Secondary school teachers' experiences of their principals' power and control at school

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SUMMARY

This study explored secondary school teachers' experiences of their principals' use of power and control at schools in the Matlosana area in the Dr Kenneth Kaunda district, North West province. The aims of the study were to (i) explore and describe secondary school teachers' experiences of their principals' power and control at school, (ii) explore how their principals' power and control affects secondary school teachers at school, and (iii) provide suggestions for secondary school teachers to help them to deal with their principals' power and control at school. The theoretical framework was based on a number of theories of power and control. The study was situated in an interpretive paradigm. The researcher chose a qualitative research design and methods that were appropriate for a phenomenological approach.

The participating teachers were purposefully selected for the data-generation process that involved photo-elicitation-narratives (written) and photo-elicitation group interviews. Ethical requirements were met by ensuring confidentiality and the anonymity of these participants. The following criteria were applied in order to ensure the trustworthiness of the study: truth value (*credibility*), applicability (*transferability*), consistency (*dependability*) and neutrality (*confirmability*). The data analysis was done by means of interpretive phenomenological analysis (IPA).

The main themes that emerged from the data analysis process were:

- Theme 1: principals' expression of power and control evoked a range of feelings in secondary school teachers, and
- Theme 2: teachers were oblivious to their own role in managing their experiences of their principals' power and control at school.

The findings of the study were used to provide suggestions for secondary school teachers to help them to deal with their principals' power and control at school and to sustain their overall well-being.

Key concepts: secondary school; teacher; experience; principal; power; control.

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CHAPTER ONE

RATIONALE AND OVERVIEW

1.1 INTRODUCTION

This chapter first outlines the role of Educational Psychology in the context of this research study. It then provides an overview of this research study, including the problem statement, the terminology used in this research, the research questions and the aims of the study. It also provides an outline of the literature review, and the research design, including the methodology.

1.2 THE ROLE OF EDUCATIONAL PSYCHOLOGY IN THE CONTEXT OF THIS STUDY

In Educational Psychology, methods are used to explore factors or phenomena that interalia contribute to or have a negative effect on learning in the teaching-learning environment (Levin, O'Donnell & Kratochwill, 2003; McComb & Scott-Little, 2003). Pintrich (2000) argues that educational psychologists do research to improve not only teaching-and-learning, but also educational practice and individuals well-being in general. This research study explores particular secondary school teachers' experiences of the effect the principals' power and control have on their well-being, and concomitantly their educational practice. This study only focuses on one small aspect of the field and scope of Educational Psychology and indicates that Educational Psychology cannot be equated to the teaching and learning environment and educational practice. Diagram 1.1 below illustrates the role of Educational Psychology within the context of this study.

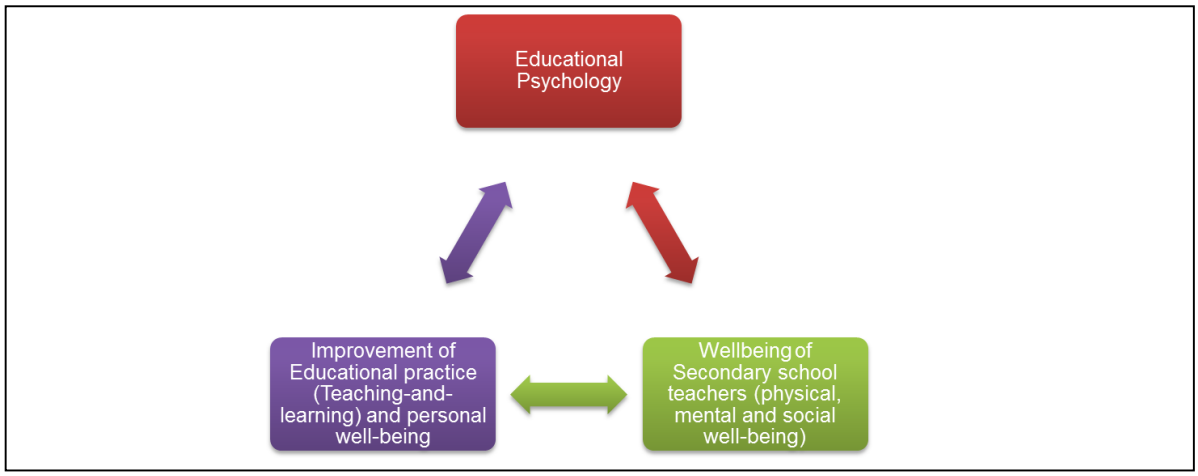

DIAGRAM 1.1 The role of Educational Psychology in the context of this study

1.3 PROBLEM STATEMENT

Galinsky, Gruenfeld, Magee, Whitson and Liljenguist (2008:1450) refer to power as the capacity to influence another person to do something he or she would not have done otherwise. In discussing this phenomenon, Greene (2000: xxi) argues that "nothing about power is natural; power is more godlike than anything in the natural world". At the same time, power may simply require controlling talk (Meyer, 2001:444). Whatever the case, it seems that power is an integral and pervasive part of social interaction (Sadan, 1997:69). Referring specifically to schools Rose (2009) comments that power exists and may be abused by everyone involved in education. The result is that the mistreatment of teachers by principals is an “insidious and elusive problem” (Smith, 2007:2).

It is not uncommon for principals to exploit their position of power to dominate and mistreat teachers. As Blase and Blase (2003:1) note, mistreatment by principals is a problem that has been neglected in the scholarly and professional literature in the areas of both educational leadership and teacher education: research in education has produced only glimpses of how principals abuse power and how they mistreat (abuse) teachers. Intimidation and threats used to gain power and control over others are only one form of that abuse (Romero, 2001).

According to Steyn (2002:255), Article 16 in the South African Schools Act 84 of 1996 (South Africa, 1996a), grants full participative powers in school governance and professional management of a school to principals, because they are accountable for all professional matters in the school. The legitimate power that the

principals exercise enables them to meet their professional duties (Le Roux, 2012:5). In other words, the powers invested in principals are directly related to their official duties at school (Le Roux, 2012:6).

Young (2008) cited in Le Roux (2012:7) argues that the power of principals often lies in the mind of others. Principals gain power to lead only when their constituents permit them to do so. It seems that when principals misinterpret or do not understand legitimate, participative power, they can abuse their authority or position to dominate or control teachers. Cooper (1988:40) argues that "teachers are told what to be professional about, where, and whom with to collaborate, and what blueprint of professional conduct to follow". When principals do so, they deprofessionalise the job of teaching (Eden, 2001:100). As a result teachers lose their sense of freedom (Eden, 2001:100). Since a sense of freedom and a sense of being autonomous are closely bound together, when teachers lose a sense of freedom, they lose their sense of autonomy (Pearson & Moomaw, 2006:44). This has a negative impact on motivation, job satisfaction, and stress (Pearson & Moomaw, 2006:44). Kyriacou (1989:29) cited in Pearson and Moomaw (2006:45) explain that burnout is a state of mental, emotional and tiredness in teachers that results from continued experience of stress. According to Pearson and Moomaw (2006:44), "if teachers are to be empowered and regarded as professionals, then, like other professionals, they must have the freedom".

Abuse of power seems to go beyond issues of freedom. Research conducted by Smith (2007:2) reveals incidences of principals discriminating, bullying, flouting the rules and showing signs of real cruelty towards teachers. Rademeyer (2013) reports that one school teacher was unlawfully dismissed by an sms (Short Message Service) which her school principal sent because she refused to adjust the marks obtained by his son. Viljoen (2013) reports allegations of witchcraft against, as well as dissatisfaction with a principal who works excessive hours and expects his staff to do the same. Mukherjee (2011) cites another case in which a teacher accused her principal of mental harassment, and even threatened to kill herself. In some cases, the threats of suicide have become a reality. Schlikerman (2012) refers to a note left by a teacher who committed suicide. In it she described the problems that she faced at the school. Her death spurred some of her co-workers to speak out at public

meetings about the psychological climate of fear and intimidation in two school districts. Levy (2007) describes another incident where a teacher committed suicide after complaining of being victimised and bullied at a school where he worked. Edwards (2011:1) provides yet another example of a former principal who had been accused of bullying, intimidation, undermining and victimising "her colleagues, including [a] young teacher who collapsed and died on [the] school premises". There are even cases of sexual harassment.

Blase and Blase (2003:131) report several cases of on-going, long-term sexual harassment by principals. In similar vein, Israel (1996:4) notes that there were cases of actual sexual assault from those in a position of authority, such as school principals. These cases and those cited above suggest that the widespread abuse of power and control by principals has devastating effects on the well-being of teachers.

Well-being is often referred to simply as "doing well, feeling good", which captures the dual aspects of well-being (White, 2008:3). Introducing a slightly different emphasis, Michaelson, Mahony and Schifferes (2012:6) present the view of well-being as reflecting how individuals feel and how they "function, both on a personal and a social level". Here *feel* refers to "emotions such as happiness or anxiety", whereas *functions* refers to "sense of competence or … sense of being connected" to individuals such as the relationship between two individuals (Michaelson *et al.*, 2012:6). Seifert (2005), however, sees well-being as a vigorous concept that encompasses personal, social, and psychological dimensions as well as health-related behaviours. In the case of teachers, well-being is directly related to their professional performance.

To sum up, Aelterman, Engels, Van Petegem and Verhaeghe (2007:2) describe well-being as "a positive emotional state, which is the result of harmony between the sum of specific environmental factors on the one hand, and the personal needs and expectations of teachers on the other hand". Huberman and Vandenberge (1999) cited in Aelterman *et al.* (2007:286) add that "[t]he factors influencing teachers' well-being can [thus] be divided into three categories: factors related to the person [teacher-self], to the profession [teaching] and to the workplace [school], and to

society". These include physical, emotional and psychological well-being, life satisfaction and social well-being (Moore, Bates, Brierley-Bowers, Taaffe & Clymer, 2012:4). Schlikerman (2012) found that teachers are generally afraid to speak out about the intimidation and bullying they are subjected to at their school. This kind of mistreatment may result "in shock and disorientation, humiliation, loneliness, self-doubt, lowered self-esteem, fear, anger, and post-traumatic stress disorder [PTSD] and [physical and physiological]" problems (Blase & Blase, 2003:131).

This illustrates that unreasonable professional, physical and psychological challenges to teachers on a level can have a deleterious effect on their mental health. It is important to note that mental health is "a state of complete physical, mental and social well-being, and not merely the absence of disease" (Naidoo & Wills, 2009:4). Abuse of power at schools is not just confined to principals, but can be true of any person who gains power over another, and then exerts that power in harmful ways (Perth, 2008). When power and control is misinterpreted or used in such a way that it negatively influences educational practice, it has the potential to destroy an entire school by relentlessly crushing the spirit and morale of teachers because it ignores their fundamental right to respectful and dignified treatment (Blase & Blase, 2003:1).

A review of the relevant literature leaves no doubt that teachers are confronted daily with issues of power and control at school. As Israel (1996:3) points out, the gap in knowledge of the abuse of power and control is a strong indication that there is an urgent need for research in schools. This study is a response to this need.

1.4 CLARIFICATION OF TERMINOLOGY

The descriptions which follow briefly clarify the way particular terms were used in the context of this study:

- Teacher

There are number of technical definitions of the concept teacher. Fraser, Loubser and Van Rooy (1990:5) cited in Myburgh and Poggenpoel (2009:65) describe a

teacher as “somebody who is trained in teaching in a school situation”. Similarly, Collins and O’Brien (2011:457) refer to a teacher as one whose occupation it is to instruct. The South African Schools Act 84 of 1996 describes a [teacher] “as any person, excluding a person who is appointed to exclusively perform extracurricular duties, who teaches, educates or trains other persons” (South Africa, 1996a:30). Murray (2009) provides a more metaphorical description: a symbol of learning, a captain of our educational journey, a leader of learners and a miracle to education. However, Markley (2004:1) presents a negative view in which teachers are seen as labourers executing a prescribed programme in a manner determined by policy makers further up the educational hierarchy rather than as professionals with a selection of methods and the capacity to decide for themselves how methods should be applied. A more clinical view is presented by Korth, Erickson and Hall (2009): someone who teaches or educates others.

- Experience

Johnson (1997:21) cited in Myburgh and Poggenpoel (2009:64) draws attention to the effect on knowledge and states that “experience is any event through which an individual has lived, has gained knowledge from such participation in that event and the sum total of knowledge he/she accumulated”. An experience is defined as an event that a person views consciously in a subjective way; or is affected by the event resulting in the gain of knowledge of what one has undergone (Beard & Wilson, 2006:16). Beard and Wilson (2006:17) argue that although experiences may underpin learning, they do not necessarily result in learning. This emphasises the need to engage with experiences and reflect on what happened, how it happened and why. Boud, Cohen and Walker (1993:170) also emphasise meaning as a key feature of significant experiences. Dewey (1998:41) states “an experience is always what it is because of a transaction taking place between an individual and what, at the time, constitutes his environment”.

Interaction between individuals describes the aspects of experience in a particular environment. Beard and Wilson (2006:21) argue that “experience is a meaningful engagement with the environment in which [individuals] use previous knowledge (itself built from experience) to bring new meanings to an interaction" and

emphasises that experience is unavoidable (Aedo, 2002:12). In this study, 'experience' is viewed as knowledge and meaning teachers gained by means of being part of events in secondary schools which include affective and/or emtioal aspects of their experiences.

- Principal

The South African Schools Act, 84 of 1996 describes a principal as an "educator appointed or acting as the head of a school" (South Africa, 1996a:33). In essence, a principal is the instructional leader, manager and director of the school (Collins & O'Brien, 2011:366). This includes assuming the administrative responsibility and instructional leadership for discipline (Collins & O'Brien, 2011:366). In short, a principal is an educator who manages the school professionally (Mestry, 2004:129). According to Khumalo (2005:1), successful school principals manage to lead schools in directions that not only ensure effective teaching-and-learning, but also ensure that the learning and teaching outcomes are in line with society's expectations; school principals have to lead teachers in ways that promote high values and ideals. Similarly, Hammond, Meyerson, LaPointe and Orr (2010:vii) posit that a principal plays a vital role in creating a successful school. For the purpose of this study, the concept principal refers to the head of the school that manages the school as a learning and teaching organisation.

- Power

Fiske (2010:546) contends that power is the ability to exert influence. Keltner, Gruenfeld and Anderson (2003:265) provide a more detailed view: they view power as "associated with (a) positive affect, (b) attention to rewards, (c) automatic information processing, and (d) disinhibited behavior". Magee and Galinsky *(*2008:216) link power to control, arguing that power is "related to one's control over valued resources", and/or uneven "control over valued resources in social relations". Power is sometimes used synonymously with influence, dominance vs. submission, status, or authority (Emerson, 1962:31). In simple terms, Sadan (1997:60) states

that power can be seen as influence or dominance over another. In this study,'power' is viewed as the ability to exert influence in either a positive or a negative way.

- Control

According to the Dictionary of Contemporary English (DOCE, 2003:341), the word control refers to the ability or power to make someone or something do what you want or make something happen in the way you want to. Greco (1999:172) adds that control can be defined as "power to direct or cause the direction of the management and policies of a person". Tannenbaum (1962:239) states that "control may be mutual, individuals in a group each having some control over what others will do". Power can be ascribed to an individual to the extent that he is in a position to exercise control whereas authority refers to the right to exercise control (Tannenbaum, 1962:239). Tannenbaum (1962:239) posits that "[i]f by freedom we mean the extent to which an individual determines means of execration of power or influence as in an authoritative position at school". Smith and Bargh (2008:3) posit that "[i]f control is such a primary need, and having power involves having control, and lacking power involves lacking control, it is logical that having power would be, at its essence, rewarding, and lacking power would be punishing".

Although the concepts power and control were clarified separately, it is important to note that *power-as-control* as viewed by Fiske (2010:546) underpins the use of these phenomena in this study as *power-as-control* assumes that control is central to understanding power (Fiske, 2010). In the context of this study, control is therefore viewed as an individual's ability to control the action of another by means of power or influence given due to the authoritative position at school.

- Secondary school

The DOCE (2003:1466) defines a school as a place where children are taught. A fuller description is given in the South African Schools Act 84 of 1996 (South Africa, 1996a:30). That defines a school as "a public school or an independent school which enrols learners in one or more grades from grade R (Reception) to twelve". A

secondary school is a school that offers education from Grade 8 to Grade 12 (Carter, Irvine & Westaway, 2010:18). In South Africa, the majority of young people between the ages of 14 and about 18 are enrolled in secondary schools (Anon, 2004:1). In this study, a secondary school is a government institution where learners between the ages of 13 and 18 receive education in grades 8 to 12.

1.5 RESEARCH QUESTIONS

The main research question that facilitated the research study was: How do secondary school teachers experience their principals' power and control at school?

The following sub-questions provide more detail:

- What are the secondary school teachers' experiences of their principals' power and control at school?
- How do their principals' use of power and control affect secondary school teachers?
- What suggestions could be given to secondary school teachers to help them to deal with their principals' power and control at school?

1.6 THE PURPOSE AND AIMS OF THE RESEARCH

The purpose of this study was to explore secondary school teachers' experiences of their principals' power and control at school. More specifically, the research aims were:

- To explore and describe secondary school teachers' experiences of their principals' power and control at school;
- To explore how the principals' power and control affects secondary school teachers at school; and
- To provide suggestions for secondary school teachers to help them to deal with their principals' power and control at school.

The main research question of this study was used to guide the empirical research.

1.7 LITERATURE REVIEW

Henning (2004:27) explains that the literature review is the most important means of contextualising a research study. Reviewing the literature provided me with the opportunity to “learn about a setting by thoroughly reviewing the literature before entering the field and throughout the research process” (Bailey, 2007:43). The review of scholarly literature advanced my "collective understanding [what I needed to understand] of what has been done before, the strengths and the weaknesses of existing studies and what they might mean" (Boote & Beile, 2005:3). The purpose of this literature review was to enable me to contextualise the phenomena of power and control and to review relevant theories that underpin these phenomena. I will now briefly focus on literature on the phenomena power and control and some of the theories that support the phenomena to be explored. A detailed conceptualisation and theoretical framework of the research study is provided in Chapter Two.

Discussion of power goes back to the writings of Nicollò Machiavelli in the early sixteenth century; he viewed power as a means to seek deliberate advantages (Sadan, 1997:33). Weber (1947) cited in Sadan (1997:33) states that power is “the probability that an actor within a social relationship would be in a position to carry out his will despite resistance to it”. Fiske (2010:546), who provides a modern view of power, describes it "as [the] potential [to] influence and influence is power in action". Fiske (2010:546) and Lunenburg (2012:2) list different sources of power such as: reward power; coercive power; referent power; expert power; and legitimate power. These sources of power assume that the affected individuals perceive the powerful other in various ways (see 2.4.1.4 – French and Raven’s Sources of Power Theory). Simon and Oakes (2006:2) usefully note that “power is the coercive, repressive force that determines who prevails in conflicts of interest and clashes of will”.

As Gordon (2012) points out, individuals who seek control over others may or may not end up in positions of power. When one person tries to control another individual, you can always expect that there will be a response from the controlee. It seems that there are different ways of exercising power (Van Dijk, 2012:355).

Vanhoutte, Fairbairn and Lang (2010:vii) posit that “the abuse of power can involve psychological cruelty, cultural and personal insults, religious and sexual intolerance, the abuse of political and economic power and ultimately physical force”. The motivation is not so much that there is a pleasure in inflicting pain on others as that there is a sense of *power* and *control* that is felt in a situation of dominance (Zimbardo, 2012:9). Eden (2001:97) states that “[d]omination is maintained by control; this is related to influence and power, so whoever is in controls has the power and ability to influence”.

In the school system, teachers are part of a control system, some individuals, powerful or not, seek power and dominance over their peers (Eden, 2001:105). This can be problematic, and may not only cause a decline in the work performance of teachers and low morale but also affect their autonomy (Müller, Alliata & Benninghoff, 2009:580). According to Hufton (2010:14), there are other serious consequences: “[Individuals] are distressed and [they] leak [their] distress onto others, seeking control over them to falsely assure [themselves] that [they] are in control of something”. The more power is employed by the individual as a means of control, the more likely it will be required as a means of control. In other words "the more [power] is used, the more it will need to be used’’ (McCroskey & Richmond, 1983:175).

Tannenbaum (1962:239) argues that control can be viewed as power, authority and influence that are intertwined. Similarly, Smith and Bargh (2008:3) stress the interrelatedness of power and control, arguing that when an individual talks about power, they are talking about control. Fiske (2010:546) views control as the “core social motive” that is relevant to social influence. When an individual is in an authoritative position his/her position enables him/her to influence other individuals by means of power to control direction of individuals. Findings from a study called “*Teachers’ Perspectives on Principal Mistreatment”* (Blase & Blase, 2006) suggest that gender plays a role. Blase and Blase (2006:137) state that “male principals tended to use explosive verbal and nonverbal behaviors … more often than female principals … only male principals were accused of sexual harassment [and] only male principals were identified with offensive personal conduct”.

To fully understand power and its influence, the role of gender needs to be reviewed. Eagly (1983) cited in Ragins and Winkel (2011:379) states that "[w]omen overall are less likely than men to be perceived as having social power in their work relationships". The use of power is "influenced by gender role stereotypes, which hold that women are less competent than men, and that men by nature are more agentic and influential than women" (Eagly, 1987 cited in Ragins & Winkel, 2011:379). Gender could influence the expectations and perceptions "in ways that prevent women from developing and leveraging power in their work relationships" (Ragins & Winkel, 2011:377). These perceptions have implications for the workplace: even when they hold power as a result of their authoritative position, "female leaders are perceived as having less interpersonal power than their male counterparts" (Ragins & Winkel, 2011: 379).

Ragins and Winkel (2011:378) add that "women and men are expected to display different types of emotions". For example, women show "compassion, warmth, nurturance [that] offer less interpersonal power" whereas men show "confidence [and] pride" that can be a source of influence. Pilcher and Whelehan (2004:116) add that "[r]adical feminists were inclined to conceptualise power in terms of patriarchy, so that even the most disenfranchised man was seen to have more access to power and the privileges of our culture than any woman". Walby (1990:20) cited in Ray (2006:1) refers to patriarchy as "rule of the father in a male-dominated family [as] a social and ideological construct which considers men (who are the patriarchs) as superior to women". Walby (1990) cited in Ray (2006:1) also views patriarchy as "a system of social structures and practices in which men dominate, oppress and exploit women". Patriarchy strengthens male and female stereotypes in the community, further strengthening the unjust power relations between men and women (Ray, 2006:1). The following section briefly outlines some of the theories which initially underpinned this research study (see 2.4.1 for a more detailed discussion).

Wilson (2009:257) argues persuasively that *Social Exchange Theory* provides a useful framework for understanding why abuse of power or psychological coercion occurs and the effect that it has on people. Phillips (1989:202) cited in Monks and Coyne (2011:190) argues that *Social Exchange Theory* (SET) assumes that "social

interaction involves an exchange of rewards and punishments between at least two people, and that all people seek to maximize rewards and minimize punishments".
In most social interactions, there are differences in power based on differential access to resource and different service providing capabilities (Monks & Coyne, 2011:190). For this reason, SET underpins my research study as power is "linked to demeaning and aggressive tendencies, with more power leading to more demeaning behavior" (Fast, Halevy & Galinsky, 2012:2). Power holders, for instance, objectify others, especially when doing so enables an on-going goal pursuit.

I also drew on the *Inhibition Theory of Power*, which implies that "power should lead to action especially when that action aids goal achievement" (Fast *et al.*, 2012:2). This indicates that when a person gains power, he or she might use that power over others for personal gain. Another theory that is linked to power is *Luke's Three Dimensions of Power* (see 2.2.1) that were developed to gain a better understanding of how power mechanisms can influence the social interactions of individuals (Sadan, 1997:40). *Feminist Theory* is yet another theory that offers a comprehensive understanding of power relations related to gender, highlighting power differentials between men and women (Lay & Daley, 2007:50). *Feminist Theory* also highlights the gendered imbalance of power within social relationships (Lau & Stevens, 2010:625; Monks & Coyne, 2011:190).

The theories outlined above formed the foundation of my theoretical and conceptual framework that is discussed in more detail in 2.4.1.

1.8 RESEARCH DESIGN AND METHOD

In this research study a qualitative research design was used. According to Punch (2009:87), qualitative research collects empirical data about the world and includes strategies like interviews, transcripts, recordings and notes, audio-visual materials and personal experience materials (such as narratives) to generate data following an inductive approach. Qualitative studies are often inductive, since they start with a very broad research question (Rivas, 2012:368). The value of an inductive approach is that it provides an efficient way of analysing qualitative data for many research purposes and allows patterns to emerge from the data.

This study took a phenomenological approach, embedded in an interpretive paradigm, to explore and describe secondary school teachers' lived experiences of the phenomena power and control (Creswell, 2013:76; VanderStoep & Johnston, 2009:206). According to Atkins and Wallace (2012:23), in an interpretive paradigm the researcher investigates an identified problem by focusing on people as individuals, their backgrounds and their interactions. The basic notion of interpretivism is that individuals are interpretive in their actions and in their understanding of the actions of others. As Creswell (2009:230) points out, a researcher working in this paradigm draws meaning from the findings of data analysis. An interpretivist view provided me with an in-depth understanding of the social phenomena of power and control and thus allowed me to make meaning of multiple realities.

1.8.1 Site and Sampling

Nieuwenhuis (2007a**:**79) makes the point that qualitative research is usually grounded on non-probability and purposeful sampling rather than probability or random sampling. When a researcher purposefully selects the site or the participants it entails that "the qualitative researcher selects individuals who will best help [the researcher to] understand the research problem and research questions" of the research study (Creswell, 2009:231).

In this study, the Matlosana area in the Dr Kenneth Kaunda district of the North West Province was selected as the site to conduct the research. Once the site had been selected, I used the following criteria to help me purposefully select my sample of 14 secondary school teachers:

- Registration as a secondary school teacher; and
- A teaching position in the Matlosana area in the Dr Kenneth Kaunda District Office of the North West Department of Basic Education (DoBE).

I requested permission to conduct the research from the Dr Kenneth Kaunda district of the North West Department of Basic Education (see Addendum A1).

