff members are actively contributing effort to the decision-making process, accountability is accepted, and optimal performance can be achieved.

The next factor identified for this study as having an influence on the motivational level of the principal on the academic performance of Grade 12 learners, is that of feedback from the principals to the educators.

#### **4.2.4 Feedback, acknowledgement and recognition**

Another force that can drive the motivational level of the secondary school principal to sustain and improve quality education in their school is the recognition, acknowledgement or feedback they receive from the outcome of the Grade 12 examination.

Feedback from the learners and educators as well as parents, is valuable input which a principal will use to either improve or stagnate with the academic results in their school. This is supported by Williams *et al.* (2014) who refers to feedback as being important as a positive input towards success (or a negative input towards decline.)

The interview question addressed to principals was: How is feedback given from your side (as principal) to your SMT, and to your educators when goals are reached, or when they are not reached? The question was phrased to discover whether feedback to principals has an effect in motivating educators to improve performance.

All four principals confirmed that there must be feedback because people need to be reprimanded or applauded; everyone wants feedback on their actions or performance. The principal of school 2 (an underperforming school) described how he affirms staff members in front of everyone during briefing meetings, and how he mentioned their positive achievements, to ensure that the rest of the staff knew that they were recognised and hoping that the rest of the staff members would imitate the good practices of others:

Because if people, they are positive and they feel like they are loved – and we just talked about trust – then they can produce better. ... reprimand in private but reward in public.

This principal stated that his staff members were lazy and, when asked if he was less flexible with educators than with learners in terms of feedback and acknowledgement, he acknowledged that he was firmer with the educators as he believed they needed to be more committed. He added that the situation was improving, and that commitment was indeed coming from the educators.<sup>1</sup>

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<sup>1</sup> It should be noted that in 2016, when the researcher scheduled initial appointments for the interviews, the previous principal was still in office at school 2. However, when the interviews were done in 2017, a new principal had been assigned to the school by the district director as a possible solution to the school's underperformance. Following the appointment of the new principal, some educators were discontented as they were unfamiliar with the structures this principal put in place.

The principal of school 3 (an underperforming school) had a more practical approach to feedback. His method was to write short notes to educators, calling them to his office to say that he appreciates what they are doing:

and in meetings I always praise them for the little change that they make, I praise them, I talk about it. So yes. Negativity in this environment is terrible...

This principal also thrives positive feedback. He reported that even the community tells him that things are better at the school, and that motivates him to try harder:

Parents will come here to say, "Hey man, what do you do with these children?" These children were naughty, they will scale the fence, go and leave especially on Friday. You will see them as rats between those trees there taking bunk, which they no longer do. So, that makes me feel good. It makes me, that is why makes me feel good. I mean we got this role, this company, which spends lots more money in the school because of that, and it is a thing I did not even go to them to ask for the money.

For the principal of school 4 (a performing school), it was most important to never tell anyone (educator or learner) that they did badly or to discipline the person. He explained that he would rather say that they need to work harder, and that he would assist in any way he could, to make the person still feel valued. To establish how feedback is done at each school, the researcher asked educators the following question: Can you tell me if and how feedback and reflecting on reaching goals is done continuously at your school?

All participants replied that the principals do give feedback and do reflect on reaching set goals at least on a per-term basis. In school 1 in particular, the principal acknowledges the hard work and diligence of educators by incorporating a segment into the honours ceremony at the end of each year, when he issues certificates for dedication or outstanding work.

Educator 2 of school 1 was one of the recipients:

Well, he, he always pushes us to work towards those goals, ... . But he does offer support as well, he will always applaud us or show appreciation. We also do get certificates ... . He will just, normally we have not been told about it when we have our honours, is it honours evening, yes, and prize-giving ceremony for the learners ... then you are called up to say maybe you get a certificate for dedication, for outstanding work, for this and that, ... last year I got a trophy, I didn't really expect because I thought when we went to the

event, it's just, the focus is on learners who achieved something. So, when I was called up to the stage I actually felt, I was happy to say it's just for all the effort that I put in, at least there's a bit of recognition, it feels good. Because you want to keep that trophy, you don't want to share it with someone. ... and then people kind of got motivated afterwards ... To say at least someone is recognising what we're doing and so forth. So, a few were quite motivated about it.

Educator 1 from school 2 said that the principal does thank people for good work done with everyone during the briefings, when he will mention that "so-and-so did good work". Educator 3 from the same school mentioned that teachers "do get a thank you" from the principal in the meetings, but he felt it was not enough:

I need some sort of recognition to say we are recognising what you do; it is a very good job and please keep it up. Or maybe sort of like a certificate of improvement, to say this is your token of appreciation. Thank you very much, please keep it up. ... Like another talking of appreciation, because that keeps a person motivated, to say at least what I am doing is being recognised by the SMT, by the principal.

When asked, if feedback from the principal is needed, educator 1 of school 4 answered:

I really think it is, so yes. I think it is, yes. It does not help if you are busy with a marathon and no one is telling you that you are doing well at this moment. (*Ek dink regtig so, ja. Ek dink dit is, ja. Dit help nie jy hardloop 'n marathon en niemand sê nie iewers vir jou langs die pad jy doen goed nie.*)

Within the self-determination theory as discussed in Chapter 2, the interpretation of relatedness by Kreijns *et al.* (2014) showed that effectiveness can result when people feel connected, valued and experience a sense of belonging.

This study demonstrated that principals and educators consider feedback as crucial, in order to assess if they are moving in the right direction in terms of performance. The educator may have the will to do the job because of the (positive) feedback as Trépanier *et al.* (2012) explains. Furthermore, the aspect of work-related functioning in self-determination theory presented by Williams *et al.* (2014), was supported in this study, as the majority of principals and educators showed that indeed positive feedback will move educators to be more effective.

The final factor identified as having an impact on the motivational level in this study is self-motivation.

#### 4.2.5 Motivational level

The researcher drew on insights from the literature findings in chapter 2 where it was mentioned that intrinsic motivation oversees external motivation (Cerasoli *et al.*, 2014). Autonomous motivation is identified as a prerequisite before the principal can move educators to perform to their best (Taylor *et al.*, 2014). The researcher kept the above in mind, when writing up the final questions of the interviews regarding the motivation level of the principal and the educators. All the participants were asked to rate themselves on a scale from 1 to 10, where 10 was the highest level of motivation. Thereafter, principals were asked to rate the educators, and educators were asked to rate the principals.

The researcher combined the answers into the table below by listing the motivation ratings from the participants:

**Table 4-1: Rating of motivational levels by participating educators**

Educator	Rating of own motivational level	Rating of principal's motivational level
Educator 1 of school 1	7	8
Educator 2 of school 1	8	10
Educator 3 of school 1	9	4–5
Educator 1 of school 2	9	8
Educator 2 of school 2	5–6	7
Educator 3 of school 2	8	6
Educator 1 of school 3	9	9.5
Educator 2 of school 3	10	10
Educator 3 of school 3	8–9	9–10
Educator 1 of school 4	8	10
Educator 2 of school 4	8	8
Educator 3 of school 4	8	8

**Table 4-2: Rating of motivational levels by participating principals**

Principal	Rating of own motivational level	Rating of staff members' motivational levels
1	8	7
2	9	6
3	8	9
4	8	7.5–8

The first part of the following discussion addresses the ratings principals gave their educators, and then the ratings educators gave their principals. The second part of the discussion examines self-motivation ratings of all participants in the study.

The principals of three schools rated their educators from 7 to 9, while the principal of school 2 (an underperforming school) explained the low rating of 6 for his staff members as follows:

we still have got to do a lot of work. ... we should plan the motivational talk to the staff members. Because I think the motivation of the staff members is not as good ... There are divisions ... this is what I say to them. Within the school, we use only two basic operations ... You use plus; you add into our value; you don't subtract any value and the standards that you find within the school. We use only multiply the standards and the values that you find in the school. And add on those.

According to the principals, most educators were positively motivated. From the perspective of expectancy theory (Lunenburg (2011), it is understood that a positively motivated principal can move the educator to perform better by changing the educator's cognitive approach to the way they engage in activities. If these principals rated their staff members as being reasonably motivated, it is possible that good performance may lead to positive results (Ball, 2012).

During the interviews with the educators, the same questions were asked. They were also requested to explain why they had assigned that particular rating to the principal. Of the three educators from school 1 (a performing school), two educators rated the principal on 8 and above.

Educator 1 said:

His self-motivation is quite admirable and the reason for the eight is that sometimes maybe it isn't that consistent. It's human nature, ja. He's got so much humility ... he's a very diverse person and he understands the demographics of the school.

Educator 2 of school 1 explained:

Well, I've never seen him on any day when he's not really excited about being here or he likes it here, he loves the learners ... so if he brings up our spirits in the morning we're going to class in high spirits and then we tend to do more with the learners.

Educator 3 of school 1 rated the principal's motivational level as low:

because things can bring him down quickly and then he needs something or someone to lift him up ... he needs the motivation from others.

This educator also stated that to need people to assist oneself is not a weak thing as "the team around you ... must be strong enough to strengthen your hands".

The educators from school 2 (an underperforming school) rated their principal from 6 to 8 for motivational level. Educator 1 said the principal wants to move the school to another level, while educator 2 experienced the principal as being highly motivated. Educator 3 rated the principal as 6, but did not give a reason for her low rating.

All three educators from school 3 (an underperforming school) rated the principal very highly; they agreed that he was highly motivated and did not hesitate to assist, even with tasks such as stapling of exam papers. They had all noticed that this principal was always the last person to leave the school, even on a Friday.

The educators from school 4 (a performing school) were positive about the motivational level of the principal. Educator 2 reported that, even when this principal was experiencing personal difficulties, he did not bring that to the school. He would collect himself and be there for the educators and the learners.

Educator 1 said, "he always sees the silver lining," while educator 2 said she did not think "that you will ever get the principal negative," adding that positivity brings motivation.

It appears from the educators' assessments of the principals' level of motivation, that the principals are all intrinsically motivated, which is one of the criteria for a leader to be able to move subordinates to perform at their best (Cerasoli *et al.*, 2014).

The second part of this discussion turns to the participants' perceptions of their own motivational level. All principals rated themselves as 8 or 9. The principal of school 1 rated himself as 8, explaining that when he is challenged, he performs at his best. School 2's principal reported that, when he had been the principal of the primary school, he had assisted Grade 12 learners of neighbouring schools in developing study skills and preparing for the examinations.

The principal of school 3 did not give a reason for his self-rating of 8, while the principal of school 4 said he believes in internal moderation: "When you enter the school grounds, you give everything for the school that day". He declared that he has no time for negativity, and dislikes it when someone comes to him to complain:

You know what I always say, and you can hear from the staff: "Never see the hole in the doughnut. See what surrounds the hole in the doughnut."  
*(Weet jy wat ek sê altyd, en jy kan maar hoor by die personeel, moet nooit die donut se gat sien nie. Sien wat is om die donut.)*

The findings above corroborate the literature regarding intrinsic motivation. The principals interviewed are intrinsically motivated and can therefore move their educators to contribute to the improvement and the sustainment of superior Grade 12 academic performance.

The educators undertook a similar self-motivation assessment, resulting in 11 of the 12 educators rating themselves between 7 and 10. Only one educator (educator 2 of underperforming school 2) rated himself as 5–6 for the following reasons:

With the challenges that are here, I think even myself, I am around five or six. Hey, you know you work in a hostile environment, and the stakeholders are so fragmented. You end up inheriting problems of the parents. The role that was supposed to be played by parents, you end up playing it; you must also perform academically. It is too much. ... My motivation level is low.

The researcher felt that this educator wanted to air his frustrations during the interview as he kept on bringing the inheritance of the problems from parents and the pressure he needed to work under into the conversation.

His demotivation could be detected in his tone of voice and he wanted to ensure that the researcher knows his frustrations. Thus, it can be concluded that intrinsic motivation is an element that is imbedded in an educator or a principal, before improvement in school results can be expected and then sustained.

The 11 educators who rated their own motivation as 7 and above may be described as positive people by nature, who are intrinsically motivated. For instance, Educator 1 of school 2 said: "Intrinsic you feel in your heart; the inner side. I have been motivated, I will do my best." Educator 1 of school 3 said: "I want to produce quality ... You are happy to give everything." Educator 2 of school 4 put it like this:

At this school, there wasn't a single morning when I woke up and thought I don't want to go to work. (*Ek het nog nie een oggend by hierdie skool opgestaan en gedink ek wil nie werk nie.*)

This educator explained that happiness, for him, depends on what he puts into his day by doing little things to accommodate other people, and that by so doing, he makes life easier for himself.

From the discussions above, it is clear that intrinsically motivated people perform better than people who have a low motivational level.

### **4.3 Conclusion**

The researcher unpacked the results from the interviews to explain how the identified factors that influence the motivation of a principal, can improve and sustain the academic performance of the school. From the data, it can be seen how the motivated principal affects the educators in the school towards performance. The self-motivated staff will be able to autonomously work towards optimal performance. The three motivational theories used for this study supported the data accumulated during the interviews.

The next chapter concludes this thesis. The main findings are restated, limitations identified during the study are mentioned, and some suggestions for further study are suggested.

## **CHAPTER 5 CONCLUSIONS, LIMITATIONS AND SUGGESTIONS FOR FURTHER STUDY**

### **5.1 Introduction**

In this chapter, the researcher presents a summary of the study, including a restatement of the research question, research design and methodology used. Main findings from the interviews in relation to the literature review are highlighted. The researcher identifies the contribution which this research makes to the current education system in South Africa, notes limitations encountered during the research, and provides recommendations for further study related to the topic.

This study was undertaken to understand the significance of the motivational level of secondary school principals on academic performance, specifically that of Grade 12 learners. Bush and Middlewood (1997) describe motivation as a person's will to do something. This phenomenon was tested during the interviews by asking the participants questions on trusting relationship, to understand if their will to do something towards performance was dependent on or influenced by the motivational level of the principal. The other questions asked and discussed during the interviews were also selected to understand the impact of the motivational level of the principal on the improvement and the sustainment on the academic performance of the Grade 12 learners.

The researcher utilised the Grade 12 results from 2008–2013 from all 45 public schools in the Ekurhuleni North district of Gauteng province, to identify two performing schools with performance of 99–100% pass rate in the NSC examinations for at least five consecutive years, and two underperforming schools with a pass rate of 50–60% in the same examination for at least five consecutive years. This was intentionally done to establish if the motivational level of principals from performing schools differs from that of principals from underperforming schools, and whether this has any impact on the improvement and sustainment of academic performance.

Three motivational theories (self-determination theory, expectancy theory and attribution theory) were selected to understand the impact of the motivational level of the principal. The researcher then selected five pertinent factors from these theories that could influence the motivational level of the secondary school principal.

These were trusting relationship, learning environment, participation in decision-making, feedback, and motivational levels of the educators as well as of the principals. These selected factors were tested during one-on-one interviews.

## **5.2 Research question**

The research question guiding the study was: how important is the motivation of a principal of a secondary school to improving and sustaining quality academic performance of the Grade 12 learners?

The aims of the research were several. The primary aim was to investigate certain identified factors influencing the motivational level of the secondary school principal to ensure improvement and sustainment of academic performance. The researcher wanted to understand how the motivated principal moves the educators in the school to improve and sustain the academic performance of the learners. The final aim for this study was to be able to provide some guidelines to link the principal as motivator with the provision of quality education.

## **5.3 Research design and methodology**

This research was undertaken because the researcher found that in her field of work, schools which improve and then sustain good academic performance are headed by positive principals. She wanted to establish whether this has an impact on the academic performance. Thus, the primary goal was to describe and understand the impact of the motivational level of the secondary school principal on the improvement and sustainment of the academic performance rather than to explain the impact of the motivational level of the principal on the improvement and sustainment of the Grade 12 academic performance.

Interpretative methodology (Kuper *et al.*, 2008), was used in this research to discover what motivates a secondary school principal to influence the performance of the learners in their school.

As Maree (2016) explains, interpretivist methodology emphasises the ability of the individual to construct meaning. In this study, it will then mean that meaning will be constructed about the phenomenon of the motivational principal as a leader and manager of a school offering quality education. It will also lead to an understanding of how a motivated principal lead and manages the educators in the school.

## 5.4 Conclusions

This study was undertaken in two underperforming and two performing schools in one district. The study's aim was to understand the impact of the motivational level of the secondary school principal on the academic performance of the Grade 12 learners in that school.

Although the scale of this study was limited, the contribution this study makes to education management is in providing guidelines which link the principal as motivator to quality education in both performing and underperforming schools. Intrinsic motivation is the main quality that must be evident within the principal before they can influence performance. Bergström and García Martínez (2016) concluded that internal motivation “generally have a larger influence on the psychological aspects of employee engagement.”

Furthermore, the set vision and mission statements of the national DBE will be observed in the sense that the influence of the motivational level of secondary school principals to sustain performance in Grade 12 can lead to every learner doing well at school and leaving... (DBE, 2013:2)

...our institutions with the knowledge, skills and qualifications that will give them the best chance of success in adult life [and] to ensure quality learning and teaching take place in the classroom every day.

During the interviews, it was evident that the motivational level of the principals in both the performing and underperforming schools, was positive. This was emphasised by their own self-motivation ratings as well as by the majority of educators interviewed.

Here it would be important to note that the principal of school two (an underperforming school), was replaced before the interviews could take place. The principal from this school was removed to the district office as the school did not move from underperforming to performing over a period of time. The new principal is more autonomously motivated than the principal that was removed. The overall conclusion arising from this study is that the motivational level of the sampled secondary school principals appears to have an impact on academic performance in their schools.

The factors selected from the literature review as influencing motivation are now briefly discussed, and their impact on improving and the sustaining the academic performance of Grade 12 learners in secondary schools is revisited. The identified factors in this study do not stand alone but are intrinsic elements of the motivational theories of self-determination, expectancy and attribution.

#### **5.4.1 Trusting relationship**

It is evident from the interviews that trusting relationships are of the utmost importance for ensuring quality performance at school. The principals from school 1 (performing school) and school 3 (underperforming school) showed that the functioning of the school is not hampered when the principal is away, because the trusting relationships between the staff members and the principal are intact. The principal of school 4 (a performing school) also noted that if an educator has qualifications and passion for the job at hand, the principal will be able to lift that educator to achieve the best possible performance.

Three of the four principals stated that their staff members were not lazy and were capable of doing the job at hand. The principal who said that his staff members were lazy, is the principal of school 2 (an underperforming school). This principal was newly appointed after the previous principal was removed from the school. The staff members in this school were not used to a manager monitoring their performance. In this school, some educators said that they can trust the principal as he is credible to manage the school. One educator interviewed did not feel the same.

She noted that the principal will talk about something discussed with him in private at one or the other stage. It would be interesting to see if a trusting relationship will develop over a period of time between all the educators and the principal in this school and if a trusting relationship does have an impact on the performance of the school.

The experiences that the educators in this study had of being trusted by the principal demonstrate that trust is indeed a prerequisite for performance. Educators felt that they do not want to disappoint the principal by not doing what is expected from them. Some also said that they will “walk the extra mile” for the principal because of the trust and personal interest the principal takes in the educators.

This was supported in the literature, in that when a trusting relationship is evident between the principal and the subordinate, in this case the educator, the individual will experience a feeling of effectiveness and will know that they have enough opportunities to demonstrate effectiveness (Price, 2012). For instance, Educator 2 of school 3 (an underperforming school) was trusted with running all aspects of the school’s feeding scheme. The principal saw the positive outcome of her work. If she is trusted with this, she feels that she will be effective in other spheres as well. Self-determination theory asserts that being autonomously motivated is needed for optimal performance as the individual has enough opportunities to demonstrate efficacy.

The conclusion which can be drawn from the interview data concerning trusting relationships is supported by the three motivational theories, namely that if the trusting relationship is intact at a school, the more autonomously the principal and the educators will work and more creative problem-solving can be expected. This will lead to improvement and sustainment of academic results in the school. The educators will be willing to put in more effort towards optimal performance (Ball, 2012) and their willingness to be moved by the principal will contribute to the set goals of improvement.

#### **5.4.2 Learning environment**

The school's infrastructure, dress code and discipline were selected by the researcher as representative of the learning environment. These were discussed in interviews, to establish whether external factors indeed influence academic performance.

According to the literature, actions and concerns of the principal impact on the degree of implementation of innovation in different schools (Fullan, 2003). During interviews, the principals all agreed that, as leader of the school, they set the example to ensure that the learning environment is in order before teaching and learning can take place. Every principal and educator interviewed believed that a clean, orderly environment helps to set the tone for learners as well as educators, who then improve their performance.

If a positive environment is created and sustained under the leadership of the principal, it can be expected that school results will improve (Gülsen & Gülenay, 2014). The principals of schools 2 and 4 found that small actions, such as tarring a school driveway or painting lines in the school quadrangle, made a huge difference in the climate of the school, which made it more positive for teaching, learning and ensuring good performance.

Dress code was found to indirectly influence performance, only in that it can encourage feelings of coherence and pride, which affect a positive attitude conducive to learning. Discipline was found to directly affect teaching and learning in the study. All four principals agreed that staff members and learners need to adhere to a solid disciplinary code of conduct before positive teaching and learning can take place.

Pintrich and Schunk (2002) advise that a feeling of safety and security, will impact on the performance of the school. In this study the focus was on the psychological entities (infrastructure, dress and discipline) and indeed, this advice from the authors was demonstrated in the responses from the participants. The self-determination theory, expectancy theory, and attribution theory were all seen to link the environmental factors with academic performance.

It can therefore be concluded that a clean environment, proper dress code and positive discipline does have an impact on the academic performance of the school. If these environmental elements are in place, the motivational level of the principal and the educators will be positive and will lead to optimal performance. Organisations must create conditions that are conducive to employees' satisfaction to ensure competency and autonomous motivation (Williams *et al.*, 2014). The participants in this study confirmed that the climate or "feel" of the school must be positive and demonstrated how this could be achieved.

### **5.4.3 Participation in decision-making and goal-setting**

This research aimed to establish whether having educators participate in decision-making and the setting of goals will be more effective than if the principal alone sets the goals for the school. This was done to understand what Fullan (2003) and Thurlow *et al.* (2003) term "the responsibility virus" in section 1.4.2 of Chapter 1. This refers to situations where a principal chooses to do everything alone, or else the principal may delegate everything to avoid responsibility. (Thurlow *et al.*, 2003)

In the interviews, it became evident that the principals in both performing and underperforming schools preferred to involve as many educators as possible in making decisions and goal-setting. The greater the extent to which people are involved in the decision-making process, the better the outcome would be. All principals implied that a leader cannot set a goal and expect staff members and learners to accept and reach the goal without being part of the discussions and the decisions taken to set and reach goals. (Middlewood & Lumby, 1998) found that a person will be motivated to do something if that person understands what the goals are to work towards.

Reeve (2009) found that participation in the goal-setting process determines the participation of an individual in the reaching of the goal. If the staff members know they have participated in setting and approving of the goal, they will participate in reaching it. Participants in the study found that the end result is more effective when all those who are involved in the decision-making process then become accountable.

The principal of school 2 explained that if the set goal is not reached, accountability took the form of a brainstorming session to assist each other to reach their shared goals. The educators from school 2 confirmed that these accountability sessions were happening and that it was a good practice to involve all educators in working for goals together, not just in their own departments. There is a positive expectation for improvement at this school.

This is in line with expectancy theory which proposes that the effort put in will predict good results, as the educators have the intention to do the job successfully.

#### **5.4.4 Feedback**

Every participant in the study agreed that feedback from the principal is very important to feed positivity to improve and sustain performance. The principals confirmed that they saw the value of acknowledgement of individuals to strengthen motivation and success at the school. This was achieved in different ways, from presenting certificates to educators during ceremonies, to reprimanding in private, but rewarding in public.

It was evident in the interviews that feedback or acknowledgement is a crucial element for improving performance. Feedback also influences further motivation to perform optimally (Middlewood and Lumby (1998). This is intensified by the desire for relatedness and the need to feel connected to others (De Cooman *et al.* (2013). This includes the behaviour of and the feedback between the principal and the educators during the process of moving to improvement and sustained quality academic performance. Self-determination theory explains that feedback from management has a positive influence on performance; this was emphasised during the interviews. If feedback is offered constructively, people have the will to do the job which is required of them.

Attribution theory (Martinko *et al.*, 2007) specifies that external factors influence the attribution of people to a task. In this case, the external factor is the feedback from the principal. The conclusion is that the effort the educators put in will increase, as they are being recognised and will want to perform even better.

#### **5.4.5 Motivation levels**

In the literature review as well as during the interviews, it was evident that people need to be intrinsically motivated before positive performance can take place. There is a correlation between performance and autonomous motivation and volition, which requires intrinsic motivation to be present before optimal performance is possible.

Only one participant rated his motivation as low, attributing this to social issues, parental pressure and performance strain. All the other participants agreed that their self-motivation levels were healthy and recognised this was crucial for improvement and sustainment of performance to take place.

During the literature study it became evident that autonomy means that a person takes ownership of behaviour and act with volition (De Cooman *et al.*, 2013). Applied to the study, this means the principal needs to take a cognitive decision to commit to quality education. The will to produce quality education and the strength to complete this task, despite obstacles experienced, was investigated during the interviews with the principals and the educators. Respect for time (one of the triple “T”s of DBE requirements; see section 2.1) was seen to be crucial to achieving quality education. The principal from school 2 (an underperforming school) was still struggling to get his educators into the classrooms for the whole duration of the period

The importance of the locus of control as discussed in Chapter 2 under attribution theory (Martinko *et al.*, 2007; Thompson, 2008), was identified from the interview data. All four principals use the locus of control as the intrinsic motivation to move the educators to better performance, while most of the educators also work from the understanding that intrinsic motivation must be evident to control why they do what they do for better performance. They believe that the effort they put in, when recognised positively, will enhance their performance. In terms of expectancy theory, the individual thinks that they are good enough to perform better, in the light of the positive motivational level of the principal. The principal also feels more competent when the educators are positively motivated within themselves.

The researcher wanted to establish whether the motivational level of the principals of performing schools differed from that of principals of underperforming schools and if that had any impact on the improvement and sustainment of academic performance. The outcome of the interviews was that all four principals were internally motivated, yet the performance of two schools did not reflect this.

It should be noted that motivational level is not the only factor identified to improve and sustain academic performance in this study. Other factors identified from the three motivational theories are trusting relationship, learning environment, feedback and participation in decision-making. These factors must all be taken into account in order for the performance of these four schools to improve and for the improvement to be sustained over the long term. However, the internal motivational level of the principal and the educators seems to be the driving factor for these changes to occur.

In the following paragraphs, the researcher provides links between what was read in the literature with what was identified in the data from the interviews to give some guidelines to link the principal as motivator to quality education.

## **5.5 Guidelines to link quality education with the principal as motivator**

From Weiner (2000) understanding of attribution theory, it is evident that the locus of control which principals use to motivate themselves and their staff, must arise internally before external factors can influence motivation. This was confirmed during the interviews where the participants acknowledged that their locus of control was from intrinsic motivation more than external motivational factors. The principals in the study rated their self-motivation as high, and this was confirmed by most educators in their assessments of the principals.

According to the data from the interviews as well as the literature, the principal as the motivator for quality education in the secondary school needs to know and understand the locus of control as being within, before the principal can understand and use the motivational level of the educators to change their thinking patterns to move them to optimal performance and sustainment of performance.

The following five guidelines have been extracted from research into the body of scholarship as well as from the fieldwork done by the researcher.

The first guideline which links the principal as motivator to quality education is that the principal must have intrinsic motivation. The passion for academic performance and sustainment must be evident. Self-efficacy, deriving from the self-determination theory, is one of the prerequisites for a principal to achieve quality academic performance in the school (Alderman, 1999). The principal must be able to act with volition, lead by example and understand his/her role in promoting harmony and the work ethic in the workplace (DBE, 2011a:47). The principal as the accountable officer for quality education in the form of the Grade 12 academic results in the secondary school is dependable on the intrinsic motivation of the principal and the locus of control he/she use to motivate him-/herself and others to perform optimally.

The development of a mutually trusting relationship between the principal and the educators is necessary before their teamwork can contribute to improving academic performance. The principal needs to have confidence in the educators' own abilities, in that people are not motivated to do something by a good leader, but rather by the way the leader sees the people (Herzberg, 1968).

The learning environment needs to be clean, orderly, and structured with discipline to enhance cooperation between the learners and the educators to enhance the learning experience for improvement of results. A well-ordered atmosphere in an attractive environment (Thurlow et al., 2003), will ensure that every learner receives quality education as per the vision of the Gauteng Department of Education.

There must be participative decision-making to ensure positive movement towards better performance. Hinić et al. (2017) confirm that commitment is increased when all parties have participated in and agreed on decisions taken and goals set.