The Department of Basic Education (DoBE) granted permission for me to conduct the research on condition that I randomly selected schools from a list of schools in the Matlosana area (see Addendum A2). This request was based on the sensitive nature of the study. It was also important to avoid creating the impression that the schools chosen were ones experiencing problems with the principal's power and control. Since the Department of Basic Education (DoBE) in the Dr Kenneth Kaunda district was the gatekeeper, in the sense that it had the authority to give me access to the schools, I was compelled to comply with its request. I randomly selected eight secondary schools (every second secondary school) in the Matlosana area from a list of secondary schools in that area. Although I randomly selected eight schools, I was able to purposefully select teachers to take part in the data generation process.

1.8.2 Data generation

In this research study photo-elicitation-narratives (individual written narratives) and photo-elicitation-group interviews were used to generate data. Photo-elicitation is a process in which photographs taken by the participants are used as the beginning of the data generation process (Ortega-Alcázar & Dyck, 2012:108). Ali (2012:293) adds that photo-elicitation is a straightforward way of using images such as photographs in conjunction with other methods such as individual narratives and group interviews. The purpose of photo-elicitation in this study was to generate discussion, interaction and reflection on the individual lived experiences of the phenomena.

Narratives are stories told by sequences of words, actions or images orally or in writing (Flick, 2009). As Hyvärinen (2009:1) explains, "narratives tell – prototypically – about events and how humans experience them". Narratives here are understood as written text giving an account of an individual's lived experiences (Creswell, 2012). It is important to note that in this study individuals' photo-elicitation-narratives (individual written narratives) were done before the photo-elicitation-group interviews as the study is embedded in a phenomenological approach that is concerned with individuals' lived experiences.

In the context of this study, the use of photo-elicitation-narratives was followed by a photo-elicitation-group interview. Each participant shared his or her personal experiences. Participants drew on the photographs which they had taken and then used to prompt their individual narratives. The assumption in the context of this study is that participants would have something to say about the topic or be able to demonstrate it by means of photographs (Millward, 2012). Nieuwenhuis (2007a:90) posit that group interview involves a group of participants who are asked a set of questions (see 3.4.3: phases one and two) without discussing or disagreeing about the responses being generated. This was important as the participants only discussed their own photographs and narratives.

However, in this study another means was used to ensure that everyone participated: all participants were invited to share the lived experiences depicted in their photographs and written narrative with the other participants. This gave them all an opportunity to reflect on their own experiences. The group interviews also provided an opportunity for any clarification of the photo-elicitation-narrative. The interviews were audio recorded and transcribed for data analyses purposes. The data generation phases are illustrated in Diagram 1.2 below. The detailed discussion of the data generation process is provided in 3.4.3.

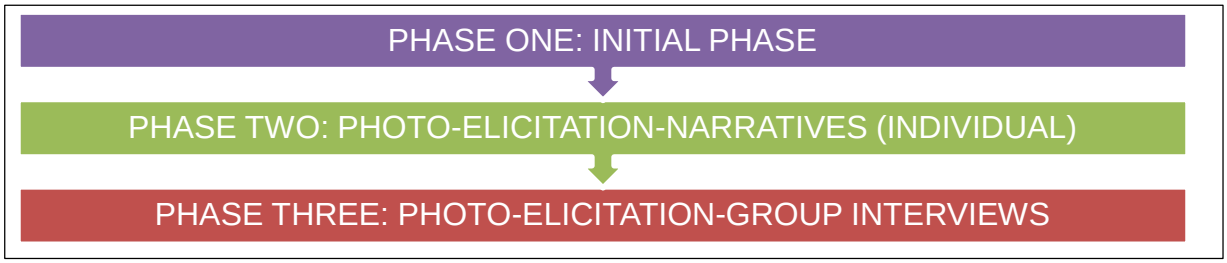

DIAGRAM 1.2 Data generation phases

1.8.3 Data analysis

In this research study, Interpretative Phenomenological Analysis (IPA) was used to analyse the data (Zhang & Wildemuth, 2009:4).

1.8.3.1 Interpretative phenomenological analysis (IPA)

IPA is a strategy for interpreting participants' accounts of their own lived experiences (Griffin & May, 2012:447). It aims at gaining a deeper and richer understanding of the nature of meaning of participants' everyday lived experience: the focus is on insight rather than theory (Van Manen, 1997). Griffin and May (2012:448) explain that a researcher using IPA "seeks to explore particular personal stories accepting that they are the product of individuals' acts of interpretation and that their retelling is itself an act of reconstruction". IPA therefore was used to analyse the individual photo-elicitation-narratives as well as the two photo-elicitation-group interview transcripts. Chapter Three (see 3.4.1) provides a detailed discussion of the IPA data analysis processes employed in this study during data analysis.

1.8.4 Role of the literature

The literature was used to support or to confirm the results of this research study. This was a means of increasing the trustworthiness of this research study and to compare the acquired information from data analysis with current literature (Burns & Grove, 1987:129). The results of this study and comparative findings in the literature are presented in an integrated manner to ensure continuity and to make it easy to read them (Burns & Grove, 1987:129).

1.8.5 Ethical considerations

Research ethics is a set of principles that assist researchers to conduct ethical studies (Johnson & Christensen, 2012:99). Steps that I took to meet the ethical requirements of research included the following:

- Ethical clearance was obtained from the Ethics Committee of the Faculty of Education Sciences, NWU Potchefstroom;
- Permission to conduct research was obtained from the Department of Basic Education (DoBE) in the North-West Province (Addendum A), SGB Chairperson (Addendum B), and school principals (Addendum C);

- The consent of the participating secondary school teachers was obtained (Addendum D);
- Ethical requirements when working with visual materials such as photographs were met (see 3.6.3);
- Participation in the study was voluntary;
- The purpose of the study was clearly explained to the participants;
- Informed consent was obtained; and
- All information from the study was treated strictly confidentially.

The ethical considerations are discussed in detail (see 3.6).

1.9 DIVISION OF CHAPTERS

This study which explored and described secondary school teachers' experiences of their principals' power and control at school is divided into the following chapters:

CHAPTER ONE **RATIONALE AND OVERVIEW**

CHAPTER TWO **POWER AND CONTROL: CONCEPTUAL AND THEORETICAL FRAMEWORK**

CHAPTER THREE **RESEARCH DESIGN AND METHOD**

CHAPTER FOUR **DATA ANALYSIS AND DISCUSSION OF THE FINDINGS OF THE RESEARCH STUDY ON SECONDARY SCHOOL TEACHERS' EXPERIENCES OF THEIR PRINCIPALS' POWER AND CONTROL AT PARTICULAR SCHOOLS**

CHAPTER FIVE **CONCLUSIONS, CONTRIBUTION OF THE STUDY, SUGGESTIONS, RECOMMENDATIONS FOR FURTHER STUDY, LIMITATIONS AND SUMMARY**

1.10 SUMMARY

This chapter provided the rationale and an overview of the study. The next chapter focuses on the conceptual and theoretical framework of this study.

CHAPTER TWO

POWER AND CONTROL: CONCEPTUAL AND THEORETICAL FRAMEWORK

2.1 INTRODUCTION

A conceptual framework, also called a theoretical framework, is a system of concepts; assumptions and beliefs and theories that support and inform planned research study in accordance with the research design and method (Maxwell, 2005:33). It may be described as a visual written product that explains the main issues under investigation in a graphic or narrative written form (Maxwell, 2005:33). Sinclair (2007:39) posits that "[a]t the start of any research study, it is important to consider relevant theory underpinning the knowledge base of the phenomenon relevant to the research". I used the existing literature to construct a conceptual and theoretical framework to create a map or plan to guide my journey towards as much knowledge as possible. As mentioned in the problem statement in 1.3, there is scant research on secondary schools teachers' lived experience of power and control. Therefore, this study aims to address this gap in the literature on the phenomena of power and control in the secondary school context. Diagram 2.1 illustrates the conceptual space in which this study was situated.

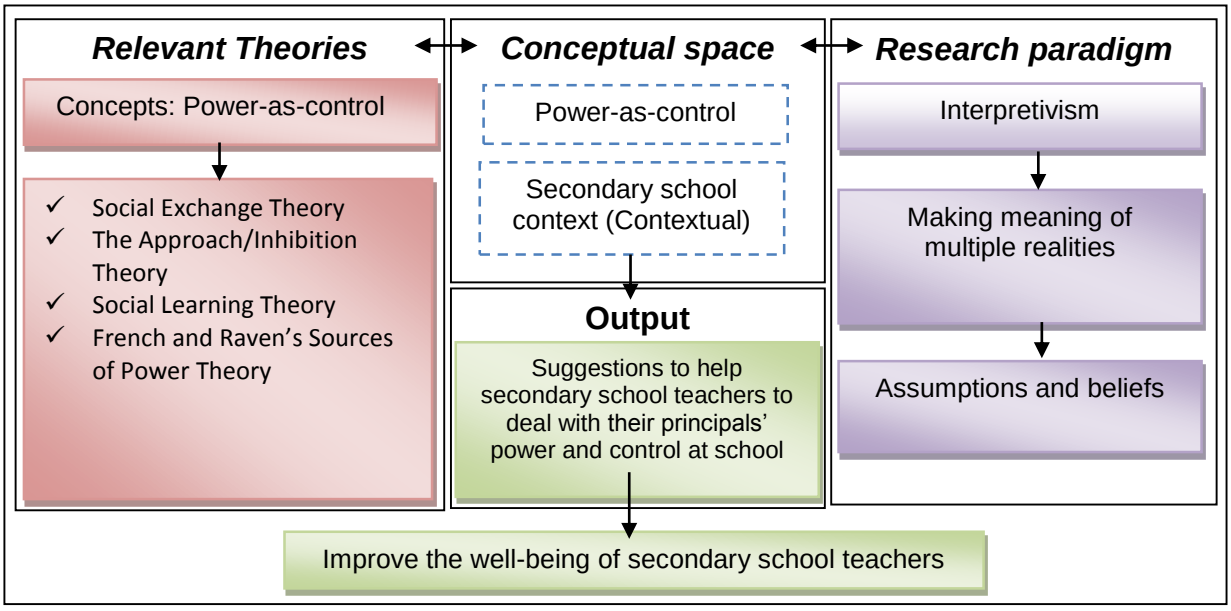

DIAGRAM 2.1 Conceptual space: Power and control in secondary schools

The conceptual and theoretical descriptions in this chapter provide the framework I used to gain a better understanding of the phenomena of power and control in South African secondary schools. The investigation was explorative, descriptive and contextual in nature. In the course of reviewing the literature on power and control, I was unable to find empirical research on these phenomena that had been done in South Africa. As a result, the literature that I reviewed largely relates to international research studies (see 1.7). In order to show how this research study was situated in a South African school context, the conceptual and theoretical frameworks are provided.

2.2 THE NATURE OF POWER

According to Ricketts (2009:1) "power is all around [people], it can be found in groups, organisations, communities and even households, [people] might think that because [power] is so common everyone understands and defines power the same". Knott (2012:3) argues that power denotes the ability to influence others either emotionally or attitudinally; individuals with power can therefore influence others with seemingly less power. The assumption is that generally any person with more power can influence an individual with less power. Keltner *et al.* (2003:265) refer to power as "an individual's relative capacity to modify others' states by providing or withholding resources or administering punishments". Botha (2012:154) explains that "privilege is embedded in people's behaviour and the cognitive scripts which define how they understand and respond to one another, giving themselves power over the other". According to Reader's Digest Word Power Dictionary (2002:769), *privilege* is a right or benefit enjoyed by a person with more advantages than others.

Social Psychology portrays conflict-based power as a "coercive, repressive force that determines who prevails in conflicts of interest and clashes of will" (Simon & Oakes, 2006:2). Lorenzi (2006:88) views power "as the imposition of internal constraints, and those subject to it acquire beliefs that result in their consent or their adaptation to domination, by either coercive or non-coercive forms". In line with this view, Ricketts (2009:1) suggests that power can be seen as a means of controlling or commanding individuals such as teachers.

Galinsky *et al.* (2008:1450) and Fiske (2010:546) see it more as having influence over others. However, power and influence cannot be separated: “influence [is the] ability to affect or sway the [individual’s] course of an action” (Ricketts, 2009:1). According to Fiske (2010:546), *power-as-control* relates to the possession of or the ability to use valued resources, which may include rewards, punishments, status, identity and knowledge. Having status is thus synonymous with having a high position in a hierarchy (Fiske, 2010:545).

Individuals with power have privileged social identities and can exercise their will or exert power over others (Walker & Schiffer, 2006:68). More specifically, power is the ability to influence the behaviour of individuals by means of real or threatened use of rewards or punishments (Harrison, 2011:4). This can take the form of offering individuals assets they value or by threatening to deny them valued assets. This kind of power is exercised in institutions like schools, where the principal’s power stems from his or her high position in the social structures of society. According to Harrison (2011:7), individuals in command of organisations have a great deal of power. Diagram 2.2 below illustrates examples of abuse of such a position of authority.

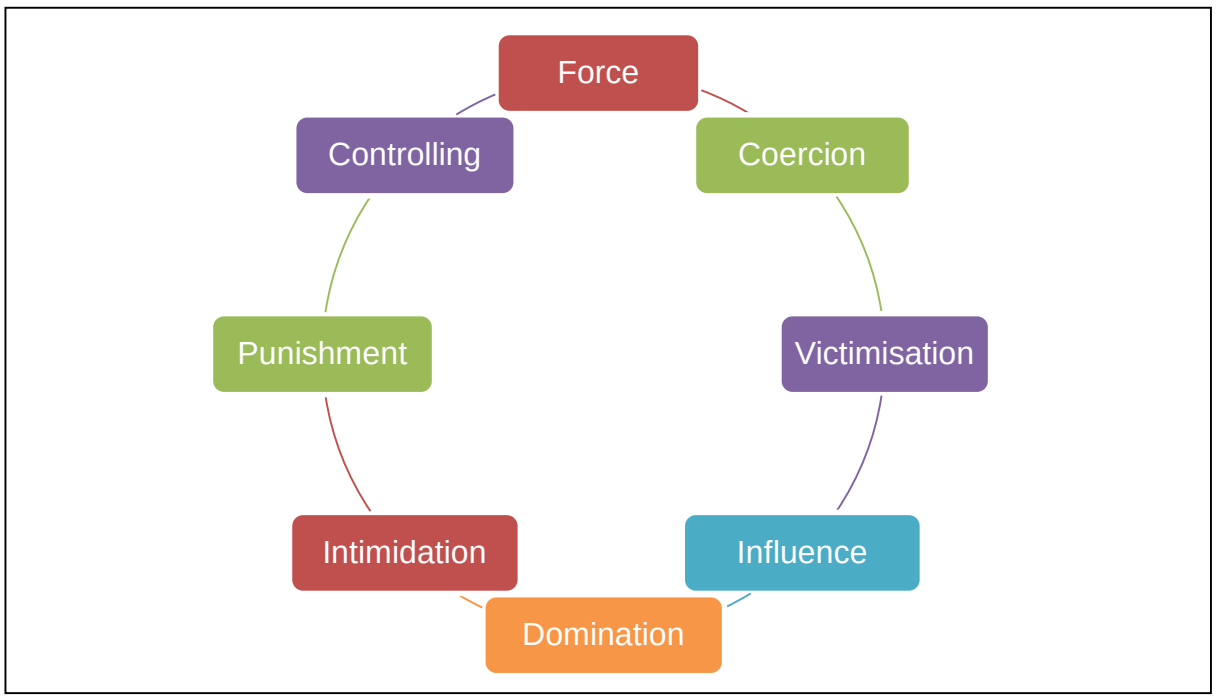

DIAGRAM 2.2 Examples of authoritative abuse

The following section highlights possible links between being in a position of authority and abusing power. The notion is that, when an individual is in a position of authority he or she is able to abuse that power, even to make individuals to do things they would not normally do through the use of force, coercion, victimisation, domination, influence, intimidation, punishment or control. According to Rashotte (2007:1), power is the ability to force or coerce someone to behave in a particular way. These words, *force* and *coercion*, are often used as synonyms of power (Dugan, 2003). Simon and Oakes (2006:1) accentuate that power is a repressive/oppressive "force and differentiates between social power" which is used to "achieve desired outcomes and social power over others" and is viewed as domination.

Lamertz and Aquino (2004:796) note that the difference in status and power between actors is associated with the experience of victimisation. According to Scott-Lennon and Considine (2008:14), victimisation occurs when an individual manipulates the status of another individual by rumour, gossip, or ridicule. Olweus (1993) argues that an imbalance in power plays an important role in victimisation.

Sadan (1997:60) argues that power can be viewed as influence or dominance over another. Influence is defined as compelling behaviour change of an individual by another individual without threat or punishment or promise of rewards (Lucas & Baxter, 2012:49). However, as Wilson (2009:29) points out, intimidation, physical abuse or threats of abuse can be used by someone in a position of power to demonstrate his or her power over other individuals or coerce their compliance (Scott-Lennon & Considine, 2008:14; Ricketts, 2009:2). According to Murtagh (2005:1), "punishment involves the deliberate infliction of suffering on a supposed or actual offender for an offence such as a moral or legal transgression".

According to Swart (2009:188) and Lunenburg (2012:2), the ability to influence others may depend on French and Raven's power sources, which are reward power *(resources, money)*, expert power *(skill)*, legitimate power *(professional position)*, referent power *(persuasiveness)*, and coercive power *(inflict force or punishment)*. Foucault (1982) does not define the concept of power, but rather the way in which power is exercised or exerted by individuals or groups in relationships.

He argues that power is exercised through organisations, laws and mechanisms. Swart (2009:188), however, takes the view that "institutions can be used by individuals to exert power over others if they are in a position of power and power can only exist when it is put into action and exercised by an individual". For Foucault (1982), the exercise of power does not preclude the use of violence to accomplish desired action on the part of others. Swart (2009:189) introduces a different emphasis in saying that while "violence may be used in the context of power relations, power relations can exist without violence". In other words, individuals can exercise power without violence. According to Swart (2009:189), Foucault's understanding of power holds the likelihood that power may be used to produce harmful and negative consequences or effects on other individuals over whom power is used, which constitute an abuse of power.

2.2.1 Lukes's Three Dimensions of Power

Lukes (1974) describes three dimensions of power in order to clarify the use of power in power relations between two individuals (Dowding, 2006:136; Sadan, 1997:40). Diagram 2.3 below illustrates Lukes's (1974) three dimensions of power and how they can influence the social interaction between individuals.

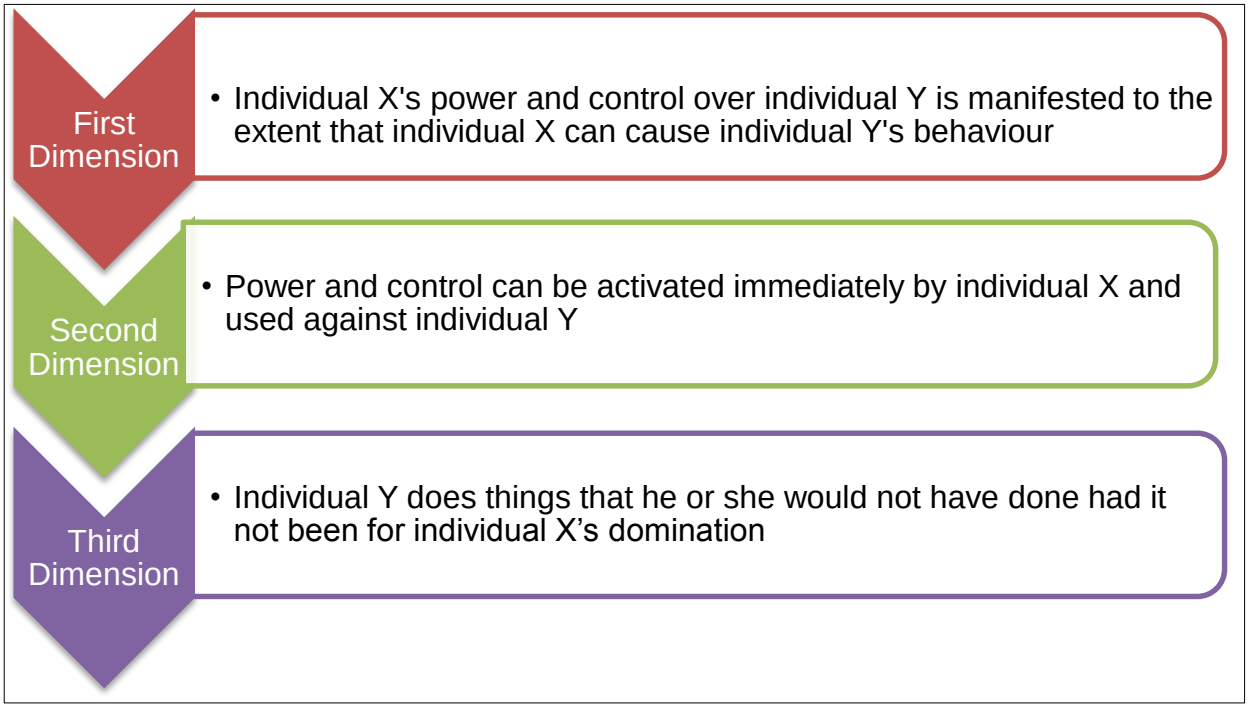

DIAGRAM 2.3 Lukes's Three Dimensions of Power (Adapted from Lukes, 1974, cited in Lorenzi, 2006)

Lukes's three dimensions of power exist where people are subjected to domination and give in to it (Dowding, 2006:136). The three dimensions of power are: *one-dimensional approach*; the *two-dimensional approach*; and the *three-dimensional approach* (Sadan, 1997:40). The one-dimensional power approach to power specifies that individual X's power over individual Y manifests itself in the extent to which individual X can cause individual Y's behaviour. In the two dimensional power approach, power is activated immediately in order to triumph over the other individual with lesser power. The notion is that X in some way affects Y in a significant manner (Lorenzi, 2006:88). Sadan (1997:41) explains that "in the two dimensional approach [individuals] need to observe who decides what, when and how, who remains outside, how this happens and how these two processes interconnect". This implies that the interaction between two individuals develops into a process where individual X becomes the controller and individual Y the controlee. The *three dimensional power approach* explains that individual Y does things that he would not do were it not for individual X's influence (Sadan, 1997:41).

2.2.2 Power and Hierarchy

Sułkowski (2009:59) adds that "power and hierarchy are basic indications of social structure [or] signs that are created spontaneously in human communities". Social structure and signs of power are shaped by culture (Sułkowski, 2009:59). The exercise of power has clear cultural roots (Sułkowski, 2009:60). In many societies, for instance, cultural mores favour nepotism, strong male roles, and high levels of individual domination (Sułkowski, 2009:60). In the cultural universalisms of human communities there are also mechanisms which redress the abuse of power, for example social sanctions such as exclusion or punishment (Sułkowski, 2009:60).

2.2.3 Power and Patriarchy

Patriarchy refers to the power of male dominance (Ray, 2006:1). Within this system, male individuals are characteristically viewed as superior to everyone deemed weak, particularly females; they have "the right to dominate the weak and to maintain that dominance through various forms of psychological terrorism and violence" (Hooks, 2004:17 cited in Dancy 2011:481).

At present, patriarchal domination in the workplace makes it possible for men to oppress and exploit women (Douglas, 2012). Ironically, the patriarchal thinking that forms the values of our culture is socialised by females as well as males (Hooks, 2004:17). This implies that female teachers may be oppressed at schools which have male principals even although they form the majority.

2.3 THE NATURE OF CONTROL

Clark and Gibbs (1965) cited in Wilson and Spink (2010:602) argue that control is the social reaction to any behaviour that violates a norm; social influence may be a form of control when it is a regulatory form of influence. According to Wood (1975:208), control is possible when individuals voluntarily subject themselves to a formal system of control in which another individual has the right to force or coerce them to achieve the established goals of an organisation. Tannenbaum (1962:239) refers to control as any process by which an individual determines or intentionally affects what another person, or group, or organisation, will do. The controller in an organisation has the power to influence others and may bring about change to the behaviour or cognition of individuals (Eden, 2001:9). Pfeffer (1997) as cited in Eden (2001:97) makes an interesting distinction by stating that “control of behavior consists of surveillance and rewards, and it limits [individuals’] discretion, whereas control of outcome consists of commitment, and it allows [individuals’] discretion”. According to Fiske (2010:29), control can be exercised over the environment as well.

Okitikpi (2011:x) takes a broader view, describing social control as the process by which an individual is regulated in accordance with prevalent social norms, rules or laws. Individuals “differ in the extent to which they view rewards, punishments, or other events in their lives as caused by their own actions or by factors beyond their control” (Sadan, 1997:77). According to Breet, Myburgh and Poggenpoel (2010:513), locus of control (internal and external) plays a significant role in the way individuals perceive their own behaviour and whether they take responsibility for their own behaviour and thus do not to perceive others to be in control. For example:

- *Internal locus of control*: According to Lang (1996:192) when individuals have a power of choice that carries with it both the freedom and the right to choose, they are said to have an internal locus of control. This implies that these individuals expect reinforcement from within themselves. Since he or she possesses inner motivation, they will have greater control of their achievements and will take greater responsibility for their own behaviour.

- *External locus of control*: Having an external locus of control means that the individual lacks control. Therefore everything that happens to the individuals concerned is seen as a result of external factors such as chance or fate, which hinders them having an active role in their lives (Samaei, Ramezani & Semnani, 2012:1863). This may imply that those who have an external locus of control believe that they do not have control over their circumstances. In many cases, it also means that they do not take responsibility for their own behaviour. Individuals with an external locus of control tend to be passive and to experience a lack of recognition, and have a sense of the injustice of actions or reasons of behaviour (Samaei *et al.*, 2012:1863).

The notion is that, when individuals have a high level of external locus of control they allow power users to control their circumstances. This implies that individuals in high status positions can use reward power or legitimate power to control individuals with an external locus of control by offering rewards or punishments. Individuals with a high level of internal locus of control, on the other hand, are more likely to resist being controlled by others. An individual with high status may use coercive power to punish or intimidate such individuals in order to achieve control and influence.