Feedback was seen as one of the crucial factors related to improving and maintaining the level of performance. Educators reported that positive feedback from school management encouraged them to do even more than they needed to. The principal plays an important role in acknowledging success, being supportive through failure and in making an effort to give developmental feedback.

The data from the interviews did not present a significant difference in approach between the principals from performing and underperforming schools. All four principals were seen to operate with trusting relationship, managing the environment, and encouraging participation in decision-making and feedback. This could be because all four principals work with self-efficacy and all are autonomously motivated. The researcher believes that the outcome would have been different if the principal of school 2 (who was not internally motivated) had remained in office. The principal appointed in his place was clearly intrinsically motivated.

## **5.6 Limitations of the research**

The researcher could only interview 12 educators from the 24 selected by the principals, owing to time constraints of the researcher's workload. The data gathered from the three educators from each of the four schools did, however, provide the researcher with sufficient information to draw conclusions.

The criteria for selection of educators by the principals for this study were not reflective of a full range of possible relationships with the principal. Therefore, the researcher was only able to learn about the "positive side of the equation", namely that the motivational level of the principal indeed impacts on the movement of the educators to perform optimally. The selection criteria for the educators should also have included educators whose learners performed the worst in their subjects over the last five years. Educators with a negative relationship with their peers and SMT as well as with the principal could also have been included. In doing so, the study may have indicated a better perspective on the question of whether motivational levels of principals will have an impact on teaching and therefore impact on academic performance.

Furthermore, the researcher could include the circuit manager and even the cluster leader for the selected principals as participants in this study. The circuit manager as the superior to the principal could have added value to this research as they could have indicated if the principal does have intrinsic motivation to move educators to better performance.

## **5.7 Recommendations for further study**

Taking the limitations of this study into consideration, it is suggested that if the study is undertaken on a larger scale, a more accurate conclusion may be drawn on whether the impact of the motivational level of the secondary school principal will change the academic performance in underperforming as well as performing schools.

A second recommendation for further study is to investigate the support in the management of schools by increasing the motivational level of the principal as a manager. The investigation should then include the superior of the principal, namely the cluster leader, as they would be able to indicate the impact of the motivational level of the principal on the performance in the school.

During this research, there was no evidence of support from the DBE to the principals of both performing and underperforming schools in terms of personal motivation and the management of motivational levels. It is therefore recommended that a more detailed study be conducted to determine if different kinds of formats of motivation may play a role between high performing and low performing schools. Self-determination theory highlights autonomous motivation as the driving force for motivation to improve performance. Another recommendation for further study is to investigate whether educators are moved or motivated to optimal performance by a good leader, or by the way the leader sees them. The statement from Herzberg (1968) awakened the question on trusting relationship in this study.

A third recommendation is to investigate whether motivational levels oversee cognitive decisions towards quality education. The question to ask may be if it is possible that emotions must be separated from cognitive decision-making to ensure optimal performance. This was instigated by the discussion between the principal of school 3 (an underperforming school), and the researcher. This principal feels safe when he does not get emotionally involved with his educators, but only focusses on policies as guidance to lead his staff. The educators from this school said that they trust the principal and that there are good relationships between them.

Research is needed to understand if it is possible to separate emotion/motivation from cognitively driven actions to enhance performance.

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# ADDENDUM A: ETHICS APPROVAL CERTIFICATE



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**Institutional Research Ethics Regulatory Committee**

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Email: [Ethics@nwu.ac.za](mailto:Ethics@nwu.ac.za)

## ETHICS APPROVAL CERTIFICATE OF STUDY

Based on approval by the **Ethics Committee of the Faculty of Education Sciences (ESREC)** on 28/09/2017, the North-West University Institutional Research Ethics Regulatory Committee (NWU-IRERC) hereby **approves** your study as indicated below. This implies that the NWU-IRERC grants its permission that, provided the special conditions specified below are met and pending any other authorisation that may be necessary, the study may be initiated, using the ethics number below.

<b>Study title:</b> The motivation of secondary school principals to improve and sustain quality academic performance in grade 12																															
<b>Study Leader/Supervisor:</b> Prof J Heystek																															
<b>Student:</b> A Valentin																															
<b>Ethics number:</b>	<table border="1"><tr><td>N</td><td>W</td><td>U</td><td>-</td><td>0</td><td>0</td><td>2</td><td>8</td><td>3</td><td>-</td><td>1</td><td>5</td><td>-</td><td>A</td><td>2</td></tr><tr><td colspan="3">Institution</td><td colspan="5">Study Number</td><td colspan="2">Year</td><td colspan="5">Status</td></tr></table>	N	W	U	-	0	0	2	8	3	-	1	5	-	A	2	Institution			Study Number					Year		Status				
N	W	U	-	0	0	2	8	3	-	1	5	-	A	2																	
Institution			Study Number					Year		Status																					
<small>Status: S = Submission; R = Re-Submission; P = Provisional Authorisation; A = Authorisation</small>																															
<b>Application Type:</b> Single study																															
<b>Commencement date:</b> 2017-09-28					<b>Expiry date:</b> 2018-12-28					<b>Risk:</b> <span style="border: 1px solid black; padding: 2px;">NA</span>																					

### Special conditions of the approval (if applicable):

- Translation of the informed consent document to the languages applicable to the study participants should be submitted to the ESREC (if applicable).
- Any research at governmental or private institutions, permission must still be obtained from relevant authorities and provided to the ESREC. Ethics approval is required BEFORE approval can be obtained from these authorities.

### General conditions:

While this ethics approval is subject to all declarations, undertakings and agreements incorporated and signed in the application form, please note the following:

- The study leader (principle investigator) must report in the prescribed format to the NWU-IRERC via ESREC:
  - annually (or as otherwise requested) on the progress of the study, and upon completion of the project
  - without any delay in case of any adverse event (or any matter that interrupts sound ethical principles) during the course of the project.
  - Annually a number of projects may be randomly selected for an external audit.
- The approval applies strictly to the proposal as stipulated in the application form. Would any changes to the proposal be deemed necessary during the course of the study, the study leader must apply for approval of these changes at the ESREC. Would there be deviation from the study proposal without the necessary approval of such changes, the ethics approval is immediately and automatically forfeited.
- The date of approval indicates the first date that the project may be started. Would the project have to continue after the expiry date, a new application must be made to the NWU-IRERC via ESREC and new approval received before or on the expiry date.
- In the interest of ethical responsibility the NWU-IRERC and ESREC retains the right to:
  - request access to any information or data at any time during the course or after completion of the study;
  - to ask further questions, seek additional information, require further modification or monitor the conduct of your research or the informed consent process.
  - withdraw or postpone approval if:
    - any unethical principles or practices of the project are revealed or suspected,
    - it becomes apparent that any relevant information was withheld from the ESREC or that information has been false or misrepresented,
    - the required annual report and reporting of adverse events was not done timely and accurately,
    - new institutional rules, national legislation or international conventions deem it necessary.
- ESREC can be contacted for further information or any report templates via [Erna.Grevling@nwu.ac.za](mailto:Erna.Grevling@nwu.ac.za) or 018 299 4656

The IRERC would like to remain at your service as scientist and researcher, and wishes you well with your project. Please do not hesitate to contact the IRERC or ESREC for any further enquiries or requests for assistance.

Yours sincerely

Prof LA

Du Plessis

Prof Linda du Plessis

Chair NWU Institutional Research Ethics Regulatory Committee (IRERC)

Digitally signed by  
Prof LA Du Plessis  
Date: 2017.10.09  
09:14:42 +02'00'

## ADDENDUM B: PRINCIPALS' CONSENT



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### Consent: Principal Project

The motivation of secondary school principals to improve and sustain quality academic performance in grade 12

#### 1. PURPOSE OF THE STUDY

The purpose of the research is to understand how important a motivated principal to the improvement and the sustainability of the academic performance of a secondary school is.

The purpose of the interview schedule is to collect data to analyse the following research question:

How important is a motivated principal of a secondary school to improve and sustain the academic performance of the grade 12 learners?

Some sub questions are:

- Which factors influence the motivation of a school principal to improve and sustain academic performance in his/her school?
- How does a motivated principal move the educators in the school to improve and sustain academic performance in a school?
- identify the factors that influence the motivation of a principal in order to improve and sustain the academic performance in his/ her school

- understand how the motivated principal moves the educators in the school to improve and sustain academic performance in the school
- provide some guidelines to link the principal as motivator to quality education

## 2. PARTICIPANTS

The following participants will be selected for the interviews:

- the principal
- Three educators from your school. The researcher will use set criteria to select at least three educators. These criteria will be provided to the principal and the principal will provide 6 names from which the researcher will do the selection.

The following criteria will be used to sample the educators and will include questions on the following:

- The performance of the learners the educators teach; the educators whose learners performed the best in the last four years in their subjects
- Years working with the principal and/or on the management team of the school
- The relationship with the peers and with the management team as well as with the principal;
- Internal and external motivation level of the educator;
- Involvement of the educator with more than the normal teaching responsibilities, such as extra-mural activities and social events amongst the staff members.

### **3. PROCEDURES**

If you give permission to participate in this study, I would like the participants to participate in semi-structured one-to-one interviews to discuss related issues posed by the researcher.

#### **DATES AND TIME**

- Dates will be confirmed with the participants
- The interviews are expected to last about 45 minutes.

#### **LOCATION**

- The participant's venue

### **4. POTENTIAL RISKS AND DISCOMFORTS**

I do not foresee any possible risks or discomforts through participation in this study.

### **5. POTENTIAL BENEFITS TO SUBJECTS AND/OR TO SOCIETY**

There will not be any direct personal benefits to the participants.

The potential benefits however, expected from the research are:

- To identify the factors that influence the motivation of a principal
- To assist with improvement and sustainability of the academic performance in the schools.

### **6. PAYMENT FOR PARTICIPATION**

Participation in this study is on a voluntary basis. There will be no remuneration for the participation in this study.

### **7. CONFIDENTIALITY**

Any information that is obtained in connection with this study and that can be identified with you will remain confidential and will be disclosed only with your permission or as required by law. Confidentiality will be maintained by means of

anonymity of all participants. After successful completion of the project, all information will be destroyed by the researcher.

- 7.1. At no stage will your true identity or that of your school be used. Participants in the study will be referred to as Principal 1, Teacher 1, etc. Schools will be referred to as School A and School B.
- 7.2. Any comments made by the participants will be incorporated into the research in the form of a narrative.
- 7.3. I would like to have your consent to use an audio recording device which will help me to analyse the data gathered at a later stage. These recordings will only be used for the purpose of extracting the necessary data from our interview. No other person will have access to the recordings.
- 7.4. You can decline to answer any question (s) at any time or request that the interview be stopped.
- 7.5. If necessary a follow-up interview will be scheduled once the audio recordings have been transcribed. This will enable you to look at the transcripts to ensure that you agree with it. Also to enable the researcher to clarify any statements that might not be clear.
- 7.6. The final research outputs will have to be authored by Prof Jan Heystek (018 2991906).

## **8. PARTICIPATION AND WITHDRAWAL**

You can choose whether to be in this study or not. If you volunteer to be in this study, you may withdraw at any time without consequences of any kind. You may also refuse to answer any questions you don't want to answer and still remain in the study. The investigator may withdraw you from this research if circumstances arise which warrant doing so.

## 9. IDENTIFICATION OF INVESTIGATORS

If you have any questions or concerns about the research, please feel free to contact the research personnel:

Researcher: Anna-Marie Valentin  
Cell number: 0828088621  
Work number: 0117468177  
E mail: [avalentin@telkomsa.net](mailto:avalentin@telkomsa.net)  
Work Address: 78 Howard street; Benoni; 1500

Supervisor: Prof. J. Heystek  
Cell no. 084 722 9136  
Work tel. no.: 018 2991906  
Work Address: Northwest University  
Faculty of Education Sciences  
School of Education Study

## 10. RIGHTS OF RESEARCH SUBJECTS

You may withdraw your consent at any time and discontinue participation without penalty. You are not waiving any legal claims, rights or remedies because of your participation in this research study. If you have questions regarding your rights as a research subject, contact Prof J Heystek [[Jan.Heystek@nwu.ac.za](mailto:Jan.Heystek@nwu.ac.za); 018 299 1906] at the Faculty of Education Science, Northwest University.

**SIGNATURE OF RESEARCH SUBJECT**

The information above was described to *me* by Anna-Marie Valentin in *Afrikaans / English* and *I am in command* of this language or it was satisfactorily translated to *me*. *I* was given the opportunity to ask questions and these questions were answered to *my* satisfaction.

*I hereby consent voluntarily to participate in this study. I have been given a copy of this form.*

[Redacted]

Name of participant

[Redacted]

Signature of participant

Date

2017. 11. 13

**SIGNATURE OF INVESTIGATOR**

*Resident*

Signature of Investigator

Date

13/11/17

**SIGNATURE OF RESEARCH SUBJECT**

The information above was described to *me* by Anna-Marie Valentin in *Afrikaans / English* and *I am in command of this language* or it was satisfactorily translated to *me*. *I was given the opportunity to ask questions and these questions were answered to my satisfaction.*

*I hereby consent voluntarily to participate in this study. I have been given a copy of this form.*

[Redacted box]

**Name of participant**

[Redacted box]

**Signature of participant**

**Date**

15/11/2017

**SIGNATURE OF INVESTIGATOR**

[Handwritten Signature]

**Signature of Investigator**

**Date**

15/11/17

**SIGNATURE OF RESEARCH SUBJECT**

The information above was described to *me* by Anna-Marie Valentin in *Afrikaans / English* and *I am in command* of this language or it was satisfactorily translated to *me*. *I was given the opportunity to ask questions and these questions were answered to my satisfaction.*

*I hereby consent voluntarily to participate in this study. I have been given a copy of this form.*

[Redacted box for Name of participant]

**Name of participant**

[Redacted box for Signature of participant]

**Signature of participant**

**Date**

16 / 11 / 2017

**SIGNATURE OF INVESTIGATOR**

*Flotter*

**Signature of Investigator**

**Date**

16 / 11 / 2017

**SIGNATURE OF RESEARCH SUBJECT**

The information above was described to *me* by Anna-Marie Valentin in *Afrikaans / English* and *I am in command of this language* or it was satisfactorily translated to *me*. *I was given the opportunity to ask questions and these questions were answered to my satisfaction.*

*I hereby consent voluntarily to participate in this study. I have been given a copy of this form.*

[Redacted box for Name of participant]

Name of participant

[Redacted box for Signature of participant]

Signature of participant

Date

21.11.2017

**SIGNATURE OF INVESTIGATOR**

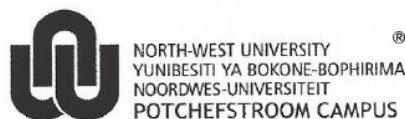
[Handwritten Signature]

Signature of Investigator

Date

21/11/2017

## ADDENDUM C: EDUCATORS' CONSENT



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Tel: 018 2991906  
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Email: [Jan.Heystek@nwu.ac.za](mailto:Jan.Heystek@nwu.ac.za)

### Consent: Educator

#### Project

The motivation of secondary school principals to improve and sustain quality academic performance in grade 12

#### 1. PURPOSE OF THE STUDY

The purpose of the research is to understand how important a motivated principal to the improvement and the sustainability of the academic performance of a secondary school is.

The purpose of the interview schedule is to collect data to analyse the following research question:

How important is a motivated principal of a secondary school to improve and sustain the academic performance of the grade 12 learners?

Some sub questions are:

- Which factors influence the motivation of a school principal to improve and sustain academic performance in his/her school?
- How does a motivated principal move the educators in the school to improve and sustain academic performance in a school?

- identify the factors that influence the motivation of a principal in order to improve and sustain the academic performance in his/ her school
- understand how the motivated principal moves the educators in the school to improve and sustain academic performance in the school
- provide some guidelines to link the principal as motivator to quality education

## **2. PARTICIPANTS**

The following participants will be selected for the interviews:

- the principal
- Three educators from your school

## **3. PROCEDURES**

If you give permission to participate in this study, I would like the participants to participate in semi-structured one-to-one interviews to discuss related issues posed by the researcher.

### **DATES AND TIME**

- Dates will be confirmed with the participants
- The interviews are expected to last about 45 minutes.

### **LOCATION**

- The participant's venue

#### **4. POTENTIAL RISKS AND DISCOMFORTS**

I do not foresee any possible risks or discomforts through participation in this study.

#### **5. POTENTIAL BENEFITS TO SUBJECTS AND/OR TO SOCIETY**

There will not be any direct personal benefits to the participants.

The potential benefits however, expected from the research are:

- To identify the factors that influence the motivation of a principal
- To assist with improvement and sustainability of the academic performance in the schools.

#### **6. PAYMENT FOR PARTICIPATION**

Participation in this study is on a voluntary basis. There will be no remuneration for the participation in this study.

#### **7. CONFIDENTIALITY**

Any information that is obtained in connection with this study and that can be identified with you will remain confidential and will be disclosed only with your permission or as required by law. Confidentiality will be maintained by means of anonymity of all participants. After successful completion of the project, all information will be destroyed by the researcher.

7.1. At no stage will your true identity or that of your school be used. Participants in the study will be referred to as Principal 1, Teacher 1, etc. Schools will be referred to as School A and School B.

7.2. Any comments made by the participants will be incorporated into the research in the form of a narrative.

- 7.3. I would like to have your consent to use an audio recording device which will help me to analyse the data gathered at a later stage. These recordings will only be used for the purpose of extracting the necessary data from our interview. No other person will have access to the recordings.
- 7.4. You can decline to answer any question (s) at any time or request that the interview be stopped.
- 7.5. If necessary a follow-up interview will be scheduled once the audio recordings have been transcribed. This will enable you to look at the transcripts to ensure that you agree with it. Also to enable the researcher to clarify any statements that might not be clear.
- 7.6. The final research outputs will have to be authored by Prof Jan Heystek (018 2991906).

## **8. PARTICIPATION AND WITHDRAWAL**

You can choose whether to be in this study or not. If you volunteer to be in this study, you may withdraw at any time without consequences of any kind. You may also refuse to answer any questions you don't want to answer and still remain in the study. The investigator may withdraw you from this research if circumstances arise which warrant doing so.

## **9. IDENTIFICATION OF INVESTIGATORS**

If you have any questions or concerns about the research, please feel free to contact the research personnel:

Researcher: Anna-Marie Valentin  
Cell number: 0828088621  
Work number: 0117468177  
E mail: [avalentin@telkomsa.net](mailto:avalentin@telkomsa.net)  
Work Address: 78 Howard street; Benoni; 1500

Supervisor: Prof. J. Heystek  
Cell no. 084 722 9136  
Work tel. no.: 018 2991906  
Work Address: Northwest University  
Faculty of Education Sciences  
School of Education Study

#### **10. RIGHTS OF RESEARCH SUBJECTS**

You may withdraw your consent at any time and discontinue participation without penalty. You are not waiving any legal claims, rights or remedies because of your participation in this research study. If you have questions regarding your rights as a research subject, contact Prof J Heystek [Jan.Heystek@nwu.ac.za; 018 299 1906] at the Faculty of Education Science, Northwest University.

**SIGNATURE OF RESEARCH SUBJECT**

The information above was described to *me* by Anna-Marie Valentin in *Afrikaans / English* and *I am in command of this language* or it was satisfactorily translated to *me*. *I was given the opportunity to ask questions and these questions were answered to my satisfaction.*

*I hereby consent voluntarily to participate in this study. I have been given a copy of this form.*

[Redacted box for participant name]

**Name of participant**

[Redacted box for participant signature]

**Signature of participant**

**Date**

2017-11-17

**SIGNATURE OF INVESTIGATOR**

A. Valentin

**Signature of Investigator**

**Date**

2017-11-17

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Name of participant

Signature of participant

Date

17/11/2017

**SIGNATURE OF INVESTIGATOR**



Signature of Investigator

Date

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**Name of participant**

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**Signature of participant**

**Date**

20/11/2017

**SIGNATURE OF INVESTIGATOR**

*Anna-Marie Valentin*

**Signature of Investigator**

**Date**

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[Redacted box for Name of participant]

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[Redacted box for Signature of participant]

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**SIGNATURE OF INVESTIGATOR**

*Valentin*

**Signature of Investigator**

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**Name of participant**

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**Signature of participant**

**Date**

23-11-2017

**SIGNATURE OF INVESTIGATOR**

*[Handwritten signature]*

**Signature of Investigator**

**Date**

23/11/2017

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**Name of participant**

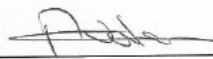
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[Redacted box for Name of participant]

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23/11/2017

**SIGNATURE OF INVESTIGATOR**

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**Signature of Investigator**

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23/11/17

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**Name of participant**

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21/11/2017

**SIGNATURE OF INVESTIGATOR**

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[Redacted box]

Name of participant

[Redacted box]

Signature of participant

Date

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Signature of Investigator

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[Redacted signature box]

**Name of participant**

[Redacted name box]

21/11/2017

**Signature of participant**

**Date**

**SIGNATURE OF INVESTIGATOR**

*Alida*

21/11/2017

**Signature of Investigator**

**Date**

## ADDENDUM D: PRINCIPAL INTERVIEW SCHEDULE

1. **Choose one of the following statements and elaborate on your view.**
  - 1.1. The staff members are lazy and incapable of self-direction.
  - 1.2. The staff members are not lazy and are capable of self-direction.
2. Explain how you think your **own motivational level** may influence the performance of the educator as well as the learners in your school?
  - 2.1.1. Explain what motivates you to make sure your educators and learners perform to the best of their ability.
  - 2.1.2. Which actions or processes do you as a principal use to motivate the educators at your school? (Explain how you show personal interest in the educators and the learners at your school.)
  - 2.2. Do you think that trust and relationships is important to improve and sustain performance in the school? Why? Give examples
  - 2.3. How do you as the principal motivate teachers while they are already performing so well in reaching the set goals for sustaining and improving results regardless of obstacles?
  - 2.4. Do you as principal gain knowledge on self-motivation during quarterly meetings with the curriculum unit from the district office to improve and sustain quality academic performance?
  - 2.5. Which other places or situations or what serves as your own self-motivation
3. **In the next view questions we will concentrate on** the ability to create a positive learning environment by the principal that will enhance the willingness of educators to reach the vision and the mission of the school.
  - 3.1. Do you feel **the current learning environment** in your school impacts on the motivation level of the educators and the learners? Explain please
  - 3.2. Who is responsible for creating the learning environment of your school?
    - 3.2.1. Who do you think will be the person to create a positive learning environment in your school?
    - 3.2.2. What type of learning environment are you trying to create at your school and how do you do it?
  - 3.3. How will you make sure there is a positive environment in your school and how will you improve on the learning environment if possible?
  - 3.4. Does the infrastructure, school dress and discipline of your school give the impression of a positive learning environment? Indicate how.
  - 3.5. Does the disciplinary problems at your school impact on academic performance? Explain

- 3.6. Is the learning environment in your school changing constantly? Explain and specifically indicate the influence on the motivational level of teachers.
4. Goals for the school
- 4.1. Do you have specific goals for the academic achievement for all the learners at your school?
- 4.2. Who determines these goals? Explain / motivate why and who is involved
- 4.3. How are the needs/ expectations in reaching the **goals** on improving and sustaining performance of your school communicated to all stakeholders?
- 4.4. Also indicate if and how feedback and reflecting on reaching these goals are done continuously.
- 4.5. Why do you think it is necessary to set goals to improve and sustain performance in your school?
- 4.6. Do the current **goals** from the Department of Education motivate you as a principal to improve and sustain academic performance in your school?
- 4.7. Are your personal goals and the goals set at the school for improving and sustaining results linked?
5. If you must give yourself a point out of ten, where is your motivational level? Why?
6. If you must give your staff a point out of ten, where are their motivational levels? Why?

## **ADDENDUM E: EDUCATORS INTERVIEW SCHEDULE**

1. Do you think that trust and relationships is important to improve and sustain performance in the school and why?
2. Does the principal display personal interest in the well-being of colleagues? Explain how or why or why not?
3. Who according to you is responsible for creating the learning environment of your school?
4. How can you as an educator make sure there is a positive environment in your school and how will you improve on the learning environment if needed?
5. Does the infrastructure, school dress and discipline of your school give the impression of a positive learning environment? Indicate how.
6. Does disciplinary problems at your school impact on academic performance? Explain
7. Is the learning environment in your school changing constantly? Explain and specifically indicate the influence on the motivational level of teachers.
8. Does the principal have specific goals for the academic achievement for all the learners at your school?
9. How are the needs/ expectations in reaching the goals on improving and sustaining performance of your school communicated to all stakeholders?
10. Also indicate if and how feedback and reflecting on reaching these goals are done continuously.
11. Why do you think it is necessary to set goals to improve and sustain performance in your school?
12. Do the current goals from the Department of Education motivate you as colleagues together with the principal to improve and sustain academic performance in your school?
13. Are your personal goals and the goals set at the school for improving and sustaining results linked?
14. If you must give yourself a point out of ten, where is your motivational level? Why?
15. If you must give your principal a point out of ten, where is his/her motivational level? Explain.

## ADDENDUM F: EXAMPLE OF TRANSCRIPT OF INTERVIEW

	Transcription of the interview with the principal of school 2: Principal 2		
	<p><b>Interview:</b></p> <p><b>Introduce yourself and indicate when you started at this school.</b></p> <p>The principal started in April 2016 after being principal of a primary school for 8 years. I gained a lot of experience and one of the greatest achievements was that the numbers in the primary school multiplied by 2 in four years. And the good relations that I think I have developed with the barons and the community surrounding the school.</p> <p>The primary school is not a feeder school to this secondary school. Logistics differ between primary school and secondary school in terms of discipline. In the secondary school issues of behaviour, breaking the rules, late coming, they are a little bit adult, as much as they are teenagers you should think they are worried about going to school early and doing their work. Much of the push is done to the secondary learners, more than the learners in primary. But the dynamics of the management of the primary and the secondary schools are the same. You are working with people and then especially when the management is doing good. Everyone knows there core duties. If you are PL1</p>	Code	category
2.14			
2:32			

	<p>you are PL1 and you then work with your head of department and making sure you are doing the teaching and learning every day. Those are some of the basic things I saw being common.</p>		
3:30	<p><b>1. Choose one of the following statements and elaborate on your view.</b></p> <p><b>1.1. The staff members are lazy and incapable of self-direction.</b></p> <p><b>1.2. The staff members are not lazy and are capable of self-direction.</b></p>	<p><b>Self-motivation</b></p>	
4:56	<p>I choose 1.1 because since I came to the school I found out that most of the staff could produce better results but for them to make a decision to go to class and attend for the entire time in the class or during the period it is something that is a problem in this school. You find that the period that we have is 55 minutes therefore they get tired the stay for 50% of the time in the class and the rest of the time they are out. Those were some of the things that I think we have eliminated and deal with it. I think most of the staff members we have in the school are some of the members that come back. They took their pension and they come back. About 17 of them out of 51 I had last year. 17 of the staff members took pension and came back now that created a challenge. The economic status of those who did not take their pension and those that have come back therefore the life style changes. And the one thing I also found was that the person who came back this person was the HOD and took the package and had to come back and now be led by the person who was the PL 1 but if one were to tell the educators of this school they are capable they can produce best results if they were not to drag their feet to go to the classes, following the time table as it is and making sure that they use</p>		