2.3.1 Forms of social control

According to Thibaut and Kelley (1994:201), power involves three basic forms of social control:

- Reflexive control

Reflexive Control is the ability of individuals to reward themselves through “pulling [their] own strings”; they take accountability for their own actions, and view themselves as their own best friend. Komorita and Ellis (1995: 29) add that reflexive control can be viewed as the amount a person can guarantee himself or herself in a social interaction. By choosing to do whatever behaviour “X” denotes, individuals can give good things to themselves regardless of “X” response (Thibaut & Kelley, 1994:201). Thibaut and Kelley (1994:202) stated that “[m]utual reflexive control is the power of individuals” in order to make things happen that benefit themselves. This may imply that individuals in social interaction will comply with the demands made by others in order to gain rewards.

- Fate control

Thibaut and Kelley (1994:201) posit that fate control is “the ability to affect another’s outcomes regardless of what he or she does”. Komorita and Ellis (1995: 29) add that fate control is the degree to which one person can affect another’s outcomes. Le (1999:6) stresses that fate control is thus the power to influence another individual’s outcomes, regardless of the other’s actions or desires. This implies that when individual X has fate control over individual Y, individual X can exercise his or her power positively or negatively; either way individual Y cannot do anything about it as long as the relationship is job-related. Individual Y's only recourse is the only one available in most low power situations – resign his or her job.

- Behaviour control

According to Thibaut and Kelley (1994:202) behaviour control "is the ability people have to change another’s behaviour … [it does not] necessarily generate high outcomes” thus it is the power to influence individuals. Thibaut and Kelley (1994:202) posit that “mutual behavior control is the power they have to resolve the conflict that’s generated by the clash of the first two kinds”. The assumption is that an

individual can use behaviour control to change the behaviour of others, or to influence other individuals by means of power and control.

2.4 UNDERSTANDING POWER-AS-CONTROL

The *power-as-control* notion (Fiske, 2010:546) sees control as central to understanding power. Marineau (2012:108) adds that power as control can be seen in action when individuals with low power pay special attention to those with high power. According to Goodwin, Gubin, Fiske and Yzerbyt (2000:228), "power can be defined in terms of its inherent social nature. More precisely, power reflects the nature of outcome control and outcome dependencies in a social relationship". Individuals that have the ability to control others' outcomes are fairly powerful, and an individual whose outcomes depend on others are somewhat powerless (Goodwin *et al.*, 2000:228).

According to Magalhaes, Andreoni and Engenharia (2011), power implies control, or the ability to limit freedom of action. Power-as-control indicates that when power is obtained, control is obtained. Thus an individual who exercises power may exercise control not only over others, but also resources that are valued in their society (Harrison, 2011:4). Power is the ability to persuade an individual who does not want to do what the persuader desires him to or the ability to persuade the individual to do something he would not do in other circumstances (Magalhaes, *et al.*, 2011).

The following section provides some theories on the phenomena of power and control that are relevant to this study.

2.4.1 Theories underpinning the concepts of Power and Control

Repko (2012:126) posits that "the root meaning of the word theory is looking at or viewing, contemplating or speculating … [t]heory refers to a generalized scholarly explanation about some aspect of the natural or human world" that is a vital part of social research, helping the researcher to view the world in different ways and to ask critical questions.

2.4.1.1 Social Exchange Theory (SET)

Social Exchange Theory provided an understanding of teachers' experiences of their principals' power and control at school (workplace). According to Cropanzano and Mitchell (2005:874), Social Exchange Theory (SET) "is among the most influential conceptual paradigms for understanding workplace behavior". Zafirovski (2005:1) explains that its essential principle is that human behaviour or social interaction is an exchange of rewards between two individuals in order to gain the upper hand in the social exchange. This implies that individuals try to gain from social interaction: for example, "humans in social situations choose behaviors that maximize their likelihood of meeting self-interests in those situations" (Chibucos, Leite & Weis, 2005:137). This means that social exchanges between two or more individuals are efforts by participants to fulfil basic needs. SET is generally concerned with issues of decision making between two individuals.

The assumption is that in any competitive circumstances, "power lies with those individuals who possess greater resources [thus have an] advantage in [a particular] social exchange" (Chibucos *et al.*, 2005:137). This implies that individuals "with more resources hold more power, and ultimately, are in a better position to benefit from the exchange" (Chibucos *et al.*, 2005:137). Diagram 2.4 depicts a number of the key assumptions SET makes about human social interactions.

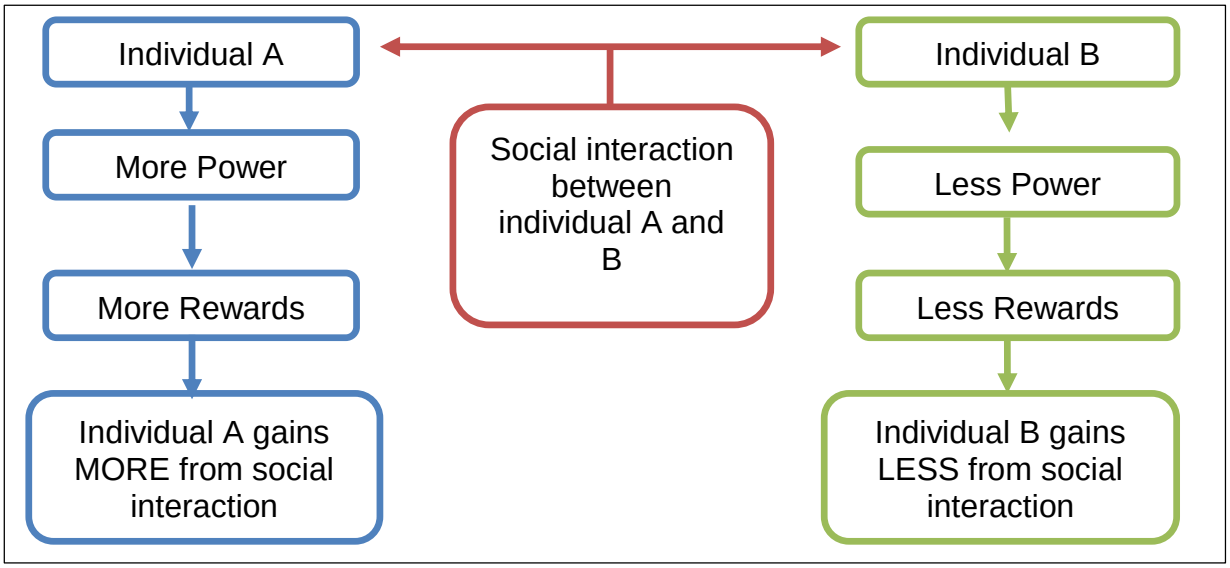

DIAGRAM 2.4 Key assumptions of Social Exchange Theory (SET) (Adapted from Chibucos *et al.*, 2005:137)

According to Chibucos *et al.* (2005:137), “individuals may seek relationships and interactions that promote their needs but are also the recipients of behaviors from others that are motivated by their desires to meet their own needs”. SET holds that when individuals interact socially, there is always an exchange of rewards, causing individuals to maximise their own needs. Since individuals are always seeking to gain rewards from any situation, power is needed to gain an advantage over the other individual. In this study, SET helped to create an understanding of the rewards and benefits in the social interaction between individuals such as a principal and the teachers on the staff.

2.4.1.2 The Approach/Inhibition Theory of Power

Smith and Bargh (2008:1), Fast, Sivanathan, Mayer and Galinsky (2012:250) posit that the Approach/Inhibition Theory of power is an individual’s power associated with the approach system (an individual with power): and the avoidance system (an individual lacking power). According to Carver (2001) and Higgins (1997) “behavior is driven by two fundamental action tendencies: approach and avoidance”. Diagram 2.5 and 2.6 below are visual illustrations of the behavioural approach system and the behavioural inhibition system.

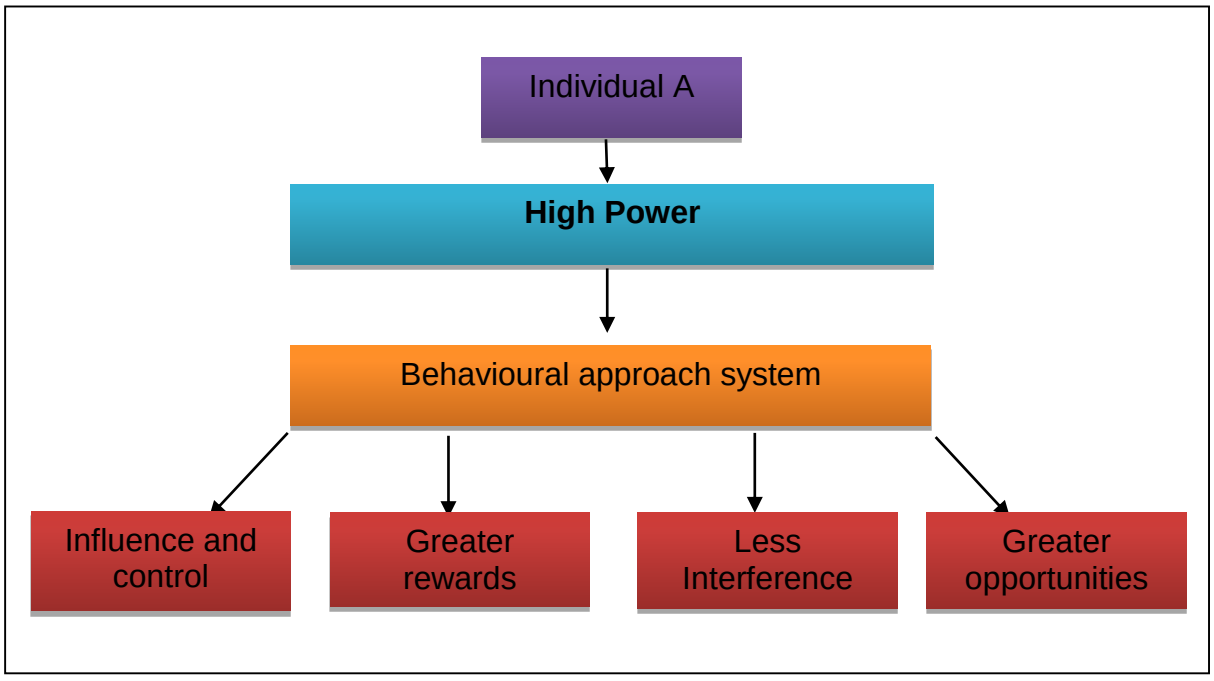

DIAGRAM 2.5 Behavioural Approach System

The behavioural approach system is usually accompanied by rewards and opportunities, whereas the behavioural inhibition system is accompanied by threats and reprimands (Smith & Bargh, 2008:1). The approach and inhibition systems can have powerful effects on individuals' decision making ability, enthusiasm and emotional state (Smith & Bargh, 2008:1). The basic premise of the behavioural approach system, according to Anderson and Galinsky (2006:513), is that high power is linked to greater rewards, physical luxuries, economic advantages and increased social resources that are positive (see Diagram 2.5). Individuals with high power may experience fewer obstructions from others when seeking rewards (Anderson & Galinsky, 2006:513). Therefore the notion is when an individual is confronted with a situation in which he or she has more power than the factors in the situation, the behavioural approach system is activated, initiating more rewards, fewer threats and more opportunities Conversely, the behavioural inhibition system illustrated in Diagram 2.6 below is activated when he or she has less power than the factors in the situation.

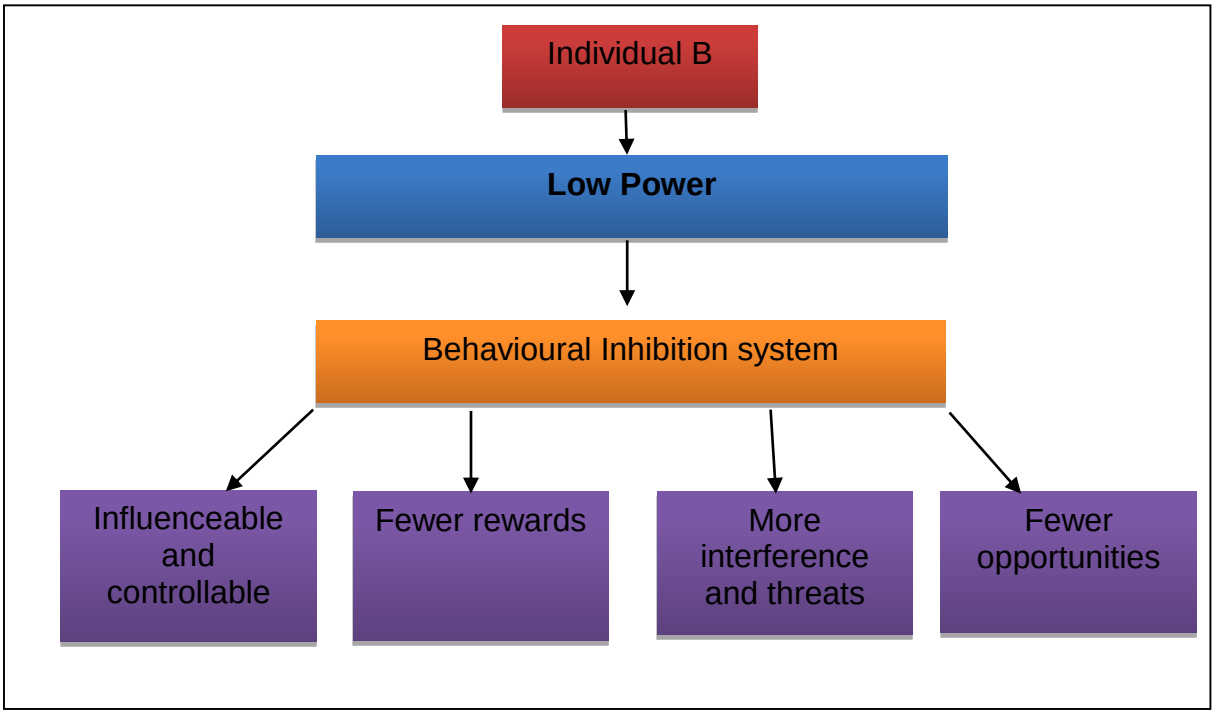

DIAGRAM 2.6 Behavioural Inhibition System

The behavioural inhibition system associated with compulsion or reprimands that can cause anxiety or heightened awareness (Anderson & Galinsky, 2006:513) is activated when individuals experience a sense of having *low power*.

These individuals may experience more obstructions from others when they seek rewards, and may also experience physical threats that affect their behaviour (Anderson & Galinsky, 2006:513).The assumption is that experience of power may trigger either the behavioural approach or the behavioural inhibitions systems of individuals in social interaction (Anderson & Galinsky, 2006:513).

2.4.1.3 Social Learning Theory

According to Harwood, Miller and Vasta (2008:26), Social Learning Theory is based on Bandura's observation that individuals acquire new behaviours simply by seeing someone else perform them. Smith and Berge (2009:439) note that individuals learn from interactions with others in social contexts. This implies that by observing the behaviours being modelled by others, individuals develop similar behaviours (Fiske, 2010; Harwood *et al*., 2008:27; Kassin, Fein, & Markus, 2011)

On the other hand, some individuals may be less likely to perform behaviour after observing another individual being punished for that behaviour (Harwood *et al*., 2008:26). Individuals learn not only from observing the behaviour of others, but also from direct experiences with rewards and punishments (Kassin *et al.*, 2011:449). The assumption underlying this view is that when individuals receive rewards and punishments, they may be more inclined to do what is asked of them to increase rewards, or not do something or behave in a certain way to avoid punishment. An individual who is able to give rewards and punishment to others is therefore able to exercise power and control over them.

Social Learning Theory in the context of this study provides an understanding of how and why individuals learn behaviour by observing others modelling power and control in different social contexts. This implies that individuals can duplicate behaviour and exercise destructive or constructive power over others as indicated in Diagram 2.7 below.

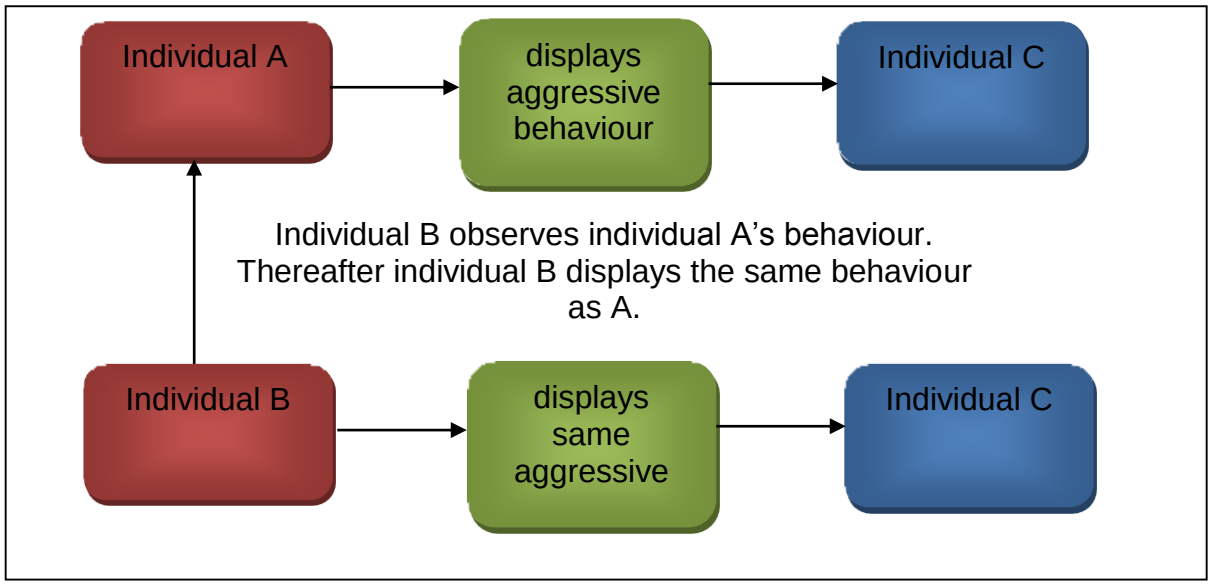

DIAGRAM 2.7 Observing behaviour

Smith and Berge (2009:440) posit that Social Learning Theory "combines behaviouristic reinforcement theory and cognitive psychology to describe the learning process in individuals". Bandura (1986) cited in Smith and Berge (2009:440) views Social Learning Theory as:

> *the personal or self-system which controls learning by influencing intentional processes, schematic processing of experiences, memory representation and reconstruction, cognitively-based motivation, emotion activation, psycho-biologic functioning and the ease and skill to which these are employed to deal with everyday life experiences.*

2.4.1.4 French and Raven's Sources of Power Theory

French and Raven's Sources of Power Theory is a classic power theory (Lunenburg, 2012:2). It illustrates that power can come from five different sources as illustrated in the Table 3.1 below.

TABLE 2.1 French and Raven's Sources of Power (Adapted from Lunenburg, 2012:2)

Sources of power	Main Assumptions
Reward Power	Rewards are offered to the individuals to change their behaviour or make them do things they would not normally do to obtain the reward offered.
Coercive Power	Coercive power is used to intimidate and victimise individuals to influence their behaviour or to make them do things they would not normally do.
Expert Power	Power is given to individuals because of their expertise in a specific context or area.
Legitimate Power	Power given by formal authority because of the individuals' professional position.
Referent Power	An individuals has the ability to influence others by means of power due to his or her attractiveness, friendship or position

2.4.1.4.1 Reward Power

Lunenburg (2012:3) describes reward power as the ability an individual has to use incentives to exert influence over other individuals. Reward power is viewed by Ricketts (2009:2) as a means of reinforcement that an individual such as an employer can use to ensure that his subordinates perform well in the workplace. However, an individual or an employer can only apply reward power effectively if the rewards offered are valued and acceptable (Souza, 2010:5). Therefore an individual can use reward power to influence and control the behaviour of another, only as long as the Y (individual) values the rewards. Lunenburg (2012:3) underlines that this requires that the individual sees a transparent link between rewards and performance. Similarly, Nelson and Quick (2012) contend that reward power can only be effective when the individual is aware of the relationship between the behaviour and the reward that is offered as well as being aware of the precise behaviour that is being rewarded.

Rewards offered can be anything from financial incentives, social aspects such as recognition and appreciation or material resources (Lunenburg, 2012:3). Therefore individuals are able to influence the behaviour of other individuals by offering rewards.

2.4.1.4.2 Coercive Power

It is important to note, that individuals need to be in an authoritative position to be able to employ coercive power, which gives them the power to punish or threaten others as a means of changing their behaviour (Lunenburg, 2012:3; Souza, 2010:5). According to Ricketts (2009:2), punishment, unwanted tasks, suspension or dismissal are examples of exertion of coercive power. According to Lunenburg (2012:3) coercive power should be employed with caution since its use can result in negative emotions in the individuals; for this reason Lunenburg (2012:3) posit that "most [schools] have clearly defined policies on [teacher] treatment". Therefore, Masitsa (2011) draws attention to section 12(1) of the Constitution (Bill of Rights), which specifies that teachers have the right to freedom and security. This implies that teachers have the right to teach in a safe and protected school environment. This is important since the absence of such an environment can negatively affect teachers' level of efficiency at school.

2.4.1.4.3 Expert Power

Individuals who have more knowledge, abilities or skills than other individuals are able to exert influence over the behaviour of the individuals with less knowledge, abilities or skills (Lunenburg, 2012:3). According to Lunenburg (2012:3), individuals who have a low rank in an organisation may still have expert power. That is because organisations seek expert individuals who have the specialism that gives them expert power to influence individuals with less knowledge (Luthans, 2011) cited in Lunenburg (2012:4). Expert power can only be applied when individuals praise the knowledge and expertise of the power holder (Lunenburg, 2012:3). Luthans (2011) cited in Lunenburg (2012:4) adds that for an individual to be granted expert power, followers need to believe that the individual is trustworthy and has the knowledge required for a particular situation.

2.4.1.4.4 Legitimate Power

According to Lunenburg (2012:2) legitimate power is an individual's ability to influence the behaviour of others because of the position of authority or rights he or she has within any establishment. It is important to note that subordinates play a vital role in the effectiveness of legitimate power, since subordinates only comply if power is legitimately used in the establishment (Gibson, Ivancevich, Donnelly & Konopaske, 2012).

2.4.1.4.5 Referent Power

Referent power is a person's ability to influence other individuals' behaviours because the individual who holds the referent power is liked, admired, or respected (Lunenburg, 2012:3; Thomas 2002:2). For example, suppose individual A asks individual B to do something for him or her that individual B does not wish to do. Individual B has so much respect and admiration for individual A that he or she complies with the request (Lunenburg, 2012:3). In this instance, individual A has referent power over individual B because of the special relationship or allegiance between individual A and B. This type of power stems from admiration and respect for an individual; it may also involve a yearning to be like the admired individual with referent power (Lunenburg, 2012:3).

It is clear that all of the different theories of sources of power and control are related to interaction between individuals of unequal status. They could thus have formed part of the framework of this study. The reason for choosing French and Raven's Sources of Power as the central theory underpinning this study is that it combines a number of the theories explored in this chapter.

2.5 SUMMARY

Chapter Two described the conceptual and theoretical framework of this research study. Particular attention was given to the interrelatedness of power and control. The next chapter provides the rationale for the research paradigm, design and methodology that were used in this research study.

CHAPTER THREE

RESEARCH DESIGN AND METHOD

3.1 INTRODUCTION

This chapter highlights the theoretical underpinnings of the research design and method employed to generate data for this research study. Care was taken to ensure that the research design and method were informed by the interpretive paradigm and phenomenological approach (see Diagram 3.1).

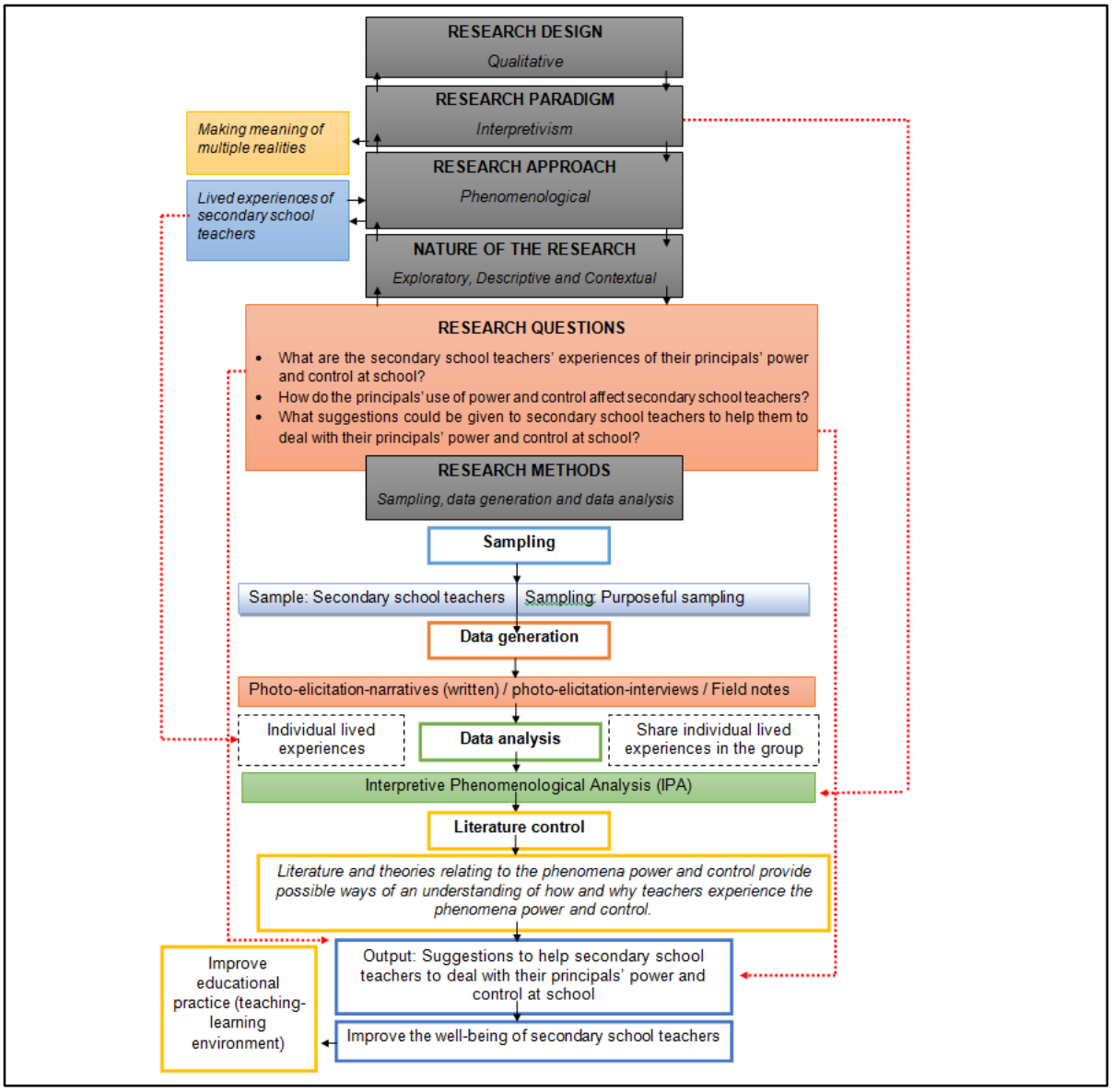

DIAGRAM 3.1 Interrelatedness of research design and method

3.2 RESEARCH PARADIGM

A paradigm is a model, framework or a set of assumptions or basic beliefs which shapes the way in which people observe and understand their social world (Hennink, Hutter & Bailey, 2011:11; Punch, 2011:154). This research study was situated in an interpretive paradigm which has its roots in hermeneutics (Nieuwenhuis, 2007b:58). Jansen (2010:21) states that interpretivism "foregrounds the meaning that individuals or communities assign to their experiences". Thomas (2009:75) argues that the "main point about interpretivism is that [the researcher is] interested in people and the way they interrelate what they think and how they from ideas about the world". Interpretivism refers to the process of making sense of reality; it uses interpreting to understand the world of the participant (Denscombe, 2010a:119). In this study, I attempt to make meaning of the phenomena using the meanings that the participants assign to them (Nieuwenhuis, 2007b:59).