<p>5:56</p>	<p>maximum of the time given in a period they can produce best results.</p> <p><b>So they are capable but they are not willing?</b></p> <p>They are not willing that's why the direction they can even direct themselves hence that in this school I have got 5 rounds that I do every day. Early in the morning before learners get into the class I will be assisting and surrounding and checking all three blocks and then I will do that before break and I will also do that after break and I will do that when all learners are gone and all staff members are gone. Those rounds I do them every day therefore you will find that when I move from some of the classes it is either the educators are not there went to do some other things made copies they could have done that a day before and prepare that a day before. But therefore, that is why I am saying their laziness is the one that is robbing us from the best results of the school, This school was supposed to find itself between 90 and 100% (with the capability that you have?) Ja I have got young staff members, They are very very good, excellent therefore it is a question of just trying to reduce those negatives so that everyone can go to class and that everyone will know that when I am here everyone will be in class and I will deal with the issues in class</p> <p><b>How are you planning to move that to a positive direction?</b></p> <p>One of the things I have done in the school is to develop briefings. When I arrived in the school there were no staff briefings morning briefings - every day. From when I started – I think from April to the end of last year we were doing them every day but it helped in terms of late coming. People were arriving early and some of the things and then we</p>	<p><b>Learning environment and discipline</b></p> <p><b>Demands of the job</b></p>	<p><b>Principal educator (move X self-direction)</b></p>
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10:10	<p>will talking about who should be going to which class, what is supposed to be done, it was helping. It was one of the strategies that we have changed this year, we do it on Thursdays because the whole week it has got the briefing. On Monday I see the SMT. On Tuesday I will see the PS staff. On Wednesday I will see the SMT. On Thursday I will see the senior staff. That is only Friday that we don't have a morning briefing because of the assembly and sometimes Monday.</p> <p><b>And do you expect all educators to be at the assembly?</b></p> <p>Ja all educators that is a given all educators must be there as much as they just assist in terms of order and all of them must be there. On Monday all of us must be there. There is one educator that we all know – I think he is a Muslim. When we go to that he will just pass but he is doing it in a dignifying way. He is not like he has a disrespect, he has got a right also. I respect that he is not forced to do that but the rest of us we help make order. Announcement and motivation lessons on Friday and Monday. I do and the deputies do the assembly. Those were some of the things that we have used in the school to change the issue of people that are lazy of going to the class. We also affirm people in front of everyone in our briefing. If people are doing good things we will say it good things that they have done so that other people should see that we are recognising the good that other people are doing and hoping that people will copy the good practises from others. The briefing have changed I think that was the shift changer or the changer of the school in terms of making sure the school is moving in the right direction.</p>	<p><b>start day in discipline way</b></p> <p><b>Feedback : affirm positive actions/performance</b></p>	<p><b>Discipline</b></p>
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<p><b>2. Do you think your own motivational level had an impact on doing that and in the later stage will impact on the academic performance? True</b></p> <p><b>If you must give yourself a point out of ten, where is your motivational level? Why?</b></p> <p><b>How do you rate yourself on a scale of one to ten on you motivational level?</b> On my motivational level I Would say 9 out of 10 and I could elaborate on that because one of the things that made me not to hesitate when the Director was requesting me to come to this school to assist. While I was the principal of the primary school I was assisting Grade 12 learners of the neighbouring schools in assisting them in study skills and also assisting them in preparing them for the preparations for the examinations from two o clock to three o clock I will move from school to school that's why even ISS identified this and they put me in the program for moving from school to school. Therefore I was motivating Grade 12s even in this school I came and motivate Grade 12 previously but I did not even know that I will end up in this school.</p> <p><b>But are you now motivating from Grade 8 to 12 or are you only focussing on Grade 12?</b> I am doing all. I am starting from Grade 8 to Grade 12. I am no longer focussing on Grade 12 only. And my motivation especially in assembly when there is a space for me I motivate all grades, Grade 8 to Grade 12.</p> <p><b>What sort of motivation?</b></p> <p>One of them is I have realised that most of our learners they don't know where they are</p>	<p><b>Self –motivation</b></p> <p><b>Motivate others to perform</b></p>	<p><b>Motivational level</b></p> <p><b>Importance of motivated principal for academic performance</b></p>
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12:02	<p>going, they don't know what will be the end result of them being here at the school. Therefore I will talk of the things they should focus at. I use an acronym called success when I motivate the learners. Success is made up of 7 letters and then the first letter I encourage them to realise that the fact that they are students here in the school, which is first letter of success, they are here to solve problems. if they solve problem they will be successful. You representing unlimited potential. God wired them with potential therefore they should look and check that potential and use it and there potential might be different but if everyone were to use and maximise the potential that we have we are wired to succeed all of us . And the letter follow is C they need to be creative. They shouldn't just rely on the textbooks and the educators at the school. They should be self- independent. They should know that they could go to internet café. They can use text books they can use their friends. There are other learners that came from other secondary's if they are on the same grades, why not asking these kids what they learn how do they understand this concept and all of those kind of things. The letter that follows that is they should care. The fact that they are in this school is not for somebody they should be caring for themselves. It is all about themselves one day they going to be future. We need principals. I am not going to stay here as the principal of the school for many years to come. Who will be the principal? They should see those things they are going to be. And the letter that follows that one is E which is energy. Most of them they don't have much energy even if we were to push them to the classes you will find that they just walk. They are dragging their feet. Therefore I will emphasise those issues that they should show the energy because energetic people are people that are successful. Then the letter S they need to share information because I have discovered</p>		
12:15			
12:46			

13:28	<p>that most of the information that they require is not far away. It is not from the teachers it is amongst their peers. If they were to learn from each other. The one who knows Mathematics. If he were to teach ten learners who does not understand those concepts he is gaining lot of information because I found out that in terms of this, this is what I used to do when I was still a grade 12 learner teaching other learners Mathematics and it was not difficult for me when I go to the exam and then I realise that the more you teach others the more you are not going to struggle to remember what you were teaching people and I found this sentence there a quote that says: “ Of 100% of the knowledge that you have the more you share to the people 95% remains with you 5 % goes to the atmosphere for anyone to expand it to the higher level. The more you teach others the more 95% of what you teaching others the more stays with you. Only 5 % is on the atmosphere for those ones who can catch it. If one catch the 5% and teach others therefore the more you get it. The last letter is S there you speaking about service . They should service themselves service their family, they should service their brothers at home. It is all about that. Whatever they are gaining it have to be put in exercise they have to do it practical terms. The life they should be living at home they should be acceptable. When they are requested at home to do the chores they should do the cores therefore the word is successful if they do all those things. They need to</p>		
13:36	<p>solve problems, start using unlimited potential. That is the acronym that I am using in terms of motivation.</p>		

15:59	<p><b>2.2. Do you think that trust and relationships is important to improve and sustain performance in the school? Why? Give examples</b></p> <p>Very much. I think it is very very true that trust should be there. <b>I have learned in life that learners will learn better when they trust the educator.</b> If they trust an educator they will learn better but if there is no trust therefore their listening and grabbing the knowledge it is limited because they don't trust and it works <b>also with us even in management and leadership</b> – that if they trust that the Principal comes here, he will give us the right information and as it is, people in the next meeting where you give information, they will trust that the Principal will give us the information where we are lacking or clarity. Therefore, I could take you to the classroom to say we need learners to trust their Educators. Then also learners be trusted by the educators in terms of saying if they are given homework or assignments, they should do. Then if they have done it, maybe it is the ability that they have done it and then how best can we direct them so that they can do better. Trust is needed. It is needed. Then more importantly it could also be the love. These learners that we are teaching here, we should love them also. Because the good thing is we are teachers, but we started being the learners. Therefore the same thing that we anticipated the educators to do to us, why don't we do it to the learners this time? <b>If you see yourself, you are now the Principal of this school, the trust and relationship between you and your SMT, is it a positive one currently, mediate or negative?</b> I think I will say mediate. One of the challenges that I think if we were to be true about the school, was the issue of systems within the school. My coming into the school, I knew very well that what was the problem. Developing system. Then when we are developing system – as much as I don't want to</p>	Trust and relationship	Learning will be better  Hans-in-hand with love
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<p>17:50</p>	<p>impose systems – we need to develop systems from the SMT level. Therefore, it becomes challenge for the people to change. Remember the people that are sitting with me in the SMT, they had former Principal for 8 years. Therefore, the systems and the way of doing things, to convert it to the new systems that will make sure that all of us will benefit, it takes time. It needs time.</p> <p><b>But are they coming to the party or are they reluctant?</b></p> <p>They are coming to party. They are coming to party and they are developing.</p> <p>Some of them are also, in fact giving I think feedback of saying there are a lot of things that we didn't know about. Because simple things like core duties of the SMT. And most of them they think like these are far away, whereas they are in the PAM document. Some of us have got the Educators 5. We have got that information. Therefore, one of the things that I came into the school was to produce from PAM document the core duties of the Principal; the core duties of the deputy Principal and the core duties of the head of departments and also PL1. All of them have that got school core duties. I didn't just make copies and give it to them. In one of our briefing I showed the difference between those core duties. As a Principal, much of the time it will direct in terms of saying when there is an allocation that needs to be happening in a department, the Principal should be advised by the head of departments who is leading that. And that stays. Therefore, the more power is given to the head of the department than a Principal. The Principal couldn't just say "wena" you are teaching maths, you are teaching English. No, he cannot do that. The head of department who is sitting there,</p>	<p><b>Environment of organisation: develop systems – take time</b></p>	<p><b>Demands of the job</b></p>
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20:15	<p>he is seeing these people and he is seeing their performance will advise the Principal to say this one is allocated on this because of this. Then the deputy Principal – if we were to check all the core duties or most or 98% of the core duties of the deputy Principal, are to assist the Principal. Therefore there is no way much in the core duties of the deputy Principal, the way you will see that there should be strategies, they should develop this. They should assist the Principal. In other words, they are principals. Where there are weaknesses and some of the things that are not moving well, they are not there to be the competition of the Principal; they are not there to be the opposition party of the Principal. They are there to assist the Principal. Therefore, those are some of the things that I taught much in the SMT, and I think they are getting it. But it will still need time.</p> <p><b>Do you see yourself as a person that cares for you staff members?</b> I am very social and I am very close to the staff members. For those ones that they can disclose to me their cases – their cases that they speak, that will be private; it could be an issue that are funds or financial issues. Of course, my work will be more of advising. In this school, one of the things that I have – In fact I think we have developed was to have the financial advisor that comes and speaks with the staff generally. And also, in terms of bereavement. I am one person that I consider to say that if a person is going through a rough time, we can't expect 100% production from that person. Therefore there is a bereavement committee that we have developed within this school, and then they assist in terms of those issues. I also come in. Maybe some of the things that is making to be handy is that I am a priest; I am a pastor. Then I will be sensitive around that. I will phone some of the staff members and then I can communicate with them</p>	<p><b>(roles and responsibilities)</b></p> <p><b>Demands of the job</b></p> <p><b>Use responsibilities awarded e.g. HOD to be accountable for his/her specific duties</b></p>	<p><b>Develop staff</b></p>
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21:08	<p>telephonically. Then there is support. Even if people they have arrived late, I am not worried much about the late arrival. But I am worried about the causes. What could be the cause of you to arrive late? We have got one Educator who stays in Mamelodi; she arrives late much of the time. But I create time on one on one, what could be the cause? What could be the cause? Because it can't be consistent. There should be some of the things that maybe she is not doing right. Therefore, I think I am people orientated, than task orientated. <b>You think that is taking you further than a task orientated person so uplift the performance?</b> I think at this time I have uplifted them; they are not as much as the time that I arrived around May, June, July last year. This time they know – in fact they will communicate. Some of them can even send a WhatsApp or send an sms, I am going through this; this is the problem; I am arriving late because of this. Therefore, they open the discussions and then we work right. It is not like the time that I came into the school. They are becoming to be opening up. <b>But do you think it is needed to be sometimes task orientated more than people orientated in your type of work?</b></p> <p>I like to be people orientated. <b>Because if people they are positive and they feel like they are loved – and we just talked about trust – then they can produce better.</b> However we need to have the generic functions of management. You need the planning, organising control and evaluation. We need that. Administration. Yes, you must know that. But the better people they feel like they are trusted and loved, they can produce better. That is where there is this thing that we call a <b>reprimand in private but reward in public.</b> Let people see the affirmation and he rewards. That will stimulate. But if you want to reprimand, have a closed door, and then try to communicate the information. But</p>	<p><b>People orientated</b></p>	<p><b>Positive people feel loved = produce better</b></p>
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24:12	<p>sometimes it becomes difficult; some people take advantage that this one – but more importantly I am focused on them – the people. Because I cannot get what I want if they come here cross, because this is not done well. It can't be like that.</p>	<p><b>Capacity of the individual</b></p>	
26:17	<p><b>3. In the next view questions we will concentrate on the ability to create a positive learning environment by the principal that will enhance the willingness of educators to reach the vision and the mission of the school.</b></p> <p><b>3.1. I want to focus on your infrastructure, your discipline and your dress code. Now I experienced when you came, the doors were not there; the painting was not done. You uplifted the infrastructure. That was the first thing you did. The dress code and the discipline is still a problem. Why did you start painting the school? Why didn't you start with discipline?</b></p> <p>I have learned I think from the previous school that people like good things. When you say you are going home and then you see the appearance of your home being nice, it makes you to feel like this is good. The other people are saying my house is fine, and all those kinds of things. Therefore I found out that if we were to deal with the infrastructure within the school and keep it clean and nice, these other things can come on Board.</p> <p>We have proved it in the school that all the classes had to be cleaned; all the classes</p>	<p><b>Environment of the organisation</b></p>	<p><b>Importance of motivated principal for academic performance</b></p>

	<p>were to be cleaned. When I came to the school the classes were so filthy. There was filth; there was disorder; there were a lot of papers around and inside the classes. Then one of the things that I used especially dealing with the papers and littering was me first as a Principal. When I saw the paper, I will go down, bend, pick it up and throw it. Without telling the learners, they didn't even pass the papers. Therefore, all of us – even some of the peer staff said no the Principal can't pick the papers. You see now all of us, now it becomes the responsibility of all of us to pick up the papers. In classes I am still struggling in terms of getting equipment and brooms and other things, but the classes are better than compared to the time that I came to the school. Because indirectly those are the issues that deal with the discipline. Because if a learner sees a paper and goes down, the other one is saying that oh if that one can do it, I can still do it. We deal with the discipline and the behaviour of the learners. One of the things that I have done – also you could have seen outside. We have got the lines. Then those lights were not there. But let me tell you, it works – there is magic in that. In that one of the SAFA conferences that I attended, the presenter from U.S.A was telling us the things that can change the school in terms of discipline. The lines When they come to assembly, all of them they know that all the grade 8's they stand this side. Then the other grades – if girls, there are girls on the lines. There are sometimes that, especially this year, the place was clean and then we said test to sit down. They were sitting behind each other and they liked it. Because then there is order. Now you can impact the knowledge; you can correct to say arrive early, do this, you don't do this; this is what you should do. You should do all those things. Therefore, dealing with the behaviour, I think those were some of the things that were done in the school. We had meetings of</p>	<p><b>Lead by example</b></p> <p><b>Attribution Theory</b></p>	
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	<p>boys separate and the girls separate. When we speak with boys, most of the times boys thought that when we speak of teenage pregnancy, we are talking about girls only. And it is not correct, because they are the contributing factor. The teenage pregnancy is caused by some of the boys within the school. Therefore, we had meetings where all male staff were sitting with the boys, and then the female staff were sitting with the girls. All the girls were sitting down behind each other, on the line there. They were listening to the guidance and the talk. Those were some of the things that I did. There are lines there; there are paintings that have been done there. Because when we were passing through the corridor, you could see that this paint is getting old and it was white in colour and then it was dirty and all other things. After painting those pillars, everyone liked the school. Even people that thought like they could just live dirty, they said no this school is so nice. And people starting to protect their school. As much as uniform – I think when I came it was so high that learners could come with different uniform. But not these days. They come with their uniform; there will be minimal percentage of those that doesn't – they might bring the shoes that are not for school shoes, but very few. Some will bring caps and all those kind of things – but it is minimal. It is minimal in the school. Therefore, those are some of the things. But the issue pertaining to drugs – usage of drugs – I think that is the one that has gone down, but it is still high. Especially dagga. It is a problem. But I was so bold to get in the midst of the boys, because there were corners that were known that boys smoke dagga, and no person can go there wearing a tie. They can strangle you and other things. I used to go there when I arrived here in the midst of them smoking and all other things. Then I dispersed them. Now there are no more those corners. Yes. When I do my rounds, I go to those</p>	<p><b>Environment of the organisation</b></p> <p><b>Expectancy theory</b></p> <p><b>External pressures</b></p>	<p><b>Principal educator perform</b></p> <p><b>move to</b></p>
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	<p>corners; I won't find them. There will be those few doing this and that. Therefore, in terms of discipline I have started with the infrastructure and I still say if the infrastructure were to be converted and be the best infrastructure, we have got a beautiful school. A very beautiful school. But if we were to maintain the roof and maintain all and clean the classes – the behaviour of the learners will change.</p>	<p><b>Environment</b></p>	<p><b>Importance of motivational principal for academic performance</b></p>
<p>32:36</p>	<p><b>4. Goals for the school</b></p> <p><b>Let us talk about goals. You have your goals from the Department of Education; you need to reach this; we are putting some strain on you because we want you to move onto this. Tell me, as a Principal do you have a goal in your head? How do you get the goal down to your learners?</b></p> <p>We have targets that we have for each and every subject, and I think even the Departments that we have in terms of saying this is what we want to achieve. As much as there might be a high percentage, what we do is we encourage – especially in grade 12 – that all the learners (especially the progress learners) will then be allocated to all the SMT members. Then they will adopt them so that they can encourage them. It is something 6 – 7 learners to the SMT member and encourage them. During our briefing, we talk about the percentages and I also encourage the accounting section. This is something that I like. As much as it was very difficult to implement it within the school because people thought that there will be some of the things that will be said about them, and then they will bring them down. My first accounting session in the school, it was not a nice one. Because people wanted – they didn't want to come and</p>		

<p>say why. But let me tell you – when I say accounting sessions now, they demand to have an accounting session. Because when we go to accounting sessions we talking about things that are not going well in that department and what could be the cause of those. We are doing it per Department. And as much as come second term we do it with those subjects that were below par, below 70%. In June. Then we will have to sit and say what could be the wrong things that has happened here, that has made us to go down? People will account and give reasons. I like it, because now it changes. It changes the performance of the Departments. <b>Are they open to talk to you?</b> Very open, yes. <b>So they see you as approachable? Because I did not perform well in this subject, because whatever reason. I can put it on your table and we can discuss?</b> We can discuss, yes. <b>You will not slash me or be harsh on me?</b> No. We will listen. That is why I am saying; now if you say accounting sessions, other people will say – Even ourselves, even though we have done well, we want to come to that. We want to tell you that these are the issues; these learners you can't teach them. This and this and this. They come, then the more they talk. I found magic because, because you have called staff members and they are sitting down and they are counting and another one is saying this – when someone do the presentation give solutions to those challenges. Now it is no longer me who should provide solutions. Because they are there. They can see oh this one, you see in my department we are doing this way; in my subject this is what I am doing. Therefore, they learn from each other. Therefore that is how good the accounting section is. And no one is coming out from accounting session being pushed down and all other things. No. No not humiliating any person. They are encouraged. When they get out there, they are encouraged so that they can</p>	<p>Internal and external pressures</p> <p>Accounting sessions = feedback</p>	<p>Principal link between motivation and quality education</p> <p>Principal move</p>
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37:30	<p>improve the results in their department.</p> <p><b>So it is not the director that is doing the accounting session with you; it is you doing the accounting session with your people?</b></p> <p>Yes. And that is what I have started. Even in the previous school we used to arrive in that school 07:00 for accounting sessions. Because it was a primary school, there would be a day for foundation phase; there will be the day of the intermediate and the senior. Therefore when the accounting and giving us what could be the issues, all of us were listening. And some will say you know we had these learners in foundation phase; no it couldn't be – this learner was bright; this learner was good and all other things. There might be something wrong. Now they are remembering that this learner was good, and then they exchange knowledge now.</p> <p><b>Let me get it right. Is the whole staff is sitting there, but commerce department is doing accounting and Language department is doing accounting sessions. All listen and may ask questions or give solutions?</b> Yes, they are allowed to ask questions. But I think the first one (Accounting session) – because they weren't aware where the Principal is directing them to. They thought they were going to be pinned down, this and this and that. Now they were afraid. Even when they open questions, it is not to pull down and to say you are lazy; you are to doing well. No, it is not that. It is the question of saying yes, I can confirm that there are a few learners, but some of the learners are behaving well. Or they could say 10K, we know 10K has got all the learners; this is the same thing that we are experiencing. Now it is all of us now taking</p>	<p>Relatedness and competence</p> <p>Motivation determine quality education</p> <p>Attribution theory</p>	<p>educators</p> <p>Principal move educators</p>
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	the problem, not the Educator.		
	<p><b>6. If you must give your staff a point out of ten, where are their motivational levels? Why?</b></p> <p>On a motivational level, I think I would say 6 out of 10. Not closer to 10; we still have got to do a lot of work. Yes general staff. And that is saying to us as we approach 2018 we should plan the motivational talk to the staff members. Yes. In one briefing. We could have it maybe once per term or depending on months where we will have people that will come outside the school. I was doing this in the previous school where I was, where we will use an outside person. He will come to the school and speak about issues. He is from the Social Development Department. He was working as a social worker.</p> <p>Therefore we can have a number of people that will come into the school to motivate the staff. Because I think the motivation of the staff members is not as good, due to some of the things that were happening in the school. And we don't need to waste much time going there. But they need to be motivated more.</p> <p><b>Do you think there is still division into the staff or are they working as a team now?</b> There are divisions. There are divisions. But from the previous school I have</p>	<p>Internal and external pressures</p> <p>Capacity of individual</p>	<p>Principal educators</p> <p>move</p>

41:10	<p>squashed all the divisions, but it took time. In this school I think I am doing the inroads of bringing down the groups within the school. I am doing inroads. And one of the strategies is, I am not belonging to any group. I am there. Any group that will come to complain about another group, I will listen. These other ones will come and complain, I will listen. Then when all of them see me, I am in this group, this group – Now they are confused; they don't know what to do. But there is something that works magic that I found out. Any new staff members, because there are a number of staff members that came in within the school, I will welcome them in front of everyone. Rather than saying and naming that there is a group what and group what, this is what I say to them. Within the school, we use only two basic operations. Mathematics have got four basic operation. It is a plus, a minus, a multiplication and a division. But I say in this school when you are coming as a new staff member we have got a value and a standard. You use plus; you add into our value; you don't subtract any value and the standards that you find within the school.</p> <p>Therefore – and I will continue to go and say we don't use subtraction; we don't use division. We use only multiply the standards and the values that you find in the school. And add on those. Don't use any other basic operation. Use the two. Don't fall in any group. That is when I stand up and say don't fall in any group. In front of everyone. Don't fall in any group; don't go to any group. We are one big team. Therefore, add the value; don't subtract the value of the school. Don't subtract the standards. Whatever you find in the school, when you start to multiply it, the better. I will also make a simple announcement to say there is no need for you to come to my office and tell me that you are doing good. In every corner you are, if you are doing good I will know about it.</p>	<p>Environment of organisation</p> <p>Internal and external pressures</p>	<p>Importance of motivated principal for academic performance</p>
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	<p>Even if you don't make it, I will know about it. There is no need for you to come and say I have done this, but no. Once you do right things, I will know. Even if you do wrong things, I will get it. This school is not as big as what people think it is. It is small. Then these are some of the things that I am using. In the previous school, I was using secret pall, and which I think we can introduce in this school. Where people buy a present to people that they don't know them. Then it is revealed on the last day when we leave. But not expensive thing; less than R50. A chocolate; a small thing. But not knowing. Because then when you have bought that, you will find that you have bought this for a person who belongs to another group. And people will laugh at you and say you bought for that one. You see now, but you started becoming friends. You need someone that knows the different groups so that they can pair it. Then you are friends. Because you never know in the school you may find that there are 6 months, people that can't communicate. Now if they have got a present of someone that they are not speaking with, in front of us you will go and give it to him and give it to them, hug that person. But we haven't introduced that one. Another one was the staff presence that I have. I think all we have considered the Mother's Day and Father's Day. Then we bought socks and beans for all the male staff in the school for Father's Day. All the ladies we bought chiffon, and we put that in a small parcel bag. I was doing that with the administrators, only to administrator to know about that. But then it was a surprise. When we close a term, we have a lot of presents; everyone was given a present. They were like why? I was with the SGB and they said let us do that; we are just turning and changing the school. But that is something we have done in the school in terms of trying to break the groups. But they are still there. They are not groups that you could say that these are</p>	<p>Environment of organisation</p> <p>Attribution theory</p> <p>Motivation determine quality education</p>	
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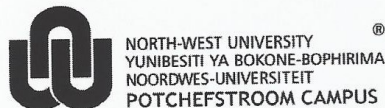
<p>destructive people that are sitting there; they will shy hard; they are shying hard. But you will see this one and this one together; they eat together; they do things together. It is part of leadership to deal with that.</p> <p><b>Anything you want to add that we maybe didn't touch on; that you think is important to – on a motivational level from a Principal to perform academically?</b> I think if I were just to wrap up I would say we are doing well presently in the school in terms of that. Because much of my time in terms of the briefings – when I stand up I use my 3 minutes or 5 minutes or more of motivation. And that is what I expect maybe the head of departments should do with their departments; and then I expect also Educators to do. Rather than blaming and shouting learners, we should motivate them that they can be somebody. Through that motivation, they can be somebody. I am the product of that. When I was writing my grade 12, I failed grade 12 twice.</p> <p>Twice. There were reasons. Until my Principal realised that for me, I needed someone just to say no you can do it. Because during the course of the year I would be teaching others; I would be doing. But when you go to write matric, sometimes I was falling behind. But there were reasons I think from home, because I grew up with a single parent. There were. But my Principal decided to say every day when he is going to write final examinations, I will come to him and say you must concentrate; focus now. The same thing that we are teaching others, they are going to come. Therefore concentrate. That has made a difference. Then I tell them. I don't shy away from that I have repeated matric twice. I think I have repeated it twice and my younger brother happened to pass grade 12 before. He was in front. But the good thing is, now as we</p>	<p>Internal and external pressures</p>	<p>Principal link between motivation and quality education</p>
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45:50	<p>speak in terms of the qualification that I have, my elder brother was a teacher before me; my younger brother being a teacher before me. But all of them they can't measure with the qualification that I had. I was behind them But I think I needed someone like my Principal to say you can do better; you can do it. Don't worry. Don't worry about the issues at home. I know about your issues. Now it is you. You need to do something; you need to prove this. Therefore I think that could be something that we can – If we were to have that, rather than shouting the learners, that the Educators when they go to their classes, they can start to believe in these learners to say in this class as we start in January, I have got 44 of you and all of you can pass. As long as you can do the right work and do this and this, it is guaranteed that no one is going to fail. Then that will start to motivate them.</p> <p><b>Do you think you are harsher on Educators than on learners, because of your background now? Do you have more passion for a learner than an Educator maybe?</b> I think the set up in the school and the way that I found the school – I think I am more hard. I can't say harsh, but I am more hard on the Educators. Hence, I said laziness. I am more hard seeing that Educators are sitting down and there is a class that they are not attending. But I think it will fade because the level of commitment is coming. It is coming. I am more hard. When Educators are sitting outside and not going to their classes and other things, because it affects also and leads also into misbehaviour. And issues that I should solve and all other things. But if Educators were to be committed and be in their classes, a level of hardness I think could be less. As much as people will say as a Principal you have got powers in terms of charging people and other things. I have learned the hard way. Just Principal within 2 years, I was to</p>	Attribution theory	
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	<p>go through situations where I had to charge a staff member. I found it that it is not a good thing. It is so stressful. Both. It doesn't matter who is instituting the charges, you get stressed and all other things. Therefore I avoid much of the time. I will give more time to say let us sit down, let us talk about this. How do you think I can assist? Let us deal with this. We are not afraid; we know the policies and everything. We can use that. But man can we do the right things? Can you do your work? Then if you have got problems, raise your hand so that we can call other people to come and assist you. I am that type of a person. I want labour peace. Let us not go out in terms of saying he is charging me. I don't want that. Your job is to manage; that person needs to teach; the learner needs to learn. Therefore it is a good thing. This school has got work. I think the people have made the decision to say I should come to this school, because that school was developed where I am coming from. Then everybody can run that school. That is why it is not difficult for those deputies exchange that they can run that school. But this one has got work. You must dirty yourself until the school comes right. There are a lot of things. Every day there are issues and issues. In 8 years. The 8 years – you can't just fix 8 years within 6 months.</p> <p>And the support of the SGB also, and the support of the SMT and the deputies. It is just a pity that both of them are leaving. It is a compliment and it is also cleaning the school. Not to say they were dirty. But the truth of the matter is the people that should emerge, there should be people that should come in and buy into the situation and making sure that the school is changing. Personally, I don't celebrate any of them leaving; I can't replace the experience of the deputy. I can't replace that. I can't replace that. I can't replace also the energy. I can't replace both of them. They were</p>	<p>Attribution theory</p> <p>Capacity of individual</p> <p>Demands of the job</p>	<p>Importance of motivated principal on performance</p> <p>Principal move educator to perform</p>
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50:57	<p>good. They were good. But we need to come up with people that – hence as we speak right now I have communicated with both of them; we have already selected people that are acting for next year. They are active now. They are the ones that are running the briefings in the morning. The other one – especially tomorrow – if there is peer staff. The other one will be coming to run the PS briefing; the other one will be running that one in my presence. I will be there. Then they are doing that. I am exposing them. I said they should go to these offices; they should start to exchange where these documents are? Where are the schedules? What to do. Even though they are not earning for this, but they should learn how things should be done. Because if I allow them to start in January, they will start fresh. And they come here – after school we sit down here, I give them documents of management and leadership and administration. Teaching them about assessments; rubrics. What they are supposed to be doing. In all the presentations that I went through to SAPA and other conferences, therefore I exchange and they see now. But I emphasize that they shouldn't develop a hope and become desperate because time doesn't mean that. They should focus and do the best thing. If they are doing things, that God will reward. If not, they should continue.</p>	<p>Environment of organisation</p> <p>Demands of the job</p> <p>Expectancy theory</p> <p>Attribution theory</p> <p>Capacity of individual</p>	<p>Principal link between motivation and performance</p> <p>Importance of motivated principal for academic performance</p> <p>Importance of motivated principal for academic performance</p>
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## ADDENDUM G: PERMISSION: DISTRICT DIRECTOR



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### Permission: District Director

#### Project

The motivation of secondary school principals to improve and sustain quality academic performance in grade 12

#### 1. PURPOSE OF THE STUDY

The purpose of the research is to understand how important a motivated principal to the improvement and the sustainability of the academic performance of a secondary school is.