Nieuwenhuis (2007b:60) posits that "the ultimate aim of interpretivist research is to offer a perspective of a situation and to analyse the situation under study to provide insight into the way in which a particular group of people make sense of their situation or the phenomena they encounter". The interpretivist paradigm relevant to this particular study was based on the following interpretivist assumptions quoted from Nieuwenhuis (2007b:59):

- A person's life can only be understood from within;
- Social life is a distinctively human product;
- The human mind is the purposive source or origin of meaning;
- Human behaviour is affected by knowledge of the social world; and
- The social world does not "exist" independently of human knowledge.

This study was therefore grounded in an interpretivist paradigm: I focused on understanding and making meaning of the secondary school teachers' multiple realities of the phenomena being explored.

3.3 RESEARCH DESIGN AND METHOD

Dahlberg and McCaig (2010:30) posit that a research design "can be seen as an overarching strategy for unearthing useful answers to problems". Punch (2011:48) provides five main aspects to be taken into account when designing a research study: the research design, research methodology, conceptual and theoretical framework, data generation (how the data was collected and the sample from whom the data was collected), and data analysis.

3.3.1 Research design

Qualitative research is an endeavour that places the researcher in the world of the participants, allowing him or her to see the world through the lens of the participants (Creswell, 2013:43; Flick, 2007:2). Anderson (2006:3) adds that qualitative research is "much more subjective than quantitative research and uses very different methods of collecting information". Qualitative research relies on the generation of qualitative data, for example nonnumeric data such as words, pictures or photographs (Johnson & Christensen, 2012:33). This qualitative research design was exploratory, descriptive and contextual in nature in order to gain a holistic understanding of the participants' (secondary school teachers') lived experiences of the phenomena in context.

3.3.2 Phenomenological approach

This study took a phenomenological approach to attempting to explore and describe secondary school teachers' lived experiences of the phenomena of power and control in secondary school contexts. Creswell (2009:13) argues that "understanding the lived experiences marks phenomenology as a philosophy as well as a method, and the procedure involves studying a small number of [participants] through extensive and prolonged engagement" in the field. A phenomenological research approach was used to "obtain a view into your research participants' life-worlds and to understand their personal meanings ... constructed from their lived experiences" (Johnson & Christensen, 2012:383).

The main research question that guided the study was: How do secondary school teachers experience their principals' power and control at school?

The research aims were *firstly* to explore and describe secondary school teachers' experiences of the principal's power and control at school; *secondly* to explore how the principal's power and control affect secondary school teachers at school; and *thirdly* to provide suggestions for secondary school teachers to help them to deal with the principal's power and control at school.

3.3.3 Exploratory

Mouton and Marais (1992:43) describe the aim of exploratory research as "the exploration of a relatively unknown research area". This research study was exploratory because I wished to gain an insight into secondary school teachers' experiences of their principals' power and control at school. As yet, very little empirical research has been done on the phenomena of power and control in the school context.

3.3.4 Descriptive

Burns and Grove (2003:201) explain that the descriptive nature of research lies in the "picture [it gives] of a situation as it naturally happens". Burns and Grove (2001:102) adds that "descriptive or factual knowledge ... includes data, facts, narratives and stories [that] provide truthful descriptions of phenomena" in the life world of individuals. The perception is that descriptive statements make claims about how things are; what the concrete state of affairs or fact of the matter is (Mouton, 1996). This study was descriptive in the sense that it describes the lived experiences of secondary school teachers as precisely as possible.

3.3.5 Contextual

According to Mouton (1998:133), in contextual research, a phenomenon is studied for its core and immediate contextual significance.

This study is contextual in nature as it explored and described secondary school teachers' experiences as they occurred in the context of specific secondary schools. Since the findings of this study are restricted to some secondary schools in the Matlosana area in the Dr Kenneth Kaunda district in the North West Province, they cannot be generalised. This was not a concern since interpretivist researchers do not seek to make generalisations (Denzin, 1983; Denzin & Lincoln, 1995; Marshall & Rossman, 1989).

3.4 RESEARCH METHOD

3.4.1 Sampling

The purpose of qualitative sampling, according to Barbour (2007:58) is emphasised by Kuzel (1992) and Mays and Pope (1995) who assert that the purpose of sampling in qualitative research "is to reflect the diversity within the group or population under study rather than aspiring to recruit a representative sample". Purposeful sampling in this study refers to the process that I used to select secondary school teachers to assist me to understand the research problem and the research question of the study (Maree & Pietersen, 2007:178). The key informants in this study were secondary school teachers whom I purposefully selected as volunteers, using the two criteria listed below:

- Registration as a secondary school teacher; and
- A teaching position in the Matlosana area in the Dr Kenneth Kaunda District of the North West Department of Basic Education (DoBE).

I did not decide beforehand on the number of participants that would take part in the photo-elicitation-narratives (phase two) in which individual narratives would be written. This was done because, in qualitative research, generating rich information is what is most important, not the number of participants, I needed to continue to select participants to take part in phase two, photo-elicitation-narratives (individual written narratives), until data saturation occurred (Nieuwenhuis, 2007a:90). Since these participants had to take part in photo-elicitation-group interviews (phase three

individual photo-elicitation-narratives (individual written narratives) afterwards, I had to bear in mind the appropriate number of participants needed for the group interviews. However, this was not the main consideration.

The literature varies on the appropriate number of participants for a group interview. Tonkiss (2012:228) posits that the group size should be between four and twelve participants, so that participants are able to participate interactively. Babbie (2011:349), however, suggests that between five and fifteen participants need to be selected, while Arolker and Seale (2012:569) take the view that no more than six to eight participants should be purposefully selected for the photo-elicitation-group interviews to be effective. In this study, the sample consisted of 14 participants (See biographical information: Addedndum G). All the participants who took part in the photo-elicitation narrative phase also took part in the photo-elicitation-group interviews. They were divided into two groups.

3.4.2 Data generation

In qualitative research, methods are used to generate data from a sampled data source such as human participants (Garnham, 2008:192). In the case of this research study, the qualitative data included photographs, narratives, group interview transcripts and field notes.

To generate data from participants, researchers interact with them using qualitative data generation strategies. In this research study, photo-elicitation was used in conjunction with narratives (individual written narratives) and group interviews (share and reflect on individual narratives) to generate data. Photo-elicitation is a strategy where participants provide their own photographs and are asked by the researcher to discuss the contents of the photographs in written narratives and/or group interviews (Wang & Burris, 1994). Photo-elicitation refers to a process in which participants are asked questions relating to their written narratives based on the photographs that are relevant to the research topic (De Lange, Mitchell & Stuart, 2007). In this research study, after the participants had produced individual photo-elicitation-narratives, they took part in photo-elicitation-group interviews, held to share and reflect on their own individual lived experiences.

3.4.2.1 Photo-elicitation-narratives (individual written narratives)

Nieuwenhuis (2007c:102) describes a narrative as “generally associated with terms such as “tale” or “story”-[and is] especially told in the first person”. According to Josselson (2007), the essence of the narratives is that the researcher endeavours to generate data from a participant about significant and meaningful aspects of the participant’s life that have meaning and value. Flick (2009:177) notes that “narratives allow the researcher to approach the interviewee’s experiential yet structured world in a comprehensive way”. The participants’ written narratives made it possible for me to study how they experience the world with regards to the phenomenon power and control at school (Gudmundsdottir, 2001). I could hear the individual voices of the participants in the retelling of their lived experiences of the phenomenon, which is required by a phenomenological approach situated in a qualitative interpretive paradigm (Kumar, 2011:161; Moen, 2006).

3.4.2.2 Photo-elicitation-group interviews

Photo-elicitation includes using one or more photographs provided either by the researcher or taken by the participants to be used in narratives or interviews. The participants are then requested to comment on these photographs (Bignante, 2010; Harper (2002). A group interview involves interviewing more than one participant at a time and allows for participants to share their experiences and alternative points of view (Denscombe, 2010b:176). In this study the photo-elicitation-group interviews were used in order to elicit discussion in which the participants shared and reflected on their lived experiences of power and control that were captured in their photographs and individual narratives.

3.4.3 Data generation process

The data generation process was conducted in three sequential phases as shown in Table 3.1.

TABLE 3.1 Phases of data generation process

PHASE ONE *Preparation of photo-elicitation as a strategy to be used during phase two and the clarification of visual ethical considerations when taking and using photographs*
• I discussed the purpose of the research study with the participants • I obtained consent from participants to take part in this study (see Addendum D). • I provided each participant with a disposable camera and discussed the ethics of taking photographs (De Lange *et al.*, 2007; Mitchell, 2011:18) (see 3.6.3) • Each participant was given ample time to take three photographs in response to the prompt: *"How do you experience the principal's power and control at your school?"* I collected the cameras from the participants so I could print the photographs before the commencement of phase two.
PHASE TWO *Photo-elicitation-narratives (individual written narratives)*
• Each participant provided a caption for each of his or her own three photographs taken. • He or she then selected one photograph that best depicts his or her experiences of the principal's power and control at his or her school. • Next, each participant was requested to write a narrative about the photograph that best depicts his or her own experiences of the principal's power and control at school. The following three prompts were given to guide the participants in writing their own narratives (Mitchell, 2011): ▪ *What is shown in this photograph?* ▪ *What does it mean to you?* ▪ *What can we do about this?* (Each of the participants was invited to take part in one of two photo-elicitation-group interviews.)

PHASE THREE

Photo-elicitation-group interviews

- Each participant was notified that the group interview would be audio recorded in order to accurately transcribe the interview to be used for data analysis. In conjunction with their photographs and written narratives (phase two), the following questions were posed to the participants during the group interview (see Addendum F) in order for each participant to share and reflect on his/her individual written narrative:

  - *How do you experience the principal's power and control at your school?*
  - *How does the principal's power and control affect you as a person?*
  - *What influence does the principal's power and control have on your work performance?*
  - *What possible suggestions can be made to deal with the principal's power and control at school?*

- Each participant was given a turn to discuss his or her photograph/s and narrative with the group as provided in phase two, in order to elicit reflection.

Using photo-elicitation-group interviews after the photo-elicitation-narratives to generate further data on individual lived experiences permitted me to assess whether data saturation had indeed occurred and also to clarify the content of each participant's written narrative (Morse, 1995; Strauss & Corbin, 1998). That was an important means of ensuring that sufficient rich data had been generated (Saumure & Given, 2008:195). In this study, it was evident that data saturation had occurred after the completion of the fourteenth individual photo-elicitation-narrative and the second photo-elicitation-group interview since no more new information emerged (Saumure & Given, 2008:195). I also made field notes throughout the data generation process so that I would be able to provide a dense description of the phenomena of power and control as experienced by the participants, as well as effectiveness of following photo-elicitation-narratives with photo-elicitation-group interview strategies as part of a phenomenological approach I had elected to take.

3.4.4 Field notes

Field notes are concurrent notes of observations employed during qualitative research (Thorpe & Holt, 2008). The following types of field notes (see section 4.5) were made during the research process of this study:

3.4.4.1 Observational notes

Gray (2009:397) explains that "observation involves the systematic viewing of people's actions and the recording, analysis and interpretation of their behaviour". According to Nieuwenhuis (2007a:84), this makes it possible to provide an insider perspective of the dynamics of a group's behaviours. I therefore observed the participants and made observational notes during and after each of the three phases of the data generation process.

3.4.4.2 Reflective notes

I kept a careful record of my personal thoughts or ideas relating to the insights, hunches or broad ideas or themes that emerged during the observation (Creswell, 2012:217). I reflected on my own assumptions or preconceived ideas as well as on the data generation strategies so that I could bracket my own preconceived ideas. Reflective notes were used to assist me to remain focused on the research questions, aims and the data generation process and not to deviate from them.

3.4.4.3 Methodological notes

Methodological notes deal specifically with the technique of data generation (Bernard, 2011:297). My methodological notes took the form of reminders about and systematic notes on the research design as well as the process of applying data generation strategies. I also made systematic notes on the effectiveness of the strategies used to explore the research question of this study.

3.4.4.4 Theoretical notes

Schatzman and Strauss (1973:101) cited in Newbury (2006:5) add that theoretical notes “represent self-conscious, controlled attempts to derive meaning from anyone or several observational notes”. As part of my role as an observer, I critically reflected on what I had experienced during the research process, and then extracted meaningful data from the observational notes that I had made during the data generation process in order to develop theoretical notes (Newbury, 2001:5).

3.4.5 Data analysis

Fourteen individual photo-elicitation-narratives (individual written narratives) and the interview transcripts of the two photo-elicitation-group interviews were analysed using IPA. It is important to note that none of the photographs was diagnostically analysed.

3.4.5.1 Interpretative Phenomenological Analysis (IPA)

IPA, which has been developed as a distinctive means of analysis in qualitative research in psychology, has a theoretical foundation. Its other strength is that it offers a detailed procedural guide (Brocki & Wearden, 2006:87). IPA analysis involves close reading and re-reading texts such as narratives and group interview transcripts (Smith, Jarman & Osborne, 1999) and making notes of any thoughts, observations and reflections that occur to the researcher while reading through these texts. I used IPA to explore in detail how participants make sense of their personal experiences and meanings of events situated in the social world (Brocki & Wearden, 2006:87; Smith & Osborn, 2008; Van Manen, 1997). It thus facilitated the interpretation of each of the participants’ experiences, understandings, perceptions, views and insights into the personal experiences of secondary school teachers (Reid, Flowers & Larkin, 2005). I analysed the fourteen photo-elicitation-narratives and the two photo-elicitation-group interview transcripts using IPA. This involved the following adapted steps from Smith, Flowers and Larkin (2009:83) cited in Bates (2012:5):

- **Data Immersion:** First, I inserted line numbers in the written narratives and the two group interview transcripts. I then read and re-read the narratives and transcripts a number of times. I also listened to the audio recordings.
- **Initial Noting:** I identified any points of interest regarding the research aims. I provided a detailed and comprehensive set of notes and comments on the data which have a clear phenomenological focus and attempted to stay close to each the participant's explicit meaning. These sets of comprehensive notes were typed up onto a separate document to allow for easier analysis in the next step.
- **Developing Emergent Themes:** I produced themes from the data sets that reflected what was important in the descriptive comments made during the above step. In IPA, these emergent themes represent the participants' original words and the researcher's interpretation of those words.
- **Mapping Emergent Themes:** The next step involved mapping the emergent themes to show how I saw the themes fitting together. The themes were drawn together in a structure that made it possible for the most important and interesting aspects to be explored. A graphic representation illustrates these emergent themes.
- **Next Item:** This step involved moving between the narratives and the group interview transcripts and repeating the whole process. This required a grouping of the themes that emerged from the previous analysis. A rigorous analysis following the steps outlined above was undertaken.
- **Cross Case Patterns:** During this step, I looked for patterns across the narratives and the two group interview transcripts. The table of themes was cut up and spread out on a table. Similar themes were grouped together and links sought among those groupings. This process led me to re-label some of the themes and to focus on some of the more potent themes in the analysis. I then grouped these themes together into super-ordinate themes.

3.5 TRUSTWORTHINESS

The trustworthiness of qualitative research is reflected in the demonstration of clear evidence of the results reported and the strong argument that can be made using evidence from the study (Labanca, 2010). Nieuwenhuis (2007c:113) stresses that

trustworthiness is the ultimate test of the quality of the data analysis, findings and conclusions of the research. The following steps suggested by Nieuwenhuis (2007c:113) were used to ensure the trustworthiness of this study:

- Using multiple data generation strategies: photo-elicitation-narratives (individual written narratives) and photo-elicitation-group interviews;
- Compiling field notes on the research process and decisions taken;
- Using independent coders to verify and validate the findings based on the photo-elicitation-narratives and photo-elicitation-group interview transcripts and the analysis of the data generated;
- Avoiding generalization; and
- Maintaining confidentiality and anonymity by omitting all names of the participants as well as those of their secondary schools.

3.5.1 Measures to ensure trustworthiness of this study

The measures taken to ensure the trustworthiness of this study were a sign of a commitment to do sound, ethical research that produced findings that were a true reflection of the experience and discussions of the participants, rather than the perceptions of the researcher (Babbie & Mouton, 2001; Polit & Hungler, 2001). The following four criteria (Diagram 3.2) were applied to ensure the trustworthiness of this study (Krefting, 1991; Shenton, 2004; Wiersma, 2000).

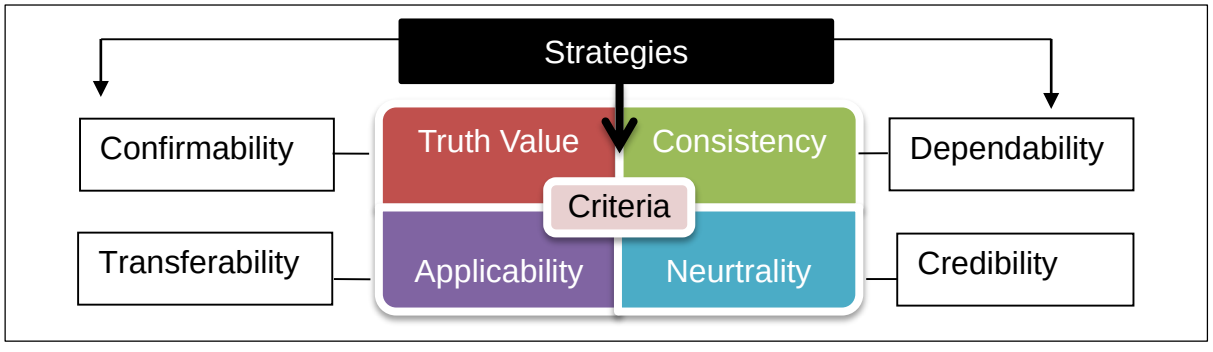

DIAGRAM 3.2 Measures to ensure trustworthiness (Adapted from Krefting, 1991:217)

3.5.1.1 Truth value *(Credibility)*

A study should "ring true": it should reflect the constructed realities the participants assign to their lived experiences (Babbie & Mouton, 2001:277). After I had read the individual photo-elicitation-narratives, any issues that were not clear were clarified with the participants. The group interviews were audiotaped so that I had complete transcripts. This was to avoid my misinterpreting what was said by the participants and to ensure that the independent coders had an accurate record of the group transcripts to use during the analysis and verification of my findings. A consensus meeting between these independent coders and me (the researcher) added credibility to the data that had been generated (Krefting, 1991; Shenton, 2004:73; Wiersma, 2000:251).

3.5.1.2 Applicability *(Transferability)*

Literature exploration, interpretation of the findings and integration of the photo-elicitation-narratives (individual written narratives) and the group interview transcripts were done to provide a clear description that would facilitate transferability (Shenton, 2004:69). The detailed description of the research methodology I used, the background of the research, participants and the research context should enable other researchers to replicate this study in a similar context and yield similar results.

3.5.1.3 Consistency *(Dependability)*

This was reached through clearly describing the exact method of data generation and analysis that was used in the study, as is required in qualitative research methodology. I increased the level of dependability by using independent coders to verify the findings of the research (Shenton, 2004:71). The independent coders and I reached consensus during our discussion of the common themes and categories that emerged. Dependability was also ensured by using strategic ‘member-checking’ by participants to ensure that the content on the photo-elicitation-narratives and photo-elicitation-group interview transcripts captured their experiences accurately. In cases where I was uncertain about what participants meant, I was able to obtain the

necessary clarification after the participants completed their own photo-elicitation-narratives as well as during the photo-elicitation-group interviews.

3.5.1.4 Neutrality *(Confirmability)*

Babbie and Mouton (2001:278) explain that confirmability can be achieved through an audit trail and reflexivity. I used reflexivity to avoid possible biases and to make sure that my own assumptions and preconceptions did not influence the findings of the research. I provided a clear, dense description of the research process to increase the confirmability of the study. Personal and interpersonal reflection notes on intentions and decisions were also used to ensure confirmability.

3.6 ETHICAL CONSIDERATIONS

Maree and Van der Westhuizen (2010:41) add that ethical considerations are of utmost importance in any research study. I obtained formal consent from the Research Ethics Committee of the North West University and the Department of Basic Education North West Province to conduct the research**.** Voluntary participation, confidentiality and anonymity of the participants in order to protect the identities of participants were essential requirements. This included obtaining letters of informed consent from all the participants during each of the data generation phases (see Addenda A-E).

Based on Creswell's (2009:89) view on aspects of consent, I included the following aspects on the participants' consent form (see Addendum D):

- purpose of this study, and why and how they were selected as participants;
- procedures of the study so that participants could have a clear idea of what to expect during the research process;
- benefits of taking part in this study that accrued to them as participants;
- the measures that would be taken to safeguard their confidentiality and anonymity;

- the right of voluntary participants to withdraw at any stage during the research process without any penalty;
- the right to ask questions if they do not understand; and
- agreement between the participants and me on the ethical provisions listed above.

3.6.1 Informed consent

The basic ethical principles were that participants in the research would do so willingly in the full awareness of the nature and purpose of the research and the implications of being a participant in this study. To obtain informed consent, the secondary school teachers were fully informed about the research purpose and what each phase of data generation entailed (see Addendum D) (Denscombe, 2010a:69). This meant they were provided with written information that clearly explained what the research was about and what type of commitment was required (time, effort, nature of information) in order to be fully informed. The consent form took due account of the need to provide the following information:

- the purpose of the study;
- the identity of the researcher and the study leader;
- the basis on which he or she as participant has been selected to take part voluntarily;
- what participation in the research would entail: taking part in the three phases of data generation;
- the purpose for which the data would be used;
- the means of ensuring that the data would be securely stored;
- the extent to which anonymity and confidentiality would be assured;
- provision for counselling by a psychologist should this be necessary; and
- the importance of strict adherence to visual ethics (see 3.6.3).

3.6.2 Confidentiality and Anonymity

According to Jamison (2007) confidentiality involves the researcher safeguarding the identity of the participants from whom data was obtained, as well as ensuring that

the data received cannot be traced back to the participants. Kennedy (2008) adds that when the researcher ensures confidentiality, the researcher needs to protect the data obtained as well as ensure that participants cannot be identified by means of the generated data and presentation of the findings. All information given to me as a social researcher during the course of this investigation was treated as confidential and I ensured that all the data generated was stored safely (Denscombe, 2010b:64). Confidentiality and anonymity required that any information that could have identified the participants was removed from the photo-elicitation-narratives and group interview transcripts and/or quotations (written or verbatim) used in Chapter Four (Hennink *et al.*, 2011:71).

3.6.3 Visual ethics

The following actions were taken to meet the requirements of visual ethics when photo-elicitation-narratives (individual written narratives) and photo-elicitation-group interview strategies were used during data generation (Karlsson, 2007:192; Wiles, Prosser, Bagnoli, Clark, Davies, Holland & Renold, 2008:8):

- I made use of informal forms of consent such as participants' recorded statements;
- I notified the participants that they were not to take photographs of people without their permission or to provide photographs in which the people in them could be identified;
- I strove to respect the rights, privacy, and dignity of participants; and
- I informed the participants on the extent to which anonymity and confidentiality would be assured in publication and the use of their photographs for the purpose of this research (see 1.6) and publication purposes such as for an academic article or conference papers (see Addendum E).

3.7 RESEARCHER'S ROLE

According to Maree and Van der Westhuizen (2010:79), in qualitative studies the researcher accepts that subjectivity cannot be eliminated. I adopted the important

role of research tool, especially during the data generation process of this research study. I was responsible for adhering to the planned design in the research, data generation, as well as analysis of the data. Maree and Van der Westhuizen (2010:41) contend that the researcher's role empowers him or her to enter into the necessary collaborative partnership with the participants in order to generate and analyse data, with the main aim of arriving at an understanding of the lived experience of the participants. Over and above meeting the ethical requirement stated in 3.6, as the researcher in this study, I was responsible for:

- preparing participants for photo-elicitation as a data generation strategy;
- preparing the participants for individual photo-elicitation-narratives;
- preparing photo-elicitation-group interviews;
- facilitating photo-elicitation-group interviews so that each participant had a chance to share his/her own individual lived experiences depicted in his/her own photographs; and
- analysing data.

According to Creswell (2003:184), it is the researcher's responsibility to obtain permission to enter the research site and to ensure that full account is taken of ethical issues. My role as researcher made me responsible for:

- obtaining ethical clearance from the Research Ethics Committee of the North-West University;
- obtaining permission to conduct research from DoBE, SGB and school principals and consent from the participants (Addenda A, B and C);
- explaining the aims of the research to the participants, as well as informing them that participation was voluntary; and
- safeguarding the anonymity and confidentiality of the participants.