The purpose of the interview schedule is to collect data to analyse the following research question:

How important is a motivated principal of a secondary school to improve and sustain the academic performance of the grade 12 learners?

Some sub questions are:

- Which factors influence the motivation of a school principal to improve and sustain academic performance in his/her school?
- How does a motivated principal move the educators in the school to improve and sustain academic performance in a school?

- identify the factors that influence the motivation of a principal in order to improve and sustain the academic performance in his/ her school
- understand how the motivated principal moves the educators in the school to improve and sustain academic performance in the school
- provide some guidelines to link the principal as motivator to quality education

## 2. PARTICIPANTS

Two schools in each of the following criteria will be sampled:

1. Effective functioning schools – schools obtaining an average between 99 and 100% pass rate in grade 12 for at least 5 consecutive years.
2. Prioritised schools – schools obtaining an average between 50-60% pass rate in the District for at least 5 consecutive years.

The following participants will be selected for the interviews:

- the principal of each of the 4 schools
- Three educators from each of the four schools. The researcher will use set criteria to select at least three educators. These criteria will be provided to the principal and the principal will provide 6 names from which the researcher will do the selection.

The following criteria will be used to sample the educators and will include questions on the following:

- The performance of the learners the educators teach; the educators whose learners performed the best in the last four years in their subjects
- Years working with the principal and/or on the management team of the school
- The relationship with the peers and with the management team as well as with the principal;

- Internal and external motivation level of the educator;
- Involvement of the educator with more than the normal teaching responsibilities, such as extra-mural activities and social events amongst the staff members.

### **3. PROCEDURES**

If you give permission to conduct this study, I would like the participants to participate in semi-structured one-to-one interviews to discuss related issues posed by the researcher.

#### **DATES AND TIME**

- Dates will be confirmed with the participants
- The interviews are expected to last about 45 minutes.

#### **LOCATION**

- The participant's venue

### **4. POTENTIAL RISKS AND DISCOMFORTS**

I do not foresee any possible risks or discomforts through participation in this study.

### **5. POTENTIAL BENEFITS TO SUBJECTS AND/OR TO SOCIETY**

There will not be any direct personal benefits to the participants.

The potential benefits however, expected from the research are:

- To identify the factors that influence the motivation of a principal
- To assist with improvement and sustainability of the academic performance in the schools.

## **6. PAYMENT FOR PARTICIPATION**

Participation in this study is on a voluntary basis. There will be no remuneration for the participation in this study.

## **7. CONFIDENTIALITY**

Any information that is obtained in connection with this study and that can be identified with any school and/or principal and/or educator will remain confidential and will be disclosed only with their permission or as required by law. Confidentiality will be maintained by means of anonymity of all participants. After successful completion of the project, all information will be destroyed by the researcher.

- 7.1. At no stage will the true identity or that of any school be used. Participants in the study will be referred to as Principal 1, Teacher 1, etc. Schools will be referred to as School A and School B.
- 7.2. Any comments made by the participants will be incorporated into the research in the form of a narrative.
- 7.3. I will ask for the consent from the participants to use an audio recording device which will help me to analyse the data gathered at a later stage. These recordings will only be used for the purpose of extracting the necessary data from the interviews. No other person will have access to the recordings.
- 7.4. The participant can decline to answer any question (s) at any time or request that the interview be stopped.
- 7.5. If necessary a follow-up interview will be scheduled once the audio recordings have been transcribed. This will enable the participants to look at the transcripts to ensure that they agree with it. Also to enable the researcher to clarify any statements that might not be clear.
- 7.6. The final research outputs will have to be authored by Prof Jan Heystek (018 2991906).

## **8. PARTICIPATION AND WITHDRAWAL**

The participants can choose whether to be in this study or not. If they volunteer to be in this study, they may withdraw at any time without consequences of any kind. They may also refuse to answer any questions they do not want to answer and still remain in the study. The investigator may withdraw them from this research if circumstances arise which warrant doing so.

## **9. IDENTIFICATION OF INVESTIGATORS**

If you have any questions or concerns about the research, please feel free to contact the research personnel:

Researcher: Anna-Marie Valentin  
Cell number: 0828088621  
Work number: 0117468177  
E mail: avalentin@telkomsa.net  
Work Address: 78 Howard street; Benoni; 1500

Supervisor: Prof. J. Heystek  
Cell no. 084 722 9136  
Work tel. no.: 018 2991906  
Work Address: Northwest University  
Faculty of Education Sciences  
School of Education Study

## **10. RIGHTS OF RESEARCH SUBJECTS**

The participants are not waiving any legal claims, rights or remedies because of their participation in this research study. If they have questions regarding their rights as a research subject, they can contact Prof J Heystek [Jan.Heystek@nwu.ac.za; 018 299 1906] at the Faculty of Education Science, Northwest University.

**SIGNATURE OF DISTRICT DIRECTOR**

The information above was described to *me* by Anna-Marie Valentin in *Afrikaans / English* and *I am in command* of this language or it was satisfactorily translated to *me*. *I was given the opportunity to ask questions and these questions were answered to my satisfaction.*

*I hereby give consent to Anna-Marie Valentin to continue with the research study.*

*Mrs. M. Mota*

\_\_\_\_\_  
**Name of Acting District Director**

*M*

\_\_\_\_\_  
**Signature of Acting District Director**

*10/11/2017*

\_\_\_\_\_  
**Date**

**SIGNATURE OF INVESTIGATOR**

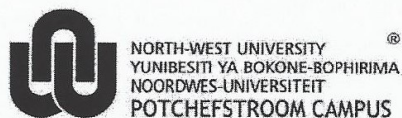
*P. Potlatch*

\_\_\_\_\_  
**Signature of Investigator**

*10/11/2017*

\_\_\_\_\_  
**Date**

## ADDENDUM H: PERMISSION: PRINCIPALS



Private Bag X6001, Potchefstroom  
South Africa 2520

Tel: 018 299-1111/2222  
Web: <http://www.nwu.ac.za>

**SCTE**  
Tel: 018 2991906  
Fax: 018 2994558  
Email: [Jan.Heystek@nwu.ac.za](mailto:Jan.Heystek@nwu.ac.za)

### Permission: Principal

#### Project

The motivation of secondary school principals to improve and sustain quality academic performance in grade 12

#### 1. PURPOSE OF THE STUDY

The purpose of the research is to understand how important a motivated principal to the improvement and the sustainability of the academic performance of a secondary school is.

The purpose of the interview schedule is to collect data to analyse the following research question:

How important is a motivated principal of a secondary school to improve and sustain the academic performance of the grade 12 learners?

Some sub questions are:

- Which factors influence the motivation of a school principal to improve and sustain academic performance in his/her school?
- How does a motivated principal move the educators in the school to improve and sustain academic performance in a school?

- identify the factors that influence the motivation of a principal in order to improve and sustain the academic performance in his/ her school
- understand how the motivated principal moves the educators in the school to improve and sustain academic performance in the school
- provide some guidelines to link the principal as motivator to quality education

## 2. PARTICIPANTS

Four schools have been selected for the research.

The following participants will be selected for the interviews:

- the principal of each of the 4 schools
- Three educators will be selected.

The following criteria will be used to sample the educators with your support and will include questions on the following:

- the educators whose learners performed the best in the last four years in their subjects
- number of years working with the principal and/or on the management team of the school
- A positive relationship with the peers and with the management team as well as with the principal;
- Positive motivation level of the educator; as indicated by teacher's willingness to do extra work
- Involvement of the educator with more than the normal teaching responsibilities, such as extra-mural activities and social events amongst the staff members.

### **3. PROCEDURES**

If you give permission to conduct this study, I would like the participants to participate in semi-structured one-to-one interviews to discuss related issues posed by the researcher.

#### **DATES AND TIME**

- Dates will be confirmed with the participants
- The interviews are expected to last about 45 minutes.

#### **LOCATION**

- The participant's venue

### **4. POTENTIAL RISKS AND DISCOMFORTS**

I do not foresee any possible risks or discomforts through participation in this study.

### **5. POTENTIAL BENEFITS TO SUBJECTS AND/OR TO SOCIETY**

There will not be any direct personal benefits to the participants.

The potential benefits however, expected from the research are:

- To identify the factors that influence the motivation of a principal
- To assist with improvement and sustainability of the academic performance in the schools.

### **6. PAYMENT FOR PARTICIPATION**

Participation in this study is on a voluntary basis. There will be no remuneration for the participation in this study.

### **7. CONFIDENTIALITY**

Any information that is obtained in connection with this study and that can be identified with any school and/or principal and/or educator will remain confidential and will be disclosed only with their permission or as required by law.

Confidentiality will be maintained by means of anonymity of all participants. After successful completion of the project, all information will be destroyed by the researcher.

- 7.1. At no stage will the true identity or that of any school be used. Participants in the study will be referred to as Principal 1, Teacher 1, etc. Schools will be referred to as School A and School B.
- 7.2. Any comments made by the participants will be incorporated into the research in the form of a narrative.
- 7.3. I will ask for the consent from the participants to use an audio recording device which will help me to analyse the data gathered at a later stage. These recordings will only be used for the purpose of extracting the necessary data from the interviews. No other person will have access to the recordings.
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- 7.6. The final research outputs will have to be authored by Prof Jan Heystek (018 2991906).

## **8. PARTICIPATION AND WITHDRAWAL**

The participants can choose whether to be in this study or not. If they volunteer to be in this study, they may withdraw at any time without consequences of any kind. They may also refuse to answer any questions they do not want to answer and still remain in the study. The investigator may withdraw them from this research if circumstances arise which warrant doing so.

## **9. IDENTIFICATION OF INVESTIGATORS**

If you have any questions or concerns about the research, please feel free to contact the research personnel:

Researcher: Anna-Marie Valentin  
Cell number: 0828088621  
Work number: 0117468177  
E mail: [avalentin@telkomsa.net](mailto:avalentin@telkomsa.net)  
Work Address: 78 Howard street; Benoni; 1500

Supervisor: Prof. J. Heystek  
Cell no. 084 722 9136  
Work tel. no.: 018 2991906  
Work Address: Northwest University  
Faculty of Education Sciences  
School of Education Study

## **10. RIGHTS OF RESEARCH SUBJECTS**

The participants are not waiving any legal claims, rights or remedies because of their participation in this research study. If they have questions regarding their rights as a research subject, they can contact Prof J Heystek [[Jan.Heystek@nwu.ac.za](mailto:Jan.Heystek@nwu.ac.za); 018 299 1906] at the Faculty of Education Science, Northwest University.

**SIGNATURE OF THE PRINCIPAL**

The information above was described to *me* by Anna-Marie Valentin in *Afrikaans / English* and *I am in command* of this language or it was satisfactorily translated to *me*. *I* was given the opportunity to ask questions and these questions were answered to *my* satisfaction.

*I hereby give consent to Anna-Marie Valentin to continue with the research study.*

[Redacted box] \_\_\_\_\_

**Name of Principal**

[Redacted box] \_\_\_\_\_

**Signature of Principal**

**Date**

2017.11.13

**SIGNATURE OF INVESTIGATOR**



**Signature of Investigator**

**Date**

13/11/17

**SIGNATURE OF THE PRINCIPAL**

The information above was described to *me* by Anna-Marie Valentin in *Afrikaans / English* and *I am* in command of this language or it was satisfactorily translated to *me*. *I* was given the opportunity to ask questions and these questions were answered to *my* satisfaction.

*I hereby give consent to Anna-Marie Valentin to continue with the research study.*

[Redacted box]

**Name of Principal**

[Redacted box]

**Signature of Principal**

**Date**

15/11/2017

**SIGNATURE OF INVESTIGATOR**

AJelenk

**Signature of Investigator**

**Date**

15/11/2017

**SIGNATURE OF THE PRINCIPAL**

The information above was described to *me* by Anna-Marie Valentin in *Afrikaans / English* and *I am in command* of this language or it was satisfactorily translated to *me*. *I was given the opportunity to ask questions and these questions were answered to my satisfaction.*

*I hereby give consent to Anna-Marie Valentin to continue with the research study.*

[Redacted box for Name of Principal]

Name of Principal

[Redacted box for Signature of Principal]

Signature of Principal

Date

16/11/2017

**SIGNATURE OF INVESTIGATOR**

*[Handwritten Signature]*

Signature of Investigator

Date

16/11/2017

**SIGNATURE OF THE PRINCIPAL**

The information above was described to *me* by Anna-Marie Valentin in *Afrikaans / English* and *I am in command* of this language or it was satisfactorily translated to *me*. *I was given the opportunity to ask questions and these questions were answered to my satisfaction.*

*I hereby give consent to Anna-Marie Valentin to continue with the research study.*

[Redacted box]

**Name of Principal**

[Redacted box]

**Signature of Principal**

**Date**

*21.11.2017*

**SIGNATURE OF INVESTIGATOR**

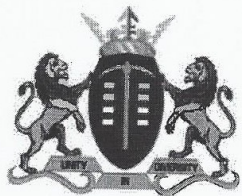
*[Handwritten Signature]*

**Signature of Investigator**

**Date**

*21/11/2017*

## ADDENDUM I: DBE APPROVAL



### GAUTENG PROVINCE

Department: Education  
REPUBLIC OF SOUTH AFRICA

8/4/4/1/2

### GDE AMENDED RESEARCH APPROVAL LETTER

Date:	17 October 2017
Validity of Research Approval:	05 February 2018 – 28 September 2018 2017/154A
Name of Researcher:	Valentin A.
Address of Researcher:	Posbus 14340 Witfield Boksburg, 1467
Telephone Number:	011 746 8177                      082 808 8621
Email address:	avalentin@telkomsa.net
Research Topic:	The motivation of secondary school principals to improve and sustain quality academic performance in grade 12
Number and type of schools:	Four Secondary Schools
District/s/HO	Ekurhuleni North

#### **Re: Approval in Respect of Request to Conduct Research**

This letter serves to indicate that approval is hereby granted to the above-mentioned researcher to proceed with research in respect of the study indicated above. The onus rests with the researcher to negotiate appropriate and relevant time schedules with the school/s and/or offices involved to conduct the research. A separate copy of this letter must be presented to both the School (both Principal and SGB) and the District/Head Office Senior Manager confirming that permission has been granted for the research to be conducted.