3.8 SUMMARY

This chapter provided a description of and a rationale for the research design and the methods employed in this research study. It highlighted the importance of a

relationship of trust between the researcher and the participants, strict adherence to the requirements of ethical research and taking effective measures to ensure the trustworthiness and quality of the data generated.

The next chapter presents the data analysis and findings of the data generated by means of strategies and processes discussed in Chapter Three.

CHAPTER FOUR

DATA ANALYSIS AND DISCUSSION OF THE FINDINGS OF THE RESEARCH STUDY ON SECONDARY SCHOOL TEACHERS' EXPERIENCES OF THEIR PRINCIPALS' POWER AND CONTROL AT PARTICULAR SCHOOLS

4.1 INTRODUCTION

This chapter presents the findings that emerged during the data analysis of this study. After the biographical information on the participants is briefly presented, the themes and categories that emerged as a result of Interpretative Phenomenological Analysis (IPA) are outlined. Thereafter the findings are discussed with reference to the literature.

4.2 PARTICIPANTS BIOGRAPHICAL INFORMATION

Relevant biographical details about the participants include their age, ethnicity, marital status, language group, work experience and appointment (see Addendum J). The ages of the ethnically diverse male and female participants ranged from 20 to 55 years. Though not central to the study, the personal data helped me to contextualise the findings.

4.3 DATA ANALYSIS

Fourteen individual photo-elicitation-narratives (written) and two photo-elicitation-group interview transcripts were analysed by means of IPA. IPA involves in-depth analysis of the participants' life worlds; it attempts "to explore personal experiences and is concerned with an individual's personal perception or account of an object or event" (Smith & Osbrone, 2008:53). I also made use of field notes since it is a vital part of undertaking qualitative research (Thorpe & Holt, 2008). I explore this aspect in 4.5.

4.4 DISCUSSION OF THE FINDINGS

The findings based on an exploration of the themes and categories that emerged during data analysis were verified by independent coders during a consensus meeting. Written narrative[1] quotations as well as verbatim[2] quotations were not only used to substantiate the findings, but also to assist the reader to gain insight into the process of deriving the findings from the generated data. At the same time, this helped to establish the credibility of the emerging themes and categories (Holloway & Wheeler, 2010). Table 4.1 provides the themes and categories that emerged during data analysis.

TABLE 4.1 Identified themes and categories

THEME ONE	**PRINCIPALS' EXPRESSION OF POWER AND CONTROL EVOKE A RANGE OF FEELINGS IN SECONDARY SCHOOL TEACHERS**
	Category 1: Teachers express positive, negative and ambivalent feelings towards their principals in their capacity as leaders in their schools. Category 2: Teachers experience feelings related to their principals' personal qualities.
THEME TWO	**TEACHERS ARE OBLIVIOUS TO THEIR OWN ROLE IN MANAGING THEIR EXPERIENCES OF THEIR PRINCIPALS' POWER AND CONTROL AT SCHOOLS**
	Category 1: Teachers share their expectations of the qualities and the ways the principals express their leadership. Category 2: Teachers suggest their principals should undergo comprehensive training.

Each narrative[1] and verbatim quotation[2] is followed by a code in brackets that indicates: ***N****: Narrative quotation;* ***V****: Verbatim quotation;* ***Participant****: P;* ***Group interview****: 1 or 2;* ***Number of participants in group interview*** *A, B, C, D, E, F, G, H;* ***Gender****: F=Female, M=Male, O = Other;* ***Ethnicity****: B = Black, C = Coloured, I = Indian, W = White, O = Other*

Two themes were identified as reflecting secondary school teachers' experiences of their principals' power and control at schools. Theme one reflects the range of feelings the principal's expression of power and control evokes in secondary school teachers. Theme two reveals that teachers are unaware of the role they can play in managing their experiences of their principals' power and control at school.

4.4.1 Theme 1: Principals' expression of power and control evoke a range of feelings in secondary school teachers

The analysis of the data reveals that teachers are aware of the effect of a principal's leadership on the school climate and instructional organisation. Teachers are sensitive to the dynamic interaction or interrelationships between the principal's leadership qualities, his or her personal qualities, and the feelings these evoke in the teachers and the effect they have on their work performance. Categories that emerged are: Category one reflects the participants' expression of positive, negative and ambivalent feelings towards their principals in their capacity as leaders in their schools. Category two reflects participants' feelings related to their principals' personal qualities.

4.4.1.1 Category 1: Teachers express positive, negative and ambivalent feelings towards their principals in their capacity as leaders in their schools

Participants shared many feelings, either positive or negative and ambivalent, regarding their experiences of their principals' power and control at schools. The situations that the participants described include both the positive and the negative behaviour of the principals.

Some of the participants consider that their principal acts reasonably and fairly with insight and sensitivity when using power and control at school.

[N B1 FW] *"He* (principal) *is a leader, protector and guide. Gentle with a quiet strength. He is non-threatening and calm. His intelligence, people skills and wisdom adds value to his caring nature."*

[N B2 MW] *"Our head is skilled at using his power in a responsible, caring way."*

[V B2 MW] *"Our head is a reasonable man who knows how to use his authority in a manner that benefits humanity ... his use of power involves fine and sensitive insight ... our head is skilled at using his powers in a reasonable, caring way ... find him very good at conflict resolution ... he deals with me very fairly"*

According to Angelis and Wilcox (2011:44), principals should build a trusting and respectful relationship with teachers since this is the foundation on which effective schools are built. Those who purposely foster trusting relationships make it safe for teachers to speak up when they need help (Angelis & Wilcox, 2011:44). One participant indicated that principals who use their power sensitively show an ability to be aware of and understand teachers and to communicate well with them (Grodnitzky, 2005). When principals are charming and compelling and able to regulate their emotional displays, they are able to be sensitive to teachers' needs and emotions. As a result teachers feel safe and valued (Conger & Kanungo, 1998; Riggio, 1987).

Grodnitzky (2005) sees sensitivity as an important trait of effective leadership. Similarly, Riggio and Reichard (2008:173) contend that sensitivity is critical to the development of strong relationships between staff members. A principal who is sensitive to the emotions of others can usefully assess negative moods in the workplace and be proactive (Riggio & Reichard, 2008:174). Individuals such as teachers who are treated fairly develop a stronger and better relationship based on trust and respect; if the principal does not foster a good, productive and professional relationship with his staff, then the odds are that the entire teaching-and-learning environment will be negatively affected (Nicholson, 2012). To sum up, when principals treat teachers sensitively, respectfully, and fairly, teachers are likely to be more positive and more effective in their role in the workplace.

The following participants reflect that principals treat them with respect, humour and dignity:

[N B1 FW] *"I experience my job as a place I love going to. I feel that I am trustworthy and am being treated as such. My dignity is respected and I am treated as a professional"*

[N C2 MW] *" 'n Streng hoof, met outydse waardes, baie tyd vir nuwe dinge en vooruitgang en 'n vriendelike persoonlikheid met hope humor, baie skerp. Luister graag"*
(A strict principal, with old-fashioned values, with plenty of time for new things and progress and a friendly personality with lots of humour, very sharp. Willing to listen)

[V B1 FW] *"Ek was nog nooit aan die ontvang kant van iets negatief van 'n hoof wat nie my dignity altyd intact gelaat … altyd soos 'n grootmens hanteer … respek … nooit beledig … nooit condescending … inspiration, positive, humour, dignity, wisdom en dit is vir my alles dinge wat 'n hoof moet hê … jy moet met waardigheid gelaat word … my mening word gerespekteer … daar is vertroue … vertrouensverhouding as professionele persoon"*
(I was never on the receiving end of something negative from a principal that did not always leave me with my dignity intact … always treated like an adult … respect … never judgemental … never condescending … inspiration, positive, humour, dignity and to me that is everything a principal must have … you must be left with dignity … my opinion is respected … there is trust … a trust relationship as a professional person)

Some of the participants indicated that they were treated with respect and dignity by the principal as is their due (Frei & Shaver, 2002; Reyneke, 2011). Richards (2004:42) argues that teachers value their principals more when they are treated fairly with respect and in a principled way and the principal has an open door policy. Principals need to respect each teacher, regardless of his or her personal or professional status (Templeton, 1997:13). Markman, Stanley and Blumberg (1994) explain that respect is based on the ability to see the value and worth of others. When an individual treats another with respect, that respect is likely to be reciprocated, thus deepening security and increasing mutual trust (Lawrence-Lightfoot, 2000). Respect produces a positive reaction and enhances the self-esteem

of the targeted individual regardless of the source (Ellemers, Doosje & Spears, 2004).

Respect for another person can also be based on the admired characteristics, abilities or accomplishments of that person (Kellenberger, 1995; Rubin, 1973). Consequently, teachers may respect the principal because they admire his or her accomplishments or skills. Sources of power such as referent and expert power can be used to consolidate what happens after mutual respect has been established between the principal and the staff. Referent power may be given to a principal by the teachers because of the admiration and respect they have for him or her. He or she can then use it to influence his staff in a positive way (Lunenburg, 2012:3). Expert power may be given to principals by teachers because of the principals' recognised knowledge, accomplishments or abilities. This allows the principal to influence teachers in a positive way (Lunenburg, 2012:3). These sources of power may also be given to a principal because of his or her positive behaviour, such as treating teachers with respect and dignity. The teachers in their turn develop respect for the principal making it possible for him or her to influence them positively. It is important to note that not only referent or expert power can be used to influence others or to gain respect in a positive manner. Sources of power such as coercive power and reward power, on the other hand, might be used by principals to influence teachers in a negative manner. When teachers are offered rewards such as resources or money from principals to gain their respect, this is termed reward power, which may have a corrupting affect (Lunenburg, 2012:3).

Principals can also use coercive power to enforce respect from teachers at school, possibly leading to domination which can have a demoralising effect on the well-being of teachers (Lunenburg, 2012). The participants in this study did not all experience a situation in which their principal consistently respected and treated them courteously and fairly, with insight and sensitivity. Richards (2004:42) reports that this kind of situation may make teachers decide to leave the profession.

Some participants experienced feeling oppressed, excluded, fearful, disillusioned, exploited, demotivated and betrayed. These negative feelings are evident in the participants' reflections on their experiences of the principal's use of power and control:

[N F1 FC] "*I have had a very "bad" experience with a principal's power and control within and around the school. She is not dealing with matters and problems that arises, meaning that she does not have a stable way of doing this. Things are always disorganised"*

[N E1 FW] *"Toe hy op my skree, toe skree eke terug en sê ek moenie op hom skree nie, sy gat, nie skree op my nie, verhef you stem ja sure no problem!"*
(When he shouted at me, then I shouted back and said I must not shout at him, his arsehole, do not shout at me, raise your voice yes sure no problem!)

[N E1 FW] *"Dat 'n hoof 'n rol speel wat jou maak of breek! Sy power abuse!!"*
(That a principal plays a role that makes or breaks you! His power abuse!!)

[V H1 MW] *"Ek aanvaar dit ook negatief ... hoof moet beskikbaar wees, vir die leerders beskikbaar wees ... dit gebeur nie op die stadium nie"*
(I also experience it negatively ... principal must be available ... must be available to the learners ... it does not happen at this stage ...)

[V F2 FC] *"… she does not use her power and control in a positive way ... makes you feel a little bit negative…"*

[V A2 FW] *"… dit laat my nogal magteloos voel want omdat ek nie daai uhm wat noem mens dit leiding kry nie en voel dit vir my ons weet nie regtig wat om te doen nie… so dit voel vir my partykeer is eke magteloos …"*
(... it leaves me feeling powerless as – I do not have that uhm what you call it – guidance, and it feel as if we really don't know what to do … so it feels to me, sometimes I am powerless …)

Negative emotions are likely to be evoked when there is a clear imbalance between the threat posed by a stressor such as a principal and a teacher's personal resources for coping with it (Parker & Ettinger, 2007:348). Negative emotional states strongly correlate with stress that individuals experience and the emotional responses to stress, which may include anxiety, irritability, anger, humiliation, unhappiness, powerlessness and unfriendliness (Parker & Ettinger, 2007:348).

Teachers are likely to be in a positive emotional state when their school environment is safe and supportive, whilst teachers in a school environment that has features that need to be addressed are likely to be in a negative emotional state (Schwarz & Clore, 1996). Negative emotional states strongly correlate with lowered immune function and increased exposure to disease, and the "suppression or inhibition of negative emotional states can result in adverse physiological and health" consequences (Gross, 1998 cited in Salovey, Rothman, Detweiler & Steward, 2000:112). However, health-related consequences of negative emotional states can be countered by teachers' ability to work through and deal with these negative emotional states (Salovey *et al.*, 2000:113).

Labianca and Brass (2006) argue that there are often negative encounters between a principal and teacher. Even when relationships in schools are friendly, positive, or at least neutral, there may be situations at times that create temporary discomfort or hostility, or even negatively affect the teachers' performance or the achievement of school goals and the overall rewards of the positive working relationships (Kelley & Thibaut, 1978; Labianca & Brass, 2006). It should be noted that teachers may have negative experiences without actually having negative encounters because of their sense of the principals' dislikes (Labianca & Brass, 2006).

The following participants indicated that their experience of the principal's power and control left them feeling oppressed:

[N G1 FC] *"So jammer dat toegewyde onderwysers met 'n passie vir die onderwys en leerders onder sulke omstandighede moet werk!!!"*
(So unfortunate that dedicated teachers with a passion for education and students have to work under such circumstances!!!)

[N E1 FW] *"Jy word nie waardig geag om iets te se of nog minder 'n opinie te hê."*
(You are not worthy to say something or even less to have an opinion.)

[V D2 FW] *"... dan het ons* (hoof) *die power en ons* (hoof) *het die beheer en jy maak soos ek sê ... wat ek sê tel, en jy sal maak soos ek sê …"*
(... then we [principal] have the power, and we [principal] have the control and you shall do as I say ... what I say counts and you shall do as I say …)

[V G2 FC] *"She makes the rules, she does the subject allocations and you cannot say a word about it …"*

[V F2 FC] *"Your concern and your things that you have does not matter to her, she does not care, what she said goes …"*

Principals who are able to use their power and control to direct teachers' actions make teachers live within structures of domination and oppression (Hinson & Bradley, 2013). Teachers who are oppressed may be inhibited from developing their capacity or expressing their needs, thoughts and feelings (Young, 1990:40). According to Magalhaes *et al.* (2011), teachers feel oppressed when principals use power by means of control to dominate their actions. This implies that oppression is essentially domination of action regardless of the mind-set of the oppressed teacher (Magalhaes *et al.*, 2011). Oppressive conditions experienced by teachers could result from factors such as race, class, gender, ethnicity, sexuality, nationality, age or due to exploitation, marginalization, powerlessness, cultural imperialism and violence (Hinson & Bradley, 2013; Young, 1990:40). It is important to note that legitimate power and control is related to the system of reward and punishment that is widely used in organisations and classifiable. This oppressive behaviour might be associated with the Social Exchange Theory (SET) of rewards and punishments (Magalhaes *et al.*, 2011). SET, as noted in Chapter Two, suggests that the exchange of rewards or punishments between individuals is about who benefits most from the social exchange. According to Warrick (1981), leaders control the rewards and punishments given to subordinates to change behaviour and influence performance, motivation, and attitude. Social Exchange between a principal and teacher is not

limited to material goods like money or resources, but also includes symbolic values like respect or prestige (Cropanzano & Mitchell, 2005:890).

The principal engages in Social Exchange in order to achieve goals at school, even if it means oppressing teachers in the process (Thibaut & Kelley, 1959:31). In this process teachers may seek rewards or respect for the work they do at school, and simultaneously try to avoid being punished by the principal (West & Turner, 2007:207-208). According to Helm, Rolfes and Günter (2006), individuals strive for a positive outcome when considering the rewards or costs of a relationship. This can lead to the maximisation of their satisfaction or dissatisfaction level at school.

Some participants referred to their experiences of their principals' power and control that evoked feelings and emotions of exclusion:

[N E2 MC] "*Die kantoor is baie heilig (veral) syne.*"
(The office is sacrosanct [especially] his.)

[N G2 FC] "*Her close friends can, do what they want while others can do nothing and are told to remain quiet about certain things at school"*

[N E1 FW] *"Damn witbroodjie van die hoof oe ek sal iets doen maar ja los hulle!"*
(Damn favourites of the principal, oh I should do something, but ja leave them!)

[V E1 FW] *"Daar is net nie 'n oop kanaal nie … jy gaan via die onderhoofde, of jy volg die hoof se witbroodjies vir die dag … soms is dit witbroodjies vir die dag … soms is dit permanente witbroodjies … daai personeel lid draai die hoof om hulle pinkies en they snap dan spring die hoof. En jy het nie daai verhouding met die hoof nie …"*
(There is no open channel … you must go via the deputy principal, or you follow the lead of the principals' favourites for the day … sometimes they are favourites for the day ... sometimes they are permanent favourites … that staff member winds the principal around their little fingers and they click [their

fingers] and the principal jumps. And you do not have that relationship with the principal …)

[V E2 MC] *"… dit is spieël eintlik, dat die prinsipale met die magte wat hulle het somtyds God speel ... hy het die idee dat die kantoor sy heiligdom is en al syne alleen ... dit is ontoeganklik vir die gewone onderwysers …"*
(... it is mirror actually, that the principals play God with the powers that they have ... he has the idea that the office is his kingdom and his alone ... ordinary teachers do not have access to it …)

According to Paolini (2013: 5) when individuals are unable to participate in the social, authoritative and decision making in schools, an atmosphere of exclusion is promoted. Rawal (2008:168) points out that exclusion can occur from the interplay of class, status and authority and that it serves the interest of the included (principal). The excluded (teachers) are simultaneously the outsiders and the dominated. Exclusion occurs when individuals are rejected or suffer enforced separation (MacDonald & Leary, 2005:202). Exclusion can be viewed as a form of discrimination. This occurs when teachers are denied free movement or when inappropriate rules impede the teachers' freedom to participate in social exchanges (MacDonald & Leary, 2005:202). According to WI (2009) cited in Van Der Westhuizen (2012:15), exclusion can be viewed as a form of bullying in the sense that a kind of psychological violence is used to exercise power. This leaves the bullied individual feeling angry, powerless, frightened, hurt or depressed WI (2009) cited in Van Der Westhuizen (2012:15). McDonald (2011) explains that exclusion is essentially about a lack of connectedness and involvement. Exclusionary behaviours may take on many forms such as a principal giving a teacher the silent treatment, ignoring the teacher's needs, or rejecting a teacher outright (Leary, 2001). Exclusion can be effective since the included (principals) are powerful and the excluded (teachers) are powerless (Rawal, 2008:171). Exclusion is thus experienced by individuals as painful (MacDonald & Leary, 2005:202). Teachers who suffer from exclusion may feel that they cannot take advantage of opportunities at school (Hayes, Gray & Edwards, 2008:6; McDonald, 2011).

Exclusion also has a psychological impact on teachers which increases social anxiety, despair, loneliness, rage, hurt feelings, and affects psychological health (Baumeister & Tice, 1990; Coie, Terry, Lenox, Lockman & Hyman, 1995; Jones, 1990; Twenge, Baumeister, Tice & Stucke, 2001; Leary, Springer, Negel, Ansell & Evans, 1998; Schneider, Hitlan & Radhakrishnan, 2000). The well-being of teachers is seriously affected by those who experience an emotional and psychological sense of exclusion and isolation (Paolini, 2013:5). According to Ryff (1989:1989), well-being is about life satisfaction, and is directly related to having a sense of autonomy and positive relationships with other individuals. MacDonald and Leary (2005:214) argue that teachers who are exposed to exclusion may resort to behaving aggressively as a defensive response, since exclusion is viewed as a primal threat to the well-being of people.

The following quotations from participants indicate that teachers develop a fear of their principals:

[N E1 FW] *"Why fear another human? They can not hurt you but they can surely break your spirit!"*

[N F2 FC] *"… "She" uses a strong sense of power to control her staff, sometimes I feel that many teachers are afraid of her as well."*

[V F2 FC] *"... what I noticed with the other staff is that they have somewhat develop a fear like almost for her* (principal) *... because as proud as a peacock I know I am the principal ... my way or the highway …"*

[V G1 FC] *"… mense is te bang om te sê dat dit is die situasie …."*
(… people are too afraid to say that this is the situation …)

Individuals can develop a sense of fear when they are feeling threatened by the possible consequences of speaking up about work-related concerns (Ghilic-Micu & Stoica, 2003). Sivananda (1997) posits that making teachers feel inferior in terms of power, position and competence can also cause fear. Another reason for fear is

feeling uncertain or being opposed by the leader (Lerner & Keltner, 2001:147). It may also be possible for teachers to experience fear by observing other teachers experiencing fear: individuals learn what may cause them harm and that they must avoid such situations (Ochsner, 2007:1).

De Vos (2010:69) found that education managers regularly used rage or anger to embarrass staff members to demonstrate their power and this creates fear among other staff members who observe the destructive behaviour displayed by the managers. According to Olsson, Nearing and Phelps (2007:3), studies that have investigated the manifestation of the phenomenon fear found that 'fear' was learned merely through verbal commands. De Vos (2010:73) notes that verbal abuse is a means of demonstrating power over the victim. According to Lang, Davis and Ohman (2000) and Sivananda (1997), fear is caused by an external threat or internal association. Fear can create a lack of self-reliance or even a lack of self-confidence in individuals (Sivananda, 1997).

LeDoux and Phelps (2008:164) argue that there can be devastating consequences, such as phobias, posttraumatic stress disorder and generalised anxiety disorder, for individuals who are unable to prevent unwanted fear responses. Thus principals that abuse teachers in their schools may cause teachers to become chronically fearful, with a concomitant range of physical and psychological problems (Blase & Blase, 2003; di Martino, 2002:2).

The following quotations indicate that the participants were disillusioned as their principal did not fulfil their expectations of a leader:

[N H1 MW] *"Kry min ondersteuning, is nie beskikbaar wanneer jy hom nodig het nie, kantoor deur toe, afwesig by sportgeleenthede. Foto is die skoolkateder by die aantreeblad, maar die hoof is nie daar nie, delegeer pligte na adjunkhoof of deparementshoofde. "He is not vissible" ... "*

(Receive little support, is not available when you need him, office door closed, absent at sporting events. Photo is of the school assembly at the line-up, but the principal is not there, delegates duties to deputy or department heads. He is not visible ...)

[V G2 FC] *"... principal is a puppet, because in my case I also believe the principal as being the principal cannot make decisions on her own ... they* (SGB) *only give instructions, they delegate and she is the messenger, she is the puppet ... we call her that at school ... because yeah, she can't make any decisions …"*

[V H2 MW] *"… hoof se gesag en se mag is 'n puppet on a string …"*
(... principal's authority and power is of a puppet on a string ...)

[V A2 FW] *"... die hoof is nie daar nie, hy is nie beskikbaar nie, dit beteken hy is elders besig en partykeer voel dit vir my soos 'n afkophoender wat rondhol ... hy wys vir ons hoe magteloos is hy ... hy sê vir ons baie keer sy hande is afgekap ... dit is maar meestal die Departement wat hom so laat voel ... dit maak vir my ongemaklik as my hoof sê sy hande is afgekap, hy kan niks omtrent dit doen nie …"*
(... the principal is not there, he is not available, that means he is busy elsewhere and it sometimes it feels to me as a headless chicken that runs around ... he shows us how powerless he is ... he tells us how his hands are chopped off ... its normally the Department that makes him feel like that ... it makes me feel uncomfortable if my principal says his hands are chopped off, he can do nothing about it …)

When there is a mismatch between the values espoused by an organisation such as the school and the behaviour of the principal, teachers can become disillusioned and disaffected (Anderson & Clarke, 2011:15). Individuals can also become disillusioned by the inability of their leader to provide adequate direction and focus, or to adjust to changing conditions (Bjørgo & Horgan, 2009; Demant, Slootman, Buijs & Tillie, 2008; Fink & Hearne, 2008). Jacobs (1987) makes the point that physical abuse, psychological abuse, and emotional rejection lead to disillusionment. In this case, rejection is associated with unfulfilled expectations of what the relationships between the leader (principal) and the follower (teacher) should be (Harris, 2010:33). According to Van Tol (2013), disillusionment can also result from negative attitudes that poison the workplace. It can also result from a sense of having little control over one's workload and a sense that one's concerns are not being heard (Van Tol, 2013).

The following statements indicate that the principals' power and control left participants feeling exploited:

[N E1 FW] "*Met hul mag en wette wil hulle jou tap tot die laaste druppel en aan klae oor lae uitslae, maar kom staan in my klas waar die* (swear word) *kinders nie wil werk nie of het jy vergeet hoe dit voel!"*
(With their power and laws they want to tap you to the last drop and moan about low results, but come stand in my class where the [swear word] children do not want to work or dit you forget how it feels!)

[N E2 MC] *"In eenvoudige taal speel die hoof god met ander se toekoms onderwysers so ook met die leerlinge sin."*
(In simple language, the principal plays god with other future teachers as well as the learners.)

[V E2 MC] *"… in my opinie het die hoofde te veel mag wat vir hulle gegee word deur die Departement en dan misbruik hulle* (hoofde) *ook die krag of kan ek sê hulle se powers … die hoof gee nie om wie ly daaronder nie …"*
(… in my opinion, the principals have too much power which is given to them [principals] by the Department, and then they abuse the power … the principal does not care who suffers because of that …)

Exploitation involves the denial of the rights of individuals through maltreatment, physical abuse, sexual abuse and psychological torment (Madeswaran & Ravi, 2013:2268). Principals who take advantage of teachers or staff, without rewarding them are viewed as being exploitative (Tormey, 1974). The exploiter [principal] is the one who benefits from the situation (Tormey, 1974). Individuals who are exploited are thus undervalued and denied privileges by individuals who have greater power (Barker, 2003). The basic assumption of *Social Exchange Theory* is in the exchange of rewards and punishment; the power lies with the individual who possesses greater power over resources and he or she gains more benefits than the other (Chibucos *et al.,* 2005:137). According to Allamby, Bell, Hamilton, Hansson, Potter, Toma and Jarman (2011) exploitation takes on many forms such as threats or actual physical

harm to employees, restriction of movement and confinement and withholding of resources.

The following statements by the participants indicate that they are demotivated:

[N G2 FC] "The principal has no loyalty to her colleagues. *She treats certain teachers with respect and those that still have respect for her like dirt."*

[N E1 FW] *"... hy is 'n Hitler straight out of hell!"*
(... he is a Hitler straight out of hell!)

[N F1 FC] *"Things are always disorganised and never submitted on time. Then at the end teachers are put under pressure to submit when they don't even know how the thing works."*

[V E2 MC] *"... vir my persoonlik maak dit stubborn in die sin jy gaan net doen wat jy moet doen …"*
(... for me personally it results in stubbornness in the sense that you just do what you must do …)

[V D2 FW] *"... moenie my passie doodmaak nie ... daarvoor word ek op die vingers getik …"*
(... do not kill what I am passionate about … because of that I am tapped on the fingers …)

[V G1 FC] *"Ek wil my uitleef, ek wil nie stagneer nie …"*
(I want to live my life to the full, I do not want to stagnate …)

According to Thomas, Skitmore, Lam and Poon (2004) demotivation is caused by a lack of motivators as well as the occurrence of certain conditions that causes dissatisfaction and discourages individuals. Demotivating factors can include lack of passion, low salary, and a heavy workload (Connie, 2000). Doyle and Kim (1999) reveal that teacher-principal relationships, curriculum, lack of teaching autonomy and

job security also lead to demotivation. Demotivation seriously affects the well-being of the individuals concerned as well as the working environment (Meyer, 1978; Spitzer, 1997). Furthermore, when teachers are demotivated, they lack the desire to teach effectively (Aydin, 2012:12; Doyle & Kim, 1999). This directly affects learners. Iline (2013) contends that demotivated teachers are the reason for the decline in student pass rate. Some of the ways in which demotivation of teachers can be addressed are through giving praise and providing adequate management support (Thomas *et al.*, 2004). Teachers, need this kind of support to regain their sense of fulfilment and motivation. In part, this depends on the principal having an effective leadership style (Johnson, 2007).

The following participants indicated that they experience a feeling of betrayal at school:

[N G1 FC] "*Ek vertrou nie ons skoolhoof ten volle nie. Sy maak "van die een vis, en die ander een vleis."*
(I do not fully trust our principal. She makes one a fish, and other meat.)

[N G2 FC] "*The principal has no loyalty to her colleagues."*

[V F1 FC] *"I am going to speak about the pig ... die hoof* (principal)*, she's very selfish in the manner if I may say uitgevreet* (greedily) *based on the power and control of the school ... she always likes to do things her way and if things aren't being done her way then at the end of the day we as teachers are being put to blame for the things that she's done …"*

[V F2 FC] *"... in the meeting she'd be like in front of everyone, you two should sort out things, stop coming to me telling me things and ... in front of everybody ... I don't think it's the way to solve a situation with the power and control given to you ..."*

This leaves teachers feeling that they have been betrayed (Hannon, Rusbult, Finkel & Kamashiro, 2010:254). A sense of betrayal may be felt in any kind of relationship if one of the members in the relationship violates relational expectations or "breaks the

rules" in some way (Fitness, 2001:5). This implies that betrayal can occur when a principal acts in a way that violates the social norm, seeking his or her own interests at the expense of the teachers (Fitness, 2001; Hannon *et al.*, 2010). This may be because the principal regards his or her needs as more important than the needs of the teachers (Fitness, 2001). It is also important to note that the failure to respect the "psychological contract" between the employer and employee can be seen as betrayal (Morrison & Robinson, 1997).

A psychological contract is based on the beliefs the employees hold about the mutual obligations between themselves and their employer, including procedural and interactional fairness, and the right to be treated with respect (De Vos, Buyens & Schalk, 2003; Morrison & Robinson, 1997). The result of the sense of betrayal can be outrage, with potentially serious consequences (Morrison & Robinson, 1997). Hannon *et al.* (2010:254) view betrayal as "violation of an implicit or explicit relationship-relevant norm". Every betrayal involves personal rejection or a failure to respect the relationship between two individuals (Fitness, 2001:5). Jackson (2000:72) argues that acts of betrayal are an assault on the honesty of individuals, affecting trust, undermining confidence in judgment and increasing the possibilities of distrust and disbelief. Consequently, individuals who feel betrayed experience feelings of violation and a sense of being used. However, betrayal can evoke more than just strong feelings (*Ibid*).

Fitness (2001:2) posits that betrayal has devastating consequences for the healthy functioning of the betrayed individual; it disrupts an on-going, meaningful relationship between the individuals, in which they have invested emotionally. It is important to take note that betrayal triggers feelings of rejection, abandonment and loneliness that erode the well-being of individuals and might result in anger (Fitness, 2001:5). The misuse of power and control by principals in schools is "associated with a variety of deleterious [consequences for teachers'] physical well-being, psychological/ emotional well-being, work performance, and social relationships" (Blase & Blase, 2006:125). Some examples of psychological/emotional consequences of abusive workplace behaviour are: guilt, helplessness, exploitation, self-doubt, disillusionment, depression, powerlessness (Blase & Blase, 2006:125). These feelings were

experienced by the participants, implying that some schools display abusive work environments.

The ambivalent feelings of the following participants became evident when they described their positive and negative experiences of their principals:

[N F2 FC] *"... "She" really has good leadership skills but does not always use it to her advantage."*

[V F2 FC] *"... power and control is something good for a principal but the way she uses it is absolutely wrong ... she misuses the power in the sense that you know she is the principal, you know she is basically the head of the school, the rope, the head, the structures and she has to basically give you guidance, but she misuses it in the sense that she does not give you proper guidance ... she thinks she is like a delicate plant which does not really need water in the sense ... the water would be her staff … she does not really need us …"*

[V G2 FC] *"She is a strong person to us as the staff but the minute she is in the SGB she crumbles …"*

[V D2 FW] *"Dis nie die hoofde as sulks wat die probleem is nie, dis die manier en die manier van doen wat 'n probleem geword het …"*
(It is not the principals themselves who are the problem, but it's the way of doing things that has become the problem …)

Ambivalence can occur when teachers have trouble differentiating between positive or negative experiences of their principals' power and control and so experience feelings of conflict (Larsen, 2007). Keele and Wolak (2008:654) note that when teachers struggle to decide where they stand, they are often left feeling torn between two positions (van Harreveld, van der Pligt & de Liver, 2009:1). Nordgren, van Harreveld and van der Pligt (2005:372), and Sparks, Harris and Lockwood (2004:372) argue that that it is possible to have both a positive and a negative view of a situation. An example from the school situation arises when teachers are uncertain whether the principal will be available. They may feel anger but at the

same time they cling to their trust in the professional relationship between the teacher and the principal. Ambivalence resulting from conflicting beliefs or feelings can also be experienced as psychological discomfort (van Harreveld *et al.*, 2009:46). According to Keele and Wolak (2008:654), ambivalence has both desirable and undesirable aspects for the targeted individual.

4.4.1.2 Category 2: Teachers experience feelings related to their principals' personal qualities

Participants perceive that principals' *personal qualities* might strengthen or undermine their *leadership qualities*. However, they differentiate between the principals' personal qualities and leadership qualities.

The following statements indicate that the participants are aware that the principals' positive personal qualities directly affect the principals' leadership qualities:

[N B1 FW] *"Andersins het ek dit seker gelukkig getref met al die ander hoofde wat goeie leierskap getoon het sonder om vrees in te boesem."*
(Otherwise I was certainly lucky with all the other principals who showed good leadership without inspiring fear.)

[N F1 FC] *"I personally value the way this principal handles matters, I just wish that all principals had those ethics and values instilled within them."*

[N D1 MW] *"… Sy leierskap vermoe laat hom instaat om sy idees te bestuur en organiseer."*
(… His leadership ability makes him capable of managing and organising his ideas.)

[V C2 MW] *"Hy* (skoolhoof) *is baie aangenaam, hy is nooit aanvallend, nooit lelik nie, en los goed partykeer op met humor ... hy sal dit nie dat hulle minag nie ... so hy is 'n baie nice ou ... hys die een met die oop deur policy …"*

> (He [principal] is very pleasant, he is never aggressive, unpleasant, and sometimes solves problems with humour ... he will not disregard them ... so he is a very nice guy ... he is the one with the open door policy …)

According to Forsyth (2010:247) leadership is a form of power, but those who abuse their power are not necessarily effective leaders. Abbas and Asghar (2010:9) argue that leaders are people who are in command and have the legitimate power to make decisions and implement them. Bhugra, Gupta and Ruiz (2013) point out that leadership requires power within a relationship between two individuals. It is important to take note that often in school contexts the power differential leaves a power gap between the teachers and the principals. Leadership is both a trait and process and is developed early in life and requires skills such as communication to deal with or negotiate with other people (Bhugra *et al.,* 2013). Some participants in this study expressed the view that their principal had exceptional qualities. He or she treated them in a pleasant manner and used humour to solve conflict at school.

This led them to the view that their principals' leadership skills are effective. Wilson (2008:19) suggests that qualities such as personality may have a part to play in clarifying what is seen as leadership behaviour. Taking a similar view, Vernon (2009:10) argues that leadership qualities are personal qualities that establish effective leadership, such as values, character, motives, habits, traits, capabilities, style, behaviours, and skills. This implies that principals with the appropriate personal qualities are able to display the leadership skills that have a positive effect on teachers. For example, charismatic principals are good at listening and communicating with others and are effective at conveying messages at school in a direct way that allows teachers to understand their roles and task clearly (Bhugra *et al.,* 2013). Charisma is a personal quality that enhances effective leadership skills. Zaccaro, Kemp and Bader (2004:104) posit that leader traits are combinations of personal characteristics such as personality, temperament, motives, cognitive abilities, skills, and expertise. Principals, who have strong personal qualities, have a greater chance of being effective leaders (Forsyth, 2010:247). These personal qualities include personality traits and particular characteristics that contribute to an individual's potential effectiveness as a leader (Ellis, 1988; Howard & Bray, 1990; Lombardo & McCall, 1988; Zaccaro, Foti & Kenny, 1991). It is, however, important to

note that leadership cannot be defined solely in terms of personal qualities. In fact, leadership styles and qualities vary and so do the personalities that influence individuals (Vernon, 2009:10).

The principal is regarded as the representative of the Department of Basic Education and thus the employer, while the teacher is considered to be the employee of the department (Van der Vyver, Van der Westhuizen & Meyer, 2013). Therefore, a principals' management and leadership at schools should be caring, nurture the development of individual human growth, promote skills and knowledge, and provide a caring workplace and atmosphere (Van der Vyver *et al.*, 2013). According to Van der Vyver *et al.* (2013:378), the principals should ensure that teachers are regarded as valued resources.

This clearly implies that teachers are to be valued and supported regardless of their positions or the duties assigned to them. To fill the caring role the principals should refrain from undermining the status and/or authority of his or her colleagues and prevent any form of humiliation or abuse of them (Van der Vyver *et al.*, 2013:384). The positive effects of the principals' care and support are likely to result in teachers' experiences of higher levels of job satisfaction. This should lead to better performance and the absence of the kind of negative feelings listed by participants (Day, 2004:493; Van der Vyver, 2011:260; Van der Vyver *et al.*, 2013:376). On the other hand, the absence of care may result in:

- Lower performance and achievement as well as lower levels of participation, expectancies and the work accomplishments of teachers (Basson & Smith, 1991:260);
- A negative school climate characterised by distrust, manipulation, aggressive controlling actions from both principals and teachers (Beck, 1992:486);
- Low levels of trust that erode the level of obligation towards the school as an organisation (Beck, 1994:40);
- Low levels of teacher efficiency, as well as impeding negatively on the teachers' as well as that of the learners thus creating a school environment not conducive

to effective teaching-and-learning (Beck & Murphy, 1993:41; Lyman, 2000:11); and

- Teachers who do not care about their colleagues and the learners at the school (Kahn, 1993:546; Van der Vyver *et al.*, 2013:388).

Principals with a high level of emotional intelligence are better at accomplishing their caring role at school, are good at managing and controlling their emotions, and are able to recognise and understand the emotions of teachers (Van der Vyver *et al.*, 2013:389). Having their emotional needs met leave individuals with feelings of success and pleasure (Harley, 2008). According to Harris (2007:136), when emotional care is not given to teachers, they might experience emotional fatigue, which could in turn cause physical and emotional burnout. Leaders can also affect an individual's "health and energy level by creating a stimulating work climate or one filled with tension and fear" (Warrick, 1981).

Poor leadership may also have similar deleterious psychological effects such as "increased levels of stress and distress, anxiety [and] depression" (Hoel, Rayner & Cooper, 1999; Densten, 2005; Tepper, 2000). The effect of poor leadership can also result in "physical outcomes such as increased blood pressure [and] sickness" (Nyberg, Westerlund, Magnusson Hanson & Theorell, 2008; Wager, Feldman & Hussey, 2003).

The following statements reveal the participants' perceptions of the way the principals' inadequate or negative personal qualities undermine the principals' leadership qualities:

[N F1 FC] *"She is never of any assistance when you need her help, but she wants you to be of assistance to her."*

[V E2 MC] *"... die hoof dink hy ken en weet alles … onse se van die hoofde is so dig soos wat die klip ... daar gaan nie water deur hy is so ondeurdringbaar … in sy maniere en sy houding is hy so hard."*

(... the principal thinks he knows and has knowledge about everything ... we say that some of the principals are as dense as stone ... water cannot seep through he is impenetrable ... in his manner and his attitude he is so hard.)

[V F2 FC] *"... never mind the time management ... in fact there is no time management with us and I think that comes from the principal ..."*

[V C2 MW] *"... en ek voel net dis onnodig om my te dreig ..."*
(... and I feel that it is unnecessary to threaten me …)

[V F1 FC] *"Not unorganised, very, time as well, when it comes to time management very very unorganised ... singing black songs and dancing and going on ..."*

[V G2 FC] *"I don't know who the hell this woman is… the one day she has this personality and the next day she is a different person ... you get a completely different face … I don't know her true colours because she has shown me so many different sides of her and most of them are negative ... sy is hardkoppig* (she is bone-headed …)"

Some participants stated that they experienced their principals' personal qualities as disappointing. According to Kennedy (2000:38), qualities such as irritability, cynicism or lack of sincerity undermine effective leadership. TKBC (2013:2) and Kirkpatrick and Locke (1991:53) see the following personal qualities as making teachers feel negative, irritated, frustrated and undervalued:

- failing to listen to comments, disregarding alternative views expressed by teachers, or failing to pursue clarity through active listening to their school staff;
- not being supportive or motivating;
- not being honest and having and showing integrity;
- not handling pressure and displaying moodiness, angry outbursts and inconsistent behaviour; and
- using communication that divides or is destructive (Walker & Pagano, 2008:4).

These qualities may affect the well-being of teachers and hinder their success (Johnson, 2012:4). Other destructive behaviour is continuous or repetitive behaviour by the principal that undermines or disrupts the efficiency of the school or the motivation, well-being or job satisfaction of his or her subordinates (Einarsen, Asland & Skogstad, 2007; Vredenburgh & Brender, 1998). According to Walker and Pagano (2008:4), leaders who show their appreciation of their employees raise their morale and increase their productivity. Therefore the principal should not be narrowly interested in what will benefit the school (Walker & Pagano, 2008:4): leadership involves ensuring that followers succeed in a safe, caring environment and showing them that they are valued. If followers are undermined, their job satisfaction, performance as well as their well-being will be affected in a number of ways (Walker & Pagano, 2008:9).

4.4.2 Theme 2: Teachers are oblivious to their own role in managing their experiences of their principals' power and control at schools

Although participants described the problems that they experience, they did not seem aware that they have a role to play in managing their principals' power and control at school. Category one entails participants' expectations of the qualities and the ways in which principals express their leadership at school. In category two the participants' suggest that principals undergo comprehensive training.

4.4.2.1 Category 1: Teachers share their expectations of the qualities and the ways the principals express their leadership

Participants shared their expectations of the qualities and the ways principals express their leadership at schools. They acknowledged principals' leadership positions and indicated that they would like to be treated as professionals in a respectful, unbiased, fair and equitable manner:

[V A2 FW] *"... hy is professioneel maar ek verstaan nie ek moet ek 'n hoof se vriend wees nie, so dis vir my 'n baie moeilik situasie ... ek wil nie grappies mee gemaak word nie ... ek wil nie hê hy moet my tevrede stel nie ... ek wil net weet wat om te doen ..."*

(... he is professional, but I do not understand why I have to be the principal's friend, so it's a very difficult situation for me ... I do not want to be made fun of ... I do not want him to please me ... I just want to know what to do ...)

[V G2 FC] *"... the school should be run, no friendships, no taking people's sides, no none of that. We must be treated as equals, educators, not friends, not more important people than others ..."*

[V C2 MW] *"... hy moet 'n bestuurder wees ... as hy nie die skool se besigheid run nie en mense werf nie dan gaan daar nie getalle wees nie ..."*
(… he must be a manager ... he is not ... if he does not run the schools business and draw people then there will not be numbers ...)

[V G1 FC] *"... ons is nou professionele mense … so ons moet mos so behandel word ... ons is mos nie kleintjies nie."*
(... we are professional people … so we have to be treated as such … we are not children.)

Employees who are treated as professionals by the leader of the organisation initiate the social exchange processes, creating a sense of commitment. Employees thus give more of themselves affectively, cognitively and behaviourally, supporting their employer as well as the organisation that they represent (Treviño & Brown, 2005:75). Fair treatment enhances satisfaction and devotion among employees, making it less likely that they will be motivated to harm the interests of their leader or organisation (Treviño & Brown, 2005:75). According to WI (2009) cited in Van Der Westhuizen (2012:15), in some instances managers treat the staff as children rather than adults. This is a form of bullying behaviour. SHARP (2011:1), Work Trauma Foundation (2008) and Meyer (2011:24) argue that bullying is on-going unpleasant behaviour that uses malicious actions to demean, or demoralise an individual. This includes behaviour such as psychological pressure, harassment, intimidation, threats, manipulation, and coercion which could have an impact on the dignity and well-being of individuals. SHARP (2011:1) indicates that "[w]orkplace bullying often involves an abuse or misuse of power [and] creates feelings of defencelessness and injustice in the target and undermines an individual's right to dignity at work". Individuals who

are bullied at the workplace are negatively affected and can develop mental health problems (Vartia, 2001).

According to Masterson, Lewis, Goldman and Taylor (2000) there is a connection between social exchange theory and interactional fairness. Interactional fairness refers to individuals' awareness of the degree to which they are treated with respect and dignity as a professional by the leader or person in charge (Bies & Moag, 1986). The employer has an essential influence on the employees' perceptions of whether they are treated with dignity and respect (Treviño & Brown, 2005:75). Teachers who perceive that they are being treated unfairly by their principals experience strong negative reactions towards their principals (Treviño & Brown, 2005:75).

Individuals such as teachers do not generally strike back at the principal overtly as this will most probably lead to punishment. Instead teachers rather choose to retaliate covertly by abusing sick time, lying to the principal, misusing school time and other resources at school, which has a negative effect on their well-being and morale (Treviño & Brown, 2005:75). However, unfair treatment by the employer can provoke strong negative reactions from employees, in some cases, which can result in vengeance against the employer (Ambrose, Seabright & Schminke, 2002; Rupp & Cropanzano, 2002).

4.4.2.2 Category 2: Teachers suggest their principals should undergo comprehensive training

The participants also suggested that principals undergo comprehensive training prior to their appointment so as to skill them in appropriate ways to use power and control effectively:

[N A2 FW] *"Hoofde moet beter opgelei word – profesioneel"*
(Principals need better training – professional)

[V A2 FW] *"… hoofde moet opgelei word, hulle moet 'n kursus doen, hulle moet opgelei word, hulle kan nie net 'n hoof word nie … ek sê hulle moet 'n jaar opgelei*

word. Hulle moet opgelei word om met mense te werk. Hulle moet weet hulle personeel het verskillende persoonlikhede. Hulle moet weet ek is nou nie meer bereid om netbal af te rug nie, ek is nou te oud ..."

(… principals must be trained, they must do a course, they must be trained, they cannot just become a principal … I say they should be trained for a year. They must be trained to work with people. They need to know that their staff has different personalities. They need to know I'm no longer willing to coach netball, I am now too old ...)

[V E1 FW] *"Dit help nie jy het die kwalifikasies maar jy skiet te kort aan … leierseienskappe … mense verhoudings … bou en breek van personeel en skool … waardes … hoe 'n mens jou kan benader ..."*

(It does not help you have the requirements but you fall short of the following … leadership qualities … people skills … build and break staff and school … values … how a person can approach you ...)

Arikewuyo (2009:73) emphasises that principals need formal training. According to Anderson (1991:21), school districts must offer appropriate training to principals as soon as possible. As he points out, the principals themselves feel unprepared for their jobs. Both newly appointed and more experienced principals could benefit from having appropriate training (Clark, Martorell & Rockoff, 2009:3). Their training should include distribution and allocation of authority, fostering leadership ability among the rest of the staff, and exercising effective constructive leadership qualities (IEL, 2000:9-10). In addition, principals must have training that ensures they gain greater knowledge of a variety of leadership skills and styles (IEL, 2000:9-10). Principals' training is essential, because principals cling to the traditional structure of power and control in decision-making in schools (IEL, 2008:3). It is also important to note that internship should be an essential part of the training for prospective school leaders. However, for internship to be effective, it must be of sufficient duration and intensity and approximate the complex conditions that will be encountered in actual principalship (Anderson, 1991:25). Internship can empower the aspirant principal to be able to give a clear sense of direction and purpose so he or she inspires the staff to achieve the school's vision and mission (Ndamase, 2004:24).

Participants also indicated the following suggestions that can be implemented to help them deal with their principals' power and control at school:

[N H2 MW] *"Onderwys wet* (Onderwyswet) *kan seker keer in guns van onderwyser gewysig word."*
(Education Act can certainly be changed in the direction of favouring the interests of the teacher.)

[N G1 FC] *"Ontbind die beheerliggaam … Vervang die skoolhoof … Kry geestelike aspek in orde."*
(Dissolve the governing body ... Replace the principal ... Get the spiritual aspect in order.)

[N E2 MC] *"Sy* (hoof) *"powers" mag verminder"*
(His [principal] "powers" could be decreased)

[N D2 FW] *"Gee my kans om te praat … neem my voorstelle SOMS in ag!"*
(Give me a chance to speak … take my suggestions into account SOMETIMES!)

The participants do not reflect an awareness of ways in which they themselves can manage their own experiences of their principals' power and control at school. They passively accept their lowly role in the collective management of the school as well as their inability to manage their own experiences. They are content with the fact that they are free to exercise power and control in their classrooms:

[V D2 FW] *"Weet jy waar leef ek, waar haal ek asem in die onderwys ... daardie vier mure van my klas ... waar ek verwyder is van die hoof en verwyder is van die powers to be ... Waar ek die besluite neem waar my kinders die besluite neem."*
(Do you know where I live, where I am alive in teaching ... those four walls of my class ... where I am removed from the principal and the powers that be ... where I make the decisions where my children make decisions.)

[V D2 FW] *"Hy* (skoolhoof) *beinvloed nie my werk in my klas nie want ek weet wat daar te doen ... en hol na my klas toe en daar leef ek ..."*
(He [school principal] does not influence my work in my class because I know what to do there ... I dash to my class and I can live there ...)

[V G2 FC] *"... really inspired me because when she* (other participant) *said that classroom is her territory that is exactly how I feel ..."*

The participants develop an external locus of control in relation to their principal and the decisions he or she makes at school, but when they are in the classroom an internal locus of control emerges. The participants feel free to make their own decisions in their classrooms, and are not constrained by the choices made by the principals in the schools. It is important to note that any individual can experience both a sense of internal and an external locus of control (Stocks, April & Lynton, 2012.18). An internal locus of control is evident when school teachers take control of their own classroom, whereas an external locus of control is evident when school teachers experience feelings of control through association with a more powerful individual, for example the principal (Weisz, Rothbaum & Blackburn, 1984).

It is important to note that locus of control can have a negative effect on the well-being of teachers if teachers are unable to employ coping strategies (Brandtstadter & Baltes-Gotz, 1990; Grob, 2000). A teacher with a high level of internal locus of control exhibits managing and intervening strategies to cope with stress (Khan, Saleem & Shahid, 2012:158). Teachers with an internal locus of control display low levels of stress as opposed to the teachers with a high external locus of control (Khan *et al.,* 2012:158). Stocks *et al.* (2012:18) posit that teachers with an internal locus of control are significantly happier than those teachers with an external locus of control. Teachers with an external locus of control are more likely to develop higher levels of stress (Garber & Seligman, 1980; Khan *et al.*, 2012:158). Teachers with an external locus of control feel powerless to control their environment since it is controlled by external factors and these teachers are unable to remove themselves from unsatisfactory situations (Kulshresta & Sen, 2006). Some of the participants in this study expressed the view that they had no control over their experiences of their

principal's power and control since it is external. They felt that principals need further training, but did not express the need to have further training themselves.

The following section involves the field notes that were made during the research process.

4.5 FIELD NOTES

The following field notes were made that assisted me to understand the views that the participants expressed as well as to record the way in which they engaged in the data generation process.

4.5.1 Observational notes

The participants engaged eagerly in the photo-elicitation-narratives. Some participants wrote lengthy narratives: it was evident that they had reflected carefully on the photographs they had taken. This allowed the participants to provide rich data on their individual lived experiences on the phenomena. During photo-elicitation-group interviews, I observed that participants did not hesitate to use the photograph/s they had used during their narratives to share their personal experiences of their principals' power and control at school.

However, as the interviews progressed the participants became more eager to interact with other participants and share their experiences as depicted in their photographs. The purpose of the photo-elicitation-group interviews was merely to afford the participants the opportunity to discuss one of their photographs with the group. Some participants insisted on discussing all their photographs to illustrate their experience. This opened up a range of responses that generated rich information. I also noted that some of the participants had positive experiences of their principals' power and control. At the end of the second photo-elicitation-group interview, one of the participants mentioned that she felt much more relaxed, and that she could now tackle the next twenty years knowing that she "is not the only person that feels that way". I noted that most of the participants saw the School Governing Body (SGB) as well as the Department of Basic Education as partly

responsible for the way the principal used his or her power and control. Some of the participants voiced their enjoyment of being able to share their photographs during the group interviews: this had given them a voice or an opportunity to discuss their experiences of the principals' power and control. They also stated that they enjoyed the sequential photo-elicitation strategies used; these had given them the opportunity to write individual narratives that reflected their own lived experiences as well as the opportunity to reflect on their own lived experiences during the group interview.