The following conditions apply to GDE research. The researcher may proceed with the above study subject to the conditions listed below being met. Approval may be withdrawn should any of the conditions listed below be flouted:

*Grant* 17/10/2017

1

*Making education a societal priority*

**Office of the Director: Education Research and Knowledge Management**

7<sup>th</sup> Floor, 17 Simmonds Street, Johannesburg, 2001

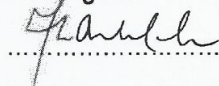
Tel: (011) 355 0488

Email: Faith.Tshabalala@gauteng.gov.za

1. The District/Head Office Senior Manager/s concerned must be presented with a copy of this letter that would indicate that the said researcher/s has/have been granted permission from the Gauteng Department of Education to conduct the research study.
2. The District/Head Office Senior Manager/s must be approached separately, and in writing, for permission to involve District/Head Office Officials in the project.
3. A copy of this letter must be forwarded to the school principal and the chairperson of the School Governing Body (SGB) that would indicate that the researcher/s have been granted permission from the Gauteng Department of Education to conduct the research study.
4. A letter / document that outlines the purpose of the research and the anticipated outcomes of such research must be made available to the principals, SGBs and District/Head Office Senior Managers of the schools and districts/offices concerned, respectively.
5. The Researcher will make every effort obtain the goodwill and co-operation of all the GDE officials, principals, and chairpersons of the SGBs, teachers and learners involved. Persons who offer their co-operation will not receive additional remuneration from the Department while those that opt not to participate will not be penalised in any way.
6. Research may only be conducted after school hours so that the normal school programme is not interrupted. The Principal (if at a school) and/or Director (if at a district/head office) must be consulted about an appropriate time when the researcher/s may carry out their research at the sites that they manage.
7. Research may only commence from the second week of February and must be concluded before the beginning of the last quarter of the academic year. If incomplete, an amended Research Approval letter may be requested to conduct research in the following year.
8. Items 6 and 7 will not apply to any research effort being undertaken on behalf of the GDE. Such research will have been commissioned and be paid for by the Gauteng Department of Education.
9. It is the researcher's responsibility to obtain written parental consent of all learners that are expected to participate in the study.
10. The researcher is responsible for supplying and utilising his/her own research resources, such as stationery, photocopies, transport, faxes and telephones and should not depend on the goodwill of the institutions and/or the offices visited for supplying such resources.
11. The names of the GDE officials, schools, principals, parents, teachers and learners that participate in the study may not appear in the research report without the written consent of each of these individuals and/or organisations.
12. On completion of the study the researcher/s must supply the Director: Knowledge Management & Research with one Hard Cover bound and an electronic copy of the research.
13. The researcher may be expected to provide short presentations on the purpose, findings and recommendations of his/her research to both GDE officials and the schools concerned.
14. Should the researcher have been involved with research at a school and/or a district/head office level, the Director concerned must also be supplied with a brief summary of the purpose, findings and recommendations of the research study.

The Gauteng Department of Education wishes you well in this important undertaking and looks forward to examining the findings of your research study.

Kind regards



Ms Faith Tshabalala  
CES: Education Research and Knowledge Management

DATE: 17/10/2017

2

*Making education a societal priority*

**Office of the Director: Education Research and Knowledge Management**

7<sup>th</sup> Floor, 17 Simmonds Street, Johannesburg, 2001  
Tel: (011) 355 0488  
Email: Faith.Tshabalala@gauteng.gov.za

## ADDENDUM J: NWU CHECKLIST



Faculty of Education: R&I - M&D Administration

### KONTROLELYS VIR MED- EN PhD-STUDENTE / CHECKLIST FOR MED AND PhD STUDENTS

#### 1. Volgorde / Sequence

Ja Yes	Nee No
-----------	-----------

Titelblad, ondertekende verklaring, erkennings, opsomming, inhoudsopgawe, lys van tabelle, lys van figure, hoofstukke, bibliografie, bylaes.  
*Title page, signed declaration, acknowledgements, summary, table of contents, list of tables, list of figures, chapters, bibliography, appendices.*

<input checked="" type="checkbox"/>	<input type="checkbox"/>
-------------------------------------	--------------------------

#### 2. Kontrolelys / Checklist

2.1 Stem die titel op die titelblad ooreen met die geregistreerde titel?  
*Does the title on the title page match the registered title?*

<input checked="" type="checkbox"/>	<input type="checkbox"/>
-------------------------------------	--------------------------

2.2 Is die "ORCID (Open Research ID)" op die titeblad aangebring soos voorgeskryf?  
*Is the required ORCID (Open Research ID) on the title page?*

<input checked="" type="checkbox"/>	<input type="checkbox"/>
-------------------------------------	--------------------------

2.3 Is die datum op die titelblad dieselfde as die maand en jaar waarin die verhandeling/proefskrif ingedien word?  
*Is the date on the title page the same as the month and year in which the dissertation/thesis is being submitted?*

<input type="checkbox"/>	<input checked="" type="checkbox"/>
--------------------------	-------------------------------------

2.4 Is 'n ondertekende verklaring (**wat na die titelblad volg**) ingesluit om te verklaar dat dit u eie werk is en dat dit nie aan 'n ander instansie ingedien is vir eksaminering nie?  
*Is a signed declaration (**which follows the title page**) included to declare that it is your own work and that it has not been submitted to another institution for examination?*

<input checked="" type="checkbox"/>	<input type="checkbox"/>
-------------------------------------	--------------------------

2.5 Is die inleidende bladsye (d.w.s. opsomming, lys van figure, ens.) genumereer in Romeinse syfers?  
*Are the introductory pages (i.e. summary, list of figures, etc.) numbered in Roman numerals?*

<input checked="" type="checkbox"/>	<input type="checkbox"/>
-------------------------------------	--------------------------

2.6 Is die opsomming 'n voldoende weergawe van die hele studie?  
*Is the summary an adequate version of the whole study?*

<input checked="" type="checkbox"/>	<input type="checkbox"/>
-------------------------------------	--------------------------

2.7 Is al die literatuurverwysings in die teks ook in die bibliografie gelys?  
*Are all in-text sources also listed in the bibliography?*

<input checked="" type="checkbox"/>	<input type="checkbox"/>
-------------------------------------	--------------------------

2.8 Is al die bronne wat in die bibliografie gelys is ook in die teks aangehaal?  
*Are all the sources listed in the bibliography also cited in the text?*

<input checked="" type="checkbox"/>	<input type="checkbox"/>
-------------------------------------	--------------------------

2.9 Is die spelling van outeursname dieselfde in die teks en bibliografie?  
*Is the spelling of authors' names in the text and bibliography alike?*

<input checked="" type="checkbox"/>	<input type="checkbox"/>
-------------------------------------	--------------------------

2.10 Is die datums van bronne wat in die teks voorkom ooreenstemmend met dié in die bibliografie?  
*Do the dates of the in-text references match the dates in the bibliography?*

<input checked="" type="checkbox"/>	<input type="checkbox"/>
-------------------------------------	--------------------------

- 2.11 Is die datums, bladsyverwysings, ens. van bronne in die teks ooreenstemmend met die inligting uit die oorspronklike bronne?  
*Are the dates, pages, etc. of the in-text sources consistent with the information from the original sources?*
- 2.12 Is die bronnelys in ooreenstemming met die voorgeskrewe verwysingstyl van die NWU?  
*Is the bibliography in accordance with the prescribed referencing style of the NWU?*
- 2.13 Is die kruisverwysings korrek?  
*Are the cross-references correct?*
- 2.14 Is paragrawe in volgorde genumereer?  
*Are paragraphs numbered in sequence?*
- 2.15 Is u geregistreer vir die huidige akademiese jaar?  
*Are you registered for current academic year?*
- 2.16 Stem die opskrif-numerering in die teks ooreen met dié in die inhoudsopgawe?  
*Does the heading numbering in the text match the numbering in the table of contents?*
- 2.17 Is die bladsynommers in die inhoudsopgawe korrek?  
*Are the page numbers in the table of contents correct?*
- 2.18 Stem hoofstuk- en paragraafopskrifte ooreen met dié in die inhoudsopgawe?  
*Do the chapter and paragraph headings match those in the table of contents?*
- 2.19 Is die numerering van tabelle en figure korrek?  
*Are tables and figures correctly numbered?*
- 2.20 Is die lettergrootte en -tipe wat gebruik is vir numerering, opskrifte en subopskrifte, eenders?  
*Does the font size and type used for the numbering, headings and sub-headings, match?*
- 2.21 Is die tegniese akkuraatheid van die bronnelys gekontroleer in ooreenstemming met teksverwysings?  
*Is the technical accuracy of the bibliography reviewed in accordance with in-text references?*
- 2.22 Word die data in die tabelle korrek weergegee (d.w.s. tel al die frekwensies in die tabelle op na 'n totaal van 100%)?  
*Is the data in the tables represented correctly (i.e. do the frequencies in the tables add up to a total of 100%)?*    Nvt  
NA
- 2.23 Is die lys van figure en tabelle korrek met betrekking tot opskrifte, numerering en bladsynommers?  
*Is the list of figures and tables correct with regard to headings, numbering, and page numbers?*    Nvt  
NA
- 2.24 Is die finale ontleding van die empiriese data deur **Statistiese Konsultasiedienste** nagegaan?  
*Did **Statistical Consultation Services** check the final analysis of the empirical data?*    Nvt  
NAX
- 2.25 Is die bladsye in die korrekte volgorde geplaas?  
*Are the pages placed in the correct order?*

- 2.26 Stem die tegniese aspekte ooreen met die vereistes soos uiteengesit in die **Handleiding vir Nagraadse Studie**?  
*Are the technical aspects consistent with the requirements as stipulated in the Manual for Postgraduate Studies?*
- 2.27 Is u verhandeling/proefskrif deur 'n erkende **taalversorger** versorg en het u sodanige verklaring ingesluit?  
*Was your dissertation/thesis edited by an acknowledged language editor and have you included such declaration?*
- 2.28 Het u van **Turnitin** gebruik gemaak en aandag geskenk aan die verslag?  
*Have you made use of Turnitin and did you attend to the report?*
- 2.29 Is 'n onlangse rekenaarsoektog gedoen om bronne op te dateer?  
*Was a recent computer search done in order to update sources?*
- 2.30 Het u die **Plegtige Verklaringsdokument** (afsonderlike dokument) ingevul en ingehandig waarin u verklaar dat die verhandeling/proefskrif u eie werk is?  
*Have you completed and submitted the Solemn Declaration form (separate document) to declare that the dissertation/thesis is your own work?*
- 2.31 Het u die verhandeling/proefskrif as 'n enkele PDF-dokument (wat die aanhangsels/addenda insluit) op e-Fundi gelaai?  
*Have you uploaded the dissertation/thesis as a single PDF document (which includes the attachments/addenda) to e-Fundi?*
- 2.32 Indien die studie in Afrikaans geskryf is, is daar 'n Engelse weergawe van die Opsomming en sleutelwoorde?  
*If the study is written in Afrikaans, is there an English version of the Summary/Abstract and keywords?*
- 2.33 Word die Opsomming vergesel deur **5 na 10 sleutelwoorde** wat die inhoud van die studie dek?  
*Are the Summary/Abstract accompanied by 5 to 10 keywords that cover the content of the study?*
- 2.34 Is die opsomming, asook die vertaling daarvan taalversorg en in die voorgeskrewe volgorde ingebind?  
*Is the summary/abstract, as well as its translation language-edited and placed in the prescribed sequence?*
- 2.35 Is die bylaes taalversorg en in 'n logiese volgorde ingebind?  
*Are the appendices language-edited and placed in a logic sequence?*
- 2.36 Het u die manuskrip nagegaan vir tikfoute?  
*Have you checked the manuscript for typos?*
- 2.37 Het u die finale wysigings nog 'n keer nagegaan?  
*Have you rechecked the final amendments?*

2.38 Is die aantal woorde/bladsye in ooreenstemming met die voorgeskrewe lengte vir 'n verhandeling/proefskrif? Indien nie, is die motiveringsbrief deur die studieleier/promotor aangeheg?  
*Is the number of words/pages of the dissertation/thesis in accordance with the prescribed length for a dissertation/thesis? If not, is a letter of motivation by the supervisor/promoter attached?*

X	<input type="checkbox"/>
---	--------------------------

2.39 Is u PhD-proefskrif in artikelformaat? Indien wel, het u bewys gelewer van die aanvaarding vir publikasie van ten minste een (1) artikel in 'n geakkrediteerde tydskrif en die bewys dat drie (3) artikels voorgelê is vir publikasie in geakkrediteerde/eweknie-beoordeelde joernale?  
*Is your PhD thesis in article format? If so, did you provide proof of acceptance of publication of at least one (1) article in an accredited journal and proof of three (3) articles submitted for publication in accredited/peer reviewed journals?*

<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------

**3. Etiese klaring / Ethical clearance**

Ja Yes	Nee No
-----------	-----------

3.1 Het u navorsing etiekklaring vereis?  
*Did your research require ethical clearance?*

X	<input type="checkbox"/>
---	--------------------------

3.2 Indien wel, is die etiekcertifikaat ingesluit? Verskaf die nommer hieronder.  
*If so, is the ethics certificate included? Supply the number below.*

X	<input type="checkbox"/>
---	--------------------------

ETIEKNOMMER  
 ETHICS NUMBER

N W U - 0 0 2 8 3 - 1 5 - A 2
-------------------------------

Ek verklaar hiermee dat ek aan al die bogenoemde vereistes voldoen.  
*I hereby declare that I meet all the above-mentioned requirements.*

.A.VALENTIN  
 Student

23/10/2018  
 Datum/Date

  
 .....24 October 2018.....  
 Studieleier/Promotor / Supervisor/Promoter Datum/Date

.....  
 Adjunk Dekaan / Deputy Dean Datum/Date

Original details: (21630399) S:\SNTOI\Faculty of Education\Documents\2018 Documents\6-Submissions\2018-Checklist.docm  
 26 April 2018  
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**ADDENDUM K: RESEARCHER ID**