4.5.2 Reflective notes

In the first phase of the data generation process, I met with the potential participants to give them their disposable cameras and to arrange meetings with them so I could obtain their informed consent. During the initial meeting I discussed the purpose of the research as well as ethical aspects such as anonymity, confidentiality and visual ethics. My first observation was that some participants were eager to take part in the research whilst other seemed cautious. Nevertheless all agreed to participate. After the participants had written their individual photo-elicitation-narratives, I found it difficult to stay on track since many of the participants were so keen to share their experiences during the photo-elicitation-group interviews that they wanted to share all the photographs they had taken.

I developed a data generation schedule that was used during the group interviews (see Addendum F) that assisted me to make sure that I remained focused on the research aims. I noted that although some participants found it easy to provide captions for their photographs in phase two, other participants found it very difficult to provide a caption that adequately reflected the experience depicted in the photograph. As the group interviews progressed the participants seemed to enjoy interacting with one another and laughed heartily about some of the other participants' responses. Some participants chose to discuss their experiences of their previous principals' power and control and this resulted in other participants' wanting to do the same. The female participants wrote much longer narratives than the male participants, but they took about the same amount of time as the male participants to share their personal experiences during the group interviews.

4.5.3 Methodological notes

The participants' responded positively to the use of photographs in this research study. I noted that some of the participants were very creative when taking photographs. The photographs also assisted the participants to elaborate on their own experiences in their written narratives. The use of photographs during the photo-elicitation-group interviews also generated rich information about their narratives. During their interactions with one another, the members of the group talked reflectively about the photographs they had taken to depict their experiences. They were all ready to share what their specific photographs depicted. I allowed the participants who wanted to do so to discuss all of their photographs because this encouraged the other participants to be more open when sharing their experiences. All of the participants were thus able to share their personal lived experiences in a confident way, encouraged by the other participants who added to one another's experiences during the photo-elicitation-group interviews.

4.5.4 Theoretical notes

Timing of both photo-elicitation-narratives and photo-elicitation-group interviews was essential to ensure maximum participation. It was important to give the participants ample time to share their experiences. In this case the photo-elicitation narratives (written) and photo-elicitation-group interviews were held after school hours. It should be noted that participants eagerly participated when they realised what the photo-elicitation entailed and were happy to meet at the guest house venue I had arranged. The data generation strategies were exceptionally effective in allowing the participants to share their own individual lived experiences in both phases two and three. Although photo-elicitation-group interviews were used, the participants remained focused on their own experiences depicted in the photographs they had taken. The photo-elicitation-group interview also created an opportunity for participants to reflect on their individual written narratives. The data generation schedule (see Addendum F) proved to be an effective way of ensuring that the data generation process remained focused on the aims of this research study.

4.6 SUMMARY

In this chapter the main themes and categories supported by narrative and verbatim quotations were presented. The findings of secondary school teachers' experiences of their principals' power and control at school resonated with the literature. The themes and categories were discussed. The field notes I made during the research process were discussed.

The next chapter discusses the factual and conceptual conclusions of the study, explores the contribution of this study, offers suggestions on ways to manage their principals' abuse of power and control at school, recommends areas for further research, and acknowledges the limitations of this study.

CHAPTER 5

CONCLUSIONS, CONTRIBUTION OF THE STUDY, SUGGESTIONS, RECOMMENDATIONS FOR FURTHER STUDY, LIMITATIONS AND SUMMARY

5.1 INTRODUCTION

This chapter provides a summary of the study. Thereafter, the factual and conceptual conclusions as well as the contribution of the study are discussed. Suggestions are highlighted and recommendations for further research are provided. Chapter Five concludes with the limitations of the study and a final summary of the chapter.

5.2 THE CONTEXT AND PURPOSE OF THIS RESEARCH

This study is situated in the context of education specifically in a secondary school context. The purpose was *firstly* to explore secondary school teachers' experiences of their principals' power and control at school; *secondly*, to understand the phenomena power and control in the above mentioned context; and *thirdly,* to provide suggestions that would help deal with principals' power and control at school. Little research has been done on power and control as experienced by secondary school teachers in South Africa. This study therefore sought to address the phenomena of power and control in secondary school contexts.

5.3 SUMMARY OF THE STUDY

Chapter One provided the rationale and overview of the study. This included the problem statement and clarification of the terminology relevant to this study, and the outline of the research design and methodology that guided this study. **Chapter Two** highlighted the conceptual and theoretical framework of the study in order to show the approach that was taken to the phenomena that were being explored.

Chapter Three highlighted the research design and methodology employed to achieve the aims of this research study. It included a detailed discussion of the sampling, the data generation strategies and the process of data analysis. It also explained the way in which ethical requirements were met and the strategies that were used to enhance the trustworthiness of this study. **Chapter Four** presented the themes and categories that emerged during the Interpretive Phenomenological Analysis (IPA). In interpreting the findings, constant reference was made to the existing literature.

5.4 CONCLUSIONS

The factual and conceptual conclusions of the research study represent a final reflection on the interpretation of the findings of the study. These are not simply a summary of points or statements made about the research problem but a synthesis of relevant key findings (USC, 2013).

5.4.1 Factual conclusions

The factual conclusions are related to my assumptions concerning the evidence that have been collected in this study (Trafford & Leshem, 2008:14). These facts were generated by means of data analysis and interpretation of the findings of the study (Trafford & Leshem, 2008:14). The factual conclusions of this study are a response to the research aims that were stated in Chapter One. *Firstly,* teachers' experiences of their principals' power and control will be addressed. *Secondly* the effect the principals' power and control have on secondary school teachers will be discussed. *Thirdly,* the participants' suggestions on how to deal with principals' power and control at school will be given.

5.4.1.1 The first aim: Exploration and description of secondary school teachers' experiences of their principals' power and control at school

The findings confirmed that principals' use of power and control in schools evoked a range of feelings amongst secondary school teachers.

It became evident that participants experienced positive, negative and ambivalent feelings as a result of their school principals' use of power and control at school. I discuss their positive feelings before highlighting the participants' negative and ambivalent feelings. It was apparent that some participants' had positive experiences of their principals' use of power and control at school. This was because the atmosphere at the school concerned was characterised by care, respect, fairness, dignity, sensitivity and good humour.

However, the majority of participants' experienced their principals' use of power and control at school in a negative way. His or her exercise of power and control left participants feeling negative, which had a deleterious effect on their sense of well-being: they experienced feeling oppressed, stressed, excluded, fearful, disillusioned, exploited, demotivated, helpless and betrayed. This directly affected their ability to "feel good" or "enjoy life or job satisfaction", which hampered their ability to function optimally in the teaching-learning-environment (White, 2008:3).

Some participants also experienced ambivalent feelings about their principals' use of power and control at school. These participants simultaneously experienced positive and negative feelings that left them with a sense of uncertainty. This kind of ambivalence can be disconcerting and have a negative effect on their well-being because it raises doubts about what they can trust. The lack of trust may be as a result of a lack of respect between individuals, little information shared with the lower level employees, minimum employee freedom and low morale and motivation amongst employees (Boe, 2002:2). When there is lack of trust in organizational relationships it may result in employees to: develop higher stress levels, a decrease in relationships amongst the employees, develop a low morale, an increase in employee absences and the possibility of violent behaviour.

During IPA, it became clear that teachers experience feelings and emotions that relate to their principals' *personal qualities* as well as their *leadership qualities*. Diagram 5.1 illustrates teachers' views of how the principals' leadership qualities and personal qualities evoke negative and /or positive feelings and emotions in teachers.

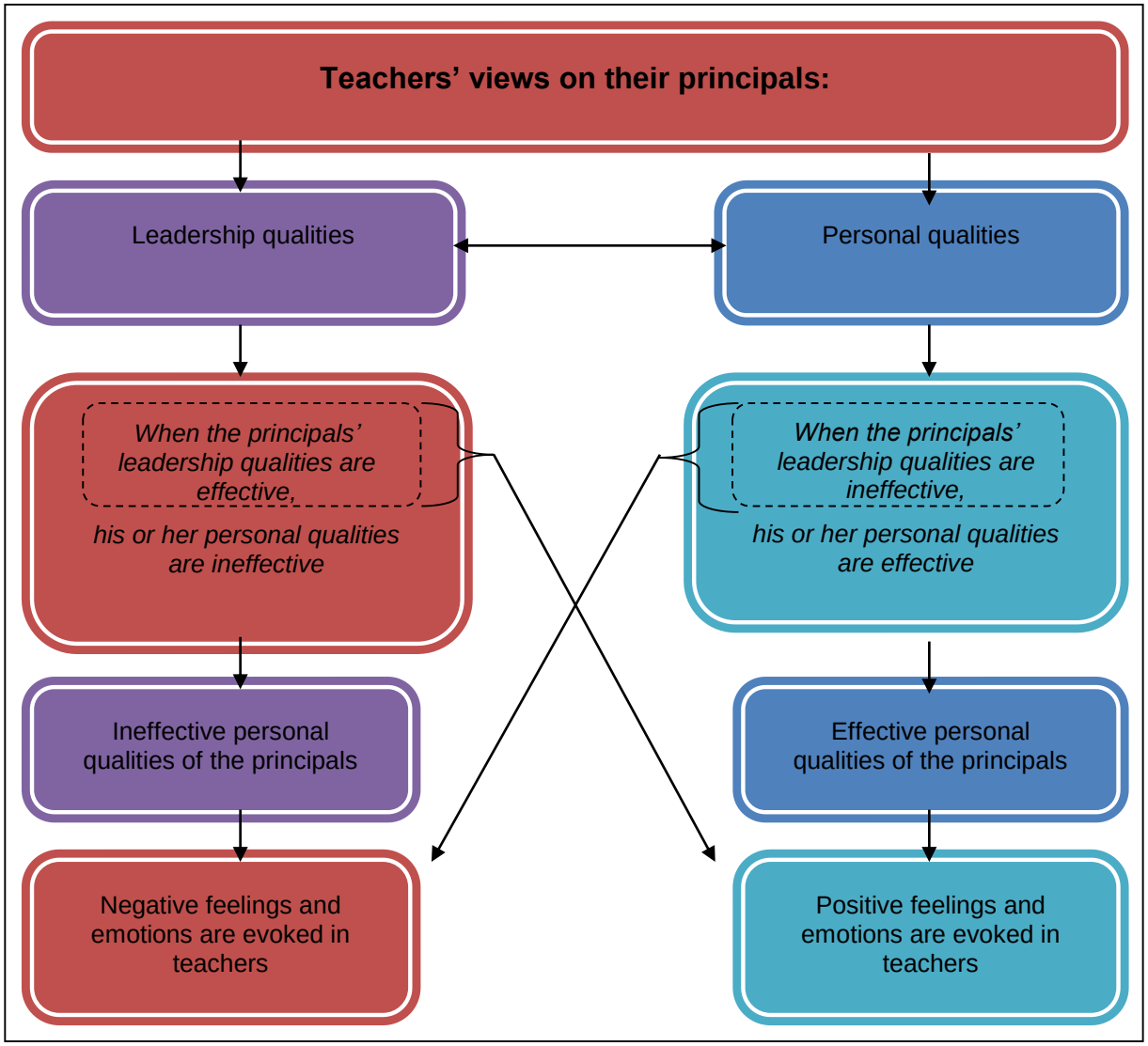

DIAGRAM 5.1 The teachers' views on how their principals' leadership and personal qualities evoke negative and/or positive feelings and emotions in teachers

When the participants narrated or talked about their experiences of their principals' exercise of power and control at school, they referred to either their principals' leadership qualities or personal qualities and the effect they had on their own well-being. Other participants suggested that their principal was a good leader, but he or she lacked certain personal qualities. As discussed in Chapter Four, low-quality leadership is characterised by negative or unfair treatment of employees which has negative effects on employees' well-being (Day & Hamblin, 1964).

Ineffective leadership increases the level of employee stress, distress, anxiety, depression, and has physical outcomes such as increased blood pressure (Hoel *et al.*, 1999; Densten, 2005; Tepper, 2000; Wager *et al.*, 2003). Other participants, however, stated that their principals' leadership style was effective and left them feeling positive. As stated in 4.4.1.2, high-quality leadership can be associated with increased employee well-being (van Dierendonck, Haynes, Borrill & Stride, 2004). There seems to be a link between how the participants view the leadership qualities and personal qualities and their positive, negative or ambivalent feelings which affect their well-being.

Although this study focused on teachers' experiences of their principals' power and control at their school, it became clear from the findings that teachers' human rights can be violated, if the principal misuses his or her power and control since the Bill of Rights (South Africa, 1996b) states that individuals have the right to human dignity, equality and freedom:

- teachers have the right to dignity and the right to be respected;
- teachers have the right to freedom of expression;
- teachers have the right to an environment that is not harmful to their health or well-being; and
- teachers have the right not to be treated unfairly or discriminate directly or indirectly by the principal at school.

5.4.1.2 The second aim: Exploration of how the principals' power and control affects secondary school teachers at school

The next section will highlight what causes the teachers to feel positive, negative or have ambivalent feelings as well as how it affects them. Table 5.1 illustrates how the principals' power and control affect teachers.

TABLE 5.1 The principals' power and control affect teachers positively or negatively, or positively and negatively

<table>
<tr><th>Teachers experience positive feelings and emotions</th><th>Teachers experience negative feelings and emotions</th><th colspan="2">Teachers experience ambivalent feelings and emotions</th></tr>
<tr><td>CAUSES</td><td>CAUSES</td><td colspan="2">CAUSES</td></tr>
<tr><td rowspan="4">➢ Principal respects teachers
➢ Principal treats teachers with dignity
➢ Principal uses a touch of humour
➢ Principal treats teachers sensitively
➢ Principal treats teachers fairly
➢ Principal is warm and caring</td><td rowspan="4">➢ Principal is not approachable
➢ Principal is not constructive
➢ Principal is disorganised
➢ Principal does not manage his/her time effectively
➢ The principal's support is inadequate
➢ The principal is not sufficiently caring
➢ Principal does not allow teachers to express opinions</td><td colspan="2">Principals':</td></tr>
<tr><td>➢ Effective use of power and control</td><td>➢ Ineffective use of power and control</td></tr>
<tr><td>➢ Effective leadership skills</td><td>➢ Unable to apply leadership skills</td></tr>
<tr><td>➢ Strong personality</td><td>➢ Ineffective in dealing with difficult situations</td></tr>
<tr><td>AFFECTS TEACHERS POSITIVELY</td><td>AFFECTS TEACHERS NEGATIVELY</td><td colspan="2" rowspan="2">AFFECTS EITHER POSITIVELY OR NEGATIVELY

Mixed feelings and emotions
➢ Unpleasant feelings and emotions (van Harreveld et al. 2009:1).
➢ Feelings and emotions of uncertainty (Hartman & Zimberoff, 2004)
➢ Feelings and emotions of anger (Hartman & Zimberoff, 2004).
➢ Feelings and emotions of discomfort (van Harreveld et al., 2009:46).
➢ Painful feelings and emotions (Leslie, 2013).
➢ Feelings and emotions of sadness (Leslie, 2013).
➢ Produces feelings and emotions of conflict (Larsen, 2007).
➢ Psychological discomfort (van Harreveld et al., 2009).</td></tr>
<tr><td>Respect
➢ Enhances self-esteem (Ellemers et al., 2004)
➢ Increases mutual trust (Lawrence-Lightfoot, 2000).</td><td>Oppression
➢ Powerlessness and decreased job satisfaction (Roberts, Demarco & Griffin, 2009)</td></tr>
<tr><td>Dignity
➢ Establishes worth (Opinion leader, 2009).
➢ Higher levels of satisfaction (Beach Sugarman, Johnson, Arbelaez, Duggan & Cooper, 2005)</td><td>Exclusion
➢ Feeling of rejection (MacDonald & Leary, 2005:202)
➢ Increases feelings of anxiety, despair, loneliness, rage, hurt feelings (Baumeister & Tice, 1990; Coie et al.,1995; Jones, 1990)</td></tr>
<tr><td>Humour
➢ Enhances self-esteem, establishes positive emotions, creates optimism (Samson & Gross, 2012).
➢ Reduces stress (Bennett & Lengacher, 2006).</td><td>Exploitation
➢ Makes others feel vulnerable (Chukwu, 2012).
➢ Psychological strain that produces stress, depression, anxiety and burnout (Chukwu, 2012).</td></tr>
</table>

Sensitivity ➢ Generates feelings and emotions of security and feelings of recognition (Conger & Kanungo, 1998; Riggio, 1987).	***Demotivation*** ➢ Decreases or diminishes the motivational basis Dörnyei (2001). ➢ Hinders motivational energies are hindered (Küpers, 2001).	
Fairness ➢ Motivates individuals (Leblebici, 2012).	***Fear*** ➢ Creates a lack of self-reliance or even self-confidence (Sivananda, 1997). ➢ Generates posttraumatic stress disorder and/or generalised anxiety disorder (LeDoux & Phelps, 2008)	
Caring ➢ Higher levels of job satisfaction (Van der Vyver, *et al.*, 2013) ➢ Feelings of pleasure (Harley, 2008). ➢ Undermines negative psychological factors (Van der Vyver *et al.*, 2013; Day, 2004; Van der Vyver, 2011).	***Betrayed*** ➢ Prevents trust (Jackson, 2000) ➢ Undermines confidence (Jackson, 2000) ➢ Feelings of anger, loneliness and abandonment (Fitness, 2001).	

Some teachers were provoked by external factors at school that produced positive feelings and emotions which enhanced their well-being. The cause of these positive feelings and emotions is the constructive external behaviours of the principal, such as treating teachers with respect, care, and dignity. This creates an atmosphere characterised by fairness, sensitivity and good humour. The result is feelings and emotions of pleasure, safety and self-worth resulting in increased mutual trust, enhanced self-esteem, and higher levels of satisfaction that reduce stress and undermine negative psychological factors. These positive feelings and emotions enhance their sense of well-being. External factors at school produced negative feelings and emotions which diminished the well-being of teachers. These external behaviours include destructive verbal behaviour, inadequate care, inadequate support, preventing teachers from expressing opinions and ineffective time management that creates a sense of disorganisation.

These external factors create an atmosphere characterised by demotivation, exploitation, exclusion, fear, oppression, betrayal and a sense of powerlessness. This atmosphere encourages or increases anxiety, despair, loneliness, rage, a sense of abandonment, depression and decreases motivation, job satisfaction, trust, self-reliance, and self-confidence. These negative feelings and emotions erode the well-being of teachers.

Some teachers revealed that their principals' power and control produced both positive and negative feelings and emotions. Some teachers felt that their principal had effective leadership skills (positive), but he or she did not apply these leadership skills effectively (negative). Other teachers felt that their principal had a strong personality (positive), but was ineffective in difficult situations (negative). The resultant feelings and emotions were uncertainty, anger, discomfort, painful, and sadness. These negative feelings and emotions deleteriously affect their sense of well-being.

It is clear that teachers' well-being at school is negatively affected by their principals' abuse of power and control. Since well-being is defined as a positive mental state that affects an individual's health and satisfaction with life (Field, 2009:9), teachers who are not satisfied at school are not "doing well" or "feeling good" (White, 2008:3).

5.4.1.3 The third aim: Provision of suggestions for secondary school teachers to help them to deal with their principals' power and control at school

It is important to note that the following suggestions were provided by the participants in response to a prompt during the data generation phase two photo-elicitation-narrative written (see 3.4.3). The participants displayed an external locus of control when making their own suggestions in order to deal with their principals' power and control at school. Their suggestions varied and they expressed the view that they cannot do anything to improve the situation of their principals' use of power and control at schools.

Some participants passively accept their menial role in the collective management of the school as well as their ability to manage their own experiences of power and control in schools. Overall the participants did not make suggestions that could assist themselves to deal with their principals' power and control at school but instead they provided suggestions on what principal or others should do to bring about change. The following suggestions were provided:

- Principals must undergo one or two year internship training before he or she can be appointed as a school principal;
- Principals must be replaced if they are not effective;
- The principals' power at school must be limited, or be revised or even stripped away from him/her;
- Teachers want to be included, be heard and be part of a collaborative decision making process, thus being recognised; and
- The rights of teachers must be revised in the favour of teachers.

5.4.2 Conceptual conclusions

Conceptual conclusions are evaluations using the various theories associated with the findings of a study. These allow interpretation of the data with respect to the theory within the boundaries of the study (de Freitas, 2009; Knight & Cross, 2012). As indicated in the conceptual and theoretical framework of the study (Chapter Two), several theories relevant to power and control underpin this study. French and Raven's source of power theory is relevant to the findings of this study and substantiates the essential interrelatedness of the phenomena, power and control as experienced by teachers in secondary school contexts:

5.4.2.1 French and Raven's Sources of Power

French and Raven's sources of power (see 2.4.1.4) provide an explanation of how the principal gains power at school, and the various feelings and emotions it evokes in teachers. It is important to note that coercive, legitimate and reward power is assigned to principals by the Department of Basic Education (DoBE) whereas

referent and expert power may be given to the particular principals by the teachers because of his or her personal qualities (Lunenburg, 2012:5). Coercive power may be given to principals because of their ability to influence the behaviour of others by punishing them (Lunenburg, 2012:3). It instils a sense of fear enabling them to gain or maintain their power and control (Lunenburg, 2012:3). However, the use of coercive power can lead to negative effects such as frustration, fear, revenge, and alienation and can create negative feelings amongst teachers (Pfeffer, 1993 cited in Lunenburg, 2012:3). Knuth (2004:46) posits that coercive power is the removal of positive consequences. Being faced with negative consequences can have a demoralising effect on teachers. The ensuing frustration or fear may affect the well-being of teachers. Lunenburg (2012:3) states that this "may lead to poor performance, dissatisfaction, and [a rapid] turnover of [teachers]".

Principals can influence others and modify behaviour because of the legitimate power associated with his or her position within the education and school structures (Lunenburg, 2012:3). It is important to note that legitimate power "does not have a negative effect but does not generally stimulate employees to improve their attitudes or performance, and it does not generally result in increased commitment" (Robbins & Langton, 2007:240).

Lunenburg (2012:5) argues that legitimate power may develop dissatisfaction, resistance and frustration among employees. However it can have positive effects. According to the findings of this study, when principals' leadership skills and their use of power are effective and efficient then teachers are positively influenced. However, when principals are unable to employ his or her leadership skills effectively and thus use his or her legitimate power efficiently, teachers may be negatively affected.

Reward power depends on the principals' ability to influence the behaviour of teachers by providing rewards and/or punishments (Lunenburg, 2012:3). Petress (2003:1) states that "[r]eward power is based on the right to [positively offering] social, emotional, or spiritual rewards" to gain influence or negatively denying social, emotional or spiritual rewards. Warrick (1981) posit that leaders control rewards. If

principals deny rewards, this may lead to feelings of exclusion or oppression amongst teachers. Lunenburg (2012:5) posit that “prolonged use of reward power can lead to a dependent relationship in which subordinates” such as teachers, “feel manipulated and become dissatisfied”. This ultimately affects the well-being of teachers at school (Lunenburg, 2012:5).

Referent power may be awarded to principals because of the teachers’ admiration, or respect for them (Lunenburg, 2012:3). Some of the teachers who participated in this study indicated that principals had developed special relationships with some of the teachers at school. Because of the admiration of these teachers, the principal had gained the power to influence them (Lunenburg, 2012:3). The teachers themselves granted the principal the power to influence them positively or negatively.

Expert power may be awarded to principals because of their recognised knowledge, skills or abilities (Lunenburg, 2012:3). It is important to note that although expert power in itself is not viewed as a negative force or destructive behaviour, these principals are still able to use their expert power to exert a negative influence on the teachers at school. It is therefore possible for a principal to belittle, disparage or demean teachers because he or she appears to have superior knowledge, skills and abilities (Anon, 2010). According to Lunenburg (2012:5), “if legitimate power does not coincide with expert power, there may be negative effects on productivity” and a concomitant resistance from subordinates. On the other hand, Klucharev, Smidts and Fernandez (2008:353) argue that a single exposure to expert power can have a long-lasting positive effect, which in turn has a positive effect on the well-being of teachers at school.

5.5. CONTRIBUTION OF THE STUDY

It soon became apparent during the literature exploration that the phenomena of power and control had not been explored in the context of secondary schools. I had therefore identified a gap to be explored (see 1.3). During the exploration of the identified problem in this study, I concluded that some school principals exercise the power and control which is legitimately awarded to them in ways that it affect

secondary school teachers positively or negatively. I noticed that teachers view their principals' personal qualities and/or leadership qualities as playing a role in the way they experience their principals' power and control. Among the negative feelings noted were stress, anxiety, despair, loneliness, rage, abandonment, and depression. These led to low self-esteem, low job satisfaction, low self-confidence, inadequate trust, and a sense of powerlessness that made them feel pessimistic.

A methodological contribution this study makes is the use of a combination of photo-elicitation-narratives (written) and photo-elicitation-group interview. Photo-elicitation and photo-elicitation-narratives provided an opportunity for participants to individually use photographs to depict and narrate their own lived experiences as well to reflect on what their photographs depict when writing their narratives. This study was a phenomenological study that focused on the individual's lived experiences as the main data generation strategy. I incorporated the photo-elicitation-group interview to make it possible for individuals to reflect on and share their individual experiences with other individuals, as required by photo-elicitation. In this study the participants only displayed their photographs and shared their own photo-elicitation-narratives during the photo-elicitation-group interview. In this phenomenological study, using the two strategies in a specific order, i.e. first, individual photo-elicitation-narratives and then photo-elicitation-group interviews, was effective for two reasons:

- Photo-elicitation-narratives provided an opportunity for the participants to explain information in their narratives that they might have not wanted to discuss or disclose in the presence of the other participants; and
- Doing the photo-elicitation-group interview after the individual written photo-elicitation-narratives gave each participant an opportunity to reflect and clarify his or her own individual narratives. They shared their narratives whilst allowing the others to see their photographs, thus the group interviews did not influence the participants' own lived experiences.

5.6 THE RESEARCHER'S SUGGESTIONS FOR SECONDARY SCHOOL TEACHERS TO HELP THEM TO DEAL WITH THE PRINCIPALS' POWER AND CONTROL AT SCHOOL

Some of the following suggestions provided were taken and adapted from Van der Vyver *et al.* (2013:406):

- **Training programme on teachers' human rights**

  Teachers are not always aware of the rights that they and the principal, respectively, have, or when their rights are violated. Discussions by experts about the rights of teachers as human beings at school could be initiated; their rights should be explained to them so that they know and understand them. Furthermore, they will know when their rights are being infringed.

- **Training programmes for teachers**

  Schools should initiate training programmes sessions in order to sensitise teachers with regard to the phenomenon power and control and the roles of teachers and principals at schools. These training programmes should entail skills development such as: assertiveness skills, communication skills, self-esteem skills, self-control skills, self-awareness skills, conflict managing skills, motivation skills, stress managing skills, negative assertion skills, listening skills, interpersonal relationship skills and anger management skills.

- **Teachers should voice their views, opinions and thoughts**

  Teachers should voice their views, opinions, thoughts and the challenges that they experience at school with regard to their principals' power and control. Wilkinson and Fay (2011:56) state that "the term "voice" refers to how employees are able to have a say regarding work activities and decision-making issues within the organisation in which they work".

  MacLeod and Clarke (2009) give an illustration of how this works in practice: their views are sought, valued and used. Silverman, Bakhshalian and Hillman (2013:5) argue that "employee voice has shown to enhance people's job

satisfaction and psychological well-being". Wilkinson and Fay (2011:67) sum up the benefits of employees voicing their views, opinions and thoughts as follows:

- it improves employees' "attitudes, behaviours, loyalty, commitment, and more cooperative relations"; and
- it improves the organisational effectiveness, increasing productivity as well as individual performance.

Teachers should therefore be given the opportunity to voice their views, opinions and thoughts in a "SPEAKING OUT FORUM", or something similar, at schools. This would give them the opportunity to voice their views in the presence of a counsellor or psychologist who could facilitate discussion.

- **Wellness programme for teachers**

  A teacher wellness programme focuses on the well-being needs of teachers at school (Van der Vyver *et al.*, 2013:406). Wellness programmes should address a variety of problems experienced by teachers, such as stress, depression, conflict, burnout, oppression, disillusionment, exclusion, fear, demotivation, exploitation and relationships problems between the principal and teacher (Van der Vyver *et al.*, 2013:406). Teachers should be offered support programmes so that they can obtain professional help to deal with their problems (Van der Vyver *et al.*, 2013:406). Invited experts such as specialists in education law could offer information to school staff on various aspects of their rights as teachers regarding fair labour practice and forms of discrimination (Van der Vyver *et al.*, 2013:406). Psychologists and counsellors could also be employed to address teachers on issues related to their well-being.

- **Establishment of an external committee at school for support**

  An external social committee could be established at schools to enhance and preserve a positive social climate in the school (Van der Vyver *et al.*, 2013:406). The work of the committee should be to ensure teachers' needs are met in terms of their well-being. This could help teachers to function effectively by creating and

supporting the notion of a safe and effective teaching-learning-environment at school (Van der Vyver *et al.,* 2013:406).

- **Developing a grievance procedure protocol**

  This grievance procedure protocol must be developed by teachers (Van der Vyver *et al.*, 2013:406). In particular, the procedure should be clarified with regard to cases in which teachers have been exposed to unfair labour practices or discrimination (Van der Vyver *et al.,* 2013:406). This could provide teachers with an opportunity to create safe and caring spaces characterised by respect for values, cultural diversity, individual differences and the rights of others. It could also develop and maintain constructive relationships that enhance the well-being of teachers.

- **Annual job satisfaction survey**

  A survey should be done annually to determine the levels of job satisfaction, as well as the organisational climate in schools (Van der Vyver *et al.,* 2013:406). This should include an opportunity for teachers to reflect on how well the principal has succeeded in establishing and maintaining trust, listening, services, commitment, altruism and participative decisions making in school management and in empowering the teachers (Van der Vyver *et al.,* 2013:406).

These suggestions could provide teachers with the support they need to help them to deal with their principals' power and control at their schools. They could thus help to make schools caring, safe and positive environments. If teachers have a sense of well-being, they are likely to have a positive effect on the teaching-learning-environment at school.

5.7 RECOMMENDATIONS FOR FURTHER RESEARCH

My secondary findings revealed that the following possible topics could be fruitful areas of further empirical research:

- The influence of the School Governing Bodies (SGB) on school principals' exercising of power and control at school;
- The influence of the Department of Basic Education on school principals' exercise of power and control at school;
- Principals' conceptualisations of the phenomena of power and control at schools;
- Influence of gender on teachers' experiences of principals' use of power and control at school;
- The depictions of principals' understanding of the relationship between their personal and leadership qualities and the influence it has on teachers;
- The relationship between teacher well-being and the teaching-learning-environment;
- The school environment and its effects on school principals' use of power and control; and
- Psychological factors that influence principals' use of power and control at school.

5.8 LIMITATIONS

The research study has the following limitations:

- It reflects the personal experiences of a small number of teachers in a specific context, therefore the findings cannot be generalised; and
- Participants were only given a short time to take photographs and to write their individual narratives, due to the teachers' involvement in extra-curricular activities at their respective schools. Had they had more time, they might have been able to provide more information in their written narratives.

5.9 SUMMARY

This chapter provided factual and conceptual conclusions of the study. The contribution of the study was highlighted, and recommendations for further research were suggested. The limitations of the study were also identified.

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…… 2013

The Department of Basic Education: North West Province

REQUEST TO CONDUCT RESEARCH

TO WHOM IT MAY CONCERN

I hereby request permission to conduct a research study at secondary schools in the Dr Kenneth Kaunda District in the North West Province (Matlosana area). I wish to conduct my study at eight secondary schools, but as the research depends on willing participation by teachers, it is impossible for me to provide a complete list beforehand.

I am currently a full-time MEd student at the Faculty of Education Sciences at the North West University Potchefstroom. In order to complete my Master's degree, I need to conduct a research study entitled: "Secondary school teachers' experiences of their principals' power and control at school". My aim is to gain a better understanding of secondary school teachers' lived experiences of their principals' power and control at school. As part of the research study, I will need to interact with secondary school teachers after tuition time in order to generate data. I will use photo-elicitation-narratives (written) and photo-elicitation-group interviews.

The process of obtaining information from schools and or teachers will be conducted within the ethical boundaries of informed consent, anonymity and confidentiality laid down by the Faculty of Education Sciences, North West University. The participants will not receive any remuneration for their contributions. However, they will have the opportunity to voice their views, opinions and experiences. The teachers' participation will be completely voluntary and they will all have the right to withdraw at any stage during the research process. All data generation procedures will take place after the formal teaching day so there will be no disruption of the teaching-and-learning programme at the schools.

Adam Johannes Wahl
MEd Student
0721507932

Dr A.J. Botha
Study leader
018-285 2265
(Office hours)

education
Lefapha la Thuto la Bokone Bophirima
Noord-Wes Departement van Onderwys
North West Department of Education
NORTH WEST PROVINCE

Temane Building
8 O.R. Tambo Street, Potchefstroom
Private Bag X1256,
Potchefstroom 2520
Tel.: (018) 299-5216
Fax: (018) 294-6234
Enquiries: Mr H. Motara
e-mail: hmotara@nwpg.gov.za

DR KENNETH KAUNDA DISTRICT

SENIOR PROFESSIONAL SUPPORT MANAGER

11 March 2013

Mr A J Wahl
Med Student – Student No: 20852606
North West University
Potchefstroom Campus

PERMISSION TO CONDUCT RESEARCH AT EIGHT (8) SECONDARY SCHOOLS - MATLOSANA AREA OFFICE – DR KENNETH KAUNDA DISTRICT

The above matter refers.

Permission is hereby granted to you to conduct your research at eight (8) secondary schools at Matlosana Area Office, Dr Kenneth Kaunda District under the following provisions:

- **the activity you undertake at the school should not tamper with the normal process of learning and teaching;**
- **you inform the principal of your identified school of your impending visit and activity;**
- **you provide my office with a report in respect of your findings from the research; and**
- **you obtain prior permission from this office before availing your findings for public or media consumption.**
- **You can contact Mr S S Mogotsi, Area Manager: Matlosana (0726130258) for the list of secondary schools.**

Wishing you well in your endeavour.

Thanking you

DR S H MVULA
CHIEF DIRECTOR
DR KENNETH KAUNDA DISTRICT

cc *Mr S S Mogotsi – Area Manager: Matlosana*

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..... 2013

The SGB Chairperson

REQUEST TO CONDUCT RESEARCH: CONSENT

Dear

I hereby request permission to conduct a research study at _____ (name of the school).

I am currently a full-time MEd student at the Faculty of Education Sciences at the North West University Potchefstroom. In order to complete my Master's degree, I need to conduct a research study entitled: "Secondary school teachers' experiences of their principals' power and control at school". My aim is to gain a better understanding of secondary school teachers' lived experiences of their principals' power and control at school. As part of the research study, I will need to interact with secondary school teachers after tuition time in order to generate data. I will use photo-elicitation-narratives (written) and a photo-elicitation-group interviews.

All information obtained from schools/teachers will be done within the ethical boundaries of informed consent, anonymity and confidentiality laid down by the Faculty of Education Sciences, North West University. The participants will not receive any remuneration for their contributions. However, they will have the opportunity to voice their views, opinions and experiences. The teachers' participation will be completely voluntary and they will all have the right to withdraw at any stage during the research process. All data generation procedures will take place after the formal teaching day so there will be no disruption of the teaching-and-learning programme at the school.

Yours sincerely

Adam Johannes Wahl
MEd Student
0721507932

Dr A.J. Botha
Study leader
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Johan.botha@nwu.ac.za

Dear _____

REQUEST FOR CONSENT TO CONDUCT RESEARCH

I hereby request permission to conduct a research study at _____ (name of the school).

I am currently a full-time MEd student at the Faculty of Education Sciences at the North West University Potchefstroom. In order to complete my Master's degree, I need to conduct a research study entitled: "Secondary school teachers' experiences of their principals' power and control at school". My aim is to gain a better understanding of secondary school teachers' lived experiences of their principals' power and control at school. As part of the research study, I will need to interact with secondary school teachers after tuition time in order to generate data. I will use photo-elicitation-narratives (written) and photo-elicitation-group interviews.

All information obtained from schools and or teachers will be done within the ethical boundaries of informed consent, anonymity and confidentiality laid down by the Faculty of Education Sciences, North West University. The participants will not receive any remuneration for their contributions. However, they will have the opportunity to voice their views, opinions and experiences. The teachers' participation will be completely voluntary and they will all have the right to withdraw at any stage during the research process. All data generation procedures will take place after the formal teaching day so there will be no disruption of the teaching-and-learning programme at the school.

Yours sincerely

AJ Wahl
MEd Student
0721507932

Dr A.J. Botha
Study leader
018-285 2265
(Office hours)

I_____Principal of_____ School hereby give permission to the researcher to conduct his study entitled “Secondary school teachers’ experiences of their principals’ power and control at school” after tuition time.

By signing this consent form I acknowledge that I have read and understand the information above and I freely give my consent for the researcher to conduct his research study at my school.

Signature of Principal: _____ Date: _____

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Johan.botha@nwu.ac.za

Dear _____

REQUEST FOR YOUR PARTICIPATION IN A RESEARCH STUDY

I am currently a full time MEd student at the Faculty of Education Sciences at North West University Potchefstroom. In order to complete my Master's degree, I need to conduct a research study entitled: "Secondary school teachers' experiences of their principals' power and control at school".

For this purpose I will need to interact with you after tuition time in order to generate data. This process will entail two data generation strategies photo-elicitation-narratives (written) and photo-elicitation-group interviews. My aim is to arrive at a better understanding of secondary school teachers' lived experiences of their principals' power and control at school.

The information gathering process will be conducted within the ethical boundaries of informed consent, anonymity and confidentiality laid down by the Faculty of Education Sciences, North West University. You will not receive any remuneration for your participation. However, this will give you the opportunity to voice your unique views, opinions and experiences. Your participation will be completely voluntary and you will have the right to withdraw at any stage during the research process. All data generation procedures will take place after the formal teaching day so there will be no disruption of the teaching-and-learning programme at your school.

Yours sincerely

AJ Wahl
MEd Student
0721507932

Dr A.J. Botha
Study leader
018-285 2265
(Office hours)

By signing this consent form I acknowledge that I have read and understand the information above and I freely give my consent to participate in the research study.

Name of Participant: _____Date: _____

Signature of Participant: _____Date: _____

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Dear Participant

REQUEST FOR PARTICIPATION IN A PHOTO-ELICITATION-NARRATIVE (WRITTEN) AND PHOTO-ELICITATION-GROUP INTERVIEW

The study entitled "Secondary school teachers' experiences of their principals' power and control at school" offers you an opportunity to share your experiences, ideas and thoughts on how secondary school teachers experience power and control at schools.

We are also interested in understanding your lived experiences in order to provide suggestions for teachers to help them to deal with their principals' power and control at school.

What will your participation entail?

You will be part of a data generation process that will require you to:

- Learn how to use a camera and take photographs
- Use photographs to depict your experiences
- Provide captions (titles) for your photographs
- Write an individual narrative about your photographs
- Participate in a photo-elicitation-Group interview
- Talk about power and control issues
- Talk about your own challenges you as a secondary school teacher face with issues regarding the principal's power and control in your school.

Could there be anything bad about being part of the study?

- There is a risk that you be upset or confused by something that comes up in the group discussions;
- You might find it hard to talk about power and control issues at your school; and
- Counselling services will be provided if needed.

What are the benefits?

- You will get training in how to use a camera;
- You will learn about how photographs can be used to depict your experiences;
- You will learn about power and control issues at schools;
- You will get a chance to write and talk about issues concerning power and control; and
- You will get a chance to write and talk about and provide solutions (suggestions) that could be used to address challenges teachers face regarding principals' power and control at school.

How will your privacy be protected?

- Each person who participates in the data generation process gets an opportunity to write a narrative him/herself and promises not to disclose any information shared during the photo-elicitation-group interview (confidentiality).

Will the sessions be audiotaped?

- In order for me to understand and record your ideas accurately all sessions will be audiotaped.

Your rights as a participant

Everything you do in the study is voluntary. You may choose not to take part in the three phases of data generation if you so wish. You do not have to answer any questions that make you feel vulnerable or unsafe. You may withdraw from the study at any time. If you have any questions or concerns about your rights as a participant, please do not hesitate to contact me.

Yours sincerely

Adam Johannes Wahl
MEd Student
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Dr A.J. Botha
Study leader
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PHOTO-ELICITATION-GROUP INTERVIEW: PARTICIPANT CONSENT

	I have taken photographs which describe my experience of the principal's power and control at my school. I hereby give - or refuse - permission for my photographs and captions to be used on display during the photo-eliciation-group interview. I understand that the purpose of the group interview is to share my individual experiences by means of my photographs taken on which I wrote my narrative.
□	Yes: I give consent to have my photographs and captions used on displays about my experiences of the principal's power and control at my school during the photo-elicitation-group interview.
□	No: I do not give my consent for my photographs and captions to be on displays about my experiences of the principal's power and control at my school during the photo-elicitation-group interview.

Please list any concerns or comments:

_____
_____
_____
_____

Please complete the following

□	Please give me credit with my full names at all times when you use the photograph/s for publication purposes. My full names to be used: _____
□	Never disclose my name when you use or publish the photograph/s I provided for this research.
□	Please use codes to give me credit when you use the photograph/s for publication proposes.

Please list any concerns or comments:

_____

_____

_____

_____

_____
Name of participant

_____
Participant: Signature

_____
Date

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DATA GENERATION SCHEDULE

Individual Photo-elicitation-narratives (Written)
1. Give each of the photographs that you took a caption./ *Gee 'n opskrif vir elk van die fotos wat u geneem het.* **2. Write a narrative on your personal experience of the principal's power and control at school. Use the three prompts in assisting you to write your narrative./** *Skryf 'n narratief oor jou persoonlike ervaring van die skoolhoof se mag en beheer in die skool. Maak gebruik van die drie vrae om u te help tydens die skryf proses.*
➢ ***What is shown in this photograph? /*** *Wat word getoon in die foto?*
➢ ***What does it mean to you? /*** *Wat beteken die foto vir jou?*
➢ ***What can we do about this? /*** *Wat kan ons doen omtrent dit?*

Photo-elicitation-group interview: Share individual narratives and display photographs
➢ **How do you experience the principal's power and control at your school?** / *Hoe ervaar u die skoolhoof se mag en beheer by u skool?*
➢ **How does the principal's power and control affect you as a person?** / *Hoe affekteer die skoolhoof se mag en beheer jou as mens?*
➢ **What influence does the principal's power and control has on your work performance? /** *Watter soort invloed het die skoolhoof se mag en beheer op jou werksprestasies?*
➢ **What possible suggestions can be made to deal with the principals' power and control at school? /** *Kan u dink aan moontlike voorstellings wat deur onderwysers gebruik kan word om die skoolhoof se mag en beheer te hanteer?*

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BIOGRAPHICAL INFORMATION OF THE PARTICIPANTS

	Gender	Age: Years	Ethnicity	Marital status	Language group	Work experience: Years	Appointment	Number of schools worked at
Participant B1	Female	41 – 45	White	Single	Afrikaans & English	16 – 20	Permanent	7
Participant D1	Male	20 – 25	White	Married	Afrikaans	0 – 5	Permanent	1
Participant E1	Female	36 – 40	White	Married	Sepedi & IsiZulu	6 – 10	Temporary	7
Participant F1	Female	20 – 25	Colored	Single	English	0 – 5	Permanent	1
Participant G1	Female	46 – 50	Colored	Married	Sepedi	26 – 30	Permanent	6
Participant H1	Male	51 – 55	White	Married	Afrikaans	26 – 30	Permanent	1
Participant A2	Female	51 – 55	White	Married	Afrikaans	26 – 30	Permanent	5
Participant B2	Male	51 – 55	White	Single	English	11 – 15	SGB	4
Participant C2	Male	36 – 40	White	Single	Afrikaans	11 – 15	Permanent	1
Participant D2	Female	46 – 50	White	Divorced	Afrikaans	26 – 30	Permanent	2
Participant E2	Male	41 – 45	Colored	Married	Afrikaans	21 – 25	Permanent	2
Participant F2	Female	20 – 25	Colored	Single	English	0 – 5	Permanent	5
Participant G2	Female	36 – 40	Colored	Married	English	11 – 15	Permanent	3
Participant H2	Male	31 – 35	White	Married	Afrikaans	11 – 15	Permanent	1

EXAMPLE: PHOTO-ELICITATION-NARRATIVE

PHASE ONE: PHOTOGRAPHS TAKEN BY PARTICIPANT G 1

Photograph G1-1

Caption: "Threat"

Photograph G1-2

Caption: "Weighted, and to light viewed"

i

Photograph G1-3

Caption: “The key to success”

ii

PHASE TWO: PHOTO-ELICITATION-NARRATIVE WRITTEN BY G 1

Ek vertrou nie ons skoolhoof ten volle nie. (Hoof) maak “van die een vis, en die ander een vleis”. Seker besluite word nie deurgevoer nie en veroorsaak onnodige konflik. Daar is definitief ’n kommunikasie probleem. Belangrike inligting waarvan die onderwysers moet weet, word dikwels nie aangekondig nie. Geen sede-prekies meer tydens byeenkoms nie. Net afkondigings wat vinning afgerammel word.
Onderwysers voel dat as die hoof nie moeite doen nie, hoekom moet hulle? Ons personeel is a.g.v. verdeel in groepe. Een ouer het eendag by die skool ingestap en gesê: “ If the head is rotten, the whole fish stinks!”

Die onderwysdept. ken ons skool deeglik en weet van die situasies met ons beheerliggaam. Beledigings word van alle kante rondgeslinger! DIS ONGESOND!!!
So jammer dat toegewyde onderwysers met ’n passie vir die onderwys en leerders onder sulke omstandighede moet werk.

G1 (2) (foto) beskryf die leierskap van my skoolhoof perfek nl. “GEWEEG, EN TE LIG BEVIND”
Hierdie pou-veer is dalk mooi, maar lig...te’ lig!!!!! Ons skoolhoof kan nie standpunt inneem nie. (Hoof) is bang vir ons beheerliggaam en dit is wat G1 (1) illustree....2x Jakkalse/Honde???
Die kleintjie is die skoolhoof en die groot een die beheerliggaam wat (die hoof) totaal en al oordonder! In die proses verloor (hoof) die samewerking van die personeellede.

G1(3): The Key to success
Die woord van God leer ons hoe om situasies te hanteer. In ons skool is daar ’n gebrek aan godsdiens, veral gebed. En tog.....Ged verander sake.

Wat kan ons hieromtrent doen
1.Ontbind die beheerliggaam
2. Vervang die skoolhoof
3. Kry geestelike aspek in orde

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EXCERPT FROM PHOTO-ELICITATION-GROUP INTERVIEW

(FC) G1: Ek het ’n foto (foto G1-2) van ’n veer miskien lyk die veer nou nie so mooi nie maar ’n veer. En my ’n ’n onderwerp wat ek daai veer gee daai foto gee is geweeg en te lig bevind. Wat ons vir, nee jy moet hom om draai hoor daai veer lyk nie mooi nie. Nou ons weet mos almal nou ’n veer is lig in terme van gewig. Nou dis ’n pou veer glo dit of nie. nou nou ’n pou is mos mooi, kleurvol alles neh, maar by ons skool kan ervaar ek dat dat ons skoolhoof te lig is vir (hoof) posisie. (Hoof) kan dalk lei en en as persoon is (hoof) nie ’n slegte mens nie, maar vir die stoel vind ek haar te lig en nie net ek nie baie personeel lede. Ons hoof kan nie standpunt in neem nie, en dis waar my tweede foto (foto G1-1) ek wil hom tog op sit weet julle waar my tweede foto in kom neh ek het nou-nou genoem bedreiging maar weet julle daar en of dit nou twee honde is en of dit nou twee jakkalse is neh maar die feit van die saak is daar is ’n grootte wat buk oor die kleintjie en daai kleintjie is ons skoolhoof en daai grootte is ons beheerliggaam nou dis nie ’n geheim nie want ons skool lê die departement in ... (dorp se naam) vol, omdat ons onlangs vreeslike situasies by onse skool beleef het met ons beheerliggaam. Ons hoof is al (noem aantal jare) by die skool, (aantal jare) plus, en die beheerliggaam is net so lank die beheerliggaam. Die gevolg is ek dink dis ‘n situasie van, dinges ken teveel van dinges want ons kom al te lank aan en daarom is onse hoof nou in daai posisie en ... die wat die beheerliggaam mense aanstel in daai posisies, verstaan nou (hoof) in daai posisie en (hoof) word gedurig geonthou luister hierso ons het eintlik ’n man gesoek neh maar van die (aantal) kandidate wat “ge-shortlist” was was jy nou maar die beste so jy moet eintlik baie bly wees dat ons jou die kans gee jy weet daai situasie. Die gevolg is daai jakkals of hond, is al oor die kleintjie en nou kom (hoof) en en en (hoof) kan nie standpunt in neem nie en en onthou die personeel verwag dat die onder dat dat die hoof mos vir hulle beskerm en en dis onnodig dat verskillende unies moet ingeroep word om sekere sake te hanteer as ons dit mos self kan hanteer by die skool maar almal ken vir ons in hierdie … provinsie weet almal wies ons, my naam ook is daar sien, meneer want ek is die … van ons ... (noem naam van ‘n komitee) nou vir die afgelope ... (noem aantal jare) jaar, so ek weet mos wat gaan daar diep binne aan, nou daai stukkie gaan jy mos “delete”, ja maar ek sê dit want meneer jy weet dis nie ’n grap nie neh,

i

Mr ... (noem naam) Mr ... (noem naam) hulle almal ken ons, hulle ken ons duidelik want hy't gevra toe hy gekom het, wie is my my van en want en wat ek is "suppose" om daai ... te "suspend" jy weet oor goedjies en goedjies dan dan kom hier mos 'n ding binne jou op, jy is nie daai mens nie maar hulle bring die lelik uit jou in uit, verstaan.

Researcher: Okay die power and control van die skoolhoof?

(FC) G1: Sou ek sê (hoof) is (hoof) te lig vir die stoel (hoof) laat toe dat die "(hoof) does'nt know were to draw the line", verstaan, daar is mos governs en dan is daar manage neh, nou (hoof) moet manage, en governs wat my betref is kyk na die skoolgeld nie gemisbruik word nie dissiplinere probleme en ons moet 'n verhoor hê, roep julle in, verstaan jy kan nie die beheerliggaam kan nie in en uit stap by die skool en jy sien (lid van beheerliggaam) ook net daar hy op die stoep, wat soek (lid van beheerligaam) daar want ... mos 'n ouer ... moenie wil wil weet sekere persoonlike goed van my of jy sien hiers ... by jou deur verstaan wat ek sê die gevolg is dit veroorsaak konflik want dan voel ek nou waar is my hoof dan nou. Hoekom trek (hoof) nie die lyne, you come by in my office if you need to see anybody because at school you might be the governing body but you are just a parent. Ek meen ons is nou professionele mense so ons moet mos so behandel word ons is mos nie kleintjies nie.

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"Secondary school teachers' experiences of the principals' power and control at school"

AJ Wah's research data on **"Secondary school teachers' experiences of the principals' power and control at school"** was analysed by Drs Marina Velma Snyman and Hester Costa. The researcher and the independent coders coded the collected data adhering to a prescribed protocol. A consensus discussion was held between the researcher and the independent coders to refine the identified themes.

Dr MV Snyman (Psychometrist)

Dr H Costa (Independent Coder)

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TO WHOM IT MAY CONCERN

This is to attest that I have edited the language of the dissertation: **"Secondary school teachers' experiences of the principals' power and control at school"** by Adam Johannes Wahl.

(Dr) Elaine Ridge BA UED (Natal) DEd (Stell)

Freelance Editor and Translator

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